



**THE ANALYSIS OF MULTICULTURAL VALUES REPRESENTED
THROUGH PICTURES IN THE EFL TEXTBOOK
FOR SENIOR HIGH SCHOOL**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020



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Composed to Fulfill the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
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BY:

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2020**

DEDICATION

The thesis is dedicated to:

1. My beloved parents, Hardi Wuryawan and Munawaroh
2. My beloved sister, Firyaal Naylaquds Sabran



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS' APPROVAL

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Jember, 13 January 2020

The writer

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SUMMARY

The Analysis of Multicultural Values Represented through Pictures in the EFL Textbook for Senior High School; Raudya Adha Jilan Salma Shabyra; 150210401086; 43 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This research investigated what and how multicultural values are represented in the English textbook for the Eleventh-Grade Senior High School students published by the Ministry of Education and Culture of the Republic of Indonesia by using a visual semiotic analysis proposed by Barthes. The research is expected to give an in-depth understanding of multicultural values represented in the analyzed textbook so that such values can be discussed in the teaching and learning process by both teachers and students and to give enlightenment toward the depiction of multicultural values for EFL textbook authors and the future researchers.

The research analyzed pictures which contain multicultural values in the chosen EFL textbook by using Barthes' visual semiotic analysis framework which focuses on the denotative and connotative level of meanings. The purpose of conducting this research is because an EFL textbook is not merely a curriculum artefact used for teaching linguistic competence but also a tool to promote and deliver multicultural values through pictures which are assumed to be value-free. The multicultural values found to be presence in the analyzed pictures are Appreciating Products of Different Cultures (AP) manifested through five pictures, Respecting Traditions of Different Cultures (RT) depicted in 2 pictures, Respecting Beliefs and Perspectives of People from Different Cultures (RBP) portrayed in two pictures, and Appreciating Rights of People from Different Cultures (AR) embedded in four pictures.

As for the cultural circle categories, among 13 pictures that represent multicultural values, Inner Circle Culture (ICC) is represented in four pictures (Picture 4, Picture 6, Picture 8, an Picture 9), Outer Circle Culture is depicted in

only one picture (Picture 6), and Expanding Circle Culture is portrayed in ten pictures (Picture 1 to Picture 7 and Picture 11 to Picture 13). Furthermore, there is one picture, Picture 10, that does not belong to any specific cultural circle category – Neutral Culture (NC). It can be concluded that picture in the analyzed textbook are dominated by Expanding Circle Culture (ECC).

Therefore, this research suggests EFL textbook authors to provide more pictures depicting the value of Respecting Traditions of Different Cultures (RT) and Respecting Beliefs and Perspectives of People from Different Cultures (RBP) to help students gather more multicultural information to raise their multicultural awareness. The authors should also focus on presenting cultural contents that convey the Outer Circle Culture (OCC). Moreover, English teachers can provide various activities including multicultural topics such as problem-solving, role-playing, a small or large group discussion, and case study to promote students' multicultural understanding.

CHAPTER I. INTRODUCTION

This chapter presents some aspects underlining the topics of the study. It belongs to research background, research problem, research objective, and research contribution.

1.1 Research Background

In the era of globalization, communication among people from different parts of the world is unavoidable. Therefore, the role of English as an international language has become more important. English is not only a medium of communication between native and non-native English speakers, but also a means of communication among non-native speakers of English. With the wider role of English as a means of communication in the international arena, understanding the cultures of people from different parts of the world become more important due to the fact to some extent people's ways of communication are also shaped and influenced by their home cultures. For example, one culture may avoid eye-contact while others require eye-contact in their face-to-face communication. Therefore, in intercultural communication using English as a medium of communication the participants of communication need to understand and appreciate the cultural background of the communication participants.

As language and culture are inseparable, foreign language learning, specifically English, should involve cultural contents especially multicultural values. Multicultural values can be included in English Language Teaching (ELT) textbooks used in the English as Foreign Language (EFL) context because a textbook, one of the fundamental parts in EFL teaching and learning process, does not only serve as a vehicle to teach linguistic competence but also a medium to deliver multicultural values. Cortazzi and Jin (1999) claim that "a textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology." In other words, ELT textbooks contain a world's reflection established into words by not purposing only for teaching the language but also transmitters of cultural information. It is inline with Gray's (2002, p.152) notion which believes that ELT

textbooks are “highly wrought cultural constructs and carriers of cultural messages.” In brief, ELT textbooks, especially those used in the EFL context, should not only focus on linguistic competence but also cultural contents that embed multicultural values to instill multicultural awareness in students.

In determining an appropriate ELT textbook, there are many aspects and issues to concern with in order to adapt to the surroundings which can be suitable for students. One of the issues concerning how ELT textbooks in general and EFL textbooks in particular is chosen appropriately is multicultural contents. Dealing with this issue, in the past few years, studies focusing on multicultural contents depicted in EFL textbooks has been undertaken. For example, three studies reveal cultural domination or bias were carried out by Shin, Eslami, and Chen (2011), Tajeddin and Teimournezhad (2014), and Bahrami (2015) by using content analysis. On the one hand, Shin, Eslami, and Chen (2011), and Bahrami (2015) discover that inner circle cultures dominate the contents of EFL textbooks. On the other hand, Tajeddin and Teimournezhad (2014) find culture-neutral materials are dominantly represented while in the international textbooks, local cultures are absent. On the different aspect of analysis, Setyono and Widodo (2019) investigate the representation of multicultural values in an Indonesian EFL textbook by using critical discourse analysis. They report that four values – “respect for pluralism, respect for right of indigenous people, finding peace with nature and with all form of life, and appreciation of cultural products” – are present.

From the brief review of several studies above, it can be concluded that a research uncovering multicultural values depicted in EFL textbooks used in Indonesia by using critical discourse analysis (CDA) is under-investigated. Since Indonesia is known for its multiculturalism, materials containing multicultural values are essentially put into EFL textbooks and their representations should be discovered. Such a research is necessarily done to give in-depth understanding of what multicultural values and how such values are represented in the EFL textbook. Furthermore, this study will apply visual semiotic analysis. In visual semiotic analysis, all visual artifacts – pictures, illustrations, photographs, and diagrams – depicting multicultural values in the textbook will be analyzed. The multicultural

values in this study refer to values which respect, appreciate, and tolerate different cultures from different religious, ethical, political, economical, social, and cultural background of different societies. The present study will reveal information about respecting, appreciating, and tolerating other societies' cultures in terms of cultural aspects such as products, practices, perspective, and persons (National Standards in the Foreign Language Education Project, cited in Setyono & Widodo, 2019) portrayed through visual artifacts. Additionally, visual artifacts are chosen because, according to Widodo (2018), they are often assumed to be value-free materials.

1.2 Research Questions

Based on the above background of the study, it aims to address two research questions:

1. What multicultural values does a senior high school EFL textbook published by the Ministry of Education and Culture represent?
2. How does a senior high school EFL textbook published by the Ministry of Education and Culture represent multicultural values?

1.3 Research Objectives

Based on the above research problems, this research aims: (1) to investigate the multicultural values by analyzing pictures available in the textbook; (2) to know how the multicultural values are represented through pictures in the English textbook.

1.4 Research Contributions

1.4.1 Empirical Contribution

The findings of the present study are expected as a model for future researchers to conduct further study on other EFL textbooks published by private publishing company and using different tools of analysis.

1.4.2 Practical Contribution

The findings of the present study will provide information about the strength(s) and weakness(es) of this textbook to the textbook writers. In addition, it

will also provide information to the English teachers about the way to infuse multicultural values in the teaching of English in senior high school.



CHAPTER II. LITERATURE REVIEW

This chapter reviews some points related to the research topic. The points consist of theoretical framework, conceptual review and previous studies.

2.1 Multicultural Education in Indonesia

Multicultural education is one of many ways to promote social justice by focusing on inculcating multicultural values in students. Raihani (2017) states that multicultural education was firstly integrated with the European education to respond to Eurocentrism both in terms of content and philosophy of education. Additionally, Shanon-Baker (2018) reports that multicultural education is related to teaching and learning of principles, values, and practices connected directly to social justice to prevent acts of social injustice. Social injustice refers to acts that purposely discredit different cultures, religions, genders, and races. Furthermore, Salazar and Rios (2016) emphasize that social justice problems do not only concern with power abuse, privilege, and discrimination but also with acts that consciously interrupt or respond to systemic domination. Sleeter and Grant (1998) remark “the multicultural education approach promotes cultural pluralism and social equality.” Therefore, multicultural education as educational policies and practices recognize, accept, and affirm human differences and similarities related to gender, race, and class.

In Indonesia, multiculturalism becomes a concern in the development of an educational curriculum to raise students’ multicultural awareness since Indonesia has complex societies that consist of rich cultural and religious diversity. The Indonesian Education Law of 2003 provides adequate basis for developing multicultural educations. In 2010, the Indonesian Ministry of Education developed a curriculum that requires the implementation of “pendidikan budaya dan karakter” [cultural and character education] to teach multicultural values (Undang-Undang Republik Indonesia No. 20, 2003 Sistem Pendidikan Nasional). To support the implementation of the curriculum, the Ministry of Education and Culture include 18 values into school subjects as follows (1) religiosity, (2) honesty, (3) tolerance,

(4) self-discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) patriotism, (11) nationalism, (12) respect for others, (13) friendliness, (14) peace-loving, (15) love to read, (16) environmental sensitivity, (17) social awareness, and (18) responsibility (Pusat Kurikulum 2010). These values can be implemented through routine teaching practices, spontaneous behaviors, and extracurricular activities (Widodo, 2018). Furthermore, in 2013, the Indonesian Ministry of Education and Culture developed 2013 curriculum which aims to make students, as Indonesian citizens, able to contribute to “societal, national, and global civilizations” (Setyono & Widodo, 2019). It means that students are expected to have multicultural understandings by being able to respect, appreciate, and tolerate different cultural values upheld by different people of other countries.

2.2 Multicultural Values in EFL Textbooks

To understand the concept of multicultural values, it is essential to define what culture and values first. On the one hand, culture refers to the whole system of thinking, values, morals, norms, and beliefs of human beings generated by society. It is in line with the notion of culture which is defined as ideas, customs, skills, and arts and tools which characterize human societies, groups, systems, behaviors, and activities (Hinkel 1999; Brown, 2002). Additionally, Larson and Smalley (1972, p. 39) remark that culture is a “blueprint” which “guides the behavior of people in a community” On the other hand, Dewey (1983) argues that values deal with accepted beliefs, actions, emotions, and attitudes. Therefore, multicultural values can be conceptualized as values that respect, appreciate, and tolerate cultural differences from different social communities. Setyono and Widodo (2019, p.3) emphasize that “multicultural values stem from the concept of pluralistic ideology, which appreciates the existence of cultural differences of peoples from different ethnic, religious, socio-economic and geographical backgrounds.”

Additionally, in relation to values specified in the curriculum, multicultural values can be linked to the value of “tolerance” and “respect for others” in the

curriculum. It is in line with Dewey's (1983) notion that multicultural values is about how to respect and tolerate differences such as beliefs, religions, ethnic, race, gender, and traditions that other people in certain societies uphold. Thus, It is clear that the character values promote by the Ministry of Culture and Education relate to how multicultural values are described.

Moreover, this research categories culture in the EFL textbooks into four aspects – “products (Big C), practices (little c), perspectives (subjective culture), and persons” (National Standards in the Foreign Language Education Project, cited in Setyono & Widodo, 2019). Big C refers to any cultural products such as formal institutions, artifacts, architecture, literature, arts, and science. Culture with (little c) deals with how people of certain societies live such as the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, and customs. Perspectives deal with perception, beliefs, values, and attitudes that people of certain societies hold. Meanwhile, persons refer to an individual or a group of people that represent particular cultures (i.e. Mahatma Gandhi who represents India and Usain Bolt who represents Republic of Jamaica). In relation to those aspects of culture and the values stipulated in the curriculum, this research discovers four multicultural values, which are Appreciating Products of Different Cultures (AP) linked to *products (Big C)*, Respecting Traditions of Different Cultures (RT) associated to *practices (little c)*, Respecting Beliefs and Perspectives of People from Different Cultures (RBP) related to *perspectives (subjective culture)*, and Appreciating Rights of People from Different Cultures (AR) linked to *persons*.

In this sense, EFL textbook is an ideal instrument to deliver multicultural values. Gray (2002, p.152) reports that textbooks carry a baggage of cultural messages. Cultures in the EFL textbook are divided into three categories: inner circle cultures, outer circle cultures, and expanding circle cultures. According to Kachru (1996), inner circle includes English-native-speaking countries – Australia, Canada, New Zealand, South Africa, the United Kingdom, and the United States of America. Inner circle cultures, accordingly, are those from countries that use English as the first language. He, then, classifies countries where English is an

existing variety – used as an official language – in outer circle. Therefore, the cultures of former British colonies, such as South Africa, India, Nigeria, and Zambia, to list a few, belong in outer circle cultures. Meanwhile, the expanding circle cultures consist of those cultures from countries where English is used as a foreign language such as Indonesia, China, and Japan.

Thus, in selecting any EFL textbook, multicultural contents play a crucial role because such contents bring multicultural values that can rise multicultural awareness to solve social justice problems. Accordingly, cultural information may be embedded in informative and descriptive texts, dialogues, writing tasks, lexical items, realia, visuals and audio recordings (Adaskou, Britten, & Fahsi, 1990). In addition, since EFL does not only aim to teach students linguistic competence, but also intercultural communicative competence, being multiculturally aware can help students to develop their intercultural communicative competence. Yuen (2011) emphasizes that teaching students cultural diversities will develop and enhance their intercultural communicative competence. Therefore, multicultural contents, especially those which can enhance students' multicultural awareness should be included in EFL textbooks.

2.3 Previous Studies on Cultures in EFL Textbooks

There are several studies that have been carried out by some language scholars to investigate cultural dominance in EFL textbooks. For example, Shin, Eslami, and Chen (2011) examined two viewpoints: aspects of cultures and levels of cultural presentation. They analyzed the cultural elements and contents in some textbooks by using content analysis and analyzed them based on EIL (English as an international language) perspective. They found the aspect of cultures in which cultural contents related to inner circle (native-speaker) dominate the cultural contents covered in all these textbooks compared to content related to outer/expanding circles (other countries). Moreover, in level of cultural presentations, only three textbooks presented similar cultural information using different types of tasks and literary genres.

Yuen (2011) revealed the foreign cultures' representation in two series of junior secondary ESL textbooks in Hong Kong by using content analysis. The study found that the cultures of English-speaking countries (inner circle) are dominantly represented while those of the Asian and the African (outer circle and expanding circle) are less represented.

Tajeddin and Teimournezhad (2014) investigated the international textbooks series in which the four different types of culture are also embodied. The study investigated the representation of culture in dialogues and reading passages of the EFL localized and international textbooks used in Iran. The study found that the localized textbooks conveyed four different types of cultures – local, international, target, and neutral. In this case, culture-neutral is dominantly represented while local culture is given less attention.

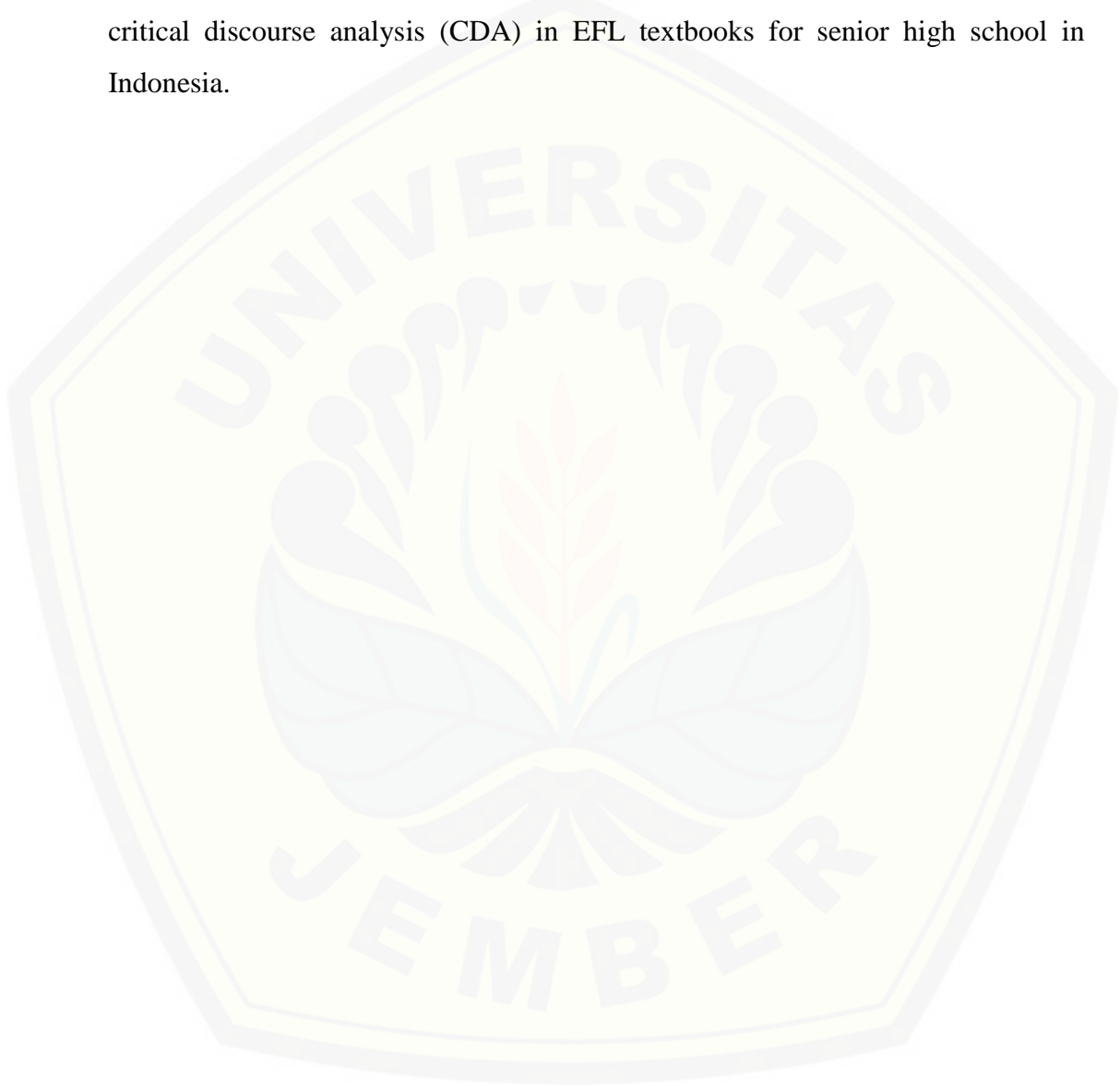
Bahrami (2015) probed the representation of cultural elements in an in-use EFL textbook by using questionnaires. The research attempted to examine and specify teachers' perceptions of the cultural elements in Total English book series used in Iran. The study found that the teachers mostly agree that target culture (inner circle) is represented more frequently than local culture (outer circle). The study also found that international cultures (expanding circles), according to the participants' perception, is less represented in the textbooks.

The most recent study on cultural contents is conducted by Setyono and Widodo (2019). They analyzed multicultural values manifested through pictures and texts in the EFL textbook entitled Bahasa Inggris untuk SMA kelas XII [English for Senior High School Grade XII] by using critical discourse analysis. They reveal that the textbook contains multicultural values such as respect for cultures of different ethnic and religious groups, respect for cultures of indigenous people, conflict avoidance and peace with all forms of life and nature, and appreciation of creative cultural products.

These previous studies prove that learning multiculturalism is important in ELT. A textbook, which contains multicultural contents, can empower students to understand the diversity that they should respect. For the teacher, it is crucial to take

part in multiculturalism learning to make the learning process effective by adjusting the students' needs and interests.

Although the studies on cultures in EFL textbooks have been discovered, the analysis that focuses on the representation of multicultural values in EFL textbooks used in Indonesia remains under-examined. For that reason, this research aims to investigate what and how multicultural values are represented by using critical discourse analysis (CDA) in EFL textbooks for senior high school in Indonesia.



CHAPTER III. RESEARCH METHODS

This chapter presents the description of the research design, research context, and research data.

3.1 Research Design

The present study aims to investigate multicultural values represented in an EFL textbook for Senior High School students published by Ministry of Education and Culture. As a curriculum document (Widodo, 2018), the EFL textbook also serves as a tool to transmit an ideology that the curriculum carries to students. Therefore, the present study utilizes Critical Discourse Analysis (CDA) to examine the multicultural values in visual discourses and/or visual with textual discourses. According to Kress and van Leeuwen (2006), CDA is an appropriate method to uncover ideological messages represented explicitly and/or implicitly in visual discourses, whereas van Dijk (1997) adds that CDA is also suitable to analyze verbal discourses that carry messages, such as imbalance of power, dominance, inequality, and bias (van Dijk, 1997).

3.2 Research Context

The present study is conducted in a context where English is considered a foreign language in Indonesia. Moreover, educational policies in Indonesia today recognize multicultural education as important aspect as conveyed in 2013 Curriculum as the most recent implementation. The object of analysis is an English textbook entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XI (edisi revisi 2017)” [English for High School/Islamic High School/Vocational High School/Islamic Vocational High School]. The textbook consists of 170 pages and 8 chapters. It is the third edition, written by Mahrukh Bashir, edited by Emi Emilia and Helena I. R. Agustien, and published in 2017 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The researcher selects the textbook because the textbook contains the representation of multiculturalism. The textbook is

published by the Ministry of Education and Culture. The textbook is written in accordance with 2013 Curriculum as the recent curriculum used in Indonesia.

3.3 Data Collection Method

Because the data are gathered from the curriculum document (i.e., an EFL textbook for senior high school), documentation method is used to collect the data (Gibson and Brown, 2009). Data in the present study are in the forms pictures or pictures with texts that contain multicultural values in EFL textbook for senior high school. The pictures or pictures with texts chosen must contain “messages” that appreciate products of different cultures, respect traditions of different cultures, respect the beliefs and perspectives of people from different cultures, and appreciate the rights of people from different cultures. Therefore, the job of the textbook analysts during data collection is to carefully identify pictures or pictures with texts that really contains multicultural values in EFL textbook to be analyzed. Accordingly, the data collection in this study will be conducted in two steps. The first is choosing the textbook that will be analyzed and the second is selecting contents which represent multicultural values.

3.4 Data Analysis Method

Pictures and/ or pictures with texts that carry messages of multicultural values will be analyzed using visual semiotic analysis. It is a sub-domain of semiotic analysis which focuses on how visual discourses communicate messages or deliver hidden meanings (Barthes, 1977). In analyzing the visual discourses (pictures or pictures with text) by using the visual semiotic analysis, the pictures will be analyzed denotatively in the first step. Then, they will be analyzed connotatively in the next step. The denotative level of meanings deals with the literal meaning of signs while the connotative level of meanings deals with the ideological associations of the signs (Chandler, 2007).

In this study, there are three steps taken. The first is description in which it deals with the denotative meanings of the chosen images related to multicultural values. The second is interpretation in which it deals with connotative meanings of

the chosen images related to multicultural values. The last is discussion in which it deals with further explanation of what and how multicultural values being represented through the chosen images. To make it easier for categorizing pictures that contain multicultural values a table adopted from form the table “The Portrayal of Values in the Textbook, Pathway to English for Senior High School Grade X” in Widodo (2018, p.7).



CHAPTER V. CONCLUSION AND SUGGESTION

5.1 Conclusion

The present research uncovers what and how multicultural values are represented in the EFL textbook for the eleventh grade students endorsed by the Indonesian Ministry of Education and Culture. The findings show that there are four categories of multicultural values manifested in the EFL textbook through 13 pictures out of 47 pictures. Those multicultural values are Appreciating Products of Different Cultures (AP), Respecting Traditions of Different Cultures (RT), Respecting Beliefs and Perspectives of People from Different Cultures (RBP), and Appreciating Rights of People from Different Cultures (AR). However, the findings show that the contents of multicultural values, particularly Respecting Traditions of Different Cultures (RT) and Respecting Beliefs and Perspectives of People from Different Cultures (RBP) are less-represented through images in the analyzed EFL textbooks compared to the value of Appreciating Products of Different Cultures (AP) and Appreciating Rights of People from Different Cultures (AR).

The analysis shows the textbook depicts an act of appreciating products of different cultures (AP) in five pictures, an act of respecting traditions of different cultures (RT), an act of respecting beliefs and perspectives of people from different cultures (RBP) in two pictures, and an act of appreciating rights of people from different cultures (AR) in five picture. The most represented multicultural values are Appreciating Products of Different Cultures (AP) and Appreciating Rights of People from Different Cultures (AR).

In terms of cultural circle categories, among 13 pictures that represent multicultural values, Inner Circle Culture (ICC) is represented in four pictures (Picture 4, Picture 6, Picture 8, and Picture 9), Outer Circle Culture is depicted in only one picture (Picture 6), and Expanding Circle Culture is portrayed in ten pictures (Picture 1 to Picture 7 and Picture 11 to Picture 13). Furthermore, there is one picture, Picture 10, that does not belong to any specific cultural circle category – Neutral Culture (NC). It can be concluded that picture in the analyzed textbook are dominated by Expanding Circle Culture (ECC).

5.2 Suggestion

Therefore, to deal with the imbalance representation of multicultural values and cultural circle categories, this research suggests EFL textbook authors to provide more pictures embedding the value of Respecting Traditions of Different Cultures (RT) and Respecting Beliefs and Perspectives of People from Different Cultures (RBP) to help students gain more multicultural information to raise their multicultural awareness. The authors should also focus on presenting cultural contents that portray the Outer Circle Culture (OCC). English teachers should also consider the representation of multicultural values in the EFL textbooks as an essential part in teaching EFL as a tool to develop students' multicultural awareness since language and culture are inseparable in language learning. English teachers can provide various activities including multicultural topics such as problem-solving, role-playing, a small or large group discussion, and case study.

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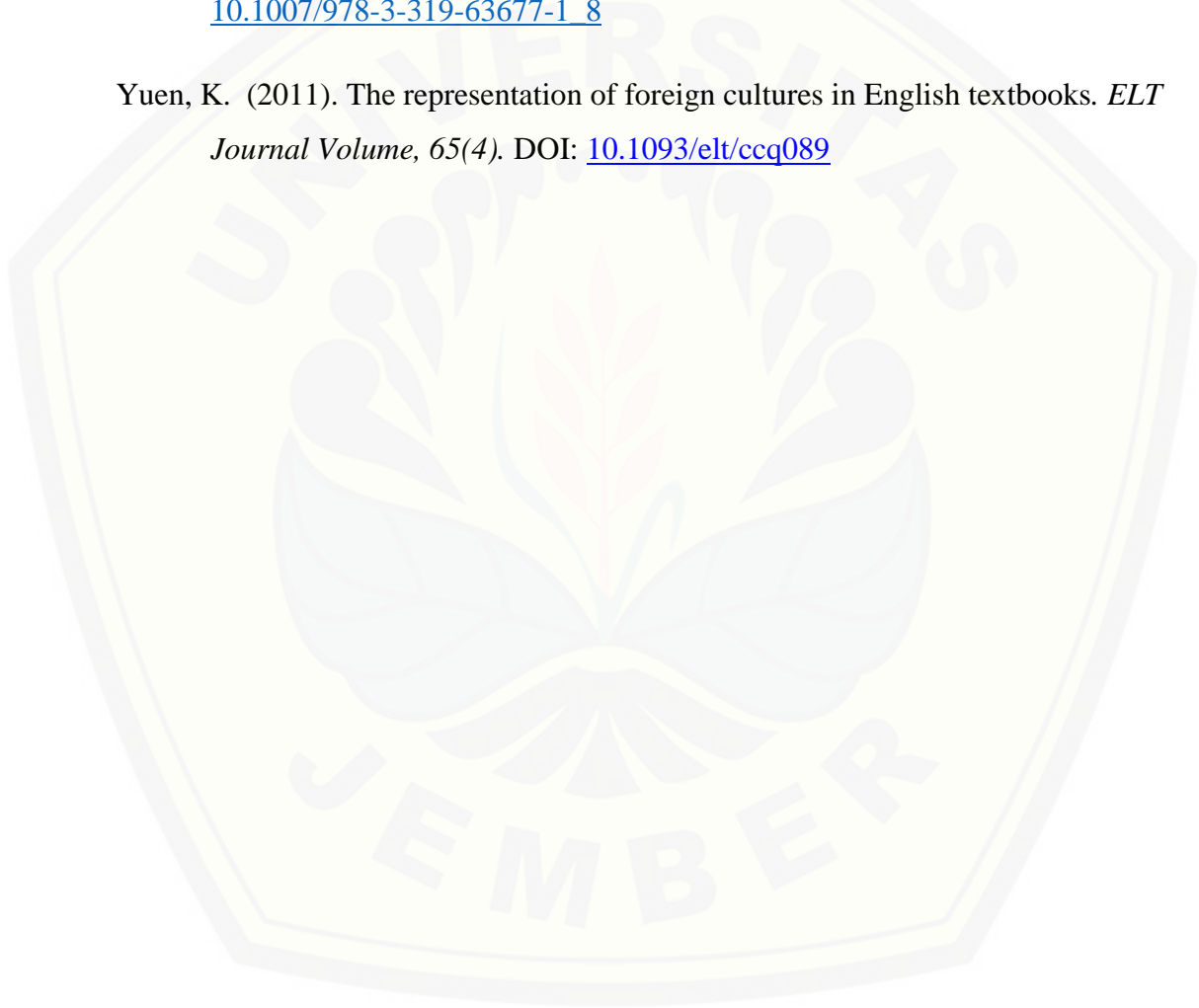
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Appendix 1



RESEARCH MATRIX





TITLE	PROBLEM	VARIABLE	INDICATORS	RESEARCH METHODS
The Analysis of Multicultural Values Represented through Pictures in EFL Textbook for Senior High School	<ol style="list-style-type: none"> 1. What multicultural values does the EFL textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas XI” represent? 2. How does the EFL textbook “Bahasa Inggris SMA/MA/SMK/MAK Kelas XI” represent multicultural values? 	Visual Artefacts	<ol style="list-style-type: none"> 1. Appreciating products of different cultures (AP) 2. Respecting traditions of different cultures (RT) 3. Respecting beliefs and perspectives of people from different cultures (RBP) 4. Appreciating rights of people from different cultures (AR) 	<ol style="list-style-type: none"> 1. Research Design Critical Discourse Analysis (CDA) 2. Research Context EFL textbook for tenth-grade senior high school students which is expected to present multicultural contents. 3. Data Collection Method Document Analysis 4. Data Analysis Method Barthes’ Visual Semiotic Analysis





Appendix 2




RESEARCH INSTRUMENT

Table 1 The representation of multicultural values in the textbook ‘Bahasa Inggris’ for Senior High School Grade XI [adopted form the table “The Portrayal of Values in the Textbook, Pathway to English for Senior High School Grade X” in Widodo (2018, p.7)]

Unit	Theme	Sample Visual Artefact	Description	Location/ Page	Multicultural Values	Cultural Category
Book Cover and Chapter Enrichment	Vanity, what is thy price?		An illustration depicts a couple dancing ballroom dance in a party. The man is wearing a tuxedo and the woman is wearing a pink dress.	Book Cover p. 134 p. 138	Appreciating products of different cultures (AP)	Expanding Circle Culture (ECC)
Chapter 4 Natural Disasters- An Exposition	Natural Disasters-An Exposition		A picture contains two photographs. The first photograph shows a girl playing a violin. Meanwhile, the second photograph shows ballerinas dancing Ballet.	p.59	Appreciating products of different cultures (AP)	Expanding Circle Culture (ECC)

Chapter: Enrichment	Can Greed Ever be Satisfied?		A picture contains an illustration of a German medieval castle followed by a passage entitled “The Enchanted Fish” adapted from a German fairy tale entitled “The Fisherman and his Wife.”	p. 115 p. 117	Appreciating products of different cultures (AP)	Expanding Circle Culture (ECC)
Chapter: Enrichment	The Last Leaf		A picture containing two photographs, which are a novel entitled “The Last Leaf: A Short Story by O. Henry” and Wayang Kulit.	p. 152 p. 154	Appreciating products of different cultures (AP)	Inner Circle Culture (ICC) Expanding Circle Culture (ECC)
Chapter: Enrichment	Father of Indonesian Education		A picture denotes a photograph of Taman Siswa and its students.	p. 159	Appreciating products of different cultures (AP)	Expanding Circle Culture (ECC)
Book Cover	N/A		A picture that contains an illustration of a wheat farm with a barn and a windpump.	Book Cover	Respecting traditions of different cultures (RT)	Inner Circle Culture (ICC) Outer Circle Culture (OCC) Expanding Circle Culture (ECC)

<p>Chapter 1: Offers & Suggestions</p>	<p>Offers and Suggestions</p>	 <p>INDONESIA Markets in Indonesia sell almost everything</p>	<p>A picture depicts an Indonesian traditional market selling handmade products and fruits. It also shows a buyer and a seller do a trade at an Indonesian traditional market.</p>	<p>P. 16</p>	<p>Respecting traditions of different cultures (RT)</p>	<p>Expanding Circle Culture (ECC)</p>
<p>Chapter 1: Offers & Suggestions</p>	<p>Offers and Suggestions</p>	 <p>Conversation 1 With a partner, read the conversation given below.</p> <p>Hi, John. Hi, Jane. What are you doing? Nothing much. Would you like to go to movies? I would love to, but not right now. How about in the afternoon? Great! What movie do you want to watch? Let's watch "King". I would rather not. I am not much into horror movies. How about "Peanut"? OK. Let's go. When do you want to go? It's back show. It's really good. Okay, see you there! Okay, see you!</p>	<p>A picture that presents an illustration showing a girl and a boy having a conversation about offers and suggestions to watch movie.</p>	<p>p. 2</p>	<p>Respecting beliefs and perspectives of people from different cultures (RBP)</p>	<p>Inner Circle Culture (ICC)</p>
<p>Chapter 2: Opinion & Thoughts</p>	<p>Opinions and Thoughts</p>	 <p>Some Opinions</p> <p>I like Harry Potter movies because the magic seems so real. I don't like the wolf ones. Harry Potter movies are just overrated. I like playing tag because it is so much fun. I don't like playing tag because people end up falling. In my opinion, the government should provide means of assistance for water projects through instead of building tall towers. I agree with what you are saying but I have your own thought that building tall towers provides work for unemployed people!</p>	<p>A picture that contains an illustration of a boy and a girl having a conversation about their preferences.</p>	<p>p. 20</p>	<p>Respecting beliefs and perspectives of people from different cultures (RBP)</p>	<p>Inner Circle Culture (ICC)</p>
<p>Book Cover and Chapter Enrichment</p>	<p>Bullying: A Cancer that Must be Eradicated</p>	 <p>STOP BULLYING NOW STAND UP - SPEAK OUT</p>	<p>A picture that portrays a person who is being bullied by some people, followed by a caption that states "STOP BULLYING NOW, STAND UP, SPEAK UP."</p>	<p>Book Cover p. 122 p. 124</p>	<p>Appreciating rights of people from different cultures (AR)</p>	<p>Neutral Culture (NC)</p>

Chapter: Enrichment	Hopes and Dreams!		A photograph of the Indonesian proclinator and the first president of Indonesian, Ir. Soekarno, giving a speech at the opening of the Bandung Conference, April 18, 1955. The speech is about freedom from colonialism.	p. 128 p. 130	Appreciating rights of people from different cultures (AR)	ECC
Chapter: Enrichment	Vanity, what is thy price?		A picture that illustrates a husband is giving his wife an envelope which contains an invitation from the Minister and Madame Ramponneau asking the couple to accompany them.	p. 136	Appreciating rights of people from different cultures (AR)	ECC
Chapter: Enrichment	Father of Indonesian Education		A photograph of Ki Hajar Dewantara, known as The Father of Indonesian Education who built an Indonesian school called Taman Siswa which was provided for Indonesian poor people during colonialism. In the photograph, he wears a Moslem cap.	p. 161	Appreciating rights of people from different cultures (AR)	Expanding Circle Culture (ECC)