

CHAPTER I INTRODUCTION

This chapter discusses the area of the research that covered in some headings. (1) Research Background, (2) Research Question, (3) Objective of the Study, (4) Significance of Research, (5) Scope and Limitation, (6) Definition of Key terms

A. Research Background

Teaching and learning a foreign language is not only about the language. Teaching and learning a foreign language means that learning the culture of that language too. Learning the Japanese language means learning the Japanese culture, learning the Indonesian language means learning the Indonesian culture. It goes to show that in teaching and learning English means that we must learn its culture too. Thus, language and culture are two terms that can't be separated.¹ It reflects that, when we will teach the language we can't disappear between the culture and the language knowledge, those two terms should be integrated each other. Therefore, it is important for teachers to integrate English and its culture during the teaching and learning process.²

Reflecting the statement above, there are three reasons why integrating culture in English learning are important. The first reason is culture and languages are two terms that can't be separated. As English language teachers we must be interested in the study of culture because teaching culture in English language class is a must. Without any culture, the language will become the symbol that has no meaning. The second reason is that language teaching is culture of teaching. It means that language codes can't be taught in separated area because there

¹ Mohammad Pourmahmoud Hesar, M. Yafuz Konca, and Elham Zarfaz, "Why and How to Apply Culture in an EFL Classroom," International Conference on Language, Medias and Culture 33 (2012): 68.

² H. Douglas Brown, *Principles of Language Learning and Teaching* (White Plains, NY: Pearson Longman, 2008), 200.

is a socio-cultural transmission that works on many levels which is the contents of language exercises and the cultural discourse of textbooks. The third reason is that the main goal of learning English is to make the students gaining the communicative competence. Thus, the students will feel so hard and difficult if they aren't taught about its culture too. Additionally, by understanding the culture, students will be helped to connect the abstract sound and type of language to real people and places.³ It means that if the students have already understood about its culture, it will be easier for them to understand the conversation they are having in. Moreover, it will boost them not to have any misunderstanding or culture shock when they speak each other.

Rahim Uddin was stated in his journal that integrating culture is important especially for the students. Furthermore, he states several examples that may be happened when the students didn't get the knowledge of culture.⁴ The first example is that when the students learn about vocabulary. He takes an example from color. White color often associates with pure, noble, and moral goodness. The bride in the Western culture mostly wears white dress. However Chinese people will wear red dress in their wedding because, in China white associates with pale, weak, and without vitality.⁵ The second example is about the short story about young interpreter in serving the foreigner. The young interpreter got the job for accompanying a foreign guest. The interpreter tries to do his best in accompanying the foreigner. He tries to be enthusiastic as possible by say "you come this way." "You are sitting here." "Don't go too fast." "Follow me." "Don't be late." But, the next day the foreigner didn't want to go with him again because the foreigner thought that the young interpreter is not polite. In the foreigner eyes, the young interpreter is not helping him, but scolding him as scolding a child. There is no problem with the

³ Hemat Purba, "The Importance of Including Culture in EFL Teaching," JET, Journal of English Teaching 1, no. 1 (February 2011): 47-48.

⁴ Rahim Uddin Choudury, "The Role of Culture in Teaching and Learning of English as a Foreign Language," International Journal of Multi Disciplinary Research 1, no. 4 (April 2014): 4-5, www.express-journal.com.

⁵ Ibid.

young English interpreter but the lack of culture knowledge that makes the young interpreter incompetent in his job.⁶

Regarding Rahim Uddin's examples in his journal above, knowing the culture knowledge is important. The first example shows that from culture, the students will know not only the vocabulary or the differences between the red and white but also the meaning of the color for the two differences country. They also can learn from the culture about the way of life, habits and customs, history and everything. The second example shows that in the communication between two people, the speaker should know the context like what you are saying, to whom you are saying it, when and where you are saying it. It is very important to know the culture of native speaker when the students having the conversation with them.

Integrating culture in English learning holds the significance role. Through the integrating culture, teacher can make the variety activities in the classroom. For instance, the teacher can use a short movie for showing the students about the culture of native speaker. A short movie can be used as the interesting way for showing the students how native speaker greet each other. It is also useful to introduce the students about the lifestyle of native speaker, especially the good lifestyle. Teacher can make the students more interesting in learning English language too. Hemat Purba suggested seven activities that can be used in the classroom; they are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature, and film.⁷ In addition, integrating culture in English learning has shown the positive effect.⁸ For example, commonly when the students listen to the events that familiar with them, they will be more understand. No matter what they are, e.g., news, reports, and stories etc. On the contrary, it will be more difficult if the materials contain with something that related with cultural background knowledge that they did not familiar with.⁹

⁶ Ibid., 6.

⁷ Purba, "The Importance of Including Culture in EFL Teaching," 51–53.

⁸ Brown, *Principles of Language Learning and Teaching*, 200.

⁹ Choudury, "The Role of Culture in Teaching and Learning of English as a Foreign Language," 5.

Therefore, that case will be solved if students get more cultural contents during the teaching and learning process in their classroom. The other researchers integrate the culture through the using of some strategies, like initiating contact, using diplomacy in discussion and use the role play during their classroom. All of those activities can be chosen by the teacher if they want to teach the language together with the culture, it depends on the teacher. Furthermore, Hemat Purba stated that teaching culture should be included in the lesson plan.¹⁰ He said that if the culture teaching be included in the lesson plan, the main aim of teaching culture in the classroom will be reached.¹¹ Yi-Chun Liu also stated in her journal that integrating the target culture into English Language Teaching (ELT) will make the teaching and learning process more interesting and it will motivate the students to learning English.¹² So, integrating culture in English classroom will make the students not only like the lesson but also being motivated to learn English. Integrating culture in English learning also can make the students learn English easier.

Teacher who will integrate the culture in their teaching learning process should choose, collect, and arrange the cultural materials carefully. Sultan Turkan stated in his journal that there are two things that teacher should do dealing with culture integration in the classroom. The first is involving interest and curiosity of students dealing with the target culture. The second thing is, the teacher should make sure that their students recognize the factor which influence in how people use the language as age, gender, and social class.¹³ Rojab Siti Rodliyah also stated in her journal about the way teacher can integrate the culture in the classroom. There are four suggestions from her, firstly the teacher provides more authentic materials contain with target culture. Then, the teacher should give the

¹⁰ Purba, "The Importance of Including Culture in EFL Teaching," 46.

¹¹ Ibid., 51.

¹² Yi-Chun Liu, "The Use of Target-Language Cultural Contents in EFL Teaching," International Journal of Humanities and Social Science 4, no. 1 (April 2014): 245.

¹³ Sultan Turkan and Servet Celik, "Integrating Culture into EFL Texts and Classrooms: Suggested Lesson Plans," NOVITAS ROYAL, Research on Youth and Language 1, no. 1 (n.d.): 22.

students short explanation or brief introduction on culturally-related method. The next is teacher recommended to use the pictures, maps, realia, posters and etc. The last is teacher may use the role play. Furthermore, she stated that the importance of using the role play in integrating culture is to make the students learn about the differences of attitudes and value of target culture.¹⁴

The researcher stated that culture and language cannot be separated. Some experts such as Hemat Purba, Rahim Uddin, and Rojab Siti Rodliyah also have been stated in their journal that language teaching means culture teaching. Hemat Purba provided seven activities that can be included in English language classroom.¹⁵ Rahim uddin stated the influence of culture teaching into several things, for instance cultural influence on translating, cultural influence on speaking, and cultural influence on reading etc.¹⁶ While Rojab Siti Rodliyah stated about the benefit when the students do the role play in the classroom, she said role play can make the students more understand with the attitudes of native speaker.¹⁷ If English foreign learner does not teach the cultural content during their learning process there will be a useless learning process, there will be a minus content dealing with the English learning. Additionally, there are some advantages mentioned by Muhammad Abdullahi in his Journal dealing with integrating culture in the classroom. The first advantage is that integrating culture can help learners connect to abstract sound. It means the learners can totally understand with the indirect code when they do the conversation or communication with the person from the target culture that they have learned. The second advantage is that learners need motivation during their learning process of English language, and it can be gotten from cultural classes. The last advantage is that the learners can be familiar with the

¹⁴ Rojab Siti Rodliyah and R. Dian D. Muniroh, "*The Importance of Incorporating the Target Culture in English Language Teaching*," n.d., 6.

¹⁵ Purba, "*The Importance of Including Culture in EFL Teaching*," 51–53.

¹⁶ Choudury, "*The Role of Culture in Teaching and Learning of English as a Foreign Language*," 4–8.

¹⁷ Siti Rodliyah and D. Muniroh, "*The Importance of Incorporating the Target Culture in English Language Teaching*," 14.

history, customs, life style, and agriculture of the target culture.¹⁸ So, considering about the importance and the advantages of integrating culture in English language classroom can make the teacher formulate the activities that can't be bored for the students. It also can make the students become more enthusiastic and have more spirit in learning the English language. The benefit of culture integration is not only for the students but also for the teacher.

Unfortunately, nowadays not all the English teacher can integrating the culture in English learning for example integrating culture consciously and including in their lesson plan. That's why the writer decides to do the preliminary research at the three different schools with three different English teachers. The writer wants to find out the English teacher who specifically stated the integrating culture in the lesson plan. The writer wants to do the preliminary research by do the observation in the English class. Because of the limited time the writer only does the interview with them. The first interview has been done at SMPN 2 Krian-Sidoarjo with teacher A. He told me that he was aware that integrated culture in the classroom was very important especially about good culture. Furthermore, he said that taught English language not only about the term of language itself but also with the culture.

The second English teacher is teacher B, she was an English teacher at SMPN 1 Tarik-Sidoarjo. She had the same opinion with the previous teacher that integrated culture in the English class was very important. In addition, she said that integrated culture has become the important thing especially for the students who have a dream to continue their study abroad. They need enough knowledge dealing with native speakers' culture there. However, both of them didn't mention the integrated culture in their lesson plan even though they were aware that integrated culture in English class is very important.

The third English teacher is teacher C. He was the English teacher at SMP Muhammadiyah 4 Surabaya. As the

¹⁸ Mohammad Abdullohi, Guilani et al., "Culture-Integrated Teaching for the Enhancement of EFL Learner Tolerance," *Asian Social Science* 8, no. 6 (May 1, 2012): 116, doi:10.5539/ass.v8n6p115.

previous teachers, he has the same opinion with them that integrated culture in English class was very important and the students had to know the cultural differences between those two cultures, native culture and Indonesian's culture. He said that the integrated culture is put in his lesson plan but unfortunately until now he has not provided me the lesson plan.

Reflecting the result of those preliminary researches at three different schools, the writer decides to choose SMP Muhammadiyah 4 Surabaya as the setting of the research. It is because that in this school, the English teacher has already specified the culture integration in his teaching and learning process. After the writer has a little discussion with him, he decides to choose the seventh grade students there. That's why the writer decides to choose SMP Muhammadiyah 4 Surabaya as the object in her research.

Identifying about integrating culture, some researchers have observed about that problem. In kingdom of Saudi Arabia, Rahim Uddin Choudhury has already observed about integrating culture entitled *The Role of Culture in Teaching and Learning of English as a Foreign Language*. Based on his research, he was not only focused on the culture but also with the role of culture itself. He specifically stated how the culture influenced the skill on English language. He explained how culture influence on vocabulary, how culture influenced on speaking, and how culture influenced on reading etc.

Whereas in Turkey Mohammad Pourmahmoud Hesar and friends have already conducted the research dealing with integrated culture entitled *Why and How to Apply Culture in an EFL Classroom*. Based on his research, he more focused on the use of technology which has related with culture and it's used in the EFL classroom. He also focused on the characteristic of a culturally responsive teacher. It means, he more focused on the characteristic of teacher who has cultural competent. In his journal, he also focused on the effect of culture in language use, for example the verbal and non-verbal communication.

The next researcher was Dimitrios Thanasoulas, his journal entitled *The Importance of Teaching Culture in The Foreign Language Classroom*. In his journal, he was only mentioned the reason why incorporated the culture in English

Foreign Language. He also said that incorporate the culture into English teaching and learning process should be the integral part.

Reflecting the previous studies that have been mentioned above, this research will be different. This research will focuses on the process of culture integration in ELT. The process here means the variety of activities based on Hemat Purba's journal. This research also will focus on the students' perception of culture integration in ELT.

B. Research Question

1. How is the culture integration in English Language Teaching at SMP MUHAMMADIYAH 4 Surabaya?
2. What is the students' perception of culture integration in English Language Teaching at SMP MUHAMMADIYAH 4 Surabaya?

C. Objective of the Study

1. To explain the way and kinds of activities that used by teacher dealing with culture integration in ELT at SMP MUHAMMADIYAH 4 Surabaya.
2. To find out the perception of seventh A students dealing with culture integration in ELT at SMP MUHAMMADIYAH 4 Surabaya.

D. Significance of the Research

The results of the study were expected to make this research a source in the way how teacher integrates the culture within the classroom and the variety of activities that can be done by the teacher dealing with integrating culture. For the teachers, they will know better about the culture integration in the classroom. For the candidates of teacher, it can make them aware that teaching language is not only about the language but also it's about the culture. Integrating culture also can make them think more creative because there are a lot of activities that can be done.

The results of the research are also useful for the next researchers who want to do research dealing with integrating culture. They may conduct the research in different angle from this term in the future. After this research find out the way teacher integrate the culture in their classroom, the next researcher may use this research for the source.

E. Scope and Limitations

The scope of the study focuses on culture integration and students' perception. The writer will analyze the culture integration based on Hemat Purba's journal. In this study there are seven activities that can include as culture integration. They are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature, and film. Those seven activities are including in culture integration, this study will concern on seven activities that will be used by the teacher in the classroom. Then, the writer will analyze the students' perception based on Mohammad Alajmi's journal. The perception here included the feeling and attitude of the students. Thus, the writer will analyze the students' perception in each of culture integration that is used by teacher. After, the writer finds out the perception in each of culture integration, the writer will categorize the perception into two terms, the positive or negative perception.

The limitation of this research is seventh grade students at SMP MUHAMMADIYAH 4 Surabaya academic year 2016-2017. The researcher only takes the 7-A as the subject of this research.

F. Definition of Key Terms

In this research the writer uses the several terms related with the topic of the study. To avoid the misunderstanding dealing with the title of this study, the writer explains the several key terms that are used in this study. The terms are:

1. Culture
According to Wanda, culture can be defined as a shared assumption where people can predict each

other¹⁹. In order to understanding the other culture, some people can't share the same thing when they come into the new cultural background. In this study, there are seven activities that can include into culture integration.

2. Integrating Culture

According to Hemat in his journal integrating culture means incorporate the culture of target language in the classroom.²⁰ There are seven activities that can be used in English Language classroom. They are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature and film.

3. Students' Perception

Based on Mohammad Alajmi in his journal students' perception are the feelings and attitudes that students have regarding to something.²¹ In this study, the students' perception is the feelings and attitude of 7-A students dealing with culture integration.

4. English Language Teaching (ELT)

English language teaching is the teaching and learning process of English language in the classroom.²² Therefore, ELT is the teaching and learning process done by the English teacher in the classroom.

¹⁹ Wanda M.L. Lee, *Intoduction to Multicultural Counseling for Helping Professionals* (London, NY: Routledge, 2007), 2.

²⁰ Purba, "The Importance of Including Culture in EFL Teaching," 48.

²¹ Mohammad Alajmi, "Modelling Students' Perception of Web 2.0 Technologies Adoption in Kuwait," University of North Texas, May 2011, 14.

²² Daniel Xerri and Odette Vassallo, *Creativity in English Langue Teaching* (ELT Council, 2016), 01.