

## The Representation of Multicultural Values in Indonesian ELT Textbook “English for Nusantara”

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### ABSTRACT

The content analysis investigated the representation of cultural content in the Indonesian ELT textbook for junior high school for 9th grade with the title “English for Nusantara” in Kurikulum Merdeka. The research aimed to investigate of the cultural categories, to investigate of the cultural dimensions, and to portray the multicultural values in the ELT Indonesian textbook. This research applied qualitative content analysis. Investigating the cultural content used Cortazzi and Jin (1999), elaboration between Byram (1994) and Moran’s (2001) cultural dimension, and multicultural values from Bennett (2010). The findings revealed that the most dominant cultural category was source culture while the least was target culture. Then, the dominant cultural dimension was the product dimension. However, the least was the community dimension. In multicultural values, respect for the earth value was the most portrayed in the textbook, but the least portion was a responsibility to the world community

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## **INTRODUCTION**

Based on the decree head of Educational Standards, curriculum, and Assessment Agency Ministry of Education, culture, research, and Technology number 032/H/KR/2024, learning outcomes of English subject for students who study English can get access abroad information and how to understand the different way to think, increase the ability of critical thinking by understanding the social and intercultural, understand other cultures and the interaction with Indonesian cultures. Supporting these values through teaching and learning, textbooks are one of the media that can be used as a platform for increasing students' awareness. Related to that, the content of English textbooks should make students more tolerant and aware of the surrounding environment by giving proper material.

Teachers and textbook developers could consider cultural comparisons in increasing students' awareness and knowledge of cultural differences (Azizah & Andriyanti, 2023). Therefore, students should study about culture from their English textbooks and foster cultural competence, respect, and tolerance among others (Mandarani et al, 2021). Isnaini et al., (2019) stated that the depiction of Indonesian sociocultural issues and analysis of the actual state of Indonesian school communities in light of the country's diverse population gave the chance to help students develop Intercultural Communication Competence (ICC) by promoting cultural diversity and tolerance for other races and religions. Conversely, it will be hard for society to exist in a multicultural nation if there is no tolerance and multicultural understanding (Pratama et al., 2021). Hence, an English textbook for students with appropriate content is important for students.

Related to EFL textbook content, several researchers conducted a content analysis such as conducting content analysis using Byram's categories (Syahri & Susanti, 2016; Gunantar, 2017; Ariawan, 2020; and Mandarani et al., 2021); applying Yuen's model of cultural representation (Baleghizadeh & Syayesteh, 2020) combined with Cortazzi and Jin's Cultural types (Faya et al., 2023); Using Moran's cultural aspects (Qodriani & Kardiansyah, 2018; Mayangsari et al., 2018); applying combination of cultural content from Byram and Cortazzi and Jin's cultural category (Riadini & Cahyono, 2021); and Kashrus model (inner circle, outer circle, and expanding circle countries) (Tajeddin & Pakzadian, 2020; Yiğit & Dolgunsöz, 2022). In addition, several researchers conducted research in discourse analysis to examine multicultural values (Setyono & Widodo, 2018; ); Barthes' theory of multicultural values (Zulfa et al., 2023, Habibah et al., 2024) combined with Moran's cultural aspects (Yusup & Suryaman, 2021) and applied Chao's framework (Isnaini et al., 2019); and Bennett's four dimensions of multicultural values (Prataman et al., 2021) combined with cultural competence by Cross et al. (Azizah & Andriyanti, 2023).

Based on the previous studies that lack studies of multicultural values by Bennett (2010), this research filled the gap by applying Bennett's multicultural values to portray the values in the ELT textbook. Then, to uncover the cultural content in this research, the researcher adapted and combined the theory from Byram's (1994) and Moran's (2001) culture.

The research aimed to investigate of the cultural categories, to investigate of the cultural dimensions, and to portray the multicultural values in the ELT Indonesian textbook. The research questions of the research are:

1. What cultural categories are represented in the English textbook “English for Nusantara” for ninth grade?
2. What cultural dimensions are represented in the English textbook “English for Nusantara” for ninth grade?
3. How does the English textbook “English for Nusantara” portray multicultural values?

## **LITERATURE REVIEW**

### **Culture in Teaching and Learning**

The definition of culture is complex and intricate. Nieto (2010) defines the agents of culture (who is responsible for creating and changing it), process (how it is created and transformed), and content or product (the what of culture). She explains that everyone has a culture because social and political interactions are influenced by history, as well as by factors like race, ethnicity, language, socioeconomic class, gender, sexual orientation, and other identity-and experience-related factors, which are how all individuals engage with the world. In the process of teaching and learning, the outcomes of students learning about culture were proposed by Moran (2001). He proposed four interconnected learning interactions: knowing about, knowing how knowing why, and knowing oneself.

### **The Role of Textbook in ELT**

A textbook is one of the essential sources of knowledge in teaching and learning. In the classroom, the teacher delivers the subject material from the textbook. For English language teaching, the textbook contains language practice, grammar, vocabulary, activities, and also culture (Ariawan, 2020). Through textbooks, a teacher can present trending global issues and tailor the content to meet the needs of their specific grade level.

Textbooks play essential roles in teaching and learning. As stated by Cunningsworth (1995), a textbook serves several roles: it is a source of presentation materials (both written and spoken materials); a resource for learner practice and communicative interaction; a reference for grammar, vocabulary, and pronunciation; a source of creativity and ideas for classroom activities; a syllabus; a resource for self-directed learning and self-access work; and an aid for less experienced educators who may lack confidence. This highlights that textbooks are integral to teaching and learning, both for experienced and less experienced teachers.

Furthermore, a textbook in English language teaching is a tool for instruction. For teachers, a textbook serves as a guideline for delivering material. It outlines the theme and topic for each chapter, which should align with the curriculum. It also acts as a roadmap for both teachers and students, providing lesson material and structure to ensure coherence between individual lessons and the full course (Rast, 2020).

Additionally, Cortazzi and Jin (1999) also mentioned that the EFL textbook has seven roles in teaching and learning: a teacher, a map, a resource, a trainer, an authority, a de-skinner, an ideology.

### **Culture Content of Textbook**

Culture or social interaction are closely related to language because language can shape social goals. This aligns with Bloor & Bloor (2013), who state that language and discourse are used to advance social objectives and contribute to the maintenance and transformation of society. Additionally, a community's shared norms, symbols, traditions, and beliefs serve as the foundation for culturally enriched learning materials (Mandarani et al., 2021).

Byram (1994) states that students are outsiders to the culture and need to learn and interact with its members. The aim of learning about culture is for students to orient themselves to the language, behavior, and texts they encounter in a foreign environment, as well as to help foreign groups understand the relevance of historical periods, social institutions, and geographical realities in shaping their perception of their own identity. Byram (1994) divides the cultural content into several components, allowing students to learn various aspects of culture: social groups and social identity, social interaction, belief and behaviour, socio-political institution, the life-cycle and socialization, national history, national geography, national culture heritage, and national identity and stereotypes.

Moran's intention in providing the cultural aspects is to help teachers become aware of their cultural learning experiences as a form of cultural autobiography and to offer opportunities for them to practice cultural learning strategies. He also designs cultural learning to help readers focus on both the culture of origin and the second culture. Below are the details of Moran's (2001) five cultural aspects: product, practices, perspectives, communities, and person. Related to the English language, Kachru (1985) categorized the status of English into three primary circles: inner circle, outer circle, and expanding circle. In inner-circle countries, English is the first language (L1) such as the UK, Australia, the US, etc. On the other hand, in outer-circle countries, English is the second language (L2), such as Singapore, India, etc. Lastly, in expanding circle countries, English is a foreign language for many countries, such as Indonesia, Russia, China, etc. This research applied Cortazzi & Jin's (1999) cultural categories, which categorize cultural content into three terms: source culture, target culture, and international target culture.

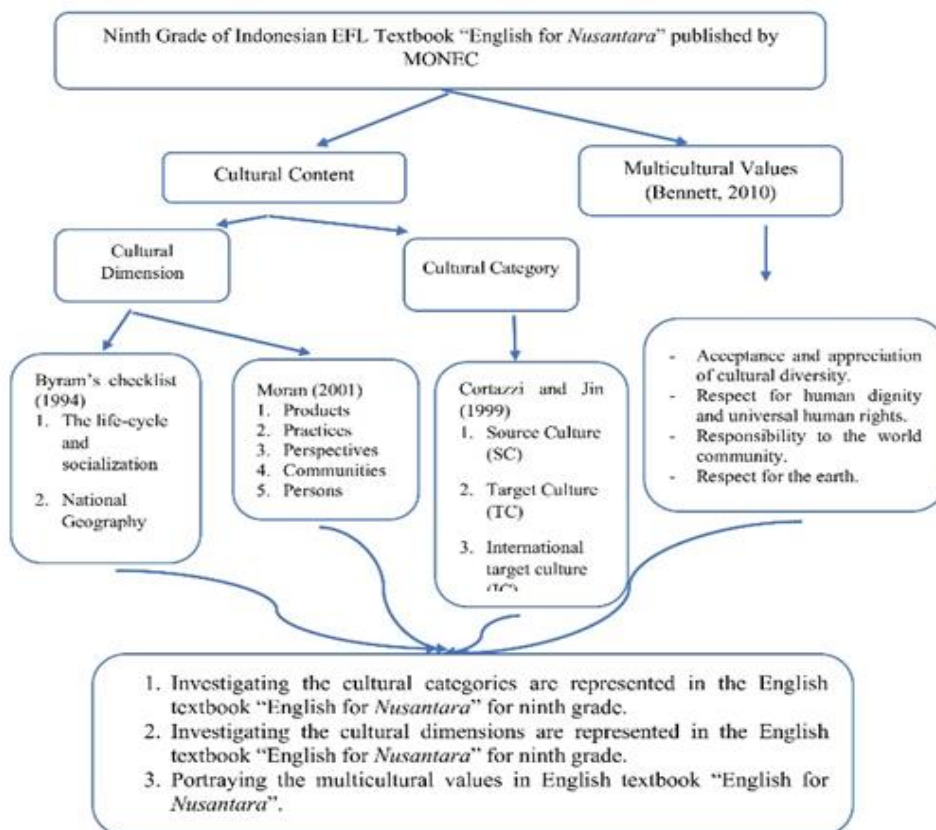


Figure 1. Conceptual Framework

## METHODOLOGY

This research used content analysis as a research design. Content analysis is a research technique that involves making reliable and replicable inferences from texts to their contexts of use (Krippendorff, 2019). It can be an effective method for verifying or evaluating a preexisting theory. It is also helpful as a step in the data analysis process because it enables testing the applicability of existing theory and evaluates the applicability of theories that are discovered during thematic or content analysis (Ezzy, 2002). This research used directed content analysis (Hsieh & Shannon, 2005) as an approach in examining the content analysis in this textbook with the prior theory from past researchers. In analyzing, the researcher used qualitative content analysis (Drisko & Maschi, 2016). Qualitative content analysis aims to summarize and emphasize essential material by identifying categories or themes within the data collection.

The data resource in this research was an English textbook for Junior High School used 2023/2024 school year. The textbook "English for Nusantara" was published by the Indonesian Ministry of Education and Culture (MONEC). The textbook bases on Kurikulum Merdeka. The data for the research focused on the non-audio-visual term in the form of images, reading text, images along with reading text, and dialogues about cultural content.

The main instrument for analyzing cultural content in the Indonesian English textbook "English for Nusantara" for ninth grade was the researcher herself, using qualitative design. The tool for analyzing the data on the cultural categories by Cortazzi and Jin (1999) (source, target, and international target

culture). Then, for cultural content was an elaboration from Byram’s (1994) checklist and Moran’s (2001) cultural contents as cultural dimensions. For multicultural values, the researcher applied Bennett’s (2010) four multicultural values.

Table 1. The Cultural Dimension

<b>Cultural Dimension</b>	
Byram	The life-cycle and socialization (LS)
Moran	National geography (NG)
	Product (Pd)
	Practices (Pr)
	Perspectives (Ps)
	Communities (Cm)
	Persons (Ps)

## RESULTS

### Representation of Indonesian Culture based on Cultural Categories

In this findings section, there were cultural categories and cultural dimensions. The cultural category was from Cortazzi and Jin (1999), it has three categories: source culture (SC), target culture (TC), and international target culture (IC). However, during the analysis of the data, the researcher found several items in the textbook that could not be identified by Cortazzi and Jin’s category. Therefore, the researcher put an additional category to be neutral culture (UC). It included common culture as well as specific cultures of each country.

Table 2. The Frequency of Cultural Categories

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Source Culture	112	76%
Target Culture	4	2.7%
International Target Culture	19	13%
Neutral Culture	27	18%

The findings of cultural categories can be seen in the table above, the most frequent was source culture (SC). It was three-quarters of the cultural content from the textbook. The second position was neutral culture (UC). It was only 18% and did not reach a quarter of the portion. Then, it was followed by international target culture (IC) with 13% overall, and the least cultural content was target culture (TC) with 2,7%

### Representation of Indonesian Culture based on Cultural Dimensions

From the findings, it can be seen that the dominant content was product with 91%. It was followed by practice with a half portion of the content of the textbook with 50%. The life cycle and socialization content wasw more than a third with 35,4% and national geography was less than a fifth with 17%. Moreover, perspectives, persons, and communities were less than one in ten portions with 8,8%, 4,8%, and 3,4%, respectively.

Table 3. The Frequency of Moran and Byram's Dimension Culture

Category	Frequency	Percentage
The Life Cycle and Socialization	52	35,4%
National Geography	25	17%
Product	134	91%
Practice	73	50%
Perspectives	13	8,8%
Communities	5	3,4%
Persons	7	4,8%

### Representation Multicultural Values

The multicultural values in this finding based on the Bannett (2010) values: acceptance and appreciation of cultural diversity, respect for human dignity and universal human rights, responsibility to the world community, and respect for the earth. Below is the table of percentages for each item:

Table 4. The Frequency of Representation Multicultural Values

Category	Frequency	Percentage
Acceptance appreciation of cultural diversity	34	23%
Respect for human dignity and universal human rights	9	6%
Responsibility to the world community	4	2,7%
Respect for the earth	76	51,7%

Based on the table above, the value that appears most often was respect for the earth in a half portion (51,7%). It was followed by acceptance and appreciation of cultural diversity value in almost a quarter portion (23%). Then, only 6% was respect for human dignity and universal human rights and the least value in the Indonesian English textbook was responsibility to the world community 2,7%.

## DISCUSSION

### Depicting the Cultural Categories in English Textbook

According to Cortazzi and Jin (1999), textbook material includes three cultural categories: source culture (SC), target culture (TC), and international target culture (IC). The textbook's objective is to teach English as an exploration of students' culture. However, source culture can hinder students' ability to establish their own cultural identity rather than promote it.

In the new curriculum, teachers are free to explore the materials based on the curriculum. Teachers can use or adapt resources that fairly portray many cultures and cultivate intercultural communication skills. Students will be able to investigate both local and global perspectives, and they will also have the opportunity to interact with individuals from a variety of cultural backgrounds in the future (Agustina & Kencana, 2023).

Related to the findings, it showed the depiction of source culture was more apparent than others. It was in line with Agustina & Kencana's (2023) investigation of comparing two textbooks: local and global textbooks which were developed by foreign authors. Source culture was the most apparent in the local textbook. On the contrary, they found the dominant target culture in the global textbook. Although the source culture had the least appearance in global textbooks, it had the highest appearance in the local textbook.

However, the second position was neutral culture (NC). In line with Zulfa et al.'s (2023) findings, through their investigation, there was a new term for cultural category: Neutral Cultural (Not specified/NC) to mention culture which could not identify with Cortazzi and Jin's cultural category. Faya et al. (2023) added in their research as a Neutral culture is about universal culture, not peculiar to any particular area or country.

The third cultural category was international target culture. It depicted the culture which comes from English as their second or official language. In this textbook, the hijab is one of the representations of international target culture, it is the symbol of Muslim people in the world. In addition, the fauna is one of the endangered animals also depicted in this textbook. The gorilla is one of the big apes who live in the forest of Africa. Both hijab and Gorilla are representations of international target culture to give knowledge to students not only for source and target culture. For gaining a broad knowledge of other countries' cultures. It is especially for fauna and the dress style.

The least apparent was the target culture. It can be found only 4 target cultures in reading text and comic strips. It is about a person from the United States and a charity organization in London, United Kingdom. It was contrasted to Riadini, U. F. & Cahyono, B. Y.'s (2021) investigation of culture-related content in EFL in tenth-grade textbooks. Based on their findings, target culture was on second domination of culture while in this textbook was the lowest percentage. Tajeddin and Pakzadian (2020) suggested making sure that the curriculum content is not limited to American or British customs. To increase awareness of culture-specific traits, the books must incorporate cross-cultural aspects, which include references to the target culture, the global culture, as well as the local culture of the learners. In addition, in the Indian ELT context, the target culture was dominant which consists of mostly white people preferably British/Irish (Bose & Gao, 2022). Moreover, Qodriani & Kardiansyah (2018) added that implementing a culture-based English language textbook in Indonesia will allow students to share their culture with others utilizing their English skills and will help the government in globalizing Indonesian traditions.

In the content context, it was in line with Gunantar (2017) who researched junior high school textbooks (7th, 8th, and 9th grade), most of the content of the textbook was social life and local culture. He added that this cultural content aimed to foster a sense of belonging among youth, educate kids about local values, and showcase the original culture to the international community. However, even though local culture is important in English teaching and learning, using proper basic English rules such as American or British English activities should be meaningful to avoid jeopardizing learners' efforts.

It was contrary to Zulfa et al., 's (2023) result in conducting a research in English textbook "Big English 5" by Herrera and Cruz. The most frequent multicultural value was found about International Cultural in the textbook while the source culture was low. It should give additional information related to the source culture for the user of the English textbook.

On the other hand, Faya et al., 's (2023) research was on an Indonesian ELT textbook for tenth-grade secondary-level students "Work in Progress". The most apparent was the target culture from England and America, followed by culture free or neutral, the international culture, and the last source or local culture. Exploring more source cultures than the target or international target cultures can improve students' awareness of local culture, especially in the natural culture such as endemic flora and fauna. However, the depiction of low target and international target culture can decrease the ability of the students to comprehend, evolve, and assimilate into the target culture (Mayangsari et. al., 2018).

To sum up, source culture was the most depicted in this textbook to boost students' understanding of Indonesian culture. Even though the target culture for learning the origin of English is important, giving local cultures with the rules of basic English such as British or American can be included in teaching and learning to improve students' communication. In particular, policymakers should focus on attaining a balance between foreign culture, source culture, and target culture, as well as sufficient information related to intercultural competency (Agustina & Kencana, 2023).

### **Representing of Cultural Dimension in English Textbook**

Culture belongs to everyone in this world because of the interaction of society and politics (Nieto, 2010). It includes the combination of factors such as religion, social class, language, geographic location, and common history (Nieto, 2010). This related to the purpose of outcomes to learn about culture: knowing about something (Moran, 2001). Through the textbook, students are involved in the collection and demonstration of cultural dimensions of information such as the life cycle and socialization, national geography, products, practices, perspectives, communities, and persons.

Students are on the side of the learner. It means that students are learners of other cultures. The aim of learning culture is when they can orientate to the talk, behavior, and texts they meet in the foreign environment and also to help foreign groups learn the relevance of historical periods, social institutions, and geographical realities in their perception of their own identity (Byram, 1994).

Therefore, learning culture intends to help teachers bring their cultural learning experiences to awareness as a form of cultural autobiography and to offer opportunities for them to practice cultural learning strategies (Moran, 2001). As a result of the findings, the most frequently cultural dimension was the products dimension and the least was the communities dimension. It was in line with Mayangsari et al., (2018), which used Moran's cultural content, the dominant result was the product dimension in the textbook 50.30%, followed by perspective 29,51%, practice 12,72%, communities 5,25%, and persons 2,22%.

Unlike in the Iranian universities textbook in Baleghizadeh & Shayesteh's (2020) research, they applied Yuen's model of cultural representation: 4P

(products, practices, perspectives, and persons). The dominant cultural content in three ESL grammar textbooks was the practices dimension. It was followed by product, perspective, and the last persons.

The most widely presented in the textbook was the product dimension. In the product of cultural dimension, the dominant was the artifact items such as uniform, endangered animal, endangered flowers, endangered plants, and a small portion was only food (Bakso) with 1 representation of food. The depiction of places items in a product such as a library, class, house, garden, and forest. For the institution, the researcher only found one institution namely a school. The last were art forms, it was a depiction of the hijab style. Wearing a hijab is the depiction of a female Muslim's style in daily life. In addition, the second position was the practices dimension. It consists of operations, act, and scenario items. However, there were no lives of practices in this textbook.

Moreover, life cycle and socialization mostly represented Indonesian students and teachers. Likewise, Mandarani, et al., (2021) found about the life cycle and socialization on teacher government's uniform. It is stated that this regulation is on Permendagri No.6/2016, which is about the rules of the uniform for government employees, not only teachers should wear this uniform (Khaki) but also the civil servants local governments every Monday.

Furthermore, the depiction of the national geography dimension was 17% overall. It consists of Indonesian tourist places (Karimun Jawa, Wae Rana beach, Rangko cave, Padar Island, Labuan Bajo, Bunaken, etc.) and region (Banjarmasin, Borneo, Sumatera, Bogor, Sumbawa, Mando, etc). There was a small portion of the depiction of other countries' geography such as Arabia, Turkey, North Africa, Cameroon, and Kongo. These are represented only in reading text and for mentioning the origin thing not explaining that country deeply. On the contrary, Syahri & Susanti (2016) found not only the local area represented in English textbooks but also target cultural areas namely Boston and Massachusetts. Additionally, Ariawan (2020) investigated the 10th-grade textbook in the previous curriculum, he found national geography for target cultures such as Niagara Falls which promotes US and Canada's cultures. He added that national geography can be used as a material in teaching and learning in descriptive and narrative text. Similarly, this textbook put the national geography dimension as a recount text in students' activity and can be used as a promotion of Indonesian geography which students are not familiar with.

For perspective, which was only 8.8% can be found in Indonesian folklore "Timun Mas". In this textbook, the story was changed by the author. The original story was about Timun Mas who brought several items such as cucumber seed, needle, salt, dan shrimp paste (terasi) to escape from the Giant. However, in this textbook, the author has changed all of them into pen, board marker, and rubber. This perspective dimension contains value for teaching students to study hard by giving a representation of school equipment. In this folklore, Giant asked Timun Mas to work at his factory when she turned seventeen years old. However, Timun Mas preferred to study rather than work. It is the right time to study at her age rather than work. Her choice is right to gain her knowledge to continue her studies at university. This folklore conveys the reality of students nowadays that many

students do not want to study hard at their school. Studying is important in teenagers' lives for gaining the good quality of human resources, especially in Indonesia. Through folklore, the value can be inserted into teaching and learning. Junaidi et al., (2024) stated that folk tales can be a capacity to boost ways of learning and overcome cultural gaps, as well as how well they work to foster children's moral growth and cognitive abilities in formal educational settings.

In addition, perspective in belief was also depicted in this textbook. It can be found in Islam religion. The representation was in an illustration by a picture of a female student wearing hijab. Ariawan (2020) found that religious behavior, religious character, good behavior, and holy places such as greeting "Assalamualaikum" is a kind of greeting to meet or interact with each other among Muslims. However, the textbook lacks multi-religion which is not only Islam which religion exists in Indonesia. At least, six religions are avowed by the government however they were not represented in the textbook (Turnip & Yanto, 2021).

The depiction of person dimension was depicted by several famous people such as Indonesian (Ki Hajar Dewantara-the pioneer of Indonesian education, B.J. Habibie), American (Guy American writer, Amelia American aviator), and German (Albert Einstein). However, Faya, et al., (2023) did not find a target culture in the person dimension. Yet, several Indonesian in-person dimensions depicted in their result namely Anthony Sinisuka Ginting, Aries Susanti Rahayu, Windy Cantika Aisah, Boaz Salossa, and Leani Oktila Ratri (Indonesian athletes), and international target culture such as Cristiano Ronaldo.

The last dimension was communities only 3,4% overall. In the textbook, several communities were found in social communities such as Na Laje Designs and Bhinneka orphanages for charity activity. On the other hand, Qodriani and Kardiansyah (2018) found another community's cultural content namely Muslim communities which is the major society in Indonesia.

The content representation of the findings of the textbook was related to the flora, fauna, tourist places, folklore, reuse materials, and digital life. It contrasted with Mandarani et al., (2021) research, which investigated the textbook in the previous curriculum. The textbooks were 7th, 8th, and 9th grade. They found the textbook topic about Indonesian public transportation, Indonesian folktales, Indonesian cuisine, the name of a province of Indonesia, traditional clothes, etc. Hence, each curriculum has its focus on the theme even though the same grade.

To sum up, the investigation of the textbook showed that the dominant was the dimension of the product, while the persons and communities were the least. Most of the depiction was in the dialogue of comic strips and illustration and the least was in reading text. Focusing on environmental issues, the extinction of flora and fauna, social issues, and media social issues give students an awareness of recent issues in Indonesia. However, the gap was about the personal dimension. It was only two persons from Indonesia, two persons from America, and one European. As a result, students' knowledge about the recent issues of the environment is one of the ways to make students care and take action on social and environmental issues.

### **Portraying the Multicultural Values in the Textbook**

According to Bennett (2010), there are four core values in multicultural values: acceptance and appreciation of cultural diversity; respect for human dignity and universal human rights; responsibility to the world community; and respect for the earth. Toward these values, students can conduct organized inquiries into their observations, information, and experiences with culture (Moran, 2001).

In addition, the material of the textbook can be a sort of cultural politics by incorporating (or excluding) aspects of social, economic, political, or cultural reality (Cortazzi and Jin, 1999). It is the role of the textbook as an ideology that the users' beliefs, attitudes, and values about what textbooks are for and how they should be implemented.

Cortazzi and Jin (1999) also mentioned the role of the textbook as a map. It helped teachers and students by giving an outline of a structured program of language and cultural components, outlining the ground to be covered, and providing a summary of the path taken in earlier courses. Cultural topics are often included in the subject outlines of textbooks. In the "English for Nusantara", the most depiction values related to the topic in the textbook was respect to the earth which was more than half portion overall. This value is related to our activities which are influenced by other beings such as the balancing of all nature systems whether it is plants, animals, people, or streams.

Two chapters in this textbook consist of respecting the earth's value, it consists of the habitat of endangered animals and explaining the threat to their habitat. Their habitat is threatened by human activities such as habitat destruction. It can be caused by illegal logging, opening the land for farming, or wildfire. In line with the Ethiopia student's textbook, it provides students with respect for life through the extinct and currently endangered plants and animals such as the Simien fox (Gebregeorgis, 2016). This value invites students to be involved in the awareness of the natural environment as a citizen of the earth (Pratama et al, 2021) especially the forest which is the habitat for the endangered animal. Its value of caring for the environment is to promote peace value to students (Gebregeorgis, 2016).

On the other side, it contrasted with Azizah & Andriyanti's investigation (2023), their investigation on two ELT textbooks: published by the government and published by Erlangga publisher. The result showed that the dominant was the responsibility to the world while respect for the earth was the second depiction in both textbooks. However, Pratama et al.,'s (2021) result that the ELT textbook did not expose the responsibility to the world's community while this research result found four multicultural values.

In addition, students have to have a sense of tolerance. Because it is influenced by where and when we were born such as surrounded by family, neighborhood, region, and nation (Bennett, 2010). It is related to the acceptance and appreciation of cultural diversity value which was almost a quarter portion of multicultural value in this textbook. Indonesia is a big country with diversity in ethnicities, religions, appearances, and many things. By giving characters of different ethnic and skin colors, the textbook portrays the cultural diversity and

acceptance of different appearances. Made Irawan who has fair and white skin is from Bali. Galang Rahmansyah who has tanned skin is from Java. Monita Turangan who has fair skin is from Manado. Pak Edo Salosa who has tanned skin and curly hair is from Papua. In the textbook, they are teachers and students in one school. The students are Galang, Made, Monita, Pipit, and others are friends. They are a representation of cultural diversity in Indonesia. Even though they are different, they are still friend, especially for Made who has a disability in physics. The representation of Made who is disabled means encouraging students to have respect for other people and to help students to adapt to the progressively multicultural world, reducing discrimination and prejudice (Xiang & Agbaw, 2019).

Furthermore, the representation diversity of the content was in line with Setyono & Widodo's (2019) research whose research found the heterogeneity of the Indonesian population. There are several character illustrations in the EFL textbook for XII grade in the 2013 curriculum such as a female teacher who has short straight hair; a male teacher who has curly hair and darker skin; a male teacher who has straight hair and brighter skin; and also male student has straight hair with bright skin; and female student has long hair with white skin; and male student with curly hair and dark skin. These values are a coherent element that affects students' lives and have the potential to successfully assist in the growth of national character (Handayani et al., 2023).

Moreover, building an empathy towards each other that supports peace is the goal of respect for human dignity and universal human rights (Bennett, 2010). It can be represented by showing care or sympathy without seeing any race, ethnicity, religion, etc. (Pratama et al., 2021). Not only sympathy for other human beings but also respecting other privacies. In digital life, many bad things can happen such as stealing identity, spreading fake news, cyberbullying, and others. However, for the good things, it can be done for searching information that we need. In this case, students need to be aware of those kinds of digital lives to use their smartphones in the right way.

This value was depicted in the last chapter (chapter 5) "Digital Life". Recently, digital life has become so massive appearing in real life, and spreading fake news is common in social media. Therefore, through this chapter, a student learns to be a selective person to believe the real news rather than hoax news. Nowadays, cyberbullying is common happening among students. Increasing awareness among students not cyberbullying through their smartphones is necessary. Many headline news about bullying and making many victims of those activities are kind of harassment in social media.

The least apparent multicultural value was a responsibility to the world community. In the textbook, it could be found only four reading texts and illustrations. There were several communities, one of them are charity organization. This organization donates for people who need help such as orphanages, disability, homeless, and others. Likewise, the reading text along with a picture, is about a charity organization from the United Kingdom. It is The Charity Retail Association. Taking care of such as community is our duty as a human being. On the other hand, Azizah & Andriyanti (2023) found the diversity

of Indonesian products such as Bakiak, blue jar Kerupuk, and other products made in Indonesia as the behavioral manifestation of responsibility to the world community.

To conclude, this textbook teaches students to be good human beings to others such as the environment including taking care of nature, human beings such as loving and caring to each other, social media such as finding positive information rather than negative information, etc. These four values represent the current issues in the world not only in Indonesia, namely the extinction of flora and fauna, the destruction of the environment, the massive of technology, etc.

## **CONCLUSIONS AND RECOMMENDATIONS**

The cultural category of this research based on Cortazzi and Jin's (1999) three categories: source culture, target culture, and international target culture. However, the researcher found the dominant cultural category in the textbook is the source culture. Whereas, the least depiction was target culture which was only several items. An additional cultural category uncovered during the investigation: neutral culture.

Then, the cultural dimensions were investigated by adapting and combining Byram (1994) and Moran's (2001) cultural dimensions: life cycle, national geography, products, practices, perspectives, communities, and persons. The researcher found the imbalanced cultural dimension. The most apparent cultural content material in the textbook is the product dimension. The least of them was the communities dimension which only several communities were depicted in this textbook.

The last focus of this research was multicultural values. This research used Bennett's (2010) four multicultural values: acceptance and appreciation of cultural diversity, respect for human dignity and human rights, responsibility to the world community, and respect for the earth. Among the four multicultural values from Bennett, it was found the imbalance portion for each value in this investigation of the textbook. The most common thing in the textbook was respect for the earth while respect for the world community was the least.

Through this textbook, the government portrays the students' awareness of the environment facing the reality of the extinction of endangered flora and fauna either endemic or not endemic and destruction of their habitat. Moreover, it portrays the reality of violence among students or teenagers and the negative side of social media. Furthermore, due to the lack of respect for the world community, it can be as more considered to be attached to the textbook.

Due to the lack of target culture in the textbook, teachers should have the initiative to guide students to explore more about the target culture and international target culture related to the topic in the textbook. Giving time to explore them can give students many references and gain more knowledge related to the culture and multicultural values. Then, teachers should be able to give other examples of native speakers' countries not only the US or UK.

For the publishers as a party who has a right to produce the textbook include the material based on the curriculum. They should consider the portion of cultural categories material. This research is based on three categories (source,

target, and international target culture). Even though the themes of the curriculum should put their own culture more in the textbook, it does not mean putting in a small portion for the target culture. In addition, it is necessary to put more religion based on the existence of religion in Indonesia. There are six religions which are acknowledged by the Indonesian government

### **FURTHER STUDY**

Future researchers who want to study in textbooks, particularly English textbooks, can use a wider range of textbooks since this research has focused only on one textbook published by a government publisher, and for ninth-grade level only. Therefore, future researchers can compare the government and private publishers' English textbooks. Furthermore, several materials such as the audio (listening section), worksheet, enrichment, and others can be analyzed not only limited to cultural content analysis and multicultural values but also in broad values analysis.

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