TECHNIQUES ON INTEGRATING CULTURAL AWARENESS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT MAN 2 JOMBANG

THESIS

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xi

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ABSTRACT

Hidayatin, Ainun. (2018). *Techniques on Integrating Cultural Awareness in Teaching English as a Foreign Language at MAN 2 Jombang.* English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: M. Hanafi, M.Ag, MA

Key Words: *Techniques, Integrating, Cultural Awareness*

In the era in which globalization has become a phenomenon where people are able to communicate with many people from other countries with different heritages and backgrounds through the internet, people need to be able to communicate with a language which most people use it, including English. This situation, however, might create transnational and cultural issues because of the high possibility of people have a negative attitude towards the native speaker of particular language because of their lack in understanding the culture of the native speaker. This research inquires the English teachers' techniques on integrating cultural awareness in their class, the way they implement it, and what challenges they have to overcome. Therefore this research is grounded on study case method which studying the multiple problems that bounded upon one main scope and aimed to gain the understanding about the issue in-depth and in details. The research data was collected by using interview and document analysis. This research's results showed that even though the teachers did not have the knowledge of the specific techniques for integrating it, they in fact used *cultural aside* and *comparison techniques*. In the case of materials to support them to integrate cultural awareness in their class, the textbook used by the XI grade's teacher is more suitable than the XII grade's teacher. This research's results also showed the challenges that the teachers face in their class such as the low level of the students' cultural awareness, the limited time to complete the other curriculum objectives and skills, the limited cultural information provided in the textbook.

ABSTRAK

Hidayatin, Ainun. (2018). *Techniques on Integrating Cultural Awareness in Teaching English as a Foreign Language at MAN 2 Jombang.* English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: M. Hanafi, M.Ag, MA

Kata Kunci: *Techniques, Integrating, Cultural Awareness*

Di era di mana globalisasi telah menjadi fenomena yang mana orang dapat berkomunikasi dengan orang-orang dari negara lain dengan budaya dan latar belakang yang berbeda melalui internet, orang harus dapat berkomunikasi dengan bahasa yang digunakan oleh mayoritas orang di dunia, termasuk bahasa Inggris. Sayangnya, situasi ini dapat menciptakan isu-isu transnasional dan budaya karena ada besarnya kemungkinan orang memiliki sikap negatif terhadap penutur asli dari bahasa tertentu karena mereka kurang memahami budaya tersebut. Penelitian ini menanyakan tentang teknik yang guru bahasa Inggris gunakan untuk mengintegrasikan *cultural awareness* di kelas mereka, cara mereka menerapkannya, dan tantangan apa yang harus mereka hadapi. Oleh karena itu, penelitian ini didasarkan pada metode studi kasus yang mempelajari berbagai masalah yang terikat pada satu ruang lingkup utama dan bertujuan untuk mendapatkan pemahaman tentang masalah secara mendalam dan detail. Data penelitian dikumpulkan dengan menggunakan wawancara dan analisis dokumen. Hasil penelitian ini menunjukkan bahwa meskipun para guru tidak memiliki pengetahuan tentang teknik yang dikhususkan untuk mengintegrasikan *cultural awareness*, pada kenyataannya mereka menggunakan teknik *cultural aside* dan *comparison*. Sehubungan dengan sumber materi untuk mendukung mereka dalam mengintegrasikan *cultural awareness* di kelas mereka, buku teks yang digunakan oleh guru kelas XI lebih cocok daripada guru kelas XII. Hasil penelitian ini juga menunjukkan tantangan yang dihadapi para guru di kelas mereka seperti rendahnya tingkat kesadaran budaya siswa, waktu yang terbatas untuk menyelesaikan tujuan dan kompetensi kurikulum lainnya, terbatasnya informasi budaya yang disediakan dalam buku teks.

TABLE OF CONTENTS

xiii

LIST OF TABLES

xiv

LIST OF FIGURES

xv

LIST OF APPENDICES

APPENDIX 1 Interview Guidelines

APPENDIX 2 The Textbook Evaluation Checklist

APPENDIX 3 Interview Transcript

APPENDIX 4 Rencana Program Pembelajaran (RPP)

APPENDIX 5 Surat Permohonan Izin dan Keterengan Pernyataan Penelitian

xvi

CHAPTER I
INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) background of the study, (2) statements of the problem, (3) objectives of the study, (4) scope and limitation of the study, (5) Significance of the study, and (6) definition of key terms.

A. Background of the Study

In this era, especially after the development of technologies and internet, globalization has become a phenomenon which people have to get used to and be familiarized with its demands to transform the boundaries of the world to become blurry in many aspects of life, including education.[1] Nowadays, not only people can go abroad to study in a different country, there is also the internet which has so many websites providing places for getting online classes, resources, discussion, and so on in which the people who join on it are from many different places in the world. This situation will expect them to meet and communicate with other people whose different language that could make it nearly impossible for them to be able to communicate properly if only they could not find the right solution to overcome it.

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[1] Pi-Chi Han. "Cross-Cultural Learning and Intercultural Competence". In *Encyclopedia of Information Communication Technologies and Adult Education Integration*. 2011 (https://www.igi-global.com/chapter/cross-cultural-learning-intercultural-competence/46580 , Retrieved on March, 26th 2018), 293

1

Fortunately, by having languages as the means to communicate, people could find its solution; a universal language as a medium to communicate. By using this universal language, people would not have to learn more than one language to communicate with the people from many other countries that they meet on the internet. They only need to learn and be able to speak with the universal language has been chosen as the one.

Currently, English is one of the most used and spoken languages in the world because of its spread and the economic and political power of the USA.[2] Thus, many countries in the world naturally include English as one of the subjects in the curriculum that must be taken, without exception Indonesia. In more than five decades, English has become one subject that Indonesian people have been familiarized and learned it.[3] The feeling of need to learn it particularly has increased since the beginning of globalization and the coming of the internet.

Furthermore, another problem found with the emergence of globalization is transnational and cultural issues. With the possibilities of meeting many people with different heritages and backgrounds, someone could easily have a misunderstanding when he interacts with them. Cakir in his research stated that there is an involvement in intercultural communicating to communicate internationally which then highly unlikely will lead them to encounter factors of

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[2]Devrim Yilmaz. *'Culture' in English Language Classrooms: What Do Students.* (Turkey: Bogazi i University, 2006), 1

[3] Prof. DR. Sumarsono, M.ED. *Peranan Guru sebagai Lingkungan Belajar Bahasa Kedua.* (http://www.ialf.edu/bipa/april2000/perananguru.html, accessed on April, 21st 2015)

cultural differences.[4] It is a common knowledge that there is a high possibility where people have a negative attitude towards the native speaker of the particular language because of their lack in understanding the culture of the native speaker.[5]

Moreover, the feature of cultural differences that exist in every language such as the place of silence, the tone of voice, the appropriate topic of conversation, and expressions are included to the concern of the transnational and cultural issues.[6] The issue that comes from the difference of expressions interpretation of address term by calling the first name, for instance, can make a foreign language beginner learner difficult to decide when it is acceptable to call and be called by the first name.[7]

Regarding to those issues, it is understandable that many experts and educators in language teaching have agreed that in order to make language teaching accurate and complete, course related to the study of culture has also must be taught to the students.[8] Moreover, the results of Genc and Bada's study prove that there are many advantages of teaching intercultural competence in language classroom, such as to help the students to get familiarized with the target society, an aid in teaching grammar and expanding students' vocabulary, and to improve students' communicative competence in language learning.[9]

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[4] Ismail Cakir, "Developing Cultural Awareness in Foreign Language Teaching". *Turkish Online Journal of Distance Education*. Vol. 7 No. 3, July 2006, 154.

[5] Rosukhon Swatcvacharkul, Ph. D. *How to Integrate Cultural Awareness and Understanding into English Language Teaching.* 50

[6] Ismail Cakir, "Developing Cultural Awareness… 154

[7] Ronald Wardaugh. *An Introduction to Sociolinguistics: The Fifth Edition.* (United Kingdom: Blacwell Publishing, 2006), 267

[8] Bilal Genc and Erdogan Bada, "Culture in Language Learning and Teaching" *The Reading Matrix*.Vol. 5 No. 1, April 2005, 73.

[9] Bilal Genc and Erdogan Bada, "Culture in Language… 81.

In Indonesia, culture has been a part of English curriculum that must be taught in the classroom, albeit not straightforwardly mentioned in it. In the objectives of English curriculum, there are the terms of "social function", "functionally" and "contextually" that indicate students need to learn English with the culture of the target society who speak it to be able to acquire the objectives of the English curriculum. It is the form of intercultural competence that had already been included as a part of competences in the curriculum. Although the name of intercultural itself is not directly used in the curriculum, it is the main skill of intercultural competence which is used as the additional competence in one of the most known textbooks in Indonesia and more familiar and known as cultural awareness.

Cultural awareness is the main skill required for intercultural competence.[10] Thus, the existence of cultural awareness in the curriculum will give a great help to build up the cultural awareness of the students. In the Indonesian curriculum, especially in textbooks, this skill mainly discusses about customs of Western or English culture and its difference with Indonesian culture and it is mentioned in a different section of one particular topic and sometimes the presentation of cultural awareness is hardly related to the course's topic. This situation often becomes one factor that makes English teacher decides to not include cultural awareness in their teaching material.

Another factor that influences English teachers to not include cultural awareness in their teaching material is because of the lack of knowledge and

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[10]Ismail Cakir, "Developing Cultural Awareness in Foreign Language Teaching". *Turkish Online Journal of Distance Education*. Vol. 7 No. 3, July 2006, 154.

experience of the teacher in teaching cultural awareness.[11] There are not many kinds of special training that discuss the importance of teaching culture and the best way to deliver it that can improve English teachers competence in teaching cultural awareness in the English classroom. Thus, it will be a great challenge for the teachers to determine what approach that they should take when they integrate cultural awareness in the class.

These two factors, however, should be overcome by the teachers, especially in the circumstances where they must include cultural awareness in teaching English classroom. In the multicultural classroom, for instance, an English teacher should include cultural awareness due to the high possibility of the students to face different problems because of their different cultural backgrounds. Another circumstance where English teacher should integrate cultural awareness in their material teaching also in the classroom where the students take more than one foreign language due to the high demands of them to practice the languages with various native speakers of the languages.

In addition, there is one big issue that needs to be considered after the government of Indonesia determined the use of new curriculum, called "Kurikulum 2013" or also known as *K-13*—curriculum which is basically the development of the previous curriculum, called *Kurikulum Berbasis Kompetensi*or known as KBK and *Kurikulum Tingkat Satuan Pendidikan* known as KTSP. This new curriculum requires the previous curriculum to have one or more features that

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[11]Jerrold Frank, "Raising Cultural Awareness in the English Language Classroom". *English Teaching Forum,* Number 4, 2013, 2.

build the character of students related to their true identity as Indonesian people such as in terms of religious, cooperative, tolerant, polite, and etc.[12]

Together with the coming of this new curriculum in 2013, however, came the big issue related to the changing of the curriculum in Indonesia; it is the eliminating the course on the vernacular or local language course.[13] This action is like a backfire to the purpose of creating the new curriculum since it is opposite with characteristics of building students as Indonesian generation. Many people are wondering "how come eliminating local language course could support the characterization-based curriculum?" since it is definitely contradictive with its purpose and even illegitimate with the 32nd article of the Constitution which discusses about the maintenance of language and local culture. The emergence of this issue unintentionally shows the lack of one major aspect of cultural awareness that needs to be embraced by Indonesian people, since according to Kwintessential "know yourself" is the first step to master by people in order to be able to communicate safely with people who have a different culture.[14]

Considering this predicament, in order to prevent and overcome the phenomenon of eliminating Local Language course and other phenomena related to cultural issues that might be followed in future, there must be an improvement of curriculum to build up the cultural awareness of the students as the next generation of Indonesia.

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[12]Badan Litbang dan Diklat Kementerian Agama RI. *"Kurikulum Pendidikan yang Berkarakter" Arsip*. (http://balitbangdiklat.kemenag.go.id/indeks/jurnal-kediklatan/545-kurikulum-pendidikan-yang-berkarakter.html, accessed on December, 27th 2016)

[13]Jurusan Pendidikan Bahasa Daerah Universitas Pendidikan Indonesia. *Warga Jawa Barat Protes Penghapusan Bahasa Daerah*. (http://sunda.upi.edu/2013/01/warga-jawa-barat-protes-penghapusan-bahasa-daerah/, accessed on November 16, 2016)

[14]Kwintessential. *Cultural Awareness a Free Manual*. Kwintessential. 3

In MAN 2 Jombang, there is a language program class in which the students not also have to learn five languages, they also come from different cultural backgrounds due to the location of the school buildings, which is in the middle of Darul Ulum Islamic boarding school foundation that has students come from all around Indonesia. Regarding to these two factors, it will be a necessity for the English teacher to integrate cultural awareness into his teaching material and chooses the best techniques to do it. Thus because of these features, the researcher chooses MAN 2 Jombang as the place to conduct the studies and the English teacher as the participant.

There are several studies related to integrating cultural awareness in the language classroom that have been done. First, a research paper that had been done by Evi Saluveer in 2004 which gave an overview of how the teaching of culture is viewed in the literature on foreign language education and the situation of culture teaching and learning in Estonian Secondary schools. Second, another research done by Lucie Vrbova in 2006 which contains two researches in order to find out how cultural awareness is being developed at Czech primary school at the level of the 9th grade by focusing on the cultural content of textbooks and examining the cultural aspects that are included in the textbooks and also focusing on materials and techniques used in the teaching process. Third, a study done by S.Ipek Kuru Gonen and Sercan Saglam in 2012 which aimed to investigate culture and culture teaching in the different context of foreign language teaching.

Regarding to the other studies, however, this study has some differences. Firstly, the subject of this study is only the English teachers who teach in

language program class in MAN 2 Jombang. Secondly, the focus of this study is only to examine the techniques that the teachers use to integrate cultural awareness in the classroom, the way they deliver it and the challenges that they have to face.

B. Statement of the Problems

In MAN 2 Jombang, there is language program classes where the students are purposely studying four languages—Bahasa Indonesia, English, Arabic, and French—and other subjects chosen to support their program. Considering the fact that the students are highly unlikely going to be exposed to those four different cultures it is important for the teachers, especially who teach the foreign languages, to have techniques to integrate culture in their material. In this study, it is focused on the English teacher.

Moreover, as one of the competencies that must be mastered in learning English as a foreign language, cultural awareness must be taught in the classroom either as a unity with other competencies or not for students to be able to learn other language and its culture without being careless or underestimating both their own culture and other cultures. Thus it is important for the teacher to have their own techniques to integrate cultural awareness in their teaching process. Hence, this study will cover three problems:

1) What techniques do the teachers use to integrate cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?

2) How do the teachers implement their techniques on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?

3) What challenges do the teachers face on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?

C.   Objectives of the Study

Considering the statement of problems that have been mentioned, this study is expected to analyze:

1) The techniques that the teachers use to integrate cultural awareness in English classroom,

2) The way of the teachers on implementing their techniques to integrate cultural awareness in English classroom,

3) The challenges the teachers face in integrating cultural awareness in English classroom.

D.   Scope and Limitation of the Study

There are two limitations to this study; first, the researcher will only focus on English teachers who teach in language program class in MAN 2 Jombang. Thus, the questions that might be included in some data collection methods in this study will be created and accommodated to the nature of the teacher.

Second, there are more than one technique for teaching and integrating cultural awareness in English teaching classroom, in the finding result the researcher will only focus on the techniques that the teacher uses.

E.   Significance of the Study

This study is significant for three main reasons. First, this study is expected to give a contribution of research on improving the characteristics of Indonesian students regarding to cultural awareness. Second, this study is expected to give a contribution to intercultural competencies, especially in cultural awareness. Third, this study is expected to give a pedagogical contribution in understanding the nature of English teachers' aptitude on teaching cultural awareness in language program class and giving alternative techniques of integrating cultural awareness in English teaching classroom.

F.   Definition of Key Terms

In order to make this writing clear, the researcher tries to explain some related terms used in the research as follows;

1. Techniques

The term "technique" is defined as a method of doing an activity that needs skill.[15] In term of education, it is described as manner, how to do or perform something or efforts, in ways that teachers use to carry out teaching in the classroom at the time of face to face in order to serve and consolidate the learning

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[15]Author."Longman Dictionary of American English". (England: Pearson Education Limited, 2000). 445.

materials to achieve the goal of learning.[16] It can be concluded that, in this study, the technique is a tactic or a way of learning undertaken by teachers in implementing the teaching and learning activities in order to obtain optimal results.

2. Cultural awareness

Cultural awareness is defined as the foundation of communication and it involves the ability of people in standing back from themselves and becoming aware of their culture, values, beliefs, and perceptions.[17] Others described "cultural awareness" as the next stage of understanding other groups or, in other words, being open to the idea of changing cultural attitudes.[18] In this study, the terms "cultural awareness" is preferably referred to sub-sections in the textbook with the same title or others but discussing about the target language's culture.

3. Integrating

The term "integrating" is derived from the word "integrate" which has the meaning to combine two things in such a way that one becomes fully a part of the other.[19] Another definition of the term "integrating" is the ability to make connections among disparate elements of information and meaningfully

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[16]Saidna Zulfiqar. "Redefining Terms of Teaching and Learning Strategy, Method, Approach, Technique,   and Model".(https://www.academia.edu/12315177/REDEFINING_TERMS_OF_TEACHING_AND_ LEARNING_STRATEGY_METHOD_APPROACH_TECHNIQUE_AND_MODEL_- _Saidna_Zulfiqar_bin_Tahir?auto=download, retrieved on February, 7th 2018)

[17]Stephanie Quappe and Giovanna Cantatore, "What is Culture Awareness, anyway? How do I build it?" *The Culturosity Group LLC* (https://ieo.wp.d.umn.edu/wp-content/uploads/2015/04/What-is-Cultural-Awareness.pdf, retrieved on April, 5th 2015)

[18]Tim Brownlee and Kien Lee."Section 7.Building Culturally Competent Organizations". (https://ctb.ku.edu , retrieved on April, 5th 2015)

[19]A,S, Homby. "Oxford Advanced Learner's Dictionary of Current English". (New York: Oxford University Press, 1995), 219.

synthesize concepts.[20] In this study, integrating is referred to the way the teachers include cultural awareness material in the teaching-learning process.

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[20] James Patrick Barber. Doctoral Dissertation: "Integration of Learning: Meaning Making for Undergraduates through Connection, Application, and Synthesis" (Michigan: The University of Michigan, 2009), 1.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about the theoretical framework which deals with the current study. The theories of language and culture and their relationship in language learning will be described first. This is then followed by the discussion of cultural awareness. Furthermore, some techniques of teaching cultural awareness that can be integrated in the English classroom will be introduced. This is then continued with the promotion of the ways to integrate cultural awareness in teaching English as a foreign language. For the last, some previous studies will be discussed to distinguish the present research with them.

A. Language and Culture and Their Relationship in Language Learning

1. Language

Since language has been around civilization of human as a mean to communicate with one another in their daily life, the term language is too familiar that few people would ever try to define it. Generally, it is not difficult to define but to have a fully comprehensive definition of language is a quite challenge. Tran Hoang Thu on his paper stated that "language could be regarded as a system of verbal and nonverbal signs used to express meanings."[1] Sapir, a renowned linguist cited on Tran Hoang Thu described language as an entirely human and non-intrinsic method of communicating

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[1] Tran Hoang Thu. *"Teaching Culture in the EFL/ESL Classroom."* (Paper presented at The Los Angeles Regional California Teachers of English to Speakers of Other Languages, Fullerton, California, 2010), 4.

13

ideas, emotions, and desires by means of a system of voluntarily produced symbols.[2] While from a different perspective by defining language based on its function, language can be seen as a code or a social practice.[3] As a code, language is described as a made up of words and a series of rules that connect words together. In addition, Shohamy regarded language as an "open, dynamic, energetic, and constantly evolving and personal"[4], indicates that language cannot be seen from the linguistic aspect only, but also as a way of seeing, understanding, and communicating about the world and each language user uses their language differently to do something.[5] Thus, this definition implies that language term is not only considered as a code, but also as a social practice. In other words, it means that language definition could not be limited to only in linguistic matter, but also as a means to communicate and establish an interpersonal relationship in society.

2. Culture

According to D'Andrade, the word culture is considered one of the most complexes in the English language and has been involved in one of the oldest terminological terms in anthropology.[6] It is therefore not surprising that in the field of language study specialists and researchers have shown a reluctance to define "culture" itself, yet still showing a desire to search for what culture

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[2] Tran Hoang Thu. *"Teaching Culture…* 4.
[3] The Australian Government. Department of Education, Employment and Workplace Relations. *Language, Culture and Learning*. (Canberra: GPO. 2005), 2.
[44] The Australian Government. Department of Education, Employment and Workplace Relations. *Language, Culture and …* 2.
[5] The Australian Government. Department of Education, Employment and Workplace Relations. *Language, Culture and …* 2.
[6] R.G. D'Andrade. "Cultural Meaning System". In R.A. Shweder & R.A. Levine (Ed). *Culture theory, Essays on mind, self and emotion.* (Cambridge: Cambridge University Press, 1985). 88.

should mean in foreign language teaching.[7] This does not mean there is no attempt to do it.

Brown defined culture as a way of life, in which people exist, think, feel, and relate to others, as the "glue" that binds groups of people together.[8] Furthermore, Brown also suggested defining culture as the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time.[9] The best-suited definition of culture for the purpose of language teaching, however, concluded by the National Standards for Foreign Language Learning (1996) in which culture is typically understood to include the philosophical perspectives, the behavioral practices, and both tangible and intangible products of a society. The relationship between perspectives, practices, and products within culture is illustrated in the diagram:

Perspectives
(Meanings, attitudes, values, ideas)

Practices
(Patterns of social interactions

Products
(Books, tools, foods, laws, music, games)

Figure 2-1 What constitutes culture? From the National Standards for Foreign Language Education Project in "Standards for Foreign Language Learning in the 21st Century" (1996, p. 43)

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[7]H. N. Seelye. *Teaching Culture: Strategies for Foreign Language Teachers.* (Skokie, IL: National Textbook Co., 1978).

[8]H.D. Brown. *Principles of Language Learning and Teaching.* (New York, NY: Pearson Education, 2007). 188.

[9] H.D. Brown. *Principles of Language Learning and ...* 188.

3. Language and Culture in Language Learning

In the last decade, the concept of culture has become very popular and important in language teaching and foreign language teaching.[10] Cakir in his journal argued that to be able to understand a language, it is not only necessary to have knowledge of grammar, phonology, and lexis but it is also important to know certain features and characteristics of the culture of the language.[11] It is supported by the fact that to communicate internationally inevitably involves communicating interculturally as well, which probably leads people to encounter factors of cultural differences such as the place of silence, the tone of voice, appropriate topic for conversation, and etc. For this reason, it can be seen that a language is a part of a culture and a culture is a part of a language.

In other Cakir's explanation, he argued that language is the soul of the country and people who speak it.[12] Language and culture are undeniably linked, and as such people might think about moving away from asking about the inclusion or exclusion of culture in the context, to issues of deliberate immersion versus non-deliberate exposure to it. According to Frank, by simply mastering the grammar, syntax, phonetics and some of the social conventions associated with English would not give learners real insights into the nature of the daily lives of the people whose language they learn to

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[10]A. Maley. "Foreword". In B. Tomalin and S. Stempleski (Ed.). *Cultural Awareness*. (Oxford: Oxford University Press, 1998). 3.

[11]Ismail Cakir, "Developing Cultural Awareness in Foreign Language Teaching". *Turkish Online Journal of Distance Education*. Vol. 7 No. 3, July 2006, 154.

[12] Ismail Cakir, "Developing Cultural … 155.

speak.[13] This is supported by Genc and Bada who argued about the importance of the study culture in teaching a foreign language in which without them, teaching foreign language will be inaccurate and incomplete.[14] Since when language learners are not exposed to cultural elements of the target society, they seem to have problems in communicating meaning with the speakers of the society. Thus, for students who hope to have a successful communication by using the foreign language they learned, they need to understand the culture of the target language.

Regarding to those views of culture teaching in the foreign language classroom, however, does not mean there is the need to teach culture independently. As languages reflect human nature, studying language indirectly exposes students to the culture of the target language.[15] This is when the teachers hold the main role to relate what students bring to the classroom to what they, as teachers, bring to familiarize with the culture of the target language.

There is the time, for instance, when the teacher teaches the language and he or she, consciously or unconsciously, will automatically teach culture by including the forms of expressions such as address, greeting, formulas, and any other utterances found in the dialogues or models that the students hear and the allusions to aspects of culture found in the reading represent culture

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[13] Jerrold Frank. "Raising Cultural Awareness in the English Language Classroom". *English Teaching Forum.* No. 4, 2013. 2.

[14] Bilal Genc and Erdogan Bada, "Culture in… 73.

[15] S.Ipek Kuru Gonen and Sercan Saglam. "Teaching Culture in the FL Classroom: Teachers' Perspectives". *International Journal of Global Education*, Vol. 1 Issue 3, 2011. 28.

knowledge.[16] Such an understanding will require the teacher to emphasize cultural differences between the students' and the target language in the classroom as a starting point to lead students to develop cross-cultural awareness. Once such awareness is built, then the teacher can further elaborate on foreign language culture, and the similarities and differences students' own culture and the target culture.

To be able to do this, however, the teacher needs to pay close attention to cultural variations within the language classroom. The teacher has to be culturally responsive, thus they need to reflect on their own definitions of culture and how culture influences students and the teacher behavior. Moreover, teachers need to question whether they aware of the cultural diversity within the classroom and whether they need to consider this diversity or ignore it.[17]

B. Cultural Awareness

When people have to interact with people from other culture, cultural awareness becomes the central of their need to understand.[18] It is important to understand that the way people see, interpret and evaluate things is often in different ways. What considered as an appropriate behavior in one culture is sometimes inappropriate in another one. The way English spoken people speak, for instance, is quite in contrast with the way Asian people speak. English spoken

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[16] Ismail Cakir, "Developing Cultural … 156.
[17]S.Ipek Kuru Gonen and Sercan Saglam. "Teaching Culture in the … 28.
[18]Stephanie Quappe and Giovanna Cantatore. "What is Cultural Awareness, anyway? How do I build it?". *The Culturosity Group, LLC.* (http://www.culturosity.com/pdfs/What%20is%20Cultural%20Awareness.pdf , retrieved on February, 16th 2018). 1.

people tend to be more straightforward and aggressive compared to Asian people which are more polite and subdue. This difference often raises misunderstanding between these two groups of people and the destruction cannot be avoided.

As people communicate with other language and its culture, they through the cycle of adjustment and their awareness of the target culture naturally increases. This awareness progress through several levels which reflect how people grow to perceive cultural differences, as described below:[19]

1. *Parochial stage* or "My way is the only way": in this stage, a person is unaware of cultural differences. They only aware of their way of doing things and it is the only way. It does not occur to them that they may be making cultural mistakes or that they may be misinterpreting much of the behavior around them.

2. *Ethnocentric stage* or "I know their way, but my way is better": at this stage a person realizes the differences exist between their culture and the target culture. They, however, still consider their way as the best one. In this level, cultural differences are usually viewed as the source of problems and they choose to ignore them or reduce the significance.

3. *Synergistic stage* or "My way and their way": in this stage, a person knows cultural differences exist and they try to adjust their behavior accordingly. In this level people aware that cultural differences might lead both to problems and benefits and are willing to use cultural diversity to create new alternatives.

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[19] Stephanie Quappe and Giovanna Cantatore. "What is Cultural Awareness… 2.

4. *Participatory Third culture stage* or "Our way": in this final stage, people from different cultural background together create a culture of shared meanings. People communicate with others, build new meanings, and new rules to meet their needs of a particular situation.

Cultural awareness is difficult to develop, particularly in persons who have not previously recognized that they are influenced by cultural factors in ways over which they have little control and of which they are only dimly aware. The main difficulty, Kreamer claimed, is created by the fact that these influences are not manifest apart from other influences, such as age, education, occupation, or the constraints of the situation.[20] The existence and use of slang words in teenagers, for example, might surprise and confuse adults although they speak with the same language.

In the language classroom, though, the difficulty is placed on the fact that the focus of the learning is on the "foreign" culture and its "peculiar" characteristics, and too abstract because the culture is usually described at the anthropological or sociological level, rather than at the level of the individual.[21] The students may learn what the values of a society are, but not be able to recognize their influence when they encounter the specific cognitions and behaviors of the speaker. Here, cultural awareness will take an important place to able to of this phenomenon.

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[20] Alfred J. Kreamer. *Development of a Cultural Self Awareness Approach to Instruction in Cultural Communication.* (Springfield: National Technical Information Service, 1973),v.
[21] Alfred J. Kreamer. *Development of ...* 5.

El-Hussari promoted cultural awareness as the concept of progression which language learning offers for students.[22] It is a process when students can develop a shared world of interaction and experience through discovering the meaning of the text in relation to its context of the situation. Here students are encouraged to identify and define barriers to effective cross-cultural relationships by learning about other cultures. Through this process students gradually develop an awareness of "self" and "other" as their attention is turned back onto themselves and the way of life which they often take for granted and rarely question. They start to compare their own culture and other cultures and it begins to help students to perceive and cope with difference, thus acquiring new ways of addressing prejudice and dispelling any stereotypes or misconceptions they may have of other cultures.[23]

In this stage, the students should be reminded to the main purposes of understanding cultural awareness to:[24]

1. Develop the communicative skills, so the students not only able to do tests in English to get graduated, but also able to communicate in English appropriately,

2. Understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level,

3. Develop intercultural and international understanding,

4. Adopt a wider perspective in the perception of the reality,

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[22]Ibrahim A. El-Hussari. *"Promoting the Concept of Cultural Awareness as a Curricular Objective in an ESL/EFL"*. (Paper presented on 1st Mediterranean Graduate Students Meeting in Linguistics, Mersin, Turkiye, 2007). 450
[23]A. El-Hussari. *"Promoting the Concept of ...* 451.
[24] Ismail Cakir, "Developing Cultural … 157.

5. Make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

C. Techniques of Teaching Culture

There are varieties of techniques and activities developed by many experts for teaching culture. For example, there is a list of eight techniques for teaching cultural awareness arranged by Hughes which he considers the most practical.[25] Stern promoted techniques of culture teaching by grouping them into eight of, according to what he named different approaches.[26] Frank, however, promoted five techniques, which he call strategies, for cultural learning.[27]

The following list is some techniques and activities collected from various sources and are mostly promoted to be implemented in the class. They are not necessarily from the same sources since the explanation needed to provide useful examples or insights.

1. **Culture capsule** was originally developed by Taylor and Sorensen and was designed to explain a specific cultural difference between an American and foreign custom.[28] In this technique, the teacher provides a brief oral explanation of the target culture and compares it with the

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[25] G.H. Hughes. "An Argument for Culture Analysis in the Second Language Classroom". In J.M. Valdes (Ed.). *Culture Bound: Bridging the Cultural Gap in Language Teaching*(Cambridge: Cambridge University Press, 1986). 167.
[26] H.H. Stern. *Issues and Options in Language Teaching.* (Oxford: Oxford University Press., 1992). 23.
[27] Jerrold Frank. "Raising Cultural Awareness… 7-10.
[28] R.G. Lafayette. *Language in Education: Theory and Practice*. (Arlington, Virginia: Center for Applied Linguistics, 1978). 3.

students' culture. It also supported by a variety of visual aids and realia and then followed with a set of questions to stimulate discussion. This technique need not be limited to oral presentations by the teacher, the students might possible to prepare a culture capsule at home and later present it to the class. There are some advantages of using a culture capsule which is practical, easy to manage and not time-consuming. It also provides a chance for students to become involved in the discussion and they could consider the characteristics of their own culture.[29]

2. **Audio-motor unit** is designed primarily to teach listening comprehension and considered to be an extension of the Total Physical Response method.[30] This technique consists of oral commands to which students are instructed to react physically by acting them out. The commands are arranged in an order that will cause students to learn a new cultural experience through their performance.

3. **The culture assimilator** is a brief explanation of a critical incident of cross-cultural interaction that may be misinterpreted by students.[31] It is based on modified programming and critical incident technique After reading the description of the incident, students are presented with four possibility explanation then they are asked to select to correct one. The advantages of cultural assimilator are helping to create an insight into and tolerance of cultural diversity and fun to read regarding to their

[29] K. C hastain. *Developing Second Language Skills. Theory and Practice.* (Orlando, Florida: Harcourt Brace Janovich Publishers, 1988). 310.
[30] R.G. Lafayette. *Language in Education: Theory…* 5.
[31] R.G. Lafayette. *Language in Education: Theory…* 6.

involvedness in a cross-cultural problem.[32] On the other hand, it needs teacher depth familiarity with the target culture and takes much time to plan.[33]

4. **Cultural aside** is a piece of cultural information offered by a teacher when it shows in the text.[34] It is usually explained briefly and unexpectedly. The advantages of this technique are creating a cultural content for language items and also helping students to make mental connections similar to those native speakers make. The disadvantages, however, is its incompleteness and mess in presenting the cultural information.[35]

5. **Comparative technique** is a technique which emphasizes that that foreign culture should be related to students' own culture.[36] This technique draws on the students' own knowledge, beliefs, and values which form a basis for successful communication with members of other culture. Since students cannot rid themselves of their own culture and simply step into another, it is important to give an opportunity to the students to acknowledge that there are many ways of doing things and their way is not the only possible one. The disadvantages of this technique, however, the students need to have a deep understanding of their own culture first before able to compare

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[32] K. C hastain. *Developing Second Language*… 310.
[33] Evi Saluveer. Master's Thesis: "*Teaching Culture in English Class*". (Tartu: University of Tartu. 2004). 40.
[34] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 39.
[35] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 39.
[36] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 31.

it with other cultures.[37] Otherwise, they will create a misunderstanding or even lose their own culture.

6. **Slice-of-life technique** is a technique where the teacher presents a small segment of life from the target culture to the students at the beginning of the class.[38] It could be in form of a song related to the topic or recording of news. The technique is good for catching and arousing students' attention to the class. Moreover, it does not spend the class time much.[39]

7. **Cultural cluster** is a technique which is first suggested by Meade and Morain in 1973.[40] It is a combination of conceptually related culture capsules since two or more capsules that belong together will form a cluster. A cluster should be concluded by some sort of activity, such as a dramatization and a role-play. In the final lesson, an activity is carried out where the set of capsules is integrated into a single sequence, for example, customs in a wedding of a particular culture.[41] Teachers could develop culture cluster themselves by starting with the "slice-of-life" item and then work backward to identify three or four components it contains. This technique helps students to learn and become aware of several cultural aspects of the target culture.

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[37] M. Byram and M.T. Planet, *Social Identity and European Dimension: Intercultural Competence through Foreign Language Learning* (Graz: Council of Europa Publishing. 2000), 189.
[38] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 39.
[39] K. C hastain. *Developing Second Language…* 310.
[40] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 40.
[41] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 40.

8. **Micrologue** is a technique when culture is made the focus of language learning.[42] The teacher picks a cultural passage that will be read out in the class. The students will listen, answer the questions, give an oral summary, and write the material as dictation. According to Chastain, this technique does not require the teacher to have an advance cultural knowledge and only need a small amount of time.[43]

9. **Cultoon** is like a visual culture assimilator since the teacher will present a cartoon strip which usually consists of four pictures showing some cultural misunderstandings.[44] The situations in the cartoon strip will also be described verbally by the teacher or students who read the accompanying written descriptions. Students then will be given a chance to share their opinion about the appropriateness of the characters' reactions in the cartoon strip. Cultoons generally improve students understanding of cultural facts but not necessarily give a real understanding of emotions involved in cultural misunderstandings.[45]

10. **Self-awareness technique** is a technique focuses mainly to raise students' consciousness of basic beliefs that control their values, attitudes, and actions.[46] The teacher will give sensitivity exercise, self-assessment questionnaire, problem-solving and checklists of value orientations and after finding the result, the teacher can explore the language and culture connections that occur in the class.

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[42] K. C hastain. *Developing Second Language…* 312.
[43] K. C hastain. *Developing Second Language…* 312.
[44] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 42.
[45] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 42.
[46] K. C hastain. *Developing Second Language…* 311.

11. **Quiz** is an activity could be used to test the previous materials that the teacher has taught. It is also useful to give students new information since it is not important whether the students get the right or wrong answer.[47] By predicting, students will become more interested in finding the information out. The right answer can be given in the form of reading, listening, or a video in which accompanying with extra information.

12. **Drama** or **dramatization** is the activity that has been often used in teaching culture and is considered useful for clarifying cross-cultural misunderstandings.[48] It involves students in a role-play and simulation as well as encourages them to position themselves in the role of a member of the target culture. Dramatization makes cultural differences memorable and vivid since drama mirrors reality. This technique, however, not only takes a lot of time to prepare but also requires a great willingness from the students to participate.[49]

13. **Critical incidents/problem solving** is a technique which sometimes identified with *culture assimilators*. But according to Henrichsen, cited in Saluveer, there are two distinctions between these two techniques. First, critical incidents are descriptions of situations that demand students to make some kind of decisions to overcome it. Second, most of the situations can happen to any individual and they do not require

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[47] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 42.
[48] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 42.
[49] M. Fleming. "Cultural Awareness and Dramatic Art Forms". In M. Byram and M. Fleming (Ed.). *Language Learning in Intercultural Perspective. Approaches through drama and ethnography.* (Cambridge: Cambridge University Press. 1998). 152.

intercultural interaction as culture assimilators do.[50] The teacher might find critical incidents in newspaper or magazines with information about what native speakers would do and why.

14. **Student research,** according to Saluveer, is a technique considered as one of the most powerful means that could be used in the class with more advanced students because it combines their own interests with classroom activities.[51] The teacher usually begins the activity by asking the students to search the internet or library and find information on any aspect of the target culture that interests them. Then the students can explain their findings to the class in the next class sessions.

15. **WebQuest** is an inquiry-oriented technique that all information of culture used by students is compiled from the internet.[52] It first developed in 1995 by Bernie Dodge from San Diego State University to help teachers integrate the power of the World Wide Web with students learning. Frank provides four instructions for teachers so they can create their own cultural awareness web quest.[53] First, the teacher needs to choose which aspects of culture they would like their students to explore by doing a survey or a particular assignment. Second, the teacher will act as a facilitator for which they need to conduct research on the sites available for the topics that they chose. Third, the teacher needs to familiarize themselves with how to navigate the sites they choose and identify the types of information

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[50] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 43.
[51] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 44.
[52] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 45.
[53] Jerrold Frank. "Raising Cultural Awareness… 7-8.

they hope their students will find. Four, the teacher then designs questions that will direct the students to the various websites. This technique's focuses are to use students' time well, to help students use the information rather than only finding it, and to familiarize students' thinking at the levels of analysis, synthesis, and evaluation.

16. **Creating an authentic environment** or **culture islands** is a technique that requires the teacher to put on displays, posters, bulletin boards, maps, and realia that can create a visual and tangible presence of the target culture.[54] These can be made by the students themselves so the learning process will be more memorable.

These techniques are only some from a great variety of techniques to teach cultural awareness that support the teachers to bring some element of culture into almost every language class. Many other techniques could be found and created by the teachers themselves to accommodate their aims in teaching cultural awareness in their class.

D. Integrating Cultural Awareness in Teaching English

Many experts in culture teaching support a diverse range of how to integrate culture into language learning. Lafayette (1978), for example, promotes a strategy to integrate culture based on the course content and skills area of language. Crawford-Lange and Lange, however, conclude eight stages to integrate

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[54] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 39.

culture in teaching learning process by drawing upon several sources from its definition.[55]

These following stages are adapted from Saluveer approach on how to integrate cultural awareness in language learning regarding to the main goals for teaching culture, the cultural syllabus, ways of teaching culture, and materials for teaching culture.[56]

1. First, the teacher needs to define their main goals for teaching culture in their class. According to Tomalin and Stempleski, for instance, some of the goals of teaching of culture is that it should help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors, to increase students' awareness of the cultural connotations of words and phrases in the target language, to become more aware of conventional behavior in common situations in the target language, and etc.[57]

2. Second, the teacher should determine and classify the goals to accommodate the cultural syllabus which has been drawn in the presence English curriculum. The teacher could later categorize the topics that have been provided in the curriculum syllabus and integrate the goals of the teaching culture into them.

3. Third, the teacher then can choose which techniques are best to integrate the cultural knowledge in the class regarding to the topics that have been

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[55] L.M. Crawford-Lange and D.L. Lange. "Integrating Language and Culture: How to Do It". *Theory into Practice,* Vol. 26, No. 4, Teaching Foreign Languages Autumn 1987, 259-261.
[56] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 17-57.
[57] B. Tomalin and S. Stempleski. *Cultural Awareness*. (Oxford: Oxford University Press, 1993). 7-8.

provided in the syllabus. Having the knowledge of many techniques in teaching culture will help the teacher to provide more activities in the class. Then the teachers could compose integrated skills lesson plans with cultural content in it.

4. Fourth, the teacher finally should find the most appropriate materials or textbooks for teaching culture. Most recent textbooks contain a variety of dialogues, narrative readings, letters, poems, and even songs. Although some of these textbooks provide supplement introductory materials with cultural notes, this does not necessarily ensure integration of cultural materials.[58] In fact, even the presence of such materials does not guarantee of their implementation in the class. So the teacher needs to remember again the goals of the teaching culture in the class.

E. Previous Studies

The current study is related to the previous one conducted by Evi Saluveer in 2004 entitled "Teaching Culture in English Class". This research aimed to give an overview of how the teaching of culture is viewed in the literature on foreign language education and bring together the most important ideas of and suggestions for teaching culture. Also this study aimed to examine the situation of culture teaching and learning in Estonian Secondary schools. The researcher collected the data by using the questionnaire which was conducted among 61 Estonian teachers of English and 193 secondary and university students. The research findings showed that teachers mostly focused on language acquisition

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[58] R.G. Lafayette. *Language in Education: Theory…* 12.

and teaching culture was not systematic and did not happen regularly. It also showed the limited knowledge of the students about British culture.

Another research done by Lucie Vrbova in 2006 entitled "Developing Cultural Awareness in ELT". This study contains two researches in order to find out how cultural awareness was being developed at Czech primary school at the level of the 9th grade. The first study focused on the cultural content of textbooks. To examine the cultural aspects that were included in the textbooks and to what extent they were, the research method which was used was content analysis. The second study focused on the materials and techniques used in the teaching process. It was conducted as a case study in a form of a questionnaire for pupils in order to find out whether the textbook was used in the class. The results of the first study showed that selected textbooks were inconvenient for developing cultural awareness in learner of English as a foreign language due to various aspects such as evaluated cultural aspects, presentation of the content through cultural knowledge and etc. The result of the second study showed that even though the textbook, Cambridge English for School 3, was not found to meet all requirements needed for developing cultural awareness, it was the most common source of information used in the class together with supplementary materials.

The third study done by S.Ipek Kuru Gonen and Sercan Saglam in 2012 entitled "Teaching Culture in the FL Classroom: Teachers' Perspectives". This study aimed to investigate culture and culture teaching in a different context of foreign language teaching. The researcher collected the data through a comprehensive questionnaire and interviews which was given to 25 teachers in a

Turkish ELT context. The results of the research showed that although there were some differences between teachers of different backgrounds about which aspects of the target culture to give priority, they were generally aware of the importance of teaching and integrating culture in the foreign language classroom.

According to those previous studies, the main conclusion is that integrating cultural awareness in language learning, teachers need the knowledge about the way to do it. Moreover, they also need the appropriate teaching materials to support the language learning regarding to integrating cultural awareness in its process.

Prior to those previous studies, there are some points that differentiate those researches with this current research which are; the first study focuses on the literature and students' knowledge about the target culture, the second focuses on the textbooks and other materials that support the teaching culture in the English classroom, and the last discusses teachers perspective on teaching culture in foreign language class based on their different educational backgrounds.

Although this study takes the same topic about culture in language, but the focus is different since it prioritizes techniques to integrate cultural awareness that the teachers use in their class and the reason they use it. The examination of the textbooks, however, might use the same method but the result does not guarantee it to be the same since the textbooks in this study are different from the previous study. Furthermore, this study will also explore the teachers challenge on implementing their techniques to integrate cultural awareness in their class. In the

case of collecting data, all those three studies used the questionnaire as one of the means to answer their research questions, while this study used interview and document. As the current study performs some differences with the previous ones, it is expected to give a contribution to complete and support the previous studies.

CHAPTER III
RESEARCH METHOD

This chapter focuses on the research methods applied for the study that will be covered in some headings (1) research design, (2) researcher presence, (3) research location, (4) data and source of data, (5) research instruments, (6) data analysis technique, (7) checking validity of findings, and (8) research stages.

A. Approach and Research Design

In research, there are several techniques that can be used depends on its purpose. This research used qualitative design with case study approach. Since this study started with the hypothesis that there was a cultural teaching process in the language program classes at MAN 2 Jombang, the research design applied is qualitative. This is synchronized with Creswell theory that stated qualitative research begins with the assumption.[1] Moreover, the purpose of this study is to examine the techniques that English teachers use to integrate cultural awareness in the classroom, the way the teachers do it, and the challenges that they have to face without any manipulation in the field. In this case, the data were gathered through interview and document study. Those characteristics add up the other characteristics of qualitative research based on Creswell in which it is conducted to gain complexity and detail understanding about the case.[2] Furthermore, the

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[1] J.W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches,* (California: SAGE Publications, 2007), 37.
[2] J.W. Creswell, *Qualitative Inquiry and…* 40.

nature of the study in which it is accomplished by collecting the data in the natural setting of the subject without any manipulation.[3]

Regarding to the approach, case study is chosen since the research would be an in-depth, detailed investigation in one setting and focused on more than one specific case yet still bounded to each other, in this matter the problems are the techniques to integrate cultural awareness in English classroom, the way it is implemented, and the challenges of using it.[4] The case points to three different problems, but they are still connected to one main field which is integrating cultural awareness. Moreover, the research involved data collection such as interview and documents which is commensurate with the case study approach description.[5]

Another feature of this study that is only focusing on one particular of language behavior and how it is exposed in a particular location in a particular time, this study also could be included as a descriptive study.[6] In conclusion, this research used qualitative design and case study approach as the method for collecting the data. The result of the research is presented in a form of descriptive.

B. Researcher Presence

In this research, the researcher acted as a draftsman and collector. Furthermore, they also had to analyze, interpret and report the data. The contribution of the researcher would determine the success of the research. If they

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[3] J.W. Creswell, *Qualitative Inquiry and…* 37.
[4] Phyllis Tharenou, et.al., *Management Research Methods*(Cambridge: Cambridge University Press, 2007), 73.
[5] Phyllis Tharenou, et.al., *Management Research Methods…* 78.
[6] Drs. Sumadi Suryabrata, B.A., M.A., Ed.S., Ph.D. *Metodologi Penelitian*. (Jakarta: PT Raja Grafindo Persada, 2011), 75.

left one process, it would decrease the validity of the data.[7] Due to those roles in the whole research process, the researcher can be named as the instrument. Moreover, in this research the researcher presence was significant and necessary since she needed to be responsive and actively participated in every step of research. Thus, one of the researcher' roles here is as interviewer. From the data collected by the researcher, total entire target teachers teach English in language program class at MAN 2 Jombang are 3 people. From the total number, there were only 2 teachers who could contribute to the research. Then the researcher would interview these 2 teachers as an informant to get all the information needed.[8]

C. Research Location

This research was conducted in MAN 2 Jombang, specifically the language program classes. First, the classes were chosen because its advantage in focusing on languages and have different curricula with other class programs which were supposed to support the students to learn languages more completely than the other classes. Second, the nature of the school, which is built and operated under Islamic foundation, boarding school and also the state, intrigued the researcher to find whether it would make significant effects on the findings.

Language program class was divided into three classes based on the grade; they are 10th grade, 11th grade, and 12th grade. The English course in each grade was taught by different teachers. The 10th grade was taught by Mrs. Siti who could not participate with the research because of health problem. The 11th grade was taught by Mrs. Eliya Suzanna, S.Pd, M.Pd and the 12th grade was taught by Mr.

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[7] William M.K. Trochrim, *The research*,….., 159.
[8] Burhan Bungin, *"Analisis Data Penelitian Kualitatif"*.(Jakarta: Rajawali Pers, 2008), 53.

Mohammad Kunsarwani, SS, and both of them had agreed to participate in the research.

D. Data and Source of Data

1. Types of Data

Based on Kothari said in his book, he said that there are two types of data, there are primary data and secondary data. Those data explained in detail below:

a. Primary data

Primary data are those which are collected afresh and for the first time, and thus happen to be original in character. A researcher found the primary data from the target of the research or quotable as originally collected.[9] The primary data taken from in this research was any information that the researcher gather from the teachers during and after interview regarding to the teachers' cultural awareness and the techniques of integrating cultural awareness that they used in their teaching-learning process.

b. Secondary data

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process.[10] Secondary data is the compilation data that find out from other resources and from the statistic process. So, secondary data is important, because it can complete the data of research. In this research, the secondary data that the

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[9]C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 95.
[10]C.R. Kothari, *Research Methodology Methods ...* 95.

researcher used were the documents analysis of the research. Researcher used the checklist data document and interview guidelines to complete the data of the research. In addition, in order to obtain significance data, the researcher also examined the teachers' lesson plan and the students' English textbook.

2. **Source of Data**

The primary source of the data was the English teachers of language program class at MAN 2 Jombang. The teachers who were willing to participate in this research are Mr. Mohammad Kunsarwani who taught the 12th grade and Mrs. Eliya Suzanna who taught the 11th grade. The teachers were the subject of the research who involved in integrating cultural awareness in English classroom. The primary data was obtained by interviewing the teachers and interpreting and analyzing the interview transcript later. The secondary data was gained by collecting the documents (lesson plan and textbooks) and analyzing them.

E. **Research Instruments**

Research instrument is tools or facilities that are used by the researcher in order to collect data. In qualitative research, the primary instrument for gathering the data is the researcher himself/herself.[11] In addition, qualitative research has many kinds of instruments for collecting the data, there observation, interviews and questionnaires, documents, and also audiovisual materials.[12] By using these instruments, they will help the researcher to make the job easier, more complete,

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[11] Donald Ary, et.al., *Introduction to Research in Education (8[th]ed),* (Canada: Cangage Learning, 2010), 423.
[12] J.M. Creswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative,* (Lincoln: University of Nebraska, 2012), 212.

and systematic. The instruments used in this research are interview guidelines and checklist document analysis. The interview guidelines were provided to interview the English teachers who taught in language program classes at MAN 2 Jombang. It would be used to answer the question of this research. While the checklist document analysis would be provided to analyze the textbooks and lesson plans. It is used to verify and support the data and to find out the relevant information.

1. **Interview Guidelines**

An interview occurs when a researcher asks one or more participants generally open-ended questions and records their answers.[13] After the researcher recorded the answer of interviews, the researcher transcribes the data to be coded and interpreted later. According to Kothari, the interview method for collecting data involves a presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.[14] According to Kvale, as an interview, an interchange of views between two or more people on a topic of mutual interest sees the centrality of human interaction for knowledge production and emphasizes the social situations of research data.[15] This is the difference between interviews with questionnaires, that a questionnaire uses written to asking and answering some questions, but in an interview it uses direct or indirect oral-verbal responses.

In the interviews technique, the researcher used semi-structured questions and the informant used open-ended responses. With semi-structured interviews,

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[13]J.M. Creswell, *Education Research: Planning…* 217.
[14]C.R. Kothari, *Research Methodology Methods…* 97.
[15]Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in Education,* (New York: Roudledge, 2007), 349

the researcher would still had a clear list of issues to be addressed and questions to be answered yet still have the flexibility in terms of the order in which the topics were considered.[16] And an open-ended response in qualitative interviews is a question allows the participant to create the options for responding.[17] So the researcher would ask and give the informant authority to answer the questions flexibly.

The interview guideline is consisting of several questions which were used to answer first and third research problems but in a more detail description. The questions consist of eleven numbers, which are: (1) How would you define culture? (2) Personally, do you think it is important to integrate the teaching of culture into foreign language classes? (3) What aspects of culture would you consider the most important to teach? (4) How often do you discuss culture – related issue in your English classes? (5) Do you plan before teaching any cultural content in the class? (6) Do you think the students are more interested and motivated in learning the language with some background knowledge of culture? (7) How many teaching cultural awareness techniques do you familiarize with? (If you do familiarize with) (8) Which one of them do you use the most in your class? Why? (9) What sources do you use for teaching cultural awareness? (10) In your opinion, do the textbooks you use offer enough material for discussing culture-related issues? If not, what other sources do you use? (11)What are the challenges of teaching cultural awareness in your class?

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[16] Martyn Denscombe, *The Good Research Guide: For Small-scale Social Research Projects 4th Edition*(New York: Open University Press, 2010), 175.
[17]Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in…* 218.

2. Checklist Documents Analysis

One of the research instruments in qualitative research is documents. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.[18] But in this research, the researcher used checklist documents analysis to analyze the textbooks and the teachers' lesson plans. The checklist was made by adapting Sercu list of evaluation criteria for teaching materials based on their cultural dimension.[19] The modified list of evaluation criteria is concluded in the following questions: (1) Are images of different cultures presented? Royal or realistic one? (2) Does the textbook only present a tourist point of view? (3) Are negative and problematic aspects of the foreign culture touched upon? (4) Does the textbook offer an authentic reflection of the multicultural character of the foreign society? (5) Do situations occur in which someone with a good mastery of the foreign language is not understood because of differences in culture-specific reference frames? (6) Are teachers and learners encouraged to consult additional material on the topics deal with? (7) Do the textbooks include materials/texts written by members of the different nationalities living in the foreign country or do they mainly present the white person point of view? (8) Are mentality, values, ideas, dealt with? (9) Is a historical perspective presented and used to explain certain present-day features of mentality or

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[18] Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in…* 223.

[19] L. Sercu, "In-service Teacher Training and the Acquisition of Intercultural Competence". In M. Byram and M. Fleming (Ed.). *Language Learning in Intercultural Perspective. Approaches through Drama and Ethnography.* (Cambridge: Cambridge University Press, 1998). 271-272.

national characters? (10) Is the information on the foreign culture integrated in the course or is it added at the end of every chapter or even in presented in a separate chapter at the end of the textbook?

F. Data Collection Techniques

To acquire the data for this study, the researcher used two kinds of data collection techniques, which are: interview and document analysis. The process of collecting data is specified in the table below:

Table 3.1 Techniques for collecting data

Techniques Research question	Interview	Document Analysis
RQ 1: What techniques do the teachers use to integrate cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?	✓	✓
RQ 2: How do the teachers implement their techniques on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?	✓	✓
RQ 3: What challenges do the teachers face on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?	✓	

a. Interview

Interview conducted by the researcher to get detail answer related to the research question number one and three. The interviewees were the two teachers who were teaching English in language program class at MAN 2 Jombang. The interview response was aimed to be the main data for the study and would be supported by the other data so that analysis result can be more reliable. By interviewing two kinds of source, the answer would cover all techniques which were used by the two different teachers for 11th and 12th grades in the school.

Furthermore, the type of research interview used in this research was a semi-structured interview. The semi-structured interview is a kind of interview which lets both, interviewer and interviewee develop their ideas to address the questions and answer them all by a more flexible way though still within the purposed framework designed in advance.[20]

In this interview, the teachers were asked eleven main questions. Mainly, the teachers were inquired to explain and describe their cultural awareness aptitudes and their challenges in integrating cultural awareness. Additionally, they were asked to explain whether instructional materials and media used to integrate cultural awareness.

b. Document analysis

Document analysis was done to gather all the data to answer both the first and second of the research questions. The researcher conducted the document

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[20] Martyn Denscombe, *The Good Research…* 175.

analysis by gathering textbooks and lesson plans from the English teachers teach in language program class. The first type of data was the textbooks to complete the answers of the first and second research question about what the cultural content taught in the class which support the teachers to integrate cultural awareness in the class.

Next, the second type of document was the lesson plan for the whole semester as a supportive means besides the interview to analyze and narrate the process of the teachers integrating cultural awareness in the class. Except the documents mentioned, there were some other documentation processes accomplished while doing the interview which voice recording and field note taking was. Recording voice and field note were also used as a document to answer the second research question.

G. Data Analysis Technique

After the data of the research was collected, the researcher analyzed the data by using the data analysis technique. Data collection techniques are the way the researcher collects the data empirically and objectively. Empirically, the data were taken from the experience and the contribution of the researcher to conduct the research. Furthermore, the researcher conducted the real research to find the data objectively, she was as a researcher, not as the teacher or other, the researcher did not manipulate the data. So the result of the data is valid and reliable.

Hence, once the data had been collected, the next the researcher did was analyzing the data with the appropriate technique. According to Creswell, there

are six steps in the process of analyzing and interpreting qualitative data. They are as the following:[21]

1. Preparing and organizing the data for analysis

    Organization of data is critical in qualitative research because of the large amount of information gathered during a study.[22] In this stage, the researcher collected the data from interviews and document analysis and she started it with changing the interview record into transcript or paragraph model or wrote down any additional notes that teachers did not cover in the interview session. For the textbooks and lesson plans, the researcher used the checklist to analyze and describe the points of cultural contents recognized in them. Field notes helped the researcher to understand the information more clearly since it involved the thinking process of the researcher to explore and re-examine the data and transform it into notes through words.

2. Exploring and coding the data

    The purpose of exploring the data in qualitative research is to obtain a general sense of the data, writing memo ideas, thinking about the organization of the data, and considering whether the researcher needs more data.[23] Thus the next step was writing the reflective passages in notes. After altering the data into notes form, the researcher can put their own analysis, opinion or their point of view regarding the data. In this process, the researcher gives their analytic and critical thinking as the process of data analysis, especially in the

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[21]J.M. Creswell, *Education Research: Planning,...* 261.
[22]J.M. Creswell, *Education Research: Planning,...* 261.
[23]J.M. Creswell, *Education Research: Planning,...* 243.

notes of textbooks. In this step, the researcher started to classify the techniques that the teacher used to integrate cultural awareness in the class, the way they implemented it in the class, and the cultural content based on the initial viewpoint by giving it the side margin.

3. Coding to build description and themes

The coding process is the essence in the qualitative data analysis process which almost strategies always suggested it. Coding to build description and themes are consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development.[24] The coding data process defines as turning the data into meaningful segments and assigning names for the segments.[25] In this research, the researcher coded the data based on the three main topics which are techniques, textbooks, and challenges. Once the data had been coding, the researcher could count the frequency of the codes by seeing how many times the code emerges in the database. It could show several circumstances, for instance, the indication of occurrence and consistency or even indication of contradictory views with the precedence views.

4. Representing and interpreting qualitative findings

Represent the finding in qualitative research often display in visually, like an images or pictures.[26] Images can be represented as photos, tables or charts,

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[24]J.M. Creswell, *Education Research: Planning,...*247.
[25] J.W. Creswell, *Qualitative Inquiry and…* 148
[26]J.M. Creswell, *Education Research: Planning,...*253.

diagrams. Then, to make it clearer, there would be an explanation and narrative discussion. While Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both.[27]

In this stage, the researcher summarized the research findings, made the comparison between the finding and the literature and also the previous research which had correlations, suggesting limitations and future research. In this stage, the researcher might also combine personal views with educational or social science ideas.

H. Checking Validity of Findings

One of the important processes after data analysis is ensuring the validity of the findings. The researcher used triangulation. It means a technique to examine validity and credibility by checking the data on the same object of study but in different methods.[28] The purpose of triangulation is to make the accuracy data of research. The researcher compared the result of the data with the other researches. The most common definition of triangulation, however, is that it entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings.[29] In additional,

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[27]J.M. Creswell, *Education Research: Planning,…*257.

[28]Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in…* 142.

[29] Alison, Mackey - Susan M. Gass, *Second Language Research*, (London: Lawrence Erlbaum Associates, Inc., Publishers, 2005), 178.

triangulation of data is the data that will be collected through multiple sources, included interviews and document analysis.[30]

I. Research Stages

1. The first stage: submitting the research title and research proposal.

   The first stage was submitting a title of the proposal in the department to be registered. Once the title was allowed and registered, a proposal was started being written along with the guidance of two advisors determined by the English Education Department. The proposal was written based on the rule and format given by the English Teacher Education Department. The research proposal examination accomplished after obtaining the approval from both advisors.

2. The second stage: doing a research and writing the research finding.

   The second stage is starting the research with the guidance of the advisors. It was started with the interviews. Afterward, in order to get deeper and more detailed data document analysis were done. The interview was accomplished with two teachers. Documents were collected from the teachers.

3. The third stages: doing thesis examination and asking the legalization.

   The third stage was registering and then joining the examination with the monitoring of examiners, a secretary, and the chief of the department. There should be some revision after the examination that must be completed. Then,

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[30] Creswell, John. M, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (Lincoln: University of Nebraska, 2014), 259.

the revision was submitted to the examiner until it was completed well with the

legalization.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter is aimed to present the findings and discussion of this research in order to answer the research questions; 1.) What techniques do the teachers use to integrate cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?, 2.) How do the teachers implement their techniques on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang? 3.) What challenges do the teachers face on integrating cultural awareness in teaching English as a foreign language in the language program students at MAN 2 Jombang?

A. Findings

In researching the techniques of integrating cultural awareness used in the language program class at MAN 2 Jombang, how the teacher implements it and what challenges that they have to face in the classroom, the researcher needed certain data of teaching process in language program class. Thus, in order to complete the data required, the researcher conducted interviews and document analysis to find out the answer and to strengthen thevalidity of data.

The interview was conducted in June 2018. In addition and for more details description, the researcher collected the teachers' lesson plan and textbook used to teach in the classroom in order to get supportive confirmation and explanation from the two main parties.

1. **Techniques on Integrating Cultural Awareness in English Classroom**

   To make an inquiry and analysis about the techniques to integrate cultural awareness in language program class at MAN 2 Jombang, the researcher used the data from interviews and lesson plan analysis. The analysis would be done first by analyzing teachers' aptitude and opinion about culture and its relationship with language. Both the teachers generalized culture as "habits". The first teacher, Mr. Wawan who taught the 12th grade, made a simple definition of culture which is "a social habit or the habits of society". While the second teacher, Mrs. Eliya who taught the 11th, summed up her definition of culture as "the way people living and doing in their life".

   Regarding the importance of integrating culture into language learning, both teachers agreed that it is indeed important to integrate culture into language learning, especially foreign language classroom. Mr. Wawan stated simply that culture is related to language and the use of language depends on the culture of the language itself. Whereas Mrs. Eliya explained more about why she thought it is important to integrate culture in language learning. She argued that one of the reasons is because English in Indonesia is still a foreign language and students do not live among native English speaker thus the need to understand the culture of English spoken country albeit not all of them to prepare students from the possibility encountering native speakers and not making any mistake.

   This realization about the importance of teaching culture, however, does not mean the teachers always integrate cultural content in their class since both of the teachers admitted that they did not always include culture in each

meeting of their class. Mr. Wawan explained that he specifically gave cultural information when teaching about manners such as table manners in the party and its difference between in Indonesia and English spoken country. While Mrs. Eliya explained that the reasons why she could not always give culture in her class are because of the number of curriculum targets and lack of provided time. Moreover, she needed to take 2 hours session of the total 6 hours session that she had to give TOEFL materials to develop the students' English skills for future examination.

As discussing about their opinion on choosing which one of the aspects of culture that needs to be taught in the class, the teachers gave different answers. Mr. Wawan preferred to emphasize the effect of age dynamic in using the proper language according to the language speaker. When people talk to children, he gave an example, they will use different language with teenagers or adults. While Mrs. Eliya, after a careful consideration, diplomatically answered that all aspects in culture need to be learned together as one unity since all of them support each other in giving meaningful communication.

Then the questions in the interview focused on the techniques of the teachers on integrating cultural awareness in the English classroom which began with whether the teachers planned before giving any cultural content in the class. Mr. Wawan stated that he did plan before giving any cultural material and did research of them so the information would be relevant and for the material. When talking about table manners in parties, for example, he found that in Indonesia (especially Javanese people), it is more flexible than in

English spoken country for it will be impolite if people make a sound such as slurping when eating while in Indonesia, it is still acceptable.

Mrs. Eliya, in the other hand, admitted that as long as the cultural content is included in the material from the textbooks, she did plan it together with the other skills that need to be given in the class. If the cultural information is not provided in the textbooks, however, she rarely gave any additional material in the class except when she remembered a piece of cultural information that she felt the need to give it to the students then she would give it without planning.

Continuing with the questions about the techniques on integrating cultural awareness in the class, unfortunately, both teachers admitted that they do not have the knowledge or are not familiarized with any specific techniques or activities which specialized on the matter. It still does not mean they did not use any technique since they both agreed that the students seemed to get more interested in learning English when there is cultural information in the materials, especially when the teacher planned it well, Mr. Wawan added. They usually gave the cultural content during the classroom activities which had been integrated with other skills of English such as grammar, reading speaking, listening, and writing.

Mr. Wawan himself mentioned that he usually used a technique which he called *3-phases*, stands for pre-lesson, whilst-lesson, and post-lesson, which he usually used for reading sessions when he included cultural information in the class. So the activities would be before reading, while reading, and after

reading and Mr. Wawan gave a chance for the students to ask anything related to the text, including cultural information.

Mrs. Eliya later explanation, however, showed the opposite fact about her unfamiliarity with any techniques on teaching cultural awareness in the classroom. She described one of her experiences giving the students a session to watch a movie entitled "Mona Lisa" in which she purposely gave to the students so they could learn the learning attitude of the English spoken people that is the opposite attitude with the students. This teaching-learning process described well the technique which called *comparison* technique. In this case, even though Mrs. Eliya is not familiarized with the term "techniques for teaching cultural awareness", yet she still practiced at least one of them.

This technique, in fact, was also used by Mr. Wawan. This based on the result of his previous explanation regarding to the table manner that he included to one of his class session. He compared the table manner between the party in Indonesia and in the English spoken countries which showed the activities in the *comparison* technique.

The results of the teachers' lesson plans analysis showed that both Mr. Wawan and Mrs. Eliya did not use specific techniques for teaching cultural awareness in their class. There is, however, an implication that both the teachers attempted to use the *cultural aside* technique since in the activities of each meeting, they encouraged the students to identify the social function of the topics and give both students and themselves a chance to add any cultural information in the class.

2. The Implementation of the Techniques on Integrating Cultural Awareness in English Classroom

Based on adapting Saluveer approach, there is four steps teacher should do when they are integrating cultural awareness in their class and after the researcher had collected and analyzed the data from the interviews, lesson plans, and the textbooks, here are the data results.[1]

a. Defining the aims of teaching culture in English classroom

Based on the interview results of the teachers' awareness and opinion about culture and its importance in language learning, especially English, both the teachers agreed that culture is important to be taught in the class in order to complete the students' skills and understanding in English as a language which is used to communicate with other people with different culture from their culture. According to Mr. Wawan for instance, they need to consider the age of the person they speak with in English, especially if they want to use slang or jargon. While according to Mrs. Eliya, there is a case in which the students could not differentiate and relate the meaning "heart" in Indonesian which could have two meanings (which are the organ "jantung" and "the feeling") while in Indonesian the word that has the same meaning as "the feeling" is "hati" (which has different English word "lever").

b. Classifying the goals to accommodate the curriculum syllabus

Based on the lesson plans' analysis results, both the teachers completely follow the goals which the curriculum syllabus has been provided in

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[1] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 17-57.

theIndonesian National Curriculum. Thus their previous goal for teaching cultural awareness in the class is overshadowed by the goals which have been set upon them. The only little indication that they need to integrate cultural awareness in their materials is the term "social function" which is mentioned in KD 4 (or *basic competence*) and its derivations. Since both teachers defined culture as "social habits", there will be an expectant on them to integrate culture in their class.

c. Choosing the best techniques to integrate cultural awareness in the class

In this stage, unfortunately, since both teachers are not familiar with the specific techniques for integrating cultural awareness in language learning, there is no definite result for the techniques they use. They, however, still attempt to give any cultural information related to their materials during the class session which indicated there is the use of the *cultural aside* technique, since the nature of the technique itself is giving a piece of cultural information briefly and unexpectedly.[2]

Furthermore, in the case of Mrs. Eliya's lesson plan, there is also many indications of the teacher uses the *comparison technique*, since in few of her lesson plans she encourages the students to compare the example materials that she gave which usually has two different background cultures.

In the lesson plan with the materials discussing brochures and pamphlets, for example, she gave 2 pamphlets with two different background cultures shown below:

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[2]Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 39.

Figure 4-1 Example of brochures with different culture background

Although both of the brochures are using English, their background cultures are different. Here Mrs. Eliya encourages the students to compare both pamphlets not only based on their function, but also the cultural aspect of it. (*see **appendix***) Thus, there is the indication of the use of the *comparison technique* in Mrs. Eliya's lesson plan.

d. Finding the most suitable textbooks and other materials

Regarding to the textbooks that they use to teach in their respectively class, both Mr. Wawan and Mrs. Eliya do not use the textbooks which are provided by the state (known as BSE or Electronic Textbooks) since there is no English textbooks for language program class. Instead they use textbooks from private publishers. Mr. Wawan uses the textbook published by Penerbit Yrama Widya entitled "Bahasa dan Sastra Inggris: Untuk SMA/MA Kelas XII Peminatan Ilmu-ilmu Bahasa dan Budaya". Whereas Mrs. Eliya uses the textbook published by Penerbit Erlangga entitled "Pathway to English: Untuk SMA/MA Kelas XI Kurikulum 2013 yang Disempurnakan Kelompok Peminatan".

To analyze both of the textbooks, the researcher use a checklist adapted from Sercu (1998) based on his evaluation textbooks criteria on their cultural dimension.[3] The result is shown bellow:

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[3] L. Sercu, "In-service Teacher Training … 271-272.

Table 4.2 The result of cultural dimension textbooks checklist

Cultural Dimension	Bahasa dan Sastra Inggris Kelas XII	Pathway to English Kelas XI
Are images of different cultures presented? Royal or realistic one?	Yes, realistic one	Yes, realistic one
Does the textbook only present a tourist point of view?	Yes	No
Are negative and problematic aspects of the foreign culture touched upon?	No	Yes
Does the textbook offer an authentic reflection of the multicultural character of the foreign society?	No	Yes
Do situations occur in which someone with a good mastery of the foreign language is not understood because of differences in culture-specific reference frames?	No	Yes
Are teachers and learners encouraged to consult additional material on the topics deal with?	Yes	Yes
Do the textbooks include materials/texts written by members of the different nationalities living in the foreign country or do they mainly present the white person point of view?	Mainly present the white person of view	
Are mentality, values, ideas, dealt with?	Yes	Yes
Is a historical perspective presented and used to explain certain present-day features of mentality or national characters?	Yes	Yes
Is the information on the foreign culture integrated in the course or is it added at the end of every chapter or even in presented in a separate chapter at the end of the textbook?	Integrated in the course but only few	Yes

1) "Bahasa dan Sastra Inggris: Untuk SMA/MA Kelas XII Peminatan Ilmu-ilmu Bahasa dan Budaya" includes many realistic images presenting different cultures such as pictures with Indonesian people with different ages and educational backgrounds in chapter 1, American people with different races in chapter 2, and so on. This textbook, however, only present tourist point of view since almost all the example of texts, conversations and tasks always using Indonesian people experience, jargon, names, and places as its context. There are no negative and problematic aspects of foreign culture touched upon in the textbooks, it mainly focuses on covering the topics that the curriculum asked and building the other skills of English such as reading and vocabulary. The textbook does not offer a truly authentic reflection of the multicultural character of the foreign society except the pictures, since almost all the examples of the activities in the books are based on Indonesian point of view. Hence there is no situations occur in which someone with good mastery of the foreign language is not understood because of differences in culture-specific reference frames in the book. The teachers and the students, however, are always encouraged to consult additional material on the topics deal with, especially on each the end of the chapter students are always encouraged to improve their understanding by doing additional writing activity or any activity that demanded them to create a product. The textbook includes some texts

written about members of the different nationalities background such as Barack Obama, Nelson Mandela, and Charles Robert Darwin but they are not written by themselves and in the tone of biography so the feeling that it gives is a white point of view. Few mentalities, values, and ideas are dealt with such as vegetarianism, the political value in the biography texts, and etc. Historical perspective is indeed presented and used to explain certain present-day features of mentality or national characters since there is the chapter 8 which specifically discussed biographies of famous people. Finally, the information on the foreign culture is integrated in the course in the book but few such as the biographies of the famous people.

2) "Pathway to English: Untuk SMA/MA Kelas XI Kurikulum 2013 yang Disempurnakan Kelompok Peminatan" includes many realistic images presenting different cultures such as pictures of card names with different names of people from different professional and cultural background in chapter 1, foreign people with different races in chapter 4, and so on. This textbook is not only presented in tourist point of view but also in the native English speaker point of view, such as; the examples of poems which are provided in the chapter 4, almost all but one composed by English native speakers, and all the examples of brochures in chapter 7 use all the appropriate English names, places, and jargons. There are negative and problematic aspects of foreign culture touched upon in the textbooks albeit not many such as the text in chapter 9 which exposed the

problem of beggars in Manila. The textbook offers an appropriate authentic reflection of the multicultural character of the foreign society since almost all the examples of the activities in the books are designed to give an authentic reflection of the multicultural character of the foreign society with a great variety of examples and texts in it. Hence there is an example of situations occur in which someone with good mastery of the foreign language is not understood because of differences in culture-specific reference frames in the book, in chapter 9. The teachers and the students are always encouraged to consult additional material on the topics deal with, especially on each the end of the chapter students are always encouraged to improve their understanding by doing a reflection of what they have learned from each chapter. The textbook includes some texts and examples of topics written about members of the different nationalities background such as the examples of brochures and posters in chapter 7, although the book still seems to tend to the white people point of view. Few mentalities, values and ideas are dealt with such as the opinion about fighting in school and traffic situation in Indonesia in chapter 9. Historical perspective is only presented and used to explain certain present-day features of mentality or national characters in chapter 8. Finally, the information on the foreign culture is presented in a special corner entitled "Cultural Awareness" almost in every chapter, except in chapter 5 and 9.

Other than the textbooks explained above, both teachers also use additional material sources. For Mr. Wawan, he uses magazines, newspapers, videos or movies as his additional material sources. Mrs. Eliya, on the other hand, mentioned films, dictionaries, riddles, and songs as her additional material sources.

3. **The Challenges of Integrating Cultural Awareness in English Classroom**

Based on the answer of the last questions in the teachers' interview, both teachers admitted that there are some challenges to integrate cultural awareness in English classroom, specifically the classes which they teach. According to Mr. Wawan, there are four main challenges for him to ingrate cultural content in his class, they are; the lack of cultural background knowledge which the students have, the limited time to complete the other curriculum objectives and skills of the course (especially for 12th grade students who have to focus more on National Examination and other examinations), the textbook which provides only a certain amount of cultural content, and the biggest problem from all (from Mr. Wawan's perspective) is the limited vocabulary which the students have. The last challenges, Mr. Wawan added, is not only related to cultural awareness teaching, but also the other skills such as reading, speaking, listening, and writing.

According to Mrs. Eliya, there are three challenges for her to integrate cultural awareness in her class, they are; the students' basic knowledge, beliefs and way of thinking about something, the students' general ability in English,

and the nature of the students live in and study which are at Islamic boarding school. Regarding to the first challenge, for the students already have basic knowledge, beliefs, and way of thinking about something, Mrs. Eliya realized that she could not demand her students to act in a certain way about the different culture. After watching the film "Mona Lisa", for example, when they are asked to give a comparison between the students' attitude in the film (who live in English spoken country) and themselves, there was a student who brought "Ta'limMuta'alim" issue to the class. They complained about the lack of respect that the students have for the teacher in the film as they kept cutting the teacher when he explained something and did not wait for the teacher when the class ended. In this part, Mrs. Eliya realized that the students were only seeing based on their religious background which demands the students to always give respect to teachers. They did not consider about how the students in the movie already had mastered the material of the lesson even before the teacher explained anything, which Mrs. Eliya wanted her students to notice. And this problem, according to Mrs. Eliya, is often happened in her class whenever she adds cultural awareness information.

The second challenge is the same as Mr. Wawan had mentioned, students' ability in English. Mrs. Eliya admitted that even though her students are in the language program class, their ability in languages, especially English, is still lacking. She later added that out of 30 students in her class, only 2 of them who have the expected ability. Finally, for the last challenge in which the nature of the majority of the students who are living in an Islamic boarding school make

the teachers have to be more flexible and understanding about the students' situations. Teachers rarely give a task which expects the students to use the internet since it is difficult for them to be able to do it. They do not only have classes in the school, but also in their dormitory. Electronic devices are very limited and difficult to get permitted. Thus Mrs. Eliya included the nature of the students' living as a challenge.

B. Discussion

The aim of this research is to examine the teachers' techniques on integrating cultural awareness in language program class at MAN 2 Jombang, how the teachers implemented it and the challenges that they had to face in the classroom. To find the certain information, the researcher conducted interview and document analysis. In accordance with the analysis result of the findings, the researcher reflected the outcomes with the theory:

1. Techniques on Integrating Cultural Awareness in English Classroom

Based on the research findings, when the teachers were asked to define culture, one of them did not appear to willingly give an exact perception of the concept by starting her definition with, "Culture has a wide definition…", while the other gave a very short answered, "Culture is a social habit or the habits of society." This shows that both of the teachers were aware of the broad concept of the term and we could not ask more from them since it has been agreed that culture is very difficult to define.[4]

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[4].Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 10.

As for the importance of teaching culture in language learning, specifically English classroom, both the teachers agreed that it is indeed important to integrate cultural content in the class. This is an expected result and confirmed Genc and Bada statement that without the study of culture, teaching in language will be inaccurate and incomplete.[5] It also confirmed Hinkel's notion about the increasing of awareness among language teachers about the need in addressing the culture of the community in which it is used when teaching a second or foreign language.[6]

This realization about the importance of teaching culture, however, does not mean the teachers always integrate cultural content in their class since both of the teachers admitted that they did not always include culture in each meeting of their class. It was argued that one of the reasons is that there was not enough time for integrating culture into the class because teachers need to concentrate on developing the four language skills, or rather the skills that are assessed at the national examinations. The same reason had been pointed by Saluveer in her study.[7] According to her finding, the major difficulty related to the teaching of culture, is finding enough time to do it. Only one third of the total respondents in her study were able to include culture-related issue in almost every lesson. Thus, the researcher could understand the notion that the teachers were rarely able to give culture-related materials in the class.

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[5] Bilal Genc and Erdogan Bada, "Culture in Language… 73.
[6] E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning*(Cambridge: Cambridge University Press, 1999), 2.
[7] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 90.

As discussing about their opinion on choosing which one of the aspects of culture that need to be taught in the class, the teachers gave different answers. While one preferred age dynamic (by considering the appropriateness of the use of the language regarding to the existence of jargon, slang, and so on), the other preferred to combine all the aspects as a unity by stating, "I cannot say one particular aspect is more important than other aspects, they need to be learned together as one unit."

Both of them, however, came from the same understanding that they need to teach cultural aspects to support language so it could give meaningful communication when it is used. For this reason only, it is truly a must to teach culture for Rodliyah and Muniroh in their paper stated that the objective of English language teaching as a foreign language in Indonesia is to enable students to communicate using English.[8] It also confirmed one of the reasons Cakir had proposed in his paper which stated that cultural contents need to be familiarized by the students in order to develop communicative skills in English.[9]

Regarding the techniques to integrate cultural awareness in the English classroom, however, both teachers admitted that they did not have the knowledge or were not familiarized with any specific techniques or activities specialized on the matter. This reason had been mentioned by many experts in

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[8]Rojab Siti Rodliyah and R. Dian D. Muniroh. *"The Importance of Incorporating the Target Culture in English Language Teaching."* (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/197308062002122-ROJAB_SITI_RODLIYAH/The_Importance_of_Incorporating_the_Target_Culture_in_Englis.pdf , retrieved on January 23th, 2018)
[9]Ismail Cakir, "Developing Cultural Awareness… 157.

their studies. Saluveer, for the start, even suggested to include the methodology of teaching culture in the curricula of the teacher education programs at universities since her findings found that this matter became the other reason why culture-related activities are neglected in language learning.[10] Gonen and Saglam also mentioned in their study that the lack of adequate culture training on behalf of the teachers is one of the problems in teaching English as a foreign language. Furthermore, Rodliyah and Muniroh in their paper even claimed that some of the English teachers at Elementary School in Indonesia are not qualified to teach the subject.[11] Thus, not only they did not have enough knowledge about techniques for teaching culture, they also did not have the capacity to teach English in general.

These reasons, however, do not plainly mean that the language program class' teachers at MAN 2 Jombang did not use any of the techniques. There is an implication, both from the interview and lesson plan's analysis, that both the teachers attempt to use the *cultural aside* technique and the *comparison technique*.

For Mr. Wawan, he explained that he integrated culture in a technique which he called 3-phases in reading. Thus through the class session, he gave the students the chance to ask anything related to the text, included any cultural information. He also indicated that it was also his chance to give any cultural information if he remembered any. Mrs. Eliya also admitted that there were times when she remembered a cultural knowledge during the class session and

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[10] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 104.
[11] Rojab Siti Rodliyah and R. Dian D. Muniroh. *"The Importance of Incorporating…*

she did give it to the students. This technique in which the teacher gives a brief and unexpected piece of cultural information is indeed the technique which called *cultural aside*.[12]

Moreover, Mrs. Eliya described one of her experience by purposely giving the students a film to watch and after the film ended she asked the students to compare the people in the film with themselves. In her lesson plans, Mrs. Eliya also encouraged the students to compare the examples of the topics that she gave with the authentic materials that the students might be found in their daily life. Mr. Wawan, in addition, described his experience in giving his students cultural information about the difference of table manners in English spoken countries and in Indonesia, specifically at parties. This comparing activity is the nature of the *comparison* technique.[13]

The reason why both the teachers are familiar with these two techniques is possibly because they take relatively little time and did not need a special plan or activity to do. Chastain stressed that daily cultural topics should be short and concise, while on a weekly basis teachers could deal with topics that require more time.[14] The more time consuming activities, such as watching videos, films, or doing projects should only be used occasionally.

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[12] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 39.
[13] Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 31.
[14] K. Chastain, *Developing Second Language Skills. Theory and Practice* (Orlando, Florida: Harcourt Brace Janovich Publishers, 1988), 307.

2. The Implementation of the Techniques on Integrating Cultural Awareness in English Classroom

Adapting Saluveer approach, there is four steps teacher could do when they are integrating cultural awareness in their class, they are:[15]

a. Defining the aims of teaching culture in English classroom

Based on the interview results, both the teachers agreed that culture is important to be taught in the class in order to complete the students' skills and understanding in English as a language which is used to communicate with other people with different culture. This confirmed the assumption that Rodliyah and Muniroh promoted in their findings which stated that the objective of English language teaching as a foreign language in Indonesia is to enable students to communicate using English.[16] This is also supported by Chastain who argued that in language classes in which intercultural understanding is one of the goals, students become more aware of their own culture and more knowledgeable about the foreign language.[17] This indicated a good started for the teachers since they had defined the aim of teaching culture in their class from the beginning.

b. Classifying the goals to accommodate the curriculum syllabus

Based on the lesson plans' analysis results, unfortunately, both the teachers completely follow the goals which the curriculum syllabus has been provided

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[15] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 17-57

[16] Rojab Siti Rodliyah and R. Dian D. Muniroh. *"The Importance of Incorporating the Target Culture in English Language Teaching."* (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/197308062002122-ROJAB_SITI_RODLIYAH/The_Importance_of_Incorporating_the_Target_Culture_in_Englis.pdf , retrieved on January 23th, 2018)

[17] K. Chastain, *Developing Second Language*… 299.

in the Indonesian National Curriculum. Thus their previous goal for teaching cultural awareness in the class is overshadowed by the goals which have been set upon them. Saluveer attested that this made the syllabus became unclear regarding the cultural content in it and might cause many language classes teaching culture reduced.[18] Gonen and Saglam further affirmed that one of the difficulties in teaching culture in English classroom is the overcrowded curriculum. The study of culture requires time, consistence, and patience. Therefore many teachers feel they cannot spare time for teaching foreign language culture in an already overcrowded curriculum, including the subjects of the research.

c. Choosing the best techniques to integrate cultural awareness in the class

In this stage, both teachers admitted that they were not aware of appropriate techniques to integrate cultural awareness in their class. So when they both included the teaching of culture based on their experience. After analyzing their answer in the interview and lesson plans, however, the researcher found that both the teachers still managed to use two appropriate techniques to integrate cultural awareness in their classes which are *cultural aside* techniques and *comparison technique*.

Regarding to these two techniques, the researcher personally preferred the *comparison* technique to *cultural aside* technique. This is due to the fact that when the teachers used *comparison* technique, they gave the students the chance to not only find the target language culture, but also to notice and

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[18]Evi Saluveer. Master's Thesis: "*Teaching Culture in…* 28.

remember their own culture by their own selves. This technique further indirectly adapts the students to not only differentiate both cultures or find their similarities, but also to accustom them to understand and accept the differences.[19] Therefore, this technique could help the students to gradually develop their cultural awareness.

Cultural aside technique*,* in other hand, will only give a brief overview of the target culture without truly relating them to the students which could make they forget it easily. Moreover, quoting from the teacher's admission; "…when I was like explaining something and I remember a cultural content that I feel the need to give it to the students, of course I will give it without planning," it could be concluded that when the teachers used *cultural aside* technique, they mostly did it without preparing. This could cause the information become incomplete and less accurate which also had been discussed by Saluveer in her study.[20]

d. Finding the most suitable textbooks and other materials

Regarding to the textbooks, both Mr. Wawan and Mrs. Eliya used textbooks from private publishers. Mr. Wawan used the textbook published by Penerbit Yrama Widya entitled "Bahasa dan Sastra Inggris: Untuk SMA/MA Kelas XII Peminatan Ilmu-ilmu Bahasa dan Budaya". Whereas Mrs. Eliya used the textbook published by Penerbit Erlangga entitled "Pathway to English: Untuk SMA/MA Kelas XI Kurikulum 2013 yang Disempurnakan Kelompok Peminatan".

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[19] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 32.
[20] Evi Saluveer. Master's Thesis: "*Teaching Culture in*… 39.

The results of the analysis of both textbooks implied that Pathway to English is better than Bahasa dan Sastra Inggris in integrating cultural competence. Bahasa dan Sastra Inggris has too many local culture influences in it since most of the texts and topic examples in the book use Indonesian jargon, people name, and places. Thus the point of view which the book provides is mostly from the tourists, especially Indonesian, rather than the native speaker. The cultural information is also supposed to be integrated into the materials of the book, yet since the Indonesian theme is dominant, the target culture is overshadowed by it.

Pathway to English, on the other hand, balances both the local culture and the target culture theme. The texts and topic examples are various regarding to their functions, themes, and also in cultural backgrounds. Moreover, the cultural information is provided in a special corner called "cultural awareness" which gives positive regards to the importance of culture in language learning.

Besides the textbooks mentioned above, the teachers also use other material sources. For Mr. Wawan, he used magazines, newspapers, videos or movies as his additional material sources while Mrs. Eliya used films, dictionaries, riddles, and songs as her additional material sources. This means that even though one of the textbooks is less suitable for integrating cultural awareness, the teachers still had the capability to find other sources to help them. As Skopinskaja suggested that it is up to the teacher to decide how to use particular textbook since according to her the important things of using

the textbook as their tool, teachers not only need to know how to use it, but also how useful interculturally the textbook could be.[21]

3. The Challenges of Integrating Cultural Awareness in English Classroom

According to Mr. Wawan, there are four challenges for him to ingrate cultural content in his class, they are; the lack of cultural background knowledge which the students have, the limited time to complete the other curriculum objectives and skills of the course (especially for 12th grade students who have to focus more on National Examination and other examinations), the textbook which provides only a certain amount of cultural content, and the biggest problem from all (from Mr. Wawan's perspective) is the limited vocabulary which the students have.

The first challenge probably is due to the fact that the majority of students have minimum contact with other cultures, especially the target language. Thus they have difficulty in understanding different cultures. In this case, the cultural awareness of the students in language program class at MAN 2 Rejoso is probably still at the *parochial stage* or "my way is the only way". This problem is also mentioned in Rodliyah and Muniroh's study as one of the problems in teaching culture in Indonesia.[22] They affirmed that English teachers in Indonesia have more challenges and demands due to the position of

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[21] L. Skopinskaja. "The Role of Culture in Foreign Language Teaching Materials: An Evaluation from an Intercultural Perspective". In Ildiko Lazar (Ed.) *Incorporating Intercultural Communicative Competence in Language Teacher Education* (http://www.ecml.at/documents/pub123bE2003_Lazar.pdf, retrieved on June, 2016). 52.
[22] Rojab Siti Rodliyah and R. Dian D. Muniroh. *"The Importance of Incorporating…*

English as a foreign language. This notion means that despite the important position of English in Indonesia, it is not the language used in daily communication thus the students have less change of exposure to the use of the language in a real situation.

The second challenge has been mentioned by most teachers regarding to the reason why cultural competence often does not include in the class session, because of the limited time that the teacher has which had been mentioned and confirmed before in the previous explanation. In Mr. Wawan's case, especially as it is added by the fact that his students are in the last grade and will have to face National Examination and other examinations. Hence, it is difficult for him to integrate any cultural information in his class.

The third challenge is related to the result of the textbook analysis that Mr. Wawan used. It showed a lower cultural dimension in it and this caused a great difficulty for the teacher to be able integrating culture in his class well. This is confirmed Tran Hoang Thu's statement about the fact that textbooks play a crucial role in culture learning and teaching since it can be a teacher, a map, a resource, a trainer, an authority, a de-skiller, and an ideology.[23] It should be expected for the publishers to realize that culture contents can also be as significant as linguistic contents so that more attention is paid to develop foreign language students' knowledge of the target language.

The last challenge, Mr. Wawan added, is not only affecting the students' cultural awareness, but also their other skills such as reading, speaking,

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[23] Tran Hoang Thu. *"Teaching Culture in the…*33.

listening, and writing; the limited vocabulary that the students have. This problem is rarely mentioned as the main problem of teaching culture in English classroom yet for Mr. Wawan and the researcher experience this should be included as one of the main challenges in learning English and its culture. Quoting Mr. Wawan's statement, "…also the students' vocabulary knowledge. It is the biggest problem not only related to cultural awareness, but also the other skills like reading and listening."

According to Mrs. Eliya, in the other hand, there are three challenges for her to integrate cultural awareness in her class, they are; the students' basic knowledge, beliefs, and ways of thinking about something, the students' general ability in English, and the nature of the students live in and study which are at Islamic boarding school.

Regarding to the first challenge, for the students already have basic knowledge, beliefs, and way of thinking about something, Mrs. Eliya realized that she could not demand her students to act in a certain way about the different culture. The reason is the same with Mr. Wawan's students' lack of cultural background knowledge, because the students' level of cultural awareness is still at the *porachial stage.* Gonen and Saglam further called this problem as the students' negative attitudes in which the students often assume target language culture phenomena consisting of new patterns of behavior. In this matter, the students might put barriers between their own culture and the target culture by rejecting all the values associated with the target culture and this indeed happened in Mrs. Eliya's class:

"…I asked them to compare between students in Indonesia and in there. There was a student spoke up that there is no 'Ta'lim Muta'alim' in the movie. Since by the way the students in the movie keep cutting the teacher when he explains something and the students do not ask permission from the teacher before go out the class, they seem do not respect the teacher. In this part, my students only see based on their religious background since they stay at Islamic boarding school. But they do not consider about how the students in the movie already have mastered the material of the lesson even before the teacher explain anything."

In this case the students were not only rejecting the target culture, but also not able to find the positive side of it. According to Mrs. Eliya, this often happened in her class hence she needed to be prepared and more careful when she wanted teaching cultural content in her class.

The second challenge is the same as Mr. Wawan had mentioned which is the students' ability in English. Mrs. Eliya admitted that even though her students are in the language program class, their ability in languages, especially English, is still lacking. She later added that out of 30 students in her class, only 2 of them who have the expected ability.

Finally, for the last challenge in which the nature of the majority of the students who are living in Islamic boarding school make the students difficult to do supplementary activities for the class such as surfing the internet, doing group home task, and even doing a simple homework. Living and studying in Islamic boarding school means the students do not only have more courses (the local courses and religious courses) to learn in their school, but there are also their dorm's activities such as *jama'ah* and other religious activities that they must attend as their daily routines.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion and the suggestion are presented:

A. Conclusion

Based on the research problems, this study inquires the techniques of integrating cultural awareness used in the language program class at MAN 2 Jombang, how the teacher implements it and what challenges that they have to face in the classroom. The conclusion can be reviewed as follow:

1. **Techniques on integrating cultural awareness in English classroom**

Even though both the teachers admitted that they have no knowledge and are not aware with specific techniques for integrating cultural awareness in English classroom, they both managed to apply *cultural aside* and *comparison techniques* in their class.

2. **The implementation of the teachers' techniques on integrating cultural awareness in English classroom**

By Adapting Saluveer approach, there are four steps teacher could do to integrate cultural awareness in their class, they are:

a. Defining the aims of teaching culture in English classroom

Both the teachers agreed that culture is important to be taught in the class in order to complete the students' skills and understanding in English as a language used to communicate with other people with different culture.

b. Classifying the goals to accommodate the curriculum syllabus

79

Both the teachers completely follow the goals which the curriculum syllabus has been provided in the Indonesian National Curriculum. Thus their previous goal for teaching cultural awareness in the class is overshadowed by the goals which have been set upon them.

c. Choosing the best techniques to integrate cultural awareness in the class

Both the teachers showed the preference to use *cultural aside* techniques and *comparison technique* two appropriate techniques to integrate cultural awareness in their class.

d. Finding the most suitable textbooks and other materials

Mr. Wawan used the textbook published by Penerbit Yrama Widya entitled "Bahasa dan Sastra Inggris: Untuk SMA/MA Kelas XII Peminatan Ilmu-ilmu Bahasa dan Budaya" and Mrs. Eliya used the textbook published by Penerbit Erlangga entitled "Pathway to English: Untuk SMA/MA Kelas XI Kurikulum 2013 yang Disempurnakan Kelompok Peminatan". Pathway to English is better than Bahasa dan Sastra Inggris in integrating cultural competence in it based on the results of evaluation on both of them. The teachers also used other material sources, they are; magazines, newspapers, videos, movies or films, dictionaries, riddles, and songs as their additional material sources.

3. **The challenges of Integrating cultural awareness in English classroom**

Combining both of the teachers' opinion, there are 6 challenges that teachers face on integrating cultural awareness in English classroom, specifically in language program class at MAN 2 Jombang. They are;

a. The low level of the students' cultural awareness,

b. The limited time to complete the other curriculum objectives and skills

c. The limited cultural information provided in the textbook

d. The limited vocabulary which the students have

e. The low level of the students' ability in English

f. The majority of the students live in Islamic boarding school which limit their time and access to the Internet and do other additional activities outside the class.

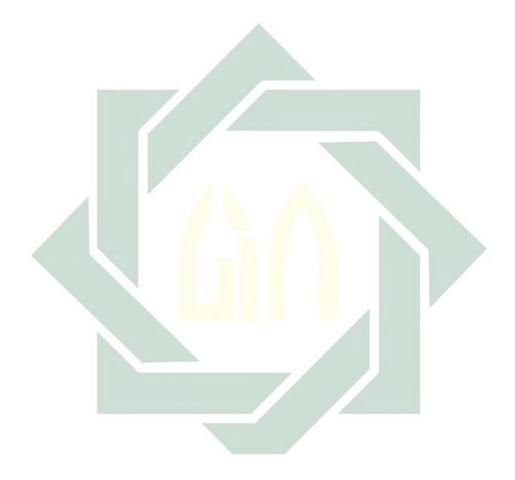## B. Suggestion

1. For English Teachers

The result of this research showed that although the teachers managed to use appropriate techniques to integrate cultural awareness in their class, there are still many techniques that teachers should learn and be aware of so they can have a great variety of techniques and activities when they need to integrate cultural awareness in their material.

The results of this research are also expected to encourage the teachers to be more selective in choosing their materials, especially textbooks, for teaching English as a foreign language with its cultural dimension.

2. For Further Research

The researcher still has many limitations thus the findings of this research are expected to encourage the other next researchers to conduct another cultural research, preferably at the school with teachers who use different techniques on

integrating cultural awareness in their class. Furthermore, it is better as well to do the research about students' cultural awareness level after given different culture teaching techniques, whether it brings significant impacts on their language understanding or not.

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