CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is aimed to present the findings and discussion of this research in order to answer the research questions; 1.) Is the cultural taught in the speaking class, specifically speaking for everyday communication class?, 2.)What cultural content has been taught in the speaking class, specifically speaking for everyday communication class?, and 3.) How has cultural content been taught in speaking class, specifically speaking for everyday communication class?

A. Findings

In researching the cultural content taught and how the lecturer delivers it, the researcher needed certain data of teaching process in speaking for everyday communication class. Thus, in order to complete the data required, the researcher conducted documentation and observation to find out the answer, and also interview to strengthen the validity of data.

The observation was conducted in May 2015 and April 2016 in class of Speaking for Everyday Communication, specifically in Mr. Sigit's class. In addition, the researcher made interview with five students and the lecturer of the class in order to get supportive confirmation and explanation from the two main parties of the class. For more details description, the researcher also collected the documents from syllabus, materials to textbook used to teach in the classroom.

1. Cultural Content Taught in Speaking for Everyday Communication Class

There are several sources of data to make inquiry and analysis about the cultural content taught in speaking for everyday communication class, which are; documents, and interview result. The analysis would be done by first, identifying any cultural content taught found in the documents, then classified the materials found into three main categories along with the analysis, which are; a) **Products**, **b**) **Practices**, and **c)Perspectives**.

First, the researcher would describe the findings by interviewing the lecturer and students followed by the documents analysis.

Based on the interview result, five students have the same answers which confirmed there is cultural content delivered in the class. Moreover, they all five stated that the culture materials are given in every meeting, even one of them said that though it is taught frequently.

Regarding what the cultural information they are introduced in the class, there are five students are interviewed. They are asked whether they find any cultural information or content during the whole semester. Thereafter, if they found it, what typical information and topic they found. Their answers are various which provided in the table below:

Table 4.1

Result of the Students Interview

Interviewee	Response (Cultural Content They Found)
Student 1	How the habitual way of native speakers in prepare something beforehand, (Habit and way of living)
Student 2	The meaning of raising middle finger, (Gestures and non-verbal communication)
Student 3	Perception of natives that farting is better than burping, (Gestures and non-verbal communication)
Student 4	Habit in the classroom such as eating, sleeping, or doodling are allowed as long as they do not make a noise. (Habit and way of living)
Student 5	Polite acts. (Politeness)

The result abovementioned shows the cultural content those five students obtained in the class. However, based on those results, it is proven by the students themselves that there is cultural content integrated during the lesson which is supporting the lecturer's statement that claimed that culture teaching has been implemented even as a minor part of the lesson.

The lecturer informed that the materials for every class meeting are delivered in each different topic. The lecturer said that he always try to integrate the cultural materials with the lesson, especially when there is sufficient time and chance in the class. Furthermore, the lesson materials delivered are mostly taken from the coursebook, therefore the cultural content materials is automatically taken from it as well. The cultural materials placed at the end of chapter called 'Culture Corner'. Since every meeting has different topic to discuss, the culture content attached should be related with the topic of the day. Thus, it can be concluded that the cultural teaching process actually has been prepared in advance to be integrated and delivered into class in every week or every meeting, particularly, in the last session of the class.

'Culture Corner' is a term refers to a particular part within textbook and lesson plan which contain certain cultural information of native countries depends on the main chapter's topic. The coursebook is written and composed by Mr. Sigit himself along with his colleagues in the university in the context of developing English Teacher Education Department quality.

The details of the culture materials taught in the class –especially during the whole semester, cannot be identified merely from the interviews. Therefore, the researcher did the documentation process which is collecting the data consist of the syllabi, the textbook, the materials and lesson plan used along for one semester.

Hence, the next stage is organizing the entire documents collected. First of all, the researcher dissected coursebook along with the lesson plan used which consisted of several chapters with different topic. One chapter is meant for one meeting and there is one specific Culture Corner related with the topic in each of it. Below, the Culture

materials found provided followed by the description of each chapter. The chapters below are picked to represent the cultural content categories (Products, Practices, and Perspectives).

a. Chapter 1: Me & Myself

Culture materials found in chapter 1:

1. Dialogue about introduction		
Table 4.2		
	Introduction Dialog	
Clerk Yolanda	 How do you spell your first name? Y-O-L-A-N-D-A And your last name? F-U-E-N-T-E-S What's your student number? SR 97856 Is that SR 97856 No, it's SR 97856 And your telephone number? 	

The dialogue above is a dialog that inserted in chapter Introduction and purposed to be read by the students. The dialog contains cultural lesson about one way of how Native English people usually introducing their name. The specific point to note from the dialogue is when Yolanda was asked to spell her name by using letters. This custom is widely known Western are used to spell the letter for their name or difficult words, even sometimes use 'International Civil Aviation Organization Alphabet' like Alpha for A, Bravo for B, and Charlie for C to illustrate the letters they mean clearer.¹ This information relates with how Native English people start the introduction, especially in enrollment or registration moment. Since the information gives the example how people talk or while doing registration, it tends about the Practices content.

2. Culture Corner Chapter 1

Table 4.3

Culture Corner in Chapter 1 (Me & Myself)

Culture Corner

Keep in mind that getting to know each other in one culture is different from another. In English speaking country, it is quite inappropriate to ask about age, marital status, children, body weight, and salary. It is more appropriate to ask about birthday, family, or job rather than*How old are you?*, *Have you put on weight?*, *How much do you earn?*, etc.



Text in chapter 11 discusses the appropriate ways of Native English people in introduction. It describes that there are several matters that important to

¹ "Spelling Names on the Phone", *Useful English* (http://usefulenglish.ru/vocabulary/spelling-nameson-the-phone, accessed on May 18th 2016)

understand while doing the introduction, especially with native English people. Some of inappropriate things to ask based on the text are: age, marital status, children, body weight, and salary. The reason why they sound inappropriate is because they contain private information that not everyone pleased to share. In fact, it because generally most of native English speaker, particularly British in this case are accustomed to keep their life information tightly, even to get their name in the first informal meeting or purely in social setting is such a difficult task to do, like stated by Fox in her book 'Watching the English; The Hidden Rules of English Behaviour', "the English do not want to know your name, or tell you theirs, until a much greater degree of intimacy has been established."² Thus, if it is quite difficult sometimes to know a person's name, it will be more difficult to get the other information though it does not mean impossible.

In this chapter, students who practice how to introduce themselves are taught to understand that there are certain questions that inappropriate to ask according to native English speakers' point of view. Thus, first this topic emphasize in interaction based on a particular value and impact to their social behavior and interaction. In another words, it is closely related with Practices and Perspectives content.

² Kate Fox, *Watching the English: The Hidden Rules of English Behaviour* (London: Hodder& Stoughton, 2004), 6.

b. Chapter 2: My Schedule

Cultural material found in chapter is basically only in Culture Corner session:

Table 4.4

Culture Corner in Chapter 2 (My Schedule)

Culture Corner

Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time. "Punctual" is often known as "on time." 3

Do you know that⁴:

- 1. In the US, being on time is generally the rule.
- 2. In China, being on time is the rule, but keeping someone waiting is one way to express your seniority and the more senior you are, the more likely you are to keep someone waiting for a long time, says the BBC's Quentin Somerville in Beijing.
- 3. Spain is behind the rest of Europe when it comes to punctuality at work meetings," says MrFraile.
- 4. The BBC's HebaSaleh in Cairo says that there is a tendency for everything to start late there.
- 5. In Indonesia, local people with a higher social status have the privilege of being late.⁵

Chapter 2 defines what the punctuality is and points out how different countries value the punctuality differently. There is a basic distinct perception

regarded on how across cultural people take into account punctuality concept.

For instance, in the US, punctuality is valued very highly. Being late for more

than five to ten minutes is considered as a rude manner.⁶If a person will come

 ³ "Punctuality" Wikipedia (.http://en.wikipedia.org/wiki/Punctuality, accessed on November 30, 2011)
 ⁴Kathryn Westcott. "Bidding adios to 'manana' " BBC, (http://news.bbc.co.uk/2/hi/in depth/6405379.stm, accessed on November 30, 2011)

⁵ "Cultural Information – Conversations", *Global Affairs Canada*, (<u>http://www.intercultures.ca/cil-</u>cai/ci-ic-eng.asp?iso=id), accessed on December 1, 2011)

late, he/she should tell the other person immediately with a good reason. How the person keeps their words about time reflect their personality to the others. Where in China, punctuality is applied based on a person's rank in society. For instance, a person who has a higher rank such as director, boss, and famous singer, is allowed for being late. While, a new-comer or junior who comes late, they will get a punishment.⁷

Those are some differences about how the concept of punctuality can be vary from one country to another, particularly between Eastern and Western people. Thus, this chapter is about understanding this concept and values that varies from one another. The values that believed by a group of people is influencing their way to build interpersonal relationship with the others. Thus, it is about the Perspectives and Practices content.

a. Chapter 3: Gorgeous

Cultural materials found in chapter 3:

Table 4.5

Vocabulary for Describing People Complexion

Skin/Face/Complexion	Freckled: sprinkled or covered with light brown spots
Complexion is the natural	Rosy: pink-cheeked; fair complexion that glows with a
appearance and color of the	hint of pink
skin, especially of the face;	Ruddy: skin that has a healthy reddish tint; may have the

⁶Stephanie S. Landis, "Being on Time", *Life in the USA*, (<u>http://www.lifeintheusa.com/everyday/ontime.htm</u>, accessed on March 19, 2016.) ⁷GaopanMufen, "The Concept of Punctuality between...

e.g. Aisyah has a soft,	appearance of sunburn
creamy complexion.	Tanned: skin with a healthy golden-brown tint
	Wrinkled: full of or covered with lines or loose folds of
	skin; often associated with age
	Other skin-related adjectives: pale, spotless, silky,
	smooth, creamy, baby-soft, glowing, paper-thin or
	translucent (as with a very old person); rough, callused,
	dry.

The table above is used by the lecturer to introduce certain wordsthat sound unfamiliarfor students, especially within Indonesia context, suchas; 'freckles' and 'ruddy'. Those features describe about a person's complexion that mostly appears in Caucasianrace or Western people only, like European or American descendants. Freckles are one of skin trait which defines as "clusters of concentrated melaninized cells which are most easily visible on people with a fair <u>complexion</u>."⁸ Furthermore, ruddy is term to describe the state of skin which as well frequently occurs for white skin people when they got overexposed to sun or ultraviolet rays.⁹Because they are unfamiliar terms for Indonesian students, hence this lesson part is an attempt to make them recognize the other features of different race and raise their knowledge about it. The terms that created based on the circumstances behind the society is related with Products content.

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<sup>9</sup> Jodie Michalak, "Ruddy Complexion", Love (<u>http://skincare.lovetoknow.com/Ruddy_Complexion</u>, accessed on May 26, 2016)
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Know,

⁸ "Freckle", *Wikipedia*, (<u>https://en.wikipedia.org/wiki/Freckle</u>, accesses on May 26, 2016) ⁹ Jodie Michalak, "Ruddy Complexion". *Love to*

1. Culture Corner Chapter 3: Gorgeous

Table 4.6

Culture Corner in Chapter 3 (Gorgeous)

Culture Corner

In the U.S., it is a sensitive issue, if someone is not fat at all; it is polite to say they are **slender** or **slim**. If a person is fat or heavy, it is best not to say anything at all about their weight. **Fat** may sound impolite. Instead, we often say **a bit overweight**. If someone is broad



and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. If someone is terribly thin and refuses to eat, they may



be **anorexic.** Age can also be a sensitive issue and that it is best not to ask anyone's age unless you know them very well. The word **cute** is used to describe adults as well as children.

Chapter 3 discusses about adjective terms or words used to describe physical appearance of a person. The terms and words here based on American context. Sometimes, for EFL learners, they tend to use words to describe a particular person or thing with straight and exact meaning like the way it is. Even they actually did not mean to insult or offend the person at first, but without a proper understanding that several words are considered as taboo and improper to be addressed to other people; they still would be misunderstood and supposed the pejorative act. Therefore, this chapter list taboo words that should not be used in describing the other person in order to prevent that misunderstanding.

The text mentions 'fat' as taboo words that must be avoided to use. However, EFL learners are common using this widespread word to describe people. Instead

using 'fat', the text suggests using 'a bit overweight'. Besides 'a bit overweight', people also can use 'large' or 'chubby' term.¹⁰ Fat is a very negative word to describe an overweight person. It is considered very rude and insulting.¹¹Furthermore, describe a person with 'thin' term also impolite. Use 'slim' or 'slender' instead of it.

Being careful while describing people is vital since it is a sensitive issue and can impact to our relationship with other people. It would be better if people can use positive or neutral adjective. Thus, this chapter gives the students knowledge about several neutral adjective terms which is based on the context and value of Native English society. The terms used in everyday communication with people. It means this topic deliver about Products, Practices and Perspectives content.

b. Chapter 4: Favorite Sport

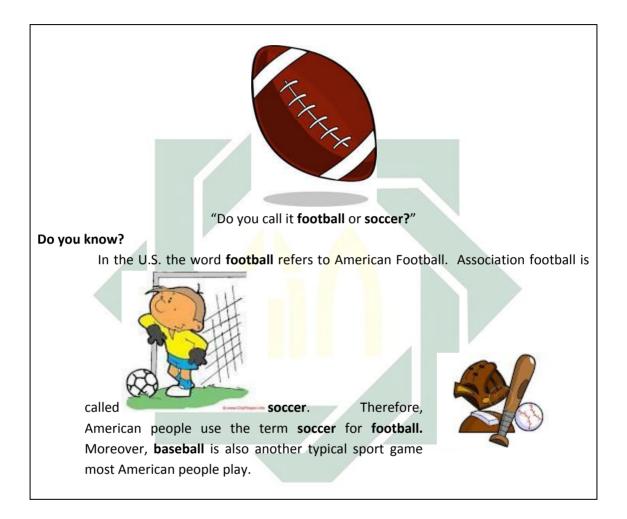
Culture materials are sum up in culture corner which introduce typical and common sports in the USA and how the term used to call a particular sport can be differ in some countries.

¹⁰ "Adjective for Describing Appearance", ESOL Courses. (http://www.esolcourses.com/content/exercises/grammar/adjectives/appearance/vocab1.html, accessed on May 23, 2016)

¹¹ "Adjective for Describing...



Culture Corner in Chapter 4 (Favorite Sport)



In the chapter 4, the cultural materials are concerned about sports topic which there is a text that discussing about a particular sport terms. In America, soccer and football are different terms to call different kinds of sport. While in the most countries of the world, football term is well-known as a sport that aim is to score a goal through kicking the ball, played by eleven players and solely used feet as main game device, it is a different matter if comes to America. When people mention football, American will refer it as American football which is a name of different sport game. Otherwise, American always calls 'football' with 'soccer'. The distinct term between football and soccer occurred since around 200 years ago when the rugby football was shortened to be 'rugger' and the association football game shortened to 'soccer'.¹²

Another typical game introduced in this chapter is baseball. Baseball is a <u>sport</u>which one team throws a small round ball called a <u>baseball</u> and the other team tries to hit it with a club called a <u>bat</u>.¹³

Sport names discussed in the text are the terms that used differently in the U.S. compared with most of the rest countries in the world. Since the U.S.A is one of important Native speakers' countries, it is essential to grasp the term based on their context as well. Moreover, by recognizing the different term used by different countries, students are expected to use it appropriately and avoid any words misinterpreting. Therefore, this topic tries to deliver the products and practices cultural content to the students.

¹² Emily Thomas, "This is Why We Call It 'Soccer', not 'Football'", *Huffpost Sports*, (<u>http://www.huffingtonpost.com/2014/06/13/soccer-not-football- n 5492714.html</u>, accessed on May 30, 2016)

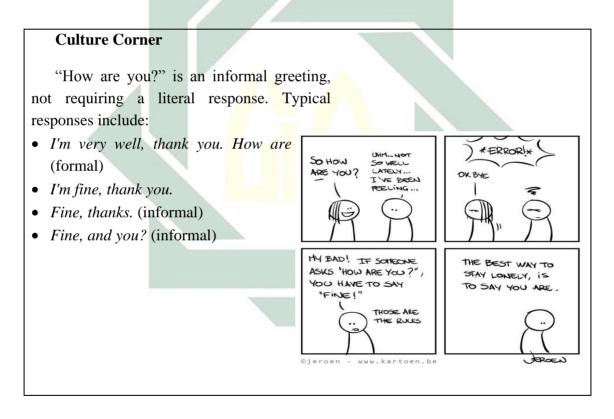
¹³ "Baseball", Wikipedia, (https://en.wikipedia.org/wiki/Baseball accessed on May 30, 2016)

e. Chapter 5: Final Exam

Chapter five is the chapter for final exam, thus the materials are composed to review all the prior materials. However, there is still culture corner which discuss about 'Greeting'.

Table 4.8

Culture Corner in Chapter 5 (Final Exam)



Culture Corner in Chapter 5 is trying to highlight about the greeting topic. In fact, the way people greet each other is different from one country to another especially depends on their social custom and cultural background. It is important to know how to both, not only address our greeting but also to respond the greeting from other people well.

In this specific case, the text explains that not all of the greeting's expressions are needed to respond literally. Greeting merely deemed as a courtesy and people are expected not to response intensely. For instance like in the text above; if people asking 'How are you?', it doesn't mean that you have to answer it with the specific and exact state of yours as it is purposely address to you as a form of politeness to greet.

In her book, Fox also stated that greeting expressions for British such 'How are you', 'How do you do?' or even 'Nice day, isn't it?' must not be taken as a serious question. They are just another way to say hello and supposed to be a mutual acknowledgement or exchange greeting.¹⁴ Thus, the main point of greeting is reciprocity. Though it doesn't need to be taken seriously, however people should respond back as a courteous act. Not in a long conversation, but people can reply with express statement like mentioned above.

This material shows how to give a proper response and relate mostly with daily interaction. Furthermore, there is a distinct social attitude which influencing their way to interact with people. For this reason this topic is about Practices and Perspectives.

¹⁴ Kate Fox, *Watching the English: The Hidden Rules of...* 2.

2. How Cultural Content Taught in Speaking for Everyday Communication Class

There are various ways to teach cultural content in the class. After the researcher had accomplished the data collection from observation, interview and examining the lesson plan of every meeting, here are the data results started from the interview.

In the interview, the lecturer stated that he delivered the cultural information based on the lesson topic of that day. For instance, if the material is about describing people, the culture information will be about words should not be used like 'fat'. Instead using special strategy or ways to transfer the cultural information to the class, the lecturer only used the textbook as the mere media to teach culture lesson.

The interview result is supported with observation that conducted three times; once during 2015 at the end of the semester, and twice in 2016. According to the observation records, it is confirmed that the lecturer taught the cultural materials based on the course book.

a. First Meeting

The first observation held on May 12, 2016. It was around the end of the term in that semester. The topic on that day is 'Lost in the City', Chapter 9 which discussed about how to ask and give direction in English. The cultural material observed was on the Culture Corner session at the end part of the lesson. Below is the transcription of the discourse between the lecturer and the students.

Table 4.9

Culture Corner in the First Observation

Lecturer	: Class, can you count this? (Showing the fingers one by one)
Students	: One, two, three, four, five.
Lecturer	: Can you count down five to one?
Students	: Five, four, three, two, one.
Lecturer	: (He still showed two fingers representing two)
	Wait, can you show this kind of gesture to native speaking of
	English because it's easy?
	(Showing two fingers with the palm facing inward)
	If you want to order two cups of coffee you use this one,
	(Showing two fingers with palm-side facing outward)
	And don't you ever use this one. So, this one is impolite It is
	insulting.
	(Showing two fingers with the backhand-side in front)
	While, you are counting, it is very right for you to count 'one,
	two,three, four, and five'.

(Showing two fingers with palm-side in front)

Or it is even worse if you count 'one, two'.

(Showing middle finger while counting 'one')

Please, don't make that gesture. Do not use this kind of gesture. It is okay to use this one; 'okay' and 'good'. So this is okay and this okay.

(Showing 'okay' and 'good' sign by making circle shape with thumb and forefinger and raise a thumb)
And this is not okay and this is not okay.
(Showing two fingers with the backhand-side in front and raise a middle finger)

Accordingto the dialogue above, the cultural material is taught solely by explanation and without using additional media. The lecturer initially engaged the students in the class by asking the students to count down together from five to one while the lecturer showed his finger to represent the number which students mentioned. At the time students said number two, the lecturer showstudents a gesture by rising two fingers with palm facing inward and asked whether that gesture is appropriate or not to use. After that, the lecturer started to explain the meaning of that gesture. Next, the lecturer mentioned the other kinds of gestures and described it one by one, like middle finger hand gesture and then followed by okay sign. Thus, all the gestures which taught for that day meeting are; two sign with palm facing inward, the middle finger, and okay signs with two models which are by rising thumb up or forming the circle with forefinger and thumb. The lecturer emphasized again which gesture is appropriate and inappropriate to use at the end of the lesson. The meaning explanation and the context are based on the native English people's perspective.

b. Second Meeting

The second observation held on April 1, 2016. It was the third meeting of the new term in that semester. The topic on that day is 'My Schedule', Chapter 2 which discussed about daily routines.

Like in the previous meeting, the cultural material which integrated in the lesson was focused on the Culture Corner session. Below is the transcript of the dialogue of cultural teaching.

Table 4.10

Culture Corner in the Second Observation

Lecturer: Please pay attention on number one to five, it's a discussion about thepoliteness. Ooh okay.. Punctuality (showing the handout to the students)

Now, Number 1 (Calling one student's name to read point 1 in the

text), Yes, please number 1.

Students: (Read the text, point number 1)

In the US, being on time is generally the rule.

Lecturer: What is the U.S.?

Students: United States

Lecturer: In United States, U.K., Australia or many speaking English countries, people are usually on time. If you are not on time means you are impolite, for example if you are late coming in my class you are considered impolite if you are in Australia, U.K., or West.

Student1: and Indonesia?

Lecturer: But, in Indonesia, time is flexible.

(Students are laughing)

Lecturer: Number two (Calling another students name to read)

Student2: In China, being on time is the rule, but keeping someone waiting is one way to express your seniority and the more senior you are, the more likely you are to keep someone waiting for a long time, says the BBC's Quentin Somerville in Beijing.

Lecturer: Can you give us an example of that situation?

(Students cannot answer)

For instance, I am because I am more senior than you, so it's privilege

to come late to this class.

For this class, sometimes, maybe in this class there is a very distinguished classmate, for instance Nadhif, he is very special. Because he knows that he is very special, he sometimes comes late, because you want to show that I am special, so he comes late but he doesn't often come late.

For number three.

(Calling another students name to read)

- Student3: Spain is behind the rest of Europe when it comes to punctuality at work meetings," says Mr.Fraile.
- Lecture: Compare to other countries in Europe, we can say that they are the most flexible country, because those are (Europe countries) have more control about space and this one.

Number 4 and 5.

(Calling another students name to read)

Student5: Number four. The BBC's HebaSaleh in Cairo says that there is a tendency for everything to start late there.

Number five. In Indonesia, local people with a higher social status have the privilege of being late.

Lecturer: Can you give us an example for one of them (number 4 or s5)?

Student5: Number five. In Indonesia, For example the lecturers have the privilege of being late.

Lecturer: Like me?

Student5: No...Another lecturer

Lecturer: So, cultures about punctuality sometimes different between countries. Indonesians, you are lucky because you are flexible, especially for those ones considered very important person, like lecturer (students laughing). If you are in the future you get the opportunity to be in the United States, or United Kingdom, please pay attention you have to be on time or you have to deal with the foreigners, English speaking person and they are in Indonesia like..... Jennifer Kim (Native lecturer's name), in the future make sure that you are on time if you have appointment.

In this meeting, the cultural materials are delivered through discussion approach. The lecturer initially shared the handout which contains the culture corner's text to the students. Furthermore, the students were asked to read the points on the text one by one. The lecturer called one student's name and after that gave the question related with the point that they read. Mostly, the lecturer would ask the student to give the example of the situation about something they have read. Afterward the lecturer gave more explanation and example about it. The text consists of five points which each point was read by one student. Mainly, the learning process is conducted by asking and answering session wrapped in a light discussion.

c. Third Meeting

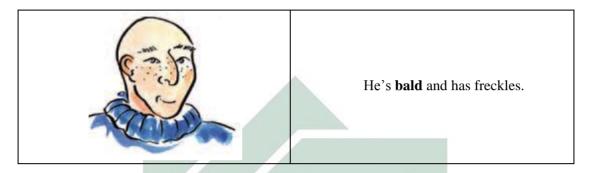
The third meeting was the last observation day which held on April 8, 2016. The topic of that day was 'Gorgeous', Chapter 3 which was discussing about how to describe a person's appearance in English. It was the fourth meeting in that semester.

In this meeting the cultural materials was much lesser than the previous meeting though the culture corner session was still delivered to the students like the prior meetings. Due to the limited time, the explanation was very short and the lesson was delivered through merely by a brief explanation. However, in the middle of lesson there was also a short discussion about a specific term which can be included as a cultural material since the term is related with English Native people circumstance.

Firstly, the first cultural material spotted in the lesson is when the lecturer handed out the paper which contains the information and the exercise for the students. The handout was taken from the course book. There are eleven pictures of people and eleven description boxes. The boxes consist of a sentence which describes a person's appearance. The task is that the students should match the picture with the suitable box. While answering the exercise, the picture number three is match with box which has the sentence, 'He's bald and has freckles.' For more specific illustration, below are the picture and the box.

Table 4.11

The Third Picture and the Description Box



There is a term which is unfamiliar for Indonesian students. That term is 'freckles'. Freckles are not a familiar word since it mostly can be found among Westerners or White people. Therefore, it can be included as cultural material since it helps the students recognize specific illustration of Westerners is like.See the transcript below which is the dialogue between the lecturer and students when the 'freckles' term came up:

Table 4.12

Dialog Transcript about Freckles

Lecturer: Number three

(Calling one of students to answer)

Student1: He's bald and has freckles (The answer of number 3)

Lecturer: What is freckle

(Students cannot answer)

Lecturer: It is on the cheek (Point to his cheek)

Students: Acne?

Lecturer: No. It is red spot. Bintik-bintikmerah.

The second cultural material found is in the culture corner.

Table 4.13

Culture Corner in the Third Observation

L: Remember, rather say 'fat' or 'skinny', it is better for you to say 'a bit overweight' or 'slim' and in this state it is inappropriate as well to ask 'how old are you?', especially when you are not very close with the man.So, when you are not so close with someone, please don't say those words or question.

S: Yes.

For the third observation the culture corner session was very short. The lecturer mentioned some adjectives that students used before and told them to not usethose words and gave the substitute and more appropriate words instead.

d. Interview Lesson Plan

In the interview, Mr. Sigit stated that he delivered the cultural information based on the lesson topic of that day. For instance, if the material is about describing people, the culture information will be about words should not be used like 'fat'. Instead using special strategy or technique to transfer the cultural information to the class, the lecturer only used the textbook as the mere media to teach culture lesson. In a matter of that fact, the researcher inquired the lesson plan of the lecturer used during the semester. Below is the table used to examine the ways of the lecturer gave the culture materials for each chapter and meeting based on the lesson plan:

Table 4.14

Cultural Teaching Approach and Steps Based on the Lesson Plan

Chapter & Meeting	Teaching Approach And Steps
Chapter and Meeting 1	1. Lecturer gives enrichment by informing students what they should do and avoid in asking and giving information
Chapter and Meeting 2	 Explain the local attitude toward punctuality Closing
Chapter and Meeting 3	1. Ask the students to describe the people by using physical appearance vocabularies and avoid taboo words.
Chapter and Meeting 4	 Ask students about the difference between football and soccer. Show them the picture of American football and explain that American uses soccer for association football. Then, have them find out the other typical sport in the U.S.
Chapter and Meeting 5	 Lecturer gives enrichment by informing students what they should reply to "How are you?"
Chapter and Meeting 6	1. Ask them to read the information and ask their local culture understanding toward time and date in an appointment
Chapter and Meeting 7	1. Ask students the differences polite strategies in negative

	and positive politeness.
Chapter and Meeting 8	 Tell students that there are some considerations of expressing advice based on the culture. Give some example (in the book). Let them know that what is acceptable in one culture does not necessarily acceptable in another.
Chapter and Meeting 9	 Ask students to guess the meaning of each gesture/body language presented in the book. Ask students to guess the meaning of each gesture/body
	2. Ask students to group which gestures are appropriate and which are not.
~ .	1. Ask them to read the information and ask their local culture
Chapter and	understanding toward appropriate verbal cues
Meeting 10	2. Closing
Chapter and Meeting 11	1. Ask students the differences the activity in eBay.
	1. Ask students about the characteristics of the teacher-
	stud <mark>ents relationship and c</mark> lass participation in Indonesia.
	Have them share their answer in pairs.
Chapter and Meeting 12	 Then, ask them to read about these based on the American culture. Allow them to ask for questions.
	3. To check students understanding, ask them to answer the
	following questions and share their answer in pairs.

Mostly, culture teaching was done by explaining directly, answer and question sessions, and reading the text. There is no additional media involved except based on the textbook. However, practically, the lecturer also stated that sometimes, because of time limitation and personal weakness, the cultural content is not delivered.

B. Discussion

In accordance with analysis result of findings, the researcher reflects the outcomes with the theory:

1. Cultural Content Taught in Speaking for Everyday Communication Class

Based on the research findings, the researcher could identify the three components of cultural in Speaking for Everyday Communication class which are; Products, Practices and Perspectives. Still, according to the theory diagram, one element can be inter-related and connected to each other creating aninfinite cycle. Thus, the grouping of one material into a specific one group only is not feasible. The classification is based on which category of the lesson is more emphasized into.

Remember the theory that stated to classify the materials; "products' are culture manifestations which embodying as a real form that can be seen, listened, read or experienced by human body senses."¹⁵, while 'Practices' is about the interaction and interpersonal relationship matter.¹⁶ The third, 'Perspectives' group that representing the attitude and behavioral side."¹⁷

Below are the descriptions of the materials for each chapters in the coursebook which grouped as; 'products', 'practices', 'perspectives categories.

 ¹⁵Jerrold Frank, "Raising Cultural Awareness... 3.
 ¹⁶Jerrold Frank, "Raising Cultural Awareness... 3.

¹⁷Jerrold Frank, "Raising Cultural Awareness... 3.

a. Chapter 1: Introduction

Text in chapter 11 discusses the appropriate ways of Native English people to getting know each other. The way of they introduce have different point on how people here introduce. The differences can lead misunderstanding if both group people who have different background communicate without understanding this matter. For instance, people in this country commonly ask about marital status or children of someone and it is considered as a casual question. Otherwise, for Native English people, those kinds of question can be offended and inappropriate to ask.

The knowledge of these differences can help students to interact with Native English people. Moreover, this information points the way of how people interacting to each other with using the context that appropriate with Native English people, so that it can be grouped as **'Practices'** and **'Perspectives'** category.

b. Chapter 2: Punctuality

Chapter 2 defines what the punctuality is and points out how different countries can value the punctuality differently. There is a basic distinct perception regarded on how across cultural people take into account punctuality concept, for instance in the USA being on time is generally rule for all no matter what their social status, while in Indonesia higher social people have privilege for being late.

This discussion straightly discusses how group of different cultural members consider, think and value a particular concept distinctly. Therefore, it related **'Perspectives'** category. Moreover, understanding the punctuality meaning depends on the place influence the people relationship, thus it is included too as **'Practices'**.

c. Chapter 3: Ways of Describing People

Text in chapter 3 discusses about terms or words used to describe physical appearance of a person. The terms and words here based on American context. The text shares several words that commonly used such as slender or slim to say a person who is not fat at all, and in the opposite way, if a person is fat or heavy it is inappropriate to label them with 'fat' word. Instead, people use term 'a bit overweight' to describe it. Using fat to describe people can be a sensitive issue and insult a person. While, for the students who accept English as foreign language, there is a chance that they are not aware this problem since the students only know 'fat' as the common vocabulary to describe a person. They might be using it immediately without considering while talking with native English people. Hence, it can lead any misunderstanding and subtle conflict which is not expected.

This content can be grouped into all three components of culture; 'Products', 'Practices', and 'Perspectives'. It is products since it introduces several words to replace the inappropriate preceding words such as fat and skinny which replaced with overweight or slim. It also grouped as practice since this discussion is strongly related with how people interacting practically and talking about someone appearance. At last, it is included as perspectives since there are terms that considered impolite for westerners context to use such as fat.

d. Chapter 4: Sports and Sport Terms

In the chapter 4, there is a text that discussing about sports terms thatusing differently in the U.S. compared with any other countries. Since U.S. is one of Native speakers' countries, it is interesting to grasp the term based on their context as well. The terms discussed here are 'soccer' and 'football'. While football are well-known by most of the world countries as a game that played using foot, in America this sport named as soccer. In the other hand, if people mention football then it refers to typical American football which using different shaped-ball and game rule. Football in America commonly known using hand to play, the winner team is the one who can successfully carry the oval-shaped ball into the end zone of the other team.

The different perception of those terms –the same name that refers to the different sports based on different context and background is a sort of cultural content which is good for the students to know so that they will not mention the wrong term while they have to communicate with Americans. Thus, while talking, between the speaker and the counterpart can have the same perception.

In addition, the text also mention about baseball to introduce the other sport that most Americans play. It is known that baseball is not such a popular sport here, but it is different in America so this information is worth to know by the students as cross cultural knowledge. Those terms; soccer, football and baseball are kind of cultural manifestations. The terms related with the sports terms are delivered to introduce different ways in how people call certain sports names. Term is a linguistic product which is different based on each society and context. Therefore, those terms can be classified as **'Products'** category because the terms refer to something real that can be seen and experienced by the human body sense. However, the terms soccer and football can be included as well as **'Practices'** categorysince it brings impact in the way people interacting. The mistake in mentioning the term can result on different understanding between the speaker and listener. That's why, besides grouping as products, they can be grouping into practice too.

e. Chapter 5: Greeting Response

Chapter 5's text discusses about how to response greeting questions like 'how are you?' in native English speakers context. If a person asks this kind of question, it is not requiring literal response, or in the other words, people do not need answer that question with specific and exact condition that they feel that moment. For instance, if someone is asked in the time that person feels sad because one or another reason, that person will not need to describe the feelings in details, tell the problems that he/she experiences. 'How are you?' generally considered as a casual greeting like good morning when you just meet people. It is supposed to be passed easily once you said it to someone.

However, sometimes people who do not know this matter will take the greetings seriously and then talking too much to describe their condition, feeling

or the others. Once it is occurred, the native English speaker will think that their interlocutor/counterparts are ridiculous and weird. Thus, to prevent that problem, the knowledge and the correct meaning of the greeting and how people supposed to response is important. Thereby, this information is mostly discussed how to make good interaction between people and based on Native English context, so it can be categorized **'Practices'** and **'Perspectives'**.

f. Chapter 6: Date and Time

In chapter 6, the text explains the differences of stating 'date and time' in different culture. The differences here can make a difficulty if people from different background make an appointment and not realize this dissimilarity form. For example, 'half hour' phrase can be mean thirty minutes later or otherwise thirty minutes before. If this misperception occurs while people having an appointment, the meeting can be cancelled and even there can be any misunderstanding between the related people involved.

Hence, it is crucial then to synchronize first the concept of date and time notation clearly before making an appointment or when people talking about date and time, especially if the speakers are from different culture. Then, realizing that each culture has each way to state date and time is really beneficial. Fortunately, this information can be delivered to the students so the students can be aware of these differences and they can make a prevention to avoid misinterpretation while they interact to the Native English speakers. According to the explanation above, it can be seen that date and time notation can be grouped as **'Products'** of the culture since it has different version in several countries. However, for it also brings impact in interpersonal interaction, it can be grouped as **'Practice'** category as well.

g. Chapter 7: Politeness Strategies

Chapter 7 highlights the discussion about the politeness strategies. The text distinguishes two kinds of politeness strategies preferred used among American and British which are Native English speaker countries. British people prefer Negative politeness to show respect. While, American prefer positive politeness in order to show solidarity or claiming common ground.

It is good to understand the function of each strategies and which group of people preference that using it. It is effective way to make interpersonal relationship with different nations' people. Thus, because politeness strategies are a concept that based on particular values and perspectives believed by each different society, it is categorized as **'Perspectives'**. Furthermore, since those strategies are applied in daily interaction, it also can be classified into **'Practice'** category.

h. Chapter 8: Advice Giving

Chapter 8 discusses about how to give advice to the others. Advice is something cultural. When people give advice sometimes it depends on the customs or habit where those people live. Native English speakers sometimes take offense easily, thus it is important to know how to give advice in a polite and appropriate way.

It is explained that advice had better sounded neutral rather than politically or emotionally, for instance if someone complains about being tired riding a bike to get to work, it will be better if the listener does not respond it by explaining that riding a bike reduce the global warming effect or so on. Though it is a good fact, but it will be much better if listener can suggest the speaker to use any other transportation which can make him/her more comfortable. The proper advice which comfort others people can avoid any misunderstanding and strengthen the relationship.

The way of how to give advice is closely related with the 'Perspectives' of Native English people in responding and accepting the advice. However it brings the influence indirect communication. Thus it can be classified as 'Practices' category as well.

i. Chapter 9: Hand Gestures and Other Non-verbal Communication

In Chapter 9, there are several pictures of people who do particular gestures with hands. The gestures sign certain purposes like 'okay' or 'good' signs. However, in Native English speakers' context, there are some hand gestures which inappropriate to use such as middle finger sign or raising two fingers with the back-hand side in front. Those gestures convey bad meaning and considered as an insulting for them. Just in case people do not understand the meaning of those signs and uses it while interacting with Native English speakers, there will be misunderstanding and lead the speaker and the listener into unpleasant atmosphere. Gestures here, though it is a trivial thing can turn be a serious matter and bring up the conflict if people do not understand each other context.

The knowledge of hand gestures is important since people sometimes use it automatically to communicate and emphasize their attitudes, agreement and intention toward something and function as non-verbal communication.

Considering this topic, hand gestures and non-verbal communication can cover three components at once. The different gestures that created in society such as okay, good, signs can be classified as '**Products**', while sinceimplementation of gestures are mostly done and considered as another form of communication it can be grouped as '**Practice**' category too. In addition, each gesture can have different meaning in different countries. One country may have positive meaning about a particular hand gesture whilst another country has it negative. The meaning will be based on values and norm held by a society, therefore it concern about behavioral side so it is also included as '**Perspectives**'.

j. Chapter 10: Gestures and Other Non-verbal Communication

In chapter 10, the discussion is still related with gestures and other non-verbal communication, but the focus broadens into body language and movement. It mentions how facial expression, eye contact or personal space/touch across cultures has different perception. For instance, in this country case, eye contact

while people talking especially if the one who talk to them is way older is considered disrespectful and seen as challenging. Thus, people always try to avoid direct eye contact while do a conversation as possible. Otherwise, for American, make eye contact while a person talks to you is highly expected since it shows that you pay attention and respect them.

The different concept like whether it is appropriate or not to make the eye contact is significant to understand in order to establish a better relationship among across culture people.

Even though the topic isalmost similar with chapter 9, this chapter's lesson can only be classified into **'Practices'** and **'Perspectives'**. Practices becausebody gestures are mostly used within everyday communication and perspectives since gestures meaning is based on different perception depends where it is used.

k. Chapter 11: Internet Site

In the chapter 11, the text introduces eBay as a well-known Shopping site from America. It is a site for people to sell and buy various products through internet. Nowadays, eBay has had many users around the world, from Latin America up to China. However, being popular in certain countries do not mean it also popular in other countries. Here, even though many people ever heard eBay but it is not considered as the most popular site used for trading. Moreover, the majority people who know what eBay are live in big cities. Therefore, thereare a number of people who even never heard or know eBay site. Instead, the people here still tend to prefer more the direct trading rather than online shopping, even though this habit is showing the changes gradually these days. In order to accommodate the information gap like this, the information of certain stuffs like this is delivered, thus at least students can be aware about different culture things.

eBay information can be classified as the **'Product'** category since it is a society item which have created and become part of modern culture that shared in different cultural countries.

I. Chapter 12: Classroom Environment

Chapter 12 discussed the classroom environment, especially between teacher and students. In USA more informal relationship between teacher and students is more preferred rather than strict and formal atmosphere. Moreover, the class participation is highly expected so that the classroom interaction is so active.

People who come from different background and accustomed to formal and strict classroom will act differently, they think that they supposed to just sit down quietly, listening what the teacher say and making a note of it instead try to participate actively in learning process.

In addition, the dissimilarity value can be seen in a matter of hierarchy form between teacher and students. In native English countries, the position of teacher and students are more equal, it means that they can share, discuss ideas in a much more friendly way. In contrast, in the other countries, especially developing countries like here, the position of the teacher is considered higher than students.

Realizing the different concept like this can help students in the future to behave properly just in case they should be in the middle of the native English people's situation. The understanding in this matter can ease them to adjust someone with any different circumstances and respect different views.

The discussion above is classified into '**Perspectives**' category since it represents the teacher-students relationship values and meaning. It can be seen that the text is aimed to introduce that Native English people perception and belief in a scope of classroom environment can be different with the students' perception and concept in other society. Besides perspectives, this topic is included in '**Practices**' too, because classroom environment must involve teacher-students interaction matter.

Based on the classification of each topic in the text book above, it can be concluded that out of three elements in Culture (Products, Practices, and Perspectives), Practices is a category that have the most portion in the lesson. It is proved that from twelve chapters, there are eleven chapters that can be included as Practices, while Perspectives have eight chapters and Products have it five. Practices as a category which representing the interaction and discourse form can dominate the cultural lesson because of several reasons. First, because the cultural materials are integrated within speaking class, thus the lesson should be related with speaking skill as much as possible. As a result, most of materials are categorized as Practices. Second, it is because the essence of cultural teaching is making a group of people can understand how a different group of people live and communicate with each other; therefore the interaction materials took the major part in cultural lesson. According to the findings above there are several points that can be taken as the strength and shortcomings of cultural content teaching in speaking classes. Firstly, the strength of cultural teaching in speaking class is laid in the inter-relation of cultural content categories inserted in each chapter. The materials in the cultural corner almost always involve at least two out of three categories of cultural content. For instance; in chapter three when it discusses about the adjective terms used to describe people the three categories is wrapped in the materials at once. The lesson describe the terms which is shared as neutral and polite terms used by English Native speakers people. The terms as the product of culture is used based on the politeness belief there and have significance role in everyday interaction among people. It means that there is inter-relation between Products, Practices, and Perspectives category. The inter-relation between three categories of cultural content is in line with the culture triangle theory(*see figure 2.1*) which shows that one category is connected with another and vice versa.

The shortcoming of cultural content teaching in speaking class is laid on the integration of culture materials with the other materials. According to coursebook and observation, the cultural materials are mainly focused on the culture corner session at the end of the meeting. It can be seen in the lesson plan (*see appendix 4*). Out of the culture corner there is almost no other cultural materials but just a little and minor. The culture materials are taught separately and limited on a specific time only. On the contrary, Dema and Moller cite numerous experts in their journals, "According to research, classroom activities that are not contextualized and attached to real life

issues, activities, and concerns, do not help the students learnto use L2.¹⁸ It means delivering the cultural content without linking it in other activities or real-life lesson makes both language and cultural materials cannot be used perfectly.

2. How Cultural Content Taught in Speaking for Everyday Communication Class

There are different ways for the lecturer delivers the cultural content. However, since the cultural material is not a major focus in the lesson and the culture corner session placed in right before closing, the lecturer just teach culture in a more monotone way. There is no other media used while teaching, except the textbook. In addition, because of time limitation (only about 10-15 minutes) and personal weakness like the lecturer said in the interview, the teaching steps cannot be developed into more various ways.

According to the observation result, it can be seen that mainly lecturer delivered the cultural materials with three stages; engaging the students, explaining and reviewing the materials. Nevertheless, it does not mean that in every meeting the cultural materials can be delivered in that steps since sometimes the time is running out.

First of all, the lecturer usually engaged the students by 'answer and question' method or discussion. The culture corner session was usually started by the lecturer

¹⁸OxanaDema - Aleidine J. Moeller, "Teaching Culture in 21st Century... 77.

with asking the students a question or doing his instruction. For instance, the lecturer started teaching the materials from chapter 9 about gestures by asking, "Class, can you count this? (Show the fingers one by one)."In another chance, the lecturer asked the students to read the text like in the second meeting while teaching chapter 2, "Please pay attention on number one to five, it's a discussion about the politeness." However the lecturer sometimes just gave the explanation straightly without giving engaging activity like in the third meeting while teaching chapter 3 because of time limitation. It is showed in the third observation's transcript:

"Remember, rather say 'fat' or 'skinny', it is better for you to say 'a bit overweight' or 'slim' and in this state it is inappropriate as well to ask 'how old are you?', especially when you are not very close with the man."

Secondly, the lecturer commonly gave the explanation about what topic discussed in that day meeting. Like in the first observation when culture lesson was about hand-gestures. The engaging step was followed by the explanation of the others gestures with the explanation whether it is appropriate or inappropriate to use. It can be seen in the transcript quotation below:

"Please, don't make that gesture. Do not use this kind of gesture. It is okay to use this one; 'okay' and 'good'. So this is okay and this okay. (Showing 'okay' and 'good' sign by making circle shape with thumb and forefinger and raise a thumb). And this is not okay and this is not okay. (Showing two fingers with the backhandside in front and raise a middle finger)."

The other example about this step is also can be found in the second observation day when the topic was about punctuality. After the lecturer gave instruction to read, he asked a question and the explained the meaning. Check the citation from the transcript below:

"Lecturer: Can you give us an example of that situation?

(Students cannot answer)

For instance, I am because I am more senior than you, so it's privilege to come late to this class.

For this class, sometimes, maybe in this class there is a very distinguished classmate, for instance Nadhif, he is very special. Because he knows that he is very special, he sometimes comes late, because you want to show that I am special, so he comes late but he doesn't often come late."

Thirdly, the lecturer always reviewed the lesson to emphasize the important point or the messages of the lesson at the end. It is like in the second observation day. Proved by the transcript cite below:

"Lecturer: So, cultures about punctuality sometimes different between countries. Indonesians, you are lucky because you are flexible, especially for those ones considered very important person, like lecturer (students laughing). If you are in the future you get the opportunity to be in the United States, or United Kingdom, please pay attention you have to be on time or you have to deal with the foreigners, English speaking person and they are in Indonesia like..... Jennifer Kim (Native lecturer's name), in the future make sure that you are on time if you have appointment."

The way the lecturer taught cultural content is mainly based on the lesson plan, though in some part it is modified by the lecturer in order to be more effective and time-efficient. The observation result also supports the statement of the lecturer that said he used the textbook as the main material sources although there are slight differences in real practice. However, it is important to inquire the lesson plan or textbook of the lecturer used during the semester to examine the way of cultural content taught in the class.

Based on the textbook culture teaching was mainly done by lecture session, discussion, and reading the text. It can be seen for instance when the cultural content only delivers by giving lecture in chapter 1, "Lecturer gives enrichment by informing students what they should do and avoid in asking and giving information." Or in the chapter 2, "Explain the local attitude toward punctuality." There is no additional media involved except based on the textbook.

In another time, the teaching was held by question and answer session, like in the chapter 3, "Ask the students to describe the people by using physical appearance vocabularies and avoid taboo words." Commonly, after asking to the students, the following step is continued with discussion.

The other way of teaching cultural content was also done by comparing the Native English speaker culture with local culture. The chapter 12 represents this way, "Ask students about the characteristics of the teacher-students relationship and class participation in Indonesia. Have them share their answer in pairs. Then, ask them to read about these based on the American culture. Allow them to ask for questions."

Those are ways to teach cultural content which is wrapped in culture corner session based on the lesson plan. However, sometimes the changes might be done depends on the lecturer and classroom state. For instance, changes were done when the lecturer shows the real example rather than showing pictures in textbook. In the other case, instead have the students read the texts, the lecturer himself who explained the materials.

In conclude, based on the observation result and the lesson plan, the cultural content is mainly delivered by three ways which are; discussion, explaining, and reading the text. Discussion and Explaining are almost employed to deliver all categories of the cultural content (Products, Practices and Perspectives). Both discussion and explaining method can be found in every meeting and every chapter of the lesson plan. Those are the substantial parts of teaching and cannot be separated from this case. While, reading text method is not often used in every meeting. Reading the text is found five times based on the data collected. It is spotted in chapter 2, 6, 10, 11 and 12. Three of five chapters are included as Perspectives category and the other two chapters are Products category.

From the result, it can be seen that lesson materials relate to Perspectives and Products need additional media which is text in order to be delivered well. It is caused that students need to be introduced first with the things that unfamiliar with them clearly. Products and Perspectives tend to be difficult to be delivered from the explanation only, moreover if the lecturer is not a Native English speaker. Providing the text can be a means which is clearer and more reliable for teaching.

According to analysis of the data on how cultural content is delivered in the classroom, there are three weaknesses regarding this matter. First, the limited time of culture corner session makes the delivering process is not in maximum term. Based on the lesson plan, culture corner session is only limited between 10 to 15 minutes for each meeting. In addition, based on the coursebook materials there is not much cultural content out of the culture corner session, thus the materials delivered to students is becoming lesser than it should be. Second, the deliver process of cultural content is way too monotonous. Actually, it is still related with the first problem which is time limitation. The short time provided in culture corner make the lecturer tends to teach straightly to the point by direct explaining only. Based on the observation and interview, the lecturer get it difficult to develop the teaching way since he is afraid of running out of time before he can deliver the lesson successfully. Third, the culture corner materials are less interesting and various. Most of the materials are delivered by lecturer explanation and text. There is no activity in the lesson plan that engages the students to actively practice their knowledge. Remember that the essence of incorporating cultural content is not merely about delivering the factual information, but also about how using it in real life communication. Therefore, integrating the cultural content with other materials and does not treat it as separated materials is crucial.