

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

**THESIS**

Submitted as A Partial Requirement for the degree of *Sarjana  
Pendidikan* (S.Pd)

In English Education Study Program Tarbiyah and Tadris Faculty  
UIN Fatmawati Sukarno Bengkulu



**BY:**

**EVI CUT MULIA  
SRN. 1811230161**

**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE EDUCATION  
TARBIYAH AND TADRIS FACULTY  
STATE ISLAMIC UNIVERSITY OF FATMAWATI  
SUKARNO BENGKULU**

**2023**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
FAKULTAS TARBİYAH DAN TADRIS**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**ADVISORS SHEET**

Subject : Evi Cut Mulia  
NIM : 1811230161

To : The Dean of Tarbiyah and Tadris Faculty  
UIN Fatmawati Soekarno Bengkulu  
In Bengkulu

*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of :

Name : Evi Cut Mulia  
NIM : 1811230161  
Title : "CRITICAL DISCOURSE ANALYSIS OF  
MULTICULTURAL EDUCATION VALUES IN  
SENIOR HIGH SCHOOL ENGLISH TEXTBOOK AT  
SMAN 3 KAUR"

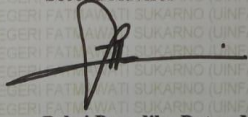
Has already fulfilled the requirements to be presented before the board of the Examiners (munaqasyah) Thank you for the attention.

*Wassalamu'alaikum Wr. Wb*

First Advisor

  
**Dr. Syamsul Rizal, M.Pd**  
NIP.196901291999031001

Bengkulu, 2023  
Second Advisor

  
**Pebri Prandika Putra, M.Hum**  
NIP.198902032019031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
FAKULTAS TARBİYAH DAN TADRIS**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171  
Website: [www.uinfabengkulu.ac.id](http://www.uinfabengkulu.ac.id)

**RATIFICATION**

This is to certify the thesis entitled “**CRITICAL DISCOURSE ANALYSIS OF MULTICULTURAL EDUCATION VALUES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK AT SMAN 3 KAUR**” by Evi Cut Mulia, SRN: 1811230161. Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Monday, 2 January 2023, and has been approved by the board of Thesis Examiners as the requirement for degree of Sarjana in English Education Program.

Chairman

**Dr. Kasmantoni, M.Si**  
NIP.197510022003121004

Secretary

**Heny Friantary, M.Pd**  
NIP.198508022015032002

Examiner 1

**Feny Martina, M.Pd**  
NIP.198703242015032002

Examiner 2

**Anita, M.Hum**  
NIP.199008142019032011

Bengkulu, 2023  
Approved by the Dean of Islamic and Tadris Faculty



**Dr. Mas Mulyadi, M.Pd**  
NIP.197005142000031004

## MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

**"Whoever seeks knowledge, Allah SWT will make  
the path to heaven easier for him/her"**

**(HR. Muslim)**

**"Allah does not promise that the sky will always be  
blue, but Allah promise with difficulties there is  
ease"**

**"Do my best in every way, pray, try, and leave it to  
the Almighty, Allah SWT"**

**(Evi Cut Mulia)**

## DEDICATION

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Peace be upon to Prophet Muhammad SAW, his family and his friends who guide us from the dark era to the lightning era. I am proudly dedicated this thesis to :

- ❖ For both of my unconditional love, my beloved parents, Mr. Mahyuddin and Mrs. Tuti Karneda. Especially for My Bunda thank you very much for your support, prayer, and patience to make my dream come true. You are the greatest gift that Allah sent to me.
  
- ❖ For my beloved siblings Putri Cut Malinda and Teuku Wahyu, thanks for your prayer, support, and kind attention. I'll be proud of having you all in my life.

- ❖ Also for my beloved grandfather Mr. Bakhtiar Menan and my grandmother Salbiah. Thank u for always support me too.
- ❖ My first advisor , Dr. Syamsul Rizal, M.Pd, and my second advisor, Pebri Prandika Putra M.Hum, thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.
- ❖ My best supporters, Yan Kornelius Simbolon, Dona Maiza, Silfa Novita, and Arjeni Nerwana who have given me the meaning of the beauty of friendship and togetherness. Thank you for giving support and enthusiasm in completing this thesis
- ❖ All members of E Class (TBI E) 2018
- ❖ My beloved almamater UIN Fatmawati Sukarno Bengkulu.

- ❖ For my cute cats, Bubu, Bona, and Boni, thank you for being one of my mood boosters with your funny behavior.
- ❖ To myself who have struggled to this point, although the process that is passed is not easy but thank you for surviving until finally it can realize one of the many dreams to boast of parents and family.



**TAHUN 2023**

## PRONOUNCEMENT

Name : Evi Cut Mulia  
SRN : 1811230161  
Study Program : English Education  
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "**Critical Discourse Analysis Of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2023  
Stated By



**Evi Cut Mulia**  
SRN.1811230161





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

### PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini :

Nama : Evi Cut Mulia

NIM : 1811230161

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “**Critical Discourse Analysis Of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur**” adalah asli hasil karya atau penelitian saya sendiri dan bukan plagiatsi dari karya orang lain. Apabila dikemudian hari diketahui bahwa skripsi ini adalah hasil plagiatsi, maka saya siap dikenakan sanksi akademik.

Bengkulu, 2022  
Yang Menyatakan



**Evi Cut Mulia**  
NIM.1811230007



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagir Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

#### SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Evi Cut Mulia  
NIM : 1811230161  
Program : Tadris Bahasa Inggris  
Judul Skripsi : Critical Discourse Analysis Of Multicultural Education  
Values In Senior High School English Textbook At  
SMAN 3 Kaur

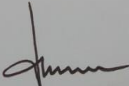
Telah melakukan verifikasi plagiasi melalui program [www.turnitin.com](http://www.turnitin.com). Skripsi ini memiliki indikasi plagiat sebesar 12% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, Desember 2022

Mengetahui  
Ketua Tim Verifikasi,

Yang menyatakan,

  
**Dr. Edi Ansyah, M.Pd**  
NIP. 197007011999031002



**Evi Cut Mulia**  
NIM. 1811230161

## ACKNOWLEDGEMENT

Alhamdulillahirobil'amin, all praises be to Allah SWT, for all blessings and mercies so the researcher was able to finish this thesis entitled "*Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur*". Peach be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

- ❖ Prof. Dr. H. Zulkarnain, M.Pd as the Rector of UIN Fatmawati Sukarno Bengkulu
- ❖ Dr. Mus Mulyadi, M. Pd as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu
- ❖ Risnawati, M. Pd as the Head to Tadris Department of UIN Fatmawati Sukarno Bengkulu.

- ❖ Feny Martina, M.Pd as the head of English Education Study Program.
- ❖ Dr. Syamsul Rizal, M.Pd as the first advisor for his guidance, precious advices, and motivation for the researcher.
- ❖ Pebri Prandika Putra, M.Hum as the second advisor for his precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.
- ❖ All of the lecturer of English Study Program of UIN Fatmawati Sukarno Bengkulu who had taught the researcher during studying at UIN Fatmawati Sukarno Bengkulu.
- ❖ The researcher also grateful to her beloved parents, brother, sister, and all friends that cannot mention one by one. Thank you for your loves and supports.

The researcher realizes that this thesis is still far from being perfect. The researcher hope this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2023

**TAHUN 2023**

**Evi Cut Mulia**

SRN.1811230161

## ABSTRACT

**Evi Cut Mulia. 1811230161. Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur. Thesis: Study Program of English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu**

**Advisor: 1. Dr. Syamsul Rizal, M.Pd, 2. Pebri Prandika Putra, M.Hum**

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 students 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, dialog, pictures, and cultural awareness. Of all the segments contained within the reading material, they are chosen in progress concurring with the subject matter to be isolated, and at that point classified into four points, counting: 1) reading text; 2) dialog, 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: Critical Discourse Analysis, Multicultural Education Values, English Textbook***

## ABSTRAK

**Evi Cut Mulia. 1811230161. Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur. Thesis: Study Program of English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu**

**Advisor: 1. Dr. Syamsul Rizal, M.Pd, 2. Pebri Prandika Putra, M.Hum**

Penelitian ini bertujuan untuk mengetahui nilai-nilai pendidikan multikultural dalam buku teks bahasa Inggris kelas 10 dan nilai-nilai manakah yang dominan. Pengintegrasian nilai-nilai pendidikan multikultural dalam buku teks tentunya diharapkan dapat membekali siswa dengan pemahaman yang sangat penting tentang berbagai kualitas yang ada dalam masyarakat sehingga dapat menghadirkan siswa yang memiliki wawasan yang luas, menghargai perbedaan, menerapkan prinsip hukum, pemikiran, penuh ketangguhan, dan menghargai segala bentuk perbedaan di tengah masyarakat yang heterogen. Dalam melakukan penelitian, peneliti menerapkan metode analisis isi dan dokumentasi sebagai media saat mengumpulkan data. Buku teks Inggris kelas 10 ini merupakan buku pelajaran yang digunakan oleh siswa kelas X di SMAN 3 Kaur, Edisi Revisi 2016. Saat menganalisis data, peneliti menggunakan teori dari Adaskou. Hasil penelitian menunjukkan bahwa terdapat nilai-nilai pendidikan multikultural dalam buku teks bahasa Inggris kelas 10 yang diklasifikasikan menjadi empat bagian: teks bacaan, dialog, gambar, dan kesadaran budaya. Dari semua bagian yang terdapat dalam buku teks dipilih secara bertahap sesuai dengan materi yang akan dianalisis, dan pada saat itu diklasifikasikan menjadi empat bagian, yakni: 1) teks bacaan, 2) dialog, 3) gambar, dan 4) kesadaran budaya. Bagian-bagian yang telah diklasifikasikan kemudian dianalisis kutipan-kutipan yang mengandung komponen nilai-nilai pendidikan multikultural di dalamnya, dan kemudian diuraikan sesuai dengan bagian yang ada.

***Kata Kunci : Analysis Wacana Kritis, Nilai-Nilai Pendidikan Multikultural, Buku Teks Bahasa Inggris***

## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>ADVISOR SHEET</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>PRONOUNCEMENT</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>ABSTRAK</b> .....	<b>xi</b>
<b>TABLE OF CONTENT</b> .....	<b>xii</b>
<b>LIST OF TABLE</b> .....	<b>xv</b>
<b>LIST OF APPENDIXES</b> .....	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Identification of The Problem .....	10
C. Limitation of The Problems .....	10
D. Research Question.....	11
E. Research Objectieve.....	11
F. Significance of The Research.....	11
G. The Definition of Key Terms.....	13
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Textbook .....	15
1. The Definition of Textbook .....	15
2. The Function of Textbook.....	18
3. Criteria of Good English Textbook.....	19
4. English Textbook “Bahasa Inggris” .....	20
4.1 Reading Text.....	20

4.2 Pictures.....	21
4.3 Dialogue.....	21
4.4 Cultural Awareness.....	22
B. Critical Discourse Analysis.....	23
1. Definition of Critical Discourse Analysis.....	23
C. Multicultural Education Values.....	26
1. Definition of Multicultural Education Values.....	26
2. Indicators of Multicultural Education Values.....	28
3. Benefits and Shortcomings of Multicultural Education Values.....	29
D. Empirical Data.....	31
E. Theoretical Data.....	38
F. Previous Studies.....	40

### **CHAPTER III RESEARCH METHOD**

A. Research Method.....	45
B. Data Source.....	47
C. Data Collection Technique.....	47
D. Data Analyze.....	49
E. Data Validity.....	50

### **CHAPTER IV FINDINGS AND DISCUSSION**

A. Findings.....	58
A.1 Multicultural Education Values in Grade 10 English Textbooks.....	63
A.2 The Most Dominant Multicultural Education Values in Grade10 English Textbooks.....	77
B. Discussion.....	78
B.1 Multicultural Education Values in Grade 10 English Textbooks.....	78



B.2 The Most Dominant Multicultural Education  
Values in Grade 10 English Textbooks .....91

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....93  
B. Suggestion .....94

**REFERENCE**

**APPENDIXES**



**TAHUN 2023**

## LIST OF TABLE

Table 1. Content of Textbook

Table 2. Reading Text

Table 3. Dialog

Table 4. Pictures

Table 5. Cultural Awareness



# TAHUN 2023

## LIST OF APPENDIXES

Appendix 1. English Textbook

Appendix 2. Raw Data



**TAHUN 2023**

## CHAPTER I

### INTRODUCTION

This chapter deals with the background of the research, identification of a problem, limitation of the problem, research questions, research objective, significance of the research, and the definition of key terms.

#### **A. Background**

Culture has continuously been in human life. Culture is born from human interaction with the environment. Culture is self-sufficient within the community. Therefore, culture is something that's interesting to each community (Pratama et al., 2021). From this point of view, it can be said that the language that's claimed and utilized by the community could be a social item of the community. The was born and created in agreement with the elements of society in its interaction with its environment. This happened because the nearness

of the dialect is to meet the wants of the community in connection with the environment.

These days, it is verifiable that English proceeds to create a language that determines the future of a country. International languages associate all aspects of life with other nations (Putra, 2020). It is certain that there's no other way to ace science without etymology. The primary language is the language that was mastered by the learner some time ago after learning an outside language. To begin with, language tongue, " " has different names such as, mother tongue, "local language," and "essential language" (Putra, 2020)). The Indonesian educational modules still employ English as a remote dialect from that is only used at a scholarly viewpoint.

It is commonly acknowledged that language could be a part of a culture, in which it plays an awfully critical role. A few social researchers consider that without language, culture would not be conceivable. Language simultaneously reflects culture and is impacted by and

formed by it. Within the broadest sense, it is additionally the typical representation of an individual, since it comprises their verifiable and social foundations, as well as their approach to life and their ways of living and considering. (Jiang, 2000) portrays the two as taking after: "A language could be a portion of a culture, and a culture could be a portion of a language; the two are unpredictably joined so that one cannot isolate the two without losing the centrality of either language or culture." In a word, culture and language are inseparable.

Language and English in general have been regarded as two of the most important factors influencing universal communication exercises, and students all over the world have attempted to improve their English language capability and viable communication (Ahmadi, 2018). English is becoming an increasingly international language, and it isn't constrained to internal nations (i.e., North America, the United Kingdom, and Australia). In numerous nations around the world, English is definitely

built into the instruction framework. According to (Amelia et al., 2022), this requirement stems from the claim that learners of English as a Foreign Language (EFL) are anticipated to communicate with non-native English speakers instead of local English speakers. Hence, there's a critical need to incorporate multiculturalism into EFL course readings. The considering of EFL course readings has basically centered on social viewpoints related to their utilization within the setting of these reading materials.

Analyzing a language is essentially about considering and analyzing culture. In this case, language might be a source of culture, though the tongue may be a social sharpener. This verbalization is in line with (Anggraeni, 2020) which states that individuals think of lingo as a source of culture and talk as sharpening. This proposes that tongue-in-cheek introductions contain messages that approximate culture and, at the same time, reflect the culture of the community of speakers. In the

meantime, language is regarded as an activity that involves communicating social messages to a group of onlookers.

Discourse Analysis is an umbrella term for a number of Subjective Inquiry strategies, and is broadly included in considering and dissecting the utilization of language, as put forward by (Gursel Bilgin, 2020) has portrayed language as serving two works, specifically 'to back the execution of social exercises and social personalities and to bolster human alliance inside culture, social bunches, and institutions. In this research, the researcher will be analysis multicultural education in senior high school English textbooks for first grade.

Many aspects of the process of teaching and learning English can affect the outcome of a student's learning. These aspects can become apparent from pre-educational preparation during or after education and learning. The role of the teacher is clearly important in the process of education and learning. Their plan syllabuses,



prepare teaching materials, and provide classroom guidance. It's a lot of work that teachers have to do as teaching materials. Textbooks are an important part of English Education (ELT). Most teachers follow the textbook in the lesson, and most teachers follow the content of the textbook. Textbooks also have benefits such as activities, assignments, listening, video recordings, and providing many visuals (Amelia et al., 2022)

Textbooks have traditionally been regarded as an essential component of most EFL classes. It gives a few assignments at the lowest conceivable level for most classes. Teacher and student require something to direct them in their preparation for teaching and learning. (Nastiti, 2020) expressed that the course reading is the one that can offer assistance to both the teacher and the students. Educational modules and materials, moreover, have a significant role in the education and learning process, particularly in empowering the students'

knowledge and aptitudes. The teacher gets so much assistance from the reading material, particularly in creating the lesson plan. Make a few cases together to assist the teacher in focusing on the dialect substance that is related to the learning materials.

The description of the material introduced in the book is the core competence development (KI) and basic competence (KD) that exist in the curriculum. The author's material writing textbook is tailored for learning purposes through Interpreting KI Linkages and KD, with attitude as the main goal, followed by knowledge and skills. Therefore, teaching materials promulgated by the state as teaching materials standards are greatly influenced by government interests. In this case, the government implemented K-13's discourse on character education through learning. Form character education is the integration of values in multicultural education and values education in learning. An attitude or character towards students is formed through indirect teaching. In

this research, the researcher attempts to analyze the discourse about multicultural education found in the texts of high school English books. So that the loads can be used as materials for the formation of the student's personality.

Textbooks are a type of material that aids teachers in planning their teaching and learning activities. As a result, developing the teaching materials for each session will be quick. Besides, according to (Ayu & Indrawati, 2019) textbooks are advantageous since most objectives and goals are as of now recognized in an arrangement of exercises, depending on what students have to learn. Textbooks are critical not, as it were, for teachers, in terms of helping them in planning materials and accomplishing instructing objectives and goals. but they too help students in accomplishing their learning objectives. This appears to be a self-evident arrangement to the issue of creating a positive and improved educational environment.

According to (Ayu & Indrawati, 2019) sometime recently, choosing to utilize a textbook within the classroom, it is advisable to set goals and goals and consider the effectiveness of the textbook in preparing the material. Inappropriate textbooks can fill a class with uninteresting exercises, make it expensive for students, or interfere with the learner's right to meet their learning needs. For these reasons, the choice of textbook used by the teacher is relatively important. The textbook should fit the current curriculum, school syllabus, student needs, and educational objectives and goals. Therefore, teachers have to select fitting and perfect textbooks that are as advantageous as conceivable to both students and teachers.

However, in some cases, the desires of students have become an unmistakable figure for teachers when selecting a course reading. The 2013 tall school educational programs in Indonesia started to be executed in review X or to begin with the review of tall schools.

Additionally, it would be wise to test the unused 2013 educational programs, to begin with, as they replace the past educational programs. The 2013 educational programs are exceptionally diverse from the KTSP. The 2013 classroom educational program learning targets are based not on what the understudy has learned from the educational modules, but also on accomplishing certain values. Devout values and a few characteristic building character values of the student are, moreover, instructed within the classroom.

According to the theory of "schema," reading is an interactive communication activity that entails linguistic background knowledge and the concept of an organization (Rizal, 2017). Readers must have prior knowledge of the subject matter of any reading text in order to fully understand its content. The reader can understand the author's intention with this help. Three stages-prereading, while reading, and post-reading-are involved in the use of schema theory in the teaching of reading comprehension.

The first stage's activities are designed to awaken students' prior knowledge of the reading text's subject matter. The activity in which the lecturer inserts or provides questions is the second step. The third is step is the activity to provide repetition, feedback, and cognitive stimulation.

Multicultural education could be a concept, a change in education, or a process (Idaningsih, 2020). The concept of multicultural education means that male and female students, regardless of race, language, and culture, have equal access to opportunities in school. Multicultural education, as a concept, points toward providing equitable educational opportunities for all students, regardless of race, ethnicity, or social class. Multicultural education aims to provide equal educational opportunities for all students by changing the overall school environment to reflect the various societies and groups that exist within a community and in classrooms across the country.

Because the points of multicultural education are beliefs that chairmen ought to continuously look for and achieve, it could be a process. Multicultural education can instill a sense of caring for others, raise mindfulness of the significance of culture, particularly in Indonesia, which may be a nation wealthy in culture, and give understanding and instill a sense of resilience in others. Students can understand the importance of understanding and appreciating the differences around them. In this manner, multicultural education is considered a way or a bridge to a quiet community life and an endeavor to maintain a strategic distance from division (Kaya & Ekşi, 2021).

Meanwhile, based on early observations, information has been gathered that teachers have not completely actualized multicultural education within the classroom during the learning preparation phase due to a few factors, specifically, the teacher has not completely clarified how important multicultural education is during

the learning preparation within the classroom; the teacher clarifies the material related to multicultural education but has not clarified things related to multicultural education, and the teacher has not clarified things related to multicultural education. Education and learning strategies have changed too much to be student-centric. Inquiring them to analyze and make what they have as of now watched, distributing them to get what they have learned, and empowering them to socially recognize their companions, environment, and stylish variables are ways of altering them. Part of (Ayu & Indrawati, 2019) The educational modules 2013 are expected to enable the use of English as frequently as possible in a variety of topics, settings, and themes.

The researcher choose the Bahasa Inggris textbook since the foreword to the textbook states that it is based on an existing educational module called the 2013 educational programs. In addition, all SMAN 3 Kaur



students utilize this text to support learning success and learning handle.

Agreeing with the earlier clarification, the researcher endeavors to analyze and disentangle it under the title "Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur".

### **B. Identification of the Problems**

1. Students do not know the values of multicultural education in 10th- grade English textbooks.
2. The teacher has not applied the values of multicultural education during the learning process in the classroom.

### **C. Limitation of the Problems**

In view of the identification of the problem and the limitation in this research, the researcher limited the study to the Critical Discourse Analysis of Multicultural Education Values in Senior High School 10th-grade English Textbook and concluded that the teacher has not

applied multicultural education values during the learning process in the classroom.

#### **D. Research Question**

Based on the explanation above, the question in this research are as follows :

1. What values of multicultural education are in the 10th-grade English textbooks?
2. What the most dominant values of multicultural education are available in 10th-grade English textbooks?

#### **E. Research Objective**

Based on the issues above, the objective of this research are:

1. To find out what values of multicultural education are in the 10th-grade English textbooks.
2. To find out what values of multicultural education are the most dominant in 10th-grade English textbooks.

## **F. Significance of the Research**

The result of the research is the common-sense commitment of teachers. Teachers are anticipated to recognize the requirement for multicultural education values of textbook education for their English language teaching practice. Furthermore, this concept is expected to provide an observational commitment to encourage research into the advancement of multicultural education issues in English textbooks.

Hopefully, after the research was done and completed, it was conceivable that this paper would give benefit from the methodology being utilized in education, especially those included in it, such as educational programs and material developers, English teachers or guides, and, of course, the learners or understudies themselves. More particularly, here are a few positive results from this research:

1. For material developers

As mentioned in the introduction, learning English in educational institutions, either directly or indirectly, is always associated with multicultural education and values. In light of this, it is hoped that publishers, curriculum policymakers, and government agencies will improve the quality of textbooks by showing more multicultural education content in order to create a balanced understanding of students in this regard.

## 2. For teachers

The source books for learning English are selected by teachers. Therefore, knowing the importance of multicultural education values will be more selective in choosing the textbooks that are most suitable for their students.

## 3. For students

Foreign English learners benefit greatly when textbooks are upgraded in terms of multicultural content and because they will gain knowledge knowing it.

## G. The Definition Of Key Terms

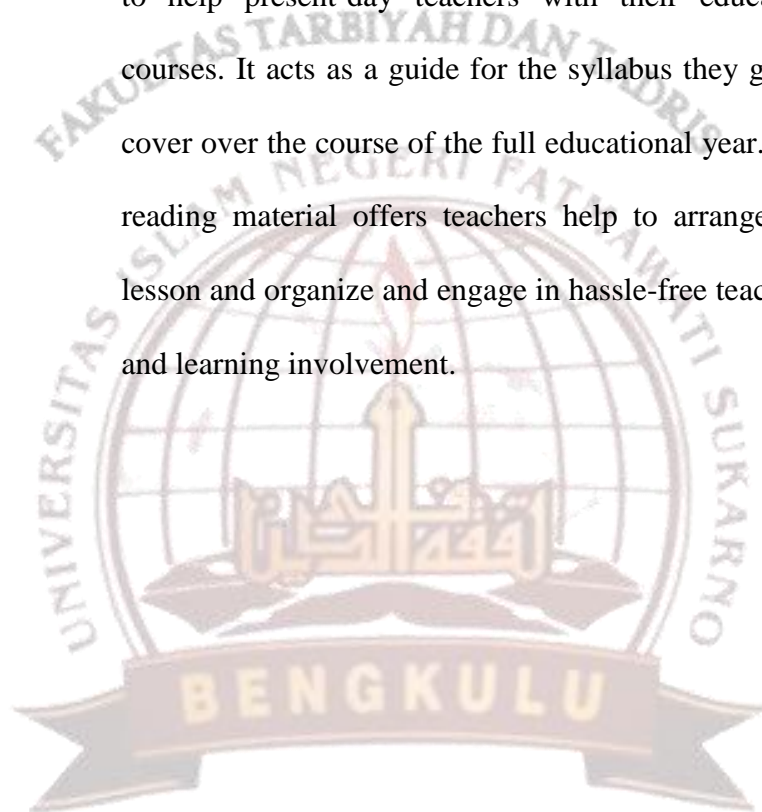
In driving the investigator, it is important to figure out the meaning of key terms which are arranged to sidestep misconceptions of the thoughts utilized in this investigation. The terms ought to be characterized as per the taking after:

1. Critical Discourse Analysis (CDA) may be a developing intrigue investigating development composed of different unmistakable hypothetical and methodological approaches to the ponder of dialect. Each has its claim-specific motivation. In spite of these differences, CDA researchers commonly see dialect as a shape of social phones and are concerned with methodically exploring covered-up control relations and belief systems implanted in talk.
2. Multicultural education values could be a frame of instruction that presents understudies to different social foundations, convictions, and values. A few educators may alter their educational programs to

reflect the social differences of the understudies in a particular lesson. The objective of multicultural education is to cultivate instructive value within the classroom by eliminating obstructions for understudies of different social backgrounds. Multicultural education alludes to a sort of instructive show that celebrates differing qualities and values. It points to serving all understudies, but particularly those that have been truly underrepresented. Course substance may reference a cluster of social perspectives, while teachers may give openings to superior get-it students' societies and after that adjust substance to these foundations.

3. A textbook is a book that contains comprehensive information on nearly any course or subject that an undergraduate should be able to complete during the academic year. This includes a collection of chapters, questions, and exercises included in educational programs to assist an understudy in making progress

in his or her learning measures. Textbooks are not there because they are supportive of the students, but to help present-day teachers with their education courses. It acts as a guide for the syllabus they get to cover over the course of the full educational year. The reading material offers teachers help to arrange the lesson and organize and engage in hassle-free teaching and learning involvement.



**TAHUN 2023**

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter is intended to communicate the essential speculations of the think-about and many earlier researchers' concerns concerning the research. The following are the fundamental theories: The Definition of Textbook, Critical Discourse Analysis, and Multicultural Education Values

#### **A. Textbook**

##### **1. The Definition of Textbook**

The textbook is a type of distributed printed fabric that is commonly used as a teaching tool in schools or any educational institution. also claimed within the UNESCO Manual that one of the foremost noteworthy educational sources is the textbook. Course reading is in fact a valuable apparatus for teachers and students in the education and learning movement. By utilizing the textbook medium as a media for learning, understudies can effortlessly pick up more information and data they



require inside and outside the classroom. It does assist the instructor in providing a new and more inventive fabric to the students so that they do not become bored with learning English. It is also important for the teacher to provide the most recent and clearest data regarding the fundamental information of the 2013 educational programs. To summarize, reading materials are extremely valuable in the classroom for material instruction and learning preparation

The textbook is very important in education and learning. It speaks to a useful asset for both teachers as course creators and learners as people who are securing the English language. It is about each course reading utilized to modes of communication, language as composing, and picture. As a result, the content of course reading is framed as "exercise books" and "instruction books," which must be deliberate in raising students' mindfulness and intrigue by providing social substance (Mardiana, 2019). In differentiation to Kress's conclusion

(Sultan et al., 2020) expressed that it is critical in giving cross-cultural experience since it is required for students to empower and recognize the differing qualities inside all societies. Hence, the work, of course reading isn't, as it were as a workout and instruction book, but too as a medium to present society's diversity.

Textbooks are reading materials for certain areas of thought about as standard books, which are compiled by specialists within the individual subject region for educational purposes and put together utilizing agreeable educating media and which are simple to get for the client in schools and colleges (Nastiti, 2020). From these course reading definitions, it can be deduced that a course reading may be a book that students and teachers utilize as a standard rule to bolster the education and learning process within the classroom.

The teacher must play a basic role in selecting appropriate reading material for students in order to maximize their learning potential. To choose a certain

textbook, there have to be criteria in place to meet the student's needs. An earlier examination illustrates that. English teachers regularly find inconveniences in deciding the criteria for an awesome English textbook. (Anggraeni, 2020) defines excellent course reading as (1) points and approach, (2) arrange and organization, (3) dialect substance, (4) skills, (5) points, (6) technique, (7) teacher's book logy, and (8) reasonable thought.

In addition, (Aminingsi, 2020) proposes that course readings are best looking on the off chance that they are learner-centered, plan to assist learners center on learning and let learners play a part in the classroom decision-making process. Course readings were once used as a compass for teachers and students in the instructing preparation, taking into account the educational modules, and course readings should also meet the learning needs of students. In this manner, reading materials are the heart of classroom educational exercises, and teachers must

select great reading materials while agreeing to the requirements of learners.

## **2. The Function of Textbook**

The use of textbook in the teaching process is extremely important. As (Sultan et al., 2020) said, textbooks are outlined to assist teachers by providing them with educational materials, and reading materials serve as guides for unpracticed teachers or as apparatus for experienced teachers. It also directs untrained or experienced teachers on what students must learn and what students believe they must memorize. Chandran's articulation is additionally reliable to (Mardiana, 2019) articulation.

According to his theory, the abilities and capacities of course readings primarily 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 The essence of course reading is essential to assist teachers and students in specific viewpoints., it can offer students assistance in getting ready and creating the course readings to be instructed. For students, it can offer assistance in keeping up and following their speculations in learning.

### **3. Criteria of Good English Textbooks**

Textbooks are one of the important media for classroom teaching activities and must be of good quality. In order to understand how to classify textbooks as high-quality, the researchers provided some expert standards. In addition, the criteria for a textbook based on (Ayu & Indrawati, 2019) as follows: 1).A textbook should be tailored to the needs of the students. They ought to coordinate the points and goals of the language learning program, 2). A textbook ought to contain (show or predict) what learners will make of the language. Select course readings that offer assistance to prepare learners to

utilize dialect viably for their purposes, 3). Textbooks offer learners help in memorizing in a number of ways. Like teaching, course readings need to have a clear purpose as a springboard for learning. They mediate between the target dialect and the learner.

#### **4. English Textbook “Bahasa Inggris”**

Bahasa Inggris the English textbook is an English course reading conveyed by the Benefits of Instruction and Culture. It comprises two sorts of books: understudy books and teacher books. Both are coherently compiled by one group. It is distributed by the Bookkeeping and Educational programs Center of the Indonesian Service of Instruction and Culture. The Teacher's Handbook has methods for utilizing the Student's Handbook in its aggregate, from how to utilize it to how to evaluate the student's capacity. The understudy book is displayed by point and starts by illustrating the learning destinations of each chapter based on center competencies. Each fabric is compiled agreeing to the logical strategy, counting

perception and addressing, data gathering, affiliation, and communication steps (Medina, n.d.).

#### **4.1 Reading Text**

Basically, K-13 still utilizes the genre-based approach as a method to teach English to specialists on all aptitudes (listening, speaking, reading, and writing) through certain sorts of compositions. In the genre-based approach, instruction and learning, pushed the understanding and time of the chosen type of work. A text-based instruction or genre-based approach is one that emphasizes communicative competence, such as the dominance of distinct types of substance (Sulistiyo et al., 2021).

#### **4.2 Pictures**

All the pictures are given based on each point of each chapter. In any case, there are a few more congruent images that appear within the content, as they didn't because it tended to discuss and portray not only the target social orders, but also the source social orders and other social orders from around the world. Aside from the

common viewpoint of seeing children as the primary common concern, another center comes to mind, for the occasion, the cheating concern among students. Be that as it may, the picture isn't as clear and does not convey satisfactory data related to the substance, even though it keeps utilizing white students and teachers.

### **4.3 Dialogue**

This book contains standard dialogs, which are specific exchanges in the form of discussions, as well as a few dialogs that are illustrated. Dialogs are decided based on chapters in this English book. In the expansion, there are also a few dialogs where the conversation section overlaps; these are typically included within the workout segment after a few of the key themes in each chapter are presented in dialog form.

### **4.4 Cultural Awareness**

The reading material appeared to teach social mindfulness to the students as a medium; the significance of social mindfulness when learning a tongue; and that tongue classroom and social mindfulness are one strong



bundle (Sulistiyo et al., 2021). Such capacity is essential in organizing to realize the ideal result of the English classroom and competencies.

It is in line with (Sulistiyo et al., 2021) proposed: that English dominance and competence depend closely on students, teachers, and their experiences inside the classroom. In this way, a tongue-in-cheek classroom may debilitate much effort from the educator by appearing to despise the truth that changing the adjoining social orders into the target social orders inside. but it must still be conducted (Sulistiyo et al., 2021). A sensible elective to realize English competence in language classrooms can be conducted by an in-depth talk or conversation that arranges the target social orders and neighborhood social orders so that students may compare their culture to the target culture at the conclusion of the learning arrangement.

## **B. Critical Discourse Analysis**

### **1. Definition of Critical Discourse Analysis**

The goal of Critical Discourse Analysis (CDA) is to examine the phonetic properties of conversations in terms of social structure and cognition. It could be a hypothetical framework that analyzes distinctive angles of talk from completely different disciplines, such as the relationship between language and society. Language plays a vital role in the development of social personalities and belief systems (Rodríguez-Salas, 2017).

Discourse analysis can be utilized as an experimental or ordinary foundation to analyze it. According (Silaen, 2018) "The term "discourse" requires complex and mammoth-like elucidation." Since its introduction to modern science and the various broad elucidations of "discourse," numerous past thinkers have defined the term "discourse" as exceptionally ambiguous.

In order to analyze these social issues, a few CDA models ought to be considered. One of the best-known models is the work (Arriaza, 2015), whose work

advanced the improvement of CDA. Focuses on analyzing social issues such as social changes and language changes. Another eminent example is the show of (TURHAN, 2017), which centers on social cognitive strategies that are basically utilized in a triangular intrigue system. As Van Dijk demonstrates, the impact of words is one of the cognitive forms working within the human brain (Pratama et al., 2021). In this case, Fairclough's three-dimensional demonstration was utilized, and CDA was utilized for the investigation of EFL course readings.

The centrality of setting the tone streams from the pioneer's role as control broker; this work is carried out through talk, which, as (Ahmad & Shah, 2019) has contended, serves as an implied invitation for individuals to work out, replicate, and arrange control relations. Talk weaves convictions and values into every day's premise. Habermas (1987) is well-known for defining culture as "patterns of translation transmitted in language." What and how is being orally said or composed, and how does it

fashion, support, replicate, and frequently challenge the materials (fabric, subjective, and social) within which people and groups interact (Arriaza, 2015).

Discourse Analysis may be a technique for carefully surveying what is implied when dialect is utilized to depict and clarify. As part of a basic analysis of talk, there's an increment in the number of terms, reflecting different components that impacted the advancement of the technique. In any case, there's a broadly agreed plan in these ponders;

*"to methodically investigate regularly murky connections of causality and assurance between (a) digressive hones, occasions, and writings and (b) more extensive social and social structures, relations, and forms; to investigate how such hones, occasions, and writings emerge from and are ideologically molded by control relations and power battles" (Fairclough 1995: 132).*

In this manner, content, dialect, and communication ought to continuously be considered in their social setting. They all shape and are influenced by broader forms in society. In this way, the content not as it were inactively reports the world, but moreover gives it meaning, manufactures it, shapes conclusions, and makes

the world a reality. In these circumstances, a wide term can be utilized since it alludes to different ways of communicating between individuals. Conversation can be seen as "a positive relationship with reality (Arriaza, 2015) depicted the three characteristics of conversation, describing its operation in social life as a "parcel of movement." These are genres (ways of acting), discourses (ways of speaking to), and styles (ways of being). To reveal what social orders are discussed within the textbook, the social substances are categorized into the source culture; the target culture; the widespread culture proposed by (Safira Riadini and Yudi Cahyono, 2021), and the neutral culture proposed by . Among how societies are spoken of within the course reading, social substances are categorized into the classy sense, the sociological sense, the semantic sense, and the down-to-earth sense.

### **C. Multicultural Education Values**

#### **1. Definition of Multicultural Education Values**

Educational procedures such as multicultural education ((Sultan et al., 2020), and science of socially

relevant bearings methodologies have their establishment and introduction with the goal of expanding understanding of differentiating populations. Multicultural education is in agreement with the objectives and standards of national education. The purpose of national instruction is to form the potential of students to become human beings who acknowledge and fear God the All-Powerful, are respectable, solid, learned, competent, creative, free, and have learned to be law-based and careful citizens.

Through multicultural education, children will become accustomed to the majority that exists, so that when they enter the community, they can become agents of change in order to form a harmonious and peaceful social life. The ideal models of multicultural education to be specific, give full instruction for everybody (instruction for all) without isolating the foundation of understudies, whether sexual orientation, ethnicity, religion, culture, or ethnicity (Tricahyono & Ediyono, 2020) to realize

multicultural education in learning, teachers in schools must have an understanding of multicultural education.

In this manner, through a comprehensive survey of current and related writing, the creator encourages endeavors to clarify the understanding and application of multicultural education and gives recommendations for teachers and producers. Multicultural education simply means the development of knowledge and respect for cultural diversity (Tricahyono & Ediyono, 2020), 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.

## **2. Indicators of Multicultural Educational Values**

Education Multiculturalism basically means knowledge advancement and appreciation of socially different qualities (Aminingsi, 2020), it explains the concept of education. Multiculturalism is equality among male and female students regardless of race, ethnicity,

language, and culture in getting a chance together at school. Multicultural education can be defined as a teacher preparation program geared toward the advancement of life values such as sincere, social, ethical, and fashionable values toward person arrangement students with otherworldly insights, religion, self-control, add up to personality, respectable character, and the aptitudes required by society and the state (Tricahyono & Ediyono, 2020).

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

a. Tolerance value

In connection to characterizations, resilience may be an esteem that regards differing qualities with a state of mind of giving respect for different things, whether within the frame of physicality, nature, custom, culture, ethnicity, and religion. The demeanor of resistance is raised by and



within the stream of talk through the propensity to be persistent and tolerant and the capacity to control feelings when seeing contrasts in suppositions, convictions, traditions, and distinctive behaviors.

b. Equivalent Value

Equality is an attitude to acknowledge the existence of equality, rights, and obligations as fellow human beings.

c. Value of Democracy

Related to the value of democracy which is theoretically related to the concept of power and state administration.

d. Value of justice

One of the main goals of multicultural education values is the reduction of discrimination and prejudice.

Both problems are related to the problem of inequality or lack of justice in economic, legal, and social resources.

### **3. Benefits and Shortcomings of Multicultural Education Values**

The increase in social and ethnic differences has prompted various teachers to recognize and have the tools to broaden their understanding of multicultural education, particularly in open schools. With a long history of the advancement of people from different social groups, the need to comprehend multicultural education and contrasts is becoming increasingly critical (Sultan et al., 2020). Smith (2009) argued that the triumph or dissatisfaction of multicultural education depends on the sensible course of activity of instructors and officials. Verifiable learning happens when teachers and bosses get to know the learning needs of their understudies and recognize how these needs can differ from those of the understudies within the overpowering culture.

That's because when "we really see, we know the students we have to educate", we can begin to make a difference in their lives. To attain this objective, teachers arranging programs must be solid at making sensible

programs that meet the prerequisites of these educator candidates (Sultan et al., 2020). These programs must not permit pumped-up candidates to be required to take off their consolation zones since they were already doing so. In any case, programs must be tried and strengthened in their understanding of the unmistakable social orders that this candidate will serve (silaen, 2018).

#### **D. Empirical Data**

Empirical data is obtained from previous research by other researchers. Several studies that have conducted critical discourse analysis of textbooks regarding the value of multicultural education in them but still have opportunities to be developed are further described below.

The first one was the Think About Study, which was conducted by Danan Tricahyono, *et al*, (2020) Vol. 17, No. 1 “Critical Discourse Analysis Of Multicultural Education and Value Education in Senior High School Historical Textbooks”. The purpose of this study was to determine the discourse on multicultural education and value education in high school history textbooks.. This

research uses a critical discourse analysis study method from Norman Fairclough, which consists of three stages. The first is text analysis; the second is discursive practice analysis, and the third is social praxis (Tricahyono & Ediyono, 2020). Research analysis was carried out using description, interpretation, and explanation. The researcher conducted an analysis of the revised Indonesian History textbook in 2017. The results showed that eleven text narratives were found that represented multicultural education and educational values. The study concluded that the role of the teacher is critical in presenting learning that is geared toward character development. Through the process of habituation and examples taken from the content of textbooks on the value of multiculturalism and value education, it is used as a guide for students to behave in everyday life.

The second study was conducted by Urip Sulistyono et al., *Studies in English Language and Education*, 8 (1), 84–89, 2021., the title is “A Critical Content Analysis of

English Textbook for Senior High School Students in Indonesia". This study examines the social data implanted in an English course reading for senior high school students in Indonesia, which was motivated by insufficient examinations of social substance in an English course reading in an outside lingo setting. A crucial substance examination was utilized to analyze the course being examined, entitled "Pathway to English for SMA/MA Review XI," in compliance with the social data centers from (Sulistiyo et al., 2021). The disclosures illustrated that the course being perused contained four fundamental centers of social data inserted in 14 readings, 20 pictures, 30 recordings, and seven culture-awareness writings. The reading text gives a break-even point with information about the target culture (which includes English-speaking countries) and neighborhood culture. But the pictures, recordings, and social mindfulness centers tend to shed light on the target culture's information. Furthermore, the investigators discovered a

number of flaws within the works and images where the information was provided that were so common that neither contained social information nor were noteworthy to other information inside the scrutinizing surface. During the coldblooded period, all of the images were white and bleak, with little detail. It is recommended that educators modify the social data inside the examining texture to conform to their local social orders or rules by locating other materials.

The third study was conducted by Yuyun Sri Idaningsih (2020) “Analisis Wacana Kritis Terhadap Nilai Pendidikan Multikultur Novel Ranah 3 Warna Karya Ahmad Fuadi Dan Pemanfaatannya Sebagai Bahan Ajar Apresiasi Sastra Di Kelas XI SMA”. Multicultural themes have become a hot topic of discussion since the 1990s and increasingly interesting to study, including reflections on this theme in the literary works that took part part in recording the spirit of the times. And this portrait of the spirit of the times is increasingly important for studied in

particular with regard to the utilization of the content of the values of a multicultural education literary works as an alternative teaching material. Selection of the theme of multicultural values as one alternative teaching materials are increasingly relevant given the strengthening of globalization and social conditions Indonesia's diverse culture, and through a theme like this it is hoped that it will improve students' appreciation of literary works because one of them is in accordance with factual conditions or the spirit of the times. And the portrait of the charge of the spirit of the times in literary works is one of them can be described through critical discourse analysis through the dimensions of the socio-cultural approach (macrostructural) related to the context of a literary work.

Based on the foregoing, the author conducted research on one of the novels from the trilogy by Ahmad Fuadi, namely the novel *Ranah 3 Color* by using critical discourse analysis of the macrostructural dimension to dissect content of novel multicultural educational values

especially those described by elements of character and characterization. As for the utilization of the content of educational values for this research intended for high school students. There are four formulations of the problem studied from this study. First, how is the educational value manifested in the elements of characters and characterizations in the context of the plot the novel *Ranah 3 Warna* by Ahmad Fuadi. Second, the type of educational value contained in the novel. Third, the meaning contained in the value of multicultural education as described in the context of the character plot and characterization of the novel. And Fourth, how to use the results research on the value of multicultural education in the novel *Ranah 3 Warna* by Ahmad Fuadi as an alternative teaching material for literary appreciation in high school. The purpose of this research is to describes the form, value and meaning of multicultural education in the novel *Ranah 3 Warna* by Ahmad Fuadi and its use as teaching material in high school. In addition, it is



expected to contribute ideas both theoretically and practically to enrich insight into the concepts of multicultural education for teachers and students through appreciation of literary works. And to prove students' appreciation of the object of this research, the level of response and understanding of the cultural values of the readers of this novel, namely students and teachers. This can be described through an analysis test of Student Worksheets (LKPD) with students and interviews with teachers who are research respondents related to the LKPD as an alternative teaching material. The method used in this research is descriptive method qualitatively through critical discourse analysis of the value of multicultural education in the macrostructural perspective of characters and characterizations in the context of the plot of the novel *Ranah 3 Warna* by Ahmad Fuadi. The discussion targets multicultural values related to the values of tolerance, equality, democracy and justice. These four values are patterned in the contents of

dialogues, thoughts and several events that are described in the characters and characterizations in the context of the plot of the novel. Besides that, the power of the novel writer in inserting his personal experience related to the multicultural spirit is also described as dominant, both situationally, institutionally, and culturally which turns out to be quite influential on the description of the attitude and behavior of the main character of the novel. Through the LKPD distributed to class XI students it was described that students' understanding of multicultural values in this novel was very good. Likewise the results of interviews with teachers, in general, gave a positive response to using LKPD as teaching material for appreciation of literature in high school. Through this research it can be concluded that the novel *Ranah 3 Warna* by Ahmad Fuadi is worthy of being used as an alternative teaching material for literary appreciation in high school because it contains multicultural values and moral messages, such as honesty and the unyielding spirit that is depicted through the

characters and characterizations is easy for students to understand and can be used as a medium of learning to build and develop the character of students, especially related to the Character Education Strengthening Program as mandated by the National Education System Law.

From several previous studies, it can be concluded that regarding critical discourse analysis regarding the content of multicultural educational values in a textbook. Of the several studies that have previously been studied, the research closest to Danan Tricahyono, et al, Vol. 17, No. 1 of 2020. The title is “Critical Discourse Analysis of Multicultural Education and Value Education in Senior High School Historical Textbooks”. This research is the closest because there are similarities in the things being analyzed, namely multicultural education in textbooks and the theory used. But there is a difference, namely, in Danan Tricahyono's research he also analyzes value education in it, and the book that is analyzed is a history textbook. Whereas in this study what will be analyzed is

English textbooks for class 10. From the research conducted, it is hoped that it can contribute information to critical discourse regarding the values of multicultural education in English textbooks, how they are formed, and their own meanings.

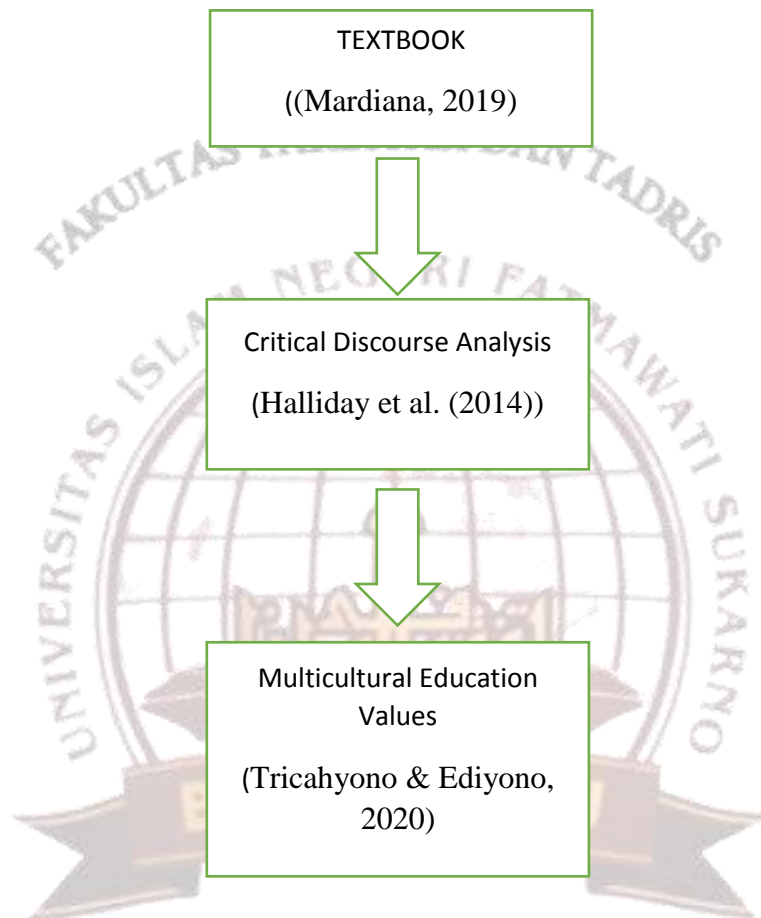
#### **E. Theoretical Data**

The textbook is very important in education and learning. It speaks to a useful asset for both teachers as course creators and learners as people who are securing the English language. It is about each course reading utilized to modes of communication, language as composing, and picture. As a result, the content of course reading is framed as "exercise books" and "instruction books," which must be deliberate in raising students' mindfulness and intrigue by providing social substance (Mardiana, 2019).

Critical Discourse Analysis, hereinafter referred to as "AWK," is a study used in society that uses a critical approach. AWK has previously collaborated with

Halliday et al. (2014) on instrumental linguistics. Instrumental linguistics is the study of language to understand other worlds, for example, social systems, through language analysis. As a discourse analysis, AWK makes use of many concepts that use a descriptive approach. Various technical terms are used by AWK experts (although there are slight differences in their usage), for example, transitivity, passivity, coherence, and so on (Van Dijk, 1995; Fairclough, 1985). AWK is like descriptive discourse analysis, studying discourse that contains the use of language as a channel of information, thus enabling a society to develop culture, religion, and customs.

Multicultural education simply means the development of knowledge and respect for cultural diversity (Tricahyono & Ediyono, 2020), 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.



## F. Previous Studies

There were a few such considerations in previous studies that were related to this type of thinking. The first one was the Think About Study, which was conducted by Danan Tricahyono, *et al*, Vol. 17, No. 1 Tahun 2020. The

title is “Critical Discourse Analysis Of Multicultural Education and Value Education in Senior High School Historical Textbooks”.

The purpose of this study was to determine the discourse on multicultural education and value education in high school history textbooks.. This research uses a critical discourse analysis study method from Norman Fairclough, which consists of three stages. The first is text analysis; the second is discursive practice analysis, and the third is social praxis (Tricahyono & Ediyono, 2020). Research analysis was carried out using description, interpretation, and explanation. The researcher conducted an analysis of the revised Indonesian History textbook in 2017. The results showed that eleven text narratives were found that represented multicultural education and educational values. The study concluded that the role of the teacher is critical in presenting learning that is geared toward character development. Through the process of habituation and examples taken from the content of

textbooks on the value of multiculturalism and value education, it is used as a guide for students to behave in everyday life. The similarity between this research and the research that will be carried out by the researcher is in what will be analyzed in high school textbooks for class X, namely multicultural education. But the difference is that researchers will analyze English books differently from this study, which analyzes history books. The research that will be carried out will use the Adaskou theory. At the time of data analysis, the data will be classified in advance into several predetermined sections so that it will be easier to analyze the data and focus more on the value to be analyzed.

The second study was conducted by Urip Sulistyو et al., *Studies in English Language and Education*, 8 (1), 84–89, 2021., the title is “A Critical Content Analysis of English Textbook for Senior High School Students in Indonesia”.



This study examines the social data implanted in an English course reading for senior high school students in Indonesia, which was motivated by insufficient examinations of social substance in an English course reading in an outside lingo setting. A crucial substance examination was utilized to analyze the course being examined, entitled "Pathway to English for SMA/MA Review XI," in compliance with the social data centers from (Sulistiyo et al., 2021). The disclosures illustrated that the course being perused contained four fundamental centers of social data inserted in 14 readings, 20 pictures, 30 recordings, and seven culture-awareness writings.

The reading text gives a break-even point with information about the target culture (which includes English-speaking countries) and neighborhood culture. But the pictures, recordings, and social mindfulness centers tend to shed light on the target culture's information. Furthermore, the investigators discovered a number of flaws within the works and images where the

information was provided that were so common that neither contained social information nor were noteworthy to other information inside the scrutinizing surface. During the coldblooded period, all of the images were white and bleak, with little detail. It is recommended that educators modify the social data inside the examining texture to conform to their local social orders or rules by locating other materials.

The similarities found in previous research with the research that will be carried out by researchers are the things being studied, namely the cultural values that are in a book. In addition, the research method is also the same, namely qualitative research, and the theory used is also the same. It's just that there are differences in grade levels.

If previous research analyzed the English textbooks for class XI, the research that will be carried out analyzes English textbooks for class X. There will also be differences in terms of the content of the books and the level of difficulty of the material in them, so that it will

affect the results of the analysis or the data to be obtained as a result of research.

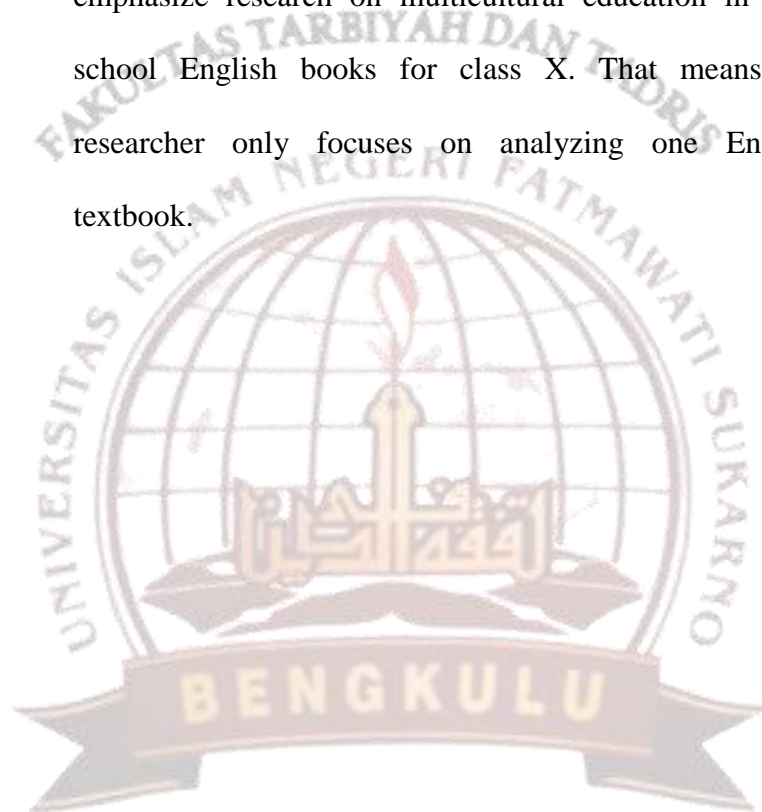
The third study was conducted by Yulinda Mardiana (2018), the title is “An Analysis of The Cultural Content of English Textbooks of Grade X, XI and XII in Academic Year 2018/2019”.

The information in this study was collected from reading text, pictures, and social exercises (assignments) in books. This inquiry is classified as expressive, and subjective, where to get information, by analyzing social components, by reading the entire book, and by categorizing each reading content, picture, and social movement. To uncover what culture is delineated inside the book, the social substance is categorized into source culture (per client), target culture, around-the-world, culture, and impartial culture, which was proposed by (Mardiana, 2019). In the interim, to uncover how culture is depicted, social content is categorized into implications:

aesthetics, sociological meaning, semantic meaning, and down-to business meaning (Mardiana, 2019)

The information contained within the book indicates a cultural recurrence imbalance. Source cultures were found 9 times more frequently than 53% of other cultures. However, the books used by class XI mostly show the target culture with 8 occurrences or 33% of the total other cultures. On the other hand, it is clear that in class XII books, neutral cultures are more commonly found, with a total occurrence of 13 times, or 52%. Regarding how culture is displayed, source culture and target culture are displayed exceptionally well in sociological terms for grades X, XI, and XII, since these implications play an important part in advancing communication abilities among language learners. The results of the data in previous studies came from reading texts, pictures, and assignments. However, in the research that will be carried out, the things that will be analyzed are divided into reading text, pictures, dialog, and cultural

awareness. The difference can be seen in the research that will be carried out by researchers, namely those who emphasize research on multicultural education in high school English books for class X. That means the researcher only focuses on analyzing one English textbook.



**TAHUN 2023**

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher clarifies how the inquiry was conducted in order to make the discussion clearer. There are a few parts of the research methodology that will be examined in this chapter. They are the research method, data source, data collection procedure, data analysis, and data validity.

#### A. Research Method

Text analysis 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 take the form of published notes, for example. Various models or types of text study analysis that can be applied in scientific research include content analysis, discourse analysis, semiotic analysis, hermeneutic analysis, text style analysis, text structure analysis, and many other analyses. Text analysis was

accomplished through interpretation. (Rachmijati & Cahyati, 2020)

The researcher doing the inquiry must have an inquiry about the plan. Based on the Oxford Word reference, the think-about could be a point-by-point think-about of the subject for finding new facts about it, whereas the plan may be arranged for a specific handle. And the inquiry strategy is the method that analysts use to discover the inquiry itself in a nitty-gritty inquiry. In association with the issues in this research, the researcher utilized the reading material investigation plan of report investigation to gather content and compose reports based on the reading material considered. (Sukawati et al., 2020).

This research uses the critical discourse analysis study method from Norman Fairclough, which consists of three stages. The first is text analysis, which relates to the analysis of genre, discourse, and the use of vocabulary that has a certain meaning; the use of terms and metaphors that refer to the meaning of certain actions. Each word has

multiple meanings depending on the context, so researchers must be careful to understand it.(Tricahyono & Ediyono, 2020). Both analyses of discursive practice look at the power of statements in terms of the extent to which they encourage action or their affirmative power; one can see the coherence of texts that have entered the realm of interpretation in this dimension

At this stage, the intertextuality of the text has received attention. Specifically (Tricahyono & Ediyono, 2020). Third, social praxis: this stage will describe social activities and how they relate to the social order of society, institutions, and organizations. These elements always use a special language; this cannot be separated if a discourse is always intertwined with various things. Level, within the larger institution or organization at the societal level . So the research analysis is simple and includes description, interpretation, and explanation (Tricahyono & Ediyono, 2020).



## **B. Data Source**

The source of the data used in the study was the revised 2015 edition of grade 10 English books written by Utami Widiati, Zuliati, and Furaidah, published by the Center for Curriculum and Books, Indonesian Ministry of Education and Culture. This English textbook, consisting of 15 chapters (Chapters 1–15), is a textbook used by students when learning English in class 10 at SMAN 3 Kaur. Researchers will analyze the contents of the book in relation to the values of multicultural education in it.

## **C. Data Collection Technique**

The data collection procedure that will be utilized by the researcher is documentation based on the conversation examination strategy. Documentation is one of the methods of data collection to think about. A few types of data documentation, to be specific, letters, reports, artifacts, photographs, tapes, difficult disks, and so on, are not bound by space and time. Documentation takes into account not only chronicled musings, but also

reports of studies in the form of written information containing data and clarifications, as well as nearly a marvellous thought. Documentation thinking starts with gathering records, selecting reports, agreeing on research objectives, explaining, recording, deciphering, and relating to other wonders (Asthararianty, 2016). Withdrawing from the understanding depicted (Asthararianty, 2016) the researcher concluded that the content could take the form of an official record that could be utilized as a tool for information collection. In this investigation, the investigated information could be a piece of content that contains the values of multicultural education 10th-grade high school English textbook.

The researcher choose a reading materials utilized in a general sense by EFL educators in Indonesian schools and conducted a critical examination of its social substance based on the hypothesis from (Sulistiyo et al., 2021). The reseracher assessed and recorded the substance of the examining text to choose which run or chapter had

social data that required advanced examination. Concurring with Adaskou et al. (Sulistiyo et al., 2021) researcher isolated and recorded the subject of the substance into four areas, namely, reading content, pictures, dialog, and cultural awareness areas that exemplified all social sports a lingo teaching may incorporate (smart, sociological, semantic, and down-to-earth resources).

Following that, the researcher revealed the creators and year of publication, as well as the content of each chapter, in order to recognize and investigate the necessary information. At long last, the investigators recognized and nailed down each topic based on the title, situations shown inside the course reading, chapter, pages, source, and an overall number of each point. Related to the explanation before, the researcher will do data collection based on following : 1) Sorting data, 2) Classify data, 3)Analysis stage.

#### **D. Data Analyze**

A content analysis in which one educational material was utilized within the classroom during the teaching and learning process was chosen to recognize the appropriate categories and units of analysis to best describe and answer the two primary questions addressed in this study (Sulistiyo et al., 2021). Also, by having a content analysis answer the two main research questions, the researchers categorized the reading material's contents based on their subject; coded its composed or pictorial title, chapter/page, and source, and tallied the composed and pictorial text.

The researcher rechecked the information collection and reviewed the themes that best describe and contain multicultural education information or values. At this point, the researchers relied on the theory of social sort involved in language teaching proposed by Adaskou et al. (Sulistiyo et al., 2021). In this way, the researchers analyzed each subject in the event that it relates to or

meets the theory. The researchers, in particular, coordinated the list of points with a few criteria of how teaching material can pass on a social substance comprising of informative, presenting distant demeanors and conclusions, points of interest of standard of living counting exchanges, contextualized honing exercises, communicative capacities, and outlines or visuals.

#### **E. Data Validity**

Examination of the legitimacy of the information, aside from being used to refute assertions against subjective research that it is informal, is also an indistinguishable component of the body of information on subjective research in Suparyanto dan Rosad (2015, 2020) . The legitimacy of the information is attempted in order to demonstrate whether the inquiry conducted was truly logical and to test the information obtained. The legitimacy of the information in subjective investigations incorporates tests for validity, transferability, steadfastness, and confirmability (UMS et al., 2007), so

that the data in subjective examinations can be accounted for. As a consistent request, it is fundamental to test the authenticity of the data. The data authenticity test that was carried out:

### 1. Credibility

Test credibility (credibility) or test the certainty of the researched information displayed by analysts so that the results come from the inquire-about carried out, don't question the logical work carried out.

#### a. Extended Observation

Opened-up discernments can boost the data's legitimacy and consistency. The extension of the recognition infers that the examiner returns to the field and makes recognitions and interviews with the data sources found and more current data sources. The extension of discernment infers that the relationship between the examiner and the source will be more weaved, with more insights and more openness, which, agreeing with common conviction, infers that the data

gotten is progressively total. The expansion of perceptions to test the validity of the investigated information is focused on testing the obtained information. Is the information gotten after being checked back within the field accurate or not? Is there a change, or is it still the same? After returning to the field, if the information obtained can be accounted for as reliable, the extension of the perception should be terminated.

b. Increase accuracy in research

Expanding accuracy or assurance on an ongoing basis so that data certainty and the chronological course of events can be recorded truly and systematically. Growing accuracy is one way to control and check whether the data that has been collected, made, and shown is accurate or not. Extend the tirelessness of examiners. It can be accomplished by comparing information obtained from various references, books, previous investigations, and related records. In this way,

investigators will be more cautious in making reports, which, in the end, will be of higher quality.

c. Triangulation

William Wiersma (1986) said that triangulation in validity testing is characterized as checking information from different sources at different times. Hence, there's a triangulation of sources, triangulation of information collection procedures, and time (Sugiyono, 2007:273).

1) Triangulation of sources

Test the validity of the information by checking the information that has been obtained from a few sources. Analysts analyzed the information to reach a conclusion, and after that, an agreement was looked for (part check) with three information sources (Sugiyono, 2007: 274).

2) Triangulation of Method

Test the validity of the information. This is typically done by checking the information against the same source with diverse methods. For illustration,



checking the information can be done through interviews, perception, or documentation. On the off chance that the information validity testing strategy produces distinctive information, the analysts conduct encouraging talks with the pertinent information sources to guarantee which information is considered correct (Sugiyono, 2007:274).

### 3) Triangulation of Time

Information collected by meeting procedures within the morning, when the sources are still new, will give more substantial information, making them more sound. Besides, it can be done by checking with interviews, observations, or other methods at completely different times or under different circumstances. If the test produces distinct information, it is repeated several times until the certainty of the information is discovered (Sugiyono, 2007: 274).

d. Negative Case Analysis

Conducting a negative case examination implies that the analyst looks for information that's diverse or indeed negates the information that has been found. If there was no more information that varied or negated the discoveries, implying that they had still gotten information that negated the discoveries, the analyst may reconsider his findings (Sugiyono, 2007: 275).

e. Using Reference Material

It could be used as a reference or to demonstrate the information that has been found by the analyst. In an inquiry the report, it is way better in the event that the information displayed should be accompanied by photographs or bona fide records, so that they can be more dependable (Sugiyono, 2007: 275).

f. Holding Membercheck

The goal of part checks is to determine how far the data obtained differs from what is provided by the data provider. So the purpose of a part check is to ensure that

the information gotten and utilized in composing the report is in agreement with what is inferred by the data source (Sugiyono, 2007:276).

## 2. Transferability

Transferability is the exterior authenticity of a subjective request. Exterior authenticity illustrates the degree of precision or fittingness of the request to the masses where the test was taken (Sugiyono, 2007:276).

Questions related to trade with regard to date can still be associated with or utilized in other circumstances. For investigators, the trade regard is outstandingly subordinate to the client, so when the request can be utilized in completely diverse settings in a few social circumstances, the authenticity of the trade regard can still be accounted for.

## 3. Dependability

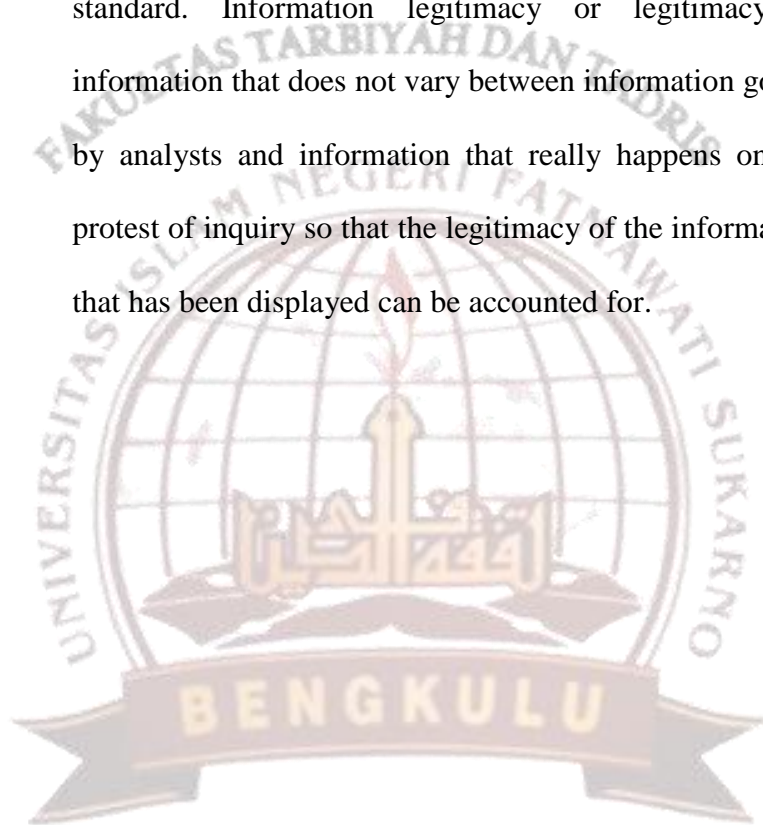
Reliability is something to look into because it can be trusted; in other words, a few tests performed repeatedly yield the same results. The question of

consistency or unwavering quality is whether an investigation conducted by other people with the same preparation will yield the same results. Dependability testing is done by conducting a review of the complete inquiry about the handle. An implied free evaluator or autonomous administrator conducts the investigation, who reviews all exercises carried out by analysts in conducting the investigation. For illustration, it can begin when the analyst starts to decide the issue, goes into the field, chooses information sources, carries out information examination, tests the legitimacy of the information, and makes reports based on observations.

#### 4. Confirmability

The objectivity of subjective testing is additionally known as the investigate confirmability test. When the results of an investigation are agreed upon by the majority of people, it is said to be objective. Subjective inquiry about confirmability tests is cruel testing that comes about because of research related to the method that has been

carried out. If the research becomes a work of the investigation, the investigation has met the confirmability standard. Information legitimacy or legitimacy is information that does not vary between information gotten by analysts and information that really happens on the protest of inquiry so that the legitimacy of the information that has been displayed can be accounted for.



**TAHUN 2023**

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discuss the results and the discussion to answer research questions. The researcher obtains the data from the documentation. The chapter was divided into two main sections; the results and the discussion of the research. The results presented the findings of the research and the discussion deals with the interpretation of the results of the research.

#### **A. Findings**

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 10th-grade English textbooks. The 10<sup>th</sup> 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.

**Table 1. Contents of the textbook**

Topics	Title/Situation	Chapter/ Pages	Sources	Total
Reading Text	An email from Hannah	1/4	-	15
	A letter from saidah	1/5	-	
	Tanjung Puting National Park	3/53	(1) <a href="https://www.lonelyplanet.com/tanjung-puting-national-park/sights/natural-parks-forest/tanjung-puting-national-park">https://www.lonelyplanet.com/tanjung-puting-national-park/sights/natural-parks-forest/tanjung-puting-national-park</a> (2) <a href="http://www.Indonesian.travel.com">www.Indonesian.travel.com</a> ; (3) <a href="http://www.Explorguide.com">www.Explorguide.com</a>	
	Taj Mahal	3/58	<a href="http://www.history.com/topics/taj-mahal">http://www.history.com/topics/taj-mahal</a> <a href="http://www.tuhsky.com/blog/taj-mahal-in-">http://www.tuhsky.com/blog/taj-mahal-in-</a>	

			<a href="#">agra/</a>	
	Batu City in Java	3/65	-	
	Visiting Niagara Falls	5/72	<a href="http://en.wikipedia.org/wiki/Niagara_Falls">http://en.wikipedia.org/wiki/Niagara_Falls</a> and <a href="http://www.niagara-usa.com/things-to-do/attraction/falls-region">http://www.niagara-usa.com/things-to-do/attraction/falls-region</a>	
	An announcement about concert cancellation	6/83	<a href="http://www.dbsknights.net/2011/03/info-faith-entertainment-">http://www.dbsknights.net/2011/03/info-faith-entertainment-</a>	
	Announcement McMaster Mini-Med School	6/84	<a href="http://www.docstoc.com/docs/4661848/ANNOUNCEMENT">http://www.docstoc.com/docs/4661848/ANNOUNCEMENT</a> McMaster-Mini-Med-School-McMaster-Mini-Med-School	



	Meeting My Idol	8/110	-	
	10 November	9/123	<a href="http://globalindonesiavoices.com/17298/hari-pahlawan-battle-of-surabaya-the-story-behind-indonesian-heroes-day">http://globalindonesiavoices.com/17298/hari-pahlawan-battle-of-surabaya-the-story-behind-indonesian-heroes-day</a>	
	BJ.Habibie	10/134	<a href="http://en.wikipedia.org/wiki/B.J.-Habibie">http://en.wikipedia.org/wiki/B.J.-Habibie</a>	
	Cut Nyak Dhien	11/145	<a href="http://en.wikipedia.org/wiki/Cut_Nyak_Dhien">http://en.wikipedia.org/wiki/Cut_Nyak_Dhien</a>	
	Issumboshi	12/157	Japanese Fairy Tales, 1987	
	Malin Kundang	13/172	<a href="http://understangtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html">http://understangtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html</a>	

	Strong Wind	14/183	Using Folktales by Eric K. Taylor	
<b>Pictures</b>	Talking about self	1/1	Dokumen Kemdikbud	15
	Congartulating and Complimenting Others	2/20	Dokumen Kemdikbud	
	What are You Going to Do Today?	3/38	Dokumen Kemdikbud	
	Which One is Your Best Getaway?	4/50	Dokumen Kemdikbud	
	Let's Visit Niagara Falls	5/69	Dokumen Kemdikbud	
	Giving Announcement	6/81	Dokumen Kemdikbud	
	The Wright Brothers	7/94	Dokumen Kemdikbud	
	My Idol	8/108	<a href="http://bola.metrotvnews.com">http://bola.metrotvnews.com</a>	
	The Battle of Surabaya	9/120	Dokumen Kemdikbud	
	BJ.Habibie	10/132	Dokumen Kemdikbud	

			d	
	Cut Nyak Dhien	11/143	Dokumen Kemdikbu d	
	Issumboshi	12/155	Dokumen Kemdikbu d	
	Malin Kundang	13/169	Dokumen Kemdikbu d	
	Strong Wind	14/181	<a href="http://cdn.patch.com/users/21854731/2014/09/T800x600/5425873b177f7.jpg">http://cdn.p atch.com/u sers/21854 731/2014/0 9/T800x60 0/5425873 b177f7.jpg</a>	
	You've Got a Friend	15/193	Dokumen Kemdikbu d	
<b>Dialogue</b>	Congratulate people	2/23	-	8
	Congratulate people	2/24	-	
	Complimenting expressions	2/32	-	
	Expressing intention	3/40	-	
	Interview with The Wright Brothers	7/97	-	
	Simple Past Tense Vs Present Perfect Tense	7/102	-	
	The Battle of Surabaya	9/129	-	

	BJ.Habibie	10/140	-	
<b>Cultural Awareness</b>	A letter from saidah	1/5	-	8
	Tanjung Puting National Park	3/53	-	
	Batu City in Java	3/65	-	
	Let's Visit Niagara Falls	5/72	-	
	10 November	9/123	-	
	BJ.Habibie	10/134	-	
	Cut Nyak Dhien	11/145	-	
	Malin Kundang	13/172	-	

### A.1 Multicultural Education Values in Grade X English Textbooks

#### *Reading Text*

In this 10<sup>th</sup> 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 (four reading text)

**Table 2. Reading Text**

Topics	Title/Situation	Chapter/Pages	Sources
Reading Text	Taj Mahal	4/58	<a href="http://www.history.com/topics/taj-mahal">http://www.history.com/topics/taj-mahal</a> <a href="http://www.thusky.com/blog/taj-mahal-in-agra/">http://www.thusky.com/blog/taj-mahal-in-agra/</a>
	10 November	9/123	-
	Cut Nyak Dhien	11/145	<a href="http://en.wikipedia.org/wiki/Cut-Nyak-Dhien">http://en.wikipedia.org/wiki/Cut-Nyak-Dhien</a>
	The Legend of Malin Kundang	13/172	<a href="http://understandgtext.bogspot.com/2009/05/narrative-analysis-on-malin-kundang.html">http://understandgtext.bogspot.com/2009/05/narrative-analysis-on-malin-kundang.html</a>

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 the palace. Taj Mahal represents the finest architectural and artistic achievement. It's simply breathtaking! With such beauty, no wonder that the Taj Mahal becomes one of the Seven Wonders of The World"*

The sentence quote in this text presents multicultural education values (respect for the cultural differences that exist in other parts of the world). If the previous text illustrated the cultural diversity that exists in Indonesia, then this text illustrates the cultural diversity that exists in India. Expensive Muslims who were built by Emperor Maghul Shah Jahan in honor of his late wife The Taj Mahal is certainly proof that the value of tolerance is enforced in any part of the world. Taj Mahal is one of the world's most famous attractions, and it is certainly visited by tourists both local and foreign who want to see the beauty of this building or even study its history. With the existence of texts like this in English textbooks in grade 10, both teachers and students can find out the history of one of the buildings that are famous in all parts of the world. Thus, it can create a sense of mutual respect for the diversity of cultures that exist in this world.

*"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. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national evolution"*

The sentence quote from the text presents the values of multicultural education (Appreciate the services of the heroes even though they are in different regions), and the above text excerpt explains about the heroes' day commemorated on November 10 each year. Related to that, there is a history of how to commemorate Heroes' Day on that date, namely the background of the battle between Indonesia and the British that occurred in Surabaya; this battle caused bloodshed to occur, and the battle was led by Bung Tomo. With the existence of this text in the 10th grade English textbook, both teachers and students can find out how the history of the

commemoration of Heroes' Day can be used to develop the spirit of patriotism in students as the next generation of nations by respecting what has been done by the characters, who fight for the independence of the Indonesian people, so that the struggle of the heroes can be continued by the next generation of countries. Thus, the independence of this nation will be maintained.

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. *Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. She was educated in religion and household matters. She was awarded the title of Indonesian National Heroine on May 2, 1964, by the Indonesian government.*”

The sentence excerpts in the text present the values of multicultural education (Appreciate the services of a hero even though she is a woman, because anyone can defend their homeland). The text excerpt above explains Cut Nyak Dhien, who is an Indonesian female hero. The text, it tells the story of her struggle to defend the homeland. When a text like this is read or taught to



students about the story of one Indonesian female hero, students can learn about the struggle of a woman who defended her homeland when it was colonized by invaders from other countries. After knowing this, it is hoped that student awareness will respect the heroes and appreciate the services of the heroes who have fought to defend their country and can continue to fight to defend the independence of this nation, one of which is by studying seriously so that they can achieve dreams and realize ideals.

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. When her mother know that Malin Kundang come to their village, she ran to the beach. She wanted to hug him, enough old women! I have never had a mother like you, a dirty and ugly women!"Malin said*".

The description of the sentence above presents the values of multicultural education (Appreciate and respect parents who are very instrumental in the life of a child); in the excerpt of the text above, it describes Malin Kundang, a child who is already successful and wealthy. However, Malin forgot about his mother, who had raised him. He was also a rebellious child. It was his iniquity that made the mother heartbreak, and God was angry. Malin was given a punishment in the form of a curse to become Batu, along with the ship he used to sail. and the story of how he became a rock, we can learn from the explanation above that we as children must be devoted to our parents and respect our parents who have raised us. our. Another thing is that it is hoped that readers can appreciate the different points of view and assessments of other people on a matter and the cultural diversity that exists in Indonesia, whether it's regional stories, the background of a custom in an area, or other things.

*Dialogue*

In this 10<sup>th</sup> 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.

**Table. 3. Dialogue**

Topics	Title/Situation	Chapter/Pages	Sources
Dialogue	The Battle of Surabaya	9/129	-

As for the total 8 dialogues in the book, there are only a dialog 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 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 dialogue presents the values of multicultural education (appreciate the services of heroes by carrying out activities that develop a sense of cooperation, mutual cooperation and uphold the value of Human Rights); from the conversation above, it can be seen that they explain about 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, this 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.

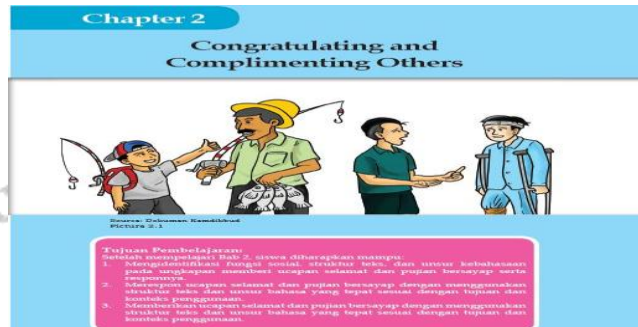
### *Pictures*

In this 10<sup>th</sup> 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.

**Table 4. Picture**

Topics	Tittle/Situation	Chapter/Pages	Sources
Pictures	Congratulating and Complimenting Others	2/20	Dokumen Kemendikbud
	The Legend of Malin Kundang	13/170	<a href="http://www.kupulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html">http://www.kupulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html</a>

## Chapter 2 Page 20



The picture above shows the values of multicultural education (respecting differences in age and conditions). In the picture, you can see people talking to each other; there are small children and old people; there are also sick people and healthy people. In this case, the author wants to convey material on how to communicate with or congratulate someone. Students who study this material certainly do not only study the ethics of communicating with other people, both in terms of greeting and giving or receiving congratulations from or from someone. But they also learn to appreciate the differences that exist in the midst of life in any case. so that a sense of tolerance and respect for others can emerge and be fair.

## Chapter 13 Page 170



The image above is one of the images related to the legend of Malin Kundang from West Sumatra, Indonesia. Based on the picture above and the following story, it can be seen that the legend tells of a child who is disobedient to his mother, making her angry and cursing him to stone. The legend is very popular among the people. When students study material related to legends, they also learn about the culture and customs that exist in an area of Indonesia, namely West Sumatra. Students can also take the moral message from the stories being studied, namely that they must be devoted to and respect their parents, no matter what the circumstances are because they have raised them with all their might so that their children become successful and can elevate their

parents. Students can learn the values contained therein as lessons in life so that similar incidents do not occur. Thus, it can add to students' insight into existing folklore and culture in their own country so that students can foster a love for their own culture and appreciate the existing culture or culture that must be developed in order to maintain the cultural wealth that exists in Indonesia.

#### *Cultural Awareness*

In this 10<sup>th</sup> 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.

**Table 5. Cultural Awareness**

Topics	Title/Situation	Chapter/ Pages	Sources
Cultural Awareness	A letter from saidah	1/5	-
	The Legend of Malin Kundang	13/172	<a href="http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html">http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html</a>



## 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 quote from the letter above that was sent by a person from Malaysia to someone in Indonesia, there are differences in it. What is clearly seen from the quote from the letter is the difference in the use of language in the school environment there, namely that they are encouraged to use English, although sometimes they accidentally use Malay as their first language. From here, students can distinguish the use of language as a medium of communication in the school environment in Indonesia and Malaysia. In Indonesia, students tend to be encouraged to use Indonesian in the school environment, but this is not the case as a whole. There are some schools that have not fully implemented the use of Indonesian in the school

environment. Some students and even teachers sometimes use their local language in the school environment.

In Indonesia, English is a foreign language, while in Malaysia, English is their second language after Malay. From here, students can also learn the differences that exist in the school environment and the use of language when in the school environment, so as to increase the awareness of students and teachers to prioritize the use of Indonesian as a First Language when communicating in the school environment. Studying this, it is hoped that it will increase tolerance for differences that exist both within a country and between countries. Thus, it can trigger awareness of each other's culture, and how to use the right language in the school environment and everyday 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*

*thunderstrom came in the quiet sea, wrecking his huge ship. He was thrown out to small island. It was really to 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. Students who use this book as their study material when studying material like this, legends or folklore, can find out what the various types of legends that exist in Indonesia are, whether it's from the background of the story, the storyline, or the values

contained therein. so that students can grow a sense of love and pride in the rich culture of the region, one of which is folklore or legend in Indonesia. The story of Malin Kundang teaches us to respect parents; respect teachers in schools as people who teach students a lot of knowledge; appreciate the efforts made by teachers to educate their students, and help the efforts made by teachers in developing and improving the abilities of their students.

#### **A.2 The Most Dominant Multicultural Education Values in Grade 10 English Textbooks**

Based on the description above, it can be seen that the most dominant multicultural education values in grade 10 English textbooks are reading texts, this is because there are more reading texts that contain multicultural education values in them. The most dominant multicultural education values in this 10th grade English textbook are tolerance values, this can be seen from

several texts that tend to contain more tolerance values in them. Based on the description above, it can be seen that the most dominant value of multicultural education in grade 10 English textbooks is found in reading texts. This is because there are more reading texts that contain multicultural education values in them. The most dominant multicultural educational value in this grade 10 English textbook is the value of tolerance, as can be seen from several texts that tend to contain more tolerance values. In addition, the dominant core value of multicultural education in this textbook is the recognition of the reality of cultural pluralism in society (ethnohistorical expressions, ethnocultural differences, expressions of tolerance, expressions of plurality, and expressions of group activity and progress in society).

## B. Discussion

### **B.1 Multicultural Education Values in Grade 10 English Textbook**

#### *Reading Text*

Reading Text, there are 15 reading texts in this book, and most of the existing texts are explanatory texts. However, the researcher only discovered four out of fifteen reading texts concerning multicultural education values. In principle, K-13 still uses a genre-based approach as a method of teaching English to master all skills (listening, speaking, reading, and writing) through certain texts. In line with this statement (Amelia et al., 2022) asserts that in a genre-based approach, teaching and learning and text production are chosen. It is known that there are 15 reading texts in this book, and most of the existing texts are explanatory texts. However, the researcher only found seven out of 15 reading texts concerning the values of multicultural education. In general, K-13 continues to use a genre-based approach to

teaching English to master all skills (listening, speaking, reading, and writing) through specific texts.

In addition, (Sulistiyo et al., 2021) states that a text-based instruction or genre-based approach may be a sort of approach that emphasizes communicative competence, such as including the dominance of different sorts of writing. In this respect, high school students in 10th-grade will be able to get to data, get it, apply, analyze, and assess data culture from one informative reading content to their abilities. For example, three reading texts are set in Indonesia. There are, the commemoration of Heroes' Day, Cut Nyak Dhien, and the legend of Malin Kundang. Students can utilize their understanding and examination to assess the conditions and Indonesian culture and values of multicultural education contained within the course readings and relate them to the current circumstance based on the content given whether they are still important or not, or whether

the data has succeeded in portraying the current culture Indonesian individuals.

From this point, the creator might suggest that teachers can make and increment students' awareness of the circumstances in Indonesia that ought to be protected, kept up, and indeed protected.. In addition, the content on the commemoration of Hero's Day and Indonesian heroes can moreover trigger students' mindfulness that Indonesia was battled for its freedom and sway by heroes who were exceptionally worthy, so that it can create students' mindfulness of the soul of patriotism and copy the characteristics of the heroes so that they can guard themselves.

In the meantime, students can be pleased by seeing the quality of Indonesian culture, for example, the rich culture of authentic visitor attractions, natural saves, and fables from various locales. In addition, as one of the people's stories from Indonesia, Malin Kundang could be an amazing old story since in it there are ethical values



that are exceptionally critical to be connected in life, specifically regarding and regarding guardians, particularly moms who have given birth and raised their children. A child should treat their mother better than others, and they should not treat their mother lower than others. Shared regard and appreciation are one of the characteristics of Indonesian culture that show the values of multicultural education in daily life.

In connection with the previous explanation, another example of the values of multicultural education that exist apart from what has been explained is self-introduction. Introducing oneself to others both within the school and in a wider scope, such as between provinces and around the world, is one way to communicate with others either directly or indirectly. When introducing yourself, of course, it involves things such as name, place of birth, origin, address, religion or belief, personal or family background, cultural background, and other things. In this regard, of course, there are differences between

people who introduce themselves to each other. How differences in origin, culture, family, customs, and even beliefs are adhered to will undoubtedly lead to multicultural education values, such as how everyone has freedom in establishing communication or relationships with other people without being indiscriminate (fair) between them, and everyone has the right to the same position without having to differentiate between customs, culture, beliefs, skin color, race, or others. Everyone, of course, must be able to respect each other, appreciate the clear differences that already exist between fellow living beings who live in an environment, and increase a sense of mutual respect for each other. This is certainly related to Indonesia, which has diversity in various things like culture, beliefs, traditions, manners, race, ethnicity, and other things that are interconnected.

How to respect cultural differences between countries, differences in how to socialize, for example, when in one country smiling and greeting is one thing that

shows a form of hospitality in society, but in another country it is exactly the opposite. When seen from past inquiries, there are a few similitudes and contrasts within the inquiries conducted by the researcher. In this case, the analysts are doing more than just talking about the values of multicultural education in English course readings. The analysts sort out some reading texts from the overall reading material, at which point they analyze the writings that contain multicultural education values in them, and in a brief investigation that will be discussed afterward, in more detail within the talk.

### *Dialogue*

Dialogue, This book gives exchange within the regular shape. The discourse shows discussions between several people regarding something that's within the learning material in each area. Of the whole 8 exchanges contained within the 10th review English course reading, the researcher found a dialog that contained the values of multicultural education.. The dialog which contains

verifiable landmarks, which is one of the confirmations of the battle of the heroes who battled for Indonesian autonomy, in this case, students can apply the values of multicultural education, specifically regarding the administrations of the heroes, so they can imitate what they have done. The heroes have done for Indonesia and will continue it forward for the advancement of the Indonesian country in the future.

In connection with the explanation above, there are other examples related to the values of multicultural education, such as dialogue about history. When we talk about history, we are talking about something that has happened in the past. For example, when talking about the history of Indonesia, how the history of Indonesia's independence began, how the islands were divided as they are today, how the system of government began, and other things related to this nation. When learning about the history of this country, of course, you will learn many things: the struggle of the heroes in fighting for

independence against colonialism carried out by colonizers from other countries; how the economy of the people at that time was; how tormented the people who lived during the colonial era were; the Indonesian people who were enslaved by the colonialists; and invaders who want to take over this nation.

Thus, it is hoped that in order to increase awareness of the importance of appreciating what currently exists, which has been hard-earned by the fighters of this nation, so that actions emerge in the form of an effort to defend this independence, by learning how to advance this nation, maintaining the integrity of the nation by creating a state of peace in the midst of existing differences, and preserving a culture that is rich in its values, it can still become the hallmark of this nation, which is rich in culture in the eyes of the world. If you consider previous research, the obvious distinction is in the introduction of a few investigations and discourses that are combined into one clarification without being

classified to begin with. The closeness seen moreover lies within the books analyzed, specifically the reading material utilized by understudies amid instructing and learning exercises at school. Of course, usually anticipated to be an included esteem in giving assessments and unused information related to composing advancements and the utilize of course readings as learning media.

### *Pictures*

Pictures, There are a total of 15 pictures examined within the reading material. All pictures are given based on the topics of each chapter. Researchers found two pictures containing the values of multicultural education values. This book is additionally very great since it gives pictures for the 'game' segment where students can upgrade and make content based on pictures. A few of the pictures appear to be pictures of heroes who tell stories of their battles in battling for the autonomy of the republic of Indonesia. The primary picture appears to include a sexual

orientation point of view in terms of how men and women can battle for their rights related to the freedom of their country.

One of the pictures shows how several people interact and communicate with each other. It can be seen in the picture that there are several people who have different ages, physiques, and conditions. Students studying this book can see from this image that in this pluralistic world, we must respect and respect each other without focusing on differences. because everyone has the right to get the same rights and position in life.. All the pictures in this book are given in colorful, but there are a few pictures given in dark and white, this will increment the child's crave or interest approximately the subject matter being examined.

In connection with the previous explanation, it can also be seen that the values of multicultural education can also be seen in the mutual cooperation activities between students and teachers in the school environment. This

shows a sense of mutual help among each other, both students and teachers. This activity fosters a sense of mutual care between fellow living beings and the school environment. Thus, the creation of cooperation between students and teachers in carrying out an activity (mutual cooperation), how students establish good cooperation with teachers, and how to create a condition where students and teachers are the same, are equally obliged to clean, maintain, and maintain the school environment to keep it clean and beautiful in order to support the creation of a safe and comfortable atmosphere both in the school environment and in the classroom when teaching and learning activities take place. The existence of this will certainly be a step that can improve the formation of better and more harmonious relationships between students and teachers.

With this, of course, there will be an added value for students and teachers so that they can establish good communication and even better in the future so that they



can achieve their respective goals, namely, obtaining knowledge and teaching knowledge, so that students' insight can continue to develop so that they can become a generation that can advance their nation. This, of course, also cannot be separated from the role of teachers in educating their students and teaching various knowledge to equip students for the future. When viewed in light of previous research that already exists, the visible difference is in terms of the explanation of the findings of the data in the study. In this study, the author also includes an image on one of the classification points of the values of multicultural education in the textbook. So, hopefully, it will contribute to a better understanding of what is explained in the image.

#### *Cultural Awareness*

Cultural Awareness, There are four characteristics of social mindfulness in this book, which comprise giving exhortation, praising, individual letters, and old stories of Malin Kundang. Be that as it may, the analyst, as it were,

analyzed 2 things (individual letters and fables). Reading materials show social mindfulness to understudies as a medium. The significance of social mindfulness when learning a language is that dialect and social mindfulness classes are a strong bundle (Ghafor, 2020). In this respect, the author suggests that the educator can invigorate students' knowledge of their claim culture by inquiring about the same circumstances in their claim culture. For example, the instructor can talk about fabrics related to individual letters in the lesson.

To begin with, the educator disperses the content of a letter composed by a pen pal from another nation to a companion from Indonesia. At that point, the teacher clarifies the substance of the letter, which moreover infers approximately how the culture there is, beginning from the instruction framework, the language utilized when communicating so that students can capture data related to these things and can recognize them from that in Indonesia. The teacher demonstrates how the instruction

framework is that exists in Indonesia that is diverse from that in other nations, such as considering hours, considering time in a week, the use of dialect when communicating inside the school environment and outside of school, as well as how they express suppositions or proposals in public.

Another issue with this book is the proposal to interview students about how Indonesians accept myths contained in legends or old stories. In this respect, it is conceivable that a few answers will lead to the conclusion that there are a few individuals who believe in a myth that's in a story, or bad habit versa, those who do not truly accept a myth or superstition in a story. This will influence everyone's point of view in passing on the story or the values contained in it in several ways. Compared to inhabitants of other nations who tend to accept fewer such things in their lives, they tend to utilize consistent considering without now and then including components

such as myths or seniors or precursors in accepting an occasion that happened in the past.

By comparing these distinctive societies while learning English, it can energize understudies to ponder their own culture since they will feel inquisitive about their claimed character and values. It'll also grant them a distinctive viewpoint on other societies, which dodges them from judging or stereotyping individuals. Since course readings encourage the teaching and learning process within the classroom, it is evident that reading materials are learning inputs that are certainly required to assist teachers and students accomplish their learning objectives (Rachmijati & Cahyati, 2020). The discoveries of this research give a parcel of point-by-point data related to each point that ingrains social values into the students.

In connection with the above, the values of multicultural education can also be seen from cultural socialization activities. This activity is certainly expected

to increase knowledge of the importance of knowing culture both in an area and in a country. This is to add insight so that they can exchange information about cultures that are known and will be known in order to enrich knowledge of a culture that exists in this world. How is the culture in a developing country? What steps are taken in order to maintain and preserve the existing cultural values? This is important to understand in order to raise awareness for everyone to love their own culture so that there is a sense of preserving what already exists from a culture; it can even be preserved continuously so that culture is not eroded along with advances in technology and global civilization. Culture in a region or country of course has its own uniqueness, so it is important to respect and appreciate the existing culture.

Culture is also a characteristic of an area or a country, so that it becomes a differentiator between them. The differences that exist are not something that should be disputed; they are something to be grateful for and proud

of. In association with past inquiries, the analyst concludes that the likenesses that exist are including other societies as a comparison, of course in positive terms, such as instructing students on social contrasts that exist between districts and the world, how to connect and communicate with nearby and remote inhabitants, and how to preserve the existing culture and protect it so that it isn't disintegrated by the times.

## **B.2 The Most Dominant Multicultural Education Values in Grade 10 English Textbooks**

Based on the results of the research that has been described, it was found that the values of multicultural education contained in the 10th-grade English reading materials were dominated by the value of tolerance. This is shown by several writings that contain forms of tolerance; for example, tolerance of social differences that exist in opportunities and positions that exist in the work environment; cultural differences, and history. For example, there are differences in belief in a "myth," as in

Indonesia, where people tend to still believe in myths, in contrast to several countries in other parts of the world that don't really believe in it. In addition to the value of tolerance, the values of equality, democracy, and justice are also included in this textbook, although their number is less than that.

Besides that, the core value of multicultural education that is dominant in this grade 10 English textbook is found in the recognition of the reality of cultural pluralism in society (ethnohistorical expressions, ethnocultural differences, tolerance, plurality, and community group activities and progress). For example, in texts about heroes that contain ethnohistorical expressions in them, we learn how these heroes defended their homeland from invaders and the wars that took place in various parts of Indonesia in order to defend national sovereignty. This is course material that contains elements of multicultural educational values that can broaden students' insight into the history of Indonesia.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

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

- a. English textbooks for high school students in class X published by the Book Center have integrated multicultural education 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.
- b. 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.

- c. 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.

## B. Suggestion

Based on the conclusions above, the researchers provide several suggestions including the following:

- a. For teachers, it is better to explain more to students related to the values of multicultural education that exist in a learning material, both on the social

function of a learning theme that is in the class X English book, which is in the goals of each lesson, as well as those that exist. in reading texts, dialogues, pictures or components in the book so that students know more about the values of multicultural education.

b. For students to be able to know the values of multicultural education contained in a textbook (in this case an English textbook for class X), learning materials, as well as from the teacher's explanation. It is expected that students can implement the values of multicultural education that they know into everyday life, both in the classroom, school, community, and wider scope.

c. For textbook writers, English textbook writers should integrate other multicultural education values, such as the value of recognizing human dignity and rights, developing the responsibility of the world community, and developing human

responsibility towards planet earth, so that students' understanding of multicultural education values can be overarching.



**TAHUN 2023**

## REFERENCES

- Ahmad, M., & Shah, S. K. (2019). A critical discourse analysis of gender representations in the content of 5th grade english language textbook. *International and Multidisciplinary Journal of Social Sciences*, 8(1), 1–24. <https://doi.org/10.17583/rimcis.2019.3989>
- Amelia, H. N., Rachmawati, D., & Rima, R. (2022). Cultural Content Analysis in Two Efl Textbooks Used By Boarding Schools in Banten: a Multimodal Analysis. *Prosiding Konferensi Linguistik Tahunan Atma Jaya (KOLITA)*, 20(20), 131–140. <https://doi.org/10.25170/kolita.20.3786>
- Aminingsi, A. M. (2020). “an Analysis of Character Values in English Textbook for Seventh Grade Students Entitled“ When English. Revised 2016. Thesis. Islamic University of Fatmawati Sukarno Bengkulu..
- Angraeni, D. (2020). An Analysis on English Textbook Entitled “ Let ’s Learn English ” For the Tenth Grader of Senior High School Based on the Basic Competemce of the 2013 Curriculum. *RETAIN Journal*, 8(3), 122–132.
- Arriaza, G. (2015). Critical discourse analysis and leadership. *Educational Leadership and Administration: Teaching and Program Development*, 26(March) , 1–3.
- Asthararianty, A. (2016). Acceleration Technology on Books As Cultural Media on Human Communication in the Era of Interactive Communication. *Desain Komunikasi Visual, Manajemen Desain Dan Periklanan (Demandia)*, 157. <https://doi.org/10.25124/demandia.v1i02.279>
- Ayu, M., & Indrawati, R. (2019). EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik*, 16(1), 21. <https://doi.org/10.33365/ts.v16i1.87>
- Basri, H. (2017). *The implementation of multicultural education in Islamic school: A study in MTs Ar-Rahmah Jabung*

- Malang. Thesis, UIN Malang. <http://etheses.uin-malang.ac.id/id/eprint/9260%0Ahttp://etheses.uin-malang.ac.id/9260/1/10130100.pdf>
- Daniel, B. K., & Harland, T. (2017). Higher Education Research Methodology. *Higher Education Research Methodology*. <https://doi.org/10.4324/9781315149783>
- Gursel Bilgin, G. (2020). Critical Discourse Analysis: An Effective Tool for Critical Peace Education Informed by Freirean Dialogue. *Educational Policy Analysis and Strategic Research*, 15(2), 25–40. <https://doi.org/10.29329/epasr.2020.251.2>
- Hinostroza-Paredes, Y. (2020). Critical discourse analysis of university teacher educators' professionalism in Chilean teacher education policy. *Education Policy Analysis Archives*, 28(180), 1–22. <https://doi.org/10.14507/epaa.28.5201>
- Idaningsih, Y. S. (2020). Analisis Wacana Kritis Terhadap Nilai Pendidikan Multikultur Novel Ranah 3 Warna Karya Ahmad Fuadi Dan Pemanfaatannya Sebagai Bahan Ajar. *Jurnal Literasi*, III(2), 155–168. <https://journal.unpas.ac.id/index.php/wistara>
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54(4), 328–334. <https://doi.org/10.1093/elt/54.4.328>
- Kaya, Ç., & Ekşi, H. (2021). Values Education Processes in Turkish Elementary Schools: A Multiple Case Study. *International Journal of Psychology and Educational Studies*, 8(1), 1–13. <https://doi.org/10.17220/ijpes.2021.8.1.389>
- Mardiana, Y. (2019). *An Analysis of the Cultural Content of English*. Thesis, University of Mataram. 1–78
- Medina, X. B. (n.d.). (2008). *Evaluating English Textbooks: A*

*Cultural Matter*.(unpublished work). 167–191.

- Nastiti, A. A. (2020). An Analysis of English Textbook Focusing On Reading Material To Enhance Students' Critical Thinking in Recount Text and Narrative Text. *Retain*, 08, 69–79.
- Putra, P. P. (2020). First Language Interference On English Use. *Kaos GL Dergisi*, 8(75), 147-154. <https://doi.org/10.1016/j.jnc.2020.125798> <https://doi.org/10.1016/j.smr.2020.02.002> <http://www.ncbi.nlm.nih.gov/pubmed/810049> <http://doi.wiley.com/10.1002/anie.197505391> <http://www.sciencedirect.com/science/article/pii/B9780857090409500205> <http://www.sciencedirect.com/science/article/pii/B9780857090409500205>
- Pratama, S. Y., Nurkamto, J., & Wijayanto, A. (2021). The Representation of Multicultural Values in National Mandatory English Textbooks Used in Indonesian Secondary Schools. *International Journal of Multicultural and Multireligious Understanding*, 8(1), 472. <https://doi.org/10.18415/ijmmu.v8i1.2337>
- Rachmijati, C., & Cahyati, S. S. (2020). A Language Skills Content Analysis From English Textbooks For Junior High School Grade 7. *JELLE: Journal of English Literature, Linguistics, and Education*, 1(1), 33. <https://jurnal.unikal.ac.id/index.php/jelle/article/view/992>
- Rizal, S. (2017). Developing Esp Reading Comprehension Instructional Materials Through Schema Theory Approach At Pai Study Program of Tarbiyah Faculty of Iain Bengkulu. *UAD TEFL International Conference*, 1, 491. <https://doi.org/10.12928/utic.v1.205.2017>
- Rodríguez-salas, G. (2017). Discourse Analysis. *Over The Rim*, 191–199. <https://doi.org/10.2307/j.ctt46nrzt.12>
- Safira Riadini, U., & Yudi Cahyono, B. (2021). The Analysis of the Culture-Related Contents in an. *Indonesian English Textbook Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 285.

<http://dx.doi.org/10.21093>

Silaen, gestaria. (2018). *Analyzing Text Using Critical Discourse Analysis (CDA): A Guideline For Teachers*.

Sukawati, N. N., Gunawan, I., Prayoga, A. G., & Wardani, A. D. (2020). *Teacher Personality, Interpersonal Relationships, Performance, and Professionalism in the Learning Process: A Qualitative Study*. 501(Icet), 250–254. <https://doi.org/10.2991/assehr.k.201204.047>

Sulistiyo, U., Wulan, R., Al Arif, T. Z. Z., Efriza, D., & Anwar, K. (2021). A critical content analysis of English textbook for senior high school students in Indonesia. *Studies in English Language and Education*, 8(1), 84–98. <https://doi.org/10.24815/siele.v8i1.16778>

Sultan, S., Haris, H., & Anshari, A. (2020). Functions and Strategies to the Integration of Multicultural Values in Textbook Discourse for Elementary School Students. *Lingua Cultura*, 14(1), 15–21. <https://doi.org/10.21512/lc.v14i1.6219>

Suparyanto dan Rosad (2020). NILAI-NILAI MULTIKULTURAL DALAM BUKU TEKS NON-BSE MATA PELAJARAN IPS UNTUK SISWA SMP KELAS VII,VII, DAN IX TERBITAN PUSAT PERBUKUAN. *Suparyanto Dan Rosad (2015, 5(3), 248–253*.

Silitonga, T. B., Sujanto, B., Luddin, M. R., Susita, D., & Endri, E. (2020). Evaluation of overseas field study program at the Indonesia Defense University. *International Journal of Innovation, Creativity and Change*, 12(10), 554–573.

Tricahyono, D., & Ediyono, S. (2020). *Analisis Wacana Kritis Pendidikan Multikultural dan Pendidikan Nilai Dalam Buku Teks Sejarah SMA Critical Discourse Analysis of Multicultural Education and Value Education in Senior High School Historical Textbooks Pendahuluan*

*Pembelajaran sejarah merupak. 17(1), 1–10.*

UMS, Penelitian, D., & Penelitian, J. (2007). *BAB III METODE PENELITIAN A. Jenis dan Desain Penelitian 1. Jenis Penelitian. 52–77.*



**TAHUN 2023**





**A  
P  
P  
E  
N  
D  
I  
X  
E  
S**  
**TAHUN 2023**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA  
2016



EDISI REVISI 2016

# Bahasa Inggris



SMA/MA/  
SMK/MAK

KELAS

X

Subject	Topic	Quote or Image	Value
Reading Text	Taj Mahal	<i>Taj Mahal represents the finest architectural and artistic achievement. It's simply breathtaking! With such beauty, no wonder that the Taj Mahal becomes one of the Seven Wonders of The World"</i>	Tolerance and democracy (This sentence quote contains values that teach how to appreciate cultural differences from around the world, as well as the value of freedom in conveying information about a historical building or culture.)
	10 November	<i>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.</i>	Tolerance and Democracy (the quote explains the democratic rights of every citizen of a nation to be sovereign over their nation's independence from colonialism, and then the value of tolerance is to appreciate and respect the services of the heroes who have fought for Indonesian independence)

	Cut Nyak Dhien	<i>Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. She was educated in religion and household matters. She was awarded the title of Indonesian National Heroine on May 2, 1964, by the Indonesian government."</i>	Democracy and Equality (the quote shows the value of democracy in the sense of freedom to embrace religion according to one's own beliefs, one of the heroes who has the religion of Islam in the midst of a pluralistic Indonesian society)
	The Legend of Malin Kundang	<i>Malin Kundang agreed in the hope of a better life. He left his mother alone. When her mother know that Malin Kundang come to their village, she ran to the beach. She wanted to hug him, enough old women! I have never had a mother like you, a dirty and ugly women!"Malin said".</i>	Tolerance and Equality (the quote contains the value of tolerance to be able to respect parents, regardless of their circumstances, their physique, as well as the value of equality which shows that everyone must respect each other regardless of ethnicity, wealth or poverty)
Dialogue	The Battle of Surabaya	<i>Riza: When I was in junior high school, my school</i>	Tolerance and Justice (these quotes teach how

		<p><i>held a program called "Keep our city clean and green!"</i></p> <p><i>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.</i></p>	<p>to respect and appreciate the services of heroes by participating in one of the activities that contribute to keeping the earth we love clean, in this case the area around the hero monument, and there is no distinction between teachers and students; they are both expected to respect one another)</p>
Pictures	<p>Congratulating and Complimenting Others</p>	<p>The picture shows several people talking, some are old, some are young, some are healthy, and some are sick</p>	<p>Tolerance and Equality (the image depicts people who can appreciate and respect one another regardless of age, condition, or status)</p>
	<p>The Legend of Malin Kundang</p>	<p>The picture shows a mother and her child, as well as other residents who look different from the child in terms of clothing and position.</p>	<p>Tolerance and justice (From the picture, the author wants to convey that fellow human beings must respect and respect each</p>

			other, without having to look at differences in ethnicity, race, power, or position, and be fair in acting without having to differentiate according to position or position in an environment.)
Cultural Awareness	A letter from saidah	<i>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.</i>	Democracy and Equality (the quote shows freedom for anyone to be able to express something in a form of communication media; anyone can also inform or receive information from anyone).
	The Legend of Malin Kundang	<i>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</i>	Tolerance and Justice (the quote shows how a child should be able to respect his mother and behave fairly; not just because he is given power and wealth, he can forget the person who raised him,

	<p><i>sea, wrecking his huge ship. He was thrown out to small island. It was really to late for him to avoid his curse, he had turned into a stone."</i></p>	<p>just because he is victorious and powerful.)</p>
--	--	---



**TAHUN 2023**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 4638 /In.11/F.II/PP.009/ 12/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd. 196901291999031001	P I	Evi Cut Mulia 1811230161	TBI	Critical Discourse Analysis of Multicultural Education and Value Education in Senior High School English Textbooks (A Case Study of English Textbooks in SMAN 3 Kaur)
2	Pebri Prandika Putra, M.Hum. 198902032019031003	PII			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 21 Desember 2021

Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Hatten Fatah Pagar Dewan Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172  
Website: [www.uinfatbengkulu.ac.id](http://www.uinfatbengkulu.ac.id)

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa  
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Evi Cut Mulia  
NIM : 1811230161  
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **Critical Discourse Analysis of Multicultural Education and Value Education in Senior High School English Textbook (A Case Study at SMAN 3 Kaur)** Menjadi : **Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 Kaur**. Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, June 2022

Dibuat oleh,

Evi Cut Mulia  
1811230161

Disetujui oleh,

Pembimbing I

Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001

Pembimbing II

Pebri Prandika Putra, M.Hum  
NIP. 198902032019031003

Diketahui oleh,  
Ketua Jurusan Bahasa

Rijnawati, M.Pd  
NIP. 197405231999032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

#### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Evi Cut Mulia, NIM : 1811230161 yang berjudul **“CRITICAL DISCOURSE ANALYSIS OF MULTICULTURAL EDUCATION VALUES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK at SMAN 3 KAUR”**. Telah diseminarkan oleh tim penyeminar pada:

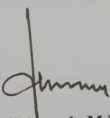
Hari/Tanggal : Kamis, 7 Juli 2022

Pukul : 08.00 s/d selesai

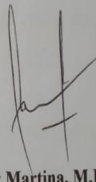
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Juli 2022

Penyeminar I

  
Dr. Edi Ahsyah, M.Pd  
NIP. 197007011999031002

Penyeminar II

  
Fenfy Martina, M.Pd  
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfatsukarno.ac.id

Nomor : 928 / Un.23/F.II/TL.00/07/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Mohon izin penelitian**

28 Juli 2022

Kepada Yth,  
Kepala SMAN 3 Kaur  
Di -  
Kabupaten Kaur

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**CRITICAL DISCOURSE ANALYSIS OF MULTICULTURAL EDUCATION VALUES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK AT SMAN 3 KAUR**".

Nama : Evi Cut Mulia  
NIM : 1811230161  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : SMAN 3 Kaur di Kabupaten Kaur  
Waktu Penelitian : 28 Juli s/d 10 September 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,





PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 3 KAUR

Alamat : Jl. Raya Tanjung Iman Kec. Kaur Tengah Kab. Kaur Prov. Bengkulu

**SURAT IZIN PENELITIAN**

Nomor : 421.3/086/SMA.03.02/2022

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 3 Kaur menerangkan bahwa yang tersebut dibawah ini :

Nama : EVI CUT MULIA  
NIM : 1811230161  
Program Studi : Tadris Bahasa Inggris  
Instansi : Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu

Dengan ini memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian di Sekolah Menengah Atas (SMA) Negeri 3 Kaur, dengan judul penelitian "*Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 KAUR*"

Demikian Surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tanjung Iman, 22 Juli 2022

Kepala Sekolah

  
  
**HARYANTO, M.Pd**  
NIP. 196802191990021002



PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 3 KAUR

Alamat : Jl. Raya Tanjung Iman Kec. Kaur Tengah Kab. Kaur Prov. Bengkulu

**SURAT KETERANGAN  
TELAH MELAKUKAN PENELITIAN/PENGUMPULAN DATA**

Nomor : 421.3/133/SMA.03.02/2022

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 3 Kaur menerangkan bahwa yang tersebut dibawah ini :

Nama : EVI CUT MULIA

NIM : 1811230161

Program Studi : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu

Nama tersebut di atas benar-benar melakukan penelitian/pengumpulan data di SMA Negeri 3 Kaur mulai Tanggal 28 juli sampan dengan tanggal 10 September 2022.

Penelitian/pengumpulan data dilakukan yang bersangkutan adalah dalam rangka memenuhi tugas Penelitian dengan judul Skripsi "*Critical Discourse Analysis of Multicultural Education Values in Senior High School English Textbook at SMAN 3 KAUR*"

Demikian Surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Tanjung Iman, 10 September 2022

Kepala Sekolah



**HARYANTO, M.Pd**

NIP 196802191990021002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor: 253 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Ernawati, M.Pd.I  
(kompetensi UIN)

2. Reko Serasi, M.A  
(kompetensi jurusan/Prodi)

3. Fatrima Santri Syafri, M.Pd.Mat  
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Renda Dwita Sari	1811230096
2	Shinta Rosmita	1811230092
3	Dwi Futika Sari	1811230078
4	Siska Prihatini	1811230158
5	Evi cut Mutia	1811230161

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022  
Dekan,



Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pegar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor : *22* /Un.23/F.II/PP.00.9/07/2022  
Lamp. : -  
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Edi Ansyah, M.Pd (Penyeminar I)
2. Feny Martina, M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 07 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Evi Cut Mulia 1811230161	08.00-09.00 WIB	Critical Discourse Analysis of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur
2.	Anesti Ayu Astuti 1516230132	09.00-10.00 WIB	The Correlation Between EFL Learning Strategies And Learning Style On English Students Achievements At The Eight Grades At SMP 19 Seluma In Academic Year 2021/2022
3.	Amalia Ulpa 1516230016	10.00-11.00 WIB	Writing difficulties in thesis writing experience by students at UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 6 Juli 2022

Dekan,

Muhammad Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211  
Telepon: (0736) 51276-51171-53879 Faksimili: (0736) 51171-51172  
website: [www.uinfashengkulu.ac.id](http://www.uinfashengkulu.ac.id)

Bengkulu, 22 Desember 2022

Nomor : 6110/Un.23/F.II/PP.00.9/12/2022  
Lampiran : -  
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.  
1. Kasmantoni, MA  
(Ketua)  
2. Heny Friantary, M.Pd  
(Sekretaris)  
3. Feny Martina, M.Pd  
(Penguji I)  
4. Anita, M.Hum  
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu  
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,  
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : 2 Januari 2022  
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Widi Astuti 1811230085	08.00- 09.00	Promoting Students Critical Thinking Skill By Using Role-Play Strategy
2.	Evi Cut Mulia 1811230161	09.00- 10.00	Critical Discourse Analysis Of Multicultural Education Values In Senior High School English Textbook At SMAN 3 Kaur
3.	Yopi Sita Sari 1811230139	10.00- 11.00	An Analysis Of Psychological Factors Affecting EFL Learning Speaking Skills (A Descriptive Qualitative Study At SMAN 09 Bengkulu)
4.	Aditya Rachman 1811230003	11.00- 12.00	Development English Learning Media Based On Character Education Using Sparkol Videoscribe (A Research & Development Study At Eight Grade Students' Of SMPN 05 Kota Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

  
Mas Mulyadi  






KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Evi Tut Mulia Pembimbing: Dr. Syamsul Rizal, M Pd  
NIM : 1811230161 Judul Skripsi : Critical Discourse Analysis  
Jurusan : Tadris Of Multicultural Education Values in  
Program Studi : Tadris Bahasa Inggris Senior High School English Textbook  
at SMAN 3 KARU

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Rabu, 6/4 2022	Bab I	Tambahkan hasil observasi awal di latar belakang	
2	Jumat, 8/4 2022	Bab I	Perbaiki rumusan masalah	
3	Rabu, 20/4 2022	Bab I	Perbaiki batasan masalah	
4	Jumat, 22/4 2022	Judul	Perbaiki judul	
5	Senin, 23/5 2022	Bab II	Perbaiki tingkat landasan teori yang dicantumkan di bab II	
6	Senin, 6/6 2022	Bab III	Perbaiki terasit teknik pengumpulan dan analisis data	
7	Jum 14, 2022	2 chapter (i-iii)	A C C	

Bengkulu, Jun 14, 2022

Mengetahui,  
Dekan



Dr. Mus Mulyadi, M.Pd  
Nip. 197505142000031004

Pembimbing

Dr. Syamsul Rizal, M.Pd.  
Nip. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Evi Cut Mulia  
NIM : 1811230161  
Jurusan : Tadris  
Program Studi : Tadris Bahasa Inggris

Pembimbing: Dr. Syamsul Rizal, M.Pd  
Judul Skripsi : Critical Discourse Analysis of  
Multicultural Education Values in  
Senior High School English Textbook  
at SMAN 3 KAUH

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Jumat, 14/10/2022	Bab 4	Perbaiki pada hasil penelitian dan pembahasan	✓
2.	Rabu, 19/10/2022	Bab 4	Tambahkan data yang valid pada hasil penelitian	✓
3.	Jumat, 21/10/2022	Daftar Pustaka	Perbaiki spasi pada daftar Pustaka	✓
4.	Senin, 24/10/2022	Bab 1	Tambahkan Schema Theory pada latar belakang	✓
5.	Selasa, 25/10/2022	Daftar Pustaka	Tambahkan Jurnal yang di kutip pada daftar Pustaka	✓
6.	Rabu, 26/10/2022	Chapter 3-V	AC	✓

Bengkulu, 01 Okt 2022

Pembimbing: Dr. Syamsul Rizal, M.Pd

Mengetahui,  
Dr. Mus Mulyadi, M.Pd  
NIP. 191005142000031404

Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telp. (0736) 51276-51171-51172-53879, Fax. (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Evi Cut Mulia Pembimbing: Peabri Prandika Putra, M.Hum  
NIM : 1811230161 Judul Skripsi : Critical Discourse Analysis Of  
Jurusan : Tadris Multicultural Education in Senior High  
Program Studi : Tadris Bahasa Inggris School English Textbook (A Case Study of  
English Textbook in SMAN 3 KARU)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Rabu, 7/2/2022	Cek turnitin & Judul	Cek plagiaris proposal serta perbaikan Judul	ep
2.	Rabu, 15/2/2022	Bab I & Bab II	Research question ditambah 1 lagi, minimal 2, tambahkan klasifikasi lebih spesifik di teori bab II	ep
3.	Rabu, 23/2/2022	Bab I dan Bab II	Pengecekan perbaikan sebelumnya, tambahkan previous study di Bab II	ep
4.	Selasa, 1/3/2022	Bab II	Perbaikan previous study, tiap analisis di setiap penelitian terdahulu	ep
5.	Selasa, 8/3/2022	Bab III	Tambahkan keabsahan data di Bab III	ep
6.	Jumat, 18/3/2022	Bab III	Tambahkan klasifikasi yang lebih spesifik dibagian Pengumpulan data	ep
7.	Selasa, 29/3/2022	Acc	Acc	ep

Bengkulu, 29 Maret 2022

Mengetahui,  
Dekan

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing

Peabri Prandika Putra, M.Hum  
NIP. 198902032019031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

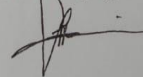
Nama Mahasiswa : Evi Cut Mulia Pembimbing(II): Pebri Prandika Putra, M.Hum  
NIM : 1811230161 Judul Skripsi : Critical Discourse Analysis of  
Jurusan : Tadris Multicultural Education Values in  
Program Studi : Tadris Bahasa Inggris Senior High School English Textbook  
at SMAN 3 KAUR

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Selasa, 13/9/2022	Bab 4	Pergelas lagi pengelasan di hasil penelitian yang sudah ada	ay
2.	Kamis, 15/9/2022	Bab 4	Tambahkan poin-poin setelah hasil penelitian	ay
3.	Selasa, 20/9/2022	Bab 4	Jelaskan poin-poin mengenai MEU pada hasil penelitian	ay
4.	Kamis, 22/9/2022	Bab 4	Tambahkan data pada setiap bagian MEU	ay
5.	Selasa, 27/9/2022	Bab 4	Jelaskan lebih terperinci pada hasil pembahasan	ay
6.	Kamis, 29/9/2022	Bab 4	Tambahkan jumlah data-cobak diluar hasil penelitian yang ada	ay
7.	Selasa, 4/10/2022	Bab 4	Buat beberapa poin setelah pengelasan agar lebih sistematis	ay
8.	Kamis, 6/10/2022	Bab 5	Buat Kesimpulan yang sesuai dengan pembahasan pada bab 4 serta pergelas lagi kesimpulan & Saran yang sudah ada di bab 5.	ay
9.	Selasa, 11/10/2022	ACC	ACC	ay

Bengkulu, 11 - 10 - 2022

  
Dekan  
Dr. Mas Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing(II)



Pebri Prandika Putra, M.Hum  
NIP. 198902032019031003

# Cek turnitin Cut\_TBI

157 2023  
12  
Hanura Febiani

## ORIGINALITY REPORT

12%

SIMILARITY INDEX

11%

INTERNET SOURCES

3%

PUBLICATIONS

3%

STUDENT PAPERS

## PRIMARY SOURCES

1	e-repository.unsyiah.ac.id Internet Source	3%
2	suaidinmath.files.wordpress.com Internet Source	2%
3	eprints.uny.ac.id Internet Source	1%
4	eprints.unram.ac.id Internet Source	1%
5	journalppw.com Internet Source	1%
6	www.researchgate.net Internet Source	1%
7	repository.iainpurwokerto.ac.id Internet Source	<1%
8	repository.uin-suska.ac.id Internet Source	<1%
9	eprints.iain-surakarta.ac.id Internet Source	<1%