SEMIOTICS STUDY OF MULTICULTURAL SIGNS EMBODIED IN INDONESIAN EFL TEXTBOOKS

SKRIPSI

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for The Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

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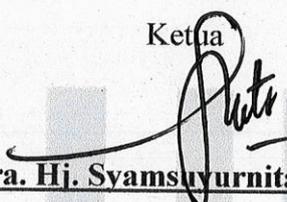
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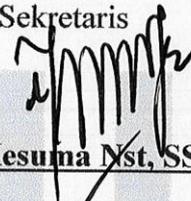Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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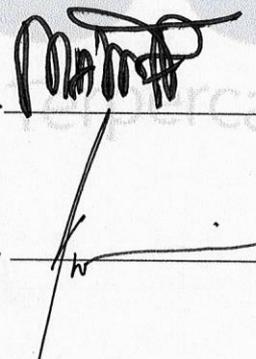
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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbooks" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 19 Oktober 2023
Hormat saya
Yang membuat pernyataan,

Muhammad Maksum Rangkuti

ABSTRACT

Muhammad Maksum Rangkuti. 1902050099 "Semiotics Study Of Multicultural Signs Embodied In Indonesian EFL Textbooks. Skripsi. English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. 2023.

This study delved into the profound influence of language textbooks on students' comprehension of foreign cultures despite their infrequent daily encounters. Within Indonesian EFL textbooks, a rich tapestry of multicultural signs, spanning images, language elements, and narratives, is skillfully crafted through various semiotic. These signs carry many cultural connotations, adapting to the nuances of diverse cultural contexts, thus shaping the landscape of English language education in Indonesia by reflecting or reinforcing cultural norms, values, and identities. Employing a qualitative research approach, as championed by Huberman, this study meticulously extracts data from two books of Junior High School Indonesian EFL, and employing a descriptive methodology to unveil the deeper meanings inherent in these cultural phenomena. Through a comprehensive qualitative analysis encompassing data reduction, display, and conclusion drawing, this research draws its material from two key sources: "The Interactive English 1 for Junior High School Year VII" (EFLB-1), and "Bright: An English Course for Junior High School Students" (EFLB-2). This Research emphasized the intricate connection between language and culture, contributing to cultural identity and inclusivity. It stressed the importance of diverse and respectful representation in language education, with practical recommendations for improvement. The research also guided educators and teacher training programs in integrating cultural diversity into teaching, promoting inclusivity. Additionally, it advanced semiotics within language education, aiding in understanding cultural symbols.

Keyword: Language textbooks, Multicultural signs, Cultural Context, Semiotics

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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TABLE OF CONTENTS

LIST OF TABBLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

A. Background of Study

Instructors recognized the significant impact of language textbooks on students' understanding of foreign cultures they rarely encountered daily (Rezeki & Sagala, 2021) Using a language textbook assisted educators in imparting knowledge. English textbooks acted as facilitators for learning, aiding in developing students' minds and thought processes (Nisak et al., 2021). The choice of words used in the language was also linked to its meaning, and speakers had to switch to a more understandable language if unable to express their point effectively in one language (Rezeki & Sagala, 2021). Historically, language had been viewed as a tool for communicating thoughts, ideas, emotions, etc. (Many experts had claimed in the past). The more attractive a book was, the easier it was for students to understand it (Naul & Liu, 2020)). However, since language is about communication, a sociolinguistic theory considers factors such as speaker, listener, subject, code, and discourse when examining language function (Rezeki & Sagala, 2021).

The EFL textbooks also helped our country from the pressure of other nations. Especially nowadays, the world's nations communicate more often against the backdrop of globalization. As its economy and society expanded, Indonesia encountered many possibilities and problems, including the need to comprehend and converse with other civilizations and share our distinctive culture (Liu, 2017) The significance of learning a global language and using reading materials in education gained widespread recognition. This became a crucial issue in applied linguistics. Including cultural elements in textbooks, learning tasks, an`d materials

helped develop intercultural competence (Wang & Hemchua, 2022). A growing interest has been in incorporating culture into second language (L2) instructional materials, particularly in English as a Foreign Language (EFL) contexts. As part of the social environment, language textbooks shaped learners' perceptions and served as a crucial medium for transmitting cultural knowledge. The artistic content in EFL textbooks was vital for students' knowledge of the target language, the development of cross-cultural communication skills, and the growth of cultural understanding and values (Wang & Hemchua, 2022).

It had become common for all educators that many students still had difficulty understanding the meaning of content or lessons presented by teachers (Koch Junior, 2021). Textbooks also played a significant role in helping learners understand the differences between their and target cultures. As stated by Tomlinson (Brian Tomlinson, 2011), they guided teachers and learners, allowing them to anticipate what would happen in a lesson and reflect on what had been done. Additionally, textbooks provided a consistent context for learners in different classes, and evaluation was often done using the same method. (Wang & Hemchua, 2022).

In language teaching research, it was widely accepted that teaching a foreign language inherently involved cultural teaching and that the two were intertwined. This created a challenge for EFL teachers, who had to balance teaching the target culture of the foreign language and preserving their students' local cultures and national identities (Fadliah Husain & Zuhri Dj, 2020). Highlights that effective second language learning did not involve fully embracing the target culture. Many EFL teachers believed that language teaching and learning could only be effective by

understanding the culture of the language's speaker community. Textbooks were crucial in connecting language and culture in English foreign language classrooms (Fadliah Husain & Zuhri Dj, 2020). They served as a reference and guide for teachers and students, helping to improve linguistic and communicative abilities. Textbooks not only focused on language in general but also covered specific elements such as syntax, morphology, lexis, phonetics, and other areas of study, aiding students in acquiring the language. Additionally, textbooks often incorporate cultural information through visual, text, and task modes, which could help transmit cultural knowledge to students, consciously or unconsciously (Fadliah Husain & Zuhri Dj, 2020).

Then based on the statements above most of the people think that Multicultural signs in EFL will develop the students' growth in learning English. Because the multicultural sign can express and support the meaning of the EFL Textbooks. By bringing the student's opinion and interaction while learning process is on-going. (Putra & Musigrungsi, 2022). According to experts, textbooks were essential teaching tools that supported intercultural education. Textbooks as a curriculum item canalized a piece of baggage of cultural and moral values that instructors and students needed to be aware of, according to Widodo (2017) (Pratama et al., 2021). Critical assessment of one approach to studying cultural and ethical norms was through textbooks, mainly ELT textbooks. The portrayal of multicultural values in English Language Teaching (ELT) textbooks has been the subject of several studies on EFL (English as a Foreign Language) textbooks (Pratama et al., 2021). Numerous studies have been conducted in Asian nations, including Indonesia, Israel, and Korea. The investigation of the multicultural values

depicted in ELT textbooks with an Indonesian setting was carried out to further the study of textbook analysis regarding multiculturalism in Asian countries. Prior research centered on how local and global cultures were portrayed in textbooks. This study aimed to explore how multicultural ideals were represented in the required English textbooks (Pratama et al., 2021).

The current research looked into visual images that gave insight into different traditions, ways of life, perspectives, cultural products, and gender roles. According to Olshansky (2008), graphical images could be the best medium or focal point in conveying the meaning of a language to a different language (Elmiana, 2019). The main focus of the research was to determine the multicultural values represented in English textbooks used in vocational high schools published by the Ministry of Education and Culture in Indonesia.

Semiotic analysis was a method that looked at how people used different things and actions to communicate and create meaning. In social semiotic ethnography, this approach combined studying how people used signs to convey meaning with ethnographic research methods. It focused on understanding how individuals viewed things significantly and how technology affected how we knew something, especially among young kids (Björkvall & Engblom, 2010).

Multimodal analysis was a method that focused on understanding and interpreting various types of information, such as text, images, and additional contextual details, to address specific challenges, such as identifying fake news within a diverse data collection. This approach combined different data forms to adapt to their unique characteristics and aimed to achieve more effective outcomes by merging multiple data sources. The concept of multimodal analysis was relevant

in contexts such as media literacy, where it helped individuals critically analyze and comprehend information from different sources and formats (Edgar Bernad-Mechó, 2018).

In summary, while semiotic analysis focused on signs, symbols, and how they contributed to meaning-making, multimodal analysis encompassed a broader range of data forms and modes of communication. Both methods contributed to understanding communication and meaning but emphasized different aspects and approaches to achieve their goals. The significance of culture in learning English was well established. (Liu, 2017) stated that language and culture were intertwined and that language was a primary means of cultural communication and transmission. As a result, those learning a foreign language had to be familiar with the target language culture to communicate effectively (Isnaini et al., 2019).

With the increasing use of English as an international language, the primary objective of English language teaching has shifted from merely being able to communicate to Intercultural Communication Competence (ICC). ICC entailed the ability to communicate effectively and appropriately in intercultural interactions. To achieve ICC, English as a foreign language (EFL) learners had to be knowledgeable about the cultures of both native and non-native English speakers because, in multilingual outer circle countries, English was often used to express and convey local customs, conventions, and cultural values (Isnaini et al., 2019). Thus, exposure to cultural knowledge and practices was crucial in English language learning to enhance learners' intercultural communication skills and develop an intercultural identity. In conclusion, culture plays a vital role in English language learning as it helps learners understand their culture and others, enabling them to

attain ICC (Isnaini et al., 2019). Based on the above problems the researcher takes the title "**A Semiotics Study Of Multicultural Signs Embodied In Indonesian EFL Textbooks**"

B. Identification of The Study

The following was the identification of problem based on this research:

1. Multicultural references: Identifying multicultural concerns in the EFL textbooks may sometimes take work. The cultural symbols, idioms, or expressions used in the textbooks may have yet to be recognizable, especially by individuals unfamiliar with the culture.

2. Language barriers: Indonesian EFL textbooks were written in English, and not all readers may have had a sufficient command of the language to understand the meaning and significance of the multicultural signs used in the text.

3. Cultural context: Cultural references used in the Indonesian EFL textbooks may only have been evident with the necessary cultural context. The interpretation of cultural symbols and references in the textbooks may have required a deep understanding of the culture and its history, which may have yet to be immediately evident to those outside the culture.

4. Bias and subjectivity: The interpretation of cultural signs and symbols was subjective and could vary depending on the reader's perspective. This subjectivity could have led to a bias in understanding the meaning of the signs and symbols used in the textbooks.

5. Outdated or inaccurate references: The EFL textbooks may have contained references that needed to be updated or more accurate, which could have

led to misunderstandings or misinterpretations of the cultural signs and symbols used in the text. This problem could have been particularly challenging in a rapidly changing cultural landscape, such as Indonesia, where cultural references and practices continually evolved.

C. Scope and Limitation

This study focused on the availability of multicultural signs, pictures, and cultural biases. The study analyzed the EFL Indonesian textbooks of the second grade of junior high school. An unfolding of multicultural signs was conducted based on the pictures. The three main scopes of the study were extended: What availability did the pictures have? How did the pictures contribute to language proficiency? And how cultural biases affect the students.

D. Problem of the Study

The problem of this research were as follows:

1. What multicultural signs exist in Indonesian EFL textbooks, such as images, words, phrases, and narratives?

2. How have the textbooks constructed and conveyed these signs, symbol, interpretation, and signifier?

3. What cultural meanings and associations have been attached to these signs, and how have they varied across different cultural contexts?

4. In what ways have these signs reflected or reinforced cultural norms, values, and identities, and how have they impacted the teaching and learning of English as a foreign language in Indonesia?

E. Objective of the Problem

1. The purpose was to identify multicultural signs embodied in Indonesian EFL textbooks, such as images, words, and phrases.

2. The goal was to analyze how these signs were constructed and conveyed.

3. The objective was to explore these signs' cultural meanings and associations and how they may have differed across different cultural contexts.

4. The aim was to examine how these signs may have reflected or reinforced cultural norms, values, and identities and how they may have impacted the teaching and learning of English as a foreign language in Indonesia.

F. Significance of the Study

The result of this research was hopefully able to give theoretical and practical benefits for the reader and others.

1. Enhanced our understanding of the interplay between language, culture, and identity: Through the analysis and interpretation of the cultural symbols, signs, and meanings embedded in EFL textbooks used in Indonesia, this study contributed to our understanding of how language and culture were intertwined and how they influenced each other.

2. Raised awareness of the importance of multiculturalism and diversity in language teaching and learning: Indonesia was a diverse country with multiple ethnic, cultural, and linguistic groups. By examining the representation of multicultural signs in EFL textbooks, this study helped raise awareness of the importance of acknowledging and respecting diversity in language education.

3. Identified areas for improvement in EFL textbooks design and implementation: By placing the strengths and weaknesses of current EFL textbooks in reflecting and respecting multiculturalism, this study informed the design and implementation of more effective and culturally sensitive EFL textbooks.

4. Provided insights for language teachers and teacher training programs: By highlighting the role of multicultural signs in language learning and teaching, this study offered valuable insights for language teachers and teacher training programs on incorporating cultural diversity and sensitivity into their teaching practices.

5. Contributed to the development of semiotics in language education: This study contributed to the ongoing development of semiotics in language education by demonstrating the value of using semiotic analysis to understand the complex relationship between language, culture, and identity in EFL textbooks.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

2.1 Semiotics

Semiotics was a field of linguistics that focused on signs and symbols. The study of sign systems and their usage was called semiotics. Semiotics comprise two components: meaning and expression or content and expression. Semiotics was divided into general and specific branches, where language study fell under the latter. Universal semiotics consisted of two aspects, meaning, and expression, unlike language semiotics, which had three strata: meaning, shape, and expression. Form and meaning were combined as an expression of meaning. Semantics, wording, and sounds were the three strata of language semiotics: meaning, shape, and expression. Semiotics was concerned with the nature of the sign, and its study varied based on this nature. The authors of this work used Peircean semiotics to comprehend the world as human existence (Rezeki & Sagala, 2021).

Semiotics consist of three main parts: signs, signifiers, and interpretation (*Peirce1991peirce*, n.d.). Semiotics was a way of understanding how social practices were created and shaped by the relationships between physical materials and their meanings. It recognized that there was no one way social structures were formed and instead explored the different ways materials and social connections came together. Material semiotics examined topics such as how these practices were achieved or failed, the materials' character, what they excluded, and the agendas and realities they represented. It also looked at how these practices interacted and how they could be influenced by and resist domination (Law, 2019).

Semiotics examine the meanings of symbols and signs, which could originate from different sources such as humans, animals, plants, and human-made creations. This field was also considered significant in anthropology, and any cultural phenomenon could be analyzed as a form of communication. There were numerous semioticians worldwide, but researchers only focused on the theories of three prominent semioticians. Semiotics had evolved into two categories: Peirce's semiotics (English Saxon semioticians) and Saussure's semiotics (continental semioticians), which had different semiotic meanings. Peirce was a philosopher and logician, while Saussure was a linguist. Semiotics was also used to analyze the semiotics study of multiculturalism embodied in Indonesian EFL textbooks. However, they approached semiotics differently by combining multiple signification systems to convey meaning (Devita Sari et al., 2023).

Based on the explanation provided, there were various types of semiotics, including Analytical Semiotics, which analyzed sign systems, and Peirce's Semiotics, which used analysis to turn an object into an idea and feeling. Faunal Semiotics (Zoosemiotics) only explained signs produced by animals, while Cultural Semiotics described the system of signs in a specific cultural society. As social beings, humans have a cultural system demonstrated and respected for generations (Devita Sari et al., 2023).

Figure 2 1 A Panel From Page 119 EFLB-1

2.2 Picture

Picture symbols were a way of using photographs or illustrations obtained during field research to depict the findings (Hu et al., 2021) For example, in the field of research on semiotics study of multicultural signs embodied in Indonesian EFL textbooks, The Researcher could directly use the picture of the study to analyze the multicultural essentials from the content and how the picture helped the students to unpack the materials.

Figure 2 2 A Panel From Page 10 EFLB-1

2.3 Signs

Signs were intentional markers that people used during social interactions to create a clear understanding of their objectives, make their intentions known, and successfully carry out their desired actions. These signs were critical for achieving stability and purpose in their activities (Radford, 2003). On the other hand, signs were the things that could distinguish one object from others. In concreting the ideas above, let's take the example of picking a book in the library. For example, when selecting or choosing a book in the library, some signs of the book served as markers. It was easier to look for the book with the signs by following the signs to ensure it was the right book..
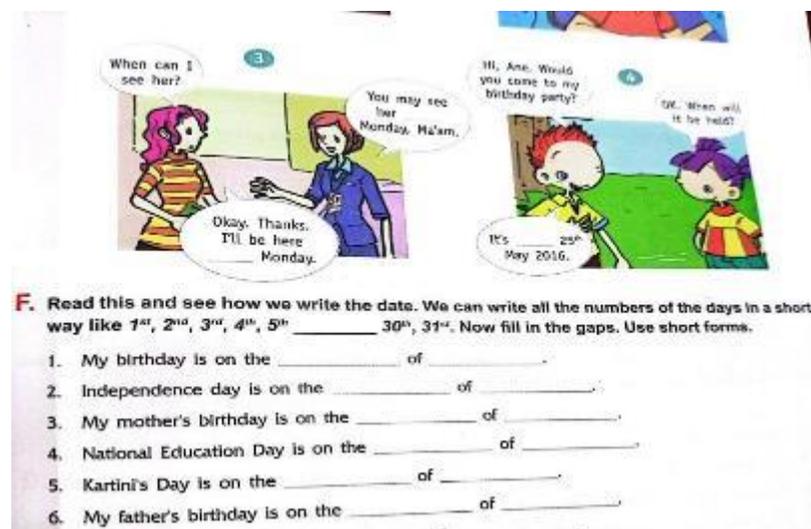
Figure 2 3 A Panel From Page 51 EFLB-1

2.4 Color

Color was a visual tool often utilized in books, serving not only to enhance aesthetics but also to convey meaning and develop characters. Colors carry symbolic significance and can be interpreted in various ways Chandler (2002) defined signs as meaningful units that represented something beyond their literal representation. The study employed a semiotic approach to analyze the color red in

the book "The Giver." The study followed a qualitative descriptive methodology and used document or content analysis to examine passages in the book that featured the color red. The findings revealed that the color red held multiple meanings. It was reflected in various elements, such as the protagonist's encounters with red objects or red descriptions. These instances had a distinct symbolic meaning, contributing to the overall narrative. Furthermore, the symbolism of the color red was closely intertwined with the main character's development and characteristics in the book (Sudarwati & Zatalini, 2019).
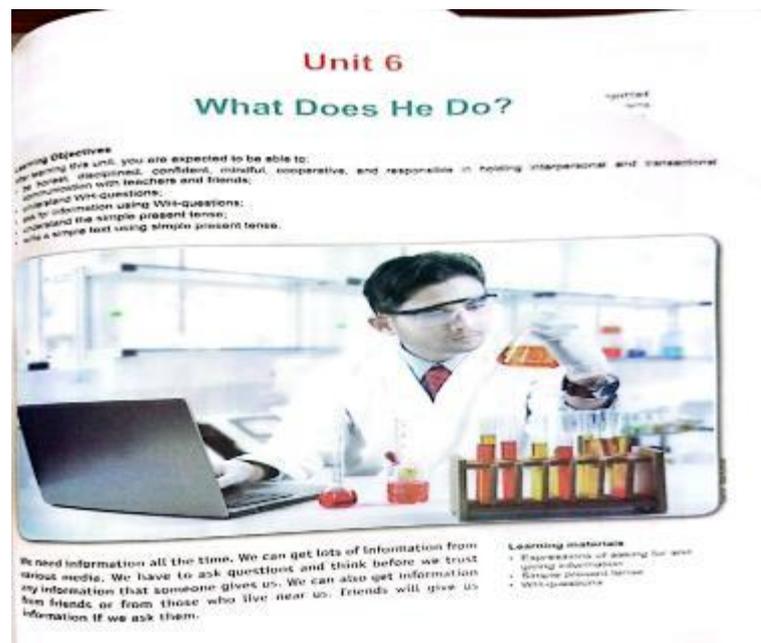
Figure 2 4 A Panel From Page 103 EFLB-1

2.5 Design

Design was an important aspect of engineering theory, education, and practice. However, conceptualizations of design, especially within engineering, varied widely based on individuals' philosophical orientations and areas of disciplinary specialization. Such variation could be problematic when differences are not recognized, acknowledged, and explained to students. Overcoming

differences between individual faculty members' understandings and definitions of design might become even more difficult within traditional higher educational institutions, particularly large public research-intensive universities, where cultural and institutional barriers result in disciplinary silos. Those barriers had historically limited opportunities to draw together faculty from diverse disciplinary backgrounds in ways that were egalitarian and discipline-agnostic. Such multiple disciplinary perspectives were critical in aiding the development of students' design identities and were crucial for addressing the complex challenges envisioned for the future of technology and design. Therefore, understanding the complementary views of design that faculty shared was critical in scaffolding the development of student design ability (Exter et al., 2020)
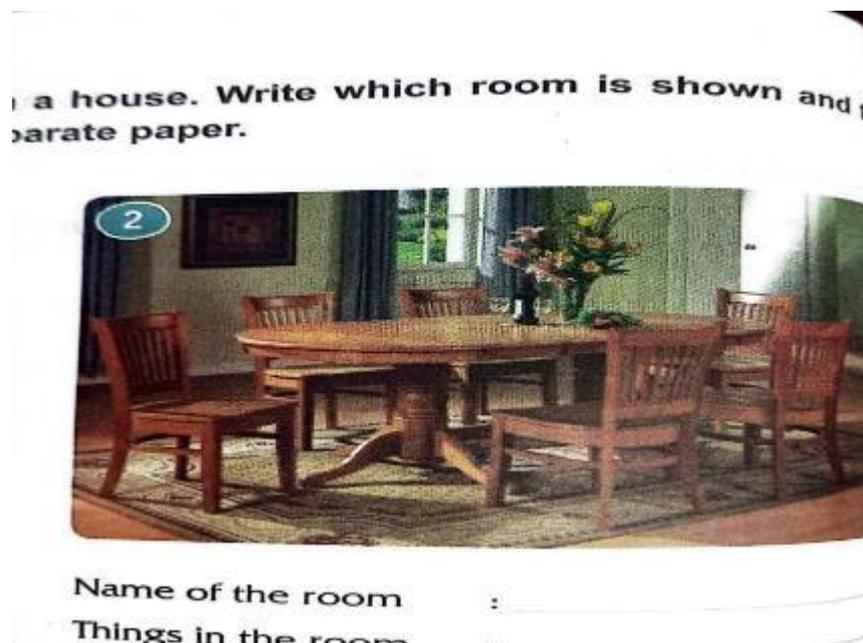
Figure 2 5 A Panel From Page 68 EFLB-1

2.6 Lay-out

According to the Oxford Dictionary (*Stevenson2010oxford*, n.d.), Layout is the way in which the parts of something, such as the page of a book, a website, a garden, or a

building,   are   arranged.

Figure 2 6 A Panel From Page 68 EFLB-1

2.7 Image

According to the Oxford Dictionary (*Stevenson2010oxford*, n.d.), an image is a photograph or statue that represents somebody/something.

Figure 2 7 A Panel From Page 82 EFLB-1

2.8 Culture

Culture was a shared set of ideas, beliefs, values, and knowledge that shaped social action within a society or group. It included aspects such as religion and gender identities, significantly shaping daily life within families and communities.

The passage also highlighted the fact that gender relations differed among societies (Msuya, 2019). Theoretical perspectives on culture could be drawn from various fields, such as anthropology, sociology, and psychology. In the context of a study of multicultural signs embodied in Indonesian EFL textbooks, the theoretical framework of culture could be helpful in understanding how culture shaped language and communication and how cultural values and norms were reflected in the signs and symbols used in the textbooks. The following were some key concepts and principles of the theoretical framework of culture:

Cultural Relativism encompassed the conduct, customary traditions, and obligations fundamental to Pacific culture. This assessed how cultural relativists viewed human rights as established by the United Nations General Assembly. Cultural Relativism referred to the concept of self-rule and group independence, not subject to outside criticism. The beliefs held by cultural relativists involved determining rights based on cultural and societal customs, ethical principles, and values. The convictions of individuals within a society or community were heavily influenced by their deep-seated reverence for the culture and traditions passed down through generations (Chand Kavitesh, 2019).

Cultural Norms were believed to have significantly impacted behavior more when social assessments were prominent and the appropriate behavior was unclear. Social evaluation influences were more pronounced when there were more substantial societal pressures, referred to as "tight" situations (Fischer et al., 2019).

Ethnocentrism was a mentality that included a powerful feeling of ethnic group-centeredness and self-significance. It was a widespread occurrence observed in different cultures and historical periods. Although ethnocentrism could manifest

in various areas, its expression was particularly significant in the political realm. This section thoroughly examined ethnocentrism (Fischer et al., 2019).

Intercultural communication was the communication between individuals from diverse cultural backgrounds, which could be from different nations or subcultures within the same country. Having intercultural communication skills within an organization could offer a unique edge that differentiated it from its competitors due to its ability to operate efficiently, thus building a strong rapport in the market. Hence, an organization needed to embrace a culturally diverse way of communication to comprehend, motivate, navigate, resolve, and manage its workforce. Intercultural communication had become essential to the growing competition and communication channels between individuals. With the ease of movement from one place to another, it had become necessary to comprehend and acknowledge different cultures when communicating with a group of people within an organization or society (Shahid, 2022).

The cultural dimensions analysis included individualism versus collectivism, power distance, uncertainty avoidance, masculinity and femininity, and future orientation. These deductions were typically based on academic research, published data, and observable social behavior. In order to address crises, it was important to be aware of cultural differences and adapt policies accordingly. Therefore, cultural awareness was crucial in policy-making when dealing with crises (Connell et al., 2022).

Figure 2 8 A Panel From Page 32 EFLB-1

2.9 Norm

Norms were widely recognized in environmental psychology as drivers of conservation behavior. Qualitative studies had found that norms could spread through institutions and social networks, influencing and motivating conservation behaviors such as managing invasive species and practicing sustainable harvesting. Quantitative research had shown that norms were associated with various behaviors, including recycling and private land conservation. Moreover, experimental studies had demonstrated that sharing normative information could effectively increase engagement in pro-environmental behaviors (Niemiec et al., 2020).

Figure 2 9 A Panel From Page 32 EFLB-1

2.10 Values

Most research in sociology and management literature converged on the definition of values. Firstly, values were considered ideals and personal preferences of what was desirable. They indicated what was considered "worth being, doing, and having" and represented a desired end-state seen as better than other alternatives from an individual's perspective. Secondly, values were abstract and enduring goals that served as guiding principles in an individual's life or the context of social entities. In a business setting, a value was something that was considered an end in itself within a particular organization. Thirdly, values encompassed a moral dimension and were experienced by individuals as obligations and specifications of what was right or wrong. Fourthly, values were relatively persistent over time, although not completely fixed, and tended to endure across different situations and contexts. Finally, values evoked emotions in individuals, as they could experience positive or negative feelings when they achieved or failed to meet their ideals (Adla et al., 2020).

Figure 2 10 A Panel From Page 20 EFLB-1

2.11 Identity

Identity referred to the core essence of who or what a person, thing, or group was. It encompassed the distinctive characteristics and qualities that set them apart and made them unique. In sustainability and cultural preservation, identity was crucial in safeguarding tangible and intangible cultural resources. Vernacular architecture, which incorporated sustainable design principles, had evolved, utilizing local materials and technology in harmony with the natural and cultural surroundings. This chapter aimed to redefine identity and explore its connection to globalization's impact on contemporary architecture, focusing specifically on regions like the Arab World with rich heritage and distinct cultures. It delved into the emergence of "local identity" as a response to the widespread dissemination of cultural values and standardized architectural styles, highlighting the pivotal role of sustainability in shaping cultural and architectural identity. The research methodology involved qualitatively analyzing relevant literature on identity, culture, vernacular architecture, and sustainability to investigate this further. Through comparative analysis, the chapter examined the potential of vernacular architecture in the Arab World to promote sustainability and extracted fundamental principles that could guide the reproduction of societal traits and reveal the essence of contemporary architecture in the region (Salman, 2019)
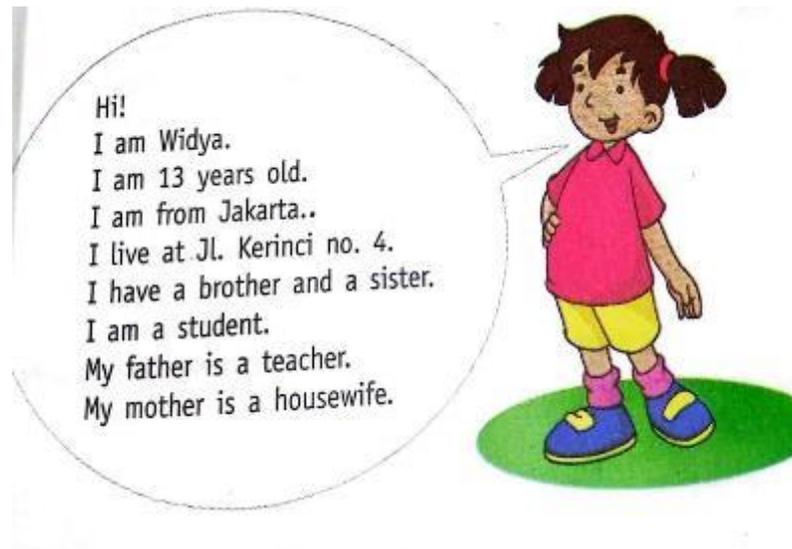
Figure 2 11 A Panel From Page 23 EFLB-1

2.12 Multiculture

The increasing number of immigrants contributed to multiculturalism, recognizing the uniqueness of various cultures. However, discrimination and conflicts towards certain ethnic groups remained prevalent in these societies. The concept of multiculturalism could be used to solve these problems experienced by minorities, and education was necessary to promote understanding and overcome discrimination. Multiculturalism was better associated with heterogeneity, which recognized diversity in various aspects. Entertainment media, such as films, provided experiences related to multicultural values and played an essential role in shaping a person's mindset towards diversity. Rapid technological development has made films more accessible and essential, making them a valuable tool in promoting multicultural values (Immanuel Simanjuntak & Panigoro Simanjuntak, 2022).

Figure 2 12 A Panel From Page 10 EFLB-1

2.13 Types of Multiculturalism

Multicultural education was defined by five fundamental dimensions that encapsulated its essence: (1) content, (2) knowledge construction, (3) prejudice reduction, (4) equity pedagogy, and (5) empowering school culture. These dimensions collectively contributed to the comprehensive framework of multicultural education. The content dimension emphasized the inclusion of diverse perspectives, histories, and experiences in educational materials and curriculum. Knowledge construction promotes critical thinking, encourages multiple viewpoints, and challenges dominant narratives. Prejudice reduction aimed to foster understanding, empathy, and respect among students from different cultural backgrounds. Equity pedagogy ensures fair and inclusive instructional practices that accommodate diverse learning styles and needs. Lastly, empowering school culture involved creating an environment that valued and celebrated cultural diversity, promoted inclusivity, and empowered students to express their identities and voices. These dimensions formed the foundation of effective multicultural education (Nugroho, 2019).

2.14 Cross Cultural Understanding

The Cross-Cultural Understanding (CCU) course was obligatory in specific study programs. While CCU's theory seemed straightforward, its practicality demanded tailored approaches to deeply grasp the unfolding cross-cultural processes' impact on individuals' perceptions in diverse settings (Eliawati, n.d.-a). A recent instructor-conducted survey highlighted student challenges in engaging with CCU content. The main issue was imagining conflicts in unfamiliar cultures, compounded by limited exposure beyond Indonesia. Thus, understanding behavioral differences, facial cues, and diverse viewpoints became demanding due to a lack of direct experience (Eliawati, 2018). Enhancing pedagogical methods in CCU instruction was vital, bridging the gap between theory and practice to grasp intricate cross-cultural dynamics better. A deep understanding of cross-cultural dynamics was vital for accurately conveying Indonesian EFL textbooks' cultural symbols and norms, as examined through semiotics. This investigation gained significance as globalization brought Western and European societies closer to Indonesia (Zubcevic & Luxton, 2011). By applying semiotics to multicultural signs found in these textbooks, educators and learners could enhance their ability to comprehend and interpret the nuanced interplay of cultural elements, fostering effective communication across diverse cultural boundaries (Eliawati, 2018). Cross-cultural communication refers to understanding and effectively navigating the disparities between cultures, particularly when conveying meaning and perception in various settings. This involved tailored approaches to grasp the impact of cross-cultural processes on individuals' perceptions. The focus was on

managing communication when different cultural backgrounds converged (Song, 2014).

2.15 Intercultural Communication

Intercultural communication was fundamentally linked to understanding how spoken and written language could be interpreted differently based on the context. While intercultural communicators often used a single language, they brought their sociocultural language norms to the conversation, influencing meaning interpretation in diverse manners. Effective intercultural interaction necessitated awareness of speech norms, the situational factors affecting norm variations, and the differing language usage and behavioral expectations of speakers from various linguistic backgrounds (Durant & Shepherd, 2009).

Recognizing the paramount role of intercultural communication in English instruction within the EFL context, it became intriguing to consider how the semiotics study of multicultural signs within Indonesian EFL textbooks aligned with this notion. Notably, establishing effective intercultural communication hinged on the respectful interaction of students from diverse cultural backgrounds (Weda et al., 2021). By delving into the semiotics study of multicultural signs in these textbooks, educators and learners could deepen their understanding of the intricate cultural nuances present in the language. This enhanced awareness fostered respectful interactions and enabled a more profound appreciation of the diverse perspectives encapsulated within the texts.

Consequently, in classroom discussions, participants could engage without the constraints of fixating on each other's cultural origins, facilitating a richer exchange of ideas that transcended mere cultural categorizations (Weda et al.,

2021). Intercultural communication, as described in the second passage, revolved around interpreting language differently based on context and sociocultural norms. It emphasized understanding the influence of individual language norms on the interpretation of meaning in conversations. The core of intercultural communication was being aware of how language usage and behavioral expectations differed among speakers from diverse linguistic backgrounds (Kim, 2008).

2.15 Language Teaching

Language teaching and learning were centered on interaction and communication, with the goal of preparing individuals for real-life communication situations. This fostered mutual understanding, tolerance, and respect for cultural diversity and values. Additionally, in the globalized world of the past, foreign language learning, especially English, was crucial for success in international business and trade (Benzerroug, 2021). Language education was crucial for the overall development of individuals. It provided a natural context for learners to acquire knowledge, skills, and practical communication abilities. This medium also played a critical role in developing learners' cognitive, social, and psychological aspects. Cognitively, learners could express their ideas and enhance their critical thinking abilities, such as observation, organization, analysis, and creativity. Psychologically, learners could express their emotions and feelings. Socially, language helped individuals feel a sense of belonging to a community and interact positively with its members (Benzerroug, 2021).

Figure 2 13 A Panel From Page 63 EFLB-1

2.16 Words

According to the Oxford Dictionary (*Stevenson2010oxford*, n.d.), Words were single units of language that meant something and could be spoken or written.

Figure 2 14 A Panel From Page 72 EFLB-1

2.17 Phrase

According to the Oxford Dictionary (*Stevenson2010oxford*, n.d.), a Phrase was a group of words that had a particular meaning when used together.

lect five words from each text which are
e words with your friends and let you

My Mother

a beautiful person. She is not
curly brown hair. The color
her skin is soft. She has a

Figure 2 15 A Panel From Page 87 EFLB-1

2.18 Narrative

A narrative structure effectively arranged meaningful information into logical sequences by associating images with categorical roles, then integrated into a hierarchical constituent framework. Narrative constructional schemas enabled precise predictions of structural sequencing, irrespective of the specific semantics. These interconnected levels of representation worked in tandem through an iterative process involving retrieving semantic and narrative data, forecasting forthcoming information based on these evaluations, and subsequently adapting to any changes or disruptions (Cohn, 2020).

Figure 2 16 A Panel From Page 88 EFLB-1

2.19 Indonesian EFL Textbooks

EFL Textbooks were a crucial resource for language teaching (Rinekso, 2021). Textbooks were a significant aspect of English as a Foreign Language (EFL) classroom instruction, providing students and teachers with complete program materials. They were essential for saving teachers' time and energy in preparing for their teaching themselves, and they provided students and teachers with confidence and security. Additionally, textbooks represented the curriculum at the classroom level, serving as the taught curriculum for teachers' learning and teaching activities in facilitating students' achievement of learning outcomes. Textbooks also acted as the "agent of change" for new curricula, providing models of how the new curriculum should be translated into classroom instructions for desired changes to occur. Overall, textbooks significantly influenced students' learning experience as their content likely affected what teachers taught and what students learned (Sulastini, 2023). EFL textbooks were designed to teach learners the necessary knowledge, language skills, and information about English-speaking countries and

prepare them for interaction with people from foreign countries and different cultural backgrounds. They combined contemporary and traditional approaches to language teaching, incorporating concepts such as learner development, task-based methodology, and cross-curricular themes while providing a grammar framework and practice of vocabulary, grammatical structures, and functions. Textbooks have been most students' primary teaching instruments since the 19th century.

According to Sheldon (1988), textbooks were the visible heart of any ELT program and offered significant advantages for students and teachers. Students trusted published materials more than home-produced photocopied resources since experts in the field of language teaching wrote them. The impact of particular textbooks, therefore, depended not only on their approaches, methods, and content but also on the expectations of learners and the general view of textbooks in their culture (Radić-Bojanić & Topalov, 2016). Using EFL textbooks in the classroom could provoke varying reactions, with arguments for and against their usage. Some linguists and authors, including Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), and Cortazzi and Jin (1999), viewed textbooks as essential tools for language teaching and learning. They believed that textbooks could improve students' language skills, provide knowledge about subject content, and familiarize them with foreign cultures and ways of life. Textbooks could also benefit teachers, serving as a teaching program and supporting less experienced teachers to gain confidence, test new methodologies, and become aware of pedagogical issues. Conversely, other researchers, such as Allwright (1981), Porreca (1984), Cathcart (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997), held a different view, arguing that textbooks lacked

authenticity since they reflected the preferences and biases of their authors. They might generate misjudgment, misconceptions, prejudices, and stereotypical representations of people from other countries, making them unsuitable and inconvenient for classroom usage (Radić-Bojanić & Topalov, 2016).
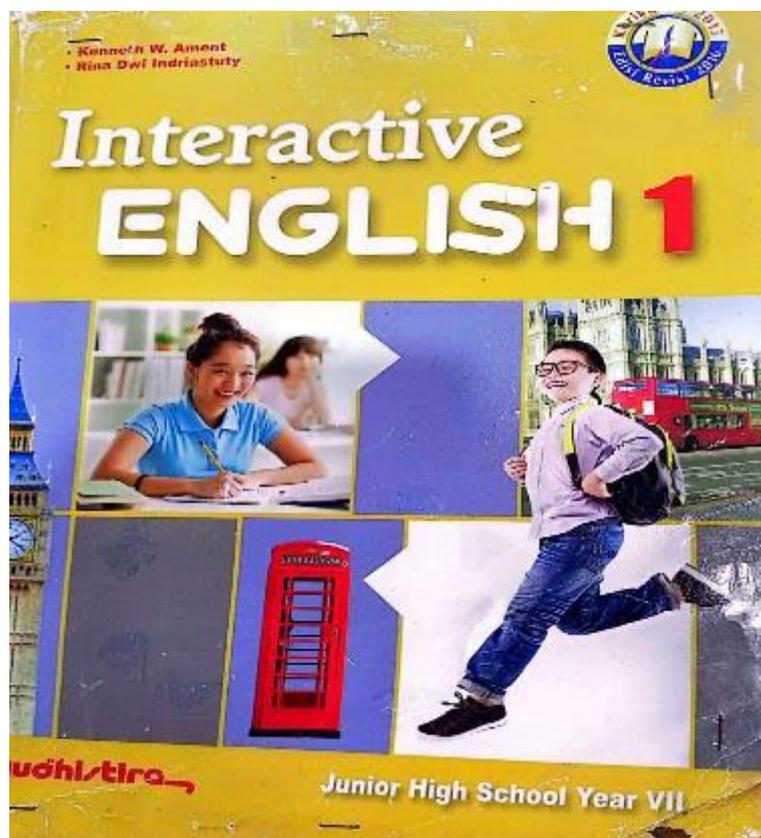
Figure 2 17 A Panel From Cover EFLB-1

B. Previous Related Study

There were previous researchers who conducted research on a semiotics study of multicultural signs in EFL Indonesian textbooks. The first was Rakhmat Wahyudin Sagala and Tri Indah Rezeki with the journal "Semiotics Analysis on Students' English Textbooks in Elementary School." In this research, they explored how semiotics could be used to analyze the visual and textual elements of English textbooks for elementary school students in Indonesia. The study aimed to identify

the representations of cultural and linguistic diversity in these textbooks and to examine the potential implications of these representations on students' language learning and intercultural competence.

The study analyzed two English textbooks for elementary school students, focusing on the visual and textual elements that represented cultural and linguistic diversity. The authors used a combination of qualitative and quantitative analysis to interpret the data and identify patterns in the representations of diversity.

The findings of the study suggested that the English textbooks for elementary school students represented cultural and linguistic diversity in various ways, including images, texts, and cultural notes. However, the representations of diversity were often superficial and stereotypical, which could potentially lead to cultural biases and misunderstandings among students. The study also highlighted the need for teachers to be aware of these representations and to foster a more inclusive and diverse learning environment for their students.

Overall, the journal emphasized the importance of semiotic analysis in examining the representations of cultural and linguistic diversity in English textbooks for elementary school students. The study provided insights into how teachers could approach diversity in their classrooms and promote intercultural competence among their students (Rezeki & Sagala, 2021).

The second was Zulia, et al. Zulia's research study, "The Representation of Pedagogical Values Provided by The Teachers in English Textbooks for Junior High School: A Visual Semiotic Analysis," by Rezi Zulia, Paul Dwi Ghalib Hisyam, Muhamad Rizki Mubarok, and Hanna Sundari, investigated how

pedagogical values were represented through visual artifacts in English textbooks for junior high school students in Indonesia.

The study adopted a visual semiotic analysis approach to analyze the images and symbols used in the textbooks, focusing on how they represented pedagogical values such as student-centered learning, critical thinking, and problem-solving skills. The study also examined how these values were taught by the teachers through the visual artifacts presented in the textbooks.

The results of the study showed that the visual artifacts in the textbooks represented pedagogical values that promoted student-centered learning and critical thinking, which aligned with the current educational policy in Indonesia. However, the study also found that some of the visual artifacts lacked diversity and representation of different cultural backgrounds, which could have affected the students' understanding of cultural differences (Zulia et al., 2022).

The third was Nuriah Fadillah Husein, et al. In their research with the title "Semiotic Analysis of the Cultural Content in EFL Textbooks," they wrote about how cultural content was represented in English as a Foreign Language (EFL) textbooks using a semiotic analysis approach. The study analyzed two commonly used EFL textbooks in Indonesia, focusing on the visual and textual elements that represented cultural content. The authors used a combination of qualitative and quantitative analysis to interpret the data and identify patterns in the representations of cultural content.

The findings of the study showed that cultural content was represented in EFL textbooks through a variety of images, texts, and cultural notes. However, the study also found that the representations of cultural content were often superficial

and stereotypical, potentially perpetuating cultural biases and misunderstandings among students. The study emphasized the importance of EFL teachers being aware of these representations and engaging students in critical discussions about cultural diversity and differences (Fadliah Husain & Zuhri Dj, 2020).

The fourth is Joke Dewilde, et al. Joko had written the study of Multicultural school festivals as a creative space for identity construction – the perspective of minority parents. In this research of study. they The focused on the perspectives of minority parents, who often played a key role in shaping their children's identities.

The study analyzed the experiences and perspectives of minority parents from various ethnic and cultural backgrounds in Germany. The authors used qualitative methods such as interviews and focus group discussions to collect data on the parents' experiences with multicultural school festivals and their perceptions of the festivals' impact on their children's identities.

The findings of the study suggested that multicultural school festivals could provide a creative and inclusive space for minority students to express their cultural identities and learn about other cultures. The festivals could also promote intercultural understanding and respect among students and their families. However, the study also highlighted some challenges and limitations of multicultural school festivals, including the potential for cultural appropriation and the need for more meaningful and sustained engagement with diverse cultures.

Overall, the article highlighted the importance of multicultural school festivals as a creative space for identity construction and intercultural learning. The study provided insights into how minority parents perceived the impact of these festivals on their children's identities and offered recommendations for promoting

more inclusive and respectful multicultural education in schools (Dewilde et al., 2021).

C. Conceptual Framework

The conceptual framework of a semiotics study of multicultural signs embodied in Indonesian EFL textbooks was based on the theoretical framework of semiotics, which was the study of signs and symbols and how they were used in communication. The study examined the signs and symbols used in Indonesian EFL textbooks to represent multicultural concepts and values. The study focused on three main components of semiotics: the sign (the object or concept being represented), the signifier (the symbol or representation of the object or concept), and the interpretation (the meaning that was attributed to the signifier). The study examined the ways in which the signifiers used in the Indonesian EFL textbooks represented and conveyed multicultural concepts and values.

The study also drew on the concept of cultural models, which were shared mental representations of cultural knowledge and values that shaped the way people interpreted and interacted with the world around them. The study examined the cultural models embedded in the signs and symbols used in the Indonesian EFL textbooks to identify the cultural assumptions and values that underlay the representations of multicultural concepts.

Overall, the conceptual framework of the semiotics study of multicultural signs embodied in Indonesian EFL textbooks provided a systematic approach to analyzing the ways in which signs and symbols were used to represent multicultural concepts and values, and the cultural models that underlay these representations.

SEMIOTICS
STUDY OF MULTICULTURAL SIGNS
EMBODIED IN INDONESIAN EFL
TEXTBOOK

Semiotics (Pierce's 1991)

Signs

Signifier

Interpretation

Qualitative (Miles & Huberman)

Research Problem

1. What are the types of multicultural signs present in Indonesian EFL textbooks, such as images, words, phrases, and narratives?

2. How are these signs constructed and conveyed in the textbooks, including the use of color, design, layout, and other semiotic features?

3. What cultural meanings and associations are attached to these signs, and how do they vary across different cultural contexts?

4. In what ways do these signs reflect or reinforce cultural norms, values, and identities, and how do they impact the teaching and learning of English as a foreign language in Indonesia?

Result
?
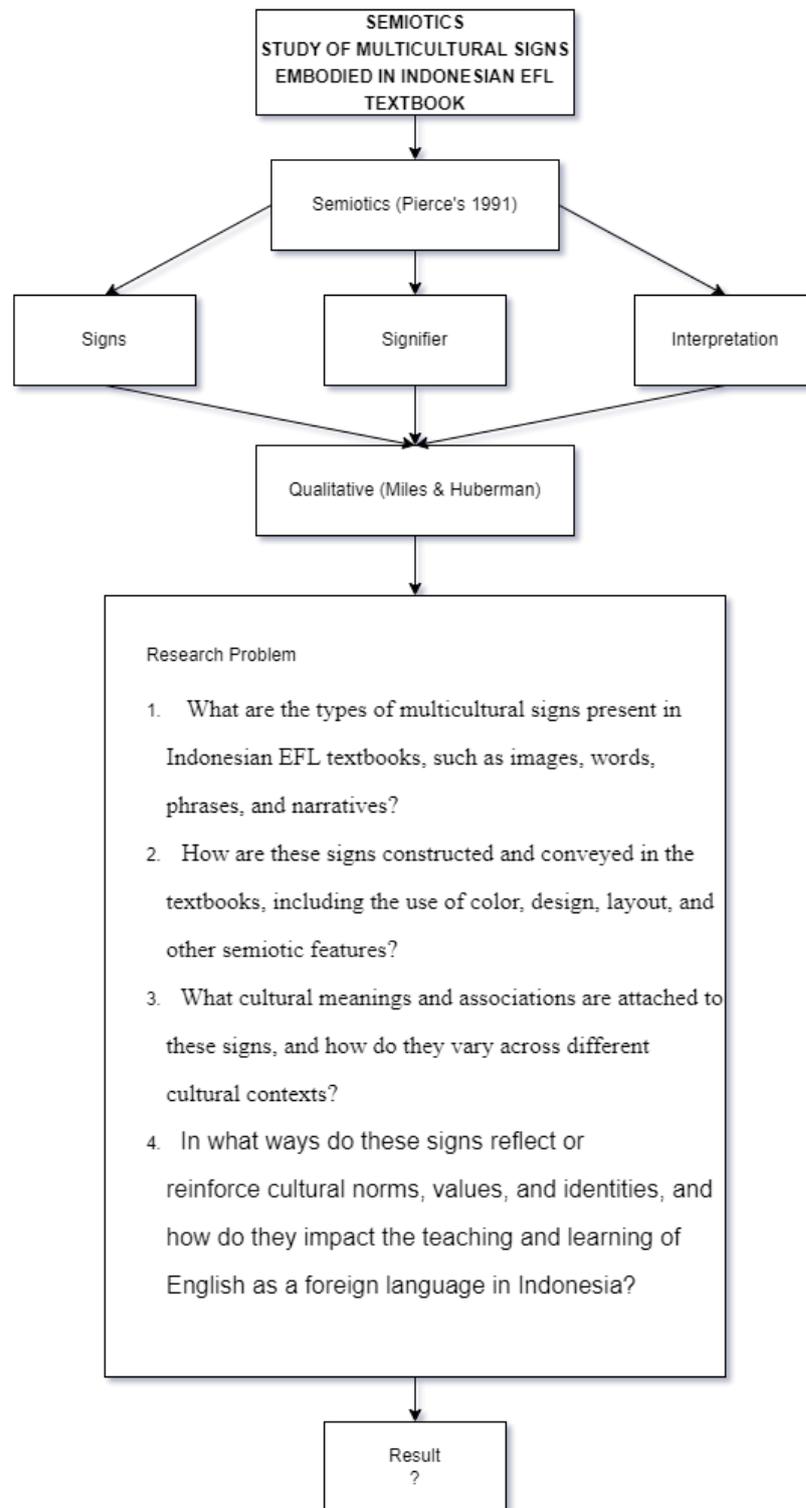
Figure 2 18 Diagram of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted with qualitative research. According to Huberman, qualitative research has many benefits. The researchers provided detailed and comprehensive descriptions and explanations of processes that occurred in specific contexts. Qualitative data allowed researchers to maintain the chronological order of events, identify local causality, and generate insightful answers. Moreover, qualitative data could help researchers move beyond their preconceptions and frameworks. Ultimately, findings from qualitative research were deemed "undeniable" due to their rigorous and thorough analysis (Miles, 2023). Qualitative methods were best suited for answering "why" questions, allowing researchers to explore new phenomena and capture individuals' thoughts, feelings, and interpretations. Qualitative research was widely used in various disciplines such as education, nursing, sociology, anthropology, and information studies and involved a wide range of methods and theoretical frameworks. However, individuals new to qualitative research may have needed guidance in selecting appropriate methods, understanding the data suitable for qualitative studies, and identifying theoretical frameworks. This encyclopedia aimed to provide definitions, explanations of core concepts, and overviews of qualitative research approaches to benefit novice and established researchers and practitioners in various fields (Lisa M, 2008). It was based on the consideration that this study mainly aimed at a semiotics study of multicultural signs embodied in Indonesian EFL textbooks. The researcher used the study's descriptive qualitative method to achieve the best

possible results. The researcher opted for a qualitative research approach in writing the thesis because it emphasized the exploration and comprehension of social phenomena from the point of view of human participants in real-life settings.

The data in this study, which focused on language phenomena, were examined through pictures and words. This descriptive qualitative research aimed to present a comprehensive and detailed account of the findings accurately and objectively while offering a range of ideas and concepts. The illustrative method was a technique that involved explaining, analyzing, and categorizing something through various means such as surveys, interviews, questionnaires, and tests. In this study, the data were in the form of utterances rather than numerical scores. Additionally, this research was considered qualitative descriptive because it thoroughly described the selected pictures. Therefore, the most appropriate approach for this study was a qualitative one.

B. Source of Data

In this research, the data were taken from the Junior High School Indonesian EFL textbooks. The source of data was the pictures with multicultural meanings that had been included in the Indonesian EFL textbooks. The pictures contained multiculturalism in Indonesian EFL textbooks of Junior High School, with the title: "Interactive English 1 for VII grade of junior high school," published by Yudhistira, and "Bright: An English Course for Junior High School Students," posted by Erlangga. The qualitative data sources were collected using Huberman's methods by marking and collecting the data from the book and interpreting the data (Steven J. Taylor, 2016).

C. Technique for Data Collection

The data were collected using the Descriptive methodology. This was a way of observing and recording cultural phenomena in great detail and depth, in order to uncover the meanings behind them. This method involved not only describing what was happening but also interpreting the cultural meanings that informed human behavior and social organization. The goal was to provide a rich and nuanced understanding of a cultural context, which could inform broader theories and analyses in different fields of study (Timothy S. Oakes Patricia L. Price, 2008). The following ways were used:

1. Read the Indonesian EFL textbooks and found the multicultural signs through text and pictures.

2. Noted the multiculturalism that was found in the junior high school's Indonesian EFL textbooks.

3. Identified the types and calculated the multiculturalism that was found in the junior high school's Indonesian EFL textbooks.

D. Technique for Data Analysis

The data were analyzed through qualitative analysis. The activities of qualitative analysis consisted of data reduction, data display, and conclusion drawing (Steven J. Taylor, 2016). The stages were as follows:

1. Data reduction in semiotics involved organizing and analyzing signs and symbols in a text to identify patterns and themes. In studying multicultural signs in Indonesian EFL textbooks, data reduction helped to understand how cultural perspectives and values were represented and may have impacted student perceptions.

2. Data display in semiotics involved visually presenting and interpreting data and findings from a study. In a semiotics study of multicultural signs in Indonesian EFL textbooks, data display could have included graphs, charts, tables, and images to show the frequency and distribution of symbols and cultural references or to illustrate the relationships between different signs and their meanings.

3. The conclusion of a semiotics study of multicultural signs in Indonesian EFL textbooks summarized the main findings regarding cultural values and perspectives conveyed through signs and symbols and provided recommendations for future research or practical applications.

CHAPTER IV

DATA & DATA ANALYSIS

4.1 Data

Data in this study were taken from "The Interactive English 1 for Junior High School year VII" were coded as EFLB-1. The first book written by Rina Dwi Indriastuty, S.S., M. Hum. and published by Yudhistira. The second book is titled "Bright: An English Course for Junior High School Students," were coded as EFLB-2. The book written by Nur Zaida and published by Erlangga. The total number of multicultural sign embodied in English textbook present in table 4.

Table 4 1 The multicultural sign embodie

Data source	Sign		Interpretation			
	Icon	Symbols	Immediate interpretation	Dynamic interpretation	Signifier	Multicultural
EFLB-1	2	2	2	2	2	2
EFLB-2	2	2	2	2	2	2
Total	4	4	4	4	4	4

In this completed study, the author examined two junior high school textbooks that were published in 2016 but were from different publishers and authors. The first book, Both of these books contained English material for grade VII junior high school. The Interactive English 1 book was analyzed for its eight chapters and 171 pages. Similarly, the "Bright: An English Course" book was also analyzed for its 12 chapters and 171 pages. These two books had very distinct

covers and presented different concepts. Yudhistira's book was designed with a colorful concept, while Erlangga's book adopted a blue, black, and white concept.

Regarding the material discussed in the two books, the books shared similarities and focused on the same learning objectives. Throughout the study, the authors discussed the incorporation of multiculturalism in children's learning processes. They analyzed numerous pictures, writings, and symbols found within each chapter of these two books. As part of the analysis process, the author described the coloring, expressions, and every aspect presented within the books to formulate an understanding of Rina's and Nur Zaida's intentions and goals in integrating these visuals into their learning materials, as well as identifying the multicultural values being portrayed therein.

In this chapter, the author analyzed the research using semiotic theory by Pierce. Employing Pierce's theory, the author examined signs, signifiers, and interpretations using qualitative methodology inspired by Miles and Huberman. The initial step involved data collection, wherein the author gathered information from the Indonesian EFL Textbook titled "Interactive English 1" and "Bright: An English Course for Junior High School Students." Following data collection, data reduction was undertaken. From the results obtained, the author identified the data with the most significant impact on the research.

Upon data reduction, the author proceeded with data display, highlighting the data and its multicultural elements. Subsequently, data verification was conducted to ensure the data's authenticity and accuracy compared to the original source. The next step involved drawing conclusions by identifying specific patterns within the textbook. Conclusion verification entailed validating findings through

comparison with existing literature or through interviews and discussions with relevant stakeholders, such as teachers or students. Lastly, the results were presented in a clear and systematic manner, possibly as a research report, article, or presentation.

Analysis Data EFLB-1
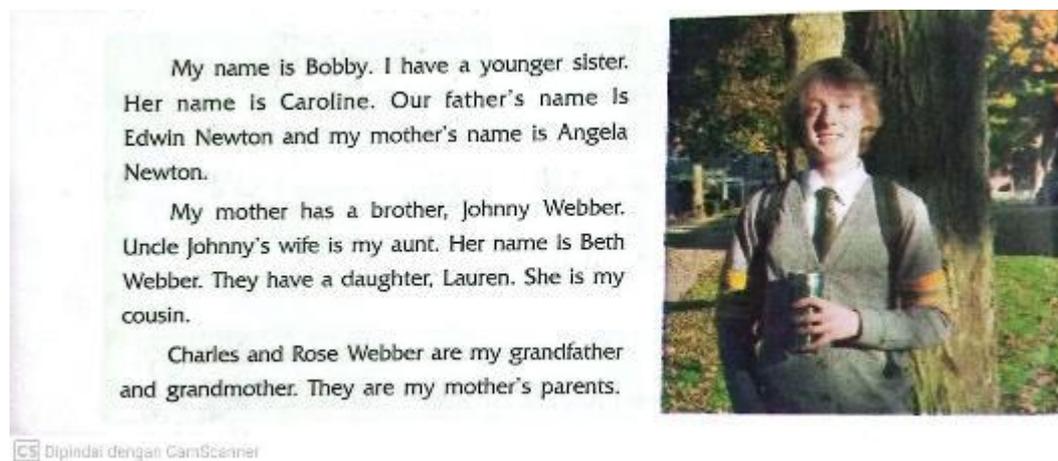
Figure 4 1 Excerpt EFLB-1 Page 26

The information of figure 4.1 explain in table 4.2

Table 4 2 Excerpt EFLB-1 Page 26

Criteria	Explanation
Sign	**Icon**: In this picture, there was an introduction to the family. The concept of diversity was shown in the introductory sentence to parents. **Symbol:** The students knew that they were a family by using their Webber name.
Interpretant	**Immediate Interpretant:** Students knew the family members of the boy in the picture.

	Dynamic Interpretant: Over time, students realized that most of the western culture called their parents by name.
Signifier	In this picture, the students could see that the boy was happy to tell his family.
Multicultural Signs	**Interactive or Critical Multicultural Sign** appeared in this picture because the picture showed us how the culture of the hierarchy of a western family was.
Cultural Norms	The sentence reinforced the cultural norm of family hierarchy within Western cultures. It acknowledged and highlighted that the hierarchical structures existed in Western families, which was a common cultural norm in many Western societies. By doing so, it normalized and acknowledged the existence of this cultural norm.
Cultural Values	The sentence indirectly reflected the cultural values associated with family structures in Western societies. It suggested that portraying this hierarchy was significant enough to be mentioned in the context of the image. This could imply that valuing and understanding family structures was important within the depicted culture.
Cultural Identity	The sentence reinforced the cultural identity of Western societies by acknowledging and describing a characteristic feature of their family dynamics. It helped to define and recognize Western culture's distinctive characteristics in terms of family life, thereby reinforcing cultural identity.

Summary	The sentence reinforced cultural norms by acknowledging the existence of family hierarchy, reflected cultural values by emphasizing the significance of this portrayal, and strengthened cultural identity by describing a characteristic feature of Western family culture.

E. Read the self introduction from public figures below.

1

Hi. I'm Taylor Swift.
I'm 26 years old.
I'm an American singer and songwriter.
My father is Scott Kingsley Swift.
My mother is Andrea Swift.

2

Hello. I'm Rio Haryanto.
I'm 23 years old.
I'm an Indonesian Formula 1 driver.
My father is Sinyo Haryanto.
My mother is Indah Pennywati.

Read the data below. Let's pretend that they are your friends. Introduce them to your o

Figure 4 2 Excerpt EFLB-1 Page 34

The information of figure 4.2 explain in table 4.3

Table 4 3 Excerpt EFLB-1 Page 34

Criteria	Explanation
Sign	**Icon:** In this picture, the students could see that there were two different figures of people with their own occupations.

	Symbol: In this picture, the student could see the difference between them in their identity.
Interpretant	**Immediate Interpretant:** The students knew that Taylor was an American singer and Rio was an Indonesian driver for Formula 1. **Dynamic Interpretant:** Over time, students realized that the names of the people who lived in Indonesia and America were so different.
Signifier	From this picture, we could conclude that both of them were famous people.
Multicultural Sign	**Business and Organizational Multicultural Sign** appeared in this picture. We could recognize the added values in creating the environment where these two individuals came from different backgrounds and could contribute to the success of their organization.
Cultural Norms	These sentences reinforced the cultural norm of diversity and inclusion within business and organizational settings. They emphasized that individuals from different backgrounds could contribute to the success of the organization. This reflected the increasingly common norm of embracing diversity in the workplace as a means of achieving success.
Cultural Values	The sentences underscored the cultural value of inclusivity and collaboration. By highlighting that people from diverse backgrounds could contribute to the organization's success, they

	indicated that valuing diversity and recognizing the potential in individuals from different backgrounds were essential cultural values.
Cultural Identity	These sentences reinforced the cultural identity of organizations that prioritize diversity and inclusion as part of their core values. It characterized the organization as one that values and promotes a diverse workforce, and this became a defining aspect of its cultural identity.
Summary	These sentences reinforced cultural norms by promoting diversity and inclusion, reflected cultural values by emphasizing the importance of recognizing the contributions of individuals from diverse backgrounds, and strengthened the cultural identity of organizations that prioritize diversity as a core value.

Analysis Data EFLB-2

Figure 4 3 Excerpt EFLB-2 Page 29

The information of figure 4.3 explain in table 4.4

Table 4 4 Excerpt EFLB-2 Page 29

Criteria	Explanation
Sign	**Icon**: In these pictures, the students could see four different activities. **Symbol:** There were Violin, Dancers, Family, and Horse Rider.
Interpretant	**Immediate Interpretant:** The students saw that there were four different activities.

	Dynamic Interpretant: Over time, the students would understand that these four pictures showed that every country had its own daily activities in everyday life.
Signifier	The students thought that everyone in the pictures came from different places because they had very different activities.
Multicultural Sign	**Autonomy Multicultural Sign** appeared in these pictures. We could see in these pictures that they still did what their ancestors did, and they prolonged their culture.
Cultural Norms	These sentences reinforced the cultural norm of autonomy and the preservation of cultural heritage. They highlighted that in the depicted culture, individuals continued to engage in traditional practices passed down by their ancestors. This reflected a cultural norm of autonomy in decision-making about cultural practices and traditions, as well as a commitment to preserving their cultural heritage.
Cultural Values	The sentences underscored the cultural value of continuity and respect for tradition. By emphasizing that people in these pictures continued their ancestors' practices and prolonged their culture, they indicated that valuing and respecting cultural traditions was a significant cultural value within this community.
Cultural Identity	These sentences reinforced the cultural identity of the community by showcasing their commitment to maintaining their cultural heritage. It characterized the community as one that

|	
	took pride in its traditions, practices, and cultural identity, making these aspects a defining feature of their cultural identity.
Summary	These sentences reinforced cultural norms by highlighting the autonomy in preserving cultural practices, reflected cultural values by emphasizing the importance of continuing ancestral traditions, and strengthened the cultural identity of the community as one deeply rooted in and committed to its cultural heritage.
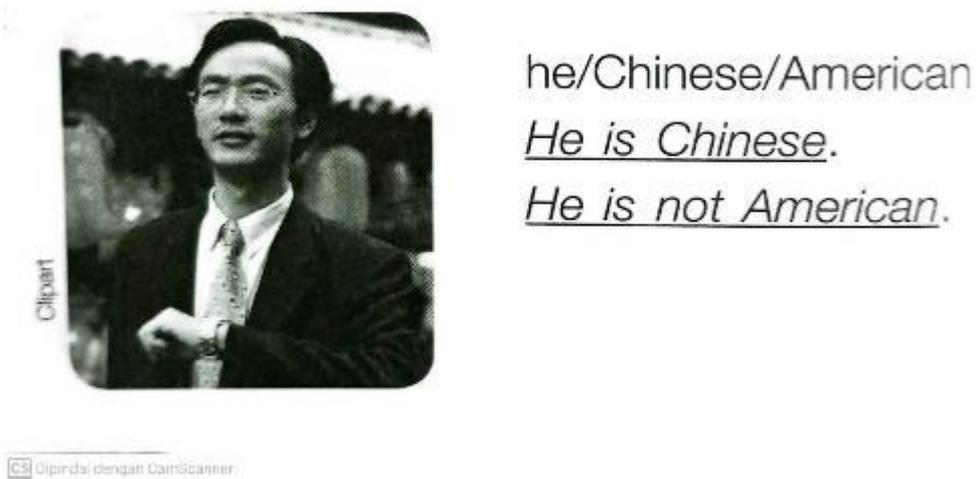
Figure 4 4 Excerpt EFLB-2 Page 32

The information of figure 4.4 explain in table 4.5

Table 4 5 Excerpt EFLB-2 Page 32

Criteria	Explanation
Sign	**Icon**: The students could see that the man was a hard worker. **Symbol:** We could see that the man was looking at the watch.

Interpretant	**Immediate Interpretant:** Students thought that the man was going to work in a hurry. **Dynamic Interpretant:** Over time, students understood that the man was a hard-working person by seeing his face and his nationality. It was seen in the culture of the Chinese people. Besides their appearance, the Chinese people were also known as hardworking people.
Signifier	From the picture, the man's face and eyes could be evidence that he was Chinese and diligent.
Multicultural Sign	**Business and Organizational Multicultural Sign** appeared in this picture. We could recognize the added values in creating the environment from this picture. We also knew that the Chinese people were so diligent and could develop their organization.
Cultural Norms	These sentences reinforced the cultural norm of recognizing the contributions of diligence and hard work within the context of business and organizational success. By highlighting that Chinese people were known for their diligence and ability to develop organizations, they underscored a cultural norm that placed a high value on industriousness and dedication in the workplace.
Cultural Values	The sentences emphasized the cultural value of hard work and dedication. They suggested that diligence was an inherent cultural value within the Chinese community and that it contributed to their success in business and organizational

	endeavors. This reflected a cultural appreciation for effort and commitment.
Cultural Identity	These sentences reinforced the cultural identity of the Chinese community by highlighting their reputation for diligence and success in business and organizational settings. It characterized the community as one that took pride in its work ethic and ability to thrive in the business world, making these qualities a defining aspect of their cultural identity.
Summary	These sentences reinforced cultural norms by highlighting the value of diligence in business and organizational success, reflected cultural values by emphasizing the importance of hard work and dedication, and strengthened the cultural identity of the Chinese community as one known for its industriousness and success in the business world.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

In this chapter, the researcher explored the findings and implications of examining English as a Foreign Language (EFL) textbooks custom-tailored for the Indonesian context.

1. Enhanced Comprehension of Language, Culture, and Identity (Inclusivity and Identity): The study emphasized the intricate relationship between language and culture, shedding light on how they mutually shaped one another. This understanding contributed to the constructive construction of cultural identity, aligning with the theme of Inclusivity and Identity.

2. Elevated Awareness of Multiculturalism and Diversity in Language Education (Cultural Representation, Diversity and Stereotypes): The study underscored the importance of acknowledging and respecting diversity within language education. By examining how multicultural signs were represented, it aligned with the themes of Cultural Representation and Diversity and Stereotypes, emphasizing the need for more nuanced and diverse portrayals.

3. Spotted Areas for Enhancement in EFL Textbooks (Recommendations, Cultural Representation): The study pinpointed strengths and weaknesses in EFL textbooks concerning their portrayal of multiculturalism. These findings aligned with the Recommendations theme, offering practical guidance for improving the design of textbooks and promoting more inclusive cultural representation.

4. Offered Guidance to Language Educators and Teacher Training Programs (Inclusivity and Identity, Recommendations): The study provided practical insights for educators and teacher training initiatives, directing them to integrate cultural diversity into teaching methodologies. This aligned with the themes of Inclusivity and Identity and Recommendations, emphasizing the importance of fostering an inclusive learning environment.

5. Contributed to the Advancement of Semiotics in Language Education (Cultural Representation): The research contributed to the evolution of semiotics within language education by highlighting the utility of semiotic analysis. This aligned with the theme of Cultural Representation, as semiotics played a central role in understanding cultural symbols and meanings.

In summary, the studies and their results collectively emphasized the significance of cultural representation, the need to address stereotypes, the importance of inclusivity and identity in language education, and provided practical recommendations for improving educational materials and methodologies. These themes and results contributed to a richer and more respectful understanding of cultural diversity in education, particularly within the multicultural context of Indonesia.

5.2 SUGGESTION

Based on the research findings, English students at the Faculty of Education, Universitas Muhammadiyah Sumatera Utara, analyzed Indonesian EFL textbooks for middle school students during the academic year 2022/2023. The author's aspiration was that this research could act as a foundation or offer guidance to

fellow students when conducting research using Charles Sanders Peirce's approach, which emphasizes that representation originates from symbols. The author underscored that language communication did not rely solely on translators; signs and symbols could also effectively and accurately facilitate language exchange.

Last but not least, the author anticipated that this study would prove highly beneficial to future researchers and a broader audience, particularly researchers at Universitas Muhammadiyah Sumatera Utara.

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APPENDIXES

Appendix 1. The Identity Of EFLB-1 and EFLB-2

<u>Book Details of EFLB-1</u>

- Title: "English Language: A Comprehensive Guide"
- Author: Not specified
- Edition: 1st Edition
- Publisher: Yudhistira, Jakarta
- Year of Publication: 2016
- Physical Description: vii, 171 pages, illustrations ; 28 cm
- ISBN: 978-602-299-725-2
- Subject: English Language
- Language: English
- Call Number: KC/420 RIN i

Book Description:

"English Language: A Comprehensive Guide" is a dedicated book aimed at understanding the English language comprehensively. This book covers various aspects of the English language, ranging from grammar to its practical usage in everyday situations. With the first edition published in 2016, this book serves as an important source of information for learning English.

- Physical Description:
  The book consists of seven chapters spanning a total of 171 pages. It includes illustrations to aid in the understanding of the concepts presented. With dimensions measuring 28 cm x 21 cm, the book offers a user-friendly physical layout for readers.

- ISBN:
  The book is identified by the ISBN number 978-602-299-725-2, facilitating easy identification and location in various bookstores and libraries.

- Subject:
  The book focuses on the English language and can be utilized as a learning resource or reference for enhancing English language proficiency.

- <u>Book Detail of EFLB-2</u>
- Material Type: Monograph
- Title: "Bright: An English Course for Junior High School Students"
- Original Title: (Not specified)
- Authors: Nur Zaida, Yuniar Widiastuti, Dwi Wahyu Priyanto
- Edition: 1st Edition
- Publisher: Erlangga, Jakarta
- Year of Publication: 2017
- Physical Description: 210 pages: illustrations; 25 cm
- ISBN: 978-602-241-873-3
- Subject: English Language (Intermediate) - Examinations, questions, etc.
- Note: Bibliography: page 205
- Language: Indonesian
- Genre: Non-fiction
- Target Audience: Pre-adolescent children

Book Description:

"Bright: An English Course for Junior High School Students" is a comprehensive coursebook designed for pre-adolescent students in junior high school. This book is intended to help young learners improve their English language skills. It is edited by Nur Zaida, Yuniar Widiastuti, and Dwi Wahyu Priyanto.

- Physical Description:
  The book spans 210 pages and includes illustrations to enhance the learning experience. It has a standard size of 25 cm x 19 cm, making it suitable for students to handle and read comfortably.

- ISBN:
  The book is identified by the ISBN number 978-602-241-873-3, which facilitates easy access and purchase in various bookstores and libraries.

- Subject:
  The book is focused on the English language at an intermediate level and includes materials related to examinations and questions. It serves as a valuable resource for students looking to enhance their English proficiency.

- Note:
  The book includes a bibliography section on page 205, which can be a helpful reference for further study.

- Language:
  The book is written in the Indonesian language, making it accessible to its target audience of pre-adolescent children.

- Genre:
  This book is categorized as non-fiction, specifically an educational resource.

- Target Audience:
  The primary audience for this book is pre-adolescent children, typically junior high school students, who aim to improve their English language skills.

Appendix 2. The Pictures and Data Of The EFLB-1 and EFLB-2

Hi. I'm Taylor Swift.
I'm 26 years old.
I'm an American singer and songwriter.
My father is Scott Kingsley Swift.
My mother is Andrea Swift.

Hello. I'm Rio Haryanto.
I'm 23 years old.
I'm an Indonesian Formula 1 driver.
My father is Sinyo Haryanto.
My mother is Indah Pennywati.

When can I see her?

You may see her Monday, Ma'am.

Okay. Thanks. I'll be here _____ Monday.
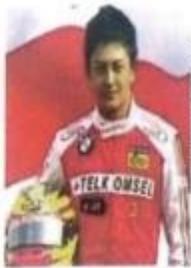
Hi, Ane. Would you come to my birthday party?

OK. When will it be held?

It's _____ 25th May 2016.

F. Read this and see how we write the date. We can write all the numbers of the days in a short way like 1st, 2nd, 3rd, 4th, 5th _____ 30th, 31st. Now fill in the gaps. Use short forms.

1. My birthday is on the _____ of _____.

2. Independence day is on the _____ of _____.

3. My mother's birthday is on the _____ of _____.

4. National Education Day is on the _____ of _____.

5. Kartini's Day is on the _____ of _____.

6. My father's birthday is on the _____ of _____.

_____ on the _____ of _____.

Unit 6

What Does He Do?

Learning Objectives

After learning this unit, you are expected to be able to:
- be honest, disciplined, confident, mindful, cooperative, and responsible in holding interpersonal and transactional communication with teachers and friends;
- understand WH-questions;
- ask for information using WH-questions;
- understand the simple present tense;
- write a simple text using simple present tense.

We need information all the time. We can get lots of information from various media. We have to ask questions and think before we trust any information that someone gives us. We can also get information from friends or from those who live near us. Friends will give us information if we ask them.

Learning materials
- Expressions of asking for and giving information
- Simple present tense
- WH-questions

-ook at the list of adjectives below. find their meanings in the dictionary.

big	clean happy slow	handsome	good	funny
mall	dirty sad fast	smart	bad	cheap
xpensive	clear tall beautiful	nice	short	pretty

ind the best adjective to describe the following people, things, and animals.
xample.

The elephant is big.

The school is ....

The girl is ....

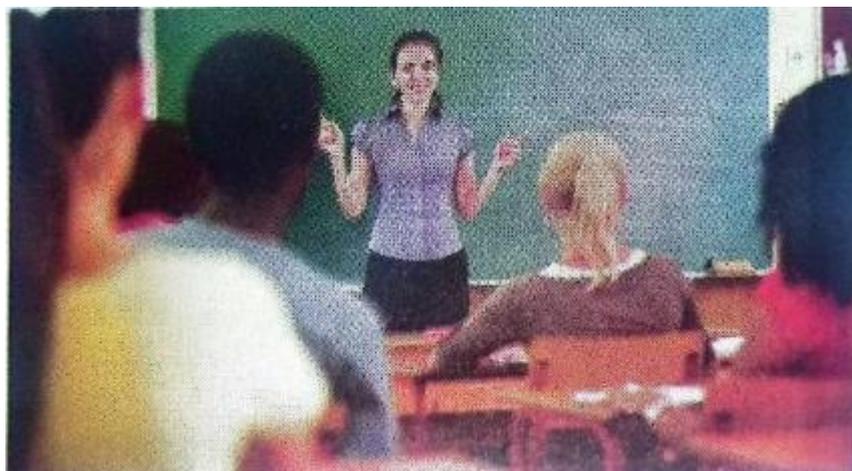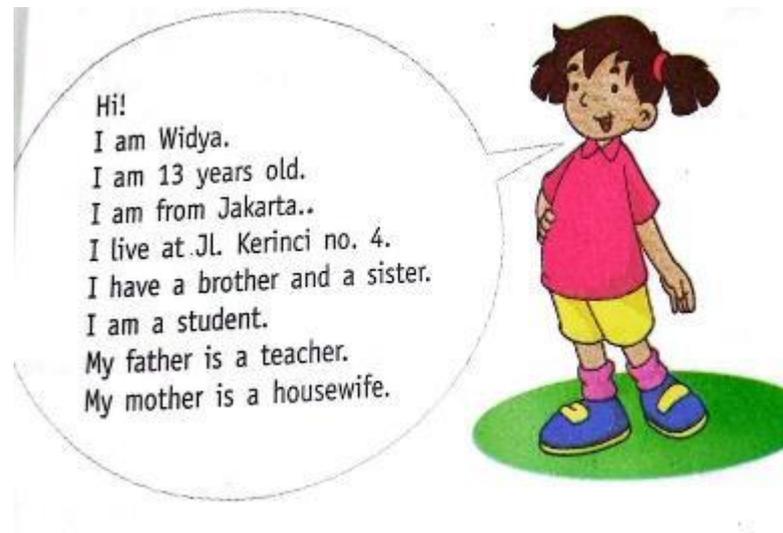The turtle is ....

The motorcycle is ....

The boy is ....

cribe your brother/sister with six adjectives.

3. Ruth : Hello. I'm Ruth. What's your name?

Kim : My name is Kim. Nice to meet you.

Ruth : Nice to meet you too, Kim. Where do you live?

Kim : I live at Rainbow Avenue.

Ruth : Do you have brothers or sisters?

Kim : Yes. I have 2 brothers and a sister.

Ruth : What's your hobby?

Kim : I like swimming.

Look at the following pictures. What do you think they are saying to each other?

Hi!
I am Widya.
I am 13 years old.
I am from Jakarta..
I live at JL. Kerinci no. 4.
I have a brother and a sister.
I am a student.
My father is a teacher.
My mother is a housewife.

A. Listen to your teacher and answer his/her questions. Then, label the pictures.

Teacher : Now, let's talk about things in our classroom. Could you tell me where the ruler is?
Students : It's on the table.
Teacher : Where is the chalk?
Students : The chalk is in the box.
Teacher : Where is the trash can?
Students : It is under the picture.
Teacher : Where is the clock?
Students : It's hanging on the wall.
Teacher : Where is the globe?
Students : It's on the cupboard.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
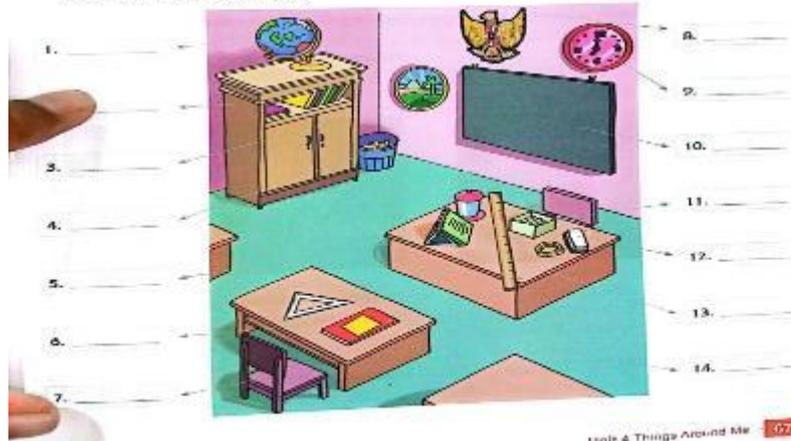
K. Rearrange the words below into correct sentences.

a. are – my – table – the – books – on :

b. student – that – Jakarta – is – from – new :

c. we – Biology – in – are – the – laboratory – studying :

d. students – these – freely – computers – use – the – can

e. standing – the – at – teacher – door – is – the

lect five words from each text which are

e words with your friends and let you

My Mother

a beautiful person. She is not

; curly brown hair. The color

1 her skin is soft. She has a

My Smartphone

Last month, my uncle came to visit my home. He had just returned from China after living there for two years. He gave me a present, a new smartphone. I really liked it.

My smartphone is black. It has a 5 inch screen. The width is about 5 cm and the thickness is less than 1 cm. This is the latest product.

The phone also has a very good color display. The performance of this smartphone is also great. I can play games that require a high specification. However, sometimes I forget about the time when I'm playing games on my smartphone.

As for social media, I can open those easily. It is easy for me to update my status on Facebook, Twitter, Instagram, etc. This smartphone helps me to stay connected with my friends. If I have an assignment from my teacher, it can also help me, as I can find many references from the Internet.

I really like this new smartphone because it is really helpful in lots of situations.

Adapted from: www.carabelajarbahasainggrisoke.com

1 the above texts one more time, then fill in the blanks with the correct adjectives. uss your answers with your friends and teacher.

1y mother is a _____ person.

- Kenneth W. Ament
- Rina Dwi Indriastuty

Interactive
ENGLISH 1

Yudhistira

Junior High School Year VII

BRIGHT

An English

Course for Junior High School Students

Kurikulum 2013 REVISI

1

FOR SMP / MTs GRADE VII

PENERBIT ERLANGGA

NUR ZAIDA

My name is Bobby. I have a younger sister. Her name is Caroline. Our father's name is Edwin Newton and my mother's name is Angela Newton.

My mother has a brother, Johnny Webber. Uncle Johnny's wife is my aunt. Her name is Beth Webber. They have a daughter, Lauren. She is my cousin.

Charles and Rose Webber are my grandfather and grandmother. They are my mother's parents.

E. Read the self introduction from public figures below.

1

Hi. I'm Taylor Swift.
I'm 26 years old.
I'm an American singer and songwriter.
My father is Scott Kingsley Swift.
My mother is Andrea Swift.

2

Hello. I'm Rio Haryanto.
I'm 23 years old.
I'm an Indonesian Formula 1 driver.
My father is Sinyo Haryanto.
My mother is Indah Pennywati.

Read the data below. Let's pretend that they are your friends. Introduce them to your o

3

_____

4

_____

_____

6

_____

he/Chinese/American

He is Chinese.

He is not American.

Appendix 3. Permohonan Persetujuan Judul Skripsi

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Muhammad Maksum Rangkuti

NPM : 1902050099

ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
A Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbook	✓ 28/12 – 2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 28 Desember 2022

Disetujui oleh :

Dosen Pembimbing

Hormat Pemohon

(Rakhmat Wahyudin S.,S.Pd., M.Hum)

(Muhammad Maksum Rangkuti)
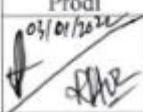
Appendix 4. K1

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Muhammad Maksum Rangkuti
NPM   : 1902050099
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3.69   SKS = 115.0

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
03/01/2022	A Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbook	
	Implementing of Slang Words in the Learning Process at Private Senior High School Brigjend Katamso II Medan	
	Implementing of Code Mixing in the Learning Process at Private Senior High School Brigjend Katamso II Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 2 Januari 2023
Hormat Pemohon,

Muhammad Maksum Rangkuti

Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 5. K2

K2

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Muhammad Maksum Rangkuti
NPM   : 1902050099
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut: **A Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbook**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai:

Dosen Pembimbing: Rakhmat Wahyudin Sagala. S.Pd., M.Hum.

Sebagai Dosen Pembimbing skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 2 Januari 2023
Hormat Pemohon,

Muhammad Maksum Rangkuti

Dibuat Rangkap 3:
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 6. K3

Nomor   : 29 /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Muhammad Maksum Rangkuti**
N P M   : 1902050099
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : **A Semiotics Study of Multicultural Signs Embodied in Indonesian**
                     EFL Textbook.

Pembimbing   : **Rakhmad Wahyudin Sagala,S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

      1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
      2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
      3. Masa daluwarsa tanggal : **4 Januari 2024**

Medan   11 Jumadil Akhir 1444 H
      4 Januari   2023 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 7. Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Muhammad Maksum Rangkuti
NPM : 1902050099
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
2-01-23	Revisi judul dau latar belakang		
13-01-23	Perbaikan isi Bab I beserta manasi		
31-01-23	Tambahan daftar Pustaka		
22-01-23	Perbaikan Bab II beserta isi		
5-04-23	Perbaikan sumber data dan gambar		
5-05-23	Perbaikan Bab III dan isi		
12-05-23	Perbaikan teori penelitian		
19-05-23	ACC Sempro		

Medan, 19 Mei 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Appendix 8. Berita Acara Seminar Proposal

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Muhammad Maksum Rangkuti
N.P.M : 1902050099
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Semiotic Study of Multicultural Signs Embodied in Indonesian EFL Text Book.

No	Masukan dan Saran
Judul	OK
Bab I	focus to research
Bab II	Types of Multicultural? / describes about image, words, Phrases, narrative, clourdeng. layout / Cultural
Bab III	focus the data is semiotic/high school Indonesian EFL textbook
Lainnya	written / references
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Alfitriani Siregar, S.Pd., M.Ed.)

Dosen Pembimbing
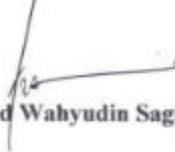
(Dr. Rakhmad Wahyudin Sagala, M.Hum)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 9. Surat Keterangan Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Muhammad Maksum Rangkuti
N.P.M	:	1902050099
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbooks

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Mei, Tahun 2023.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 19 Oktober 2023

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

Appendix 10. Lembar Pengesahan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Muhammad Maksum Rangkuti
N.P.M : 1902050099
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Semiotic Study of Multicultural Signs Embodied in Indonesian EFL Text Book.

Pada hari Rabu, tanggal 31, bulan Mei, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 31 Mei 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)   (Dr. Rakhmad Wahyudin Sagala, M.Hum)

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

Appendix 12. Surat Keterangan Selesai Riset

SURAT KETERANGAN

Nomor : 279/ KET/II.9-AU /UMSU-P/M/2023

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**MUHAMMAD MAKSUM RANGKUTI**
NIM	:	**1902050099**
Univ./Fakultas	:	**UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P. Studi	:	**Pendidikan Bahasa Inggris**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi
dengan judul :

"SEMIOTICS STUDY OF MULTICULTURAL SINGS EMBODIED IN INDONESIAN EFL

TEXTBOOKS"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, *23 Shaffar   1445 H.*
09 September 2023 M.

Kepala Perpustakaan

Dr. Muhammad Arifin, M.Pd.

Appendix 13. Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Muhammad Maksum Rangkuti
NPM : 1902050099
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Semiotics Study of Multicultural Signs Embodied in Indonesian EFL Textbooks.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5 - 7 - 2023	Discussions to increase references through journal	
25 - 7 - 2023	Discussion for reaserch result	
2 - 8 - 2023	Discussion for the conclution and Suggestion	
24 - 8 - 2023	Discussion for the abstract and acknowledgment	
4 - 9 - 2023	Discussion for furniting	
10 - 9 - 2023	Approved to the green table	

Medan, September 2023

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

CURRICULUM VITAE

Name	: Muhammad Maksum Rangkuti
NPM	: 1902050099
Gender	: Male
Religion	: Islam
Place/Data of birth	: Medan, 22 December 2000
Address	: Jl. Marelan VI Psr. 2 Timur Gg. Salam
Call-Number	: 0821-2274-0984
Email	: maxrank11@gmail.com
Father's Name	: Andi Irsan Rangkuti
Mother's Name	: Indra Suryani

Education Backgrounds

Elementary School	: SD. Negeri 064006 (2007-2013)
Junior High School	: SMP Negeri 38 Medan (2013-2016)
Senior High School	: SMAS. Brigjend Katamso II Medan (2016-2019)
University	: Universitas Muhammadiyah Sumatera Utara (2019-2023)