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VOICES FROM THE CLASSROOM: INDONESIAN EFL TEACHERS' ATTITUDES AND EXPERIENCES TOWARD CULTURAL CONTENT IN STATE-PRESCRIBED TEXTBOOKS

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Article Info	Abstract
<p>Received: April 28, 2025 Revised: September 15, 2025 Accepted: October 11, 2025 Published: October 31, 2025</p>	<p>Textbooks play a central role not only as instructional resources but also as instruments that shape learners' in acquire a language and culture. The dominance of national culture in locally produced EFL textbooks, coupled with the neglect of target-language and multicultural elements, highlights significant issues concerning teachers' attitudes and their responses to cultural representation during instruction. This study aims to analyze teachers' attitudes and experience on EFL textbooks on English teachers in SMPN Pekanbaru. The research was conducted from April to July 2025 with descriptive quantitative and thematic analysis. A total of 50 English teachers were selected as respondent trough <i>purposive sampling</i>. Data analysis was conducted using SPSS 23 ver. The result showed that comfort with cultural content increases when textbooks provide culturally rich, engaging, and contextualized examples. Besides, low affective responses are often linked to the perceived of nature culture in the textbooks. According to teachers' experiences, overly familiar or monotonous stories often do not maintain students' engagement. Moreover, teachers found students responded more positively to culturally unfamiliar stories compared to local or overly familiar one. The implication of this study emphasizes the significant space for improvement, particularly in the balanced inclusion of cultural dimensions that foster both local identity and global awareness and it is recommended that government-issued EFL textbooks be revised to reflect a balanced integration of source, target, and international cultures. Teachers encouraged critically adapting materials and pursuing professional development in intercultural competence.</p>
<p>Keywords:</p> <p>Teachers' perception, attitudes and experiences, cultural content, textbooks</p>	

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INTRODUCTION

The Ministry of Education and Culture of Indonesia has long emphasized the importance of textbooks in formal education. As mandated in regulation number 8 of 2016 by the Ministry related to textbooks are deemed essential resources that support learning across all subjects (<https://jdih.kemdikbud.go.id>)

In Indonesia, where English is taught as a foreign language, textbooks published by the Ministry of Education serve as the primary instructional materials for both teachers and students. Although these textbooks are accessible and aligned with the national curriculum, concerns persist regarding their adequacy in presenting diverse and balanced cultural content (Riadini et al., 2021). Therefore, this study aims to examine how professional English teachers perceive and respond to the cultural representations embedded in these government-issued textbooks.

Textbooks serve as both linguistic and cultural tools in English as Foreign Language (EFL) settings. According to Cortazzi et al. (1999), textbooks may reflect three cultural perspectives: source culture, target culture, and international culture. Weninger et al. (2013) argue that textbooks must present culture not only as factual information but also through authentic contexts that promote intercultural awareness. Rahimi et al. (2012) and Tuna and Razi (2016) emphasized that the pedagogical effectiveness of EFL materials depends on their cultural appropriateness and relevance to students' lives. Furthermore, Al-Mutairi (2020) found that culturally rich materials enhance students' motivation and engagement.

In the context of English as a Foreign Language (EFL) education, textbooks play a central role not only as instructional resources but also as instruments that shape learners' perceptions of language and culture. In many national education systems, including Indonesia, government-issued textbooks are widely distributed to ensure curricular standardization and equitable access to learning materials (Tomlinson, 2012).

These textbooks, particularly in public junior secondary schools, are viewed as authoritative sources of content and pedagogy. However, their design and content often reflect the sociopolitical and cultural agendas of their developers, which can influence the type and breadth of cultural exposure students receive through English language instruction (Gray, 2010).

Culture is an essential component of language learning, particularly in fostering learners' intercultural communicative competence (Byram, 1997). Effective English language instruction requires not only grammatical and lexical knowledge but also an understanding of how language is used across diverse cultural contexts. However, research has consistently highlighted a tendency among locally produced textbooks in EFL contexts to focus heavily on national culture, often marginalizing the cultures associated with the target language or neglecting the multicultural realities of English as a global lingua franca. This raises important concerns about how teachers' attitude and respond to the cultural content embedded in these textbooks during classroom instruction (Widodo, 2018; Yuen, 2011).

Teachers' attitudes play a central role in determining how educational materials are received, interpreted, and implemented in the classroom. Attitude, in this context, refers to educators'

evaluative dispositions toward textbook quality, content relevance, and instructional effectiveness whether is positive or negative (Borg, 2006).

According to Karavas-Doukas (1996), positive teacher attitudes toward curriculum materials are associated with higher implementation fidelity, while negative attitudes can lead to resistance, adaptation, or outright rejection of the prescribed content. Furthermore, teacher attitudes toward cultural elements in textbooks are shaped by their beliefs about the goals of language education. If teachers view English primarily as a tool for intercultural communication, they may be more critical of textbooks that privilege national culture at the expense of global or target-language cultures (Baker, 2012).

Teachers' beliefs about the goals of language education critically inform their attitudes toward cultural elements in textbooks. Ghavamnia (2020) found that Iranian EFL teachers who perceive English as an intercultural communication tool are notably more critical of materials that over-prioritize national culture. Similarly, Putri et al (2023) in Indonesia reveal that teachers aiming to cultivate intercultural communicative competence actively reject static, "big-C" cultural content in favor of textbooks enriched with daily-life practices and global perspectives."

Several studies in global context that mention about teachers' attitude on textbooks about the neutral to constructive perspectives: teachers valued textbooks for structural support while supplementing them to address cultural awareness and promote meaningful learning (Cornejo, 2024). Additionally teachers also preferred authentic materials over official textbooks, citing the latter as less culturally engaging and misaligned with communicative goals; however, curriculum constraints necessitated textbook use (Yildiz, 2022). Besides Solissa et al. (2023) and Putra & Musigrungsi (2021) in Indonesia found that teachers critically assessed cultural content highlighting deficiencies in cultural tasks and intercultural messaging and advocated for richer, more dynamic cultural representation in textbooks. These belief systems do not exist in isolation, rather they are deeply intertwined with teachers' professional experiences, which play a critical role in how they interpret, adapt, and implement textbook content in the classroom.

Teachers, as key implementers of curriculum, offer valuable insights into how these materials are received and utilized in practice. Teachers' professional experience significantly informs how they navigate curriculum materials, adapt textbook content, and address pedagogical gaps. Experienced teachers are more likely to possess the reflective capacity and practical knowledge to make informed decisions about textbook use (Freeman & Johnson, 1998). Their experiences and perspectives are crucial in identifying both the strengths and shortcomings of these textbooks, particularly in relation to their ability to support culturally responsive pedagogy (Cortazzi & Jin, 1999).

Several studies emphasize that experienced teachers often serve as curriculum filters, modifying or supplementing official materials based on real-time classroom needs (Richards, 2014; Nguyen, 2017). In the Indonesian context, where English is taught as a foreign language with limited authentic exposure, teachers frequently rely on additional resources to provide richer, more culturally diverse content (Hermawan & Noerkhasanah, 2012). In the Indonesian EFL context, teachers frequently supplement government-issued textbooks with additional materials to address the diverse needs of their classrooms (Nurkamto, 2016; Wulyani et al, 2019).

Findings from previous studies reveal notable differences in how teachers engage with teaching materials. Some teachers adjust or supplement textbooks during classroom instruction, while others construct their professional identity through field experience and material adaptation. In addition, many interpret and modify prescribed curricula with varying degrees of creative autonomy. These variations in competence and instructional practice emphasize the need for more comprehensive and flexible teaching resources to support effective language instruction.

The novelty of this study lies in that it primarily concentrated on the cultural content embedded in textbooks (Mayangsari et al., 2018; Tajeddin et al., 2020; Rashidi et al., 2016) without integrating teachers' perceptions, attitudes, and lived experiences. This study seeks to provide a more holistic understanding of how educators engage with government-issued materials. It's an integrative examination of teachers' attitudes and experiences in engaging with and utilizing government-issued textbooks, along with the challenges as well as the suggestions they offer for improvement. Besides, the methodology of this research combines closed-ended and open-ended questionnaires to enhance the validity and depth of the quantitative data. Unlike previous studies that have primarily focused either on teachers' attitudes toward cultural content representation or their individual experiences in using textbooks, this research offers a more holistic perspective by addressing both dimensions concurrently. This research is expected to contribute to the existing literature by shedding light on how teachers navigate, evaluate, and respond constructively to the use of state-prescribed textbooks, referring to previous studies (Chao, 2011; Yuen, 2011; Sercu, 2005).

METHODS

This type of research was mix-method, which employed both quantitative and qualitative approach that aims to determine between the independent variables (cultural content) the dependent variable (teacher attitudes and experience). This research was conducted at SMPN in Pekanbaru city which accredited in A and the teachers more than 6-15 years with the implementation time span from April to July 2025. The population in this study amounted to 149 teachers, and through purposive sampling technique, 50 teachers were determined as samples consisting of teachers who have teaching in A accredited schools and who have certified in teaching at least 6-15 years of experience in teaching English with the same books provided by government. The data was collected through a closed questionnaire with a Likert scale and open-ended questionnaire.

Data analysis in this study was carried out in two stages, namely descriptive analysis to determine the general trend of the data of teachers' attitudes, and mean score used in describing data using the SPSS 23 application. In model testing, used models tested namely the outer model. The outer model is used to test the convergent validity, discriminate validity, and composite reliability of the indicators on each construct. Meanwhile, for open ended questionnaire researcher used thematic analysis to identify recurring patterns. This approach was chosen because it is able to accommodate complex models with a relatively large number of indicators and medium-sized samples

FINDINGS

After data was collected from 50 respondents through a questionnaire consisting of 12 questions, the next step was to test the validity of each indicator of each research variable. The results of this validity test are presented in detail in Table 1 below:

Table 1*Reliability test of teachers' attitudes*

Cronbach's Alpha	N of Items
.828	12

Based on Table 1, it can be seen reliability test for attitude questionnaire score was 0.828, which are significantly higher than the threshold of 0.8, a commonly accepted benchmark for determining good reliability in research. A Cronbach's Alpha score above 0.8 typically indicates that the items on the questionnaire are consistently measuring the same underlying construct, and the higher the score, the more reliable the instrument is in producing consistent results across different administrations.

In using textbooks provide by government, it must have a deeper understanding of teachers' attitudes toward the use of textbooks, a survey was conducted involving English teachers from various senior high schools. The aim was to examine how these educators perceive the usefulness, relevance, and effectiveness of the officially recommended textbook, referred to in this study as *When English Rings a Bell*. The following section presents the key findings derived from the survey data.

The Affective Aspects

Table 2*Teachers' feeling about textbooks*

Statement	SA 5	A 4	N 3	D 2	SD 1	Mean
I feel comfortable using books entitled " <i>When English Rings a Bell</i> " because gives information, instruction, or suggestions about how the book may be used and how the cultural context may be handled.	3 (6%)	39 (78%)	6 (12%)	2 (4%)	0 (0%)	3.86 (Positive)
I feel easy to used the textbook " <i>When English Rings a Bell</i> " because introduces the target language culture.	2 (4%)	4 (8%)	30 (60%)	14 (28%)	0 (0%)	2.88 (Neutral)
I feel comfortable toward the cultural language in the textbook " <i>When English Rings a Bell</i> " because present the language culture.	10 (20%)	30 (60%)	8 (16%)	2 (4%)	0 (0%)	3.96 (Positive)

I like the textbooks because the textbooks “ <i>When English Rings a Bell</i> ” include generalization about culture	1 (2%)	2 (4%)	9 (18%)	38 (76%)	0 (0%)	3.76 (Positive)
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Table 2 shows the score of affective aspects, of which the highest mean score is 3.96 (Very Positive) for the statement “*I feel comfortable toward the cultural language in the textbook “When English Rings a Bell” because presents the language culture*”. Besides, the lowest score is “*I feel easy to use the textbook “When English Rings a Bell” because introduces the target language culture*” which is 2.88 (Neutral).

The Cognitive Attitudes

Table 3

Teachers’ View about Textbooks

Statement	SA	A	N	D	SD	Mean
	5	4	3	2	1	
The textbooks “ <i>When English Rings a Bell</i> ” provides different cultural values that motivate students active learning in the class.	3 (6%)	2 (4%)	6 (12%)	39 (78%)	0 (0%)	3.86 (Positive)
The textbooks “ <i>When English Rings a Bell</i> ” present and provide target language culture that makes students easy to learn.	1 (2%)	5 (10%)	12 (24%)	32 (64%)	0 (0%)	3.58 (Positive)
The textbook “ <i>When English rings a bell</i> ” includes a variety of world cultures and make the students feel interested to learn.	1 (2%)	4 (8%)	30 (60%)	15 (30%)	0 (0%)	2.82 (Neutral)
The topics in the textbook “ <i>When English rings a bell</i> ” might not culturally suitable for learners in the class and make the students not interested in learn.	11 (22%)	23 (46%)	12 (24%)	4 (8%)	0 (0%)	3.82 (Positive)

It can be displayed from Table 3 that the highest mean score is 3.86 (Positive). Then, the lowest number is 2.82 (Neutral) in the option “*The textbook “When English rings a bell” includes a variety of world cultures and makes the students feel interested to learn*”.

The Behavioral Attitudes

Table 4

Teachers’ Response in Using Textbooks

Statement	SA	A	N	D	SD	Mean
	5	4	3	2	1	
I will use the textbooks “ <i>When English rings a bell</i> ” as a guideline in learning because it gives cultural content information, instructions, and suggestion that make students easy to learn	1 (2%)	36 (72%)	10 (20%)	3 (6%)	0 (0%)	3.70 (Positive)
I will use the textbooks “ <i>When English rings a bell</i> ” in the class because introduces the target language culture, so that's makes students easy to learn	1 (2%)	4 (8%)	8 (16%)	37 (74%)	0 (0%)	2.22 (Negative)
I will use the textbooks “ <i>When English rings a bell</i> ” for students because present language culture.	1 (2%)	30 (60%)	15 (30%)	4 (8%)	0 (0%)	3.56 (Positive)
I will use the textbooks “ <i>When English rings a bell</i> ” because the generalization about the culture.	0 (0%)	1 (2%)	26 (52%)	22 (44%)	1 (2%)	2.54 (Negative)

It can be shown from Table 4 that the highest mean score of behavioral aspects of attitude is 3.70 (*Positive*) for “*I will use the textbooks “When English rings a bell” as a guideline in learning because it gives cultural content information, instructions, and suggestion that make students easy to learn*”. And the lowest score is 2.22 (*Negative*) for the item “*I will use the textbooks “When English rings a bell” in the class because introduces the target language culture, so that's makes students easy to learn*”. These answers show that the textbook's limited cultural scope restricts students' ability to develop intercultural competence and understand diverse cultural contexts. The absence of comparative cultural insights were seen as a significant drawback in preparing students for global communication.

Teachers' Challenges in Using EFL Textbooks in Teaching Culture

The open-ended responses from teachers highlight several key challenges encountered in using government-published EFL textbooks, particularly in relation to the reading materials provided. One of the most frequently mentioned issues is the lack of engaging and relatable reading content. Teachers reported that the texts often fail to capture students' attention or stimulate their interest. As some teachers expressed,

T6: “..... **Students' motivation to learn is also a serious challenge**, especially if the book material doesn't hold their attention enough. Stories they are already familiar with tend to dampen enthusiasm.”

T22: ...**Another challenge arises when students feel bored because the reading material feels ordinary**. I imagined how interesting it would be if they could read stories from other parts of the world that they were not familiar with.

T31 **Another challenge is student motivation**. Books whose stories are familiar to them sometimes make them bored quickly...”

T37: “.....**Most of the texts did not provide contextual challenges or stories that would pique students' curiosity.** I started inserting short stories from different cultural backgrounds, and students seemed much more interested.

T43: **I find the biggest challenge is not the structure of the lesson, but the appeal of the content.** Some students often ask if there are other stories that are “more exciting” or “more real”.

Based on these statements it indicates that while the textbook may be structurally sound, it does not meet students' expectations for relevant or emotionally engaging content. Another significant challenge is the perception that the texts lack vitality and contextual relevance.

Teachers (T6, T22, T31) pointed out that over-familiarity with stories presented in the textbooks can dampen student enthusiasm. T6 noted that familiar narratives fail to capture attention, making it harder to sustain motivation. Similarly, T22 imagined the potential of unfamiliar, global stories in sparking greater interest, while T31 emphasized how quickly students become bored when presented with predictable or repetitive material.

Furthermore, Statements from T22, T37, and T43 suggest that introducing content from different cultures or backgrounds can significantly improve engagement. T37 reported that students responded more enthusiastically to culturally diverse stories, indicating a need for materials that challenge curiosity and stimulate learners through novelty. T43 further underscored that the main challenge lies not in lesson structure, but in content appeal, students often ask for stories that are more exciting and authentic. The statements consistently show that student motivation is strongly influenced by the perceived relevance, novelty, and excitement of the material. T43's experience reflects a broader issue: students are not just passive recipients but actively seek content that resonates with them emotionally or cognitively. This indicates a gap between the textbook offerings and students' evolving interests.

Teachers' Difficulties in Using EFL Textbooks in Teaching Culture

In teachers' difficulties related to content repetition, teachers also pointed out the rigid structure and lack of theoretical explanation within the textbook. As some teachers remarked below,

T 2: “*I feel that the material in this book is **too monotonous and lacks variety.** Some of the reading texts and songs used are too familiar so they do not challenge students' interest in learning....”.*

T 17: “*The books **When English Rings a Bell** book is **stiff and monotonous.** The development and explanation of learning theories are not detailed and few. Exercises and assignments are not varied”.*

T 25: “*...**The lack of complete materials and the monotony of story choices cause two main problems: low learning quality and decreased student motivation.***”

T 43: “*...This made me realize **that rigidly written** materials are not always able to bridge students' interest.”*

T 49: “*...but the **reading part felt monotonous.** When I replaced part of the text with a short story that was more in line with students' interests....”*

Which, suggests that the textbook does not sufficiently support pedagogical understanding or language input for learners. Teachers in (T2, T17, T25, and T49) consistently described the materials as monotonous, especially in terms of reading passages and activities. T2 noted that many of the texts and songs are overly familiar to students, resulting in a lack of challenge and diminished interest. Similarly, T17 pointed out that the book is "stiff and monotonous," lacking both pedagogical variety and adequate theoretical explanation.

In T25 and T49 emphasized that the repetitive and uninspired story selections hinder student engagement. T25 explicitly linked the monotony to two critical consequences: lower instructional quality and a decline in students' motivation. T49 shared a practical classroom experience where replacing a textbook story with a more relatable one resulted in increased interest, suggesting that alignment with student preferences and experiences is vital.

Thus, T17 criticized the limited development of learning theories and lack of diverse exercises in the textbook. This observation suggests that the materials may not fully support various learning styles or instructional strategies, which further contributes to a rigid learning experience. The rigid and uninspiring nature of the materials, as noted by T43, fails to capture students' curiosity and enthusiasm for learning. This sentiment reinforces the need for more dynamic, relatable, and varied content to sustain interest and participation in the language learning process.

Teachers' Suggestions Toward Challenges and Difficulties in Using EFL Textbooks in Teaching Culture

Several respondents recommended that future textbook development should include themes that resonate more closely with teenage learners, such as relevant social issues or everyday youth experiences. This, they argue, would make the reading materials more relatable and increase student engagement. As some teachers mentioned below.

T1: *"...I feel there is a need for more detailed explanations, especially in the grammar and vocabulary sections. The material presented is sufficient, but to achieve the curriculum targets, the addition of other references such as example sentences and additional exercises will greatly help students in understanding the concepts."*

T2: *"...It would be nice to have additional texts from other cultures or countries to broaden their horizons."*

T3: *"As a teacher, I highly recommend adding additional references because the material in the government book is still incomplete, such as explanations, sample questions and other problem exercises. This is important to maintain the quality of student learning. In addition, there needs to be a variety of stories from other countries in order to increase students' motivation and interest in reading."*

T4: *"...To achieve the expected competencies, there should be additional vocabulary lists in each chapter that are tailored to the learning theme."*

T6: *"...Adding stories from different world cultures would be helpful, not only in broadening students' horizons, but also in increasing their interest in learning English."*

- T8: ***“In my opinion, the use of English textbooks from the government still needs to be supported by other additional references, because the completeness of the material is the main concern. ...”***
- T9: ***“...The things that can be reflected by teachers are: adding external reading sources, and inserting stories from various cultures in teaching materials, varying sample questions and vocabulary in the book.”***
- T21: ***“...It would be better if the book is supplemented with stories from various countries to make learning more interesting”.***
- T23: ***“In order to make learning more effective, I think that the use of government books needs to be supported with additional references. The available materials are not complete enough to develop students' foreign language skills. Without variety, students' motivation to learn may decrease. By adding stories from different cultures, students will be more interested and motivated to learn.”.***
- T29: ***“...It's even more exciting if there are stories from abroad that are new to them, so that learning a language also feels like exploring the world.”.***
- T31: ***“... It would be more interesting if the stories in the book could be more diverse, perhaps taking stories from other cultures in the world, so that students feel like they get a new experience every time they learn”.***
- T32: ***“...I feel the need to add additional texts that are closer to students' daily lives to make it easier for them to understand the context and be more involved in the learning process”.***

As dominant concern among the teachers (T2, T3, T6, T9, T21, T23, T29, T31) was the lack of culturally diverse content in the textbooks. They advocated for the inclusion of stories and texts from various cultures and countries. In addition to global content, there is also a call for texts that are relevant to students' daily lives (T32) and T1 explicitly stated the importance of additional references and exercises, while T3 and T8 highlighted the incompleteness of the current content in supporting quality learning. One of the teachers suggested to include vocabulary lists tailored to each chapter's theme was emphasized by T4. And for the last key related to recommendation for supplementation, teachers widely agreed on the need to supplement government textbooks with additional resources (T1, T3, T8, T23). T9 summarized this by suggesting the addition of external readings, vocabulary variations, and cultural stories as practical steps to enhance textbook effectiveness.

DISCUSSION

The findings show that teachers felt comfortable using textbooks because the textbooks provide the language and culture. This finding is also relevant to a previous study by (Chao, 2011; Yuen, 2011; Sercu, 2005), which emphasized that teachers' comfort with cultural content increases when textbooks provide culturally rich, engaging, and contextualized examples. Conversely, low affective responses are often linked to the perceived artificiality or superficial nature of culture in textbooks. This finding is consistent with the results reported by Shin et al. (2011) that teachers were more comfortable using cultural content when the textbook included local and familiar cultural references alongside foreign ones, helping both students and teachers relate more easily to the content.

In the cognitive aspect, the low scores indicate that teachers perceive the textbook as inadequate in representing diverse world cultures, which they consider a missed opportunity to enhance students' motivation and intercultural competence. This finding is consistent with the results reported by Monica et al, (2023) who reported that Indonesian teachers found government-issued EFL textbooks lacking in multicultural content and therefore less effective in engaging students with global perspectives. Similarly, Samaee and Rahemi (2018) found that the cultural content in Iranian EFL textbooks was often too domesticated, failing to expose learners to a variety of English-speaking cultures around the world. The final finding, which pertains to the behavioral aspect, underscores teachers' concern about the textbook's limited effectiveness in introducing and promoting the culture of the target language. It is also supported by (Chao 2011; Sercu 2005).

English teachers experience several challenges and difficulties in using the textbooks. Most teachers perceive a decline in student motivation when EFL textbook content lacks novelty and variety. Teachers reported that overly familiar or monotonous stories often fail to sustain learners' attention. These observations are consistent with research by Chao (2011), and similarly with Shin et al, (2011) both local and international cultural content in EFL textbooks creates a more balanced, relatable, and engaging curriculum for students. In addition, Yuen (2011) stresses that cultural variety in EFL textbooks can spark curiosity and foster deeper interest in language learning, especially when students are introduced to perspectives from diverse global communities.

Moreover, teachers observed that students responded more positively to culturally unfamiliar stories than to local or overly familiar ones, a finding consistent with Monica et al, (2023). In addition, the teachers provided several suggestions to address the challenges and difficulties they encountered. Some English teachers suggest the necessity of additional explanations, model sentences, and varied exercises to reinforce grammar and vocabulary learning. This aligns with the findings of Samaee and Raeesi (2020). Similarly, Rahimpour and Hashemi (2011) argued that when textbooks do not provide detailed grammar or vocabulary support, teachers must rely on supplementary materials to ensure learning objectives are met.

CONCLUSIONS

Most teachers show positive attitude about they align with students' needs and cultural context; however, they often supplement them with additional resources to address content gaps and enhance cultural diversity. Teachers' experiences show that effective use of these textbooks requires adaptation and creativity, especially when cultural elements are insufficiently detailed or engaging. Overall, this study confirms that while the textbooks partially fulfill their intended purpose, there is significant room for improvement, particularly in the balanced inclusion of cultural dimensions that foster both local identity and global awareness and it is recommended that government-issued EFL textbooks be revised to reflect a balanced integration of source, target, and international cultures. Teachers are encouraged to critically adapt materials and pursue professional development in intercultural competence. Therefore, it is recommended that schools and policymakers provide adequate training and resources to promote culturally responsive teaching. Future research should include classroom observations and student perspectives to deepen understanding of how cultural content is implemented and perceived.

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Authorship Contribution Statement:

All authors made significant contributions to the conception and design of the study, data acquisition, analysis, and interpretation. Sofia Uswatunisa, Indah Tri Purwanti, and Eliwarti drafted the manuscript, and all authors critically revised it for important intellectual content. All authors approved the final manuscript and take responsibility for the integrity of the work.

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