



RESEARCH ARTICLE

# Representations of Ideology and Multicultural Values in Imported English Textbooks and their Impacts on Indonesian Students' Characters

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## Abstract

Studies on ideology and multicultural values in English textbooks have been carried out in the last decades. However, studies on foreign-published or imported textbooks used in Indonesian schools have been still scarce in literature. The current research was aimed at investigating the representation of ideology and multicultural values in the English textbooks used in Indonesian schools. This method employed in the study was a critical discourse analysis (CDA) on learning materials contained in English textbooks used in Indonesian secondary schools. The results revealed that the representation of ideology and multicultural values were identifiable through various forms of the culture, culinary topics, tourist attractions, youth lifestyles, flora and fauna, modern life achievement as well as interpersonal interactions. The current research findings offer different perspectives in developing English teaching materials in adjusting the balance of ideological and multicultural stances in shaping the learners' characters.

**Keyword:** *ideology, multicultural, English textbooks, content analysis*

## Introduction

English was established as the first foreign language to be taught in Indonesian educational institutions shortly after independence, i.e. in the 1950s, later reaffirmed in the Act in which teaching is based on instrumental reasoning as an international language and the language of science. This is inseparable from the influence of ideology (English) as an international language. At the technical level, decisions about learning English are then translated to curriculum preparation, selection and determination of teaching materials. In this context, not only linguistic hegemony but also the dominance of social discourse about the roles of English as an international language and science and technology, especially in the context of globalization with all its implications for economic, social, cultural, and political (Muslim et al., 2022; Pennycook, 2017).

Globalization and the development of technologies have long impacted learning materials' selection worldwide. In Indonesia, the use of English has been considered as a lingua franca for academic, business, as well cultural purposes and therefore the language and its culture have inevitably shaped the Indonesians life in those areas. As widely understood, language is culture, and each culture has different habits and values that can influence human interactions. That is why in learning a language, learning materials cannot be separated from the importance of understanding culture as well (Dahmardeh & Kim, 2021; McKay, 2012, 2018; Qodriani & Kardiansyah, 2018).

English and cultural learning have been associated with intercultural communication skills. In this context, English textbooks used in the nation education system can reflect ideology and cultural values of Indonesian society (Muslim et al., 2022; Qodriani & Kardiansyah, 2018). Ideological and cultural issues in English textbooks have concern with a series of beliefs or orientation of actions as well as occurrences of the 'conversion' of a community's social life. This implies that the selection of materials reflects also the development of sociocultural thoughts and multicultural reality in the nation. The textbooks used in the schools should not be separated from the social system, culture, ideology, and the values of society as in a modern society, a rapid exchange of information, intercultural

interaction as well as the confluence of various cultural ideologies promoting linguistic and cultural differences and uniqueness is inevitable (Elshadelin & Yumarnamto, 2020; Marwa et al., 2021; Sihombing & Nguyen, 2022). Therefore, it is interesting to see how textbooks as learning materials used in Indonesian classroom.

Learning English as a foreign language (EFL) in schools gives students access to a wide range of information and knowledge through textbooks and other curriculum materials. A textbook is a set of social relations that explain what is "high value" and "legitimate" to be transmitted via selective and organizing knowledge and then presented to students as a special form of language, how reasoning works, social relations and life experiences (Qodriani & Kardiansyah, 2018). Therefore, an English textbook is an object that in itself is a form of representation of cultural reality. Pierre Bourdieu (1989) argued that, in the social space, language associated with the arena of power struggles with the motive of gaining power, that the use of symbols in the form of language reflects language not only as a means of thinking and a means of communication but also as a means of mastering others both roughly and subtly in a fight in the arena of discourse (Bourdieu, 1989).

In EFL context, students are advised to understand the culture of contained the language they are learning as it is through this language that the culture is transmitted right and manifested. According to McKay (2003), culture influences language in two respects it is teaching: linguistics and pedagogy. Linguistically, culture affects the field of semantics, pragmatics, and language discourse. Culture affects teaching materials choice because the teaching method's cultural content needs to be considered when choosing teaching materials. For example, some textbooks include the culture of book users, and some books include teaching materials about the speakers' culture (McKay, 2002, 2003, 2012).

Learning a foreign language is seen as a process of acquiring a culture that is different from linguistic knowledge; language users must possess interactional skills and cultural knowledge to communicate appropriately. Culture gives categories and signs and defines the world in which the person lives. Culture includes various assumptions about the nature of reality and information specific to that reality. Culture includes values that define good, true, and trustworthy things (Corbett, 2022; Kramsch, 2014; Yurtsever & Özel, 2021).

English materials used in the classrooms, however, need to consider the context of the culture in Indonesia. Exercises learning in the classroom, for example, the English teacher often spent a lot of his time speaking and correcting his pronunciation, spelling, and grammar. One example of learning practices that are directed to match the competence of the speaker is original, i.e. standard English.

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That is ideological because it does not correspond to the position of English as "lingua franca", studied by speakers of various cultural backgrounds with its characteristic "tongue". In this case, ideology, and orientation values culture in textbooks English in Indonesia necessary criticized in the spirit of national cultural diversity, local and global, that is not oriented towards standardization (Wardani & Tasnim, 2019).

English textbooks serving as elements from the system cultural education and practice need to consider various aspects, such as: economic, political, social, and cultural dimensions (Barker et al., 2005). English textbooks can be learning media for modern cultural products that use complex languages and symbols through technological development. In this case, how the discourse (text) constructs orientation ideology and cultural representation in the context of globalization. In addition, in terms of cultural linguistics, how the dimensions of cultural pluralism (multicultural) have been reflected in textbooks should not only be the reason for becoming a part of the global society, but also to transform local cultural values and multicultural realities in Indonesia. Existing studies highlighting multicultural ideologies and values taken from imported textbooks and written by native speakers Indonesia EFL contexts are still scarce.

Therefore, this study aims to investigate how multicultural values are presented in English textbooks and to identify ideological orientation contained in textbooks as well how this has shaped Indonesian students' character in association with cultural wisdom and national education vision. The findings are expected to be beneficial for English language learning development in Indonesian context, especially from the perspective of cultural studies. Future implications for Indonesian (English language teaching) ELT contexts shall be better taking into account ideologies and multicultural values in building students' character as stated in the vision of the Indonesian national education.

Studies on English textbooks' cultural contexts have been widely carried out worldwide, including Indonesia over the last two decades. Cultural content can affect the learners' intercultural communication. The representation of cultural diversities in English textbooks used in Indonesian secondary schools was found in the forms of cultural values and practices that describe the cultural diversity of its people (Parlindungan et al., 2018). However, a balanced representation of local culture and English cultural content in the textbooks have not been well-addressed. As a result, EFL teachers need to design the teaching materials in a balanced way in incorporating the elements-elements and values of the local and English culture represented in the English textbooks used in schools (Hollenback, 2017; Lekawael & Rafli, 2018; Mahmud, 2019).

Several forms of cultural values found English textbooks may have impacts on character and moral education. While moral values concern hospitality, respect for parents, and politeness in social interactions, as well as cultural charges (Sinaga et al., 2020). Sociocultural values like freedom to strive and conversational equality contained in the textbooks were also provided in addition to gender, religion, and socioeconomic status awareness in society. As a result, EFL learners should be able to communicate with people from various cultural and linguistic backgrounds better as they have been exposed with English textbooks which have been enriched with global and multicultural values. Several themes related to multicultural values found in the English textbooks could be that of respect for other cultures and religious groups, indigenous culture, harmony with all other creatures and nature as well as valuing creative culture products (Setyono & Widodo, 2019).

Sinaga et al. (2020), with the article title "Cultural values in an EFL textbook in the Indonesian context". discovered cultural values, among others, the value of cooperation or mutual aid and gender ideology that puts women in a broader and emancipatory role in the public sphere but still tied to the domestic one. The results of this study are partly different from the results of similar studies in other countries, for example, in terms of gender ideology. Most practitioners, especially in Southeast Asia, use imported textbooks while domestically published ones are commonly referred to as local ones (Dat, 2008).

Most textbooks used in Indonesian schools are domestic publications provided by the government through the Ministry of Education and Culture. In the meantime, foreign-published textbooks have been used by a small number of schools, especially private schools, whose funding is less problematic. The English textbook which was selected for analysis was the English as a Second Language (ESL) by Peter Lucantony Coursebook, published by Cambridge

University Press, written for ESL learners (Lucantoni, 2017). Different from previous studies on English textbooks, the current research was merely directed to understanding ideological orientations and multicultural values represented in such books used in senior high schools in Bandar Lampung, Indonesia. The analysis on values and ideologies was carried out through textual, linguistic, and non-linguistic features found in the textbook which was used as the main teaching material in senior high schools.

## Method

### Design

The design of current research was qualitative by nature as the study merely focused on examining English textbooks which were foreign or imported publication ones used in high schools in Bandar Lampung. The method employed was a content analysis by using a critical discourse analysis (CDA) (Blommaert & Bulcaen, 2000; Fairclough, 2013; Mautner, 2009). The analysis focused on examining textbook elements that represent multicultural and ideological values found in the textbooks. The duration of the study was conducted in four months in Bandar Lampung, Indonesia.

Textbooks are a source of data by discovering and identifying various discourses or types of texts and linguistic and non-linguistic aspects of the English textbooks. The data of this study were in the form of multicultural ideologies and values are represented through diverse types of texts in the books under study. The data could be in the form of text types and visual objects such as pictures, paintings, and other visual graphic forms contained in textbooks. There were linguistic, paralinguistic, as well as extralinguistic parameters or point of views that were used in studying the content of the textbooks.

The main instrument of the study was the researcher himself as he already had experienced in using similar textbooks and had studied ideology and cultural values in other English textbooks as well. Data collection techniques employed were in the form of document checks as well as the selection of relevant texts based on the perspective of critical discourse studies. The data analysis was conducted by using Miles and Haberman qualitative analysis technique as indicated in Figure 1: (1) Data reduction, i.e. the process of sorting, simplifying, validating, and transforming data, (2) presentation of data, i.e. compiling various information for the withdrawal of conclusions, (3) drawing conclusions by testing field notes, i.e. match and validity of meanings appearing in the text (Matthew B. Miles, 2018; Miles et al., 2018).

To be clearer, the description above is simplified into three stages, namely (1) the identification of data obtained from the text; (2) the classification of data adapted to the problem and purpose of the study; and (3) the interpretation of the results of text analysis (discourse) and its implications for English learning in a cutting-edge context. In qualitative research, data were represented or analyzed either informally (descriptively) and formally in form of tables or images (charts, photos, etc.).

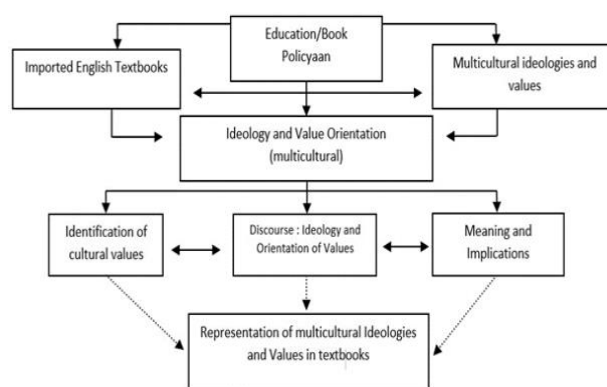


Figure 1. Research Framework

## Results and Discussion

Previous research has been found to reveal cultural values found in English textbooks used in High School. As suggested earlier, the current research was focused on uncovering the representations of ideology and multicultural values contained in the English as a

Second Language Textbook used as the main teaching material for senior high schools in Bandar Lampung. The assumption underlying this study was the idea that teaching materials contribute to building and representing the ideology and orientation of values multicultural through language and knowledge presented in textbooks. As for the ideology, knowledge and information in books tend not to be neutral and can reinforce learners' thinking about dominant groups in a society.

Assumptions on imported or foreign-published English textbooks containing multicultural values and global ideologies through the development and orientation of societal values were addressed. This study examined the selected textbook used by private schools in Bandar Lampung in a way to prepare the graduates to be able to speak English better, be ready for overseas career pursuance, as well as be competitive at a more global education level. The analysis has been carried out on the basis of the content, linguistics, as well as non-linguistic representations in a semiotic discourse and employing critical discourse studies.

**Content Structure and Types of Discourse**

The materials contained in the textbook of English as a Second Language by Peter Lucantony Coursebook Fourth Edition published by Cambridge University Press have been divided into four parts. Each part includes four language skills being discussed (Listening, Speaking/Pronunciation, Reading, and Writing, which have also been accompanied with relevant language features (Table 1).

Table 1. The Distribution of Units and Topics in the ESL Textbook

Parts of Textbook	Units and Topics
PART 1: Leisure and travel	Unit 1 Focus on reading skills Unit 2 Focus on reading skills Unit 3 Focus on writing skills Unit 4 Focus on listening skills
PART 2: Education and work	Unit 5 Focus on reading skills Unit 6 Focus on reading and writing skills Unit 7 Focus on writing and speaking skills Unit 8 Focus on listening skills
PART 3: People and achievements	Unit 9 Focus on reading skills Unit 10 Focus on reading and writing skills Unit 11 Focus on writing skills Unit 12 Focus on listening skills
PART 4: Ideas and the modern world	Unit 13 Focus on reading skills Unit 14 Focus on reading and writing skills Unit 15 Focus on writing skills Unit 16 Focus on speaking skills

The above material distribution is presented in more detailed information about student activities, linguistic aspects involved as well as the functions of the language being studied as suggested in Table 2.

Table 2. The Distribution Language Skill, Topics, and Topics

PART 1 : Leisure and travel		
U1: Focus on reading skills	In this unit, you will: talk about leisure activities, practice reading strategies, read adverts, talk about preference, make suggestion.	Language focus: Adjectives + Noun
U2: Focus on reading skills	In this unit, you will: discuss television programmes, read graphs, read about Kuala Lumpur, talk about things you would/wouldn't do	Language focus: Adverbs
U3: Focus on writing skills	In this unit, you will: talk about your favorite foods, read about fast food, write an informal letter, express opinions, read about a shellfish found in Oman	Language focus: more adjectives and adverbs
U4: Focus on listening skills	In this unit, you will: talk about transport, listen to people talking about different forms of transport, read about cycle safety, read information in a table, use expressions of surprise	Language focus: tenses -present continuous , present perfect simple, past simple, 'will' future
PART 2 : Education and work		
U5: Focus in reading skills	In this unit, you will: read and talk about a language school, look at prefixes and suffixes, give advice, read about getting up in the morning	Language focus: prefixes and suffixes
U6: Focus on reading and Writing Skills	In this unit, you will: talk and read about different jobs, look for detail in a text, make notes, write and summary, give advice, read an advertisement	Language focus: Giving Advice
U7: Focus on writing and Speaking skills	In this unit, you will: learn about British English and American English spelling, read about spelling, write a formal letter, act out a job interview	Language focus: spelling
U8: Focus on listening skills	In this unit, you will: talk about CVs and resumes, listen to a radio interview, write a CV, listen to a job interview, take part in an interview, read about job for teenagers	Language focus: question forms
PART 3 : People and achievements		
U9: Focus on reading skills	In this unit, you will: talk about record-breaking, read about sports and athletes, read about Scott of the Antarctic, rank reasons and write paragraphs	Language focus: superlatives; adjectives; vocabulary
U10: Focus on reading and Writing Skills	In this unit, you will: read about famous people, make notes talk about twins, write a summary	Language focus: adverbs; vocabulary
U11: Focus on writing skills	In this unit, you will: talk and read about activity/adventure holidays, write an informal letter and paragraphs, read about Girl Guides and Girl Scouts, write an article	Language focus: either, neither
U12: Focus on listening skills	In this unit, you will: talk about the nursing profession, listen to talk about Florence Nightingale, complete a form, talk about the ICRC, listen to talks about traffic.	Language focus: future in the past
PART 4 : Ideas and the modern world		
U13: Focus on reading skills	In this unit, you will: read and talk about social media, create and describe a graph, talk and read about mobile phones, read and create a presentation about computer games	Language focus: vocabulary
U14: Focus on reading and Writing Skills	In this unit, you will: discuss and read about global warming and the North Pole, read and talk about climate problems, write a summary, discuss, research and design a presentation about water issues	Language focus: vocabulary
U15: Focus on writing skills	In this unit, you will: talk and read about chewing gum, write an article, discuss and read about foods that are bad for planet, research food types	Language focus: effect and affect
U16: Focus on speaking skills	In this unit, you will: talk and read about fashion, talk about people discussing fashion, plan and write a competition and entry, research, design and prepare a fashion presentation	Language focus: varying vocabulary

Table 4. Linguistic Aspects, Functions, and Orientations of Values

Language Features and Functions	Value Orientations	Corpus Texts
Focus on Listening and Speaking skills	<i>Family care and humanity</i>	1. ESL, p. 130 2. ESL, p. 136, see also pictures of African people as relief workers
Focus on reading and writing skills	<i>Power and wealth</i> <i>Freedom to choose a job/Career without social and gender stereotypes</i> <i>Confession</i>	... Her family left Taheran in the late 1970s and settled in the UK, where, despite severe dyslexia, she did well at school. She went on to become a psychotherapist... (ESL p. 111)
Focus on reading and writing skills	<i>Care for the environment/nature</i> <i>Culinary</i>	(ESL, p. 62) The origins of pizza can be traced back to the Romans, who baked a type of bread called <i>picea</i> . (ESL, p. 120)
Focus on Reading Skills	<i>Achievement in education, work, and sports</i>	1. ...Many students and trainee teachers may need advice on what to do and <b>where to go when they finish their course.</b> 2. We offer free careers guidance, counselling, and <b>University Placement Advice</b> (ESL Coursebook, p. 54) 3. You are going to read about an <b>Indian man, Nelson Suresh Kumar</b> , who has ridden his motorcycle on the world's highest motorable (motor vehicles) road-the <b>khardung La...</b> (ESL, P.98, p. 113)
Focus on speaking skills	<i>Power and self-esteem</i> <i>Lifestyles: Collection, reading for pleasure</i>	1. Going on holiday to Australia 2. Eating Italian or Japanese food in a restaurant.

Language Features and Functions	Value Orientations	Corpus Texts
		3. Watching a movie at the cinema or on TV 4. Playing basketball or going swimming (ESL, p. 13)
	<i>Fashion: shoes, cell phones, cars... (doesn't mean useful; promoting personal judgements</i>	... (ESL, p. 176)

Different from previously analyzed domestically published textbooks (Sinaga et al.2020), the ESL book stands out more Skills academic in four basic language competencies, life attitudes and skills as learning objectives in the era of the Industrial Revolution 4.0 and the importance of the values of cooperation in life. In the following table, the orientation of academic values is presented (affective and skills) through linguistic and non-linguistic features that are in different types of texts in the textbooks analyzed. Based on the text and non-analysis textual representation of multicultural values and ideologies in the textbooks English as a Second Language by Peter Lucantony Coursebook Fourth Edition. It found the presentation of cultural elements about lifestyle, food products, cities of different countries that are famous and visited by many tourists from different countries and cosmopolitan values that describe the diversity of cultures and nations of the world.

In addition, this book raises contemporary issues of the 21st century on the phenomenon of intercultural interaction in the era of globalization, the development of science, ICT products and various professions that various citizens are struggling with in the modern era. This is following the orientation of schools that use this book, namely preparing graduates to have international insight and be able to compete in the international realm and the context of global competition.

The textbook analysis emphasizes how multicultural values are presented by the author in learning materials and further analyses their meaning and ideological implications for the educational industry and globalization discourse. Concerning the concepts of culture and multiculturalism, it is found that multicultural values are presented through various images of artefacts, tourist narratives, urban conditions, and visual depictions related to ideas, behaviors, and artefacts in various categories (Ahour & Zaferani, 2016; Curtin, 2009; Schroeder, 2006). According to Saussure, a sign is a unit of two inseparable planes, as is a piece of paper. A sign (word or image) has two aspects captured by the human senses called signifier, marker field or other aspect form called signified, the field of character or concept or meaning. The second aspect is contained in the first aspect. Therefore, signified is a concept presented by the first aspect. The representation of multicultural values through language supported by images/photographs/ in this book is specifically a social setting. Semiotically, the photo shows a multicultural setting.

### Imported English Textbooks

The English textbooks analyzed in this study refer to the imported textbooks written by native speakers used at the high school level of education in Indonesia. In the modern context, ideology has a pejorative meaning as dogmatic theorization, speculation, empty delusions or unrealistic, even fake, covering up the actual reality (Curd-Christiansen & Weninger, 2015; Lee & Kim, 2021). Ideology is also intended as norms, traditions and practices that a class of people believe and develop as the "truth" for the entire social class. This ideology can be found in the texts of the subject matter, which at the same time can describe the ideology's power (social, economic, political). Ideology is also interpreted as a life experience and a systematic idea that organizes and jointly binds a block consisting of various social glues to form hegemonic blocks and counter-hegemonic blocs. Although ideology can take the form of a series of coherent ideas, it more often appears as a fragmented meaning of lay reason embodied in various representations (Ayu, 2020; Curdt-Christiansen & Weninger, 2015; Widodo, 2018).

The ideological definition can summarize all concepts and Become a reference in this study: A set of ideas, ideals, belief values; philosophy of religion, false values used to control a person; A set of customs or rituals; A medium in which culture shapes its world; Ideas favored by a particular social class, gender or racial group; Values that perpetuate dominant power structures; A process by which culture produces meanings and roles for its subjects; A combination

of culture and language; The embodiment of cultural construction as actual reality (Afshar & Moradifar, 2021; Kramsch, 2014).

Discourse is one of the most broadly meaningful scientific terms used in various disciplines: linguistics (critical), psychology, sociology, literature, and culture. One of the most used definitions by Foucault: 'the general domain of all statements'; that is, all utterances or texts that have meaning and some effects in the real-world count as discourse". Another definition often used by Foucault when discussing specific structures in discourse is 'an individualizable group of statements' (a group of stand-alone statements) that have regularity and coherence, and power in a structure (Howarth, 2000; Mills, 1997).

The theory of semiotics was originally introduced by two prominent figures, Ferdinand de Saussure (1857-1913) and Charles Sander Pierce (1839-1914). Both develop semiotics from different points of view. The first is in linguistics, while the second is in philosophy. In later developments, the term semiotics or semiology refers to the science of signs, terms derived from the Greek word semeion, which means 'sign'. According to Lechte and Copley and Jans, semiotics are a theory about signs and markings that exist in society (Chandler, 2022). According to Saussure, a sign is a unit of two inseparable planes, as is a piece of paper. That is, a sign (word or image) has two aspects captured by our senses called signifier, marker field or other aspect form called signified, a field of character or concept or meaning. The second aspect is contained in the first aspect. Therefore, signified is a concept presented by the first aspect (Chandler, 2022; Yelle, 2021).

In addition, a sign serves to make communication with others both in thought and understanding because the sign is representative, in the sense of "pointing to", "replacing", "representing" or "presenting" something. In addition to having representative properties, signs also have interpretive properties. A sign's function is internally between the material aspect (marker) and the mental concept (signified) and externally with a system more outside of itself. Furthermore, signs concerning their references are differentiated into known signs with icons, indices, and symbols. An icon is a sign between a sign, and its reference is a similar relationship, and it is commonly called a metaphor. An example of an icon is a portrait. An index is a relationship between the proximity of existence, for example, an arrow pointing that there is a certain building around that place. A symbol is a sign recognized for its existence under the laws of convention, for example, written language (Chandler, 2022; Curtin, 2009; Yelle, 2021).

### Text Analysis and Multicultural Values

Language analysis refers to the function of language and symbols as an aesthetic and communication tool. This analysis requires an understanding of language, imagination, emotion, and intuition style so that the reader absorbs the "message". Aesthetics refers to cultural aesthetics through descriptions (language) and visuals (images or photographs) (Sakhiyya & Martin-Anatias, 2023; Tektigul et al., 2023). Culture is the system of shared meaning based on a signifying order (Eagleton, 2016; Sewell, 2004; Spencer-Oatey & Franklin, 2012). This research also uses the concept of "cultural values" (multicultural)values used by previous researchers "stem from the concept of pluralistic ideology, which English appreciates the existence of cultural references of Peoples from different ethnic, religious, socio-economic and Geographic backgrounds". Multiculturality intends to teach as a Lingua Franca (Qodriani & Kardiandyah, 2018; Setyono & Widodo, 2019; Widodo, 2018). Cultural values are understood as understanding or recognition of the culture of others from sociocultural and geographical backgrounds. This definition is relevant because the author and publisher of the book under study are not Indonesian and are intended for second-language learners.

Previous research revealed cultural values found in English textbooks used in High School. This research is focused on uncovering the representations of ideology and multicultural values contained in the foreign English textbooks studied. The assumption built in this study is that teaching materials contribute to building and representing the ideology and orientation of values multicultural through language and information (knowledge) presented in textbooks. As with ideology, knowledge and information in books tend not to be neutral and can reinforce thinking about dominant groups in society.

The assumption is that imported or foreign-published English textbooks contain multicultural values and global ideologies through the development and orientation of societal values. This study examines a book used by a private school in Bandar Lampung with a vision and mission to prepare graduates to be able to speak English and attend lectures abroad to have competitiveness at the global education level. The analysis is carried out on the content of discourse, linguistics and non-linguistics (visual) with semiotic methods and ways of working and critical discourse studies.

## Conclusions and Recommendations

From the analysis of imported English textbooks for ESL learning materials, especially the one written by Peter Lucantony, in the English as a Second Language Coursebook, published by Cambridge University Press, representations of ideology and multicultural competence could be perceived. The English textbook used in the instructional activities contains various types of texts which are inseparable from the orientation of ideology and multicultural values, cosmopolitan society, lifestyle, the spirit of achievement, environmental care, individualism, mutual aid, tolerance, mutual understanding, and others. In addition, ideologically, learners' achievement orientation, self-recognition, being a global society, as well as appreciation for nature and environment were also identifiable.

The current research was different from previous ones in a way that the government has not obviously realized the representation of ideology and multicultural values contained in such textbooks under the study and this has implications on social, strata, classes as well as races issues posed by the textbooks. The campaign of utilizing a more balanced domestic and imported textbooks still needs to be advocated. Different from previous studies which have been merely situated on local values, textbook materials originated from overseas writers need not be more dominant to be used in Indonesian schools. That said, this is by no means to resist from global values and cultural elements from other countries and yet the values of modernity, competitive values, and popular values of a global nature, positioning the use of both local and global resources could be a wiser and softer approach in building the nation's characters through education.

As widely accepted, English language learning worldwide is also inseparable from the history and ideology of British culture. The knowledge and information in books tend not to be neutral and can corroborate thinking about the dominant group or authority holders in society. In practice, English learning is directed at intercultural communication skills. The selection of information and knowledge materials should reflect the thinking, sociocultural, and multicultural reality in Indonesia, instead of being dominated by cultural elements of native speakers (English, American, and Australian).

The findings show that there are multicultural values and ideological orientations representing or reflecting the spirit of globalization: a cosmopolitan lifestyle and spirit of achievement through the depiction of life in various important cities in different countries and important public figures in the achievements of science in the world. The representation of multicultural life in a global context and ideological orientation is found through various elements of the nation's culture, culinary, tourist attractions, youth lifestyles, and human interaction at the global level, but in the context of the national education vision, there is no cultural representation that depicts Indonesian life. This is reasonable because textbooks are written for second-language learners and published by foreign publishers. This is the "weakness" of this book compared to books used by most schools in Indonesia.

This findings of the present research are expected to raise awareness of English teachers about the content of cultural and ideological English textbooks which are relevant to the national education and the character of the nation in addition to literacy skills and competitiveness to face the demands of life in the era of the

Industrial Revolution 4.0. Teachers and policymakers are challenged to consider various aspects of culture and ideology in the use of textbooks culture-based (local and national) with a global vision. Textbooks or English materials in the classroom need to include materials representing national cultures, cultural values reflecting Indonesian multicultural settings and principles. In addition, more comprehensive research on how the influence and relationship of ideologies contained in textbooks on orientation thinking (ideological) and behavior of children graduating from high schools who use imported good textbooks and domestically published books provided by the Ministry of Education and Culture are very open for future research. Whether cognitive, affective, or psychomotor domains have been more "affected" by ideas and values found through textbooks used in EFL classrooms in the learning process need to be merely cautious to be selected, especially the ones with the imported books.

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