



The Cultural Representation in Secondary EFL Textbooks: A Critical Content Analysis and Teachers' Perceptions

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Abstract: Language and culture have an inextricable relationship. The present study aims to investigate the cultural representation embodied in the Senior High School English textbooks entitled “Bahasa Inggris” for grades 10 and 11. Moreover, this study also explores two English teachers' perceptions of the cultural representations deployed in those textbooks. Implementing qualitative critical content analysis, the study investigated the cultural point in the textbooks based on Cortazzi and Jin's (1999) cultural dimensions and Yuen's (2011) cultural aspects as the frameworks. The results show that there is an imbalanced cultural representation between three dimensions which dominantly referred to source and target cultures. In terms of cultural aspects, Products are the most aspect that appeared followed by persons. Furthermore, the teachers reported that certain cultures should be dominantly represented in textbooks. Moreover, they assumed that practices and cultural aspects should be represented more in the textbook as a way to improve the student's attitudes. The study inferred that the textbooks failed to promote balanced cultural depiction and lack in improving students' intercultural awareness. This study might be useful for education stakeholders, particularly teachers to select adequate material sources; and textbook writers to re-design the ELT textbooks with various cultural diversity.

Keywords: critical content analysis, cultural representation, EFL teachers' perceptions, EFL textbooks

Recommended citation: Kusumaningrum, A. R., Suparno., & Sumardi. (2023). The Cultural Representation in Secondary EFL Textbooks: A Critical Content Analysis and Teachers' Perceptions. *Journal of Innovation in Educational and Cultural Research*, 4(3), 399-409.

INTRODUCTION

In the 21st century, there are some changes that society has experienced. Globalization is one of the parts that change the traditional society into the new one and require the members to find a new way of thinking and lifestyle (Chen & An, 2009). In globalization, English becomes a crucial part of it since there has been a shift in the role of the English language from a national to an international language which is shared by many social groups of non-native speakers (Baleghizadeh & Shayesteh, 2020). Also, English has become a global lingua franca for intercultural communication. Despite the lack of a native speaker culture in practice, it still embraces the culture of speakers of different backgrounds. Accordingly, it causes the great expansion of English education and increases the researchers' interest in global citizenship (Davidson & Liu, 2020). This highlights that foreign language education requires linguistic and cultural competence (Ghavamnia, 2020).

Across different groups of people, culture is something they share in common as well as something in which they can differentiate (Saemee & Ra, 2021). Lewis et al. (1996) state that the concept of culture can be used to grasp various aspects of human behavior, as it contains beliefs, values, and rules that influence how people behave. Cortazzi and Jin (1999) assert culture is the structure of assumptions, ideas, and beliefs used in construing other people's actions, words, and patterns of thinking. Accordingly, in the ELT context, facilitating the student's own culture and the culture of other countries should be considered to provide them the knowledge of their own culture, and also the diversity of cultures of other countries as the way to help them face cultural experience (Sadeghi & Sepahi, 2018). In the foreign language context, the EFL education program is uniquely positioned to give students a chance to expand their awareness and involvement beyond national borders (Davidson & Liu, 2020). Thus, culture has important involvement in language teaching as stated by Shemshadsara (2012) that teaching foreign languages to students requires teachers to take culture into account when preparing them for intercultural communication. Furthermore, language is the use of words per their lexical and contextual meanings and how native speakers understand them. It is, however understanding the culture alone is not enough. Learners must be able to visualize native speakers of the target language as real people to communicative competence. Accordingly, learning a language as well as the culture is needed to avoid miscommunication among speakers with different cultural backgrounds. Therefore, the textbook is assumed to be the main part of the ELT context that can help students in obtaining both language and cultural knowledge (Canale, 2016). In addition, Liu et al. (2022) describe that textbooks are created to promote the target cultures (e.g., American and British cultures) and to render the local cultures and international cultures (Yuen, 2011;

Bose & Gao, 2022). On the other hand, textbooks sometimes focus merely on the local cultures (Dinh & Sharifian, 2017; Parlindungan et al., 2018). The EFL textbooks should adequately reflect the diverse cultural aspects since some teachers heavily rely on textbooks as the basis of their teaching (Amerian & Tajabadi, 2020). However, in reality, there are some English textbooks provide imbalanced cultural representation which refers to source culture (Davidson & Liu, 2020; Rahim & Daghigh, 2020) or target culture (Tajeddin & Pakzadian, 2020; Xiang & Yenika-Agbaw, 2021). Local policies, political limitations on textbook publishers, or the perspective of textbook writers are generally responsible for the gap between local culture and other cultures (Baleghizadeh & Shayesteh, 2020).

Some previous research has similar results regarding cultural points in the textbooks. These show the imbalanced cultural representation which focuses on particular cultures. Putra et al. (2020) reveal the dominance of Indonesian and English-speaking countries' cultures in Indonesian textbooks. Baleghizadeh and Shayesteh (2020) express an unbalanced cultural representation in Iran's English textbooks which predominantly distributed target cultures and underrepresented others. Chang (2022) asserts the possibility of South Korean learners promoting their cultural pride in Western cultures through local textbooks because the textbooks provide enough portions for local culture. Amerian and Tajabadi (2020) reveal that Iranian English teachers believe that there are deficiencies and biases in textbooks regarding the presentation and development of knowledge, attitude, and awareness of intercultural issues. Based on these prior studies, there is rarely evidence of equal representation of culture in English textbooks. Thus, critically investigating cultural points in the textbooks seems to be important. In response to this gap, the present study investigates cultural content in government English textbooks and explores the response of teachers as the main user of textbooks and the learning facilitator in conveying the target language and cultural material.

Many experts believe that language and culture have an inseparable relationship (Brown, 2000; Byram, 2013). In response, the learners should be intercultural speakers who need both linguistics and non-linguistic knowledge to communicate in various social contexts and situations. Despite a growing number of studies on cultural content in English textbooks, investigating the cultural representation in ELT textbooks remains important due to the need for cultural knowledge in learning a foreign language. However, in the Indonesian context, conducting research related to this is understudied. Accordingly, the present study attempts to critically investigate how cultural dimensions and cultural elements are represented in Senior High School English textbooks. In addition, teachers' responses toward the cultural content in the textbooks are also investigated to explore how the teachers perceive the cultural materials in textbooks that are conveyed in the language classroom. This study is expected to contribute to education stakeholders, especially EFL teachers and textbook writers in infusing cultural value in English textbooks. In detail, the present study attempts to investigate how the EFL textbooks represent the cultural aspects of source, target, and international cultures and how teachers perceive the cultural material represented in the English textbooks used in Indonesian secondary schools.

METHODS

Concerning the study's purposes, this qualitative study investigated the cultural representation in English textbooks and the teachers' responses toward the cultural content in the textbooks. Weninger and Kiss (2015) divided three kinds of analysis into cultural studies, covering content analysis, critical discourse analysis, and semiotic analysis. This study applied the content analysis described by Krippendorff (2013) to address the aim of the study. The reason was that as an advantage of using content the textual and visual data from the textbooks selected were permanent, verifiable, and reproducible (Lee & Li, 2020). In addition, the interview was conducted to explore the teachers' responses. Nunkoosing (2005) emphasized that the importance of an interview is to enable the participants to think and express their predicaments, needs, expectations, experiences, and understanding.

The investigated textbooks are the English textbooks published by the Ministry of Education and Culture called "Bahasa Inggris" for grade 10 and 11 students of Senior High Schools in Indonesia. Those are the compulsory textbooks published by the government that applied a genre-based approach and were developed by experts in ELT. It consists of 15 chapters on 193 pages for grade 10, and 8 chapters on 177 pages for grade 11 which provide various kinds of material including texts, tasks, and vocabulary building. For the interview session, the researchers involved two English teachers who had been familiar with ELT for more than 10 years. The participants were two Senior High School teachers who were well-experienced in teaching English as Foreign Language and had been teaching English for approximately 20 years. Teacher 1 is a female teacher with 20 years of experience in teaching English. She teaches English for all grades, from grade 10 until grade 11. During her teaching period, she has been teaching in different institutions. Related to the culture, she knows what culture is because she learned it through a Cross-Cultural Understanding class when she was in college. Unlike teacher 1, teacher 2 is a male teacher who teaches Senior High School students for 22 years and also teaches all grades, from grade 10 to grade 11. He taught English in different places and institutions since he graduated

from college. In addition, he was familiar with different cultural contexts, because he has friends from overseas. Similar to teacher 1, he has enough knowledge of culture because he took a class on Cross-Cultural Understanding when he was in college. The well-known frameworks proposed by Cortazzi and Jin (1999) and Yuen (2011) were employed to investigate the portrayal of cultures in textbooks. Cortazzi and Jin (1999) categorized culture into the source, target, and international cultures. Moreover, these cultures consist of some aspects covering products, practices, perspectives, and persons. The detail of each dimension and aspect is explained in Table 1 and Table 2.

Table 1. Guidelines for Cultural Dimensions

Dimensions	Descriptions	Examples
Source Culture	The students' own culture, Indonesian culture	Cuban Rondo, <i>Tanjung Puting</i> National Park.
Target Culture	The culture of countries that apply English as the first language (English-speaking countries) such as the USA, British, and Canada.	Niagara Falls, standing party.
International Culture	The culture of countries that apply English as a foreign language (non-English-speaking countries) such as Malaysia, India, and Japan	Folktale " <i>Issumboshi</i> ", Taj Mahal

Table 2. Classification for Cultural Aspects

Aspects	Description	Examples
Products	It refers to the entertainment that most frequently appears (e.g., movies), food (e.g., kimchi), travel and tourism (Lotte World and Colosseum), music, and literature (poems and stories)	Cuban Rondo, <i>Tanjung Puting</i> National Park.
Practices	It includes customs (e.g., Thanksgiving), daily life, and society.	Standing party. Learning method
Perspectives	Cultural aspects related to inspirations (such as 'equality'), myths, and world views	American inventors' perspective on fly land for their invention.
Persons	Cultural elements that relate to real famous individuals as well as others who can be unknown people	B.J Habibie, Wright Brothers, J.K Rowling

The procedure of this study started by coding the culturally contained data based on the mentioned frameworks to identify the cultural dimensions and cultural aspects represented in the textbooks. All the textual data including dialogues and readings were investigated, as well as textual data such as drawings and pictures, which also contain significant and related information. To avoid double coding, similar data was coded once. Then, the suitable checklist was contrived based on the frameworks. The researchers then calculated each dimension and aspect's percentage and interpreted the results. Second, the researchers interviewed two participants to know their perceptions of the cultural content in the textbook. The researchers first asked some general questions related to their understanding of culture. Then, they were asked about their perceptions of the culture represented in the textbook and what cultural content should be frequently presented.

RESULT AND DISCUSSION

Representation of 4Ps in Source, Target, and International Cultures

A close examination of the three English textbooks reveals that there is an imbalanced representation of cultural aspects in source, target, and international cultures. Source culture refers to cultural aspects of English learners such as Indonesia. Target culture is the culture of people who apply English as their first language, in this case, British and American cultures. International cultures mean the culture of non-English-speaking communities such as Asian (except Indonesia), and European (except British). All the textbooks show a similar result which predominantly refers to the cultural aspects of *products* and underrepresented *perspectives* that can be seen through the lowest percentage in each textbook. However, among the two textbooks, the grade 10 English textbook provides various cultural aspects than others.

Table 3. Cultural Distribution in English Textbook for Grade 10

Cultural Aspects		Regions			
		Indonesia	English-speaking countries	International	
				Non-English-speaking western countries	Asia
Products	Places, food, travel, and tourism, intangible	31.7%	19.5%	9.1%	7.9%
Practices	Entertainment, daily life, customs	9.8%	2.4%	1.2%	1.2%
Perspectives	Beliefs	0.6%	0.6%	-	-
Persons	Name of famous persons	6.1%	4.9%	2.4%	2.4%

Table 3 shows the imbalanced distribution of cultural aspects in the grade 10 English textbook in which Indonesia's cultural aspects hold the highest number with 48.2% portion followed by English-speaking countries and international countries (except English-speaking countries) with 27.4% and 24.2% respectively. Among the four cultural aspects, the textbook mostly provided the cultural aspect of *products* with approximately more than 50% of the proportion. On the contrary, perspectives became the aspect that was underrepresented in the textbook with less than 2% of the portion. Unlike the cultural aspect of *perspectives* which have the lowest portion, *persons* and *practices* obtain enough attention in the textbook which have 15.8% and 14.6% of the portion respectively.

Table 4. Cultural Distribution in English Textbook for Grade 11

Cultural Aspects		Regions			
		Indonesia	English-speaking countries	International	
				Non-English-speaking western countries	Asia
Products	Places, food, travel, and intangible	21.1%	13.3%	3.3%	3.3%
Practices	Entertainment, daily life, customs	8.9%	1.1%	-	-
Perspectives	Beliefs	21.1%	-	-	-
Persons	Name of famous persons	7.8%	14.4%	2.2%	3.3%

Table 4 show the distribution of cultural aspects in the grade 11 English textbook in which Indonesia's cultural aspects hold the highest number with 58.9% portion followed by English-speaking countries and international countries (except English-speaking countries) with 28.8% and 12.1% respectively. Similar to the grade 10 English textbook, the grade 11 textbook provides a portion of the cultural aspect of *products* more than the other aspects. It was proven by the portion of *products* with 41% of the total distribution. Moreover, the cultural aspect of *persons* is the second cultural aspect that predominantly represents 27.7%. In contrast, if *perspectives* in the grade 10 textbook is the lowest aspect that is represented, in grade 11, *perspectives* becomes the third representation with more than 20% of culturally-contained material. Then, *practice* is the lowest aspect portrayed in the textbook.

Source Cultures

In both two textbooks, the cultural aspect of *products* is frequently mentioned in the name of the city (e.g., Raja Ampat, Nusa Tenggara Timur), sightseeing places (e.g., Cuban rondo, Tanjung Puting National Park), and tourist places (e.g., Borobudur). The text below shows the cultural aspect of *product* which mentions the name of the city, Raja Ampat.

Text 1

*I'd love to come to Indonesia someday, especially to the magnificent **Raja Ampat** in **Papua**. What about you, do you want to visit my country?*

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

12th January 2014

My Dear Lovely Siti,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and

Figure 1. Example of material for the cultural aspect of *products* (grade 11 textbook)

The cultural aspect of *practices* is represented through entertainment (e.g., shopping, fishing), daily life (the students' activity in the school), and days and events (*Hari Pahlawan*). In the grade 10 English textbook, *practices* is found in some chapters such as chapter 2 (about spending weekends) and chapter 3. This is part of the cultural aspect of *practice* because going somewhere to spend time during the weekend is one of the common activities of Indonesian. Meanwhile, in the grade 11 textbook, daily life appears in a text about bullying, like **"In Indonesia, bullying exists in every form... Bullying has always existed in Indonesian society."**

Dialog 1

Sinta: "Hi, Good, and you?"

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

Unlike the cultural aspects of *products* and *practices* which have enough portions in the textbook, the textbook lacks the cultural aspect of *perspectives* which unfortunately appears in a total of two portions in all chapters. In the grade 10 English textbook, this aspect is found in the text about the Indonesian Hero like **"As Acehnese women, we may not shed tears for those who have been martyred."** She believes that Acehnese women should be strong in every situation including the condition where the beloved person had been martyred. Meanwhile, the grade 11 textbook provides the cultural aspect of *perspectives* through the speech of Sukarno President about being united, **"We are united, for instance, by a common detestation of colonialism in whatever form it appears."** The cultural aspect of *persons* in the two textbooks is dominantly represented in terms of famous people, such as B.J Habibie, Cut Nyak Dhien, and Ki Hajar Dewantara. The other persons, such as book writers also appear in some chapters even though with a small portion.

Target Cultures

The cultural aspect of *products* of English-speaking countries in a grade 10 textbook is portrayed in terms of places (e.g., USA, Kitty Hawk) and tourist attractions (e.g., Cave of the Winds). While in the grade 11 textbook, *products* is found as intangible products such as songs and literature.

Text 2

*I'm 16 years old, and I attend Thomas Edison High School here in **Minneapolis, Minnesota, USA.***
(Grade 10 textbook)

The Last Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.



Figure: F.8 Cover of the last leaf

Figure 2. Example of material containing the cultural aspect of products of English-speaking countries (Grade 11 textbook)

The cultural aspect of *practices* in the grade 10 textbook appears in half of all chapters. In contrast, the grade 11 textbook provides a limited representation of *practices*. It is found that the cultural target of *practices* in the grade 10 textbook shows variety, for instance, the daily schedule of a USA tourism attraction (Rainbow Air Helicopter Tour) for operation. Even though *practices* appears in the grade 11 textbook, it is rarely found.

Text 3

Finally, people can also enjoy **Rainbow Air Helicopter Tours... the tours operate every day.....**

Next, among the two textbooks, only the grade 10 textbook provides the cultural aspect of *perspectives*. It is represented through the belief of the USA inventors towards the fly land for their invention. The cultural aspect of *perspectives* in the grade 11 textbook has a lot of portions. In terms of the cultural aspect of *persons* in target cultures, famous people (e.g., One Direction, Wright Brothers, Thomas Addison), songwriters, and singers (e.g., Mariah Carey, Pete Seeger) appear in the textbooks.

International Cultures

Unlike Indonesian and English-speaking countries' cultures, international cultures that come from non-English-speaking countries and Asia have a few portions which could be seen through the amount of percentage for each textbook. In terms of cultural aspects, among the four aspects, there are *products*, *practices*, and *persons* which are represented in the textbooks. *Products* in both textbooks is depicted through places and intangible *products*. For example, the existence of text about the Taj Mahal in grade 10 textbook, and a fairy tale entitled "The Enchanted Fish". Although *practices* appears in the textbooks, it is still underrepresented. While for *persons*, some famous people such as Mughal Emperor Shah Jahan, Ben Tulfo, and Juliette Adam are found in the textbooks.

Text 4

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance.

Teachers' Response Toward Cultural Representation in the English Textbooks

The study also investigates teachers' responses to cultural representation in the textbook. The interview data show that the representation of culture in the textbook mostly referred to Indonesian culture with *products* as the dominant cultural aspect that appears. They emphasize that among the four cultural aspects, the cultural aspect of *practices* is the aspect that should be represented more in the textbook.

"It's good, in my opinion, because the textbook has provided a lot of texts and dialogs that contain Indonesian culture. However, there are some chapters that involve foreign culture." (Teacher 1)

"The dominant culture in the textbook is Indonesian culture, such as Cuban Rondo. That is a tourist place. Unfortunately, the students study English, but the textbook does not provide enough information on foreign cultures." (Teacher 2)

The teachers show a similar response which agrees that the majority of cultural representation in the textbook is source culture (Indonesian culture). It is vividly shown by the further statement of teacher 1 who asserts that the existence of foreign culture contained in some chapters confuses her. Meanwhile, teacher 2 in his further statement shows disagreement with the slight existence of foreign cultures in the textbook. Next, regarding the culture that should be predominantly represented in the textbook, the teachers respond differently. Teacher 1 argues that Indonesian culture should be dominantly represented in the textbook. While teacher 2 emphasizes that foreign culture is the dominant culture that should be depicted.

"I think Indonesian culture should be the dominant representation in the textbook. Moreover, now language teaching and learning create students' character based on Pancasila. It also helps students develop their local wisdom." (Teacher 1)

"I will say target culture because compared with Indonesian culture, target culture has more than a portion. For instance, the discipline of the target culture is better than ours. Then if we compare in terms of communication, foreign people are more respectful of others than us." (Teacher 2)

According to the teachers' opinions, they obviously show different responses in which Teacher 1 highly refers to source culture, while Teacher 2 clearly points to the foreign culture. These contrary responses provide reasonable reasons which are equally useful for the students' cultural development. Teacher 1 cites that all aspects are significant, particularly *products* and *practices*. While Teacher 2 emphasizes that among the four aspects, the cultural aspect of practices should be a concern because they are related to students' attitudes and behavior.

"I think all aspects should be represented, specifically products and practices. Products can enhance the student's knowledge, particularly about historical places in Indonesia. Practices in the students' life implicitly affect them. For example, respect for our parents. This can be learned from the text that informs us about Malin Kundang." (Teacher 1)

"I refer to practices that should be emphasized. Products do not give any impact on the student's behavior. The students know that Tanjung Puting National Park is a tourist place and it just increases their cultural information. However, habit (practices) changes their attitude and behavior." (Teacher 2)

The teachers show similar responses in which they agree that the cultural aspect of *practices* should be provided more in the textbook. They believe that among these aspects, *practices* is the aspect that implicitly influenced the students' behavior since this aspect includes customs, and habits that are implemented in society. The finding reveals that there is an imbalanced representation of cultural content in all chapters, which dominantly represented source cultures, rather than target and international cultures. It can be seen through the percentage of Indonesian culture which had the highest portion in the two textbooks. Although four cultural aspects are represented in the textbooks, the portion of each aspect is unequal. The unbalanced representation of cultural aspects is also found in the studies of [Yuen \(2011\)](#) and [Lee and Li \(2020\)](#) who report that the most frequent representation belongs to *products*. The dominant representation that points out *products* and *persons* may not facilitate enough the students with cultural knowledge. Accordingly, the textbooks are indicated to emphasize cultural information ([Moran, 2001](#)) rather than leading the students to comprehend *practices* and *perspectives* which may be more valuable because these contain habits, customs, and beliefs related to the culture.

Furthermore, the representation that dominantly refers to source culture indicates to improve the student's understanding of their own culture. Since Indonesia is a multicultural country, this makes sense that the government prioritizes Indonesian cultural representation rather than other cultures. This indicates that the dominance of Indonesian culture is aimed to grow the students' nationalism. Moreover, comprehending Indonesian culture may also be useful for the students' cultural communication. [Lugman \(2023\)](#) claims that interacting successfully and respectfully with others of diverse cultural identities requires an understanding of

the values, communication norms, and worldviews of one's own culture. However, although the dominance of Indonesian cultural representation is for nationalism, the balance of foreign cultural representation seems important since English is initially taught at the Junior High School level and the students consequently do not have enough knowledge of English. In other words, a lack of perspectives on the target culture can create a barrier for students seeking to increase their intercultural competence and target language skills (Shin et al., 2011). Thus, through the balanced cultural representation between Indonesian and foreign cultures, it can grow the students' nationalism as well as their English communicative competence.

The finding also showed the dominance of source culture has similar results to the study of Rahim and Daghigh (2020) who reveal that the local textbook more emphasizes source culture without neglecting the other culture. However, although the presence of target and international cultures exist in the textbooks, these are under-represented. This supports the previous study conducted by Dahmardeh and Kim (2020) who find the frequent representation of source culture, and under-representing target and international cultures in ELT textbooks. The imbalanced cultural content in textbooks is opposite to Kramsch (2001) who express the importance of textbooks for developing learners' existing cultural discourse (the learner's own culture) as well as providing opportunities for learners to engage with the target culture. Moreover, the presence of both the source and target culture is essential because in some cases, the content of the materials may not be usable in other contexts because of their orientation toward a particular culture (Tajeddin & Teimournezhad, 2015). In addition, the students should be introduced to another culture, since it is necessary to accept cultural differences and keep an open mind (Lugman, 2023).

In the ELT context, textbooks as the main role of foreign language distribution should provide a diversity of cultural knowledge because it can promote an appreciation and tolerance of cultural diversity and promote a positive attitude toward it (Sadeghi & Sepahi, 2018). The presence of both the source and target culture is essential because in some cases, the contents or the materials may not be usable in other contexts because of their orientation toward a particular culture (Tajeddin & Teimournezhad, 2015). Facilitating balanced local and foreign cultures through learning materials such as textbooks helps students learn the cultural diversity around the world. It is supported by Tajeddin and Pakzadian (2020) who believe that students' understanding of English varieties and cultures can be profoundly affected by English textbooks. However, these textbooks do not represent the balanced cultural diversity among local and foreign cultures. Accordingly, these textbooks fail in providing intercultural interactions and increasing students' cultural awareness (Shin & Crandall, 2013). Consequently, the impact of imbalanced cultural distributions on educational outcomes can include conflicts among students, missed opportunities to deepen students' intercultural awareness, and stereotype perpetuation (Davidson & Liu, 2020).

The textbooks are a form of curriculum that incorporates learning objectives, a syllabus, skills, and methodologies and serves as a bridge between teachers and students (Jazadi et al., 2023). In the ELT context, textbooks are seen as English material that plays an important role in socializing cultural aspects embedded in target language instruction (Parlindungan et al., 2018). Concerning the balanced distribution of cultural aspects is significant since exposing the cultural aspect, students can enhance their attitudes and strengthen their local identities (Zheng & Gao, 2019). Although presenting the cultural aspect of *products* is significant to improve the students' cultural knowledge, these textbooks need to provide the cultural aspects of *practices* and *perspectives* to teach the students how to behave when facing people from different cultural backgrounds. Furthermore, focusing on *practices* is important for learners to be able to communicate about their daily lives, living styles, and customs to have more effective cross-cultural interactions (Wintergerst & McVeigh, 2010). Through the textbook, as well as promoting social practices, social ideologies are transmitted and some of the practices promulgated by and throughout education are legitimized (Apple & Beyer, 1983).

As regards the teachers' perspectives on cultural content in the textbook, findings show that the teachers have different views. Although the teachers show different responses, they see the materials in the textbook as cultural artifacts (Gray, 2016) which is useful for improving their cultural awareness and providing them the opportunities to explore a certain culture, source, or target culture. The finding is slightly similar to Toledo-Sandoval (2020) who reveals that teachers in Chile involve representations of a particular culture (local references) when adapting the textbooks. Therefore, through the reasons stated by the teachers, there is a clear difference in perspectives on what constitutes appropriate cultural content within textbooks among teachers. Consequently, it is impacted the distribution of cultural points in teaching and learning contexts. However, even though there are different views among teachers, the role of teachers is needed because, in the classroom, it is important to incorporate the culture and role of English teachers for students to communicate effectively in the target language (Rohmani & Andriyanti, 2022).

CONCLUSION

The status of English as the main component in the globalization process has been transmitted from the

national language to the international language. Regarding this importance, English education needs to involve cultural learning for the students. Moreover, as the primary part of the teaching and learning process, textbooks are expected to fill this demand. The present study attempts to investigate the cultural representation in an English textbook and the teachers' perceptions toward it. Findings reveal that the textbooks lack cultural balance which can be seen through the portion of Indonesian culture which is higher than other cultures. Although the textbooks cover all cultural aspects, these prioritize the cultural aspects of *products* and *persons*, and less frequently represent *practices* and *perspectives*. It can be inferred that these textbooks fail to provide balanced cultural content which is beneficial to enhance the students' intercultural awareness and enrich their knowledge on cultural diversity. Concerning the significance of students' cultural competence in ELT, textbooks should provide balanced cultural representation between local and foreign cultures. It helps students comprehend the language since having a lack of cultural knowledge impacts language learning. Furthermore, the teachers as the main role of the teaching and learning process need actively provide the material in detail to enhance the student's comprehension of cultural diversity. Accordingly, this study suggests that ELT materials produced locally require evaluation and improvement of their content.

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