

CRITICAL DISCOURSE ANALYSIS OF MULTICULTURAL EDUCATION VALUES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK AT SMAN 3 KAUR

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Abstract

This study aims to determine the values of multicultural education in the English reading material for grade 10 and which of those values are almost overwhelming. Integrating the values of multicultural education in course readings is certainly anticipated to be able to supply understudies with a crucial understanding of the different qualities that exist in society so that it can grant birth to understudies who have wide viewpoints, regard contrasts, apply law-based states of mind, are full of resilience, and regard for all forms of contrasts within the middle of a heterogeneous society. In conducting research, the researcher applies content analysis strategies to media documentation when collecting data. This grade 10 English reading material might be used by understudies at SMAN 3 Kaur, modification 2016. When analyzing the data, the researcher utilized Adaskou's theory. The results of the study show that there are values of multicultural education in grade 10 English reading material that are isolated into four subjects: reading text, dialogue, pictures, and cultural awareness. Of all the segments contained within the reading material, they are chosen in progress concurring to the subject matter to be isolated, and at that point classified into four points, counting: 1) reading text, 2) dialogue, 3) pictures, and 4) cultural awareness. The parts that have been classified are at that point analyzed for citations that contain components of multicultural education values in them, and after that deciphered concurring to the existing setting.

Keywords: *Multicultural Education Values, English Textbook, Critical Discourse Analysis*

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INTRODUCTION

Human interaction with the environment gives rise to culture. Culture is self-sufficient inside the community. Subsequently, culture is something that's curiously unique to each community (Sumardjo, 2005). From this vantage point, it is possible to assert that the community's claimed and utilized tongue may be a social thing of the community. The tongue was born and made in accordance with the components of society in its interaction with its environment. This happened since the closeness of the tongue is to meet the needs of the community in association with the environment. English is getting to be a progressively worldwide language, and it isn't obliged to be inside countries (i.e., North America, the United Kingdom, and Australia). In various countries around the world, English is certainly built into the instruction system. According to Jenkins (2006), this prerequisite stems from the claim that learners of English as a remote dialect (EFL) are expected to communicate with non-native English speakers rather than neighborhood English speakers. Hence, there's a basic need to incorporate multiculturalism into EFL course readings. The consideration of EFL course readings has fundamentally centered on social perspectives related to their utilization within the context of these reading materials.

Textbooks are a necessary component of English Language Teaching (ELT). Most instructors take notes after the reading material within the lesson, and most teachers take notes after the substance of the course reading. Reading material has additional benefits such as exercises, assignments, tuning in, video recordings, and providing numerous visuals. Reading materials, on the other hand, are ordinarily made up of a bunch of specialists and partners, so they are of a limited quality. On the other hand, it is usually not time-consuming in cases where instructors are expected to always prepare their materials. but additionally because most instructors are unfamiliar with fabric planning and advancement. The Handle Capability Hypothesis (PT) aims to clarify the development strategy of moment dialect learning. It is an observational system supported by adequate research (for example, Keßler 2007; Lenzing 2008; Pienemann and Keßler 2007; Wang, 2011), and they recommend some changes to the hypothesis based on the feedback of PT research (Peker and Toprak Celen, 2020). All things considered, PT could be a well-supported hypothesis that provides motivation for the ELT field. According to Hodges et al. (2008, pp. 250), discourse analysis is an umbrella term for a variety of Subjective Request techniques that are broadly involved in considering and dismembering the use of lingo. Lingo, according to Gee (1999), serves two purposes: "to support the execution of social works and social identities and to reinforce human union interior culture, social bunches, and institutions." In this investigation, the analyst will be examining multicultural instruction values in a senior high school English course to begin with a review.

According to Bank (Ozturgut, 2011), the concept of multicultural education implies that male and female understudies, regardless of race, dialect, or culture, have the right to access opportunities in school. Esteem instruction can be translated as an instructive preparation coordinated towards the advancement of life values such as devout, social, ethical, and tasteful values for the individual arrangements of students who have otherworldly insights. Religion, self-control, and character all contribute to a person's personality, respectable character, and the abilities that he, society, and the

nation require (Zakia and Rudyana, 2014). With multicultural education, it can instill a sense of caring for others and raise mindfulness of the significance of culture, particularly since Indonesia may be a nation wealthy in culture, as well as give understanding and instill a sense of resistance for others. Students can also learn the significance of recognizing and comprehending the differences around them. Hence, multicultural education is considered a way or a bridge to a quiet community life and an endeavor to. Agreeing to the prior clarification, the researcher endeavors to analyze and decipher it under the heading "Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur".

LITERATURE REVIEW

Textbook

The Definition of Textbook

Textbooks are extremely important in the learning process. Using reading materials in the classroom changes the way teachers deliver materials. Compared to the over-articulation, Mudzakir (2004) pointed out that perusing fabric and students' work complement each other. As he said in his journal, course readings, along with various other names, are commonly utilized by educators, instructors, or schools, and more frequently than not, they donate workout and teaching materials. Furthermore, Jazadi (2003) proposes that textbooks are best when they are learner-centered, organized to help learners focus on learning, and allow learners to participate in classroom decision-making. Course readings were once used as a compass for teachers and understudies within the direction arrangement, taking into consideration the instructive modules, and course readings ought to meet the learning needs of understudies. As a result, reading materials are the heart of classroom instruction, and instructors must choose excellent reading materials while keeping in mind the needs of learners.

The Function of Textbook

Chandran (2003) said textbooks are sketched out to help instructors by giving them instructive materials, and perusing materials serves as guides for unpracticed instructors or as a device for experienced instructors. It also coordinates untrained or experienced educators on what students should learn and what students believe they must memorize. Chandran's enunciation is a solid addition to Cunningsworth's (1995) verbalization. His hypothesis is that the capacities and capacities of course readings fundamentally include the taking of positions:

1. Resources for presentation materials
2. The source of interactive practice and exchange activities
3. Reference books (grammar, vocabulary, and pronunciation)
4. Syllabus
5. Self-study or self-access resources
6. Support for inexperienced teachers

Criteria of Good English Textbook

Textbooks are one of vital media for classroom educational exercises and must be of great quality. The analysts were given a few master measures to help them determine how to classify reading material as high quality. In expansion, the criteria for a course reading based on Cunningsworth (1995) are as follows:

1. A textbook should be tailored to the needs of the students. They ought to coordinate the points and goals of the dialect learning program.
2. A textbook ought to contain (show or predict) what learners will make of the dialect. Select course readings that offer assistance prepare learners to utilize dialect viably for their purposes.
3. Textbooks offer learners assistance in memorizing in a number of ways. Like instructors, course readings ought to have a clear role as a springboard for learning. They intervene between the target dialect and the learner.

English Textbook “Bahasa Inggris”

Bahasa Inggris, the English textbook, is an English course perusing passed on by the Benefits of Instruction and Culture. It comprises two sorts of books: understudy books and teacher books. Both are coherently compiled by one bunch. It is disseminated by the Bookkeeping and Instructive Programs Center of the Indonesian Benefit of Instruction and Culture. The Teacher's Handbook has strategies for utilizing the Student's Handbook in its totality, from how to utilize it to how to assess the student's capacity. The understudy book is shown point by point and begins by outlining the learning goals of each chapter based on center competencies. Each texture is compiled in accordance with the consistent procedure, tallying recognition and tending to information gathering, alliance formation, and communication steps.

Critical Discourse Analysis

Definition of Critical Discourse Analysis

Critical Discourse Analysis (CDA) examines the phonetic properties of discussions in terms of social structure and cognition. It might be a theoretical system that analyzes particular points of conversation from totally diverse disciplines, such as the relationship between dialect and society. Lingos play a crucial role in the advancement of social identities and conviction frameworks (Wodak & Meyer, 2009). In this way, substance, lingo, and communication need to be continuously considered in their social setting. They all shape and are affected by broader forms of society. In this way, the substance not only reports the world passively; it also gives it meaning, fabricates it, shapes conclusions, and makes the world a reality. In these circumstances, a broad term can be utilized since it implies distinctive ways of communicating between people. Conversation can be seen as "a positive relationship with reality" (Fairclough 1992: 41). Fairclough (2003: 26) depicted the three characteristics of conversation, describing its operation in social life as a "parcel of movement." These are: sorts (ways of acting), talks (ways of speaking to), and styles (ways of being).

Multicultural Education Values

Definition of Multicultural Education Values

Many analysts have clarified and characterized the social differentiation worldview in terms of making trade and strategies inside the classroom to bolster the learning of understudies of color. With the thought of extending understanding of contrasting populaces, scholastic strategies such as multicultural instruction (Banks, 1979; Banks and McGee, 2001; Jay, 2000; Permit & Slater, 2003; Nieto, 1996), social responsibility (Cazden & Leggett, 1981; Gibson, 1976) and the science of socially germane directions strategies (Ladson-Billings, 1995) have their foundation and premise.

Multiculturalism education simply means the development of knowledge and respect for cultural diversity (Lickona, 2019). Bank in (Ozturgut, 2011) explains that the concept of multicultural education is equality between male and female students regardless of race, ethnicity, language, and culture in getting opportunities together at school. Due to the presence of different definitions and elucidations, researchers and professionals don't essentially have a steady definition of multiculturalism and multicultural instruction. Everyone agrees that there's room for advanced talk on the definition and application of multicultural education in ethnic schools. In this manner, through a comprehensive survey of current and related writing, the creator encourages endeavors to clarify the understanding and application of multicultural instruction and gives recommendations for teachers and producers.

Indicators of Multicultural Educational Values

Referring to UNESCO's recommendation (Idaningsih, 2020: 163) on the value of multicultural education which must contain four values, namely: the value of tolerance, equality, democracy and justice.

- a. Tolerance value
- b. Equivalent Value
- c. Value of Democracy
- d. Value of justice

Benefits and Shortcomings of Multicultural Education Values

Nieto (2004) explains that the increment in social/ethnic contrasts has driven different teachers to recognize and have the devices to broaden their understanding of multicultural instruction, particularly in open schools. With a long history of the development of individuals from various social groups, the need to comprehend multicultural instruction and contrasts is becoming increasingly important.

METHODOLOGY

Research Method

Text Analyzing is one of the methodologies within the scope of qualitative research studies that focuses on the analysis or interpretation of written material based on its context. Materials can be in the form of published notes, and so on (Rachmijati &

Cahyati, 2020). In this subjective ponder, the researcher pointed out that they should look at the status of the materials given within the English reading material "Bahasa Inggris." Researchers utilized clear, subjective strategies to analyze, translate, and report the information contained in English course readings with the assistance of archive investigation when collecting information from reading material.

Data Source

The reading material utilized in this thought is the first-year English reading material "Bahasa Inggris," distributed by the 28 Kementerian Pendidikan Dan Kebudayaan Indonesia and utilized in SMAN 3 Kaur. This reading material has 15 chapters (from Chapter 1 to Chapter 15). The researcher chooses to utilize all the chapters as a test of the whole English course reading for learning, and the reading material is for all teachers of review, with one English educator using SMAN 3 Kaur as the most read material.

Data Collection Technique

The information collection strategy that will be utilized by the analyst is the documentation based on the talk examination method. According to Bungin (2014), documentation is one of the methods of data collection to think about. A few shapes of data documentation, to be specific, letters, reports, artifacts, photographs, tapes, difficult disks, and so on, are not bound by space and time. Related to the explanation above, the researcher will do data collection based on the following : 1)Sorting data, 2)Classify data, and 3) Analysis stage.

Data Analyze

The information examination strategy that will be utilized by the analyst is the analysis of the models of Roger Fowler, Robert Hodge, Gunter Kress, and Tony Trew. Where this hypothesis centers on the work and structure of language. Eriyanto, in Talk Investigation (2011) states, What do you conducted by Fowler et al. Is laying down language structure and practice its utilize to discover out the hone of philosophy. The news content that wants to be analyzed with this hypothesis ought to center on two elements. First, at the word level. How the occasions and performing artists involved in an occasion to be examined. few of the components learned by Fowler et al portrayed as takes after :a) Vocabulary, b) Grammar.

FINDINGS AND DISCUSSION

Based on the formulation of the problem presented by the researcher in Chapter I, the researcher will describe the results of research on the values of multicultural education contained in grade 10 English textbooks. The 10th grade English textbook has 15 chapters but related to this research, the researcher reclassifies it into only a few parts that contain multicultural education values in it.

Results

Multicultural Education Values in Grade X English Textbooks

Reading Text

In this 10th grade English textbook, there are a total of 15 reading texts. However, what will be analyzed is related to the values of multicultural education, in which only a few reading texts are present.

Topics	Title/Situation	Chapter/ Pages	Sources	Total
Reading Text	A letter from saidah	1/5	-	7
	Tanjung Puting National Park	4/53	(1) https://lonelyplanet.com/indonesia/tanjung-puting-national-park/sights/natural-parks-forests/tanjung-puting-national-park (2) www.indonesia.travel.com ; (3) www. Exploguide.com .	
	Taj Mahal	4/58	http://www.history.com/topics/taj-mahal http://www.thusky.com/blog/taj-mahal-in-agra/	
	10 November	9/123	-	
	BJ.Habibie	10/134	http://www.globalindonesiavoices.com/17298/hari-pahlawan-battle-of-surabaya-the-story-behind-indonesias-heroes-day/	
	Cut Nyak Dhien	11/145	http://en.wikipedia.org/wiki/Cut-Nyak-Dhien	
	The Legend of Malin Kundang	13/172	http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html	

Of the total 15 reading texts in the book, only the seven reading texts mentioned above contain the value of multicultural education in them. The analysis of each reading text will be taken from the excerpts of the sentences in each reading text which will be explained in the discussion.

Chapter 1 page 5

"It was very interesting to read your letter about yourself and your hometown. I'd really love to come someday, especially to the magnificent Raja Ampat in Papua."

Passages of sentences from the content display the values of multicultural education within the frame of resilience for letters composed by companions presenting themselves and their hometown. The beneficiary of the letter communicated his adoration for his friend's hometown (the sender of the letter); he indeed needed to visit it, especially Raja Ampat. In this way, the author of the letter appears to have a common regard for contrasts, be they contrasts of the beginning, social contrasts, or other things

that are distinctive between them. This content presents how to trade data or communicate with each other through the medium of letters. It can moreover be seen how they regard each other, indeed, in spite of the fact that they have distinctive foundations.

Chapter 4 page 53

"Tanjung Puting National Park, located in the southwest of the Central Kalimantan peninsula, is an internationally famous ecotourism destination." Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! "It is a real jungle, which is home to the most interesting animal in the world: orangutans."

The sentence depiction presents multicultural education values. This content portrays one of the visits that has its normal magnificence, so it encompasses a tall request to be gone. With the presence of content like this within the 10th review English course reading, both teachers and understudies can discover out around the differences of tourism that's displayed by the nature of Indonesia, which has its possess excellence that produces it a differentiator from others, so that a sense of belonging can rise and they can appreciate the differing qualities of culture in this nation, which has its possess magnificence that creates it a differentiator from others so that a sense of having a place can rise and they can appreciate the differences of culture in this nation. Hence, he can cultivate a sense of adoration for the social riches of his claimed country without having to compare it with other societies.

Chapter 4 page 58

"Taj Mahal, an epitome of love, is actually a mausoleum." Standing majestically on the banks of the Yamuna, the Taj Mahal is synonymous with love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means "crown of palace. Taj Mahal represents the finest architectural and artistic achievement."

The sentence cited in this content presents multicultural education values. In case the past content outlined the social differing qualities that exist in Indonesia, at that point this content outlines the social differing qualities that exist in India. Costly Muslims were built by Head Maghul Shah Jahan in honor of his late spouse The Taj Mahal is certainly a verification that the esteem of resistance is upheld in any portion of the world. Taj Mahal is one of the world's most popular attractions, and it is certainly gone by visitors, both inside and outside who need to see the excellence of this building or indeed consider its history. With the presence of writings like this in English course readings in review 10, both instructors and understudies can discover the history of one of the buildings that are celebrated in all parts of the world. In this way, it can make a sense of common regard for the differences of societies that exist in this world.

Chapter 8 page 110

"On November 10, Indonesia celebrates Hari Pahlawan, or Heroes Day, in remembrance of the Battle of Surabaya, which started on that very date in the year

1945. The bloody battle took place because Indonesians refused to surrender their weapons to the British army. The British Army at that time was part of the Allied Forces. "The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. Taj Mahal shows shades of magnificent beauty at different time during the day. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonder of the World."

The sentence cites the content that presents the values of multicultural education, and the over-content selection clarifies almost the heroes' day commemorated on November 10 each year. Related to that, there's a history of how to commemorate Heroes' Day on that date, to be specific the foundation of the fight between Indonesia and the British that happened in Surabaya; this fight caused gore to happen, and the fight was driven by Bung Tomo. With the presence of this content within the 10th review English reading material, both instructors and understudies can discover how the history of the commemoration of Heroes' Day can be utilized to create the soul of patriotism in understudies as the another era of countries by regarding what has been done by the characters, who battle for the autonomy of the Indonesian individuals so that the battle of the heroes can be proceeded by another era of nations. In this way, the autonomy of this country will be kept up.

Chapter 10 page 134

"Bacharuddin Jusuf Habibie is known as BJ. On June 25, 1936, Habibie was born. He served as the Republic of Indonesia's Third President (1998-1999). Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudhoyono's presidency."

The sentence cited in this content presents the values of multicultural education; the content passage over clarifies B.J. Habibie and Indonesia's history when he served as the third president of the Republic of Indonesia. In spite of the fact that brief, Habibie's rule was significant. He was the key to the move period in Indonesia from the Modern Arrange administration to the Renewal. Habibie oversaw creating gigantic changes. Within the field of the press, for illustration, within the Habibie time, Law Number 40 of 1999 was issued concerning the press. The law stamped the conclusion of a point of reference for press opportunities in Indonesia, which in the past organizations were frequently prohibited and smothered. With this content, understudies can make B.J. Habibie a part of demonstrating both as president and as an individual who has exceptional insights. Understudies can too increment their regard for the pioneers of the country.

Chapter 11 page 145

"Cut Nyak Dhien was a leader of Acehnese guerilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband, Teuku Umar, she engaged in guerilla action against the Dutch for 25 years. She was awarded the title of Indonesian National Heroine on May 2, 1964, by the Indonesian government."

The sentence passages within the content display the values of multicultural education. The content selection of content usually studied or instructed understudies,

almost the story of one Indonesian female saint, understudies can learn about the battle of a lady who protected her country when it was colonized by trespassers from other nations. After knowing this, it is trusted that understudy mindfulness will regard the heroes and appreciate the administrations of the heroes who have battled to protect their nation and can proceed to battle to guard the freedom of this country, one of which is by examining truly so that they can accomplish dreams and realize beliefs.

Chapter 13 page 172

"A long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope of a better life. He left his mother alone.

The depiction of the sentence over presents the values of multicultural education; within the passage of the content over, it portrays Malin Kundang, a child who is as of now fruitful and affluent. In any case, Malin overlooked his mother, who had raised him. He was moreover, a defiant child. It was his evildoing that made the mother's heartbreak age, and God was irate. Malin was given discipline in the form of a revile to end up in Batu, together with the dispatch he utilized to cruise. And the story of how he got to be a shake, ready to learn from the clarification that we as children must be given to our guardians and regard our guardians who have raised us. our. Another thing is that it is trusted that perusers can appreciate the distinctive focuses of seeing and evaluating of other individuals on a matter and the social differing qualities that exists in Indonesia, whether it's territorial stories, the foundation of a custom in a range, or other things.

Dialogue

In this 10th grade English textbook, there are a total of 8 dialogues. However, what will be analyzed in relation to the values of multicultural education in it are only a few, namely three dialogues.

Topics	Title/Situation	Chapter/Pages	Sources	Total
Dialogue	Congratulating and Complimenting Other	2/23	-	3
	Complimenting	2/32	-	
	The Battle of Surabaya	9/129	-	

As for the total 8 dialogues in the book, there are only 3 dialogues that contain the values of multicultural education in them. The dialogue is displayed in its entirety, but the elements of the values of multicultural education can be seen from the content or excerpts of the existing dialogue.

Chapter 2 page 23

Samuel : Alif, congratulations. You deserve it, Man.

Alif : Thank you very much. This is because you always help me.

Sinta : I am very happy for you. Alif, now you are the director of the company, I believe the company will develop even faster.

Alif : (replies with a happy tone). Thank you. I cannot forget your collaboration with me, and I will still need your help.

The depiction of the discourse presents the values of multicultural education, which can be seen from the discussions of those who appreciate and appreciate each other for the accomplishments of other companions, it can be seen that somebody who has accomplished something does not disregard the assistance of his past companions. It is trusted that perusers can learn how to regard others, both inside the family, companions, and the more extensive environment.

Rahmi : Hello, How are things going on, Sinta?

Sinta : Hello, how are you?

Rahmi : I'm feeling great today. How was your weekend with your family in Batu?

Sinta : Excelent! We had a lovely time there. You should have gone there with us.

Rahmi: Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta: Thanks a lot. My sister bought it for me last month.

Rahmi; wow! That's wonderful.

Sinta: Oh, Rahmi, can I ask you something?

Rahmi: Sure thing. Please

Sinta: Have you finished writing the book we discussed two months ago?

Rahmi: Yes. Come to my room. Look at this. What do you think?

Sinta: Terrific. I like the cover. Let me see the contents.

This book is excellent. You really did a great job.

Rahmi: Thanks a lot. You've inspired me to do this.

Sinta: Your publisher should sent it to all bookstore here.

Rahmi: Yes, you're right. The publisher will do it for me

Sinta: Well, that's great. I'm proud of you, Rahmi. By the way, I've got to go now. Have a nice day

Rahmi: You, too.

The portrayal of the exchange presents the values of multicultural education. From the discussion over, it can be seen how two companions regard each other; how he increases in value endowments from his brother before his companions, and how he values his friend's work. It can moreover be seen how his companions ask around him

and his family sometime recently, inquiring about their assignments, knowing that they have fair returned from excursions with their families, and what they do when they need to say something in a great and, of course, respectful way. From the content over, it is known that they offer assistance to each other to accomplish their objectives. Hence, it is trusted that understudies who ponder this content will not, as it were, learn how to compose and rectify discourse but to be able to require lessons from each fabric examined so that they can create aptitudes, regard for others, participation, and certainty in communicating things.

Chapter 9 page 129

Ami : Riza, look!".That heroic monument stands high and strong.

Riza: Hmmm, it reminds us of our forefathers' struggles in this country.

Ami: Many of them died as a result of the war.

Riza: That was an unforgettable experience for me.

Ami: Really? What was it?

Riza: When I was in junior high school, my school held a program called "Keep our city clean and green!"

Ami: What exactly did you do?

Riza: My schoolmates, my teachers, and I rallied in the monument area at 6 a.m. and began to clean the area around the monument until it was clean and tidy.

Ami: That's a fantastic program.

Riza: It was, indeed. We also planted some trees around it.

The description of the dialog presents the values of multicultural education; from the conversation above, it can be seen that they explain a hero monument that reminds someone of one thing or an unforgettable experience; he participated in the program when he was in junior high school. Where he and his friends and teachers cleaned the yard around the monument until it was clean and tidy. By carrying out these actions or activities, demonstrates respect and appreciation for the services of the heroes who have fought for this nation, serving as an example or evidence of growing respect for the services of this country's heroes. With texts like this, students and teachers can apply them in the school environment in order to raise awareness of the importance of appreciating the services of heroes, practicing mutual cooperation, and fostering a spirit of patriotism in students.

Pictures

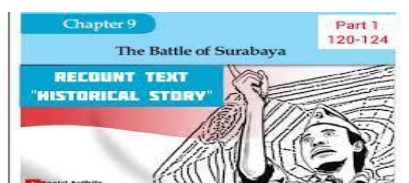
In this 10th grade English textbook, there are a total of 15 pictures. However, what will be analyzed related to the values of multicultural education in it are only a few, namely three pictures.

Topics	Tittle/Situation	Chapter/ Pages	Sources	Total
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Pictures	Taj Mahal	4/58	http://www.santabat.com/photos/tajmahal/9012035.htm	3
	The Battle of Surabaya	9/120	Dokumen Kemendikbud	
	The Legend of Malin Kundang	13/170	http://www.kumpulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html	

Of the total 15 pictures in the book, there are only 3 pictures that contain the values of multicultural education in them. Then the image is analyzed along with the explanation that comes after the image.

Chapter 9 page 120



Based on the picture and the content that takes after, it appears the values of multicultural education. The esteem of resilience is contained in it, to be specific how to regard and appreciate the heroes of this nation. When understudies see a picture like this, they will think of a legend. What is his title? Where did this legend come from. This will certainly invigorate the mentality of understudies when seeing or examining fabric related to the picture. When understudies see and think about writings related to pictures, they will know that the saint within the content is the legend, and the story of the legend is composed in the content. Content to make it simpler for understudies to memorize. Moreover, with the clarification given by the educator to understudies related to the picture or content that tells the picture, when understudies learn it in a roundabout way, they too learn the values of multicultural education.

Chapter 4 Page 58



The picture over may be a picture of the Taj Mahal, which is one of the Seven Ponders of the World. In association with the picture, over, understudies can learn the values of multicultural instruction in it. By knowing one of the seven ponders that exist within the world, understudies can too learn the verifiable and social values that exist in it. Of course, it is trusted that it can increment students' understanding with respect to the culture of the world. Understudies can learn how to appreciate societies that exist in other parts of the world. By examining the history of a building that's popular all over

the world since of the stylish esteem of the building itself, let alone the chronicled esteem contained in it, how did the building begin? Why was the building raised? What is it that creates it one of the ponders of the world?. Students will know the foundation of the foundation of the building, area, region, and esteem in it so that it becomes a shape of appreciation for what is in other parts of the world. In expansion, understudies can, moreover, take ethical values based on stories from the building to be utilized as learning materials, almost the history of a culture that exists in this world.

Chapter 13 Page 170



The picture over is one of the pictures related to the legend of Malin Kundang from West Sumatra, Indonesia. Based on the picture above and the taking after story, it can be seen that the legend tells of a child who is defiant to his mother, making her irate and reviling him to stone. The legend is exceptionally prevalent among individuals. When understudies ponder fabric related to legends, they too learn approximately the culture and traditions that exist in a range of Indonesia, to be specific West Sumatra. Understudies can, moreover, take the ethical message from the stories being considered, specifically that they must be given to and regard their guardians, no matter what the circumstances are since they have raised them with all their might so that their children ended up fruitful and can hoist their guardians. Understudies can learn the values contained in that as lessons in life so that comparative episodes don't happen. In this way, it can include students' knowledge of existing legends and culture in their possess nation so that understudies can cultivate a cherish for their claimed culture and appreciate the existing culture or culture that must be created in arrange to preserve the social riches that exists in Indonesia.

Cultural Awareness

In this 10th grade English textbook there is a total of 8 cultural awareness. However, only a few texts will be analyzed related to the values of multicultural education in it, namely two texts.

Topics	Tittle/Situation	Chapter/ Pages	Sources	Total
Cultural Awareness	A letter from saidah	1/5	-	2
	The Legend of Malin Kundang	13/172	http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html	

Of the total 8 cultural awareness texts in the book, there are only 2 cultural awareness texts that contain multicultural educational values in them.

Chapter I Page 5

A letter from Saidah

“My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all time, so we have become quite fluent although sometimes we slip back into Malay, which is our mother tongue.”

Based on the citation from the letter that was sent by an individual from Malaysia to somebody in Indonesia, there are contrasts in it. What is clearly seen from the citation from the letter is the contrast within the use of dialect within the school environment there, to be specific that they are empowered to utilize English, in spite of the fact that now and then they inadvertently utilize Malay as their, to begin with, dialect. From here, understudies can recognize the use of dialect as a medium of communication within the school environment in Indonesia and Malaysia. In Indonesia, understudies tend to be energized to utilize Indonesian within the school environment, but typically not the case as an entire. There are a few schools that have not completely actualized the utilization of Indonesian within the school environment. A few understudies and indeed instructors now and then utilize their nearby dialect within the school environment.

In Indonesia, English may be a remote dialect, whereas in Malaysia, English is their moment dialect after Malay. From here, understudies can also learn the contrasts that exist within the school environment and the use of dialect when within the school environment, so as to extend the mindfulness of understudies and instructors to prioritize the use of Indonesian as a, To begin with, Dialect when communicating within the school environment. Examining this, it is trusted that it'll increase tolerance for differences that exist both inside a nation and between nations. Hence, it can trigger mindfulness of each other's culture, and how to utilize the correct dialect within the school environment and regular environment.

Chapter 13 Page 172

The Legend of Malin Kundang

“Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to small island. It was really too late for him to avoid his curse, he had turned into a stone.”

Based on the quote from the legend above, students can learn how a child should be devoted to his mother, respecting and respecting his mother, not, on the contrary, not acknowledging his mother just because her status is high so that she forgets and doesn't even consider her mother, disobedient to her own mother. From the explanation of the legend of Malin Kundang, a lesson can be learned that there is a curse regardless of whether the story is true or not. We can also learn that the blessing of the mother is, above all, the happiness of the mother. Even the wrath of a mother can change the existing situation. Understudies who utilize this book as their think about fabric when examining material like this, legends or fables, can discover out what the different sorts

of legends that exist in Indonesia are, whether it's from the foundation of the story, the storyline, or the values contained in that. So that understudies can develop a sense of adoration and pride within the wealthy culture of the locale, one of which is fables or legends in Indonesia. The story of Malin Kundang instructs us to regard guardians; regard instructors in schools as individuals who instruct understudies a part of the information; appreciate the endeavors made by instructors to teach their understudies, and offer assistance to the endeavors made by instructors in creating and making strides the capacities of their understudies.

The Most Dominant Multicultural Education Values in Grade 10 English Textbooks

Based on the portrayal, it can be seen that the foremost overwhelming multicultural instruction values in review 10 English textbooks are reading writings; this is often because there are more perusing writings that contain multicultural instruction values in them. The foremost prevailing multicultural instruction values in this 10th review English course reading are resistance values, this could be seen from a few writings that tend to contain more resistance values in them.

The taking after could be a discourse of multicultural values contained in English course readings for 10th-grade tall school understudies distributed by the Center for Books, Balitbang, Kemdikbud. Based on past clarification within the English reading material for course X understudies distributed by the Book Center, there are a few components of the course reading that contain the values of multicultural instruction. These values fulfill the four center values of multiculturalism.

1) Recognition of the Reality of Cultural Pluralism in Society

The primary center of esteem for multicultural education is the acknowledgment of the reality of the social majority in society. These center values are isolated into 6 expressions, specifically ethno history, devout contrasts, ethnocultural contrasts, resistance, majority, exercises, and advance of groups in society. Within the English course reading for high school understudies in lesson X, there are a few components of the reading material that contain the center esteem of appreciation for the reality of the social majority in society. The components comprise of components containing expressions of ethnic history, components containing expressions of ethnocultural contrasts, components containing expressions of resilience, components containing expressions of majority, and components containing expressions of exercises and advance of bunches in society.

2) Recognition of human dignity and rights

The moment center esteem of multicultural education is the acknowledgment of human nobility and rights. This center esteem is partitioned into five expressions, specifically the balance of position and rights within the more extensive community; the threat of separation; the peril of prejudice, killing sorts of prejudice, and human rights. Within the English reading material for course X, there are a few components of the reading material that contain the center esteem of recognizing human nobility and rights, comprising of expressions of correspondence of position and rights within the

more extensive community, expressions of the perils of segregation, and expressions of human rights.

3) Global Community Responsibility Development

The third center of the esteem of multicultural education is the improvement of worldwide community duty. This center esteem is separated into four expressions, to be specific all-inclusive humankind, strife determination, intervention, and democratization. In the lesson X English course readings, there are a few components of the reading material that contain the central values of creating a worldwide community. The eight areas comprise expressions of all-inclusive humankind, expressions of strife determination, and expressions of democratization.

4) Development of Human Responsibility to Planet Earth

The fourth center esteem of multicultural education is the advancement of human obligation towards planet soil. This center esteem is separated into two expressions, specifically nature preservation, and natural mindfulness. Within the course, X English reading material, the center values of creating world community duty are published.

CONCLUSION

Based on the results of the research and discussion described in the previous chapter, the following conclusions can be drawn:

- English textbooks for high school students in class X published by the Book Center have integrated multicultural values in their content. The values of multicultural education in question are acknowledgment of the reality of cultural plurality in society, recognition of human dignity and rights, development of global community responsibility, and development of human responsibility towards planet earth.
- The most dominant multicultural education values in English textbooks for high school students Class X published by the Book Center is the value of recognizing the existence of cultural plurality in society, this indicates that English textbooks for high school students Class X published by the Book Center focuses more on conveying the value of recognizing the reality of cultural plurality in society.
- The values of multicultural education contained in this class X English textbook are more dominantly contained in reading texts than other materials, the dominant values of multicultural education are the values of tolerance, both for cultural differences, background differences, age differences, as well as to the struggle of the nation's heroes written in the book.

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