

**VISUAL ANALYSIS OF MULTICULTURAL VALUES IN AN
INDONESIAN EFL TEXTBOOK FOR JUNIOR HIGH
SCHOOL**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree *Sarjana*
Pendidikan in English Education



By:

Citra Ainun Nabila

SN. 2519087

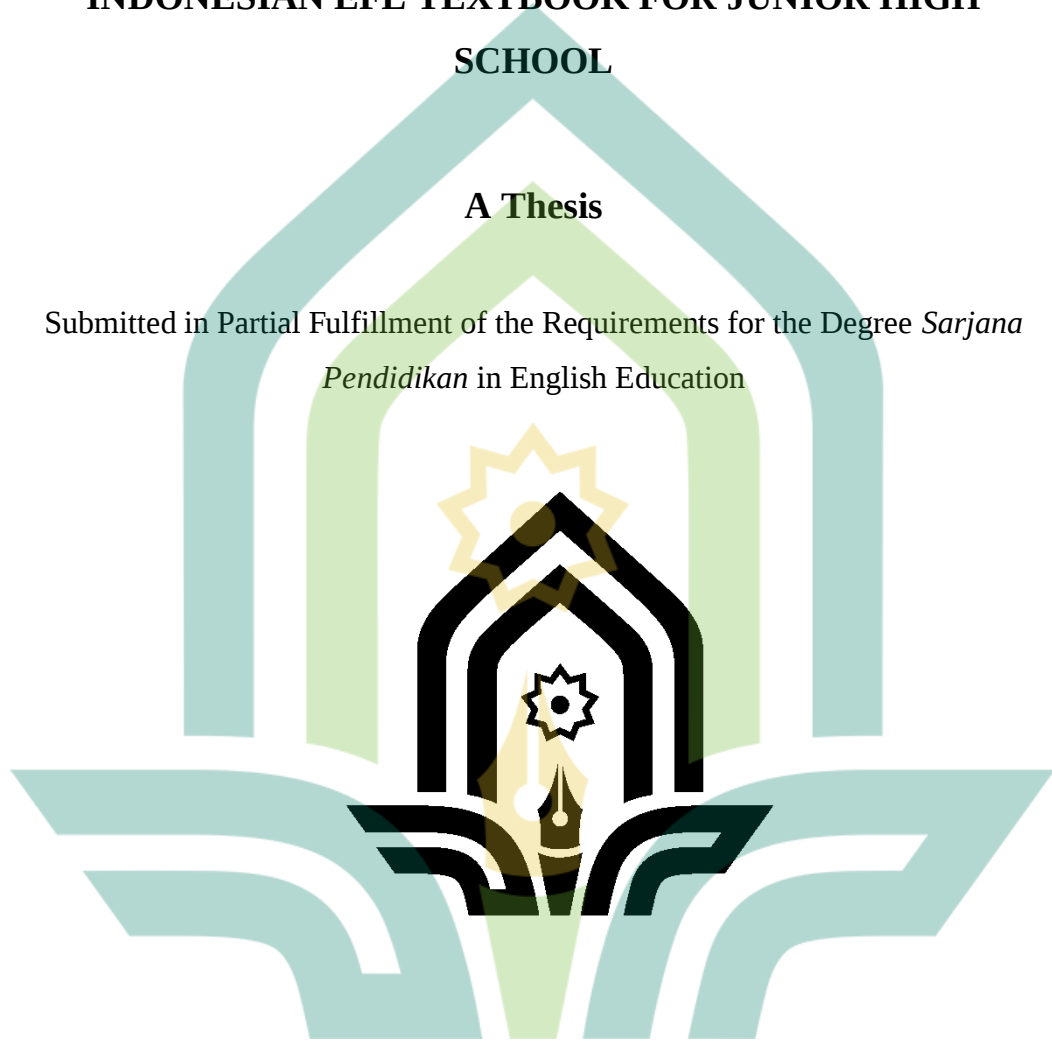
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN KH ABDURRAHMAN WAHID PEKALONGAN**

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2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

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kasih.

Wassalamu'alaikum Wr.Wb.

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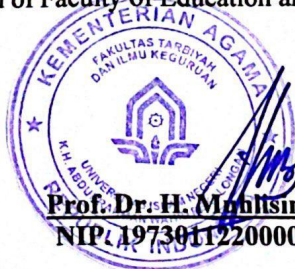
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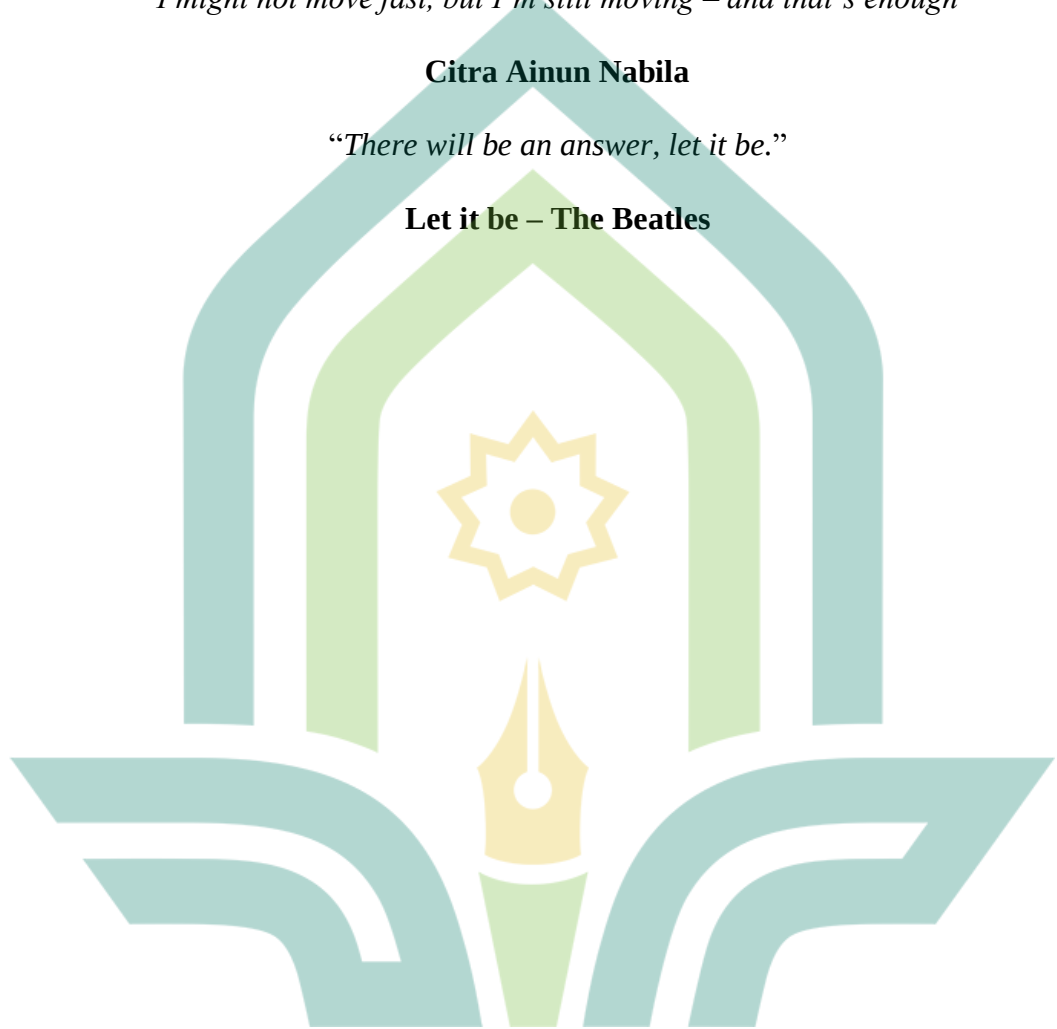
MOTTO

“I might not move fast, but I’m still moving – and that’s enough”

Citra Ainun Nabila

“There will be an answer, let it be.”

Let it be – The Beatles



ABSTRAK

Di era globalisasi, kemampuan berinteraksi lintas budaya menjadi aspek penting dalam pembelajaran Bahasa Inggris. Buku teks, sebagai salah satu sumber utama dalam proses belajar-mengajar, berperan tidak hanya dalam penguasaan Bahasa, tetapi juga dalam pembentukan kesadaran multicultural. Penelitian ini menganalisis representasi nilai-nilai multikultural dalam buku teks Bahasa Inggris “*English for Nusantara*” untuk siswa kelas VIII yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan (2022). Penelitian ini menggunakan pendekatan analisis isi kualitatif dengan menerapkan teori dimensi budaya Moran (2001) dan teori semiotika Barthes (1977) untuk mengidentifikasi serta menafsirkan representasi visual nilai-nilai multikultural. Hasil penelitian menunjukkan lima nilai multikultural utama, yaitu: menghargai produk budaya, menghormati tradisi budaya, menghormati sudut pandang orang lain, menghormati nilai-nilai komunitas, dan menghargai keunikan individu. Nilai-nilai tersebut tercermin melalui berbagai praktik budaya, aktivitas sosial, dan interaksi komunitas yang digambarkan dalam ilustrasi buku teks. Namun, representasi budaya global dan minoritas masih terbatas. Penelitian ini menegaskan potensi buku teks dalam mengembangkan kompetensi komunikasi antarbudaya (Intercultural Communication Competence/ICC) siswa, khususnya dalam aspek sikap, pengetahuan, dan kesadaran terhadap keberagaman budaya. Implikasi pedagogis menunjukkan bahwa guru perlu memanfaatkan materi visual secara lebih kritis untuk memperkuat pemahaman siswa tentang multikulturalisme dalam pembelajaran Bahasa Inggris.

Kata Kunci: *analisis buku teks, dimensi budaya, kompetensi komunikasi antarbudaya, nilai-nilai multicultural, semiotika.*

ABSTRACT

In the era of globalization, the ability to communicate across cultures has become an essential aspect of English language learning. Textbooks, as one of the primary teaching materials, play a crucial role not only in developing linguistic competence but also in fostering multicultural awareness. This research investigated the representation of multicultural values in the “*English for Nusantara*”. An English textbook for eighth-grade students, published by the Ministry of Education and Culture (2022). Used a qualitative content analysis approach, applying Moran’s (2001) cultural dimensions and Barthes’ (1977) semiotic theory to identify and interpret visual representations of multicultural values. The findings reveal five key multicultural values: appreciating cultural products, respecting cultural traditions, respecting other people’s perspectives, respecting community values, and appreciating other people’s uniqueness. These values are reflected through various cultural practices, community activities, and social interactions depicted in the textbook images. However, the representation of global and minority cultures remains limited. The study highlights the textbook’s potential in fostering students’ intercultural communication competence (ICC), particularly in developing their attitudes, awareness, and knowledge about cultural diversity. Pedagogical implications suggest that teachers should integrate visual materials more critically to strengthen students’ understanding of multiculturalism in English language learning.

Keywords: *cultural dimension, intercultural communication competence, multicultural values, semiotics, textbook analysis.*

PREFACE

All praises and gratitude are devoted to Allah SWT, who has bestowed His mercy, grace, and guidance upon me throughout the process of completing this undergraduate thesis entitled Visual Analysis of Multicultural Values in an Indonesian EFL Textbook for Junior High School. This thesis is submitted to the English Education Department, Faculty of Teachers Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan, as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan in English Education.

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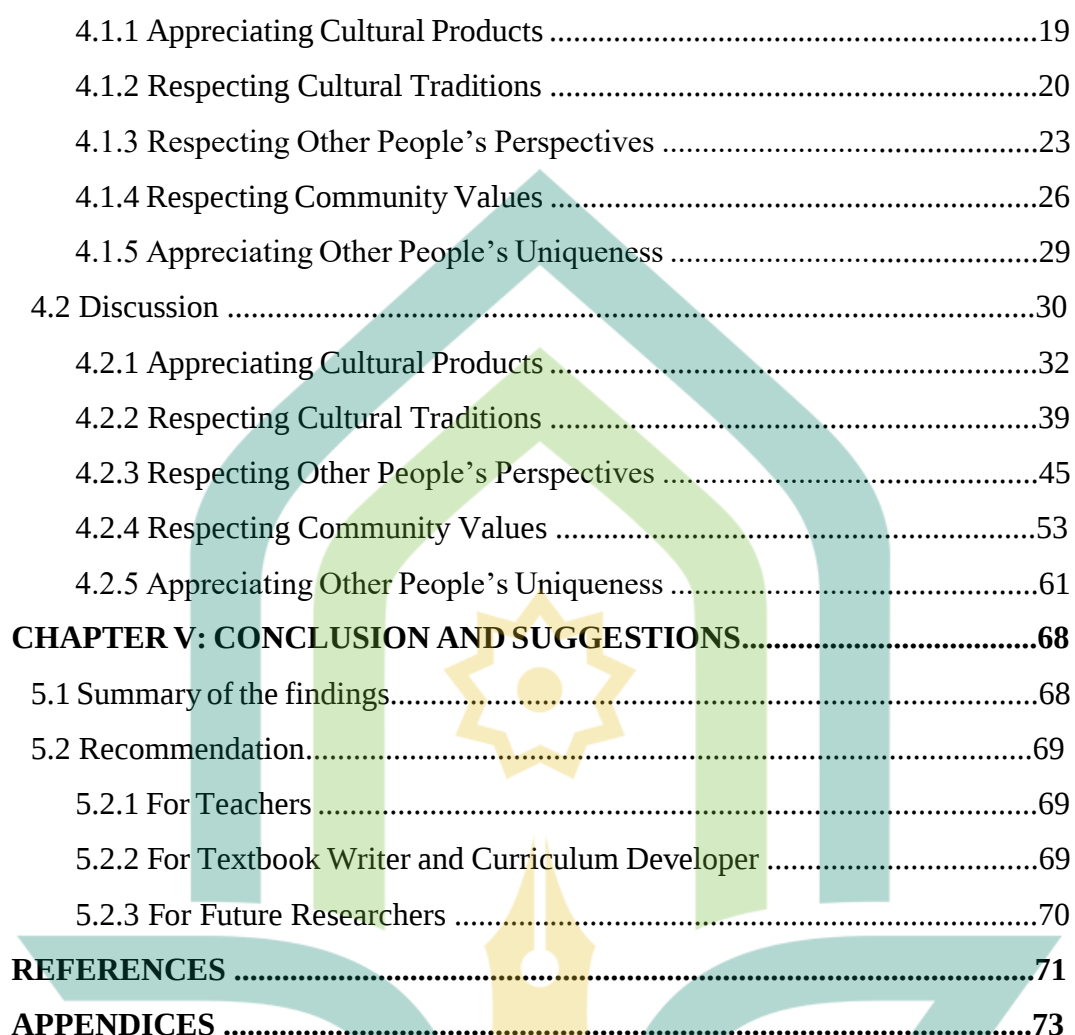
Finally, I realize that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are most welcome for its improvement. I sincerely hope this work can provide valuable insights and contribute to future research on multicultural values in education.

Pekalongan, 7 November 2025

Citra Ainun Nabila

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CHAPTER I

INTRODUCTION

1.1 Research Background

As an international language, English is utilized more frequently than ever before. In addition to the inner circle countries, English is spoken in expanding circle countries such as Indonesia. The Expanding circle, as conceptualized by Kachru and Nelson (1996), includes countries where English is not used as a mother tongue or official language, yet is instead studied as a foreign language for international engagement. Acknowledging the global spread of English, Jenkins (2006) observed that English learners are increasingly likely to use the language in intercultural communication with other non-native speakers, rather than with native English. Additionally, Chen and Starosta (1997) highlight a shift in English language teaching objectives, indicating a move away from communicative ability toward the development of intercultural communication ability in response to increasing global interaction. Intercultural communication ability requires EFL learners to connect with people from different cultures in suitable and effective ways. In terms of achieving intercultural communication ability, EFL learners need to engage with and acknowledge the cultural dimensions of both native and non-native speakers of English.

Consequently, since the learning process in the EFL classroom relies heavily on textbooks, a textbook should offer resources that show multicultural ideas through texts and visuals. The textbook itself is one of the supporting

media for learning. Textbooks guide teachers in designing learning activities; they provide a measure of consistency and logical development in the classroom. Textbooks also serve as a source of assignments or exercises to meet the needs or expectations of students to have a handbook that can be worked on and taken home for further learning (Ceng et al., 2010).

In Indonesia, English textbooks are generally classified into two types: government-issued textbooks developed by the Ministry of Education and Culture, and commercially published textbooks by non-governmental publishers. The textbooks from the Ministry of Education and Culture are predominantly used as they are designed to meet the English learning objectives established in the Kurikulum Merdeka (Wachyuniach et al., 2024; Dalimunte, Suryani, 2025). Therefore, this research analyzed an Indonesian English textbook developed by the Ministry of Education and Culture entitled English for Nusantara. The textbook is developed to guide Indonesian teenagers in exploring the use of English in diverse contexts, including home, school, and the wider community. The range of topics discussed in each chapter underscores the diverse cultural and social context of Indonesia. This is in line with Yusup and Suryaman (2021), who stated that English textbooks in Indonesia must incorporate representations of the nation's cultural diversity, considering Indonesian cultural plurality.

On the other hand, Aytug (2007) states that a textbook should function as a bridge to elicit students' multicultural knowledge by offering comparisons between various cultures. This approach is designed to help learners engage

with their own culture while gaining insight into the cultural practices of others. As a result, learners become conscious of their cultural values and start to comprehend and appreciate the cultural values of other countries. Therefore, further research is required on the book *English for Nusantara* to examine the multicultural values represented in its content.

The integration of cultural elements into EFL textbooks has been the focus of research in several EFL countries over the past decade, with an emphasis on various facets of culture and the use of various analytical methodologies. Researchers have particularly focused on examining instances of cultural dominance and bias (Magogwe, 2009; Yamada, 2010; Shin et al., 2011). While in Indonesia, prior research on EFL textbooks' content analysis has used a variety of approaches, frameworks, and issues. Ena's (2013) studies analyzed the representation of culture in a senior high school EFL textbook using Kress and Leuween's (2006) visual grammar framework. Setyono and Widodo (2019) focus on the multicultural ideals portrayed in the Indonesian senior high school English textbook using critical discourse analysis (CDA) to accomplish so. Isnaini, et al., (2019) conducted research on multiculturalism values in the Indonesian EFL textbook for vocational high school, using Barthes's (1977) visual semiotic theory.

Given the importance of multicultural values in EFL learning, the researcher conducted research entitled "Visual Analysis of Multicultural Values of an Indonesian EFL Textbook for Junior High School". Reflecting on the previous research above, dealing with education level, most researchers analyze

senior high school textbooks. To fill the gap, this research explores multicultural values in English textbooks for junior high schools. This research focuses on the visual analysis of images that represent multicultural values. The primary reason is that images frequently convey detailed and accurate information about cultural values. The best technique to evaluate such images is visual semiotic analysis, a branch of semiotics that studies how visual images convey meaning. Therefore, to examine the affordances of multicultural values in the textbooks, the images presented in an English textbook entitled “English for Nusantara” is analyzed.

1.2 Formulation of the Problem

This research provides one research question. The researcher explored the following question: “What multicultural values are represented in the images of the Indonesian English textbook for junior high school entitled *English for Nusantara*?” Through the research question, the researcher aims to investigate the values and ideas embedded in the textbook.

1.3 Operational Definition

To avoid misunderstanding the terms in this research, the researcher provides some definitions related to the research as follows:

1. Textbook : An instructional book containing specific subject matter utilized by students and academics to enhance formal education teaching and learning (Ceng et al., 2010).

2. Multicultural : A state that comprehends, values, and embraces the varied backgrounds of culture, practices, beliefs, and identities of individuals or groups in a shared social space (Isnaini et al., 2019).

1.4 Significances of the Research

1. Theoretical use

This research will contribute to the five dimensions of culture theory by Moran (2001), who stated that culture has five dimensions, namely product, practice, perspective, community, and people. This research will also contribute to the visual semiotic theory of Barthes (1977), which states that images meaning consists of two layers, as well as support other theories related to textbook analysis.

2. Empirical use

This research will give an empirical insight into the visual analysis of multicultural values in an English textbook. Through the analysis, the finding provides a deep understanding of how a textbook constructs multicultural value.

3. Practical use

This research will uncover information about the textbook's potential meaning, enabling teachers and students to understand how multicultural values are represented in the textbook. Furthermore, the finding may serve as a consideration for teachers in selecting textbooks, and it may provide feedback to the author and the publisher for future textbook development.

CHAPTER V

CONCLUSION

5.1 Summary of the Finding

This study aimed to identify and analyze multicultural values represented in the English for Nusantara textbook for Indonesian junior high schools. The analysis showed that the images in the textbook reflect five multicultural values, namely appreciating cultural products, respecting cultural traditions, respecting other people's perspectives, respecting community values, and appreciating other people's uniqueness.

The findings show that the images play a significant role in visualizing cultural diversity and promoting awareness of Indonesian values. Most images highlight cultural traditions and community values, particularly through Independence Day celebrations, which serve as a platform for fostering cooperation, solidarity, and equality. Cultural products such as traditional costumes, musical instruments, houses, and folktales symbolize national pride and identity, encouraging students to appreciate their local heritage. Meanwhile, images reflecting respect for other people's perspectives promote open communication, empathy, and tolerance through daily interactions between characters. Community values, including teamwork, gender equality, and social care, are portrayed through collaborative activities such as helping others and maintaining the environment. Lastly, the category of appreciating other people's uniqueness appears less frequently but remains essential in

depicting racial, religious, and personal diversity, as well as the importance of self-acceptance.

Overall, the textbook effectively integrates visual elements that contribute to students' intercultural understanding, primarily by fostering the attitudinal and knowledge components of intercultural communicative competence (ICC). However, the representation of global and minority cultures remains limited, suggesting the need for a broader intercultural scope in future textbook design.

5.2 Recommendation

The results of this study underline the importance of visual representations in fostering students' intercultural awareness. This section provides recommendations for teachers, textbook writers, and future researchers to optimize the role of images in promoting multicultural values within English language education.

5.2.1 For Teachers

For teachers, the findings suggest that visual materials in textbooks can serve as effective media to initiate discussions about culture and identity. Teachers are encouraged to facilitate reflective classroom dialogues that invite students to share personal and cultural experiences, connecting local traditions with global perspectives.

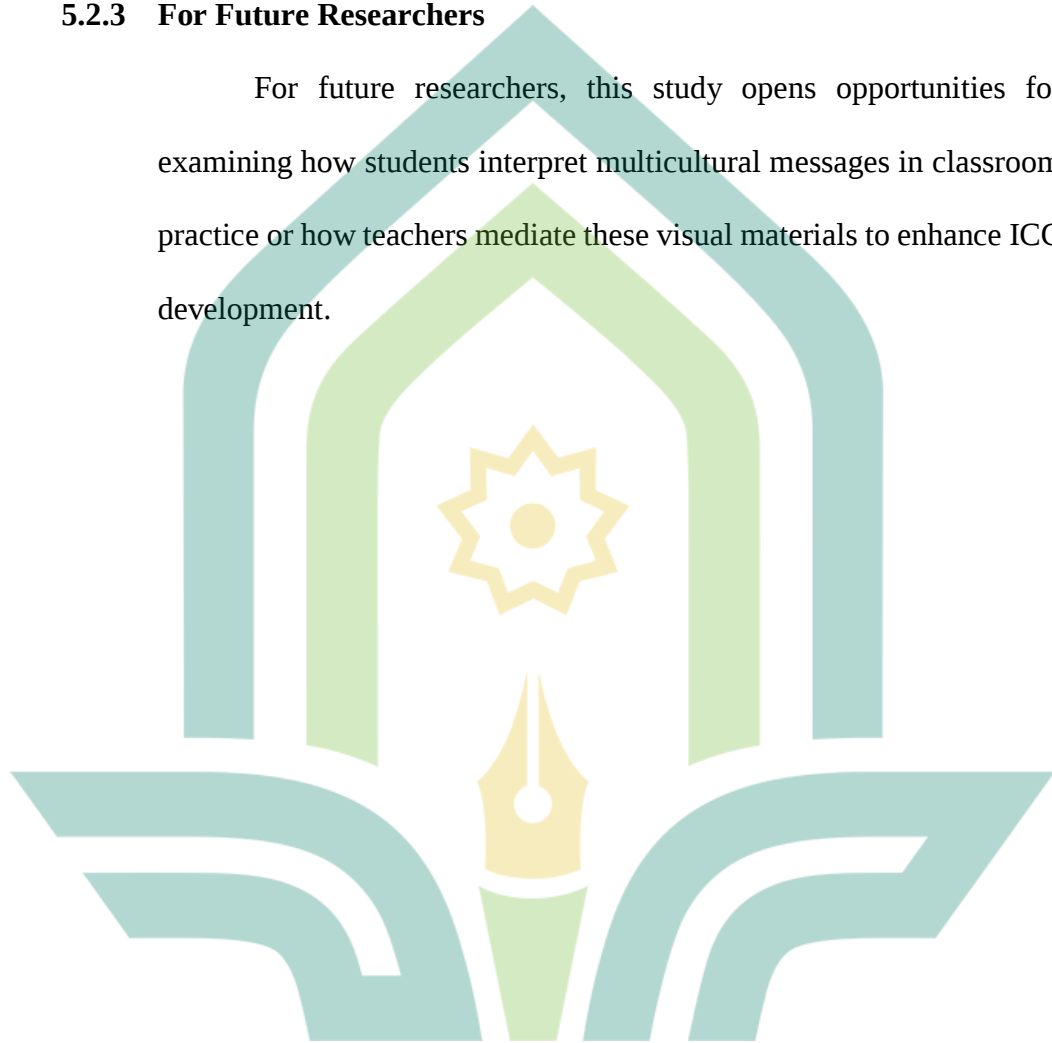
5.2.2 For Textbook Writer and Curriculum Developer

For textbook writers and curriculum developers, it is recommended to maintain the strong representation of Indonesian

values while also incorporating more diverse intercultural contexts, such as global and minority cultures, to enrich learners' worldviews.

5.2.3 For Future Researchers

For future researchers, this study opens opportunities for examining how students interpret multicultural messages in classroom practice or how teachers mediate these visual materials to enhance ICC development.



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