

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about the research findings and discussion of the research. This section covers discussion of data finding toward to the analysis of a visual semiotic analysis of multicultural values Indonesian English textbook according Roland Barthes (1977) and types of cultural content according Cortazzi and Jin (1999).

A. Findings

In this section, the findings displayed based on the two research questions raised as follow: types of cultural categories according Cortazzi and Jin (1999) and analysis of a visual semiotic analysis of multicultural values Indonesian English Textbook according Roland Barthes (1977).

1. Types of Cultural Categories

In EFL textbook entitled *Bahasa Inggris Think Globally Act Locally for Grade Nine* (English for Junior High School / Islamic Junior High School) is written based on the 2013 English Curriculum written by Wachidah, Diyantari and Khatimah. This book was published in Jakarta in 2015 which is 14 chapters, 271 pages. In this EFL textbook entitled *Bahasa Inggris Think Globally Act Locally for Grade Nine* (English for Junior High School / Islamic Junior High School) published by Kementerian Pendidikan dan Kebudayaan, this textbook consists of fourteen chapters but only four chapter passages in textbook is long functional text.

Based on the document of review, the researcher used the framework by Cortazzi and Jin (1999) to finding the types of cultures in the EFL textbook, namely: Source Culture, Target Culture, International Culture and Neutral Culture.

Table 4.1 *The Frequency of Types Cultural Categories in the EFL Textbook.*

Types of Cultural Categories	Source Culture	Target Culture	International Culture	Neutral Culture	Total
Image	15	5	1	31	52
Text	29	2	4	7	42
Total Appearance	44	7	5	38	94
Total in percentage	47%	8%	5%	40%	100%

From the table 4.1, it can be clearly explained that types of culture were dominantly presented by source culture. It appeared 44 times (47%) in the form of texts/tasks and images, Visual images are presented as much 15 times and also texts are presented as much 29 times in the EFL textbook. The Second rank of frequency is neutral culture. The researcher identified as much 38 times of neutral culture appearance in the EFL textbook, the neutral culture shows 40% of the appearance in textbook, visual images are presented as much 31 times and also text/tasks are presented as much 7 times in the EFL textbook. The third rank of frequency is target culture. The researcher identified as much 7 times of target culture appearance in the EFL textbook, the target culture shows 8% of the appearance in textbook, Visual images are presented as much 5

times and also text/tasks are presented as much 2 times in the EFL textbook. The last rank of frequency is international culture. The researcher identified as much 5 times of international culture appearance in the EFL textbook. The international culture shows 5% of the appearance in textbook. Visual images are presented as much 1 time and also text/tasks are presented as much 4 times in the EFL textbook.

There are four types of cultural categories classification based on framework from Cortazzi and Jin (1999) namely: Source Culture, Target Culture, International Culture and Neutral Culture. Source Culture refers to a teacher and learner's own culture. Target culture refers to the culture of the inner circles countries where English as a first language. International culture refers to the cultures around the world. Neutral Culture refers to element, pattern, property common in worldwide.

The Types of Cultural Categories Presented in *Bahasa Inggris Think Globally Act Locally for Grade Nine* can be seen as follow:

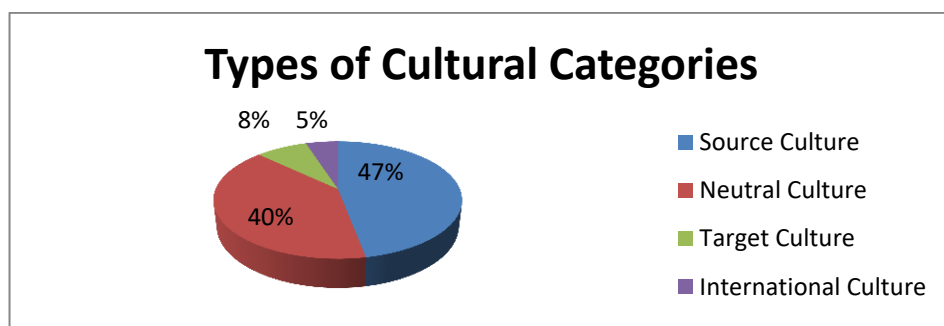


Figure 4.1 Types of Cultural Categories in *Bahasa Inggris Think Globally Act Locally for Grade Nine*

The above chart clearly explained the existence of types of cultural categories in percentages of *Bahasa Inggris Think Globally Act Locally for Grade Nine*. The explanation will be divided based on the types of cultures: Source Culture, Target Culture, International Culture, and Neutral Culture.

a. Source Culture representation in the Textbook

As stated by Cortazzi and Jin (1999), source culture refers to a teacher and learner's own culture. In this research, the source culture is Indonesian culture. The most percentages from the chart 4.1 source culture, it appeared 44 times (47%) in the form of texts/tasks and images, Visual images are presented as much 15 times and also texts are presented as much 29 times in the EFL textbook.

From the five dimension of culture according Moran (2001), each dimension already divided into several groups which can be used directly to identify cultural categories. The representation of Source Culture (Indonesian Culture) can be seen from the table analysis of source culture below:

Table 4.2 *The Representation of Source Culture (Indonesian Culture)*

According Moran (2001)

Dimension of culture		Form	Origin	Category of Culture
	Places	Island: Papua. Mountain: <i>Tangkuban Perahu.</i> City:	Indonesia	Source Culture

Product		Batak, West Java, South Sumatera, Jepara, Bali and Tasikmalaya, Building: SMP Sumber Ilmu.		
	Art form	Clothes : Ulos from Batak. Bag: Noken from Papua	Indonesia	Source Culture
	Artifact	Tools: Angklung, Noken, Payung Geulis, Wayang. Foods: Tempe, Kraton Tea, Tumpeng, Es Teller, Spicy Coconut Salad (Urap), Satay, Lemper, Pempek, Sambal Uleg Kerupuk Udang, and Fried Kepok Banana. Money: Rupiah. Languages: Javanese language such as Kelom Geulis, Rencong, Tatah.		
Practice		Visit friends' house when she got sick.	Indonesia	Source Culture
Perspective		Students sit to discuss something.	Indonesia	Source Culture
Communities		Boy Scout.	Indonesia	Source Culture
Person		Name of Indonesian people: Lina, Siti, Udin, Dayu, Ani, Tuti, Sidiri, Dayang Sumbi, Sangkuriang, Tumang, Riri and Jufri.	Indonesia	Source Culture

The table 4.2 showed that source culture was mostly presented by dimension of product in dimension of places (Country, Island, Mountain, City, and Building), art form (Clothes and bag), artifacts (tools, foods, money and language).

Table 4.3 *Data of Research for the Source Culture*


Page	Data
208	<div style="border: 1px solid red; padding: 10px; background-color: #fff9c4;"> <p>A: That cloth looks beautiful! Is it made in Indonesia?</p> <p>B: Yes, it is a traditional cloth from the Batak culture, North Sumatra. It is called an 'ulos'.</p> <p>A: How do they wear it? When?</p> <p>B: It is worn by men and women in ceremonial events like weddings and funerals. It is usually draped over one shoulder. Sometimes it is worn to cover both shoulders.</p> <p>A: What is it made of?</p> <p>B: Ulos is made of cotton thread. The thread is woven by hand.</p> </div> 
Explanation	
<p>It's considered as product dimension because it is in the form of art form, the text also mentions place in Batak, North Sumatera. Therefore this images and text contain source culture.</p>	

Table 4.3 showed that data of research for the source culture, because it is consider as product dimension in form of clothes. Image showed the conversation two tourists who have been to Indonesia are talking about art form (clothes) called 'Ulos' made in Indonesia at Batak, 'Ulos' worn by men and women in ceremonial events like weddings and funerals.

Teacher can ask students to do a role play to communicate the conversation in front of the class. More than communicating, the teacher can assign the students to do role-plays by acting as a tourists coming from various place in Indonesia. Each student has to do brainstorm through before writing their script in order to obtain accurate information about the cultural products from the certain place in Indonesia they are going to promote, it will help student to creativity. Asking the students to search and organize information and making sense of evidence related to the other cultures as well as their own will help students' to develop intercultural communication and respect and tolerance with other culture.

Table 4.4 *Data of Research for the Source Culture*

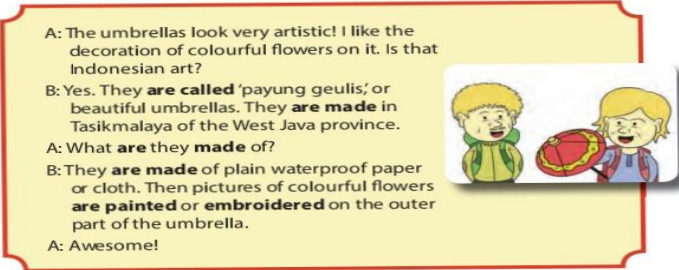
Page	Data
p.209	
Explanation	
It is considered as product dimension because it is in the form of art form, the text also mentions place in Tasikmalaya West Java province, therefore this images and text contain source culture.	

Table 4.4 showed that data of research for the source culture, because it is consider as product dimension in form of art form (umbrella). image shown the conversation two tourists who have been to Indonesia are talking about art form (umbrella) called '*Payung geulis*' made in Indonesia at Tasikmalaya of West Java, the decoration of '*Payung geulis*' colorful flowers it is include Indonesian art.

Teacher can ask students to do a role play to communicate the conversation in front of the class. More than communicating, the teacher can assign the students to do role-plays by acting as a tourists coming from various place in Indonesia. Each student has to do brainstorm through before writing their script in order to obtain accurate information about the cultural products in art form from the certain place in Indonesia they are going to promote it will help students' to develop creativity, respect other culture and tolerance. Asking the students to search and organize information and making sense of evidence related to the other cultures as well as their own will help students' to create a intercultural communication and it will help student to positive social attitude through multicultural education.

b. Target Culture Representation in the Textbook

Target culture is the culture of English-speaking countries. Include the culture from speaking countries where English as a first language, such as: United States America, Australia, New Zealand, Canada and United Kingdom. The researcher identified as much 8%

times of target culture appearance in the EFL textbook, the target culture shows 8% of the appearance in textbook, visual images are presented as much 5 times and also text/tasks are presented as much 2 times in the EFL textbook.

Table 4.5 *The Representation of Target Culture according Moran (2001).*

Dimension of culture		Form	Origin	Category of Culture
Product	Places	Country: Australia.	Australia	Target Culture
	Artifacts	Flag: England. Foods: Novel apple pudding, Stalle's Bakery, Cocktail Novel tea.	England England UK USA USA	Target Culture
Person		Famous Singer: Jason Mraz	United States	Target Culture

The table 4.5 shows that target culture was mostly presented by dimension of product (places and artifacts). Place in form of country (Australia) and in form of artifacts is flag (England) and foods (Novel apple pudding, Stalle's Bakery, Cocktail and Novel Tea .

The data types of target culture can be seen from the table below.

Table 4.6 *Data of Research for Target Culture*


Page	Data
258	
	<p>Explanation</p> <p>This is a poster of advertisement. It offers language courses. However, there is one explicit showing culture. It is a flag of England. It is included product dimension of culture, flag shows an England identity so it is target culture.</p>

Table 4.6 showed that data of research for the Target culture, because it is consider as product dimension in form of flag. Poster shows a flag of England. It is included product dimension of culture, flag shows an England identity so it is target culture. An active role from English teachers such as providing various additional activities related to the poster given in the textbook is important to increase the use of multicultural values being depicted. Teacher can lead students to comparing the differences and similarities among different cultures and countries in poster, such as problem solving, role-play and/or case study

may enhance students' multicultural awareness and it will help students' to develop creativity and respect for other cultural product and nationalism. In today's 21st century era of competition, multicultural education will make it possible for students to integrate into global culture.

Table 4.7 Data of Research for the Target Culture


Page	Data																											
75	<div><p>STALLE'S BAKERY</p><p>Wheatgerm Bread Medium Sliced 800g</p><p>Ingredients: Wheat Flour, Water, Wheatgerm (11%), Yeast, Salt, Wheat Protein, Vinegar, Fermented Wheat Flour, Barley Flour, Soya Flour, Emulsifier: E472e (made from Vegetable Oils), Vegetable Fat, Barley Fibre, Flour Treatment Agent: Ascorbic Acid (Vitamin C).</p><table><tr><th>Nutrition</th><th>Per 100g</th><th>Per Slice 25g</th></tr><tr><td>Energy</td><td>947kJ 224 kcal</td><td>237kJ 56 kcal</td></tr><tr><td>Carbohydrate</td><td>38.6g</td><td>9.7g</td></tr><tr><td>of which sugars</td><td>3.1g</td><td>0.8g</td></tr><tr><td>Fat</td><td>2.2g</td><td>0.5g</td></tr><tr><td>of which saturates</td><td>0.4g</td><td>0.1g</td></tr><tr><td>Fibre</td><td>5.3g</td><td>1.3g</td></tr><tr><td>Sodium</td><td>0.39g</td><td>0.10g</td></tr><tr><td>Equivalent as salt</td><td>0.96g</td><td>0.24</td></tr></table><div><div>Use By: 19.10.13</div><div>Price £1.35</div></div><p>UNIT 56, TOOTSWOOD INDUSTRIAL ESATE.</p></div>	Nutrition	Per 100g	Per Slice 25g	Energy	947kJ 224 kcal	237kJ 56 kcal	Carbohydrate	38.6g	9.7g	of which sugars	3.1g	0.8g	Fat	2.2g	0.5g	of which saturates	0.4g	0.1g	Fibre	5.3g	1.3g	Sodium	0.39g	0.10g	Equivalent as salt	0.96g	0.24
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Sodium	0.39g	0.10g																										
Equivalent as salt	0.96g	0.24																										
	<div><p>Explanation</p><p>This is a label of product Stalle’s Bakery. It is dimension of product in the form of food. However, there is one explicitly showing culture. There is a symbol of money £. This symbol of pound sterling, it is official currency of United Kingdom, so it included in target culture.</p></div>																											

Table 4.7 showed that data of research for target culture, it is a label of product Stalle's Bakery. It is dimension of product in the form of food. However, there is one explicitly showing culture. There is a

symbol of money £. This symbol of pound sterling, it is official currency of United Kingdom, United Kingdom is a country in Inner circle it indicated target culture. Teacher can lead students to see the differences and similarities among foods of students cultures, and teacher can lead students to appreciating other people cultural product to help students' to develop their social awareness.

c. International Culture Representation in the Textbook

International culture covers a wide range of culture other than source culture and target culture where is English as a second language.

Table 4.8 *The Representation of International Culture according Moran (2001).*

Dimension of culture		Form	Origin	Category of Culture
Product	Places	Africa and Asia.	Africa Asia.	International Culture
	Artifacts	Veil/ <i>hijab</i>	Mesopotamia	International Culture
	Art form	Story: Vietnam Folktales: The Golden Star-fruit tree). Song: Que Sera Sera	Vietnam Spanyol	International Culture

The table 4.8 showed that international culture was only presented by dimension of product (place, artifacts and art form). Place

in form of Africa and Asia, artifacts in form of veil and art form in form of Vietnam folktales and the song from Spanyol.

Table 4.9 Data of Research for International Culture

Page	Data
208	<p style="text-align: center;">THE GOLDEN STAR-FRUIT TREE</p> <p>A long time ago there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, and the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.</p> <p>Unfortunately, a very big raven often came and ate all the ripe fruits. At first he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."</p> <p>Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll bring to a place full of gold and you can fill the</p>
	Explanation
	<p>Based on Moran's dimension of culture, it is identified as dimension of product because the folktale represent in form of place Vietnam. It automatically the folktale from the Vietnam. Therefore, it contains International Culture</p>

Table 4.9 showed that data of research for the International culture, because it is consider as product dimension in form of place at Vietnam, It automatically the folktale from the Vietnam. Therefore, it contains International Culture.

Teacher can lead students to know the folktales from another country to increase students awareness and students will be interested hear a story from another country, it will help students' to develop love to read.

Table 4.10 *Data of Research for International Culture*

Page	Data
208	<p>Bat</p> <p>Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and atticks during the day and fly out to feed at night-time.</p> <p>Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey.</p> <p>Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.</p>
	Explanation
	Based on Moran's dimension of Target culture, it is identified as dimension of product because the text represents in form of place Tropical Africa and Asia. Therefore, it contains International Culture.

Table 4.10 showed that data report of reading for the international culture, it is identified as dimension of product because the text represents in form of place Tropical Africa and Asia. Therefore, it contains International Culture.

Teacher can lead students to create interesting activities to teach reporting text, teacher can lead students to know the text report about

animals from another country it will help students' to develop love to read and peace loving.

d. Neutral Culture Representation in the Textbook

According to Durkheim, Murdock, Strauss, and Brown (1991) neutral culture is element, pattern, property or institution common to all human cultures worldwide (Prananto, 2020, p. 28). The representation of neutral culture in the textbook can be seen in the table 4.11 below.

Table 4.11 *The Representation of Neutral Culture According Moran (2001).*

Dimension of culture		Form	Category of Culture
Product	Artifacts	Tools: Table, chair, tent, maps, bed, floor, window, cupboard, wall magazines, door, backpack, rice cooker, pan, scoop, book, television, ball, hand phone, map, bottle, guitar, motorcycle, bus, truck, helm, tent, car, microscope, sponge, materials, pillow, blanket, fabric wood, glove, trash and earphone.	Neutral Culture
	Art form	Song lyrics we cannot found what country the song belongs to there is no specific sign.	Neutral Culture

The table 4.11 showed that neutral culture was only presented by dimension of product (artifacts and art form). Artifacts in form of tools and art form from song lyrics.

Table 4.12 Data of Neutral Culture

Page	Data
267	<p>Here are some of lines from the song.</p> <p><i>Oh, my my how beautiful, oh my beautiful mother She told me, "Son in life you're gonna go far, and if you do it right you'll love where you are Just know, that wherever you go, you can always come home"</i></p> <p><i>Oh, my my how beautiful, oh my irrefutable father, He told me, "Son sometimes it may seem dark, but the absence of the light is a necessary part. Just know, you're never alone, you can always come back home"</i></p> <p><i>Every road is a slippery slope. There is always a hand that you can hold on to. Looking deeper through the telescope. You can see that your home's inside of you.</i></p> <p><i>Just know, that wherever you go, no you're never alone, you will always get back home</i></p> <p>Work in your group. Fill in the blank spaces below with the lines that have more or less the same meanings with the statements. Hand-write it. Make sure you know the meaning of every word and spell it correctly . The first one has been done for you. First copy the example. While you are writing, say the words loudly, clearly, and correctly. Use a dictionary. If you have any problems, come to me. Then, present your sentences in front of the class. Say your sentences loudly, clearly, and correctly.</p>
	Explanation
	It is song lyrics. Song lyric is an art of product (one dimension of culture. However, the lyric by lyric, we cannot found what country the song belongs to. There is no specific sign. Therefore it is picked up as neutral culture.

Table 4.12 showed that data of research for the neutral culture, because it is consider as product dimension in form of art form (song). Image shown the lyric by lyric, but we cannot found what country the song belongs to. There is no specific signed, therefore it is picked up as neutral culture.

Teacher can lead students to sing together the lyrics and lead students to find the lyrics or complete the lyrics of songs it will help students' to develop respect to other cultural product.

Table 4.13 *Data of Neutral Culture*


Page	Data
179	
	Explanation
	It is image of furniture in the classroom. Furniture is a part of product. However, we did not found what country that furniture made. There is no specific sign. Therefore, it is picked up as universal culture or neutral culture.

Table 4.13 showed that data of research for the neutral culture, because it is consider as product dimension in form of tools (furniture). Image is product dimension. However, we cannot found what country that furniture made. There is no specific sign. Therefore, it is picked up as universal culture or neutral culture. Teacher can lead students to mention tools around students to increase student awareness and it will help students' to develop respect to other cultural product.

2. Textbook Based on Semiotic According Barthes (1977)

After being categorized into four types of the culture, some data were analyzed used visual semiotic theory of Barthes (1977) to analyses of multicultural values represented in visual artifacts (pictures, illustration, photograph, diagrams). In this study visual artifacts would analyzed denotatively (what and who is being depicted in the picture in the first step and they would analyzed connotatively (explores the ideas and values expressed behind the pictures) in the next step. Because of space limitation, from the 15 images that contain multicultural values selected in the textbook, (see table 4.14).

The representation of multicultural values in the textbook '*Bahasa Inggris' for Junior High School Grade IX Bahasa Inggris Think Globally Act Locally* this book was published in Jakarta in 2015 (adopted form the table Isnaini (2019, p.548).

Table 4.14 *Visual Artifacts of Multicultural Values in the Textbook*

Unit	Theme	Description	Location	Multicultural values being represented
(1)	(2)	(3)	(4)	(5)
1	Congratulations	An Illustration of two women wears uniform.	p. 3	AWER (Appreciating Women's Equal Rights)
1	Congratulations	An Illustration of a woman wearing hijab standing beside a boy.	p.10	AWER (Appreciating Women's Equal Rights)
1	Congratulations	An Illustration of two women, mother give appreciation to her daughter.	p.11	AWER (Appreciating Women's Equal Rights)
2	Let's start our wall magazine	An Illustration of students sits in a circle to discuss something.	p. 17	AOPP (Appreciating Other People's Perspective)
2	Let's start our wall magazine	An Illustration of female students wearing hijab.	P. 26	AWER (Appreciating Women's Equal Rights).
3	What Should I do that for	An Illustration of two women, one of woman lying down in her bed because she is have a diarrhea, and her friend come to visit her.	p. 37	ROPT (Respecting other people traditions)

(1)	(2)	(3)	(4)	(5)
5	This is how you do it	Label of product Stalle's Bakery that showed a symbol of money of pound sterling.	p.75	AOPCP (Appreciating other people's cultural product).
5	This is how you do it	Text procedure how to make Novel Apple Pudding.	p.81	AOPCP (Appreciating other people's cultural product).
8	We have been to an orphan home, we went there last Sunday	An illustration of birthday party.	p.145	ROPT (Respecting other people traditions).
10	Sangkuriang	Folktale represent in form of Vietnam.	p.198	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of a male student describes a satay or 'sate' as one of popular food from Indonesia.	p. 204	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of a female student describes a Lemper as one of popular food from Indonesia.	p. 204	AOPCP (Appreciating other people's cultural product).

(1)	(2)	(3)	(4)	(5)
11	They are made in Indonesia	An Illustration of a female student describes a Pempek as one of very popular food from South Sumatera, Indonesia.	p. 205	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of a male student describes a Kerupuk as one of popular food from Indonesia.	p. 205	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of some tourists describes an Angklung.	p. 207	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of some tourists describes a traditional cloth from Batak called "ulos".	p. 208	AOPCP (Appreciating other people's cultural product).
11	They are made in Indonesia	An Illustration of some tourists describes a bag from Papua called 'noken'.	p.208	AOPCP (Appreciating other people's cultural product).

(1)	(2)	(3)	(4)	(5)
11	They are made in Indonesia	An Illustration of some tourists describes an umbrella from Tasikmalaya called 'payung geulis'.	p.209	AOPCP (Appreciating other people's cultural product).
12	What is it?	The text report represent in form of place in Tropical Asia and Africa.	P.227	AOPCP (Appreciating other people's cultural product).
13	Come and Visit Us	A poster of advertisement about language courses, there is a flag of England.	p.258	AOPCP (Appreciating other people's cultural product).

The table 4.14 showed that AOPCP (Appreciating other people's cultural product). AOPCP was mostly presented by dimension of product in dimension of foods (satay, lemper, pempek, kerupuk, Novel apple pudding, Stalle's Bakery, Cocktail and Novel tea), and art form (Angklung, traditional cloth 'ulos', a bag 'noken', umbrella 'payung geulis' clothes 'veil'/hijab from Mesopotamia, Vietnam Folktales 'The Golden Star fruit tree' and Famous singer 'Jason Mraz', Que Sera Sera song), in form of place Asia and Africa and a poster of advertisement about language courses, there is a flag of England.

B. Discussion

The researcher discussed the findings into two objectives of study: (1) the types of cultural categories are represented in Junior High School textbook published by the Ministry of Education and (2) the multicultural values represented in Indonesian English Textbook for Junior High School published by the Ministry of Education and Culture of the Republic Indonesia based on Visual Semiotic.

1. Types of culture represented in Indonesian English Textbook for Junior High School published by the Ministry of Education and Culture of the Republic Indonesia

In this study, the analysis of types of cultural categories represented in visual artifact were undertaken by using theory of Cortazzi and Jin (1999) namely: Source Culture, Target Culture, International Culture and Neutral Culture. Source Culture refers to a teacher and learner's own culture (Indonesian culture). Target culture refers to the culture of the inner circles countries where English as a first language (United States America, Australia, New Zealand, Canada, United Kingdom). International culture refers to the cultures around the world. Neutral Culture refers to element, pattern, property common in worldwide.

Before identified whose culture of the material content in data, the researcher used Moran's dimension of culture. Moran describes five dimensions of culture: those are product, practice, and person dimension (Moran 2001). Furthermore, the content has cultural materials, they have some elements of culture. Those are products means such elements as

artifacts, place, institution, and arts, then practice such elements as cultural loads since they present the way of someone's life, next perspective represents the perceptions, beliefs, values and attitudes. The last is person; it refers to personal identity and life story of individual. It refers to individuals who create culture.

Source Culture

Source Culture remains the most frequent appearance (44 times/ 47 %) is more dominant exposed in this book *Think Globally Act Locally*. The source culture is represented in dimension of product, in term place in form of country: Indonesia. In form of mountain: Tangkuban Perahu. In form of Island: Papua. In form of city: Batak, Tasikmalaya, West Java, South Sumatera, Jepara and Bali. In form building: SMP Sumber Ilmu. In form of Clothes: Ulos from Batak. In term artifacts in form of tools: Angklung, Noken, Payung Geulis, Wayang. In form of foods: Tempe, Kraton Tea, Tumpeng, Es Teller, Spicy Coconut Salad (Urap), Satay, Lemper, Pempek, Kerupuk Udang, Sambal Uleg and Fried Kepok Banana. In form of money: Rupiah. In form of language: Javanese language such as Kelom Geulis, Rencong, Tatah. In Dimension of Practice in form of operation: visit friends' house when she got sick. In Dimension of Communities: Boy Scout. In dimension of perspective is Kartini's Day. In dimension of person in form of name of Indonesian people: Lina, Siti, Udin, Dayu, Ani, Tuti, Sidiri, Dayang Sumbi, Sangkuriang, Tumang, Riri and Jufri. Therefore, it will help students to identifications of the culture,

multicultural education not only enables students to get acquainted with different cultures but also inculcates and empathy and respect other culture.

Target Culture

The target culture represented 7 times (8%). in the textbook. Target culture are represented in the form of symbol of England, culture in South America, in the form American names and famous singer from United States (Jason Mraz), in the form of food (Western food: Novel apple pudding, Stalle's Bakery, cocktail and Novel tea), in the form of place (Australia). Therefore, in today's 21st century era of competition, multicultural education will make it possible for students to integrate into global culture.

International Culture

International culture covers a wide range of culture other than source culture and target culture. International culture is presented 5 times (5%) in the EFL textbook in the visual mode or even as the text (reading passages, conversation, poems, song lyric, text in the pictures) it represented in the form of places (Africa and Asia), the term of stories (Vietnam Folktales: The Golden Star-fruit tree), in the term of product veil, hijab from Mesopotamia and in the term of art form Que Sera-Sera from Spanyol. Therefore, it will help students to develop intercultural communication by respecting other people cultural product.

Neutral Culture


Neutral culture occurs for 38 times (40 %), are represented in the form of dominated by a simple mention of product dimension, most of these culture are represented through images and text (reading passages, conversation, poems, song lyric, text in the pictures) such as text about dimension of product in the term tools: Neutral culture refers to general knowledge content that is not specific to any particular culture or country. It is dominated by a simple mention of product dimension, in the term tools: table, chair, tent, maps, bed, floor, window, cupboard, wall magazines, door, backpack, rice cooker, pan, scoop, book, television, ball, hand phone, map, bottle, guitar, motorcycle, bus, truck, helm, tent, car, microscope, sponge, materials, pillow, blanket, fabric wood, glove, trash and earphone. In term of product, in term art form in term of song lyrics, we cannot found what country the song belongs to there is no specific sign. Therefore, it is picked up as neutral culture. it will help students to develop intercultural communication by respecting other people cultural product.

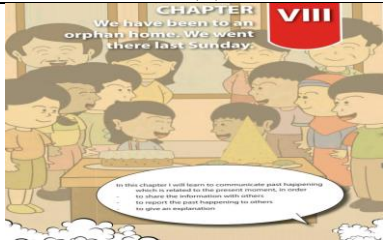


2. The Multicultural Values Represented in Indonesian English Textbook for Junior High School Published by the Ministry of Education and Culture of the Republic Indonesia based on Visual Semiotic.

In this study, the analysis of multicultural values represented in visual artifact were undertaken by using Visual semiotics of Roland Barthes that has two layers in visual semiotics' layering of meaning: denotation and connotation. The visual artifacts will be analyzed

denotatively (what and who is being depicted in the picture in the first step and they will be analyzed connotatively (explores the ideas and values expressed behind the pictures) in the next step. Because of space limitation from the images that contained multicultural values selected in the textbook (see table 4.14), four pictures representing each category of multicultural values selected in the textbook (see table 4.15) were analyzed. The four images stipulated to be analyzed were located in: (1) *Appreciating Women's Equal Rights (AWER)* represented at unit 2: *Let's start our wall magazine*, p. 26, (2) *Respecting Other People's Traditions (ROPT)* at unit: 8 *We have been to an orphan home, we went there last Sunday* p.145), (3) *Appreciating Other People's Perspectives (AOPP)* at chapter 2 *Let's Start our Wall Magazines!*, *The Expression* p.17 (4) *Appreciating Other People's Cultural Products (AOPCP)* at Unit 11 "They are made in Indonesia" *Observing and Questioning* p. 207.

Table 4.15 Visual Images represented Multicultural Values

Category of Multicultural Values (1)	Chapter (2)	Images (3)
Appreciating Women's Equal Rights (AWER)	Chapter 2 <i>Let's start our wall magazine</i> , p. 26.	 <p>An illustration of a female student wearing hijab.</p>

(1)	(2)	(3)
Respecting Other People's Traditions (ROPT)	Chapter 8 <i>We have been to an orphan home, we went there last Sunday</i> p.145	 <p>A group of people who are standing at birthday party.</p>
Appreciating Other people perspective (AOPP)	Chapter 2 <i>Let's Start our Wall Magazines!, The Expression</i> p.17.	 <p>The students sits in a circle to discuss something</p>
Appreciating Other People's Cultural Products (AOPCP)	Chapter 11 <i>"They are made in Indonesia" Observing and Questioning</i> p. 207.	 <p>An illustration of two tourists describes an Angklung.</p>

Appreciating Women's Equal Rights (AWER)

Appreciating Women's Equal Rights (AWER) are represented through an illustration of a female students wearing hijab, an illustration of two women wear uniform, An Illustration of a woman wearing hijab standing beside a boy, An Illustration of two women, mother give appreciation to her daughter, An Illustration of two women wear t-shirt in different style, and a story of *Dayang Sumbi*, as one of folktale of

Indonesian in West Java. In this section, the illustration of female students wearing hijab was chosen as one of the representative images showing the values of AWER due to space limitation and a trend on the use of hijab among female students in the Indonesian school context.

The illustration seen on table (4.15) placed at the chapter two of the unit, which the teacher can facilitate students to observe the socio-cultural phenomena that happen in Indonesian schools related to the form of appreciating women's equal rights. One of the illustrations that represents AWER that was analyzed may be found in Unit 2: *Let's start our wall magazine*, p. 26 (see image at table 4.15) an illustration of a female student wearing hijab

The illustration showed an illustration of a female student wearing a Junior high school uniform with a hijab. As cited in Guindi's book entitled *Veil: Modesty, Privacy and Resistance* (1999), the veil has been around since 2500 BCE as a sign of respectability and high status for elite women in ancient Mesopotamia, Byzantine, Greek and Persian empires. According to Ridwan (2012) states that many years ago, the hijab was known in Melayu (Prananto, 2020 p.19). According to Isnaini, Hijab represents a Muslim identity because hijab is a dress code for Muslim adult women that is required by Holy Quran and protected by law in Indonesia. Benham and Mozahebb (2013) state that wearing hijab is part of Muslim adult women's religious identity since in Islam it is an obligation for girls who reach nine years old or get a period to wear hijab.

The illustration depicted the fact that nowadays hijab has become a trending dress code among female teenagers, also as a dressing practice in the Indonesian school context (especially, in public schools and Islamic schools). The illustration depicts a socio cultural phenomenon in Indonesia by illustrating a female student wearing a Junior high school uniform and a hijab (Isnaini, 2019, p.551).

The illustration denotatively interpreted the character is a Muslim female Junior high school wear uniform and wear a tie with a hijab and raise her hand. Connotatively, the illustration shows a contextual interpretation that refers to real-life conditions in Indonesia's socio-cultural phenomena, also as an act of appreciation towards women's equal rights. This illustration of a female student wearing hijab considers the Islamic values that hold a pivotal role as the most portrayed values in Indonesian students' social background that are dominantly related to multi religious values that acknowledge the equal opportunity for females and males to get education and employment (Ariyanto, 2018). The culture being depicted is categorized as SC (Source Culture) because the character's identity and image's content is specified to Indonesian culture.

From the illustration, the teacher can lead the students to observe various socio-cultural phenomena that happen around the school in Indonesia related to the form of appreciating women's equal rights other than the right of women to get a formal education, by observing their surround. An active role from English teachers such as providing various

additional activities related to the pictures given in the textbook is important to increase the use of multicultural values being depicted. Teacher can lead students to comparing the differences and similarities among different cultures and countries, such as problem solving, role-play and/or case study may enhance students' multicultural awareness and improve their ICC (Isnaini, 2019, p.551) it will help students build respect for students of other religion, it is corresponds to cultural and character education developed by Ministry of Education and Culture of Republic Indonesia.

Respecting Other People's Traditions (ROPT)

The images that represented "Respecting Other People's Traditions (ROPT)" is in Unit: 8 *We have been to an orphan home, we went there last Sunday* p.145). The Illustration is about a group of people who are standing at birthday party.

Images at Unit 8 (See table 4.15) denotatively shows a picture of a group of people (parents and children) dress up informally at birthday party and they stand beside and behind the birthday person, which portrays a gesture of patience in waiting for the event of birthday party beside and behind birthday person this event used modern cake and Cone-Shaped Yellow rice.

As a visual semiotic resource, connotatively this image expresses an act of respecting each other by standing beside and behind birthday person to give congratulation in the day of her birth. The cultural category

of this picture is International Culture (IC) and Source Culture (SC). IC it is indicated the birthday party comes to not specific area. Source Culture (SC) because the content in Indonesia it is indicated with Indonesian Tumpeng (Cone-Shaped Yellow rice).

Reibeiro (2016) states that the teacher can develop the students' ICC (Intercultural Communicative Competence) by establishing their ability to understand the world by searching and organizing information to make sense of evidence related to other cultures as well as their own. Therefore, in order to increase students' intercultural awareness through pictures, in this case stimulating the students' curiosity to know more about Java culture, which can be started by visiting the source of picture as mentioned and the teacher can ask students to identify the variety of cake shown in picture or asking physical appearances of group of people in images. After collecting the information needed, the teacher can ask the students to elaborate furthermore about the differences or the similarities they found between Students come from in terms of food as a cultural product. it will help students to respecting other people cultural.

Appreciating Other People's Perspectives (AOPP)

Appreciating Other People Perspectives (AOPP) was represented through an illustration of students sits in a circle to discuss which represents an ideal discussion with each of the members in talking and listening to appreciate each other's perspectives. Images (see table 4.15)

that represent AOPP is available in chapter 2 Let's Start our Wall Magazines!, The Expression p.17.

The illustration in Chapter 2, illustrates the students sits in a circle to discuss something, denotatively illustrates of two men and two women, one of whom bring the paper wear uniform with a tie, he has straight black hair with short hair and light skin and the other one has black hair with curly hair and dark skin. In addition, two women, one of them wears uniform, she has black hair with hair braid and light skin, and the other one has black hair. Therefore the variety of their hair and skin colors depicts the socio-cultural phenomena in Indonesia and represents cultural diversity and acceptance towards racial tolerance (Isnaini: 2019, p.550). The characters' illustration shows that they are dressed up formally with shirts and ties with white color and blue that is indicated they are students of Junior High School.

The image indicates that the man with straight hair holding a paper and show it to his friend with the dialogue in group discussion. Gesture his hand shows that he shares his suggestions about plan it is indicates writing on paper, instead giving suggestions related the conversation. Therefore, the man with curly black hair is smiling and makes eyes contact while listening to his friend giving suggestion, which means that he has enjoys, he puts all of his attention to listen to his friend's suggestions. The gesture of the man with curly black hair shows an act of respecting other people's perspective by giving full attention and listening to his friends' suggestions

instead of he is holding his finger it means that he is disagree about his suggestion. As a visual semiotic resource, this picture shows multicultural values of AOPP because it represents an act of appreciation of other people's perspectives about someone's suggestion. Denotatively, the culture is categorized as source culture (SC) because the image's content is specified to a source culture or country that is in the Junior High School of Indonesia.

The image comes with a speaking task that asks the students to work in a group to have a conversation about their suggestion. On the other hand, the teacher can develop intercultural competence learning by giving several cases related to multicultural values AOPP. In the form of asking the students to analyze their friend's gesture during the role-playing performance, whether or not the students show gestures of AOPP and teacher can lead students how acts of appreciation in the conversation, such as problem solving, role-play or case study may enhance students' multicultural awareness and improve their ICC, it will help students discipline, hard work and democracy.

Appreciating Other People's Cultural Products (AOPCP)

Appreciating Other People's Cultural Products (AOPCP) was represented through of an Illustration of a male student describes a *satay* or '*sate*' as one of popular food from Indonesia, an Illustration of a female student describes a *Lemper* as one of popular food from Indonesia, an

Illustration of a female student describes a *Pempek* as one of very popular food from South Sumatera, Indonesia, an Illustration of a male student describes a *Kerupuk* as one of popular food from Indonesia, an Illustration of some tourists describes a *Angklung*, An Illustration of some tourists describes a traditional cloth from Batak called “*ulos*”, An Illustration of some tourists describes a bag from Papua called ‘*noken*’, and An Illustration of some tourists describes an umbrella from Tasikmalaya called ‘*payung geulis*’. The illustration at (see table 4.15) that represents AOPCP is available in Unit 11 “They are made in Indonesia” *Observing and Questioning* p. 207.

The illustration in Chapter 11 shows an illustration of two men, two of them come from overseas. One man with curly light hair, bright skin and the other one with straight light hair with bright skin. The characters are dressed up informally with a shirt in different color, the man with curly light hair is wearing yellow jacket with green backpack, the man with straight light hair is wearing a purple shirt with red backpack bring *Angklung* was given gift by his friend from Indonesia, which shows a source cultural product, namely *Angklung*.

This image showed two tourists from overseas having conversation awesome gift was given by his friend from Indonesia. The man with straight light hair tell to man with curly light hair that he was given by his friend from Indonesia *Angklung*. *Angklung* is cultural product from Sundanese culture of West Java it made of bamboo, and the man with

curly light hair listening to the explanation enthusiastically by giving his full attention and through his questioning to know the name of product. The enthusiasm to know more about cultural product represents an act of appreciating a cultural product from The *Sundanese* Culture of West Java, Indonesia.

The illustration denotatively interprets physical appearances and the characters are dressed up in informal situation. Connotatively, the illustration shows a contextual interpret that they are show the enthusiasm to *Angklung* as a cultural product in West Java Indonesia, which show source cultural product. *Angklung*, conveyed a hidden message related to traditional customs, arts and cultural identity of Indonesia, played during ceremonies such as rice planting and harvest. In addition *Angklung* has been included in the UNESCO's (United Nations Educational, Scientific, Cultural Organization) list of intangible cultural heritage of Humanity (Nugraha, 2015 p.1). Moreover, the illustration shows multicultural values of AOPCP because it represents an act of appreciation of other people's cultural products, in this case, *Angklung* as a cultural product in West Java Indonesia. It culture categorized as Source Culture because the characters' identities and the ideas being depicted in the illustration show a specific culture of Indonesia, namely West Java culture.

From the illustration, students are exposed to acts of AOPCP through the characters' dialogues. This illustration comes along with the observing and questioning that ask students to observing the characters'

dialogues of the illustration, and teacher can lead students to observing physical appearance of the illustration by asking physical appearances of images. Teacher can ask students to do a role play to communicate the conversation in front of the class. More than communicating, the teacher can assign the students to do role-plays by acting as a tourists coming from various place in Indonesia. Each student has to do brainstorm through before writing their script in order to obtain accurate information about the cultural products from the certain place they are going to promote. Asking the students to search and organize information and making sense of evidence related to the other cultures as well as their own will help students' to develop intercultural communication (Reibiro, 2016).