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Culture Teaching in EFL Classes: Teachers' Beliefs, Attitudes, and Classroom Practices

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Abstract

It is inevitably believed that culture teaching is the pivotal feeling of integrating culture into the teaching of a language, including in the EFL setting. This study aims to explore the English teachers' beliefs, attitudes, and the reflection of their beliefs and attitudes on the teaching syllabi. The sequential explanatory mix-methods design was applied in junior high schools in Ngawi. The data were obtained from 144 English teachers' answers to a questionnaire and interviews with six teachers. Then, the data were analysed by using descriptive statistics, the independent sample T-test, and the Mann-Whitney test. The results indicated that the majority of junior high school English teachers believed in the importance of incorporating culture into their teaching of the language taught and students' learning process. Moreover, both state and private junior high school English teachers showed similar beliefs and attitudes related to culture teaching. When they taught English, the culture associated with that language had also been taught so that the misconception of learning the language can be minimized. The result of teachers' practices strongly indicates that the English teachers in Ngawi had implemented the teaching of culture and inserted various cultural elements in the process of their teaching and learning in the EFL classes.

Keywords: Attitude, belief, culture teaching, English teacher.

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1. INTRODUCTION

Belief in culture teaching in language classes is considered to be the main concept because there should be the relevance of culture teaching towards the language used and taught (Sellami, 2000; Thanasoulas, 2001). This also means that when a teacher believes culture is very important to be acknowledged, his/her attitude will automatically follow his belief to act accordingly. As a result, the strategies or techniques have also become important parts (Chen & Yang, 2016; Pishghadam et al., 2017). However, the implementation of the strategies or techniques pertinent to the culture into the teaching and language learning does not seem to be wholly actualized due to its fragmented implementation in the language classroom activities (Pishghadam et al., 2017).

Henceforth, there is a challenge faced by the English as a Foreign Language (EFL) teachers, namely what strategy should be used and which culture should be taught (Choudhury, 2013). The challenge for the EFL teachers is that they have to choose what culture should be implemented in the teaching and language learning since culture itself has several definitions (Brown, 2000; Huber & Reynold, 2014; Idris, 2020; Kramsch, 2002). Choudhury (2013) argues that the challenges mostly faced by the EFL teachers are related to the chosen materials. Besides, he also emphasizes that age, gender, profession, regional origin, social classes, religion, and ethnic background can be the problems in the teaching and language learning process since these demographic factors are also culturally specific.

Furthermore, Kim and Elder (2002) stated that English plays an important role as a lingua franca, which is used by people around the world for cross-cultural communication. From this activity, these people also meet others with multicultural identities and function as a means of promoting linguistic tools in the process of teaching and learning. Therefore, for an English teacher, the teaching of English as a foreign language should not be limited to teaching English as a linguistic skill only, but it should be expanded to the teaching and learning of the culture.

In the Indonesian context, the English language is placed as a foreign language, which has been taught and used for almost sixty-five years (Marlina, 2013). Jayadi (2004) states that English is taught as a foreign language in a secondary school as a compulsory subject; however, most Indonesian students still face difficulty in learning English. They use English only in a situation that urges them to use it. Based on Le (2007), even though the EFL learners have developed their linguistic competence that relates to the English learned, they are unable to perform communication effectively since they lack sociolinguistic competence. Consequently, they usually inappropriately transfer their native language expressions into the target language. Thus, the role of an English teacher becomes vital to help his/her student to acquire and use the target language, English, effectively and properly (Wolfson, 1989).

Several researchers have reported their views about integrating culture in foreign language learning. Kitao (2000) reveals that studying culture gives students a reason to study the target language because understanding culture makes studying foreign languages and literature more meaningful. It means that learning the culture of the target language leads students to use the language appropriately as the native speakers, and develop their cultural awareness. Besides, Bennett et al. (2003) support Kitao's (2000) opinion through their statement that there is a term 'fluent fool' for people who learn the language without learning the culture. This implies that learning a language

without learning its culture is not relevant in the real situation. The language users probably use the language inappropriately due to cultural matters. Likewise, Wang (2008) also reveals that foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers.

Incorporating the culture and the role of English teachers to help their students to be able to mingle and communicate using the target language properly and effectively in the process of teaching and learning in the classroom is very important. Yet, there have been only a few research studies regarding Indonesia's tertiary junior high school English teachers' beliefs, and attitudes related to culture teaching in the classroom (Zacharias, 2003), especially that focuses on a survey study concerning the role of English as a global language. Saddhono (2015), for example, is concern with the integration of culture in Indonesian language learning for foreign speakers at Indonesian universities. Sudartini (2012) focuses on inserting culture in English language teaching to promote character education, and Munandar and Ulwiyah (2012) concern with the intercultural approaches to the cultural context of Indonesia's high school ELT textbooks. These aforementioned studies have not yet been concerned with the exploration of teachers' beliefs, attitudes, and the reflection of beliefs and attitudes in their classroom practices. Therefore, this present study is essential to explore the English teachers' beliefs, attitudes, and the reflection of their beliefs and attitudes in their teaching syllabi for their EFL classrooms.

2. LITERATURE REVIEW

2.1 Teachers' Beliefs on Culture Teaching in Classes

The concept of belief has been discussed in various research literature so that there have also been found several different uses of the term 'belief' (Shinde & Karekatti, 2012). This study, therefore, uses the term 'belief' in the education context (see, for example, Ellis, 2008) that relates to the role of belief and the successful learning of language. Added to this, Zheng (2009) and Sen (2010) state that belief is a set of a group that constitutes name, definition, and structure that these contents are driven to people's behaviours.

Ajzen (1988) argues that beliefs are part of the fundamental points in all fields in education that deal with human behaviours and learning. Meanwhile, Dogruer et al. (2010) point out that teacher's belief is regarded as a complex topic which includes several aspects of belief such as the belief itself, the language use, the learners, teachers, and the power of the teacher-learner relationship. Afterward, they bring those aspects into their teaching and learning activities. As stated by Williams and Burden (1997), teachers are mostly influenced by their own beliefs. This means that teachers' belief has a role to influence their teaching attitude, methods, performances, and teaching policies as well as to influence their teaching behaviours, and effect students' development as well (Dogruer et al., 2010).

In addition, the role of teachers' belief inevitably becomes very crucial to demonstrate the complexity of behaviours of teacher command or instructions such as when s/he makes sense of how the diverse culture should be incorporated into the process of teaching and learning activities as well as good classroom atmosphere (Civitillo et al., 2019; Yunus, 2020). Belief, according to Bandura (1997), is a concept

of an individual related to his/her behaviour and the external environment. The relationship between personal belief, behaviour, and the external environment can exist or be seen in the school activities, classroom characteristics, and many others. Yet, the influence of individuals towards the external environment varies for different activities and circumstances. Thus, the role of teacher belief regarding cultural diversity in which it is seen as an important part of the teaching and learning process becomes vital.

2.2 Teachers' Attitudes on Culture Teaching in Classes

In relation to the notion of attitude in EFL classes, the term 'attitude' as stated by Pickens (2005) is defined as a sort of mindset to act in a specific way pertinent to one's experience. Furthermore, Hogg and Vaughan (2018) and Udu (2021) mention that the attitude is considered to represent a tendency towards the groups, symbols, and/or events that has a positive or negative degree. The responses can be in the form of favourable or unfavourable responses. Thus, it is clear that attitude brings someone's feeling towards their surroundings since it urges them to act and/or respond positively or negatively. Hence, teachers should comprehend all kinds of aspects as well as understand deeply the concept of attitude in the EFL classes. Moreover, the attitudes will also influence their teaching methods, the choice of the sources needed, and their organizational classroom practices (Karanezi & Rapti, 2015; Puspita & Pranoto, 2021). In other words, the teachers should be very careful with their attitudes since they can affect their approaches when they teach in the classroom.

In addition, the words of culture and language are interconnected with each other. Risager (2006) states that culture always includes language, and human language cannot be conceived without culture. The term 'culture' constitutes the systems of knowledge including values, beliefs and attitudes, notions of appropriate behaviour, statuses, and role expectations shared by a group of social cohesions (Brown, 2000). Brown (1987) notes that language and culture are intricately interwoven as such one cannot separate the two within losing the significance of either language or culture. Thus, it is hoped that not only students but also teachers are urged to know about the condition and situation in the country which uses English as a foreign language.

2.3 Culture Teaching in EFL Classes

In the related literature that is connected with teaching activities in the EFL classrooms, the cultural belief systems are impossible to be expelled from making syllabi in the context of foreign language teaching (Byram, 1989; Kramsch, 2002). It can be interpreted that the teachers' beliefs have significant roles towards their thought process, teaching methods, and learning to teach (Zheng, 2009). Xu (2012) also argues that the key roles in the process of teaching and learning in EFL classes come from the significant beliefs of teachers. The teachers' beliefs influence their knowledge in planning the lessons, the types of decisions they choose, and their classroom activities as well (Ehsan et al., 2021; Gilakjani, 2017). Moreover, the teachers' beliefs can make them decide what they will have and plan to do. According to Nation and Macalister (2010), what the teachers do can be identified through their beliefs. Thus, it is clear

that the beliefs of the teachers regarding the activities in the EFL classes can be related to the importance of making syllabi.

Based on Brown (2000), many researchers, in their foreign language teaching syllabi, integrate the cultural elements through several questions such as, should culture be implemented in the EFL classes? Should it be taught or caught? Or should it be taught in its sociocultural context? It means that the ways of integrating the cultural elements vary from one teacher to another. The teacher can use or make various techniques that can be implemented in either systematic or spontaneous approaches depending on the course syllabi (Çakir, 2015). While for the term attitude (behaviour), it is considered important in understanding the teachers' thought processes, classroom practices, changes, learning to teach, and conducting their teaching syllabi (Richardson, 1996) because the attitude can influence someone's perception (Jabeen & Shah, 2011). The word attitude can also be defined as a mental response to a given situation that may also be interpreted as a cognitive and experiential condition (Halliday, 1999; Sumardi et al., 2020). The behaviourists describe attitude as a social product, meaning that someone's process of thought is reflected in his behaviour and relates to his behavioural patterns (Speilberger, 2004). Attitude also manifests in the form of culture. The implementation of the behavioural patterns related to making syllabi is that it can urge the teachers to be more creative as well as always ready in any unexpected situations.

2.4 Previous Related Studies

There are a number of studies conducted related to the importance of incorporating culture teaching in the EFL context. Those studies can be in the form of literature and empirical research. This sub-section presents a brief discussion of the previous relevant studies.

Choudhury (2013) and Al-Rifa'i et al. (2021) conducted literature research related to teaching culture strategies and several challenges faced by the EFL teachers while delivering the target culture to their students in the EFL classroom. In the study by Al-Rifa'i et al. (2021), the focus was on the awareness of Foreign Language (FL) culture that should be seen as an essential component of English as a Foreign Language (EFL) learning/teaching. In his opinion, culture was a theory that could be about a world view or the ways of someone's life that should be distributed among them. The culture included knowledge, beliefs, art, morals, laws, costumes, and any other habits and/or competences gained through socialising in society.

Furthermore, Al-Rifa'i et al. (2021) pointed out that teaching culture was considered to be the fifth control skill in language teaching and learning. Also, he emphasized that to understand the language a learner needs not only grammar knowledge but also some features and characteristic of the culture itself. Culture is a continuous overflow of behaviours, attitudes, ethnics, and so forth, of a group of people. This perception means that the English teacher should understand those things before conducting the process of teaching and learning with their students. According to him, the students must be provided with the necessary elements of linguistic, culture, communicative, and intercultural skills so that they were able to express and reflect their own culture and others as well as to present and portray the target culture and language they learned.

Choudhury (2013) also emphasized the importance of incorporating culture in teaching the EFL. Moreover, he also suggested how and which components of cultures to be taught. The process of transferring the components of culture can be in the form of choosing what culture should be taught and/or delivered, either the American or British culture. Byram (1997), as cited by Choudhury (2013), explains that culture learning is a comparative process in which the learners, the English teachers, and their students, are encouraged to be aware of their own culture and the target culture they learn.

The empirical research was done by Liton and Madanat (2013) and Aydemir & Mede (2014) about the integration of target culture in EFL classroom showed that there were significant implications and effects regarding motivation on the language learner and the attitudes of teachers towards incorporating the target culture in an EFL classroom. The implications could be in the form of the practicability of foreign language teachers while they were teaching in the classroom. They should obtain information on the target culture and gain adequate knowledge to raise students' awareness of the target culture. According to Aydemir and Mede (2014), their study could be used to design and evaluate language preparatory programs for EFL students.

Integrating culture into the language teaching programs has an effect on motivation of the language learners and the process of teaching and learning. This perspective can be seen in the research conducted by Liton and Madanat (2013). In their research, the issue related to the integration of culture into English as a Second Language (ESL) or EFL becomes the main point. They used both qualitative and quantitative approaches and obtained data through observations as well as using other primary and secondary sources. Besides, this research indicated that the culture teaching or putting the culture into the process of teaching in ESL/EFL classroom was highly recommended since it could motivate the students' learning and it also could develop the student's intercultural competence and understanding related to effective cross-cultural communication skill.

Additionally, Larzén-Östermark (2008) attempted to figure out the attitudes of teachers towards the integration of culture in EFL teaching. The point of her study was to investigate the concept of culture in EFL teaching, how the cultural objectives were achieved, and what the teachers did regarding those goals. The data were gained from interviews with 13 Finnish-Swedish teachers of English in grades 7-9. Her study revealed that even though most teachers felt that culture was important, they thought that they still lacked the appropriate and sufficient knowledge as well as skills to teach about culture from an intercultural perspective because they had not spent as much time in English-speaking countries.

Hence, the vital aim of language teaching and learning, particularly English, was that it should establish a meaningful conversation among the people for a number of diverse reasons. The positive tendency built through the communication was to ensure effective communication globally, and it needed to increase the capability of intercultural competence and perceptions. Henceforth, integrating culture into ESL/EFL classrooms should be implemented by the EFL teachers (Aydemir & Mede, 2014; Larzén-Östermark, 2008). Moreover, culture teaching in language learning had a strong relationship pertaining to communicative competence (Byram, 1997; Tseng, 2002).

3. METHODS

This study used a sequential explanatory mix-methods design in which the collection and analysis of quantitative data were in the first stage, then followed by the collection and analysis of qualitative data in the second stage (Creswell, 2009). This study involved 62 private and 62 state junior high schools in Ngawi districts, East Java. Initially, the questionnaire was sent to 227 teachers, hence, only 144 of them returned the questionnaire to the researchers. The researchers obtained back the data of the questionnaire with a total of 144 teachers. They were participants from the first to the third grades whose teaching periods and experiences were considered. The description of the research participants is shown in Table 1.

Table 1. Description of the sample.

No	Categories	Number of schools	Number of teachers
1.	Private	62	62
2.	State	62	82

3.1 Data Collection Techniques and Instruments

The instruments in this study were adapted from Sen's (2010) that consisted of two: (1) questionnaire and (2) semi-structured interview guidelines. For quantitative data, the questionnaire was employed. To increase the validity and reliability of the questionnaire, the researchers used face validity, content validity, and expert judgment validation. Then, the questionnaire was piloted to the non-selected respondents randomly with the same characteristics namely private and state junior high school English teachers. The results were measured using a score of *Pearson Product Moment Correlation* and showed a high-reliability coefficient with Cronbach Alpha .700. The questionnaire was used to figure out their perceptions related to their beliefs, attitude, and their plan for EFL practical classes. The researchers used the self-enumeration technique in which the respondents completed the questionnaire without any assistance from the researcher(s) (Fellegi, 2010). In this condition, the researchers shared an online questionnaire in a Google Form with the respondents through a community of English junior high school teachers. It asked the respondents to tick one of the options in the column provided and answer the open-ended questions in it.

Then, the qualitative data were collected through semi-structured interviews, which were conducted by phone to obtain information about the teachers' beliefs and attitudes of culture teaching in the EFL classroom, and how they were reflected in their instructional practices including their syllabi. Based on consent, the interviews were conducted with six English teachers (from three state and three private schools). The six participants were chosen purposively based on their teaching experiences and teaching periods. Each interview lasted between 20 and 40 minutes and all were recorded for later transcription and analysis.

Lastly, concerning the classroom activities or practices, the data were taken from the English teachers' syllabi. The analysis of the syllabi comprised teaching topics, teaching activities, and sources used by the English teachers. Classroom observations were initially planned but cancelled due to the COVID-19 pandemic.

3.2 Data Analysis

In this study, the quantitative data were first tabulated and then analysed by SPSS 22. To explore the private and state junior high school English teachers' beliefs and attitudes, descriptive statistics were used to see the percentages, means, and standard deviations. To see whether there is a significant difference between the beliefs and attitudes of the state and private junior high school English teachers, the independent t-test and Mann-Whitney test were employed.

Meanwhile, the qualitative data were analysed based on the contents relevant to the research objectives and the emergence of relevant themes. In other words, the data which were collected from the questionnaire were then strengthened with deeper information gained via the semi-structured interviews carried out with three (N=3) private and three (N=3) state junior high school English teachers. Bogdan and Biklen (1998), as cited in Aydemir and Mede (2014), state that the recorded answers are transcribed at first, and then identified by the researcher. At last, this was used to create a development of major themes sorted under the specific sub-headings in the next section. The teachers were coded as T1-T6, respectively.

4. RESULTS

4.1 The English Teachers' Beliefs towards Culture Teaching in EFL Classes

The teachers' beliefs towards culture teaching in EFL classes were analysed quantitatively as shown in Table 2, with the abbreviations of SD (strongly disagree), D (disagree), ND (not decided), A (agree), and SA (strongly agree). It shows that the first item ('teaching target culture means teaching mainly American culture'), 61.1% of English teachers strongly disagree. It means that the majority of the English teachers had in their mind that teaching target culture was not solely related to teaching the American culture.

The finding in the second item ('culture and language can be separated') shows that 43.1% of English teachers disagreed that culture and language were separable. The finding in the third item ('target culture should focus on the teaching of beliefs i.e., religion, likes and dislikes, values, taboos, etc.') shows that 43.0% of English teachers showed their disagreement that target culture should be focused on the teaching of beliefs. After that, the fourth item ('it is impossible to learn target culture without living in that country for a while'), indicates that 49.3% of English teachers were opposed to the idea that it was impossible to learn the target culture without living in that country for a while. This result figures out their belief that it was still possible to learn the target culture without living in that country. The finding for the fifth item shows that there were 43.1% of English teachers who agree that target culture should focus on the teaching of monumental aspects of culture i.e., famous people, painting, best-sellers, and buildings. This means that they believed that monumental aspects of culture should be the focus in teaching the target culture.

Interestingly, in item number 6 ('the term target culture means the culture of everyone who speaks English'), there were only 0.7% of English teachers who strongly agree. This means that the word of target culture could be meant as the culture of one who spoke English. Next, of 144 English teachers, 48.6% agree with the seventh item

('the coursebooks I use contain a lot of cultural information'), yet, 51.3% of English teachers disagree. They thought that the coursebooks they used did not contain a lot of cultural information. Thus, it can be said that the English teachers did not rely on the coursebooks as the main source of cultural information. Next, in item number 8 ('learning target culture has harmful effects on Indonesian culture'), it was found that there were 47.9% of English teachers disagree. This means that learning other target cultures had no harmful effects on the Indonesian culture. The last item ('target culture should focus on the teaching of material culture i.e., food, clothing, transportation, facilities, et cetera.') shows a finding that 65.3% of English teachers agree that the item of target culture should be focused on the teaching of material cultures.

Table 2. Teachers' beliefs towards culture teaching in EFL classes.

No.	Item	Scale						
		SD (%)	D (%)	ND (%)	A (%)	SA (%)	Mean	Std. Dev.
1.	Teaching the target culture means teaching mainly the American culture.	13.9 %	61.1 %	6.3%	18.8 %	0%	2.30	.932
2	Culture and language can be separated.	22.9 %	43.1 %	2.8%	27.8 %	3.5%	2.46	1.217
3	The target culture should focus on the teaching of beliefs (i.e., religion, likes and dislikes, values, taboos, etc.).	6.9%	34.0 %	4.9%	49.3 %	4.9%	3.11	1.141
4	It is impossible to learn the target culture without living in that country for a while.	11.8 %	50.7 %	2.1%	27.8 %	7.6%	2.69	1.215
5	The target culture should focus on the teaching of monumental aspects of culture (i.e., famous people, painting, best-sellers, and buildings).	4.2%	39.6 %	9.0%	43.1 %	4.2%	3.03	1.080
6	The term target culture means the culture of everyone who speaks English.	9.0%	38.9 %	7.6%	43.8 %	.7%	2.88	1.100
7	The coursebooks I use contain a lot of cultural information.	4.9%	21.5 %	22.2 %	48.6 %	2.8%	3.23	.980
8	Learning the target culture has harmful effects on Indonesian culture.	12.5 %	47.9 %	8.3%	30.06 %	.7%	2.59	1.074
9	The target culture should focus on the teaching of material culture (i.e., food, clothing, transportation, facilities, etc.).	.7%	23.6 %	4.9%	65.3 %	5.6%	3.51	.939

4.2 Junior High School English Teachers' Attitudes towards Culture Teaching in EFL Classes

The teachers were asked to respond to four items with a five-point Likert scale pertaining to their attitudes towards culture teaching in EFL classes. The presentations of the findings are item by item in the sequence as shown in Table 3.

Table 3. Teachers' attitudes towards culture teaching in EFL classes.

No.	Item	Scale						
		SD (%)	D (%)	ND (%)	A (%)	SA (%)	Mean	Std. Dev.
1	I try to teach the effects of culture on language (i.e., not so common of 'have a good meal' versus the mandatory *selamat makan*).	1.4%	16.7 %	7.6%	73.6 %	.7%	3.56	.826
2	I provide contrasting culture examples (i.e., In Indonesian, we say this but in English, we say that).	2.1%	12.5 %	6.9%	74.3 %	4.2%	3.66	.829
3	I tell what I heard (or read) about the target culture.	.7%	13.2 %	2.1%	76.4 %	7.6%	3.77	.800
4	I believe culture is very important in establishing appropriate communication.	1.4%	4.2%	3.5%	68.1 %	22.9 %	4.07	.745

Based on Table 3, there were 73.6% of the English teachers agree that they have tried to teach the effects of culture on language through giving examples. Related to responses to item number 2, 74.3% of English teachers agree that they have also tried to provide contrastive cultural examples. This means that the English teachers comparing Indonesian culture and the target culture should be implemented in the process of teaching and learning.

Next, the finding for item number 3 showed that 76.4% of English teachers agree and only 0.7% of the English teachers strongly disagree with the item. This means that most of the English teachers told what they heard or read related to the target culture to their students. The last item showed that 68.1% of English teachers agree; this means that most of the English teachers had the same opinion that culture is important in establishing appropriate communication in the target language.

4.3 Teachers' Practices of Beliefs and Attitudes as Reflected in Teaching Syllabi

Regarding the implementation of teachers' beliefs and attitudes, the syllabi of their teaching were then analysed based on whether they were explicitly or implicitly reflected, as displayed in Table 4.

Table 4. Teachers' beliefs and attitudes as reflected in teaching syllabi.

Teachers	Reflected in the teaching syllabi		
	Belief	Attitude	Evidence
T1	√	√	Explicitly reflected
T2	√	√	Explicitly and implicitly reflected
T3	√	√	Explicitly reflected
T4	√	√	Implicitly reflected
T5	√	√	Explicitly reflected
T6	√	√	Implicitly reflected

From Table 4, the analysis of the six teachers' syllabi revealed that all the teachers inserted cultural elements in their syllabi. For example, T1, T2, T3, and T5 provided learning materials about kinds of expressions and how to pronounce and use the expressions correctly. In their teaching syllabi, several expressions mentioned

included greeting, saying goodbye, thanking, apologizing, asking for attention, checking to understand, rewarding good performance, asking/expressing opinions and responses, giving instructions, inviting, prohibiting, asking permission, and responding, stating, asking, and responding to self-introductions. Learning activities of listening, mimicking, and demonstrating several sample conversations, correct pronunciation, stress, and intonation, were also mentioned. In addition, learning materials about time, date, month, and year were stated in the teaching syllabi of T1, T3, and T5. For example, how to use cardinal number which is followed by an article 'the', the use of prepositions (in, on, and at) in mentioning month, year, and time. Added to this, T3 and T5 stated the differences in mentioning time, date, month, and year in English with those in Indonesian as well. Unfortunately, their teaching syllabi did not mention examples of what differences presented to the students.

Furthermore, in the syllabi of T2 and T6, the researchers found that there was a material in the form of narrative texts (fables) implicitly. In this case, the teachers inserted the element of cultures such as the language used and narrative texts that contain the different origin of the story. For example, in the teaching syllabi, there were two different narrative texts about the fables. The first text was an Indonesian fable entitled 'Mousedeer and Crocodile', and the second one was the target culture's fable entitled 'A Fox in A Sheep Clothing'. Moreover, it revealed that the material about a song was implemented in the syllabi of T2, T3, T4, T5, and T6. It meant that this process of the teaching and learning activity was related to Adaskou et al. (1990), who state about cultural elements which could be divided into four parts and one of which was the aesthetic element. This element includes cinema, literature, media, and music. Hence, the material about a song is significantly related to the importance of inserting the cultural element in the process of teaching and learning activity.

Regarding the development of the syllabi, not all of the teachers had developed their syllabi that included the cultural element explicitly. Yet, it did not mean that there were no cultural aspects or materials in their teaching and learning processes. Based on the data collected, it was found that there were only 40% of the total data showed the insertion of the cultural elements in the forms of topic, activity, text, and dialogue. And the rest of the sixty percent of the data gathered, the syllabi showed that the cultural elements were clearly stated. This means that the sources they used from books, or other sources were reflected in the syllabi. For example, in the syllabi, the sources covered various cultural topics such as the topic of using the expressions of Western daily greetings. Then, in this opportunity, the teachers explored and asked their students to compare or share with other students the expressions from their own culture. In other words, the teachers provided contrasting examples to gather implicit information gained from the speakers.

4.4 The Result of the Interviews

The interviews with the six English teachers were conducted to corroborate the results of the questionnaire. Each one was interviewed individually and was not given the questions beforehand so that the answers could be more natural and reliable.

In Table 5, it shows that all six junior high school English teachers had the same arguments related to the definition of the target culture. According to T1, target culture means delivering the culture from the target culture to the students. Further, this participant emphasized that a teacher who taught a language should insert any

information about culture from the language used, for example, the English language. It was because culture and language could not be separated. Therefore, the target culture should be informed to the students when teaching any language such as English.

Table 5. The results of interviews.

Question	T1	T2	T3	T4	T5	T6
Defining target culture	Delivering the culture from the target language to the students.	The activity of teaching culture of the language used to the students.	The culture that we are going to learn.	The culture of English as the language that we learn.	The culture that we, as English teachers, should forward or explain to our students.	The culture is related to the language used.
Whose culture do the English teachers teach	Combine American and British	British	British and American	British	Prefer American but British is still given to the students.	British
Skills incorporated in teaching	Listening Speaking Reading Writing	Speaking	Speaking	Listening Speaking Reading Writing	Speaking	Listening Speaking Reading Writing
Sources of knowledge about culture teaching	Internet YouTube Books	YouTube Reading texts Module	Social media YouTube School books	Newspaper Online resources Movies	Online sources such as YouTube	Online sources such as movies

T2 also defined that teaching the target culture as the activity of teaching the culture of the language used to the students. However, T2 emphasized the cultural teaching should be relevant to 'Islam' regulation. For instance, when the teacher taught English with the topic of food, she or he should explain whether the food was '*halal*' (meaning lawful or permitted) or not since most Western people are non-Muslims and can eat non-*halal* food. Meanwhile, most Indonesians are Muslims and are not allowed to eat non-*halal* food. Moreover, T3 stated that most Western people perceived friend intimacy differently from the Eastern culture. For example, when people of different sexes meet, they did not feel shy to kiss one another. Another example is some outfits they wore are considered minimalist by the Eastern people, especially Muslims. Furthermore, T3 compared the Western people and Indonesian people in terms of their breakfast: bread was a common meal for the former and rice for the latter.

Related to the American or British culture, T1 argued that both cultures should be combined as materials for the students since those two cultures were perceived as tightly related to English. They had different accents, and therefore the English teachers needed to promote and introduce them correctly. The teachers asked the students to watch some videos or listen to audio materials, then explained to the students that the conversations in the video used either British or American accents.

Yet, T2 preferred British culture materials due to the perception that they provided several contents related to education. According to this teacher, American culture connotes a number of slang words and is therefore unsuitable to be taught to EFL classes. While T3 said that both western cultures, American and British, could be seen through the people's daily life such as how they eat, what they eat, and their clothing.

The next result shows the skills and tasks that the English teachers implemented when they were teaching English in the EFL classes. T1 emphasized that all skills namely listening, speaking, reading, and writing should be integrated into the process of teaching culture. For example, the teachers might search a reading material containing some aspects of Western culture so that the students would get information about it besides their own. However, it was not easy to do so since the capability of the students could not be the same. Related to the speaking skill, T2 usually used a dialog that contained cultural aspects such as the use of greeting and times. The students should know well when to use 'good morning', 'afternoon', 'good evening', and 'good night' correctly because, in the Indonesian context, the expressions are different. For instance, at 11 a.m. Indonesians greet with *selamat siang* ('good afternoon'), but in English, it is still 'morning'. Thus, this kind of culture should be understood well by the students. Based on T3, the skill of speaking for the students could be gained through doing a dialog or performing drama from Western countries such as Beauty and the Beast, Cinderella, and others.

Moreover, the sources used were mostly from the internet. It is similar to T5 who said that she was much thankful for the era now that had changed the routine life and education a lot. From an education perspective, the changes could be seen from the methodology of how to teach the students. For example, the teacher could teach the students via YouTube. This means that T5 preferred to use YouTube because it was easy and could be done by just showing the video taken from YouTube and then asking the students to learn the dialog from the video. Besides, T5 also added that the source could be from used books that there was 'QR Code' in them, so from this code, the students could notice what the dialog was and so forth. An interesting answer was from T4, who stated that he got the source accidentally.

T3 said that she got the sources from social media, YouTube, and of course school books. But, most of the time, she used social media and YouTube to teach culture. This platform makes it easy for the teacher and the students, too. Then, according to T2, the sources could be taken from YouTube, reading texts, and modules. Thus, it was clear that all the six teachers used social media such as YouTube and the like as the most used in the process of teaching culture in the EFL classes.

4.5 The Result of Independent Sample t-Test of Beliefs

The result of the independent sample t-Test showed that there were no significant differences in beliefs of both state and private junior high school English teachers related to culture teaching in EFL classes. This is as shown in Table 6.

Table 6. The result of independent sample t-test of beliefs.

	Levene's test for equality of variances		T-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
								Lower	Upper
Beliefs									
Equal variances assumed	1.263	.263	1.215	142	.226	1.71746	1.41301	-1.07579	4.51071
Equal variances not assumed			1.581	25.513	.126	1.71746	1.08637	-.51767	3.95259

4.6 The Result of Mann-Whitney Test of Attitudes

The result of the Mann-Whitney Test of attitudes showed that there were no significant differences between the attitudes of state and private junior high school English teachers related to culture teaching in EFL classes (see Table 7).

Table 7. The result of the Mann-Whitney test of attitudes.

	Attitudes
Mann-Whitney U	791.000
Wilcoxon W	8919.000
Z	-1.859
Asymp. Sig. (2-tailed)	.063

5. DISCUSSION

5.1 English Teachers' Beliefs in Culture Teaching: Focus, Materials, and Perceived Effects

The first research objective relates to the teachers' beliefs about culture teaching in the EFL classes. The results show that most junior high school English teachers believed in which elements of culture their teaching should focus on. Their materials included food, clothing, transportation, facilities, etc. These results may indicate that the teachers taught not only the language but also inserted the cultural elements in the process of their teaching activity (Adaskou et al., 1990; Choudhury, 2013; Liton & Madanat, 2013). This result supports the study of Tran and Dang (2014) which reveals that the participants' teachers believe in the importance of cultural information in ELT, and culture should not be ignored in language teaching and learning.

The teachers in this study also stated that when teaching English, the culture of the language must be transferred to the students properly so that the misunderstanding or misconception of language learning could be minimized. Furthermore, the teachers believed that the term 'target culture' may relate to everyone who speaks English. This means that they used a language to communicate with others who probably have

different contexts and situations in which the cultural elements are involved (Kramsch, 2013).

Another result revealed that a majority of the junior high school English teachers had the same opinion that teaching culture in EFL classes was not solely teaching the American culture, but also the British culture. This result supports Choudhury (2013) and Hammar (2013) that teaching the English culture does not mean teaching only the culture of the Americans, but also of the British culture because those two cultures are dominant in terms of teaching and learning the English language. The possible reason behind the selection of American and British culture is that it might be the most common culture known by the English teachers. This is supported by the results from the interviews with T1, T2, T3, T4, T5, and T6 that they taught both the British and American cultures.

Furthermore, the junior high school English teachers used the materials to teach the English subject such as coursebooks that contain cultures, which indicates that the language and culture cannot be separated in the English teaching context. As stated by Paige et al. (2003), culture should be integrated with language teaching. Liton and Madanat (2013) reveal that it is important to combine culture into language teaching because it can increase the students' motivation to learn the English language. Larzén-Östermark (2008) and Aydemir and Mede (2014) show that the integration of culture in EFL classrooms has a significant effect regarding motivation on the language learners.

Another result showed that the English teachers thought that it was still possible to learn the target culture of the English language without necessarily living in an English-speaking country. In this sense, the teachers utilized several authentic materials that could improve the students' understanding of other cultures rather than their own, such as film, news, television, shows, magazines, newspaper, and other printed materials (Purba, 2011). If teachers can maximize the use of authentic sources, the students can automatically develop their cultural understanding, attitudes, and performances within a group in a societal situation and can communicate with other people in that condition (Selye, 1993).

The statistics also revealed that the English teachers believed in which culture their teaching needs to focus on (e.g., religion, likes, dislikes, taboos, and values). This belief means that the language teachers did not only teach grammar knowledge, but also some other features of the culture itself (Al-Rifa'i et al., 2021). However, the result of this present study showed that these teachers in Ngawi believed that learning the target culture also has harmful effects on the Indonesian culture. For example, Indonesians, especially teenagers, tended to imitate the target culture such as the lifestyle including music, fashion, food, and so on. To avoid this situation, the teachers should understand the principles related to culture teaching, namely relating the first culture (e.g., Indonesian culture) with the target culture, as an interpersonal process to understand the values, beliefs, and norms.

5.2 English Teachers' Positive Attitudes towards Culture Teaching

The second research objective is about the attitudes of the junior high school English teachers towards the culture teaching in the EFL classes. It revealed that these teachers taught the effects of culture on the language used. They also provided the students with contrasting cultural elements from the Indonesian and Western cultures.

Thus, the students knew the differences between the compared cultures properly so that the establishment of the appropriate communication could be achieved. The teachers used several sources to make their students understand what they have learned through media, television, books, magazines, and newspapers (Sen, 2010). In addition, the teachers also inserted the teaching beliefs in the forms of religion, dislikes, likes, and values, all of which could influence one's attitude (Sen, 2010). Taylor and Marsden (2014) argue that beliefs and attitudes should be done in communication so that they can influence the behaviours or actions of others. In short, the attitudes will influence the teachers' ways of teaching, the ways of choosing the sources needed, and the ways of organizing the classroom practices (Karanezi & Rapti, 2015).

The results of the interview indicated that the English teachers had implemented the four skills such as listening, speaking, reading, and writing of English to teach culture by using some social media such as the Internet, YouTube, and movies. YouTube was the most frequently used media to stimulate their students' understanding of other cultures. Through watching the video from YouTube, the teachers could teach and ask the students about the contexts, languages, and other elements so that the students' perspective of the world could increase. As suggested by Tseng (2002), the effect of teaching and giving culture to the students can enhance their individual's view and make them able to negotiate the meaning of such perspective and can understand the communicative context. Therefore, the teachers are also expected to emphasize the importance of putting contexts for the component of language that is being taught in their teaching and learning in EFL classes.

Moreover, other arguments from the interviewees showed that they preferred not only incorporating speaking, listening, reading, and writing of teaching culture but also inserting vocabulary, grammar, pronunciation, review, and homework for their students. This result is aligned with Zacharias' (2003) findings that speaking is the most preferred skill to insert culture teaching. A similar result is also evidenced by the study conducted by Hammar (2013) that reports that in inserting culture teaching, listening skills and vocabulary are prioritized then followed by oral skill. This might happen because the focus of language learning is for students to communicate effectively and properly so that misconceptions and misunderstandings can be avoided.

Additionally, the teachers also upgraded their knowledge related to the target culture via TV, films, websites, supplementary instructional materials, books, magazines, journals, comics, social media such as Facebook, Twitter, etc., and invited native speakers to teach English in their schools. Thus, it may be inferred that with globalization, the visual media as stated previously becomes the easiest way or source of learning other cultures as well as increasing one's knowledge about the culture being taught (Sen, 2010). Although social media have helped both the English teachers and the students to learn the culture through the language used, some junior high school English teachers disagree with using such media in the process of their language teaching. This is due to the negative effects if the students do not use it properly.

5.3 English Teachers' Beliefs and Attitudes as Reflected in Their Teaching Syllabi

The last research objective is related to the teachers' beliefs and attitudes in their teaching syllabi. The teachers admitted that their syllabi referred to the Indonesian

Ministry of Education and mostly included the cultural elements in the process of teaching and learning activity. The learning resources showed how native speakers use the language such as expressions in their daily life. However, not all of the teachers inserted and developed the cultural material explicitly. The cultural materials were also found in their learning sources and teachers' statements about the learning processes related to culture teaching which was not mentioned explicitly in the syllabi.

Besides, related to the learning activities, the teachers compared the target culture and Indonesian culture. This was done by all teachers, but some of them did not explicitly state it in the syllabi. Therefore, it led the students to ask about cultural elements of the target culture like the actresses, capital cities, music, tourism places, and the like, directly to the teachers. And thus, even though the cultural elements were not clearly seen in the syllabi, yet, the teachers added the cultural elements while conducting the process of their teaching and learning in the EFL classes. This implicitly shows that the role of the teachers' belief indicates a process of additional thought, teaching methods, and learning (Zheng, 2009).

Additionally, all of the teachers believed that in the teaching and learning of the EFL classroom, there should be cultural elements in it (Xu, 2012). Therefore, most of the teachers inserted the cultural elements explicitly in the syllabi, while others did them implicitly through the sources used that comprised cultural elements. They also incorporated culture teaching through activities in teaching and learning in the classrooms. Furthermore, both the state and private English teachers show the same idea of the importance of teaching culture to their students when they teach English in EFL classrooms. This result also means that the junior high school English teachers understood how to give a grounding to their students properly based on the sources they used so that the students found it stress-free to learn the language because learning language means learning the culture.

6. CONCLUSION

The beliefs and attitudes of the junior high school English teachers in Ngawi related to culture teaching are proven essential. They significantly influenced how they designed proper lesson plans, chosen materials, and conducted activities with culture insertion in the process of teaching and learning. These teachers were also mostly aware of utilizing social media to teach their students to understand that learning a language means learning culture. Additionally, they also believed that culture teaching had effects on the language used, and every language has its own culture. Related to the teaching syllabi, the data indicated that the English teachers in Ngawi had implemented culture teaching and inserted various cultural elements in the process of their teaching EFL classes.

The findings only reflect the investigated specific groups and are not meant to be generalized to other junior high school English teachers from other groups on beliefs and attitudes related to culture teaching. In addition, the classroom practices were only described through the teaching syllabi due to the pandemic situation. Thus, future researchers may conduct a similar study in different or broader areas. Moreover, future researchers are expected to further explore the real teaching practices performed by the English teachers during the teaching and learning activities in the classroom.

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