TEXTUAL ANALYSIS ON CHILDREN'S STORYBOOK '*ALL ARE WELCOME*' SEEN FROM INTERCULTURAL DIMENSION

THESIS

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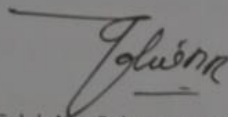
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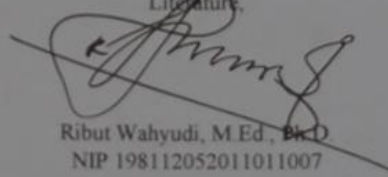
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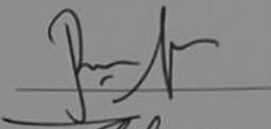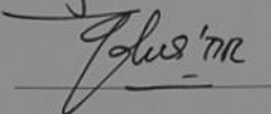
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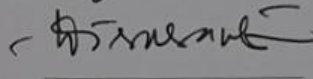
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MOTTO

Our strength is our diversity.

(Alexandra Penfold)

DEDICATION

This thesis is dedicated to:

My beloved parents

Abah Imam Sulthoni and Ummi Nur Roihana

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ABSTRACT

Ulya, Muflikhah (2022) Textual Analysis On Children's Storybook *'All Are Welcome'* Seen From Intercultural Dimension. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed.

Key word: Textual Analysis, Intercultural Dimension, Intercultural Competence

Intercultural competence is needed to answer the complexity of phenomena that arise due to global demands. Children's storybook is designed to include intercultural aspects so that it can help children to improve their intercultural competence. This study aims to find out what sentences and pictures in the children's storybook 'All Are Welcome Here' represents the intercultural dimension and intercultural competence. This research was also conducted to explain how the sentences and pictures in the children's storybook 'All Are Welcome Here' represents the intercultural dimension and intercultural competence. This research is a textual analysis using qualitative methods. The results of this study indicate that from 37 sentences and 32 pictures, 21 sentences and 13 pictures represent the intercultural dimension and intercultural competence and 13 images represent the intercultural dimension and intercultural competence. For further research, the researcher suggests doing research related to reflection on the use of words, sentences, and pictures in social life, especially in intercultural interactions.

ABSTRAK

Ulya, Muflikhah (2022) Analisis Tekstual Pada Buku Cerita *'Anak All Are Welcome'* Dilihat Dari Dimensi Antarbudaya. Skripsi. Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Hj. Galuh Nur Rohmah, M.Pd, M.Ed.

Key word: Analisis Tekstual, Dimensi Antarbudaya, Kompetensi Antarbudaya

Kompetensi antarbudaya diperlukan untuk menjawab kompleksitas fenomena yang muncul akibat tuntutan global. Buku cerita anak dirancang dengan menginternalisasi aspek antarbudaya sehingga dapat membantu anak dalam meningkatkan kompetensi antarbudayanya. Penelitian ini bertujuan untuk mengetahui kalimat dan gambar apa dalam buku cerita anak 'All Are Welcome Here' yang mewakili dimensi antarbudaya dan kompetensi antarbudaya. Penelitian ini juga dilakukan untuk menjelaskan bagaimana kalimat dan gambar dalam buku cerita anak 'All Are Welcome Here' merepresentasikan dimensi antarbudaya dan kompetensi antarbudaya. Penelitian ini merupakan penelitian analisis tekstual dengan menggunakan metode kualitatif. Hasil penelitian ini menunjukkan bahwa dari 37 kalimat dan 32 gambar, 21 kalimat dan 13 gambar diantaranya mewakili dimensi antarbudaya dan kompetensi antarbudaya dan 13 gambar mewakili dimensi antarbudaya dan kompetensi antarbudaya. Untuk penelitian selanjutnya, peneliti menyarankan untuk melakukan penelitian terkait refleksi penggunaan kata, kalimat, dan gambar dalam kehidupan sosial, khususnya dalam interaksi antarbudaya.

مستخلص البحث

يوليا ، مفلخة)2022 (تحليل نصي لكتاب القصص "الأطفال مرحب بهم جميعًا "من البعد الثقافي .مقال .قسم الأدب الإنجليزي ، كلية العلوم

الإنسانية ، مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج .المستشار د .هجرية .جلوح نور رحمه

الكلمات المفتاحية :التحليل النصي ، البعد بين الثقافات ، الكفاءة بين الثقافات

هناك حاجة إلى الكفاءة بين الثقافات للإجابة على تعقيد الظواهر التي تنشأ بسبب المطالب العالمية .تم تصميم كتب قصص الأطفال لتشمل جوانب متعددة الثقافات حتى يتمكنوا من مساعدة الأطفال على تحسين كفاءتهم بين الثقافات .تهدف هذه الدراسة إلى معرفة الجمل والصور الموجودة في كتاب قصص الأطفال "الجميع مرحب بهم هنا "والتي تمثل البعد الثقافي والكفاءة بين الثقافات .أجريت هذه الدراسة أيضًا لشرح كيف تمثل الجمل والصور في كتاب قصص الأطفال "كلنا مرحبًا بكم هنا "أبعادًا متعددة الثقافات وكفاءة بين الثقافات .هذا البحث عبارة عن بحث تحليلي نصي باستخدام الأساليب النوعية .تشير نتائج هذه الدراسة إلى أنه من 37 جملة و 32 صورة ، 21 جملة و 13 صورة تمثل البعد الثقافي والكفاءة بين الثقافات و 13 صورة تمثل البعد متعدد الثقافات والكفاءة بين الثقافات .لمزيد من البحث ، تقترح الباحثة إجراء بحث يتعلق بالتفكير في استخدام الكلمات والجمل والصور في الحياة الاجتماعية ، وخاصة في التفاعلات بين الثقافات.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Intercultural competence is needed to answer the complexity of phenomena that arise due to global demands. Intercultural competence is defined as the ability to understand cultural diversity that is used to overcome problems that arise when individuals, social groups, communities, cultures, or civilizations with different backgrounds interact with each other. An understanding of intercultural aspects will give birth to an attitude of mutual understanding, cultural dialogue, tolerance, and respect for other cultures (Kolosofa, 2018). Thus, the importance of intercultural competence is so crucial that an understanding of interculturality must be instilled as early as possible in various levels of society.

Issues related to intercultural are things that are not easy to discuss. This is because the form of identity, representation, and also the stereotype of cultural diversity often provokes the emergence of different perspectives and also responses to the representations presented. Therefore, to improve intercultural competence, various media are needed to introduce and understand the community regarding intercultural aspects, such as intercultural dialogue, understanding, equality, harmony, tolerance, and justice in a pluralistic society (Hurn et al., 2013). Effectiveness in the process of recognizing aspects of interculturality is

determined by how well these aspects can be communicated to the public. Based on this, various forms of representation of interculturality are packaged in such a way that it can be used as a medium to understand it easily. One of them is a children's storybook which is designed to include intercultural aspects so that it can help children to improve their intercultural competence.

Children's storybooks have an important role as a medium to increase intercultural competence in children. Through the stories presented in the book, children can learn to recognize the diversity of the environment and social life in an easy and fun way. The arrangement of words, phrases, sentences, or pictures is well packaged in the form of stories to introduce children to the unique and influential concepts of children's culture, such as ethnicity and race, main language, family structure, social status, economy, and special needs. In addition, children can also identify themselves by looking at representations of how the interactions between characters, their traits, story conflicts, and the messages they convey in the story (Polatlar et al, 2021). They are accustomed to recognizing the diversity and also knowing how to communicate with individuals from different backgrounds. This will provide a significant meaning for the development of intercultural competence in children. Thus, we can conclude that through storybooks, children can get information and knowledge that they can use as provisions for social life amid a pluralistic society in the future.

Several selected books are used to reflect the readers to understand essential values for preventing intercultural conflicts, such as mutual help, friendship, and empathy (Fernández et al., 2019). In line with that, multicultural values are also represented in English textbooks to provide opportunities for EFL learners to increase their intercultural knowledge and awareness (Setyono and Widodo, 2019). The results of other studies also show that foreign language education can be used as a strategy to develop intercultural communicative competence framed with other disciplines, such as World Englishes, Rhetoric and Composition Studies, Anthropology and Sociology (Moya-Chaves et al., 2018). The use of strategies for introducing and discussing interculturalism is at increasing intercultural competence and helping the readers develop appropriate skills for dealing with intercultural encounters (Fernández-Agüero et al., 2019).

Further, the previous study was written by María del Carmen Méndez García (2010). This study aims to examine how the form of representation of international and intercultural issues in the EFL Bachillerato textbook. The object of this research is 14 Bachillerato textbooks for the first and second courses from seven different publishers. A total of 174 units were analyzed. This research was conducted using qualitative methods with a focus on textual analysis. The findings of this study indicate that these books are relevant for teaching English. The representation of this book is influenced by several things, including technological developments, the flow of foreign language learners to the

target community, or culture shocks such as intercultural contact in general. In addition, the results of the analysis found the fact that technological developments, the flow of foreign language learners to the target community, or culture shocks such as intercultural contact in general.

The second previous research was conducted by Daly (2017). The purpose of this research is to analyze the linguistic elements and the message to be conveyed related to the representation of language diversity. The object of this research is 200 picture books in two languages, namely English and Spanish. The picture book understudy was taken from the Marantz Picture Book Collection for the Study of Picture Book Art, based at Kent State University. This research was conducted using qualitative methods with a focus on content analysis. The findings of this study are the relative status of the two languages which are communicated using various sizes and placements. The presentation of language in this book is related to translanguaging and the vitality of ethnolinguistics.

The last previous study related to the research topic used in this study is written by Pardo (2018). This study was conducted with the aim of discussing the tensions, criticisms, and trends that are still latent in mainstream research on English textbooks that have looked at their intercultural aspects, which need to be explored from a critical intercultural perspective to counter their instrumental, regulatory, homogenizing and commercial nature. from textbooks developed by

foreign and local publishers. This research was conducted using the content critical analysis method. The results of this study indicate that tensions, criticisms, and trends are still latent in the national and international context. Analysis of the content of English textbooks has highlighted that the cultural information they offer is incomplete, biased, and distorted; and that the immense diversity and complexity of human beings is ignored, marginalized, silenced, or invisible. It can be concluded that these textbooks do not promote teaching and learning processes that contribute to the understanding of universal cultural plurality.

The subsequent previous study is done by Kay Gallagher & Afaf Bataineh (2019). The purpose of this study is to analyze the linguistic landscape in the translingual picture story book. In addition, this research was conducted to know the explicit and implicit meanings in story books related to culture and language in the United Arab Emirates. The objects in this study are eight bilingual Arabic-English children's story books produced by bilingual Arabic-English Emirati teacher candidates in public schools in the capital city of Abu Dhabi. This research was conducted using qualitative methods with a focus on linguistic content analysis. The findings of this study indicate that the unification of Arabic and English is not easy to do. This requires several things, including directionality, language balance, page layout, name selection, environmental print and cultural content influenced by the unification process. On the other hand,

this storybook also has a positive value by teaching two linguistic values, namely English and Arabic.

Several previous studies focus on textual analysis using an intercultural point of view. The first previous study was written by Baleghizadeh & Amiri (2020). The purpose of this study is to find out how the forms of cultural representation in ESL grammar textbooks are. The research uses three ESL grammar textbooks as the object of the study. The three books include Understanding and Using English Grammar (Azar & Hagen, 2017), Communicate What You Mean: A Concise Advanced Grammar (Revised by Eckstut, 1997), and Oxford Practice Grammar (Yule, 2010) which are widely taught in Iranian universities. The research was conducted using qualitative methods with a focus on textual analysis. The results of this study indicate that there is an imbalance of cultural representation in ESL grammar textbooks. The book is dominated by cultural aspects of daily life and the behavior patterns of people from English-speaking countries. This causes limited space for readers to know the international culture.

Another previous study was written by Bøhn-Abrahamsen (2020). The data in this study is the picture book entitled 'The Soccer Fence', which is used in learning activities in English classes in Norway. This study will determine the picture book's suitability to promote intercultural concepts and sharpen students' ability to analyze and understand intercultural concepts. The findings in this study indicate that the picture

book 'The Soccer Fence' is suitable to be used as a medium to promote intercultural concepts in Norwegian English classes. In addition, the study results also show that reading and understanding the picture book can improve student response and creativity in understanding intercultural concepts, especially the differences in the surrounding environment. With this, students can understand sympathy to avoid stereotypes and prejudice.

In line with the previous study, Muhammad Ona Irawan and Bukhari Daud (2021) have also conducted research in textbooks viewed from intercultural perspectives. This study aims to identify and describe the cultural content of two EFL textbooks. The objects in this study are two EFL textbooks for grade XII of senior high school are entitled English Books Grade XII and Pathway to English 3. This research was conducted using a qualitative descriptive method with a focus on textual analysis. The findings show that the cultural information in the two textbooks is mostly presented by elements of surface culture. This study also shows that the two textbooks have facilitated three dimensions of intercultural communicative competence (knowledge, skills, and attitudes), while the last dimension (critical cultural awareness) has not been achieved. In conclusion, textbooks still provide and facilitate material in improving students' language competence and cultural knowledge.

Previous research has shown an interesting correlation between the concept of interculturality and its introduction strategy through children's stories. Therefore, this study was conducted to find out what are the

sentences and pictures in the children's storybook *'All Are Welcome'* represent the intercultural dimensions and intercultural competence. In addition, this study was also conducted to explain how the sentences and pictures in the children's storybook *'All Are Welcome'* represent the intercultural dimensions and intercultural competence. This research will focus on textual analysis from the linguistic point of view. However, this will neither limit nor rule out the possibility that the pictures and expressions in the children's storybook *'All Are Welcome Here'* can also support the process of promoting intercultural aspects. This study emphasizes that interculturality is essential to be instilled from an early age in every level of society. In addition, the words and sentences we use in communication impact how the concept of interculturality is represented.

B. Research Question

1. What sentences and pictures in the children's storybook *'All Are Welcome'* represent intercultural dimensions and intercultural competence?

2. How do the sentences and pictures in the children's storybook *'All Are Welcome'* represent the intercultural dimensions and intercultural competence?

C. Objective of The Study

1. Find out what sentences and pictures in the children's storybook *'All Are Welcome'* represent the intercultural dimensions and intercultural competence.

2. To explain how sentences and pictures in the children's storybook *'All Are Welcome'* represent the intercultural dimensions and intercultural competence.

D. Significance of The Study

The purpose of the study is to give both theoretical and practical contributions. Theoretically, the research is expected to be used to develop knowledge about the influence of language in a social context. It could also help explain how subgroups in society could develop their language to communicate. This research will also help explain how situations affect language. Practically, this study is expected to contribute to the design and development of intercultural language in children's storybooks to promote intercultural awareness of how a word can later contribute to fostering the spirit and understanding of the concept of interculturality.

E. Scope and Limitation

The scope of this research is under the umbrella of linguistics which turns out to be very broad. This study focuses on textual analysis using an intercultural perspective represented through linguistic features in children's storybooks. The limitation of the study is that the researcher

cannot analyze every word in the storybook due to time constraints. Therefore the researchers used data reduction to shorten the time.

F. Definition of Key Term

To avoid misunderstandings in interpreting essential terms in this study, the researcher explains the meaning of specific terms:

Interculturality : A term used to define the relationship or interaction between different cultures by campaigning for understanding, equality, harmony, and justice in diverse societies.

Intercultural Dimension : The intercultural dimension is a condition or extent formed when there is an interaction between different cultures and the perpetrator has intercultural competence. These dimensions include openness, knowledge, and adaptability.

All Are Werlcome Here : A printed children's storybook written by Alexandra Penfold and published in 2018. This book tells the story of schools where diversity is something to celebrate.

CHAPTER II

THEORETICAL FRAMEWORK

A. Interculturality

Intercultural activity occurs when a person from one culture contacts members of another culture, and they become aware of the differences between them. Cross-cultural is a term often used to describe a situation when one culture is faced with another culture, and both have positive and negative influences and impacts on each other. If two people from different cultural backgrounds meet without understanding the other person's culture, it can lead to misunderstandings and conflicts. These cultural differences are caused by the dynamic nature of culture and are constantly evolving, which causes the need for various approaches to understanding culture by assimilation, integration, and cross-cultural understanding.

Interculturality is a relationship or interaction between different cultures with a campaign of understanding, equality, harmony, and justice in a diverse society (Ponciano et al., 2012). According to Gudykunst and Mody, intercultural communication is generally face-to-face by individuals with different cultural backgrounds (Liu, 2015). The study of intercultural communication starts from the assumption of cultural differences, indicating communicative practices in interactions between different cultural groups (Piller, 2007). Not only that, instead of just discussing culture and identity, intercultural provides an in-depth discussion that refers to the linguistic aspects and social practices of various cultures and identities that are merged into one. Several factors influence the

increase in intercultural communication between groups; negative stereotypes, authenticity, acceptance by other groups, and positive individual presentations (Heggernes, 2019).

B. Intercultural Communication

Communication and culture are not just two words but two concepts that cannot be separated," it should be noted that the study of intercultural communication can be interpreted as a study that emphasizes the effect of culture on communication (Doty et al., 1996). Gudykunst and Kim (1997) see intercultural communication as a transactional and symbolic process involving attributing meaning between individuals from different cultures. In the book intercultural communication, Andrea L. Rich and Dennis M. Ogawa stated that intercultural communication is communication between people of different cultures, such as ethnicity, ethnicity, race, and social class (Samovar & Porter, 1976). Based on some of these understandings, it can be concluded that intercultural communication is interpersonal communication that occurs between two or more people who have different cultural backgrounds and bring specific effects.

Intercultural communication is basically about how culture affects communication activities: the meaning of verbal and nonverbal messages according to the culture concerned, things worth communicating, and how to communicate them. According to Kropp (2020), intercultural communication is divided into two:

1. Verbal Communication

Verbal communication is communication that uses words, both oral and written. Verbal communication is most widely used in human relationships to express feelings, emotions, thoughts, ideas, facts, data, and information, explain them, exchange feelings and thoughts, argue, and fight. There are several types of verbal communication, including speaking, writing, listening, and reading. In addition, verbal communication also has characteristics, including the sentences used are clear and concise, have much vocabulary, and have connotative and denotative meanings. Based on this explanation, then verbal communication is classified into two types:

a. Oral communication

Oral communication is communication that involves communication cues through voice. For example, a conversation between one individual and another, whether it is a direct conversation or an indirect conversation.

b. Written

Written communication is communication that is done in writing using signs or symbols. Written communication is strongly influenced by how the language is used, such as the choice and use of vocabulary, language style, writing style, and the accuracy of the language used. Examples of written communication include messages sent via email, letters, reports, memos, and written conversations.

2. Non-Verbal Communication

Nonverbal communication is called sign or silent language. Through nonverbal communication we can know someone's emotional mood, whether he is happy, angry, confused, or sad. Nonverbal communication is all signs that are not words. Nonverbal messages are very influential on communication. Nonverbal messages or symbols are much more difficult to interpret than verbal symbols. Verbal language goes hand in hand with nonverbal language, for example when we say "yes" our heads will nod. Nonverbal communication is more honest in expressing what you want to say because it is spontaneous. Nonverbal communication includes all aspects of communication other than the words themselves such as how we pronounce words (volume), features, the environment that affects interaction (temperature, lighting), and objects that affect personal picture and interaction patterns (clothing, jewelry, furniture).

Nonverbal communication is divided into 5 types:

a. Kinesics (Body Language)

Kinesics or body language is a means of non-verbal communication. The intended body language includes gestures, facial expressions, personal appearance, and eye contact.

b. Haptics (Touch Language)

Haptics or touch language communicate non-verbally by referring to the ability to touch or feel.

c. Proxemics (Space Language)

Proxemics or Space Language is a form of non-verbal communication done by creating distance between one individual and another. far and near determine the closeness or intensity of the communication process carried out.

d. Chronemics (Time Language)

Chronemics or Time Language uses the function of time in the non-verbal communication process. This use of time refers to how the speaker uses the time when communicating, such as the use of pauses or the mention of a time.

e. Sign Language

Sign Language is one of the ways used to communicate non-verbally. Signs are used to conveying meaning to the interlocutor.

C. Intercultural Competence

Intercultural competence creates the ability to determine what is appropriate and acceptable to other cultures. Intercultural competence makes humans able to communicate well, and in the end, intercultural competence can strengthen human bonds with other humans and provide uniqueness to humans and society. By sharing experiences and knowledge, understanding each other, and complementing each other through cross-cultures, peace and harmonization of life will be created.

According to Bennett (2003), intercultural competence is recognizing oneself when processing in a cultural context, identifying and appreciating cultural differences, and developing general strategies to adapt to cultural differences. According to him, *intercultural competence* is defined as the ability to internalize

the cognitive framework to analyze culture, overcome ethnocentrism, develop an appreciation and respect for one's own culture and cultural differences, understand and acquire skills in basic cultural adaptation processes, and deal with identity issues related to intercultural contact and mobility. Intercultural competence is needed to conduct relationships effectively and appropriately in various cultural contexts (sensitive knowledge, motivated mindset, skills). Developing intercultural competence demands a mix of culture-specific approaches that emphasize specific subjective cultural understandings combined with culture-general approaches that address the more significant issues of ethnocentrism, cultural self-awareness, and general adaptation strategies.

According to Byram (1997), there are five factors of cultural competence, including the following:

1. Attitude

An ability possessed by each individual to correlate himself with the surrounding environment. Competence used to respect other people and a great curiosity about other cultures. Not only that, but this competency also demands an attitude of openness and readiness to accept diversity.

2. Knowledge

Competence is possessed by individuals where the individual knows the rules of how to behave or interact with other individuals. This includes competence to know the surrounding social conditions, groups, or other cultures.

3. Skills of interpreting and relating.

This competence shows the individual's ability to interpret and connect his insights with social practices in the surrounding environment.

4. Skills of discovery and interaction

The competence that shows the individual's ability to gain new insights about other cultures. Not only that, but this competence also refers to the ability to practice the insights that he already has in intercultural interaction activities

5. Critical cultural awareness

The competence where each individual can use the right point of view to see other cultural practices and forms to create evaluations.

D. Intercultural Dimension

According to Sinicrop et al. (2007), intercultural dimensions will be created by having intercultural competence. There are three forms of intercultural dimensions:

1. Openness

Openness is defined as the ability to be open to other people from different backgrounds. This dimension will create a form of mutual respect and tolerance for others.

2. Knowledge

Knowledge is defined as a characteristic where individuals have a great curiosity about other cultures and have a great curiosity about the feelings and mindsets of other individuals. This dimension will create the discovery of new knowledge and a form of empathy in each individual.

3. Adaptability

Adaptability is the ability to correlate the individual's perspective or point of view with the behavior and communication style used when interacting with other individuals.

CHAPTER III

RESEARCH METHOD

This chapter gives a description of the research design, methods of data collection and analysis used in the study.

A. Research Design

This study uses a qualitative method. According to Strauss and Corbin (1998), the qualitative method is when the findings do not go through statistical or computational procedures. The method was chosen because it is relevant to the researcher's objective: to get the data to support research questions and deeply understand the linguistic features that represent intercultural aspects in the children's storybook *'All Are Welcome Here'*.

In the analysis process, this research can be called textual analysis. The textual analysis approach is a step taken to obtain information from the text conveyed in the form of symbols. This textual analysis was chosen because it is relevant to the research objective: to see how words, phrases, sentences, paragraphs, and pictures in story books represent intercultural aspects. In addition, this research is also called textual analysis because the object of study in this study is the text of the story in the children's book *'All Are Welcome Here'*. According to Rahardjo (2020), a study text is a study that focuses on the analysis or interpretation of written material based on its context.

This study uses an intercultural approach. Interculturality is a relationship or interaction between different cultures with a campaign of understanding, equality, harmony, and justice in a diverse society. The interculturality approach was

chosen because it is relevant to answering the research questions formulated, namely to find out the intercultural aspects promoted in children's story books.

B. Research Object

The object of this research is a printed children's storybook entitled *'All Are Welcome'* by Alexandra Penfold which was published in 2018. This children's story book is one of the best-selling children's story books in the New York Times version. This storybook is published by Knopf in New York. This storybook consists of 32 pages. This storybook tells the story of a school that upholds diversity and inclusion. It tells the story of a school where all young children have a place, have space, and are loved and valued. A school where students from all backgrounds learn and celebrate each other's traditions. A school that shows the world what we are about to become. This storybook is equipped with vividly detailed illustrations and a gently reassuring text, Alexandra Penfold and Suzanne Kaufman celebrate kindness, inclusivity, and diversity in a joyous read-aloud that is must for every child's bookshelf.

C. Research Instrument

Research instrument is a tool used by researchers to collect data. In this study, the research instrument is the researcher himself (Sugiyono., 2016). This is because researchers obtain data directly. The researcher reads and records the data found in the children's storybook *'All Are Welcome Here'*. Thus the researcher is the primary tool in this research.

D. Data Source

The data source in this study is a children's storybook entitled 'All Are Welcome Here' by Alexandra Penfold. The entire text in this book will be the primary data source to be analyzed. Phrases, words, sentences, and paragraphs in the book are the primary data. Besides that, the researcher still pays attention to pictures and other aspects that support the representation of intercultural concepts in books.

E. Data Collection

The data in this study were obtained through several processes. The first process is reading and deep understanding. The second process is writing the word and classifying it according to its type in a table: sentence and pictures. The third process is data reduction. In the data reduction process, the data that has been obtained will be sorted and selected to determine the primary data to be analyzed.

F. Data Analysis

The data analysis process is divided into three parts: selecting data, classifying data, and identifying or analyzing data using intercultural theory. The first stage is selecting the data. The researcher will read the children's storybook 'All Are Welcome' at this stage. Next, the researcher will select and record the data found. Data can be in phrases, words, sentences, or paragraphs. The second stage is classifying the data. At this stage, the researcher will map the data that has been obtained into a table. This mapping is done based on the data type, such as words, phrases, sentences, or paragraphs. The third stage is analyzing or identifying the

data. At this stage, the researcher analyzed the data using an intercultural dimension (Sinicrop et al., 2007). Furthermore, to obtain in-depth research results, researchers analyzed the data using the perspective of intercultural competence (Byram, 1997). The analyzed data will then be classified based on the type or theme of the findings. In the last stage, the researcher writes conclusions and suggestions on the results of the analysis that has been carried out.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two sections those are findings and discussion. In the first sub-chapter, the researcher present the data from analyzing the linguistic features in the children's storybook *'All Are Welcome'*. The data is divided into two types those are sentences and pictures. Meanwhile, in the second sub-chapter, the researcher explain the findings that have been described in the first sub-chapter. The researcher discusses the findings using an intercultural perspective. The significance is the intercultural dimensions and intercultural competence. In addition, the researcher relates the findings to several previous studies that are relevant to the topic of discussion.

A. Findings

In this subchapter, the researcher describes the results of data analysis in the form of sentences and pictures in the children's storybook *'All Are Welcome'*. The data collection process shows at least 37 sentences and 32 pictures found. Furthermore, some 21 sentences and 13 pictures were selected as the primary data for analysis in the data reduction stage. The analysis results show the use of linguistic features in sentences and pictures representing intercultural competence and dimensions. Furthermore, to simplify the organization and data analysis process, the researcher presents it as a table and classifies it into two parts: sentences and pictures. In each classification, researchers will divide again according to the type of representation of the intercultural dimension: openness, knowledge, and adaptability. The results of the data analysis are as described below.

1. **The sentences in the children's storybook 'All Are Welcome' represent the intercultural dimension and intercultural competence**

The analysis results show that there are verbal communication findings in the form of 21 sentences representing three intercultural dimensions: openness, knowledge, and adaptability. The analysis results also show that the 21 sentences representing the intercultural dimension also contain elements promoting several forms of intercultural competence. Some forms of intercultural competence include attitude, knowledge, skills of interpreting and relating, discovery and interaction, and critical cultural awareness. The findings are as explained below.

Data [1] *All are welcome.*

The first data finding is the sentence *'All are welcome'*. This data is the story's title found on the cover page of the children's storybook *'All Are Welcome'*. The use of the word *'welcome'* shows acceptance of all forms of diversity. The representation of openness invites the reader to build intercultural competence in the form of critical cultural awareness.

Data [2] *All are welcome here.*

Not much different from the first finding. The second data finding in the sentence *'all are welcome here'* also represents acceptance which shows that everyone deserves to be accepted. The addition of the word *'here'* shows the background of this story which is none other than class—classes containing students from various ethnicities, cultures, religions, and countries. The phrase *'all*

are welcome here' shows that all students are warmly received, regardless of their race, religion, or family background.

Data [3] *No matter how you start your day.*

The third data finding is the sentence *'no matter how you start your day'*. This sentence shows that each student has different habits in starting their day. The use of the word *'no matter'* represents openness. This sentence explains that the difference is not something that needs to be disputed. From this form of representation, it can be said that students need intercultural competence in the form of skills of interpreting and relating.

Data [4] *What you wear when you play.*

The fourth data finding is the sentence *'what you wear when you play'*. This sentence shows that there are differences between students in the way they dress. Referring to the previous sentence, in the sentence *'what you wear when you play'*, the difference is not the primary meaning represented by the sentence. The representation of the sentence is acceptance of the differences in the way students dress. This representation promotes the need for intercultural competence in the form of skills of interpreting and relating.

Data [5] *Or if you come from far away.*

The fifth data finding is the sentence *'or if you come from far away'*. This sentence shows that there are differences in where the students live. Like the fourth data finding, this data represents the acceptance of the differences in the

students' places of origin. This representation promotes the need for intercultural competence in the form of skills of interpreting and relating.

Data [6] *In our classroom safe and sound.*

The sixth data finding is the phrase *'in our classroom safe and sound'*. The phrase *'our classroom'* shows the meaning of togetherness. That the class is a place that is a shared responsibility, and every student has the same role and opportunity. Furthermore, the use of the word 'safe and sound' shows that all students will feel safe and comfortable with togetherness in class. This representation shows the need for intercultural competence in the form of skills of discovery and relating.

Data [7] *Fears are lost, and hope is found.*

The seventh data finding is the sentence *'fears are lost, and hope is found'*. If it is connected with the previous sentence, this seventh data shows that students will not feel afraid of togetherness. Togetherness will give birth to new hopes where students can share roles and help each other realize these expectations. To implement the meaning of the sentence in social life, readers are invited to develop skills of discovery and relating.

Data [8] *We'll have fun side by side.*

The eighth data finding is the sentence *'we'll have fun side by side'*. The use of the words *'we'* and *'side by side'* represents togetherness. While the word *'have fun'* shows that the students will feel happy with togetherness. This sentence promotes intercultural competence in the form of critical cultural awareness,

which will be the basis for implementing the value of togetherness in intercultural practice.

Data [9] *We're part of the community.*

The ninth data finding is the sentence *'we're part of the community'*. Almost the same as the eighth data finding, the use of the word *'we'* represents togetherness. While the phrase *'part of the community'* shows that class represents the existence of fellowship between individuals who make up the community. The community can also be interpreted as a fellowship between individuals who have the same goal. Thus, this sentence promotes an attitude to foster intercultural competence in the form of critical cultural awareness as a tool for intercultural interaction to unite perceptions and give birth to openness.

Data [10] *A shelter from adversity.*

The tenth data finding is the phrase *'A shelter from adversity'*. The phrase *'a shelter'* refers to a class that contains togetherness from many kinds of diversity. While the word *'adversity'* refers to problems where these problems can be solved together. From this explanation, it can be concluded that all problems or difficulties can be quickly resolved if there is the togetherness that can build a mindset to help each other. Thus, the phrase *'a shelter from adversity'* promotes intercultural competence in the form of critical cultural awareness.

Data [11] *Our time together is the best.*

The eleventh data finding is the sentence *'our time together is the best'*. The sentence shows that togetherness is the most beautiful thing. Togetherness

can be interpreted as a beautiful thing if there are elements that can make the individual feel comfortable and accepted. Thus, it can be concluded that this sentence represents openness and also promotes intercultural competence in the form of critical cultural awareness.

Data [12] *You have a place here.*

Data [13] *You have a space here.*

The twelfth data finding is the sentence *'You have a place here'*. The word *'place'* here refers to one place, namely class. This data has similarities with the thirteenth data, namely the sentence *'you have a space here'*. In this sentence, the phrase *'a space here'* also refers to one place, namely class. From these two sentences, it can be interpreted that class is a place where everyone is accepted even though they come from different backgrounds. Based on this explanation, the sentences *'You have a place here'* and *'You have a place here'* show an acceptance of being open to anyone, even if they come from different ethnicities or backgrounds. Not only that, but the two sentences also promote intercultural competence in the form of critical cultural awareness. This ability will be possessed when individuals can analyze their surroundings and then use the ability of cultural awareness as a tool for intercultural interaction.

Of the twenty-one data analyzed, thirteen sentences represent the intercultural dimension in the form of openness. The thirteen sentences also represent intercultural competence: attitude, the skill of interpreting and relating,

skills of discovery and interaction, and critical cultural awareness. The findings
are presented in the summary table below.

Table 1. The Representation of Openness

Data	Sentence	Page	Intercultural competence
1.	All are welcome	Cover	Critical Cultural Awareness
2.	All are welcome here	2, 4, 6, 10, 12, 14, 16, 20, 22, 28,	Critical Cultural Awareness
3.	No matter how you start you day	3	Attitude Skill of interpreting and relating
4.	What you wear when you play	3	Attitude Skill of interpreting and relating
5.	Or if you come from far away	4	Attitude Skill of interpreting and relating
6.	In our classroom safe and sound	5	Attitude Skills of discovery and interaction
7.	Fears are lost and hope is found	5	Attitude Skills of discovery and interaction
8.	We'll have fun side by side	14	Critical cultural awareness
9.	We're part of the community	16	Critical cultural awareness
10.	A shelter from adversity	16	Critical cultural awareness
11.	Our time together is the best.	25	Critical cultural awareness
12.	You have a place here.	30	Critical cultural awareness
13.	You have a space here.	31	Critical cultural awareness

Furthermore, the researcher found that six sentences represent the intercultural dimension and intercultural competence. The data findings are as described below.

Data [14] *We'll share stories from the heart.*

The fourteenth data data finding is the sentence *'We'll share stories from the heart'*. The sentence *'we'll share stories'* shows an attitude to share insights so that students can find out facts about other cultures that they do not know. The phrase *'from the heart'* shows the empathy of the students to build a broader perspective jointly. From this explanation, it can be concluded that the sentence represents intercultural competence in the form of knowledge. Not only that, but the sentence also promotes intercultural competence in the form of skills of interpreting and relating.

Data [15] *A dozen kinds of bread.*

The fifteenth data finding is the phrase *'a dozen kinds of bread'*. The word *'kinds'* is the keyword in the sentence. The word *'kinds'* in the phrase shows the diversity, which in the context of this story is the diversity of types of bread. From this explanation, it can be interpreted that the sentence represents knowledge of the facts of diversity in the surrounding environment. In addition, the phrase also promotes intercultural competence in the form of skills of relating and interpreting. Competence is needed to understand the surrounding conditions so that it can determine the attitude that must be taken when conducting intercultural interactions.

Data [16] *We will learn from each other.*

The sixteenth data finding is the sentence *'we will learn from each other'*. The sentence shows the interaction between students which is packaged in joint learning activities. From these activities, students will exchange insights to have broader insights. After getting a broader insight, it is hoped that students can reflect on it in life. From this explanation, it can be concluded that the sentence represents the intercultural dimension in the form of knowledge and promotes intercultural competence in the form of skills of interpreting and relating.

Data [17] *Special talents we'll uncover.*

The seventeenth data finding is the sentence *'Special talents we'll uncover'*. The sentence indicates the discovery of new knowledge. This represents the intercultural dimension in the form of knowledge. Specifically, what is meant is the discovery of new facts, which are expected to open students' horizons and empathy in intercultural interactions. This sentence has similarities with the previous data, namely promoting the need for intercultural competence in the form of skills of interpreting and relating in intercultural interactions.

Data [18] *There's a big to discover.*

The eighteenth data finding is the sentence *'There's a big to discover'*. The word *'discover'* shows a meaning that is not much different from the previously found data, namely the existence of a new fact-finding activity. Thus the sentence 'there's a big to discover' also represents the intercultural dimension in the form of

knowledge while promoting intercultural competence in the form of skills of interpreting and relating.

Data [19] *So much to learn, so much to do.*

The nineteenth data finding is the sentence *'So much to learn, so much to do'*. The phrases *'to learn'* and *'to do'* are the keywords in the sentence. The phrase *'to learn'* indicates a process of finding new facts about other cultures. While the phrase *'to do'* indicates an interaction in the learning process. From this explanation, the sentence *'So much to learn, so much to do'* represents an interaction activity to find new facts. Thus the sentence shows the existence of an intercultural dimension in the form of knowledge and promotes intercultural competence in the form of skills of interpreting and relating.

From the results of the analysis that the researchers have carried out, it can be concluded that the six data described above represent the intercultural dimension in the form of knowledge and intercultural competence: skills of interpreting and relating, skills of discover and interaction. The findings are presented in the table below.

Table 2. The Representation of Knowledge

Data	Sentence	Page	Intercultural Competence
14.	We'll share stories from the heart.	9	Skills of interpreting and relating
15.	A dozen different kinds of bread	11	Knowledge Skills of interpreting and

16.	We will learn from each other	17	Skills of interpreting and relating
17.	Special talents we'll uncover.	17	Skills of interpreting and relating
18.	There's a big to discover.	18	Skills of interpreting and relating
19.	So much to learn, so much to do.	21	Skills of discover and interaction

Furthermore, the researcher found that two sentences represent the intercultural dimension and intercultural competence. The data findings are as described below.

Data [20] *Pass it around till everyone's fed.*

The twentieth data finding is the sentence *'Pass it around till everyone's fed'*. The sentence shows the attitude taken by the students during lunchtime. As much as possible to share with fellow friends. This shows the ability to adapt behavior to situations in the environment. Thus, the sentence represents the intercultural dimension in the form of adaptability and intercultural competence in the form of skills of discovery and interaction.

Data [21] *Our strength is our diversity.*

The twenty-first data finding is the sentence *'Our strength is our diversity'*. The sentence shows flexibility in behavior. The students have come to the

understanding that diversity is not something that will solve it, but diversity will give new strength if it can be addressed correctly by the perpetrators. The sentence *'our strength is our diversity'* represents the intercultural dimension in the form of adaptability by bringing up elements of behavioral flexibility and communicative awareness. In addition, the sentence also promotes intercultural competence in the form of critical cultural awareness. This competence is needed to reflect the word *'our strength is our diversity'* in social life.

From the analysis conducted by the researcher, it can be concluded that the two sentences described above represent the intercultural dimension in the form of adaptability. The two sentences also promote intercultural competence: attitude, skills of discovery and interaction, and critical cultural awareness. The findings are presented in the summary table below.

Table 3. The Representation of Adaptability

Data	Sentence	Page	Intercultural Competence
20.	Pass it around till everyone's fed.	11	Attitude Skills of discovery and interaction
21.	Our strength is our diversity	16	Critical cultural awareness

2. The pictures in the children's storybook 'All Are Welcome' represent the intercultural dimension and intercultural competence

The analysis results show that there are findings of non-verbal communication in 13 pictures representing three intercultural dimensions: openness, knowledge,

and adaptability. Not only that, but the analysis results also show that the 13 pictures that represent the intercultural dimension also contain elements of promoting several forms of intercultural competence. Some forms of intercultural competence include attitude, knowledge, skills of interpreting and relating, discovery and interaction, and critical cultural awareness. The findings are as explained below.

Data [1] The Representation of Intercultural Dimension and Intercultural Competence in Personal Appearance

The first picture data shows the diversity aspect. This diversity aspect can be seen from the differences in students' skin colour, whether they are white, brown, or black. Not only that, but the way students dress is also different, some wear a headscarf, and some wear short clothes. The shape and colour of the students' hair are also different; there are straight black, curly black, curly blonde, and brown. It represents knowledge of the fact that there is diversity in society.

Critical cultural awareness is needed in society to determine what attitude should be taken according to the situation in the surrounding environment. Thus, it can be concluded that the picture represents the intercultural dimension in the form of knowledge and intercultural competence in the form of critical cultural awareness.

Data [2] The Representation of Intercultural Dimension and Intercultural Competence in Facial Expression

In the second data, happy and enthusiastic expressions can be seen on students' faces during the learning process. This expression shows the enthusiasm of students to broaden their horizons. They are in the intercultural dimension in the form of knowledge where the actor is curious about a particular situation or culture. The picture also promotes intercultural competence through discovery and interaction skills. This ability will grow when students begin to interact to exchange ideas for broader insights.

Data [3] The Representation of Intercultural Dimension and Intercultural Competence in Facial Expression

The students were seen having lunch together and smiling happily in the third picture data. The pictures represent the intercultural dimension in the form of togetherness and togetherness through a happy attitude when sharing. Not only that, but the pictures are also an intercultural competence in the form of cultural awareness. This competence can be seen in how students share food with other students from different backgrounds, races, or religions from themselves.

Data [4] The Representation of Intercultural Dimension and Intercultural Competence in Facial Expression

Almost the same as the explanation of the third picture data, the fourth picture data also found a form of representation of the intercultural dimension in the form of openness. This dimension can be seen in the faces of the students, who look happy when they can play together. This representation of openness and togetherness is increasingly seen when those of different races or religions can unite into one and play together happily. The intercultural dimension will not be possible without the ability to have critical cultural awareness. Therefore, it can be concluded that the fourth picture data promotes intercultural competence through critical cultural awareness.

Data [5] The Representation of Intercultural Dimension and Intercultural Competence in Gestures

In the fifth picture data, several students are seen pointing at the world map on the wall. The figure shows that the students are from different places or countries. It represents diversity. Students have the insight that their friends are different from themselves in their area of living. Thus, the picture represents the intercultural dimension in the form of knowledge and promotes intercultural competence in interpreting and connecting skills.

Data [6] The Representation of Intercultural Dimension and Intercultural Competence in Gestures

In the sixth picture, students can reach out to share food with their friends. The picture shows the form of togetherness and acceptance. The sharing attitude is a manifestation of the ability to have critical cultural awareness. This ability is seen in how students are willing to share food with friends from different races or religions.

Data [7] The Representation of Intercultural Dimension and Intercultural Competence in Haptics (Touch Language)

The data found in the seventh picture shows that students from various ethnic groups, races, countries, or religions are holding hands to form a circle. This diversity can be seen from the differences in the way students dress; some wear a headscarf, some wear hats, and some wear short clothes. Not only that, the picture shows students' various skin colours and hair shapes. There are black, brown, yellow and white, with curly black hair, straight blonde, and wavy brown hair. Even though they come from various tribes and races, they are willing to interact with each other and form togetherness and openness by joining hands to form a circle. Thus, it can be concluded that the picture represents openness and critical cultural awareness.

Data [8] The Representation of Intercultural Dimension and Intercultural Competence in Prosemics (Space Language)

In the eighth picture data, it can be seen that students sit in class in neat rows. This picture shows that students have merged into one, and there are no more boundaries that prevent them from interacting. From such a close distance, a representation of critical cultural awareness can be seen. They no longer discriminate between friends based on the diversity that exists; they can already use the point of view of cultural awareness when interacting in the classroom.

Data [9] The Representation of Intercultural Dimension and Intercultural Competence in Prosemics (Space Language)

In the ninth picture data, it can be seen that students are listening to their teacher telling stories. They gathered in the middle of the class and listened intently. There was no longer any boundary between them; all melted into one and seemed comfortable and happy. Thus, the picture represents an intercultural dimension in the form of adaptability and promotes intercultural competence in the form of critical cultural awareness.

Data [10] The Representation of Intercultural Dimension and Intercultural Competence in Prosemics (Space Language)

In the tenth picture data, it can be seen that students are holding hands in a circle. From the picture, it is clear that there is no distance between students. This picture shows the flexibility of behaviour and communicative ability in the practice of intercultural interaction. Thus, it can be concluded that the picture represents the intercultural dimension in the form of adaptability and promotes interculturalism in the form of critical cultural competence.

Data [11] The Representation of Intercultural Dimension and Intercultural Competence in Sign Language

If we look in more detail at the data of the eleventh picture, we will notice that each student paints a different picture. This picture shows differences in mindset and point of view among students. Thus, the picture represents the intercultural dimension in the form of intercultural knowledge and competence in interpreting and connecting skills.

Data [12] The Representation of Intercultural Dimension and Intercultural Competence in Sign Language

The twelfth picture data shows a row of flags from various countries lined up at the top of the picture. Rows of flags show diversity, openness, and togetherness. This represents the intercultural dimension in the form of openness and promotes intercultural competence in the form of critical cultural awareness.

Data [13] The Representation of Intercultural Dimension and Intercultural Competence in Sign Language

The thirteenth picture data shows a world map surrounded by students from various races, ethnicities, religions, and countries. The picture shows that the world consists of various tribes, cultures, and ethnicities, so it takes the ability to dig up information about cultural diversity. By having broad insight related to cultural diversity, it is hoped that all can live side by side happily.

B. Discussion

In this subchapter, the researcher will explain the findings that have been described in the first subchapter. The researcher discusses the findings from an intercultural perspective with the significance of intercultural dimensions and intercultural competence. In addition, the researcher relates the findings to several previous studies that are relevant to the topic of discussion. To facilitate

researchers in elaborating and explaining the analysis results, in this sub-chapter, the researcher divides the discussion into two parts: verbal communication and non-verbal communication.

1. The sentences represent the intercultural dimension and intercultural competence

The analysis results show that at least 21 sentences represent intercultural dimensions in openness, knowledge, and adaptability. The analysis results of this study are in line with the perspective of the intercultural dimension proposed by Sinicrope et al. (2007). The intercultural dimension is a dimension in which intercultural occurs. Intercultural occurs when a person from one culture makes interaction with members of another culture, and they realize the differences between them. According to Sinicrope (2007), the occurrence of intercultural will give birth to an intercultural dimension divided into three parts: openness, knowledge, and adaptability.

After finding the form of representation of the intercultural dimension, the researcher then analyzes what elements of competence support the existence of the intercultural dimension. The analysis results show at least three intercultural competencies promoted in the children's storybook *'All Are Welcome'*. The three competencies include skills of interpreting and relating, skills of discovery and interaction, and the last is critical cultural awareness. This is in line with the opinion expressed by Byram (1997). According to him, three forms of intercultural dimensions will be created if the perpetrators have intercultural

competence. Intercultural competence is divided into five types: attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Not only that, according to him, several factors influence the interaction between cultures. Among them is communication in the form of verbal and non-verbal.

In the children's storybook *'All Are Welcome'*, forms of representation of the intercultural dimension are found in the use of sentences. These sentences direct the reader to cultivate intercultural competence. As the findings are presented in table 1, 13 sentences represent openness. The findings of these sentences are used as utterances that show that everyone deserves to be accepted in their presence. In this storybook, the context is a classroom atmosphere containing many students from various ethnicities, cultures, countries, and religions. Those several sentences show that all students are warmly received, regardless of their race, religion, or family background.

In table 2, six sentences represent the intercultural dimension in the form of knowledge. The use of these sentences in the story *'All Are Welcome'*, if reflected in real life, the researcher concludes that the class setting in the storybook represents social life in the world. For example, it is represented in the sentence *'a dozen different kinds of bread'*. We live amid ethnic, racial, cultural, and religious diversity. This representation illustrates that we need to realize the intercultural dimension in social life by growing intercultural competence. We need to cultivate intercultural competence in the form of skills of discovery and interaction to gain broader insights. We also need skills in interpreting and

relating to reflect these insights into social life. Furthermore, critical cultural awareness competence is needed to implement harmonized insight and behavior in society.

Furthermore, in table 3, the researchers found two sentences that represent the intercultural dimension in the form of adaptability. This finding aligns with the opinion expressed by Sinicrope et al. (2007). According to him, adaptability is one of the intercultural dimensions that describes a person's ability to adapt behavior and communication style to circumstances. The first finding data is the sentence *'Pass it around till everyone's fed'*. The sentence shows the students' awareness to share even though they come from different backgrounds, and maybe even their point of view is also different. In line with the previous discussion, the second finding is the sentence *'our strength is our diversity*. The sentence shows the ability to identify diversity in the classroom. Starting from these abilities, the students then cultivate the point of view to further form skills in processing attitudes. The sentence can be interpreted that the students have realized that diversity is not something to be concerned about but something to be celebrated. Based on this explanation, it can be concluded that the two sentences are a form of representation of adaptability and critical cultural awareness.

The use of sentences in this storybook has a significant role. The choice of the story set in the classroom is a simple thing that plays a role as a form in recognizing diversity in real life. The storyline that describes the setting of a science exhibition and art performance shows much knowledge that can be

learned together. Thus this story can provide information that can introduce real life in society.

2. The pictures represent the intercultural dimension and intercultural competence

The analysis results show that at least 13 pictures represent intercultural dimensions in openness, knowledge, and adaptability. The picture has its characteristics in representing the intercultural dimension. Six pictures show the use of kinesics (body language), one picture shows the use of haptics (touch language), and three pictures show the use of proxemics (space language). Finally, three pictures show sign language usage. This finding is in line with the opinion expressed by Kropp (2020). According to him, non-verbal communication is a means of communicating without words; this method uses body language or other symbols.

Based on the results of the analysis that has been carried out, some forms of use of non-verbal communication not only represent the intercultural dimension, but several types of use of non-verbal communication are also tools to promote intercultural competence. The analysis results align with the perspective proposed by Byram (1997). According to him, three forms of intercultural dimensions will be created if the perpetrators have intercultural competence. Intercultural competence is divided into five types: attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.

Minor forms of representation of the intercultural dimension described in the children's storybook *'All Are Welcome'* play an essential role in promoting interculturality. As the results of the analysis that has been carried out, these forms of representation can be seen in pictures that show all students sitting side by side on chairs and tables that are lined up neatly and parallel in the classroom, pictures of students having lunch together, or pictures where all students are holding hands. Hands in a circle. This shows that whoever it is, even if it comes from a different race or ethnic culture, everyone will be given the same rights, positions, and opportunities. This represents the existence of intercultural competence where the actors have the skills to behave, interact and also think critically that basically, all people have the same rights, opportunities, and also the same position, whatever, however, and also from wherever their background.

The form of representation of the intercultural dimension and intercultural competence in this storybook has a significant role. The choice of symbols, backgrounds, and shapes from pictures in books dramatically influences the process of increasing children's imagination to create a picture of the world in all its various forms according to their version.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will provide conclusions from the analysis results of sentences and pictures in the children's storybook *'All Are Welcome'*. In addition, the researcher provides suggestions for further research related to the topic of interculturality and children's storybooks.

A. Conclusion

Based on the analysis and discussion in the previous chapter, the researcher concludes that there are 21 sentences and 13 pictures in the children's storybook *'All Are Welcome'*, which represents the intercultural dimension and intercultural competence. The findings show that verbal and non-verbal communication represent intercultural competence.

With these findings, it can be concluded that the children's storybook *'All Are Welcome'* can be used as a medium for promoting interculturality. This children's storybook can be the initial stage for children to see the world and recognize the concept of interculturality. Children will be given the experience of exploring knowledge about social life through sentences and pictures contained in the children's storybook *'All Are Welcome'*. Not only that, the storyline and the message conveyed in the children's storybook can be an initial guide for children in processing their feelings and thoughts.

B. Suggestion

For further research, the researcher suggests doing research related to reflection on the use of words, sentences, and pictures in social life, especially in

intercultural interactions. Because this research is limited to representations in sentences and pictures, it is hoped that further research will be able to examine more deeply related to the composition and formation of words so that the resulting meaning will also provide a different reflection on social life.

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CURICULUM VITAE

Muflikhah Ulya was born in Sidoarjo on July 29, 2000. She graduated from Madrasah Aliyah Negeri Denanyar in 2018. She started her higher education in 2018, majoring in English literature at UIN Maulana Malik Ibrahim Malang. During her time as a student, she focused on studying English literature. However, she also learned to hone his writing skills by writing several articles and literary works published in several online media.

Synopsis of children's story books *'All Are Welcome'*

A warm, welcoming picture book that celebrates diversity and gives encouragement and support to all kids. Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where kids in patkas, hijabs, and yamulkes play side-by-side with friends in baseball caps. A school where students grow and learn from each other's traditions and the whole community gathers to celebrate the Lunar New Year. All Are Welcome lets young children know that no matter what, they have a place, they have a space, they are welcome in their school.

Release Date: July 2018

Age Group: Childrens, Picture Book

Source: Review Copy from Publisher

Reviewed By: Nat

Contents of children's story book *'All Are Welcome'*

Gather now, let's all take part.
We'll play music, we'll make art.

8

7

No matter how you start your day.
What you wear when you play.

3

WORLD MAP

Or if you come from far away.
All are welcome here.

4