

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories that are used by writer in order to support this research. It divides into several main areas: Definition of Culture, Definition of Integrating Culture, and Definition of Perception. It also included the aspects of perception. In this chapter, the writer also mentions several previous studies to support this research.

A. Review of Related Literature

1. Culture

a. Definition of Culture

According to H. Douglas Brown culture is a way of life, it is the condition within that we exist, think, feel, and relate with others. It's also the "glue" that hitches a group of people together.²³ According to Wanda M. Lee culture is a set of shared opinion where people can predict each other's actions in a given circumstances and react based on that.²⁴

In other explanation dealing with the definition of culture, based on Rahim Uddin on his Journal culture is the full range of educated human behavior patterns.²⁵ In the other journal, Dimitrios Thanasoulas has stated in his journal that culture is the ways of people, the whole way of life of a group of people.²⁶ So, culture is how the people live in their life, it's like a norm or regulation.

²³ Brown, *Principles of Language Learning and Teaching*, 188.

²⁴ M.L. Lee, *Intoduction to Multicultural Counseling for Helping Professionals*, 2.

²⁵ Choudury, "The Role of Culture in Teaching and Learning of English as a Foreign Language," 2.

²⁶ Dimitrios Thanasoulas, "The Importance of Teaching Culture in the Foreign Language Classroom," TESOL Greece and The AILA Scientific Comission on Learner Autonomy 3, no. 3 (January 2010): 10, http://radicalpedagogy.icaap.org/content/issue3_3/7-thanasoulas.html.

2. Integrating Culture

a. Definition of Integrating Culture

Integrating culture is inserting the cultural content into English language teaching. Hemat also said in his journal that integrating culture is like cultural learning.²⁷ The activities that including in integrating culture based on his journal are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature, and film.²⁸ Here, the writer gives the explanation and the example of each activity that has been mentioned above.

Authentic materials are materials used for teaching and learning process that do not come from textbooks or language books. It can find from the daily life and it is not designed for teaching and learning process. For example, newspaper, magazine, calendar, travel brochure, and etc,²⁹ in his journal, Hemat gives the example when the English teacher wants to integrate the culture into the teaching and learning process with authentic materials. Teacher can use the TV show of native speaker and focus on how the greeting is used there.³⁰

Proverb is popular saying that contain advice. Doing a small discussion with the students is the recommendation activity from Hemat in his Journal. He also said, proverbs can help the students to have the deep understanding in target culture.³¹ The next activity that can be used is role play. Role play is a game that asks the participants for playing some

²⁷ Purba, "The Importance of Including Culture in EFL Teaching," 48.

²⁸ Ibid., 51–53.

²⁹ Zuliati Rohmah, *Teaching English Joyfully*, Second Edition (Dinoyo, Malang: Bintang Sejahtera, 2014), 37.

³⁰ Purba, "The Importance of Including Culture in EFL Teaching," 52.

character. In his journal, Hemat gives the example that can be used in English class. After the students learning about the way of greeting different groups of people in the target culture, such as people of the same age an older people, the students can do the role play. The other students can observe and analyze.

Culture capsule is the activity that can make the students more understand about certain culture. For example, American culture capsules used to explaining the students about several elements of American culture such as, the lifestyle of American people, the pets, and etc. Based on Hemat's journal, teacher can show the students a thing which related with American culture, the job of students is to find out the information related with the object that has been showed by the teacher. After the students found the information, they can write a brief summary or make an oral presentation to show their result. He also said that, the teacher can invite the immigrant or exchange students to be an expert sources dealing with native culture.

The next activity is ethnographic study. The aim of this activity is to describe the rules of social interaction through individual participation.³² It requires the students to do a research about some culture of native speaker. The students decide the topic for their research, then take the methodology, and think about how to analyze the data.³³ It is the activity that requires the students to go to the field. They can record it to their notebook, videotape, or audiotapes. The concern of the discussion can be family histories, or interview with community professionals. Hemat said in his journal that an

³² Dianne Argyris, "*The Ethnographic Approach to Intervention and Fundamental Change*," n.d., 158.

³³ *Ibid.*, 162.

ethnographic study is the best way for the students to learn about target culture.

Literature can be defined as the written creation such as a book and novel, most of literature products are a book. Hemat said in his journal, literature is the easiest way to know and understand about the target culture. Reader does not need to go the real country to know and see the culture itself. The last activity can be used is film, based on his journal from a film students can express the look, feel, and rhythm of culture that can't be expressed from the book.

Dimitrios Thanasoulas has stated in his journal that integrating culture is stimulating the students' interest in the target culture and to help the foreign language classroom not too much indicated as the language teaching and learning process but, the opportunities for learning of various kinds are provided through the interaction.³⁴ In the other journal which has been written by Hemat Purba, he stated in his journal that integrating culture is including the culture of native speaker in the English language teaching. The teacher also has the enough knowledge dealing with integrating culture, he also said that mastering the culture is a must.

3. Perception

a. Definition of Perception

Alajmi said in his journal that perception is the feeling, and attitudes of someone.³⁵ Perception can be defined as the viewpoint of someone to something that

³⁴ Thanasoulas, "The Importance of Teaching Culture in the Foreign Language Classroom," 13.

³⁵ Alajmi, "Modelling Students' Perception of Web 2.0 Technologies Adoption in Kuwait," 14.

he/she looks and feels.³⁶ Perception is how the way someone feels and gives the viewpoint of something they look. In this study, perception is the feeling and attitudes of 7-A students dealing with culture integration. There are two aspects of feeling, they are happiness and inspiration.³⁷ Attitude have four aspects, they are curious, enthusiastic, interesting, and attention.

b. Positive and Negative Perception

Hossein said in his journal entitled “*Studying the Effects of Negative and Positive Perception of Price on Price Mavenism*”. His research examine about the positive and negative perception of price.³⁸ The higher price may indicate the high quality of some products, for those who are has a positive perception. On the negative side, the higher price is negatively affects the purchase probability.

In this study, the research decides the positive and negative perception based on how many of 7-A student’s answer yes to the questions asks by the researcher. If using film as culture integration has 20 yes answer from 22 7-A students, using film as culture integration has positive perception of 7-A students. And if using biography as culture integration has 2 yes answer from 22 7-A students, using biography as culture integration has negative perception.

c. Perception of Culture Integration

The first research that examine about students’ perception on culture is a research done by Xiaojing Liu entitled “*Cultural Differences in Online Learning: International Students’ Perception*”. He was examined about the students’ perception dealing with the differences

³⁶ Yelena Portnov-Neeman and Moshe Barak, “Exploring Students’ Perception About Learning in School: An Activity Theory Based Study,” *Journal of Education and Learning* 2, no. 3 (July 2013): 9, doi:10.5539/jel.v2n3p9.

³⁷ Alajmi, “Modelling Students’ Perception of Web 2.0 Technologies Adoption in Kuwait,” 35.

³⁸ Hossein Vazifedoost, Parvaneh Charsetad, and Mahsa Akbari, “Studying the Effects of Negative and Positive Perceptions of Price on Price Mavenism,” 15, 5 (April 25, 2013): 3987.

of culture in online MBA program.³⁹ He used interview as his method dealing with this research. He used one on one interviews and focus group interviews. One on one interviews mean he interview the object individually, and for focus group interviews he interview the object in group. His research found that, the participants are ready to accept those culture differences and they look into the positive view that bring by the culture.

The second research is conducted by George A. Marcoulides entitled "*Students' Perception of School Culture and Achievement: Testing the Invariance of a Model*". This research examine about how the students' perception of the school culture affect their achievement.⁴⁰ He used written test for mathematic subject and background questionnaire as the istruments in order to collect the data. Students' knowledge of mathematics is assessed through the multiple choices. Background questionnaire here investigate about students' life including their home and school. It also includes classroom experiences, attitude in mathematics, and outside school activities. This research found that, the students' perception of school culture affects their achievement in the school.

B. Review of Previous Study

There are several previous studies which have similarity concern of integrating culture. The first research is written by Nur Fauzilah (2010) from UIN Sunan Ampel Surabaya. Her research title is "*Embarking Cross Cultural Understanding to Improve Students' Motivation in Learning English*". This research analyzed about the role of motivation in learning English after and before they

³⁹ Xiaojing Liu, Shijuan Liu, and Seung-hee Lee, "Cultural Differences in Online Learning: International Student Perceptions," *Educational Technology & Society* 3, no. 13 (2010): 178.

⁴⁰ George A. Marcoulides, Ronald H. Heck, and Constantinos Papanastasiou, "*Student Perceptions Of School Culture And Achievement: Testing The Invariance Of A Model*," n.d., 1.

taught with cross cultural understanding. She uses the role of motivation in learning English by use the strategy of cross cultural understanding. The second research is written by Irma Hadi Vuspita Sari (2014) from UIN Sunan Ampel Surabaya. Her research title is *“The Use of Cross-Cultural Understanding to Ease Learning English at the Second Year Students of SMA Negeri 3 Mojokerto”*, she uses the cross cultural understanding in the classroom for make the students easier in learning English language. The third research is written by Qori’ah Maghfirotilah her research title is *“Students’ Cultural Awareness Level and Their Techniques for Incorporating Target Cultural Content into English Language Teaching in English Teacher Education Department UIN Sunan Ampel Surabaya”*, she focuses on the techniques of incorporating culture that is used by the students teacher in the microteaching class. She also categorizes the result into several levels. In her research she focuses on the level of cultural awareness of the student teacher in the microteaching class. The fourth research is written by Dimitrios Thanasoulas his research title is *“The Importance of Teaching Culture in The Foreign Language Classroom”*, he focuses on the importance of teaching culture in the classroom, especially English class. In his research he more focuses on the definition of culture, why we must incorporate culture in the English classroom. The fifth research is conducted by Rahim Uddin Choudhury entitled *“The Role of Culture in Teaching and Learning of English as a Foreign Language”*, in his journal he focuses on the influences of culture. He divides several skill that influenced by culture such as, cultural influence on listening, cultural influence on speaking, cultural influence on reading, etc. The sixth research is written by Mohammad Pourmahmoud Hesar entitled *“Why and How to Apply Culture in an EFL Classroom?”* in his journal he focuses on the cultural competence of English teacher. He also describes the effect of culture in language use. The seventh research is written by Hemat Purba entitled *“The*

Importance of including Culture in EFL Teaching.” He focuses on activities that can be used as cultural content in English Language Teaching.

This research is different with the previous study which has been stated above. Here the writer only focuses on the way teacher integrating the culture in the real English classroom, after the writer finishes the research she is expecting that the finding of this research is the way teacher integrate culture, the kinds of activity that is used by the teacher in the classroom, and the students’ perception of culture integration in ELT at SMP Muhammadiyah 4 Surabaya.

