

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the findings and the discussion of this research. It describes the data of culture integration that is used by the teacher in the lesson plan and teaching and learning process within the classroom. It also describes 7-A students' perception dealing with culture integration.

A. FINDINGS

1. 4 Activities Used by the Teacher in Integrating Culture in English Language Teaching.

a. Lesson Plan Contains The Media That Indicates Culture Integration.

The teacher uses 10 lesson plans in his teaching and learning process. Mostly, he uses photographs as the media dealing with culture integration. From 10 lesson plans, only 2 lesson plans that do not use photographs as the media dealing with culture integration. Besides photographs he uses film, role play, and biography as culture integration in his teaching and learning process

Table 4-1 Lesson Plans

Lesson Plan	Culture Integration
Lesson Plan 1	Photographs
Lesson Plan 2	Photographs
Lesson Plan 3	Photographs
Lesson Plan 4	Photographs
Lesson Plan 5	Photographs
Lesson Plan 6	Photographs
Lesson Plan 7	Film and Role Play
Lesson Plan 8	Photographs
Lesson Plan 9	Biography
Lesson Plan 10	Photographs

i. Lesson Plan 1

In this lesson plan, the teacher teaches the students about introducing their selves in front of the class. He uses the picture as the example for the students. The picture contains with two people do the short conversation regarding to introducing each other.



Figure 4-1 Photograph 1

ii. Lesson Plan 2

In this lesson plan, the teacher teaches the students about the expression of taking leave (*berpamitan*). He uses the picture as the main material in his teaching and learning process. He gives the students a picture and asks them to guess what the picture describes.



Figure 4-2 Photograph 2

iii. Lesson Plan 3

In this lesson plan, the teacher teaches the students about short message and notice. As the homework, he asks the students to search the notice in any places. They can search at the public road or in any public places. Then, they are asking by teacher to take a picture and present the result in the front of the class.



Figure 4-3 Photograph 3

iv. Lesson Plan 4

In this lesson plan, the teacher teaches the students about introducing their family to their friends. Before he starts the class, he asks the student to bring their family picture. Then, the students come forward and introduce their family. They mention what the occupation of their father and mother. They also mention who their brothers and sisters are, and how many siblings they have.



Figure 4-4 Photograph 4

v. Lesson Plan 5

In this lesson plan, the teacher teaches the students about how to describe person, thing, and animal. He uses picture as the media to engage the students to the main material. The teacher asks the students to tell about the picture in teacher's hand. He asks the students to describe anything that is in the picture.



Figure 4-5 Photograph 5

vi. Lesson Plan 6

In this lesson plan, the teacher teaches the students about instruction and caution. He uses picture as the assignment for students. He puts the picture in the whiteboard, and asks the students to match between the picture and the sentences.



Figure 4-6 Photograph 6

vii. Lesson Plan 7

There are two meetings in this lesson plan. For the first meeting, the teacher teaches the students about asking characteristic of something, person, and animal. Here, he uses film as the main material. The students were instructed by the teacher to watch the short movie about two persons do the conversation about the ugly skin. The short movie has the duration about 3 minutes.

The second meeting, the teacher continues his teaching and learning process uses role play. He asks the students to do the role play based on the short movie that they have already watched.

viii. Lesson Plan 8

In this lesson plan, the teacher teaches the students about street sign. He uses the picture as the media to engage the students with the main material. He shows the picture to the students and asks about the picture. The teacher let the students know what the material they learn today. There are three pictures that have been prepared by the teacher.

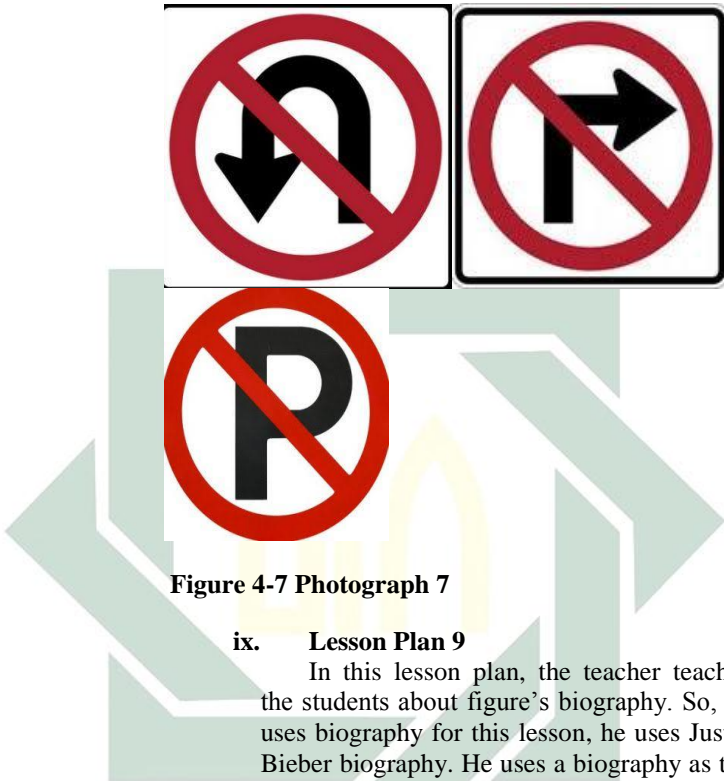


Figure 4-7 Photograph 7

ix. Lesson Plan 9

In this lesson plan, the teacher teaches the students about figure's biography. So, he uses biography for this lesson, he uses Justin Bieber biography. He uses a biography as the main material, before he gives the biography to the students, he plays Justin Bieber concert to engage the students. He uses the biography for the reading material to the students, he asks students to read, translated, and comprehended it. After that, he asks the students to answer several questions dealing with biography.

x. Lesson Plan 10

In this lesson plan, the teacher teaches the students about prepositional of place. Here, he uses the picture as the example of prepositional of place for the students. There

is an example of preposition of place in the picture. He wants the students easier to do the assignment from the teacher.

b. The Way Teacher Use Film, Role Play, Biography, Photographs in the Classroom.

i. Film

The teacher starts the class with the short explanation about four skills in English language. He states that among writing, reading, listening, and speaking skill, listening skill become the most important skill to learn. Therefore, the students need to listen the dialogue as often as they can, especially listening from the native speaker of English language. Then, he plays the short movie to the students and asks the students to pay attention.

The students are asked by the teacher to write the dialogue which was done by two persons in short movie. After the students write all of the dialogue based on the short movie, the teacher asks students to practice the dialogue together. Then, he asks the students to practice together with a short movie. It can make the students know how to pronounce each vocabulary exactly. In the end of lesson, he asks the students to memorize the dialogue and do mini roles play in order to practice the dialogue that has been done by two persons in a short movie.

ii. Role Play

The teacher gives the students the transcript of dialogue and gives them 10 minutes to preparing the role-play in front of the class. Then, the students come forward and do the role-play very well. The dialogue is too long for the students. Therefore, not almost all of the students can memorize it well. Several students bring the transcript when they come forward, only three couple of students who can memorize the dialogue without bringing the

transcript. But the teacher still appreciates that, he allows the students to come forward and perform their performance. After the students did the role-play, the teacher explains that he is also aware that the dialogue is too long for the students. Therefore, the teacher gives the students an appreciation by giving the short explanation dealing with the dialogue. In the end of lesson, the teacher gives the students a question dealing with which country that using English as the main language for their daily life. The students look so enthusiastic by raising their hand trying to answer the teacher's question.

iii. Photographs

The teacher starts the class with a little review of the last material that is done by the students, the film of Ben. Then, he asks the students about the sign, especially the traffic sign. After the students answer, he shows three pictures of traffic sign to the students and asks the meaning of each picture. He also asks why the sign is putting in the road, the students are trying to answer by saying "They put the sign there is to do not disturb another people on the road". Another students say "The sign is putting there is to remain people to do not broke the rule". After that, he gives the students an example of other traffic signs. He asked the students to read, translate, and comprehend the signs.

The teacher asks the students one by one to come forward and mention the signs when he points it. Almost all of the students can answer the question perfectly. After the students comprehend the signs, the teacher gives the students the exercise. He asks several students to go outside the class, and several students stay in the class and do the first exercise. This activity avoids the students to cheating. The students do

the exercise very well, even though they complain about the difficulties task in the second exercise.

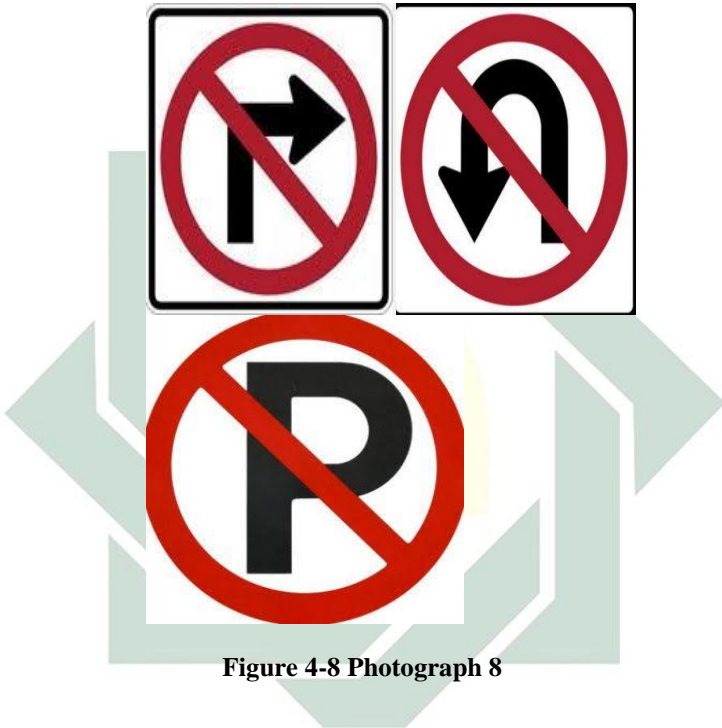


Figure 4-8 Photograph 8

iv. **Biography**

The teacher starts the lesson by playing a short video when Justin Bieber does the concert in Malaysia. Then, he explains the reason why he takes the video of Justin Bieber and gives a short explanation about Justin Bieber. The students look dislike much about Justin Bieber but they pay attention when teacher plays the video. He gives the students a short biography of Justin Bieber. He asks the students to read, translate, and comprehend it.

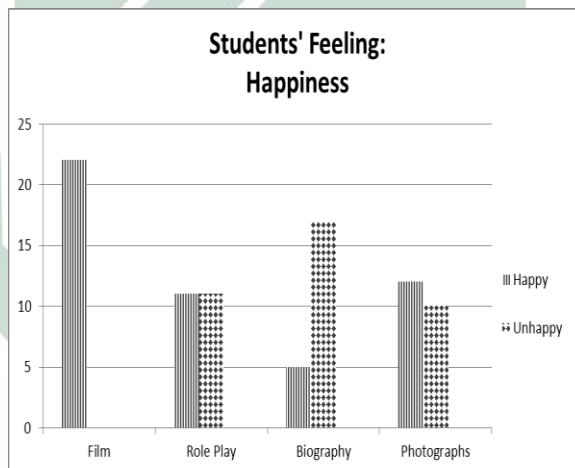
After the students did the assignment from him, he asks the students to retell the short biography in front of the class in the next meeting. The students can memorize the biography in their house. Before the lesson is finish, teacher asks the students to answer the questions about Justin Bieber.

v. Photographs.

The teacher starts the class by reviewing the last material about Justin Bieber's biography. He continues the lesson by telling the students that they will learn about prepositional of place. He gives the students example dealing with preposition of place and asks the students about the meaning of each preposition. He explains about the difference among prepositions, he also explains the difference of *on*, *at*, and *in*. Then, he let the students to ask dealing with preposition of place. When the students have already understood and there is no question anymore, he gives them a piece of paper containing the example of preposition of place. He asks them to read, memorize, and comprehend it. After the students have already memorizes the kinds of preposition of place, the teacher asks them to come forward and tell to their friends about preposition of place and also the meaning. After that the students are given the exercises by the teacher. In the end of lesson, the teacher reminds the student about the last home work dealing with retelling Justin Bieber's biography. The students also are given the other homework dealing with preposition of place by the teacher.

2. **7-A Students Have Positive Perception on the Use of Film, Role-Play and Photographs and the Negative Perception on the Use of Biography.**

Figure 4-9 Students' Feeling Happiness



According to the graphic, it is shown that all of 7-A students (100%) feel happy when they study English using a film as culture integration. Role play has a half percentage of 7-A students, 50% students feel happy and other 50% feel unhappy. Mostly, 7-A students feel unhappy when the teacher used biography as the culture integration, 77% of 7-A students feel unhappy with biography, only 23% of 7-A students who feel happy when teacher using biography as culture integration. While, photography have 55% of 7-A students who are happy and 45% who are unhappy when the teacher using photographs as the culture integration.

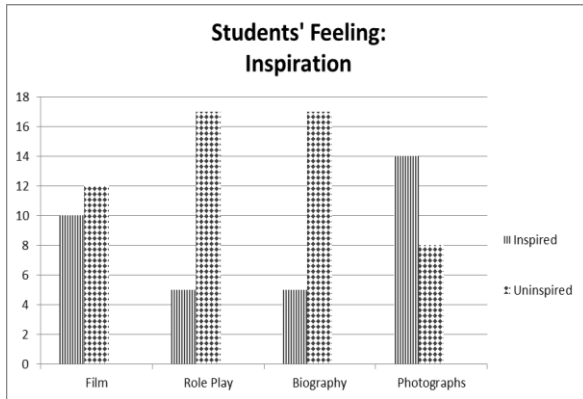


Figure 4-10 Students' Feeling Inspiration

Based on the graphic, it is shown that only 45% of 7-A students who are inspired to love English subject when the teacher using film as culture integration and 55% of 7-A students who are not inspired to love English subject. Role play only has 23% of 7-A students who is inspired and 77% of 7-A students who are not inspired to love English subject. It is same with the using of biography, only 23% of 7-A students who are inspired to love English subject and 77% of 7-A students who are not inspired to love English subject. Photographs have the high percentage of students' inspiration to love English subject, there are 64% of 7-A students who are inspired to love English by using photograph and 36% of 7-A students who are not inspired.

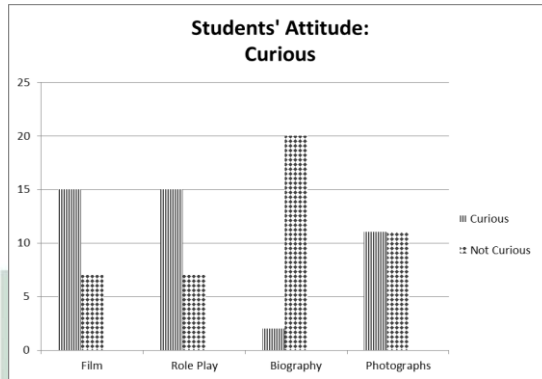


Figure 4 -11 Students' Attitude: Curious

According to the graphic, it is shown that 7-A students has 68% of curiosity when the teacher used film as the culture integration. Only 32% of 7-A students who do not have curiosity when the teacher using film as the culture integration. It is same with role play, 7-A students have 68% of curiosity when the teacher using role play as the culture integration. It is also same with the percentage of students who do not really have curiosity, the percentage only 32%. The use of biography has the highest percentage for the 7-A students who do not really have curiosity it is 91% and only 9% of 7-A students who have the curiosity of biography. While, photographs have the balance percentage of the use of biography as the culture integration, 50% of 7-A students who have the curiosity and 50% of 7-A students who do not really have curiosity.

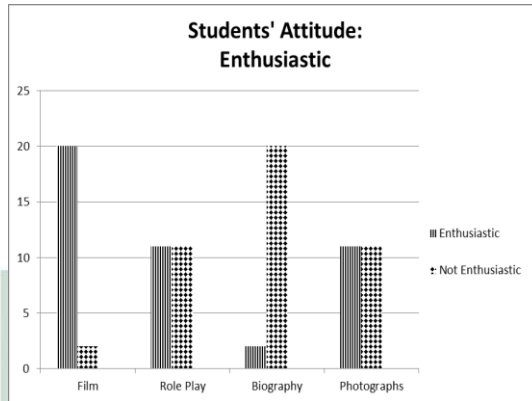


Figure 0-12 Students' Attitude: Enthusiastic

According to the graphic, it is shown that 7-A students are so enthusiastic when the teacher uses film as the culture integration, 91% of 7-A students enthusiastic, only 9% of 7-A students who are not enthusiastic. Role play has the balance percentage of 7-A students' enthusiasm, 50% of 7-A students who have enthusiastic when the teacher uses role play as the culture integration and 50% of 7-A students who are not enthusiastic with role play. The percentage of 7-A students' enthusiasm in using biography as culture integration is 91%, only 9% of 7-A students who are enthusiastic with biography. Similar with the percentage of the using of role play, the percentage of the using of photograph has the balance percentage 50% of 7-A students who are enthusiastic with photograph and 50% of 7-A students who are not enthusiastic.

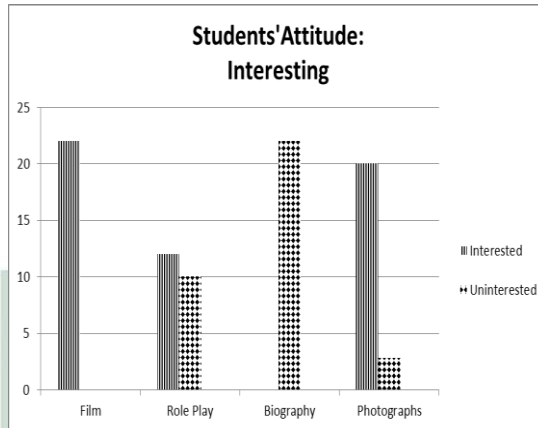


Figure 4-13 Students' Attitude: Interesting

Based on the graphic, it is shown that all of 7-A students interesting in using film as the culture integration the percentage are 100%. Using role play get 55% of total students' who are interested and the rest are not. Using biography has 100% percentage for the students who are not interested. While using photographs have 91% percentage for the students' interesting when teacher uses photograph as the culture integration and 9% for the students who are not interested.

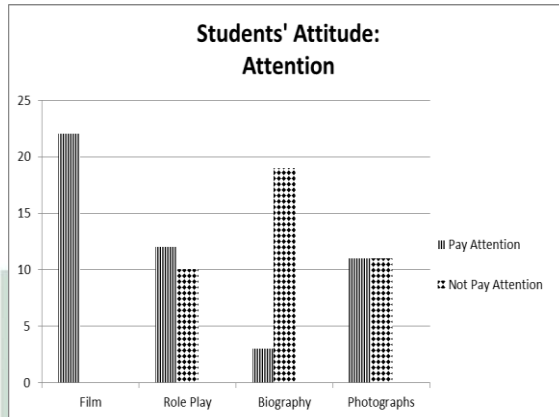


Figure 0-14 Students' Attitude: Attention

According to the graphic, it is shown that 7-A students have high attention when the teacher using film as culture integration based on the percentage 100%. Role play has 55% of 7-A students who pay attention and 45% of 7-A students who do not pay attention when the teacher uses role play as the culture integration. Biography has 86% percentage of 7-A students who do not pay attention and 14% of 7-A students who pay attention when the teacher uses biography as the culture integration. Here, the using of photographs have the balance percentage 50% of 7-A students who pay attention and 50% of 7-A students who do not pay attention when the teacher uses photographs as the culture integration.

STUDENTS' PERCEPTION

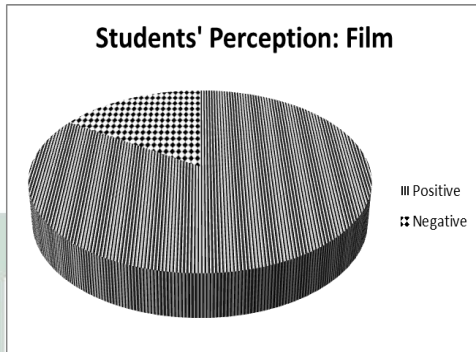


Figure 0-15 Students' Perception: Film

According to the graphic, it is shown that positive perception of the using of film has 84% percentage. The negative perception of 7-A students only has 16% percentage. It can conclude that 7-A students have a positive perception in using film as the culture integration.

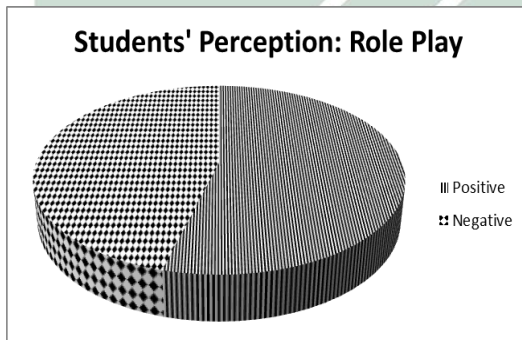


Figure 4-16 Students' Perception: Role Play

According to the graphic, it is shown that the positive perception has 54% percentage in using role play as the culture integration. The negative perception has 46% percentage. It can conclude that 7-A students have a positive perception in using role play as culture integration.

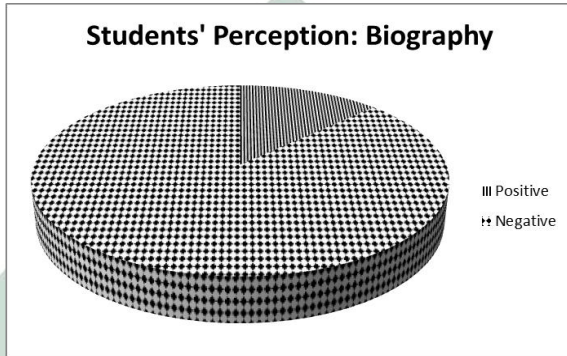


Figure 0-17 Students' Perception: Biography

According to the graphic, it is shows that negative perception has higher percentage than the positive perception. The negative perception has 87% percentage and positive perception only has 13% percentage. It can conclude that 7-A students have negative perception on using biography.

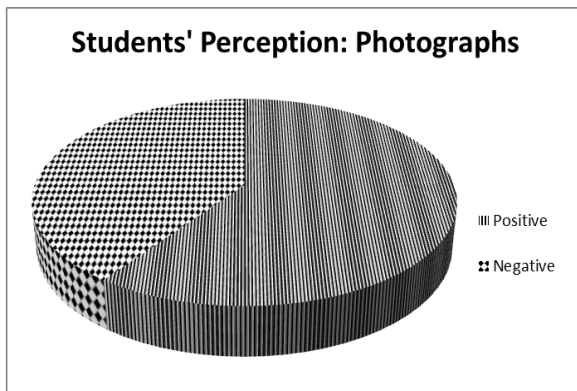


Figure 0-18 Students' Perception: Photographs

According to the graphic, it is shown that positive perception has the higher percentage than the negative perception. The positive perception has 60% percentage and the negative perception has 40% percentage. It can conclude that 7-A students have the positive perception dealing with the use of photographs as the culture integration.

B. RESEARCH DISCUSSION

1. The Teacher uses Four out of Seven Activities that Include Culture Integration.

There are seven activities that included in culture integration that are examined in this study, they are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature, and film.⁴² Authentic materials have film, news broadcast, television show, web sites, photographs, magazines, newspaper, restaurant menus, and travel brochures as the significant activities. Role play has drama as the significant activities. Culture capsules have American and British culture. Literature has

⁴² Purba, "The Importance of Including Culture in EFL Teaching," 51–53.

novel, poetry, short story, biography, essay, article, and folktale. Hemat purba said that those seven activities can be categorized as culture integration. When teacher uses one of seven activities that mentioned above, teacher has already used culture integration in his teaching and learning process.

Researcher also does document study by analyzing the teacher's lesson plan. Researcher analyzes the lesson plan before the teaching and learning process in the classroom. There are 10 lesson plans that has already analyzed by the researcher, 6 lesson plans without observation in the classroom and 4 lesson plans with observation in the classroom. In the six lesson plans, the teacher uses photograph as the culture integration. There are role-play, film, biography, and picture in the rest of lesson plan, in the last 4 lesson plans the researcher does the observation in the classroom.

When the teacher uses film as the culture integration in his teaching and learning process, he uses film that contains the conversation between two people describing the skin. The teacher asks the students to pay attention to how the pronunciation of native speaker in film. He asks the students to pay attention to how the native speakers talk each other, he also asks the students to pay attention to gesture that is used by two native speakers in film. This asserted with the statement from Hemat Purba that the teacher can ask students to pay attention to several aspects of culture when the students watch film.⁴³

This fact shows that, mostly the teacher uses photographs as the culture integration in his teaching and learning process. He says that he has to consider the syllabus of 2013 curriculum when he wants to teach the students. He can't choose the activity that include in culture integration randomly. Thus, he mostly uses photographs as culture integration because, he thinks that photographs are the most suitable media with 2013

⁴³ Ibid., 52.

curriculum. Photographs can be used in any kind of theme in 2013 curriculum, the teacher can use photographs as the engagement activities of introduction theme. The teacher can use photographs as the main material for prepositional of place theme. The teacher also can use photographs as the review material for street sign theme. The teacher cannot teach the students out of the 2013 syllabus, he has to follow the 2013 syllabus.

To sum up, most of media that is used by the teacher as culture integration is photographs. From ten lessons plans that are identified by the researcher, only 2 lesson plans that do not use photographs as the culture integration. It can happen because the teacher has to consider the suitable media that is used and the syllabus of 2013 curriculum that he has to follow.

2. 7-A Students Have Positive Perception towards the Using of Film, Role-Play, and Photographs and Negative Perception towards the Using of Biography.

Table 4-2 Students' Perception

Students' Perception		
Culture Integration	Positive	Negative
Film	84%	16%
Role Play	54%	46%
Biography	13%	87%
Photographs	60%	40%

Students' perception has two main aspects. They are students' feeling and students' attitude.⁴⁴ This study examines happiness and inspiration of students' feeling and examines enthusiastic, interested, curious, and attention of students' attitude. The researcher interviews the students as focus group discussion so, the researcher interviews the students by dividing the students into

⁴⁴ Alajmi, "Modelling Students' Perception of Web 2.0 Technologies Adoption in Kuwait," 14.

several group instead one by one. This method is used to decrease the students' anxiety.

Based on the findings above, all of the students (100%) feel happy when the teacher uses film as the culture integration in the classroom. Some students' say that, film make them curious with the content of film they also say that film can make them motivates in learning English language. The other students say that they feel happy because film is a visual media and it can decrease their bored on the English class. They also say that when the teacher uses film as the material in English class, it can be different from the previous meeting. Several students say that film can make them know English language more than when the teacher does not use film. It also can make learning English easier.

The using of role play as culture integration has 50% percentage for the students who are happy and 50% for the students who are unhappy. It means there are 11 students who are happy and 11 students who are unhappy with the using of role play as the culture integration. 11 students who are happy for the using of role play say that role play can make them comprehend English language better than the other media. They also say that they can do the practice with their friends in front of the class. It is interesting when they use the expressions with their friend. The other students say that role play can make them speak English language. Besides, there are 11 students who are unhappy when the teacher uses role play in English language teaching. They say that role play makes them memorize so many transcript of dialogue and it makes them feel difficult.

The using of biography has 23% percentage for the students who are happy and 77% for the students who are unhappy. It means there are 5 students who are happy and 17 students who are unhappy with the using of role play as culture integration in English class. 5 students who are happy with the using of biography say that biography can make them get new vocabularies and make them translate

that and get the meaning of each vocabulary in the biography. While for 17 students who are unhappy with the using of biography in English class say that biography is so boring because it is a text, the teacher asks them to read and translate. It makes the students hate English subject. The other students say it makes them feel difficult when the teacher teach them with biography.

Using photographs have 55% for students who are happy and 45% for students who are unhappy. It means there are 12 students who are happy and 10 students who are unhappy with the using of biography as culture integration. 12 students who are happy with the using of photographs say that photographs are the visual media that can make them easier to comprehend the material. It also can decrease the boring situation in the classroom. Besides, 10 students are unhappy with the using of photographs as culture integration. They say that photographs make them difficult because teacher asks the students to memorize the vocabulary using the photographs. Thus, make the students unhappy with the using of photographs.

The second aspect of students' feeling is inspiration. Inspiration here means inspired to learn English language. Based on the findings above using film has 45% for the students who are inspired with film and 55% for the students who are uninspired with film. It means there are 10 students who are inspired and 12 students who are uninspired with the using of film. 10 students who are inspired by using film say that learn English language is needed because they can go abroad by mastering English language. English language can make them improve their speaking skill, thus make English language is important. The other students say that film makes them know the correct pronunciation directly from the native speaker so, they are inspired to learn English language. They also say that, English language is international language so, they have to learn English language. Besides, 12 students who are uninspired with using film as culture integration. They

say that sometimes film can make them bored and it can make them uninspired to learn English language.

Using role-play as culture integration has 23% for the students who are inspired and 77% for the students who are uninspired to learn English language. It means, there are 5 students who are inspired to learn English language, and 17 students who are uninspired to learn English by using role-play. The students who are inspired to learn English by using role play say that role play is interested because they can act with their friends in the front of class. They also say that role play can make the situation in classroom so noisy and they like it. Besides, the students who are uninspired to learn English by using role play say that they hate and complain to the teacher because of memorizing the long transcript from the dialogue.

Using biography as culture integration has 23% for the students who are inspired to learn English and 77% for the students who are uninspired to learn English. This percentage is similar with using role play as culture integration. It means, there are 5 students who are inspired to learn English and there are 17 students who are uninspired to learn English by using biography. The students who are inspired to learn English with using biography say that using biography can make them easier with English lesson. They also say that learning English using little bit easier. Whereas for the students who are uninspired to learn English by using biography say that, biography is a text and they really do not like everything dealing with a text. They also say that, biography makes them feel difficult to comprehend the biography.

Using photographs as culture integration has 64% for the students who are inspired to learn English and 36% for students who are uninspired to learn English by using photographs as culture integration. It is shows that, there are 14 students who are inspired to learn English with using photographs and there are 8 students who are uninspired to learn English. Students who are inspired to learn English by using photographs say that using

photographs make them decrease bored feeling. They also say that using photographs make them easier to understand the material and to do the assignments. The using of photographs also differs from the media that usually use by the teacher. Besides, the students who are uninspired to learn English by using photographs say that, using photographs is uninterested for them, they also say that it is bored media. The other students say that photographs only the piece of paper and they do not like it.

There are 4 categorization for the students' attitude namely curiosity, enthusiasm, interesting, and attention. Based on the findings above, using film as culture integration has 68% for the students who are curious. And 32% for the students who are not curious to the English lesson by using film as culture integration. It means that there are 15 students who are curious and there are 7 students who are not curious. The students who are curious say that they want to know the next activity by watching the film, they also say that by watching film they can improve their English skill. The other students say that film is the complete media. It shows the visual and provides the audio. It is also shows the pronunciation and the expression from the actor. While the students who are not curious say that they are not curious because they don't like with the English subject.

Using role play has 68% for the students who are curious and 32% for the students who are not curios to know English lesson by using role play as culture integration. There are 15 students who are curious and there are 7 students who are not curious. The students who are curious to English lesson by using role play say that it makes them feel excited because they play the characters on film. They also say that it makes them practice the dialogue and increase their speaking skill. While the students who are not curious to English lesson say that role play is not the interesting media therefore they are not curios with the using of role of play.

Using biography gets 9% of students' curiosity and 91% of students who are not curious to English lesson by using biography as culture integration. There are 2 students who are curious and there are 20 students who are not curious. The students who are curious say that they curious with the new vocabulary in the biography. Besides, the students who are not curious say that biography only a text and they really do not like with text. They are also said the using of biography makes them bored.

Using photographs have 50% for the students who are curious and 50% for the students who are not curious to English lesson by using photographs as culture integration. It is the balance percentage between the students who are curious and for the students who are not curious, there are 11 students who are curious and there are 11 students who are not curious to English lesson by using photographs. The students who are curious to English lesson by the using of photographs say that it is interested and makes them easier to do the assignment from the teacher. Besides, the students who are not curious to English lesson by using photographs say that they are not curious because the photographs are printed with the black and white paper. They also say that photographs are the bored media. The other students say that teacher has already provides them with picture so, they don't need to be curious anymore.

The second aspect from students' attitude is enthusiasm, based on findings above the using of film has 91% for the students who are enthusiastic and 9% for the students who are not enthusiastic to listen during teaching and learning process by using film. There are 20 students who are enthusiastic and there are 2 students who are not enthusiastic to listen during teaching and learning process by using film as culture integration. The students who are enthusiastic say that it is the nice movie, it also makes decrease bored situation. They also say that film can be the entertainment during teaching and learning process. While the students who are not enthusiastic say that they don't

really understand with the film that's why they are not enthusiastic to listen.

Using role play has 50% for the students who are enthusiastic and 50% for the students who are not enthusiastic to listen during teaching and learning process by using role play as culture integration. So, there are 11 students who are enthusiastic and 11 students who are not enthusiastic to listen during teaching and learning process by using role play. Students who are enthusiastic say that role play is exciting media and they will enthusiastic to listen during teaching and learning process. The students who are not enthusiastic say that role play is the bored media so, they are not enthusiastic to listen during teaching and learning process.

Using biography has 9% for the students who are enthusiastic and 91% for the students who are not enthusiastic to listen during teaching and learning process by using biography as culture integration. There are 2 students who are enthusiastic and 20 students who are not enthusiastic to listen during teaching and learning process by using biography. The students who are enthusiastic say that using biography provides more detail information than other media dealing with the person. While, the students who are not enthusiastic say that biography is written form and makes them bored. It also makes them feel difficult because it is a text.

Using photographs has 50% for the students who are enthusiastic and 50% for the students who are not enthusiastic to listen during teaching and learning process by using photographs as culture integration. Thus, there are 11 students who are enthusiastic and there are 11 students who are not enthusiastic to listen during teaching and learning process by using photographs as culture integration. The students who are enthusiastic say that photographs are the visual media that can makes them interested. They also say, it will make them easy in translating and memorizing when teacher asks them to do so. Besides, the students who are not enthusiastic say that

photographs that are given to them by teacher printed in black and white, it makes them bored.

The third aspect of students' attitude is interesting, based on the findings above using film as culture integration has 100% for the students interested. It means, all of 7-A students interested with the using of film as culture integration. They say that film can make increase their speaking skill and English knowledge. They also say that film is a visual media, it can be seen, the pronunciation of the speaker also clearer than when they only listen from the audio. The other students say that film can make them more relax during teaching and learning process, it also different from the other boring media.

Using role play as culture integration has 55% for the students' interested and 45% for the students who are uninterested. There are 12 students who are interested and there are 10 students who are uninterested in using role play as culture integration. The students who are interested in using role play say that role play make them more aware with the pronunciation error. It also makes them play the character of film that has already played by the teacher. Besides, the students who are uninterested in using role play as culture integration say that role play make them memorize the long dialogue so, they uninterested in the using of role play.

Using biography as culture integration has 100% for students who are uninterested. It means, all of 7-A students uninterested in using biography as culture integration. They say that biography is a text and they really do not like a text. They also say that, biography that is already given by the teacher contains with difficult vocabularies. So, they cannot do the assignment easily. The other students say that in a biography there is no any expression as film, thus makes them do not really like biography.

Using photographs has 91% for students who are interested and 9% for students who are uninterested in using photographs as culture integration. So, there are 20 students who are interested and there are 2 students who

are uninterested in using photographs as culture integration. The students who are interested in using photographs say that photographs are the visual media that can make them easier to do the assignment from the teacher. They also say that photographs are the media that makes the students easier to understand the material because it's the clear media. The other students say that using photographs can make the students easier to do the translate assignment from the teacher. While the students who are uninterested in using photographs say that photographs are the unmoved media that make them uninterested in using it. It is also printed in a black and white color that makes them uninterested.

The fourth aspect of students' attitude is attention, based on findings above using film as culture integration has 100% for the students who are pay attention during teaching and learning process. It means, all of 7-A students pay attention in using film as culture integration during teaching and learning process. The students say that film is interested media that can make them pay more attention. They also say that when teacher uses film during teaching and learning process, students can also do refreshing while they are studying. The other students say that their hobbies are watching a film so, when the teacher use it in English lesson they pay more attention and watch it.

Using role play has 55% for the students who are pay attention and 45% for students who are not pay attention on using role play as culture integration. So, there are 12 students who are pay more attention and there are 10 students who are not pay attention on using role play as culture integration. The students who are pay more attention during teaching and learning process say that role play is exciting activities that's why they pay more attention. They also say that role play is practical activity that makes them pay more attention during teaching and learning process. While students who are not pay more attention say that role play don't make them pay more attention because of the crowded situation within the

classroom, all of the students have to come forward and it makes several students make a noisy voice.

Using biography has 14% for the students who are pay more attention and 86% for the students who are not pay more attention on using biography as culture integration. So, there are 3 students who are pay more attention and 19 students who are not pay more attention on using biography as culture integration. The students who are pay more attention during teaching and learning process say that biography makes them get a new vocabulary by translating the vocabularies. While the students who are not pay more attention during teaching and learning process say that biography is the media that makes them hate it very much so, they do not need to pay more attention.

Using photographs as culture integration has 50% for students who are pay more attention and 50% for students who are not pay more attention during teaching and learning process. It means, there are 11 students who are pay more attention and 11 students who are not pay more attention during teaching and learning process. The students who are paying more attention say that photographs can make them easier to do the assignment from the teacher. They also say that photographs are the visual media that makes them pay more attention to the material. Besides, students who are not pay more attention say that photographs are the common media that used by teacher in English lesson, that's why they don't pay more attention. It also makes them feel bored to look again to the photograph, that's why they do not pay attention.