MULTICULTURAL VALUES ANALYSIS OF VOCATIONAL HIGH SCHOOL EFL TEXTBOOK

THESIS

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**MULTICULTURAL VALUES ANALYSIS OF VOCATIONAL
HIGH SCHOOL EFL TEXTBOOKS**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
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DEDICATION

The thesis is dedicated to:

1. My beloved parents who always give me motivation, great affection, assistance and never ending love.
2. My beloved brother, Firman Anggriawan Rosyied who always supports me.
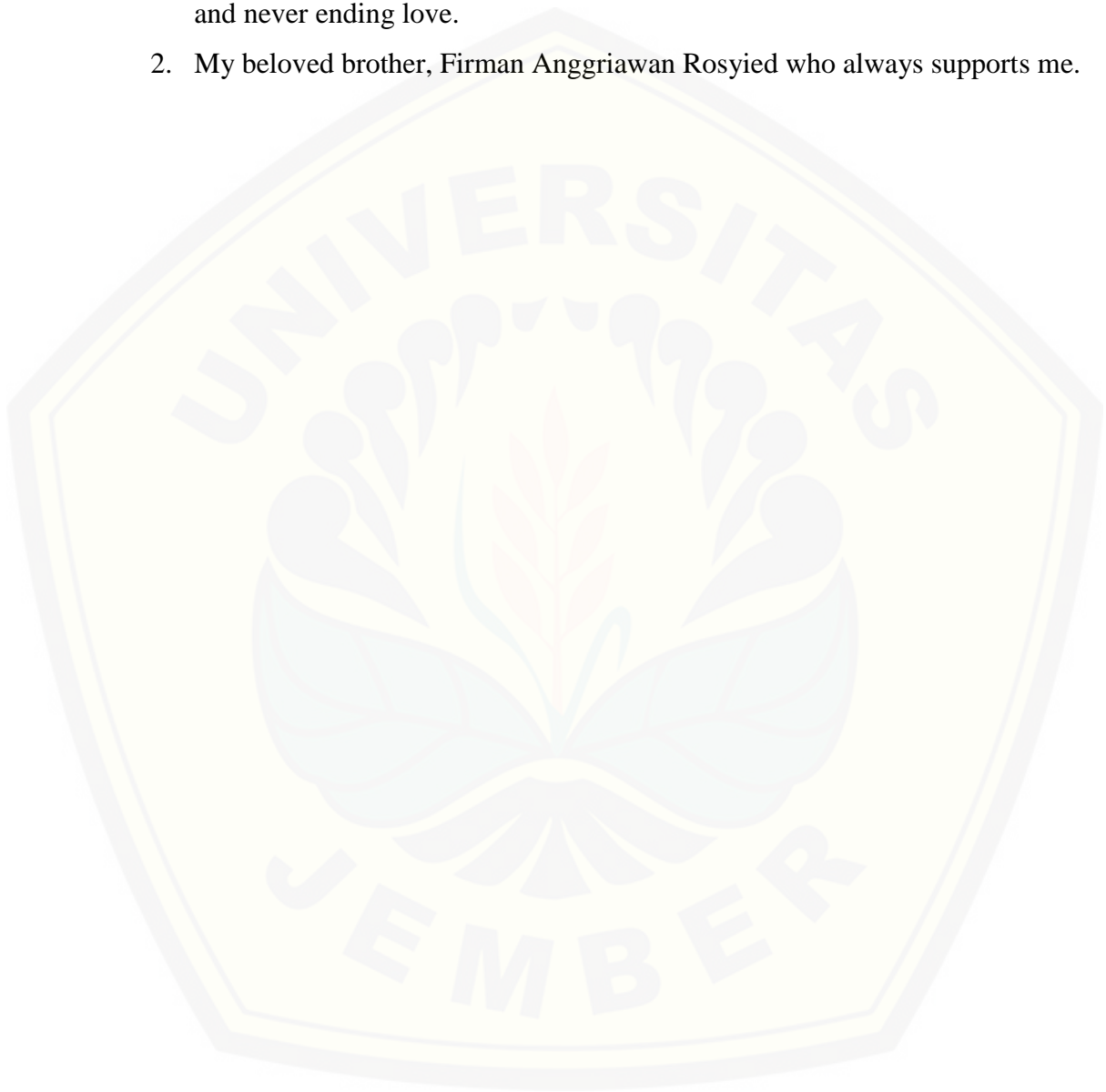
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MULTICULTURAL VALUES ANALYSIS OF VOCATIONAL HIGH SCHOOL EFL TEXTBOOKS

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.
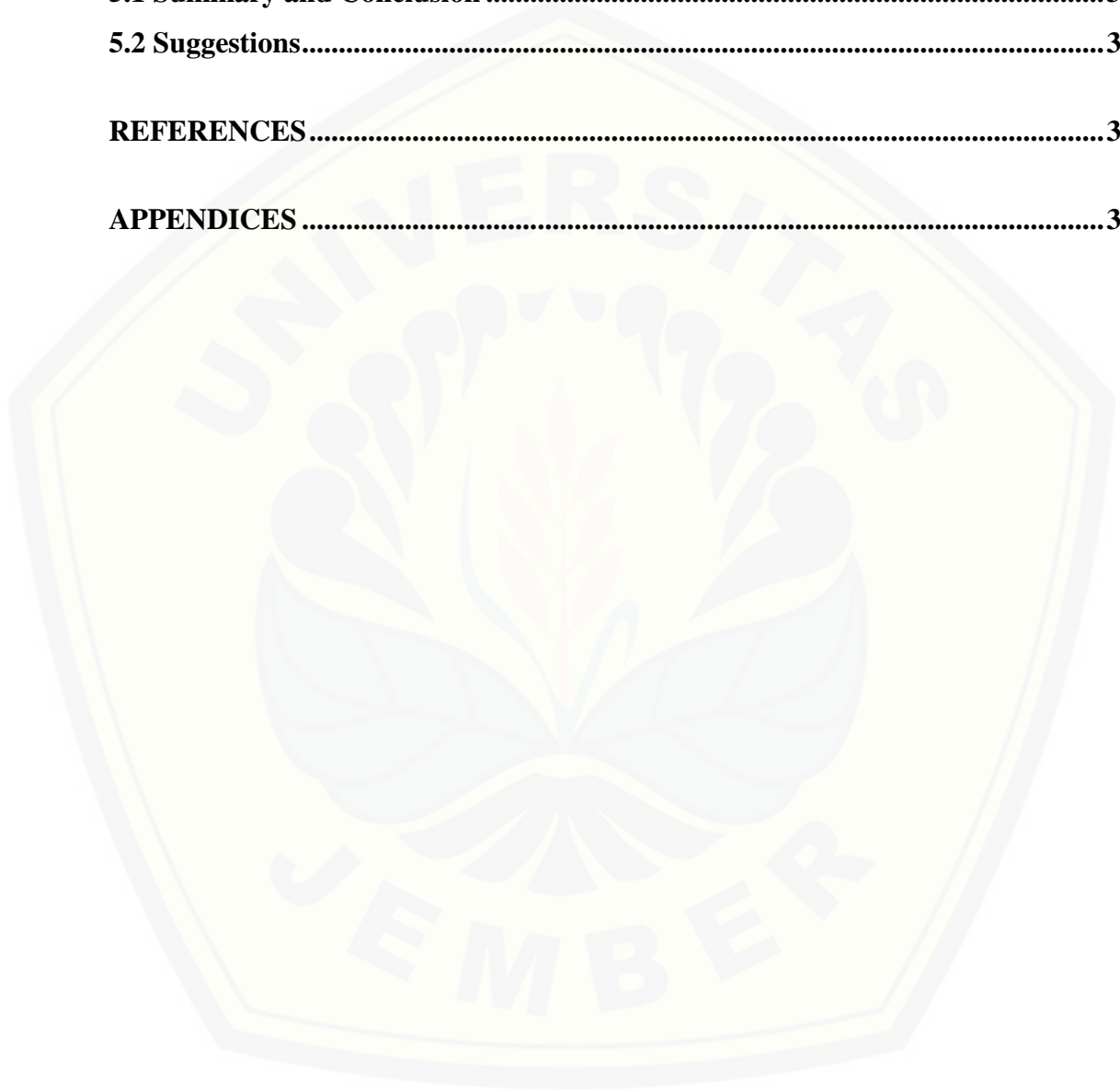
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SUMMARY

Multicultural Values Analysis of Vocational High School EFL Textbooks; Filza Isnaini; 140210401002; 39 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study examined what multicultural values are represented in vocational high school English textbook for Grade 10th published by the Ministry of Education and Culture of the Republic of Indonesia by using visual semiotics of Roland Barthes. The study was expected to give enlightenment towards the discussion of multicultural values needed in English teaching and learning process for the students, the teachers, and the next researchers in the future.

The study analysed visual images that provide information about multicultural values in vocational high school EFL textbooks by using visual semiotics of Roland Barthes that has two layers in visual semiotics' layering of meaning: denotation and connotation. This study used both layer to analyze the multicultural values represented in the images provided in the EFL textbook used in vocational high school, in order to reveal what and how the image represents the ideas and values in it. The main reason for analysing the multicultural values in the textbook is because images tend to provide rich and accurate information about the cultural values.

The findings show that there are four categories of multicultural values represented in the EFL textbook through 15 images out of 81 images. Those multicultural values are appreciating other people's cultural products (AOPCP), appreciating women's equal rights (AWER), appreciating other people's perspectives (AOPP), and respecting other people's traditions (ROPT). Apart from the representation of multicultural values, the images provided in the EFL textbook also portrays socio-cultural phenomena in Indonesia and interpret real-life conditions of school communities in Indonesia that based on population's heterogeneity. In which gives a chance for the students to enhance their Intercultural Communication Competence (ICC) by starting to appreciate cultural diversity and to accept racial and religious tolerance around them. Other than that, the active role from English teachers to provide various additional activities related to the pictures given in the textbook, such as role-play, case studies, and problem solving are important in enhancing students multicultural awareness and improving their ICC.

CHAPTER 1
INTRODUCTION

This introductory chapter deals with the research topic, the issue being discussed, the importance of discussing the issue, the position of this research in relation to the related previous studies, the research focus, and the research contribution.

1.1 Research Background

In English language teaching (ELT), English textbook plays an essential role as the main resource in learning English. Textbook contains language learning materials that aim to develop learners' communicative competence. According to Hymes (1966), communicative competence refers to language user's grammatical knowledge of syntax, morphology, phonology, as well as social knowledge about how and when to use utterances appropriately. In order to be able to communicate effectively, it is important for a language user to develop social and cultural awareness. Therefore, English textbook as a media representing and providing the various meanings of English (which include images and texts) should contain multicultural values. However, the findings of previous studies show that most of the textbook contents are still dominated by inner circle cultural content, instead of the learners' cultures (e.g. Shin, Eslami, and Chen, 2011).

Alptekin (2002) stated that exposing native speakers' cultural characteristic in a foreign language learning does not improve non-native speakers' communication effectively. This is also related to Jenkins' (2006) statement that in EIL (English as an International Language) settings, non-native speakers have higher chance to communicate commonly with other non-native speakers rather than native speakers of English. This means that non-native speakers require an EFL textbook that is rich of exposures of their cultures in order to improve their English skill. The deficiency of target cultural perspectives may create a gap for the language learners who want to improve their intercultural competence and target-language skill (Shin, Eslami, Chen, 2011). From the statements above, we

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can conclude that multicultural values represented in a textbook is an important issue to be analyzed in this research.

The issue of cultural studies in EFL textbooks has been investigated in the past 10 years in different EFL countries, focusing on different aspects of culture, and applying different tools of analysis. Of the eleven studies reviewed, three of them are conducted in Iran, two in Taiwan, while the others are conducted in Uganda, Japan, Botswana, South Korea, Spain, and a few Asian countries. The specific issues being investigated are: cultural domination or cultural bias (Magogwe, 2009; Yamada, 2010; Song 2013), cultural elements (Tajeddin, 2014; Bahrami, 2015), cultural background and presentation (Dastjerdi, 2011; Shin, 2011; Johannessen, 2014), intercultural content and understanding (Su, 2014), integrated culture (Ke, 2012), and lexical availability (Alonso, 2016). In analyzing the cultural issues in EFL textbooks, previous studies applied different tools of analysis, such as interview (Alonso, 2016), questionnaire (Dastjerdi, 2011; Bahrami, 2014), textual analysis (Song, 2013; Su, 2014), and the combinations of interview, questionnaire, and textual analysis (Magogwe, 2009). The other examples of tools of analysis are quantitative coding system (Ke, 2012), Kachru's classification and Murayama's approach (Shin, 2011), and Weninger and Kiss's semiotic approach (Johannessen, 2014).

From the eleven articles reviewed, it is revealed that none of the cultural studies in EFL textbooks was conducted in Indonesia. In addition, dealing with the education levels of the EFL textbooks analyzed, eight researchers analyzed high school EFL textbooks, and three others investigated college EFL textbooks in other countries. In Indonesia, high school English textbook analysis on cultural values (more specifically the vocational high school English textbooks) have been underexplored. Therefore, this study is an attempt to fill in the study gap by exploring the multicultural values in vocational high school's EFL textbooks applying visual analysis (which is not used in the previous studies). In visual analysis, all visual images in the textbook (pictures, photographs, diagrams) containing multicultural values are analyzed. The multicultural values in this study are defined as values that respect, appreciate, and tolerate the cultures of peoples

from different ethnic, religious, political, economic, social, and cultural backgrounds living in different geographical areas. The present study analyzed visual images that provide information about giving respects to other people's traditions / ways of life, perspectives, cultural products, and gender roles. The focus of the analysis is formulated in the following research question.

1.2 Research Question

This research is focused on answering one single research question, i.e. "What multicultural values are represented in vocational high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia?"

1.3 Research Objectives

Referring to the research question, the present study aims to analyze images (pictures, photographs, diagrams) that contain explicit and implicit messages about multicultural values, i.e. respecting other people's traditions, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights.

1.4 Research Significance

This research is expected to give theoretical, practical and empirical contributions.

1. Theoretically, the findings of the study are expected to support the theory of textbook as the cultural artefacts.

2. Practically, textbook writers are expected to provide more cultural contents in EFL textbooks to stimulate the discussion of multicultural values needed by the students in studying English. In addition, English teachers are expected to be able to select the appropriate cultural materials in English textbooks to be discussed in English teaching and learning process.

3. Empirically, the next researchers are expected to investigate other aspects of cultural diversities represented in English textbooks published by different publishers in Indonesia.

CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 The Importance of Cultures in English Language Learning

Language and culture are inseparable. Liu (2017) claims that because language is a major carrier and medium of culture communication and transmission, therefore in learning foreign language learners need to understand and be aware of the target language (TL) cultures for achieving effective communication. Therefore, it is necessary to provide learners with cultural context and awareness to develop their intercultural communication's proficiency of the target language.

Due to the wider use of English as an international communication, the main goal of English language teaching (ELT) has shifted from communicative competence to Intercultural Communicative Competence (hereafter ICC). To achieve ICC, language learners are required to improve their awareness of their home cultures as well as other people's cultures (Council of Europe, 2001; Hamiloğlu and Mendi, 2010:16; Liu & Laohawiriyanon, 2013).

The exposure of cultural knowledge and practice are essentially needed in English language learning in order to improve learners' intercultural communicative skills and adopting an intercultural identity (Sercu, 2010). It is also supported by Yuen's (2011) statement that exposing learners to various cultures of English-speaking countries will effectively develop and enhance their ICC (Kim & Park, 2015). Therefore, cultures play an essential role in English language learning because it will help learners to develop their awareness of his/her own culture as well as other cultures in order to achieve ICC.

2.2 Conceptualizing Multicultural Values in EFL Textbooks

To understand the concept of multicultural values in EFL textbooks, we need to make sense of the meanings of culture and value. Culture has a very broad and complex concept to define. Brown (2000:177) defines culture as "the ideas, customs, skills, and arts and tools that characterize a given group of people in a given period of time". Similarly, Moran (cited in Kim and Park, 2015), defines

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culture as a group of people's ways of life, consisting of shared practices, products, perspectives about the world that are set within specific social contexts. Thus, as summarized by Moran (2001:25) culture consists of five dimensions: products, practices, perspectives, persons, and communities (see Table 1).

Table 1. A brief summary of the five dimensions of culture (Moran, 2001)

DIMENSIONS	EXAMPLES
Products	Artefacts: food, documents, language, money, tools Places: buildings, cities, houses Institutions: family, law, economy, religion, education, politics Art forms: music, clothes, dancing, painting, movie, architecture
Practices	Operations: manipulation of cultural products Acts: ritualized communicative practices Scenarios: extended communicative practices Lives: stories of members of the future
Perspectives	They represent the perceptions, beliefs, values and attitudes that underlie the products and guide people's behaviour in the practice of culture. They can be explicit but often they are implicit, outside conscious awareness.
Communities	They include the specific social contexts (e.g. national cultures), circumstances (e.g. religious ceremonies), and groups (e.g different social clubs) in which members carry out cultural practices.
Persons	They refer to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person.

(Kim & Park, 2015)

Products represent artefacts, places, institutions and art forms; practices deal with operations, acts, scenarios, and lives; perspectives portray perceptions, beliefs, values and attitudes; communities include specific social contexts where their

members practice cultural practices; persons refer to individual members who embody the culture and its communities in unique ways. This study connects the five dimensions of culture with the data obtained to analyze what multicultural values are represented through the images provided in the EFL textbook used in vocational high school. However, the analysis of the findings showed that there are only four category of multicultural values represented in the EFL textbooks.

Besides understanding the concept of culture, the concept of values need clarification. According to Dewey (1938), values deal with things, beliefs, actions, emotions, and attitudes, which are found acceptable, desirable, and even praiseworthy to the individual, society, or both of them. Therefore, based on the experts' definitions about culture and values, this study conceptualizes multicultural values as values that respect, appreciate, and tolerate the cultures of peoples from different ethnic, religious, political, economic, social, and cultural backgrounds living in different geographical areas. The present study analyzes images (pictures, photographs, diagrams) that contain explicit and implicit messages about multicultural values, such as respecting other people's traditions, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights.

Textbooks play an important role in ELT classroom. Cunningsworth (1995) claims that teachers use textbooks for planning and giving lessons, while students rely on them for linguistic content and models. Moreover, textbooks also provide a course core materials, serving as the basis for language input the learners receive and the language practice occurring in the classroom (Tomlinson, 1998). From both of the experts' statements above, Kim & Park (2015) stated that textbooks required containing multicultural information in order to meet the growing need of the development of ICC and to fulfil its use as a key of teaching and learning material effectively.

As for the cultural materials to be included in EFL textbooks, Alptekin (2002; cited in Yaman, 2017) suggests to involve both local and international context that are familiar and relevant to language learners' lives into the instructional materials and activities. Liu & Laohawiriyanon (2013) cited

Cunningsworth (1995) about the 'hidden curriculum', a set of cultural values mentioned either directly or indirectly in the literature, related to cultural materials in the EFL textbooks has stronger power to help to develop students' cultural awareness, perceptions and knowledge when they have well-exposed of it. In their research about culture related content in EFL textbooks, Kim & Park (2015) cited Cortazzi and Jin's (1999) proposed three sources of cultural information to be included in language textbooks such as target culture materials (TC), source culture materials (SC), and international culture materials (IC). In this study, SC refers to Indonesian culture, (TC) refers to English-speaking countries (Australia, Canada, Ireland, New Zealand, the UK and the USA), and IC includes cultures of all countries in the world (European countries, countries in Latin America, Africa, and Asia) except for Indonesian and English-speaking cultures. The following years, Chao (2011) added two other categories of Cortazzi and Jin's (1999) main categories of culture, such as Intercultural Interaction (ICI) and Universality across Culture (UC). ICI includes the comparison, reflection, or awareness of the differences and similarities between the local/source and the target /international culture, while UC includes general knowledge/content that is not specific to any particular culture or country. The present study uses Chao's framework (2011) of the main categories of culture in analyzing the multicultural values in order to categorize the culture represented through the images provided in the EFL textbook.

2.3 Images in Textbooks

Sert (2006, as cited in Erfani 2012) asserts that icons (cartoons, pictures, etc.) play a vital role which may be a positive contribution if foreign language learning is considered. Its contribution in EFL classroom can be in the form of connecting the gap between language learner's native culture and the target culture, as well as the native language and foreign language (Sert, 2006). Erfani (2012) supported Sert's statement in his research of the use of pictures in ESP, that the students' foreign language awareness can be accelerated both at conscious and sub-conscious levels through the combination of picture that present the cultural content and the target language skill to be improved. It shows that images in

textbooks can help language learners to improve their inter-cultural awareness through what and who is being depicted in the pictures as well as the multicultural values represented in the pictures.

Yoo-Lee, Fowler, Adkins, Kim, & Davis (2014) examine cultural authenticity reflected in multicultural picture books. The study provides a systematic and empirical analysis of a sample of fifteen picture books to represent each of three different ethnic groups: African Americans, Asian Americans, and Hispanic Americans. The findings of the study show that most picture books selected for evaluation were culturally authentic, even though various levels of stereotypical elements still exist in some text and illustrations (Yoo-Lee et al., 2014). In African American picture books, the illustrations authentically show African American appearance in different shades and looks. The illustrations provided in Asian Americans picture books depicted cultural authenticity through kimonos, patterns on clothes, and Japanese letters. Cultural authenticity in Hispanic Americans picture books depicted through simple and not too bright clothes and brown-colored face. The importance of culturally authentic image lies on its role as a vital source of intercultural understanding.

2.4 Previous Studies on Cultures in EFL Textbooks

From twelve articles related to cultural content in EFL textbooks that I read, the studies were mostly focused on integrating culture in language teaching and learning, the importance of culture in ESL/EFL, culture domination or culture bias, and cultural content and its treatment in EFL textbooks. The previous study were held in Turkey, Vietnam, China, Saudi Arabia, Colombia, Israel, South Korea, Pakistan, Iran, Botswana, and Japan.

Magogwe (2009), Yamada (2010), Shin (2011), and Song (2013) analyzed the culture domination or bias in EFL textbook used in Botswana, Japan, Asian countries, and South Korea. The researchers used various tools such as interview, questionnaire, textual analysis, Kachru's classification and Murayama's approach, and Kachru and Nelson's model.

Magogwe (2009) conducted the research in order to find out whether the cultural bias in Botswanan textbooks affect the students' motivation in learning

English. The findings showed that even though the English language books excluded the Botswanan culture and focused more on the target language's cultures, this issue does not affect the attitude and motivation of the students to learn English.

The findings in Yamada's (2010) research related to the cultural bias in Japan's junior and high schools' English textbook showed that the 1980s editions were focused on the USA and its cultures, then the later edition moved its focus towards Japanese culture.

The research conducted by Shin (2011) that analyzed 25 ELT textbooks used in several Asian countries, showed that the inner circles' cultures are more dominant compared with the outer/expanding circles. It showed that the inner circles' cultures are more highly valued than the outer and expanding circles, which contradict the concept of English as an international language.

Song (2013) analyzed the culture domination of EFL textbooks in South Korea published by relatively large Korean textbook publishers, and the findings showed that US's cultures dominated all four of the textbooks. The outer circle countries such as South Africa, Bangladesh, Philippines, and India as well as expanding circle nations such as Nepal, Jordan, Uruguay, Bolivia, and Russia got a little space as to reflect the curriculum goal of including diverse cultures and intercultural understanding. The audio clips in the textbooks are all narrated in American English, except for the reading sections that were delivered in various accents, such as British English, Bangladeshi-accented English, and Indian-accented English.

Liu & Laohawiriyanon (2013), Kim & Park (2015), and Rodriguez (2015), conducted a research about the cultural content in EFL textbooks used in China, South Korea, and Colombia. The researchers used various tools such as Cortazzi and Jin's framework and content analysis. Liu & Laohawiriyanon (2013) conducted an analysis in an attempt to identify which type of culture and what kind of culture were introduced in Chinese EFL textbooks for the university level. The analysis revealed that more than half of the cultural content was unidentifiable. The researchers proposed "unidentified sources of culture" category in order to cover

all cultural content found in the textbooks, which did not connect with any specific country. However, less than half of the cultural content was identified and it showed that the textbooks were dominated by target cultural content while international target culture and source cultural content contained a very small percentage.

The evaluation of English textbooks for South Korean second year middle school students supported multicultural perspectives on language learning was conducted by Kim & Park (2015). It shows the imbalances in the representation of culture-related contents in terms of cultural dimensions, cultural categories, and cultural themes exists. The finding indicates that the contents on intercultural interaction (ICI) were seriously under-represented in the current English textbooks.

The research about cultural content in EFL textbooks that was conducted in Colombia by Rodriguez (2015) shows that the communicative textbooks used in undergraduate language programs at some universities and in other EFL settings mostly lack of elements of deep culture that might help learners to develop ICC. Deep culture provides opportunities to understand the target culture by embracing invisible meanings associated with a region, a group of people, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs, and values. However, most of the EFL textbooks' topics belong to surface culture. The easily observable (Hinkel, 2001) and static elements that represent a nation, which involved the accumulation of general fixed information and do not provide opportunities to address the underlying sociocultural interactions that occur in different backgrounds. It was based on static, congratulatory, and homogeneous notions, all emblematic elements of the foreign culture/s**.**

The result from those three researchers shows that most of the EFL textbooks' content are still lack of source information and there are imbalanced representation of multicultural values needed to develop language learners' ICC. Based on the literature review above, we know that studies of culture in EFL textbooks is one of the trending topics discussion in a number of international journals on education for the past ten years. However, multicultural values analysis conducted in vocational high school's EFL textbooks remains underexplored. In

order to fill in the gap of the previous studies, the present study analyzed visual images that provide information about multicultural values in vocational high school EFL textbooks using visual semiotics of Roland Barthes (1973, 1977).

CHAPTER 3
THE STUDY

This chapter explains the methodology utilized for analyzing multicultural values in EFL textbook. The first part discusses data of the study, giving information about the categories of pictures selected to be analyzed. The second part deals with method of textbook analysis, containing information about a tool of analysis used. The third part discusses procedures of analysis, giving information about step-by-step activities to do the analysis.

3.1 Data of the Study

The focus of this study is analysing the multicultural values in an EFL textbook used in vocational high school published by the Ministry of Education and Culture for grade 10. The textbook entitled *Bahasa Inggris SMA/MA SMK/MAK Kelas X [English for High School/Islamic High School / Vocational High School/Islamic Vocational High School]* is written based on English Curriculum 2013, and contains 15 chapters, 220 pages. Genre-based approach has been adopted as the theory of language (philosophy) for the teaching of English in high school in Indonesia. Due to this, this textbook is organized based on different types of text both in written forms (reading and writing) and in oral forms (listening and speaking). To understand and produce different kinds of texts, learners need to know the text characteristics, such as the language features and generic structures. Therefore, the learning tasks intended to practice the mastery of language features and generic structures are also available in the textbook. In addition, to clarify meanings of the texts, visual images (e.g. character illustrations, pictures, photographs, graphs, tables) are also provided in the textbooks.

The meanings behind the visual images of the texts in the textbook (in particular the cultural meanings) was the focus of textbook analysis in the present study. The main reason for analyzing the multicultural values in the textbook is that because images tend to provide rich and accurate information about the cultural values. The English textbooks for vocational high school are assumed to reflect the target of English curriculum 2013, in particular the attainment of

multicultural understanding as an important component in language learning. The visual images containing multicultural values (i.e. respecting other people's traditions, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights) were selected purposefully to answer the research questions.

3.2 Method of Analysis

The present study aims to examine the multicultural values hidden in the visual images in the textbook. Hence, the appropriate method to analyze such images is semiotic analysis. Semiotics, as an approach in discourse analysis, is the study of meaning making, sign process (semiosis), and meaningful communication. It concerns with everything that can be taken as a sign (Eco, 1976). In a semiotic sense, signs take the form of words, images, sounds, gestures and objects. There is a specific sub-domain of semiotics that analyses the way visual images communicate a message, which is visual semiotic. Leeuwen (2001) stated that Barthian visual semiotics possess layering of meaning as its key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how the image is represented. Therefore, English teachers need to examine the cultural values as a dynamic engagement potential through texts and images in textbooks (Weninger & Kiss, 2013). Kim & Park (2015) argue that culture-related materials representations give a huge impact on learners' Intercultural Communication Competence (ICC).

The present study analyzed visual images that provide information about multicultural values in vocational high school EFL textbooks. It was conducted by using visual semiotics of Roland Barthes**.** Barthes (1973, 1977) argues that there are two layers in visual semiotics' layering of meaning. The first layer is denotation that explains what and who is being depicted in the picture; the second layer is connotation that explores the ideas and values expressed through what are represented, and through the way it is represented in the picture. This study used both layers to analyze the multicultural values represented in the images provided in the EFL textbook used in vocational high school, in order to reveal what and how the image represents the ideas and values in it.

3.3 Procedures of Analysis

To analyze the images that contain multicultural values in EFL textbook, a number of steps were taken. First, images showing an act of respecting other people's traditions, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights throughout the chapters in the textbook were identified. Second, the identified pictures were coded based on the four categories, i.e. ROPT (respecting other people's traditions), AOPP (appreciating other people's perspectives), AOPCP (appreciating other people's cultural products) which related to products, and AWER (appreciating women's equal rights). Those categories related to Table 1 of the five dimensions of culture as summarized by Moran (2001): ROPT represents cultural dimensions of practices, AOPP represents cultural dimensions of perspectives, AOPCP represents cultural dimensions of practices and products, and AWER represents cultural dimensions of communities. Third, the pictures were selected purposefully for analysis because they meet the criteria for analysis, i.e. contains implicit and explicit messages about multicultural values as mentioned before, that is closely related to Moran's (2001) five dimensions of culture and Chao's framework (2011) of cultural categories. The fourth step was describing and interpreting the results of analysis. The final step is discussion of the results of analysis by comparing and contrasting them with the related theories and findings of previous studies.

CHAPTER 5
CONCLUSION

This chapter contains summary, conclusions, and suggestions with respect to stated objectives pedagogical implications of results.

5.1 Summary and Conclusion

The present study evaluated what multicultural values are represented in vocational high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The findings show that there are four categories of multicultural values represented in the EFL textbook through 15 images out of 81 images. Those multicultural values are appreciating other people's cultural products (AOPCP), appreciating women's equal rights (AWER), appreciating other people's perspectives (AOPP), and respecting other people's traditions (ROPT). However, the finding shows that the contents of multicultural values, moreover respecting other people's tradition (ROPT), were seriously under-represented through images in the current English textbooks.

The analysis showed that 15 out of 81 pictures provided in the textbooks represent multicultural values. One image shows an act of respecting other people's traditions (ROPT), three images show an act of appreciating other people's perspectives (AOPP), five images show an act of appreciating women's equal rights (AWER), six images show an act of appreciating other people's cultural products (AOPCP). The most represented multicultural values is the act of appreciating other people's cultural products (AOPCP).

As for the cultural categories, among sixteen images that represents multicultural values, nine images represent source culture (SC), three images represent international culture (IC), three images represent universality culture (UC), one image represents intercultural culture (ICI), and none of it represents target culture (TC). Therefore, it can be concluded that most of the images that represents multicultural values dominantly represent source culture.

However, this study's results showed that an imbalanced representation in the EFL textbook exists. Therefore, authors and teachers have an essential role to overcome the uneven presentation of multicultural values and cultural sources content. As evaluators and users of EFL textbooks, English teachers should become an active participant by choosing an appropriate EFL textbook, reviewing and analyzing the multicultural values and cultural sources, also giving feedback for the publishers.

5.2 Suggestions

In order to overcome the imbalance, English textbooks should provide more images that represent multicultural values' materials that focus on ROPT to help the language learners improving their intercultural communication competence (ICC) through images. English teachers should also consider the representation of multicultural values in the EFL textbooks as an essential part in teaching English as a foreign language, since language and culture are inseparable in language learning. Therefore, an active role from English teachers such as providing various additional activities related to the pictures given in the textbook is important to increase the use of multicultural values being depicted. By engaging students in comparing the differences and similarities among different cultures and countries, such as problem-solving, role-play, and/or case study may enhance students' multicultural awareness and improve their ICC.

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