



## 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:



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 are 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















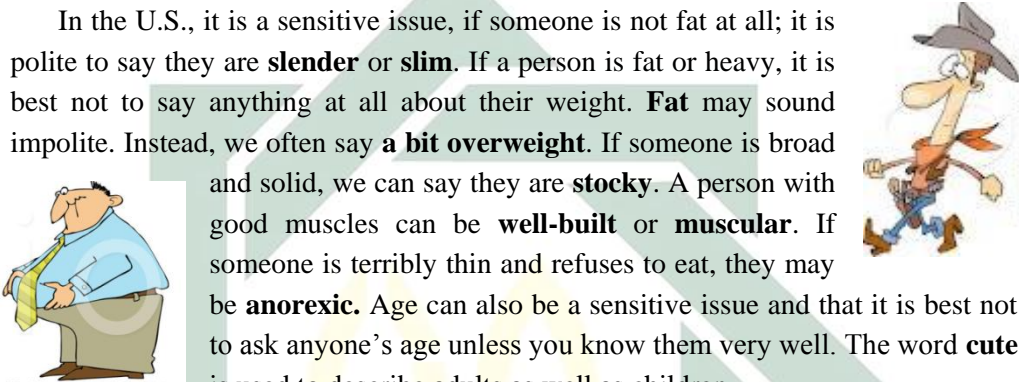
## 1. Culture Corner Chapter 3: Gorgeous

**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.



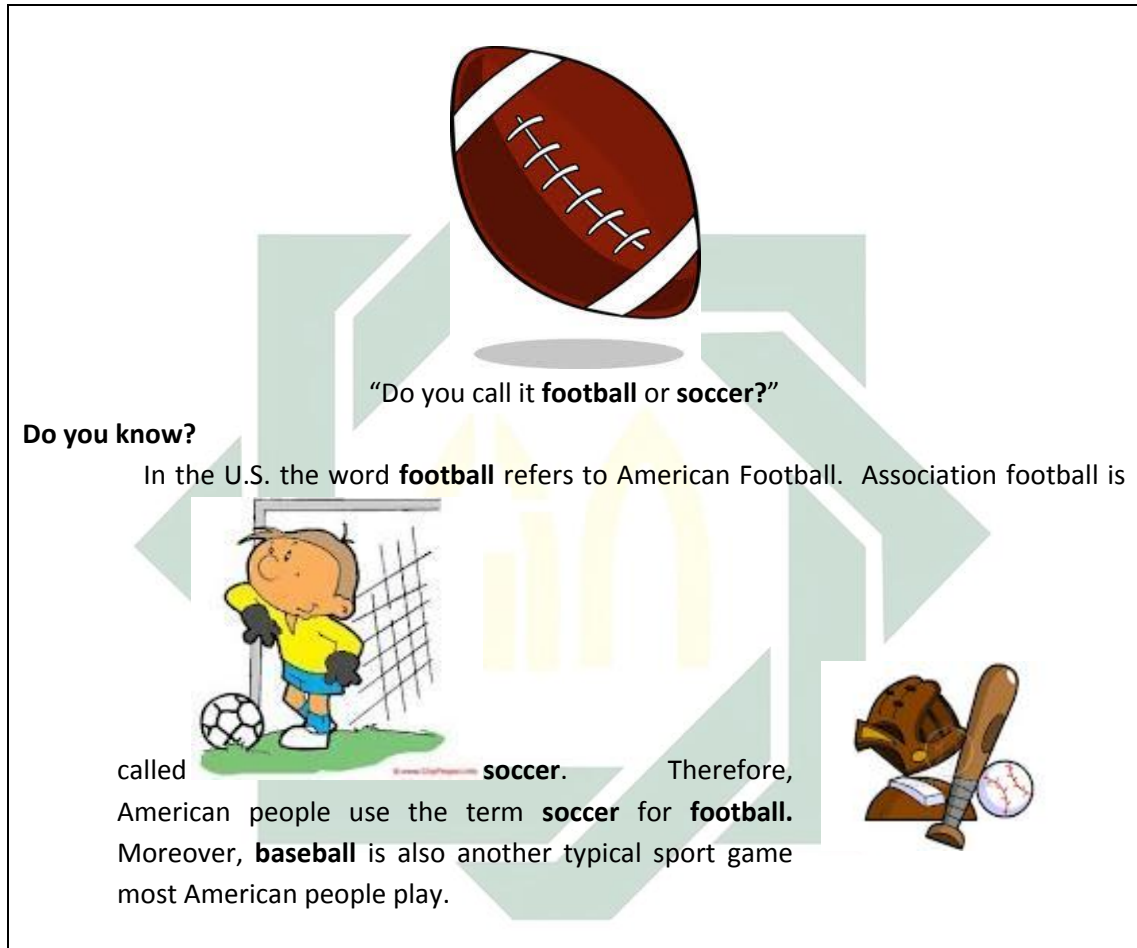
Chapter 3 discusses about adjective terms or words used to describe physical appearance of a person. The terms and words here based on American context. Sometimes, for EFL learners, they tend to use words to describe a particular person or thing with straight and exact meaning like the way it is. Even 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



**Table 4.7**

Culture Corner in Chapter 4 (Favorite Sport)



“Do you call it **football** or **soccer**?”

**Do you know?**

In the U.S. the word **football** refers to American Football. Association football is called **soccer**. Therefore, American people use the term **soccer** for **football**. Moreover, **baseball** is also another typical sport game most American people play.

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'.<sup>12</sup>

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

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.

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<sup>12</sup> Emily Thomas, "This is Why We Call It 'Soccer', not 'Football'", *Huffpost Sports*, ([http://www.huffingtonpost.com/2014/06/13/soccer-not-football-n\\_5492714.html](http://www.huffingtonpost.com/2014/06/13/soccer-not-football-n_5492714.html), accessed on May 30, 2016)

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





































**'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





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'** category since 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









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







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.