

**PRE-SERVICES STUDENTS'  
PERCEPTIONS TOWARDS THE  
INCORPORATION OF TARGET  
LANGUAGE CULTURE IN TEACHING  
READING IN ELT CLASS**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in Teaching English



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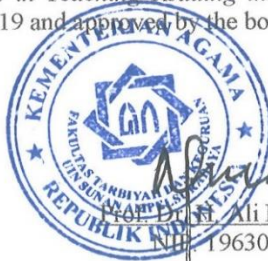
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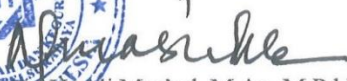
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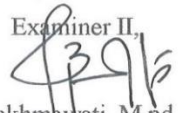
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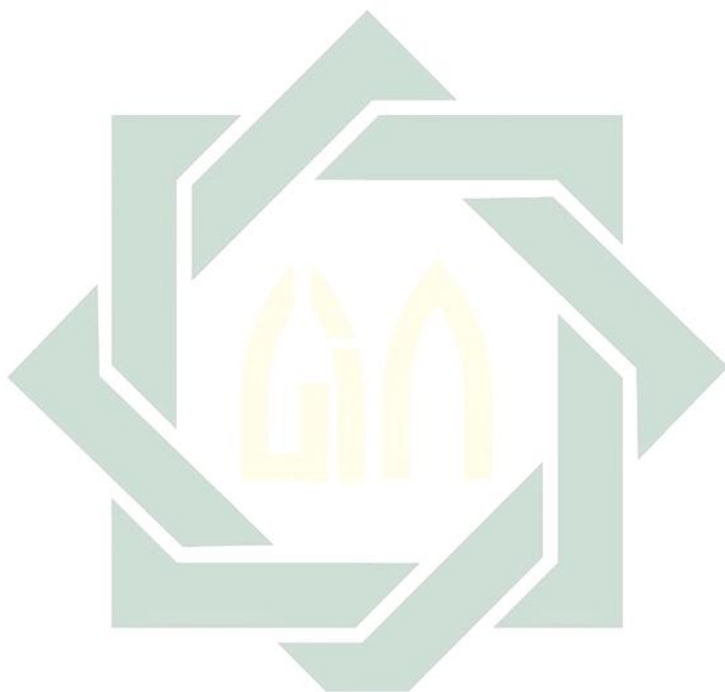
## ABSTRACT

Lubna, Himmatul Aini Lu'luatul. (2019). *Pre-services Students' Perception toward the Incorporation of Target Language Culture in Teaching Reading in ELT class*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rizka Safriyani, M.Pd, Advisor II: Drs.Muhtarom, Med.Grad Dip TESOL

Key Words: *Incorporation of Target Language Culture, Teaching Reading and Culture, Pre-service Students' Perception*

In learning a foreign language, teachers or lectures should transfer not only the linguistic items but also the cultural evidence. However, there is still a dearth in the extent of information about incorporating culture in the language classroom. Furthermore, as the students of English language department program are the next teacher generation, it is important to know their perception towards the importance of culture in language teaching. Besides, it may help them to be more realize and prepare their self for being a teacher who not only transfer the linguistic items but also the cultural items. Hence, the current study is conducted to know pre-services student's perception towards the incorporation of target language culture in English language teaching class, especially in reading. In this research, the researcher uses qualitative descriptive to describe the result of the study. The participant of this study is 50 students of English Education department of Universitas Islam Negeri Sunan Ampel Surabaya year 2016 who have already joined Intercultural communication and cultural awareness class and also microteaching class. The instrument that is used in this research are questionnaire and interview. In analyzing data, researcher classify the data then uses simple percentage to draw the result. The result shows that pre-service students' perception toward the incorporation of target language culture in teaching reading is very positive. They perceive that incorporating target language culture in teaching reading is important, they also perceive that incorporating target language culture in teaching reading has benefit for students' enthusiasm in learning, and

they also perceive that as teacher to be-, they need to arise their cultural knowledge.



## ABSTRAK

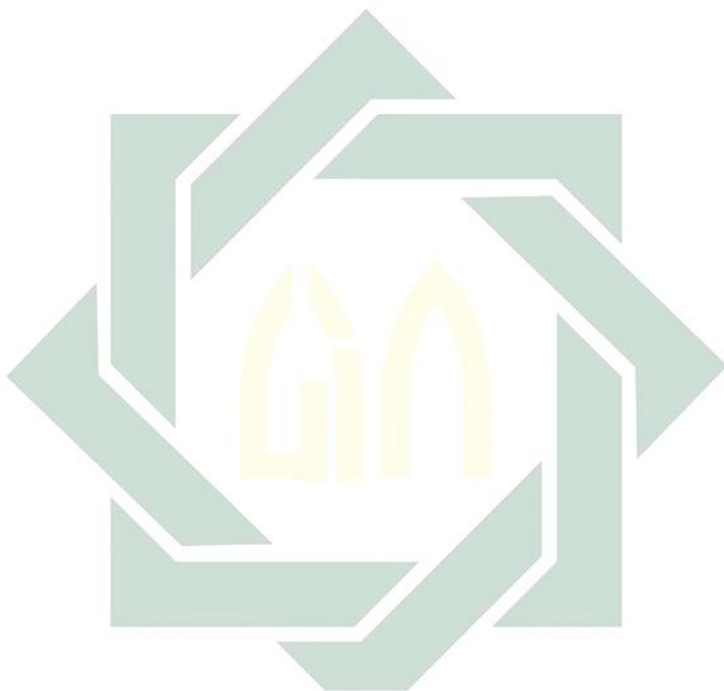
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Kata Kunci: penggabungan budaya target bahasa, mengajar membaca dan budaya, persepsi siswa pra-layanan.

Dalam belajar bahasa asing, guru atau dosen harusnya tidak hanya mentransfer item bahasa tetapi juga tentang budaya. Namun, masih ada kelangkaan dalam hal informasi tentang menggabungkan budaya di kelas bahasa. Selanjutnya, karena siswa dari program departemen bahasa Inggris adalah generasi guru berikutnya, maka penting untuk mengetahui persepsi mereka terhadap pentingnya budaya dalam pengajaran bahasa. Selain itu, ini dapat membantu mereka untuk lebih menyadari dan mempersiapkan diri mereka untuk menjadi seorang guru yang tidak hanya mentransfer item linguistik tetapi juga item budaya. Oleh karena itu, penelitian ini dilakukan untuk mengetahui persepsi siswa pra-layanan terhadap penggabungan budaya bahasa target di kelas pengajaran bahasa Inggris, terutama dalam membaca. Dalam penelitian ini, peneliti menggunakan deskriptif kualitatif untuk menggambarkan hasil penelitian. Partisipan penelitian ini adalah 50 siswa jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sunan Ampel Surabaya tahun 2016 yang telah mengikuti kelas komunikasi Antarbudaya dan kesadaran budaya, serta kelas microteaching 1. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan wawancara. Dalam menganalisis data, peneliti mengklasifikasikan data kemudian menggunakan persentase sederhana untuk menggambar hasilnya. Hasilnya menunjukkan bahwa persepsi siswa pre-service terhadap penggabungan budaya bahasa target dalam pengajaran membaca sangat positif. Mereka menganggap bahwa menggabungkan budaya bahasa target dalam pengajaran membaca adalah penting, mereka juga memahami bahwa menggabungkan budaya bahasa target dalam pengajaran membaca



memiliki manfaat bagi antusiasme siswa dalam belajar, dan mereka juga menganggap bahwa sebagai calon guru, mereka perlu mengembangkan pengetahuan budaya mereka.



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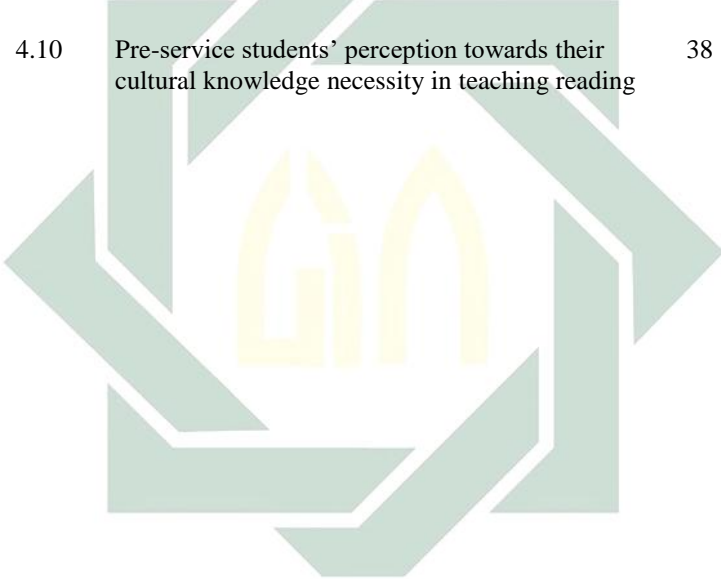
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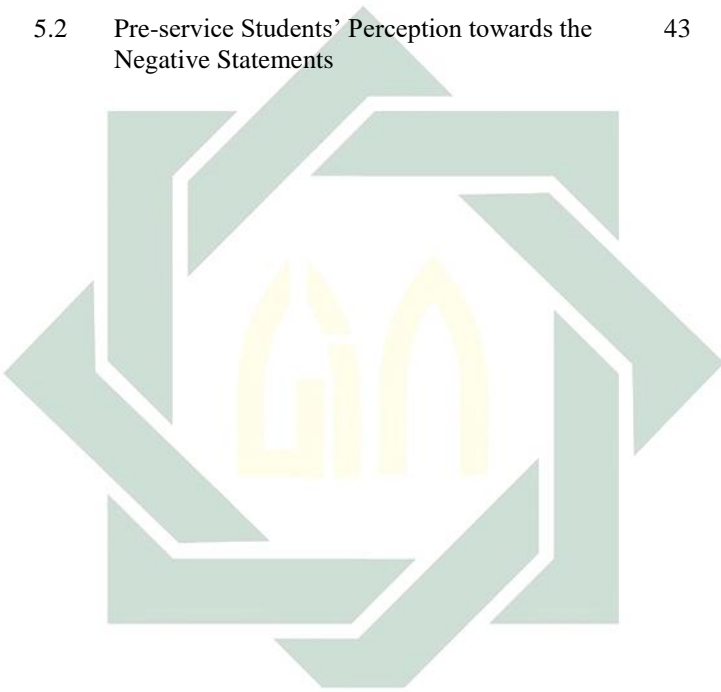
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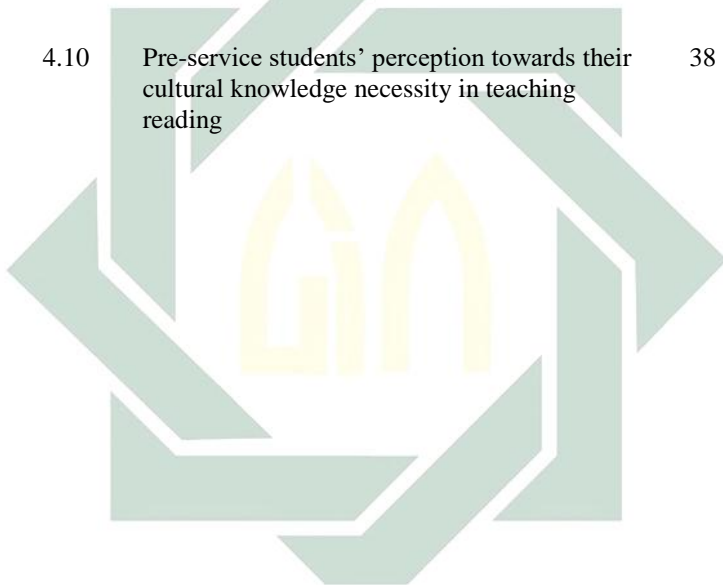
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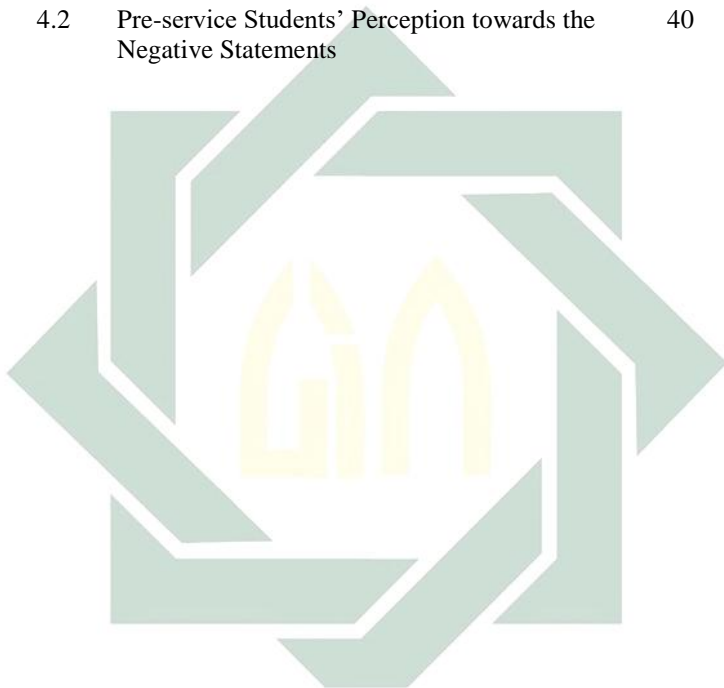
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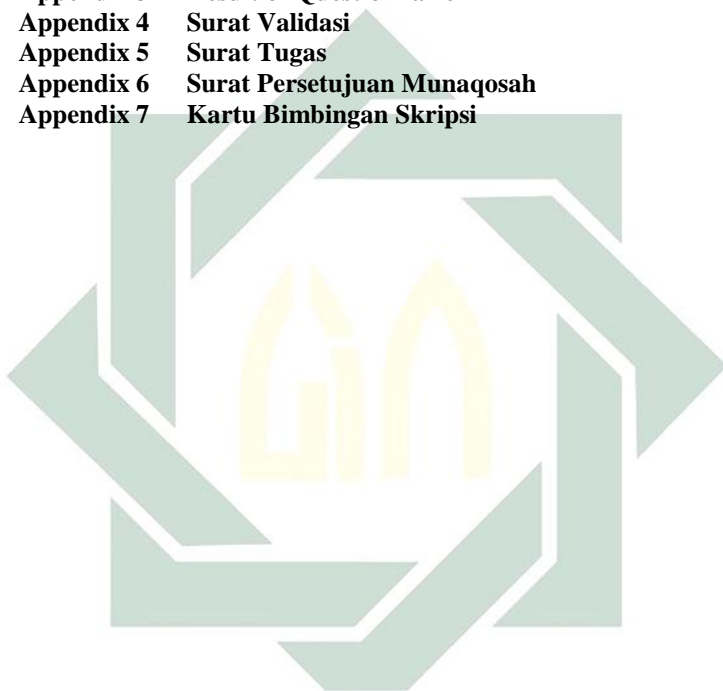
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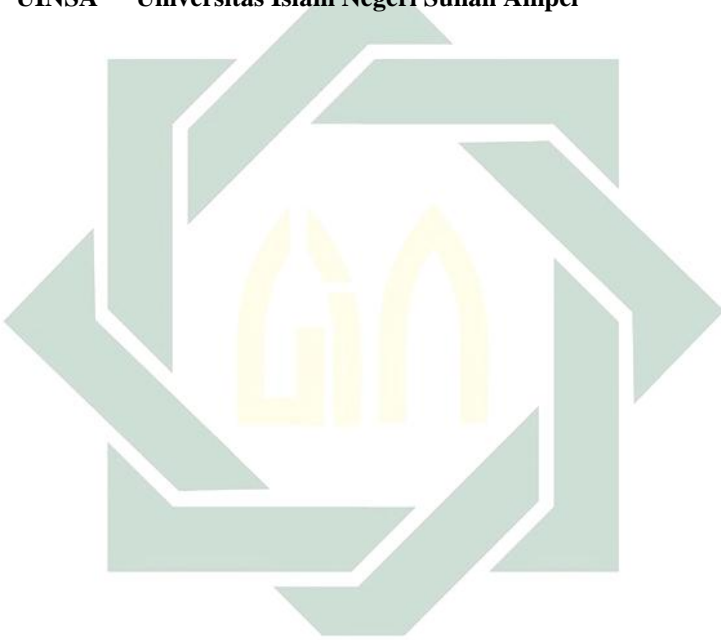
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## LIST OF ABBREVIATION

<b>EFL</b>	<b>English Foreign Learner</b>
<b>ELT</b>	<b>English Language Teaching</b>
<b>ESL</b>	<b>English Second Language</b>
<b>ELED</b>	<b>English Language Education Department</b>
<b>UINSA</b>	<b>Universitas Islam Negeri Sunan Ampel</b>



## CHAPTER I

### INTRODUCTION

This chapter presents the area of research that is covered by background of the study to explain the reasons of accomplishing this research. It has contain research questions of some cases, objective of the study that point out the goals of this research, significant of the study. In addition, scope and limitation of the study are showed in this chapter. Finally, definition of key terms describe the variable used to avoid misunderstanding of those terms.

#### **A. Research Background**

In learning a foreign language, teachers or lectures should transfer not only the linguistic items but also the cultural evidence that is adhered in the target language itself.<sup>1</sup> It is positively a must in order that the students can comprehensively master the target language since the items in every language cannot be separated from the cultural context. This is synchronic with the purpose of language learning in 2013 curriculum revised edition. This curriculum also emphasizes on the way how the value transferred, and the researcher thinks that cultural knowledge transmission will help students in catching the value of learning English easily.

As the fact that English is one of the foreign languages and commonly learned by non-native English country, it however affirms that in studying English, students are not only expected to understand the structure of English itself, but also to have intercultural competence or to understand the concept of language use in real-life context.<sup>2</sup> Culture and language have interdependent relationships. Learning the other language without knowing or learning the culture

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<sup>1</sup> Darla K. Deardoff. *Internalization: In Search of Intercultural Competence* (Carolina: Foreign Language Annals; Spring, 2004), 14.

<sup>2</sup> Renate A. Schulz. "The Challenge of Assessing Cultural Understanding in the Context of Foreign Language Instruction". *University of Arizona: Foreign Language Annals*. Vol 40, No. 1, 2007, 9.

can only produce a “fluent fool,” such as someone who speaks the language fluently but does not understand the philosophical or social context in which the language exists. Most of the students do force to communicate in English, sometimes they use inappropriate expressions with the meaning. For instance, students want to say “if I’m not mistaken” but they less information about the functional use which can be known from cultural information, they often use the wrong word such as “if I’m not wrong”.

The above-mentioned sentence is grammatically correct, then the problem is not caused by a lack of grammatical knowledge or lack of vocabulary. The proper reason tends to be- they are unfamiliar with the correct expression that is used in the target language culture. For this reason, teachers of English Language Teaching (ELT) should highlight this phenomenon as there is a propensity that students just translate their language or expression used in their own culture into the target language, which is sometimes can be appropriate or sometimes inappropriate.

This case needs a change since the tendency has been achieving intercultural communicative competence as the objectives of a foreign language learning. Therefore, the education of English in Indonesia should also regard this aspect, teaching and learning about target language cultures should be entered into the English language teaching process. The above mentions are some importance of integrating culture in language learning, but some teachers may not consider that important and do not give cultural items in their teaching language activity.

As Okan said that even though there has been an increase in the amount of attention given to the lack of culture incorporated in language learning, there is still a dearth in the extent of information about how, when, and why to incorporate culture in a language classroom.<sup>3</sup> So, culture and language learning are still being a warm topic to be discussed in some research or studies.

Furthermore, the students of the English language education department program are the next teacher generation. It is important to know their perception towards the importance of culture in language

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<sup>3</sup>Onalan, Okan. ”*EFL Teachers’ Perceptions of The Place of Culture in ELT: A Survey Study at Four Universities in Ankara/Turkey*”. *Journal of Language and Linguistic Studies* Vol.1, No.2, October 2005, 217.

teaching, especially in reading. It may help them to be more realize and prepare themselves for being a teacher who not only transfers the linguistic items but also the cultural items. Hence, the current study is conducted to know pre-service student's perception towards the incorporation of target language culture in teaching reading in ELT class.

There are some researchs regarding this issue that has been widely conducted. One of them is Qori'ah Maghfirotilah who has conducted the research entitled *Students' Cultural Awareness Level and Their Techniques for Incorporation Target Cultural Content into English Language Teaching*. This study aimed to investigate the level of students' cultural awareness and the techniques that they use to incorporate target cultural content. The study showed that most level of students' cultural awareness were on level 3, it means they were quite moderate. The result of the study also showed that most of student's techniques to incorporate target cultural content is involving target cultural and social elements through several authentic materials.<sup>4</sup> This previous study has mainly focused on measuring students' cultural awareness level and techniques to integrate culture in learning but has not yet touched upon the specific issue at the perception towards it and also the specific learning language class.

The next research done by Bayan Al-Hashemi Al-Amir from King Abdul Aziz University Kingdom of Saudi Arabia, entitled *Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University*. It aims at discovering the type of cultural competence teachers seek to promote; whether it is intercultural or multicultural. The results show that female teachers support the study of the target culture. Furthermore, the results indicate that teachers' perceptions lean more towards promoting multicultural competence instead of intercultural one.<sup>5</sup> The difference with this current research is the specification on perceptions towards the incorporation of target language culture in teaching reading, and

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<sup>4</sup> Maghfirotilah Qori'ah, Thesis: "*Students' Cultural Awareness Level and Their Techniques for Incorporation Target Cultural Content into English Language Teaching*". (Surabaya: UIN Surabaya, 2015), 1.

<sup>5</sup> Bayan Al-Hashemi Al-Amir, "Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University". *English Language Teaching*, Vol. 10 No. 6, 2017, 112.

this research discovers the importance and benefits towards the incorporation of target language culture in teaching reading in ELT class.

In sum, this study is conducted to make differences with the previous study. This study focuses on the perception towards the incorporation of target language culture in teaching reading in English Language Teaching (ELT) class.

### **B. Research Question**

This study is intended to investigate “What are pre-services students’ perceptions towards the incorporation of target language culture on teaching reading in ELT class?”

### **C. Objective of the Research**

Considering the research question stated, this study is intended to know pre-service students’ perceptions towards the incorporation of target language culture on teaching reading in ELT class.

### **D. Significant of the Research**

The findings of this research showed pre-service students’ perception on the incorporation of target language culture in English language teaching class which are expected to be useful and helpful for other pre-service students as teachers going to be- will more realize about the importance of incorporation of target language culture in English language teaching class. Hence, pre-service students can prepare themselves to face the demand in which teachers should be able to transfer not only linguistic items but also cultural items to the students.

For the other researcher hopefully, this study will contribute as a good reference for other research, especially on the same topic as this writer does for the other researcher. Hopefully, this study will contribute as a good reference for other research, especially on the same topic as this writer does.

### **E. Scope and Limit of The Research**

This research scope is a perception of the incorporation of target language culture in English language teaching class. The theory about the importance of teaching culture in language learning from some experts and previous studies are used as a reference to investigate pre-service students’ perception towards the incorporation of target language culture in ELT class.

The limitation of this study is the perception of pre-service students in “Microteaching 1” class of English language education department of UINSA in academic year 2016 towards the

incorporation of target language culture on teaching reading in ELT class. The perceptions just include how the participants perceive the importance and benefits of incorporating target language culture in the reading activity.

#### **F. Definition of Key Terms**

The researcher lists the definition of important terms used in this study as follows.

##### **a. Pre-service students' perception**

Perception covers more thinking's process as a result of information received by the sensory system, it is the output process where the consideration of belief were produced by an individual, then it influenced the way they feel and think itself means the way in which something is regarded, understood, or interpreted.<sup>6</sup> In this research, pre-service students' perception means on how the students that require training for being teacher perceive the incorporation of target language culture in ELT class.

##### **b. Target language culture**

Culture is acceptable interaction within the social group and what makes the group, involving a way of life, a set of social practices, a system of beliefs and a shared history or set of experience.<sup>7</sup> The target language is the language learners are studying, and also the individual items of language that they want to learn, or teacher wants them to learn. In this study's context, the target language is English. Hence, the target language culture means native speakers' culture.

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<sup>6</sup> Ahen, Jerry A, "*Students' Perception towards English for Self Expression*". Malaysia, : University of Malaysia Sarawak, 2009, 1.

<sup>7</sup> Yassine, S. "Culture issues in FL teaching towards the fostering of intercultural awareness". *Annals of Legacy*, Vol. 5, 2006, 35.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that support this research. The theory below is used for consolidating the discussion. This is divided into 6 subtitles: (1) Definition of Culture, (2) Cultural Awareness, (3) Culture and Language Learning, (4) The Importance of Culture in ELT, (5) Relationship between cultural Knowledge and Reading Comprehension, (6) perceptions. Besides, the previous studies will explain the other different research with this research.

#### **A. Theoretical Framework**

##### **1. Definition of Culture**

Empirically, culture is one of components that cannot be separated from one's life. It is already glued into any interaction among people around the world. The world culture is easy to find, to hear, to say, but hard to define. When it is defined, there will be many interpretations through any field of science; anthropology, sociology, linguistic, and many others. Each field will define culture differently. It is synchrony with what Barker say that culture does not have any exact and definitive meaning.<sup>8</sup>

However, oxford dictionary defines culture as the custom and way of life, art, social organization, and beliefs of particular group or country.<sup>9</sup> From this definition, it can be inferred that culture is anything in one's life that is resulted from the interaction among them. It can be the way how the people socialize include the way the use word or sentence to show some expressions, how they pour their ideas into such kind of art, how their belief is, how they run their life, and others.

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<sup>8</sup> Barker, C. *Cultural Studies: Theory and Practice*. Third ed. (London: Sage, 2008) 17.

<sup>9</sup> Oxford Advanced Learner's Dictionary, *International Student's Edition*. (Oxford University Press, 2003), 322.

Culture itself is divided into two categories. The first is material culture or what is called by people as surface culture, and the second is immaterial culture or deep culture. It is synchrony with what Moran states in his book that the categorization of culture is manifested in an iceberg model which a half of its part is under the water.<sup>10</sup> The top part of the part is surface culture in analogy, and the hidden parts is the deep culture.

Surface or material culture is defined as any kinds of culture that is obvious to be observed. It is primarily in awareness. The examples of this kind of culture are: fine arts, food, clothing, and others. Meanwhile, immaterial or deep culture is defined as any kinds of culture that is less obvious and unclear. The production of this culture is out of awareness, for instance: attitudes, beliefs, religion, and so on.

## 2. Cultural Awareness

Cultural awareness is one of intercultural competence. It is defined as a general understanding of learner to world cultures, emphasizing on how they can recognize the differences and similarities among those cultures.

The awareness of culture is extremely important because the awareness itself will be a basic knowledge that will deal with the way how learners use their target language in context<sup>11</sup>. For example, it will be less appropriate if learners use a term, a word, or an expression of target language without knowing the use; how it is use in the native English country. As the reason, it is important for learners to acquire any target cultural knowledge through language learning to train their discourse sensitivity.

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<sup>10</sup> Moran, P. R. *Teaching culture; perspective in practices*. (Boston, MA: Heinle and Heinle. 2001), 55.

<sup>11</sup> David Kuhi, Mehrzad Hoseini Asl, “*The Relationship between Awareness Raising Activities and Students’ Proficiency in Reading Comprehension of culturally*”. *Mediterranean Journal of Social Sciences*. Vol. 4 No. 3, 2013, 516.

There are several uses of cultural awareness in language teaching.<sup>12</sup> Firstly, it is to build the knowledge of other societies and cultures. Secondly, it is to build empathy as the bridge that connects the feeling of learners into the condition of target language culture they learn. Thirdly, it is to build approval which is important to help learners avoiding ethnocentrism, or racism; how they can see any culture from several dimensions. Fourthly, it is to enable learners in passing task performance. It deals with the preparation of them to be able to use target language as a foreigner in several needed context.

### 3. Culture and Language Learning

Language is a symbol of a culture; it can show the cultural reality around its user.<sup>13</sup> Considering this fact, it is no doubt that language and culture cannot be separated. Both language and culture are integrated. It is synchrony as what Lambert says in his book is that the nature of cultural knowledge is acquired through the variants level of language competence.<sup>14</sup> Or what Lambert says in his book that almost all language has any ways to relate with culture, and that almost all cultural aspect can be reached through the use of language.<sup>15</sup>

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<sup>12</sup> Joseph Lo Bianco, Anthony J. Liddicott, Chantal Crozet, “*Striving for the third place: Intercultural Competence through Language Education*”. (Australia: The National Languages and Literacy of Australia, 1999), 66.

<sup>13</sup> David Kuhi, Mehrzad Hosseini Asl, “*The Relationship between Awareness Raising Activities and Students’ Proficiency in Reading Comprehension of Culturally- Bound Materials*”. *Journal of Social Sciences*. Vol. 4, No. 3, 2013, 515.

<sup>14</sup> Byram, M. and Feng, A. “*Culture and Language Learning; Teaching, Research and Scholarship*”. *Journal of Language Teaching*. Vol. 37, No. , 2004, 149.

<sup>15</sup> Joseph Lo Bianco - Anthony J. Liddicott - Chantal Crozet, *Striving for the Third Place: Intercultural Competence through Language Education*. (Australia: The National Languages and Literacy of Australia, 1999), 66.

Basically, in language learning, there are two kinds of competence in general that should be emphasized more. The first is communicative competence. It is a kind of fundamental competence that deals with the social competence, linguistic competence, and communication competence; the way in which people interact each other, transact any messages, and so on. Spitzberg states that communicative competence makes people easily address the links between communication processes and functional outcomes.<sup>16</sup> The second is intercultural competence. It deals with the ability of learners to aware, understand, accept, appreciate, respect, value, and develop anything included in other culture.<sup>17</sup>

#### 4. The Importance of Culture in ELT

For many of traditional societies, EFL teachers are hardly aware of the importance of cultural orientation. Their consideration on communication is as purely the application of grammatical rules in written and oral use. There is also some cases that EFL teachers regard learning about the target language culture as an impediment towards the importance of the pertinent information about linguistic items and native is disregarded. As Kachru said that before learners visit the foreign country and experience the difficulties, it is hard for them to aware about the importance of learning target culture is because they less opportunity to have a close contact with the target .target language culture and its speakers.<sup>18</sup> Therefore, knowing the cultural evidence is important in language learning.

Language cannot be separated from culture, because language is also a symbol of culture. According to McKay,

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<sup>16</sup> Spitzberg – Cupach, *Interpersonal Communication Competence*. (London: Sage, 1984), 70-71.

<sup>17</sup> Darla K Dardoff. *The Identification and Assessment of Intercultural Competence as A Student Outcome of Internalization at Institution of Higher Education in the United States*. (Reign: North Carolina State University, 2004), 43.

<sup>18</sup> B. Kachru. *The Other Tongue: English Across Cultures* (USA: University of Illinois Press, 1992) 75.

there is two main ways about the influence of culture on language teaching, they are pedagogically and linguistically. He also said that to achieve maximum result in learning languages, learners should learn both aspects. Since linguistically, culture influences pragmatic, discourse and semantic aspects while pedagogically influences the determining of language materials that will be brought in the class.<sup>19</sup>

According to Kitao, incorporating culture on language teaching and learning is important because it has several benefits and influences on language learning itself. One of the benefits is international insight. Besides, exploring the target culture can make learners more enthusiastic in learning the language because they understand about the target culture.<sup>20</sup> Learners not only understand the target culture but also understand their own culture which can fortify them from stereotype. As Kitao claims that studying culture, besides already mentioned benefits, “gives students liking for the people of that culture”, “helps avoid the stereotypes” and is part of general education.<sup>21</sup> So, based on the theories mentioned, incorporating culture in language teaching has positive for students’ enthusiasm in learning foreign language.

##### 5. Relationship between Cultural Knowledge and Reading Comprehension

One of complicated human behaviors is reading. This activity have to synchronic the two ideas at once that is the reader and the writer. The difficulties is in giving definition or interpret the text. The simple definition of reading itself is rarely to be provided by some researchers

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<sup>19</sup> S. McKay, *Teaching English as an International Language: Rethinking Goals and Approaches*, (Oxford: Oxford University Press, 2002), 52.

<sup>20</sup> K. Kitao, “Teaching Culture in Foreign Language Instruction in the United States”  
(<http://www1.doshisha.ac.jp/~kkitao/library/article/culture.htm>, accessed on November 17, 2017)

<sup>21</sup> Ibid.

because they are worried about people misunderstanding. According to Grabe's "a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing."<sup>22</sup>

The importance of English reading to absorb English language materials is so clear. As Grabe said that reading is very important part of language learning because students can obtain the scientific, technical, economic, and even cultural knowledge from around the world to build international cooperation and exchange. He also consider that the appropriate starting point to describe reading is about the basic knowledge description and the process that is needed to read.<sup>23</sup>

There are two factors affecting reading comprehension; the first is the degree and speed of brain's perception of word symbols. It means the readers' linguistic knowledge in other words. The second is the effect of "something behind the eyes" which refers to the readers' cultural background knowledge. Such the importance of background knowledge, Carrel claims: "In the EFL/ESL classroom, we must be particularly sensitive to reading problems that result from the implicit cultural background knowledge presupposed by a text."<sup>24</sup> Hence, without cultural background knowledge, text cannot be understood correctly.

Additionally, the term "cultural background knowledge" is also sometimes referred to as all the information and ideas, all the perceptions and concepts, as well as the intellectual residues of emotional expressions, held in long-term memory by readers. According to Paulston and Bruder, learning to read is easier "when the cultural background is familiar and students can draw on cultural information in the decoding process", in their book, Teaching

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<sup>22</sup> Grabe, S. D. *Introduction to linguistics*--2nd Ed. (New York: McGraw-Hill, 1977), 198.

<sup>23</sup> Ibid, 198.

<sup>24</sup> Carrel, P. L. - Joan C. "Eisterhold. Schema theory and ESL reading pedagogy". *TESOL Quarterly*. Vol. 17 No. 5, 1983, 512.

English as a Second Language: Techniques and Procedures.<sup>25</sup> Then, cultural background knowledge is important in reading.

Heilman also said that "background knowledge can be thought of as an individual's experiential/conceptual background for (1) written text (word recognition capabilities, concept of print, understanding word order, and understanding word meanings) as well as for (2) the content of what he is reading". Furthermore, one of cultural knowledge is reading comprehension.<sup>26</sup> It is synchrony with the teaching reality which many words and sentences are culture-loaded in every reading text. Based on the theory above, we know that cultural knowledge has an important role in reading because the efficient understanding requires the ability to connect the reading content with someone's cultural background knowledge.

## 6. Perception

### a. Pre-services students' Perception

God created humans with a very unique way of thinking or feeling about something. This can also be called perception. As Montague argues that perception is someone's feeling towards something.<sup>27</sup> Even perception itself can affect most of a person's behavior, attitudes, and adjustments. The researcher says this is based on Chundler's opinion that perception is an awareness of what we feel.<sup>28</sup>

Every human being has their own opinion. It does not depend on the subject of perception but depends on them as object of perception. This is in accordance with Aristotle in Simo that perception is the associated with a change in a

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<sup>25</sup> Paulston – Bruder, *Communication between Cultures* (Beijing: Foreign Language Teaching and Researching Press, 1976), 5-6.

<sup>26</sup> Heilman, *Culture in second language teaching and learning*. (Shanghai: Shanghai Foreign Language Education Press, 199), 29.

<sup>27</sup> Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities". *Pennsylvania State Univ.* Vol. 8 No. 1, 1997, 157.

<sup>28</sup> May - Chudler, *Sensation and Perception*

sense-organ and this is caused by the object of perception.<sup>29</sup> The researcher provides an argument about Aristotle's theory of perception that changes in the sense-organ and this is caused by the object of perception which means that everyone has opinion or feelings of likes or dislikes for the intended object. For example, there are twins who look for dress. There was a pink long dress without any needless complications on it, but just one of them said it so pretty while the other one did not like the dress because she thinks that the dress is so plain. The preceding example shows that even twins they have different feelings and opinions by looking at one object. It also on Gibson theory that our perception is determined by optical flows – optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information — arrays determined (structured) by objects, enter his sensors.<sup>30</sup>

According to the above theories, perception can be said as “an idea or reaction of person about the object or his experience that gained by using information and interpret a message”. Additionally, Perception covers more thinking’s process as a result of information received by the sensory system, it is the output process where the consideration of belief were produced by an individual, then it influenced the way they feel and think.<sup>31</sup> In this case, the study would like to know the students’ perceptions as pre-service students’ towards the incorporation of target language culture in teaching reading.

#### b. Types of Perceptions

In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all

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<sup>29</sup> Simo Knuutilla - Pekka Karkkainen, *Theories of Perception in Medieval and Early Modern Philosophy*. (Finland: Springer, 2008), 1.

<sup>30</sup> Andej Demuth, *Perception Theories*. (Slovakov: Edicia kognitivne studia, 2003), 25.

<sup>31</sup> Ahen, Jerry A., *Students’ Perception towards English for Self Expression*. (Malaysia,: University of Malaysia Sarawak, 2009), 1.



personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanors each individual obtain and choices each human being makes all the way through life.<sup>32</sup>

1. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

2. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

Furthermore, the research result also shows whether the pre-service students have positive or negative perception towards the incorporation of target language culture in teaching reading in ELT class.

#### **B. Review of Previous Studies**

The researcher provided previous studies that have been completed by the previous researchers. There are some previous studies dealing with the current study. First, the study was done by Qori'ah Maghfirothillah which the title is *Students' Cultural Awareness Level and Their Techniques for Incorporation Target Cultural Content into English Language Teaching*. This study focused on the level of students' cultural awareness and the techniques that they use to incorporate target cultural content. The study used mixed method design which answered the first question by quantitative descriptive, and answered the second question by qualitative approach. The researcher collected the data through test and observation. The study showed that most level of students' cultural awareness were on level 3, it means they were quite moderate. The result of the study also showed that most of student's techniques to incorporate target cultural content is involving target cultural and social elements through several authentic materials.<sup>33</sup> Furthermore, the current study different with the

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<sup>32</sup> Catherine E. Burns - Ardys M. Dunn - Margaret A. Brady - Nancy Barber Starr - Catherine G. Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

<sup>33</sup> Maghfirothillah Qori'ah, Thesis: "*Students' Cultural Awareness Level and Their Techniques for Incorporation Target Cultural*

previous study because the current study focus on perception on incorporation of target language culture

The second study is from Nur Atika Fitria *Cultural Content in Speaking for Everyday Communication Class*. This study is aimed to find the cultural content that is included in speaking for everyday communication class and how it is delivered to student in speaking for every day communication class. The study was used qualitative descriptive which got the data through observation, interview, and documentation. The result showed that 3 categories of cultural content were included. They are culture products, practices, and perspectives. The result also showed that there are 3 ways mostly used by teacher for delivering cultural content, they are direct explanation, classroom discussion, and reading text.<sup>34</sup> Furthermore, this study is different with the previous study because this study focusses on perception on incorporation of target language culture in teaching reading in ELT class.

The third study is from Ravyn Murden, Ayana Norman, Julissa Ross, Erin Sturdivant, Margaret Kedia and Surya Shah, Occupational Therapy, University of Tennessee Health Science Centre, Memphis, Tennessee, USA. The study entitled *Occupational therapy students' perceptions of their cultural awareness and competency*. Occupational therapy students' perceptions of cultural awareness and their self-rated level of cultural competence were investigated. Seventy-two participants at four stages of education (on entry, on completion of university-based studies, on completion of fieldwork and one year following graduation) completed the Cultural Awareness and Sensitivity Questionnaire. The findings indicate that occupational therapy students graduated with an understanding of cultural diversity and the realization that cultural awareness and sensitivity are essential to culturally competent practice. The findings suggest that there is not enough exposure to cultural issues in both university-based education and in fieldwork. This study was limited to one state university and to most students aged  $\leq 24$  years and

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*Content into English Language Teaching*".(Surabaya: UIN Surabaya, 2015), 1.

<sup>34</sup> Fitria Nur Atika. Thesis: "*Cultural Content in Speaking for Everyday Communication Class*". (Surabaya: UIN Surabaya, 2016), 1.

predominantly female<sup>35</sup>. However, the research above is different with this current research which focuses on pre-service students' perception on incorporation of target language culture in teaching reading in ELT class.

The next previous research done by Bayan Al-Hashemi Al-Amir from King Abdul Aziz University Kingdom of Saudi Arabia, entitled *Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University*. The study aims at investigating teachers' perceptions of culture teaching in English as a foreign language classroom at the University of Jeddah. Moreover, it aims at discovering the type of cultural competence teachers seek to promote; whether it is intercultural or multicultural. The results show that female teachers support the study of the target culture. Furthermore, the results indicate that teachers' perceptions lean more towards promoting multicultural competence instead of intercultural one.<sup>36</sup> The difference with this current research is the specification on perceptions towards the incorporation of target language culture in teaching reading, and this research discovers the importance and benefits towards the incorporation of target language culture in teaching reading in ELT class.

The last is *The Comparative Study of EFL Teachers and Learners' Perceptions on the Importance of Teaching Culture* done by Bahman Gorjian and Farshad Aghvam. The study aimed at investigating the teachers and learners' perceptions towards the importance of English culture and its needs in reading comprehension classes. Accordingly, the study planned to compare teachers and learners' perception about the importance of teaching culture and their view points on reading materials. Results showed that there was not a significant difference on the teachers and learners' perception on the use of culture and English native materials in the classroom. Results also indicated that the learners in the reading class in which English native textbook was used outperformed the class with non-native

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<sup>35</sup> Murden Ravyn and friends, "Occupational therapy students' perceptions of their cultural awareness and competency".

*Occupational Therapy International*, Vol. 15 No. 3, 2008, 37.

<sup>36</sup> Bayan Al-Hashemi Al-Amir, "Female Teachers' Perceptions of Teaching Culture in EFL Classrooms at a Saudi University". *English Language Teaching*, Vol. 10 No. 6, 2017, 112.

reading textbook at the significant level ( $p < 0.05$ ). Implications of the study suggest that English language teachers should be aware of English language culture and put it in their teaching process.<sup>37</sup> However, the current study will not compare perception, but will focus on investigating pre-service students as teacher to be- in how they define target language culture, and attitudes towards incorporating cultural information into teaching reading.



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<sup>37</sup> Gorjian Bahman - Farshad Aghvami, “The Comparative Study of EFL Teachers and Learners’ Perceptions on the Importance of Teaching Culture”. *Linguistics and Language Learning*, Vol.3 No.3, 2017, 69.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with the procedures for conducting the research. It covers research design, researcher present, research setting, data and the source of data, research instrument, data collection technique, data analysis technique, checking validity and finding, and research stages.

#### **A. Research Design**

Research design is the draft of the research that will be conducted. Since the research is to know the way the participants gave perspective of understanding phenomena of incorporating target language culture in teaching reading, this research used qualitative study which focuses on understanding social phenomena based on participants' perspective.<sup>38</sup> The researcher used descriptive approach to describe the result into narrative based on the data to explain the result from this study. Descriptive approach integrates the description of people and place in narrative.<sup>39</sup> Besides, this research is aimed to get a comprehensive summarization from specific events experienced by group of individuals or individuals.<sup>40</sup> Through qualitative descriptive, the researcher showed the pre-service students' perception towards the incorporation of target language culture in teaching reading includes the importance and advantages or disadvantages of it which experienced by them as students and as they are teacher to be-.

#### **B. Researcher Presence**

In the qualitative method, the researcher is to be everything in the whole research process.<sup>41</sup> In this research, the researcher acted

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<sup>38</sup> D. Ary, L. C. Jacobs - C. K. Sorensen, *Introduction to Research in Education*. (Belmont: Wadsworth, 2006), 22.

<sup>39</sup> J.W. Creswell, *Education Research: Planning, Conduction and Evaluating Quantitative and Qualitative Research 4th Ed.* (Boston:Pearson, 2002). 274.

<sup>40</sup> Vicky A. Lambert - Clinton E, Lambert, "Qualitative Descriptive Research an Acceptable Design". *Pacific Rim International Journal of Nursing Research*. Vol 16 No. 4, 2012, 255.

<sup>41</sup> *Ibid*, 121.

as the instrument and the collector of the data at once. Questionnaire had used to endorse the researcher's task as instrument. In this research, the researcher acted as a fully observer who did not take a part in the activity. The researcher distributed the questionnaire to the respondents. Another role, the researcher also as interviewer to take the data of pre-service students' perception towards incorporating target language culture in reading.

### **C. Research Setting**

The location where this research was conducted is in UIN Sunan Ampel, which located in Surabaya, Jalan Ahmad Yani no.117, Jawa Timur. UIN Sunan Ampel is the only state Islamic university in Surabaya and one of seven Islamic universities in Indonesia which gets

The subject of the study in the current research is students of the microteaching class of English Language Education Department in academic year 2016 at UIN Sunan Ampel Surabaya. It is because the students of the microteaching class get teaching training that related with the current study to get the data from pre-service students. Besides, they joined the intercultural communication class which becomes the main pre-requirement for the respondents to answer the questionnaire that related to cultural knowledge.

### **D. Data and the source of Data**

The data that was used in this study was pre-service students' perception towards the incorporation of target language culture in teaching reading in ELT class which was collected from questionnaires and interviews.

Then for the source of the data in this research was pre-service students' answers on the questionnaires and pre-service students' responses on an interview about the incorporation of target language culture in teaching reading.

### **E. Research Instrument**

In this research, the researcher collected the data by giving the questionnaire to respondents which were adopted from Sercu's model. The type of the questionnaire here is a close-ended questionnaire which each question is accompanied by a selection of answers. The questionnaire consists of 10 statements that relate to the importance of incorporating culture in teaching reading, the advantages, and disadvantages of incorporating culture in teaching reading. The respondent simply chooses the most appropriate answer. The type of answer uses four rating scale questionnaire where the

researcher uses the Likert scale to get information from the participants. They are; strongly agree, agree, disagree, and strongly disagree.

The semi-structured interview was also conducted to get information from the pre-students. Semi-structured interview is one of the ways in doing interview in qualitative study that the researcher has a list of questions on fairly specific topics to be covered or an interview guide, but the interviewee has a great deal of leeway in how to reply, questions may not follow on exactly in the way outlined in the schedule.<sup>42</sup> The interview guideline consists of 5 questions which also related to the research's current topic. The purpose of the interview is to support the questionnaire section which can give an additional explanation about pre-service students' perception.

#### **F. Data Collection Techniques**

Data collection technique is very important on the research because the main purpose of the research is collecting the data.<sup>43</sup> In this research, the data was collected through the questionnaire and interview as the technique to answer the research questions.

In order to find out the valid data to answer the research problem, the research did some procedure. Firstly, the researcher prepared all the instruments to collect the data. The preparation started with making the questionnaire that related to the pre-service students' perception towards the incorporation of target language culture in teaching reading in ELT class by looking at Sercu's model, adopting it, and relating it with the experts' theories. The researcher also prepared interview guidelines related to pre-service students' perception to the topic. Then, the researcher asked the expert to check the validity of the questionnaire and interview guideline to get the valid answer for the research question.

Then, the researcher distributed the questionnaire to 50 participants and interviewed 5 of the participants. The participants filled the questionnaire which contains several statements. The researcher got the data from the questionnaire in 3 days. On the first day on the 6<sup>th</sup> of May 2019, the researcher distributed the data to 10 students of microteaching A class. the researcher entered the class

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<sup>42</sup> Alan Bryman, *Social Research Methods*, (Oxford University Press, 2015), 471.

<sup>43</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013), 73.

before the class was started. On the same day in the afternoon, the researcher distributed the questionnaire to 10 students of microteaching C class. The researcher waited until the class over for distributing the questionnaire.

On the next day, the researcher got into microteaching F to distribute the questionnaire to 10 of pre-service students. As the researcher did on the previous day, she waited for the class over for distributing the questionnaire. Besides, the researcher also looked for 1 student from Microteaching B class and 1 student from Microteaching D class to be interviewed while waiting for class of the microteaching G over. After that, the researcher started to distribute the questionnaire to 10 students in microteaching E class.

The last day, the researcher distributed the questionnaire to 10 students of microteaching E class before the class was started. On that day, the researcher also did the interview section to 3 students from microteaching C class, microteaching D class, and microteaching E class.

Then, the questionnaire was classified based on the number of the statement then analyzed it based on the theory from McKay, Lambert, Heilman, Paulston and Lambert. The researcher also made a transcription of the interview. After that, the researcher combined the interview transcript with the questionnaire to support the data from the questionnaire.

### **G. Data Analysis Technique**

This research, the data was collected by a used questionnaire analyzed by using a descriptive qualitative method. In light of descriptive qualitative method, the researcher analyzed the data descriptively. Data had obtained from questionnaire and interviews. After collecting data, the researcher analyzed it through the related theory and previous study. It also helped the researcher to conclude, made some decisions and answered the problem of the research. The writer will do several steps to analyze the data.

- a. The researcher collected the data from the questionnaire to investigate pre-service students' perception towards the incorporation of target language culture in teaching reading.
- b. The data from the questionnaire were analyzed by using a simple percentage. The data were classified based on Sercu's model. The responses of participants to the Likert-type scale items in the questionnaire were calculated through the Rahkmat theory. The higher students rated the items on the



Likert-type scale which had positive direction, the more positive perception they had towards the incorporation of target language culture in ELT class. Besides, the lower they rated the items which represented negative statements about the incorporation of target language culture in ELT class, the more positive perception they had towards the incorporation of target language culture teaching reading in ELT class.

To measure students' perception that had gathered by questionnaire, the researcher uses the following formula:

P = Percentage

F = Respondent frequency

N = The number of maximal point

The results of pre-service students' perception towards the incorporation of target language culture in teaching reading can be determined by the percentage result with the qualification below:<sup>44</sup>

1) 81%-100% = Very Positive

2) 61%-80% = Positive

3) 41%-60% = Neutral

4) 21%-40% = Negative

5) 0%-20% = Very Negative

- c. Then, the researcher interpreted the data based on review of related literature.
- d. Finally, the researcher gave the conclusion related with the pre-service students' perception towards the incorporation of target language culture in teaching reading in ELT class.

## H. Checking Validity and Finding

In checking validity of the findings, the researcher used triangulation technique. Triangulation is a technique to check the validity of the data which utilized something beside the data.<sup>45</sup> Nancy cited from Patton, triangulation refers to the use of multiple method or data sources in qualitative research to develop a comprehensive understanding of phenomena.<sup>46</sup> There are four types of triangulation,

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<sup>44</sup> Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian*. (Bandung: Alfabeta, 2009), 15.

<sup>45</sup> Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Pratik, Ed Revisi VI*, (Jakarta: PT. Rineka Cipta, 2006), 155.

<sup>46</sup> Nancy Carter, "The Use of Triangulation in Qualitative Research" Vol. 41, 2014, 545.

according to Denzin those are methods triangulation, investigators triangulation, theory triangulation, and data source triangulation.<sup>47</sup> For checking the finding's validity, the researcher used method triangulation as a multiple methods of data collection such as questionnaires and interviews. Moreover, besides the researcher itself, the expert lecturer and the advisors ensured the finding of this research. At the last, the triangulation method also applied by combining the theory as stated in the theoretical framework.

### **I. Research Stages**

There are some stages done by the researcher in qualitative research. There are three stages; they are preliminary research and intensive analysis.<sup>48</sup> The researcher also wrote the research report at the last stages.<sup>49</sup> In this research, the researcher used some stages, they are.

#### 1. Preliminary Research

In the preliminary research, the researcher formulated research title and research questions, it about the the perception of pre-service students towards the incorporation of target language culture in teaching reading. The researcher then examined related literature, the literature is theory used and some research have been done before. After that, the researcher chose the research location based on the suitable question that is UIN Sunan Ampel Surabaya which has English language education department. Last, the researcher chose collecting data instruments, there are some instruments used such as questionnaire to know the pre-service students' perception towards the incorporation of target language culture in teaching reading in ELT class.

#### 2. Research design

In the research design stage, the researcher did some activities, they are; wrote research proposal which corrected by the supervisor, decided the research instrument such as questionnaire, and interview guideline to complete the data. Then the researcher constructed research instrument based on the

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<sup>47</sup> NK Denzin, *Sociological Method*. (New York: McGraw Hill, 1978), 72.

<sup>48</sup> Lexy J, Moleong, *Metodologi Penelitian Kualitatif*. (Bandung: PT Remaja Rosdakarya, 1990), 84.

<sup>49</sup> Ibid, 84.

theories. The researcher prepared research activity for collecting the data needed for this research.

### 3. Research activity

In this research, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are.

#### a. Recognizing research background and self-preparation

In this part, the researcher prepared instruments and other things to prepare the field research such as the questionnaire and question in the interview. The researcher asked validation of the research instrument to the expert before distribute it to the participants.

#### b. Doing the research

This part becomes the important part of the research, because the researcher started to collect the data. The researcher distributed the questionnaire to the participants. The researcher gave basic explanation for the participants to fill the questionnaire. The researcher also collected data from interview to the students after the questionnaire section done. It used for completing data of students' perception towards the incorporation of target language culture in reading.

#### c. Intensive analysis

In the intensive analysis part, the researcher analyzed the data that has been collected based on theory. The data from questionnaire were analyzed by theory of McKay, Lambert, and also Douglas, the next data from interview that was transcribed and analyzed by those theories of incorporating culture in reading, it supported the data from the questionnaire.

### 4. Research report

In the research, the researcher considered some aspects related to the writing of the research report, they are design the report based on the guidelines for thesis writing by English Language Education Department UIN Sunan Ampel Surabaya, basic content of the report start from chapter one until chapter five, parts of the complement of thesis writing such the appendixes of data that are needed and written system of the reports from the cover until the references and completed by the appendices.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the finding of the questionnaire and interview. The explanation covers the answer to the research questions proposed in chapter I about pre-service students' perception towards the incorporation of target language culture in teaching reading. In this chapter, the researcher also provides the discussion of the finding.

#### A. Research Finding

In this part, the researcher presented the data related to the problems of the study; what are the pre-service students' perception towards the incorporation of target language culture in teaching reading? Therefore, the researcher find out the pre-service students' perception towards the incorporation of target language culture in teaching reading. The researcher collected the data by giving questionnaire and interviewing the students of English Language Education Department (ELED) who took Micro Teaching class and Intercultural class.

To find out the pre-service students' perception towards the incorporation of target language culture in teaching reading, this research administered questionnaires to 50 pre-services students. The questions in the questionnaire consist of close-ended questions with four Likert scale as multiple answers. The researcher also conducted an interview to 5 of the pre-service students. The researcher interviewed the pre-service students also in order to know their perceptions towards the incorporation of target language culture in teaching reading.

The questionnaire consist of negative and positive statements which have 4 options answer, they are strongly disagree, disagree, agree, and strongly agree. From the questionnaire, most of pre-service students believe that teaching culture is important as teaching reading. It is proven by the answer of pre-service students on the first statement in the questionnaire namely; in reading activity, teaching culture is as important as teaching reading. There are 11 respondents or 22% of them strongly agree and 33 respondents or 66% of them agree with

the importance of teaching culture is as important as teaching reading itself. Only one respondents who choose strongly disagree and 5 respondents who choose disagree which calculated in 12% of them. The detail data can be seen in the graphic bellow. (see table 4.1 and graphic 4.1)

**Table 4.1**

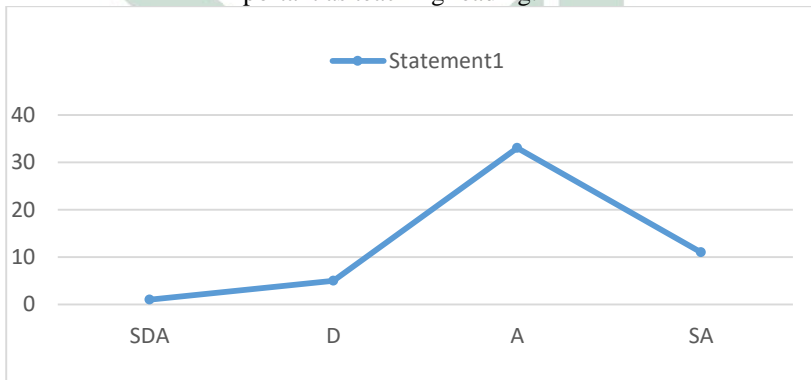
Pre-service students' perception towards teaching culture is as important as teaching reading.

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
1	2%	5	10%	33	66%	11	22%

To make it easy to be read, we can see the graphic below. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.1**

Pre-service students' perception towards teaching culture is as important as teaching reading.



In lined with the pre-service students' believe that teaching culture is important as teaching reading is also proven by the response of pre-service students on the seventh statement which is formed as negative statement in the questionnaire namely; in reading activity, teacher should not give the cultural information to the students. There are 19 of them or 38% strongly disagree with the state ment and 29 of

them or 58% disagree. It can be said that almost of them disagree with the negative statement or they believe that in teaching reading, cultural information is needed to be given to the students. (see table 4.2 and graphic 4.2)

**Table 4.2**

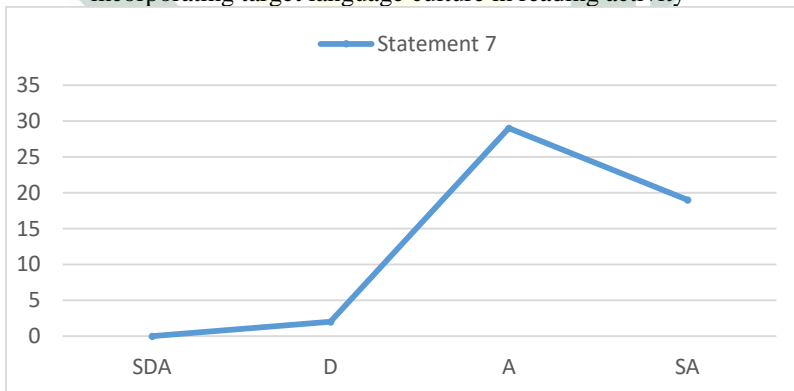
Pre-service students' perception towards the imperative of incorporating target language culture in reading activity

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
19	38%	29	58%	2	4%	0	0%

For easy reading the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.2**

Pre-service students' perception towards the imperative of incorporating target language culture in reading activity



Additionally, the researcher interviewed 5 participants to follow up the first and seventh question in the questionnaire. The interview result shows that pre-services students think that including cultural content of target language is important because they realize on the relation between culture and learning language. The evidence can be strengthened by the pre-service students' responses in the question of the interview below:

R: *“In reading activity, do you think that including cultural content of target language is important, why?”*

P1: *“exactly yes, cultural information is needed to make the students learn the language as it used”*

P2: *“I think yes, reading is the window of the world. If the reader don't have cultural knowledge, it may disturb his understanding to the reading content. So, it is important to give cultural information in reading class”*

P3: *“yes it is important. As I've already gotten in my intercultural class, language and culture cannot be separated. Then, reading is one of skills in learning language, reading is part of learning language, learning language also learning the culture. So, including cultural information in reading class or activity is important”*

P4: *“yes. Because reading text always has cultural information, so we have to give it to the students to make sure the aware about the native culture then make the students learn the language as it used”*

P5: *“yes of course, because as I know that language is part of culture. So, when we teach language, we have to give the cultural information too.”*

Another finding shows that pre-service students also believe that it is possible to integrate teaching culture and teaching language through reading activity. As their responses on the second question of the questionnaire namely; in reading activity, it is possible to teach the foreign language and the foreign culture in integrated way. There are 13 respondents or 26% of them strongly agree and 30 respondents or 60% of them agree with the possibility of integrating teaching the foreign language and the foreign culture in reading activity. Then, there is no respondents who choose strongly disagree and just 7 respondents who choose disagree which calculated in 14% of them. Therefore, the result of questionnaire as follow. (see table 4.3 and graphic 4.3 on the next page)

**Table 4.3**

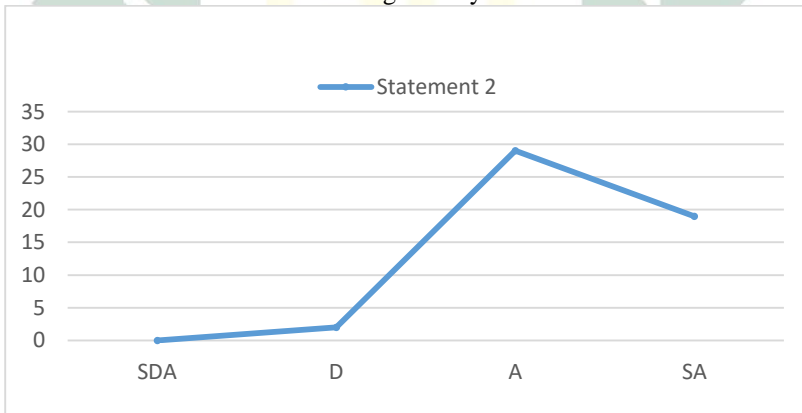
Pre-service students' perception towards the possibility of integrating teaching the foreign language and the foreign culture in reading activity

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
0	0%	7	14%	30	60%	13	26%

To make it easy to be read, we can see the graphic below. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.3**

Pre-service students' perception towards the possibility of integrating teaching the foreign language and the foreign culture in reading activity



On the side, the researcher also found some facts about the pre-services perception towards the possibility of integrating teaching the foreign language and the foreign culture in reading activity. The pre-service students' said in the interview:

R: *“Is it possible to integrate teaching the foreign language and the foreign culture in reading activity. Then, how will you integrate the teaching culture and teaching reading?”*



P1: *“yes it is. In reading activity, I will compare our culture to the native culture. So they will learn both their culture and native culture.”*

P2: *“yes, there are many ways. Such as web quest, I will ask my students to make a report with certain cultural topic like food, music or etiquette”*

P3: *“yes it is. I think I will integrate them by asking my students to find the cultural information in the text then compare it with our or native culture”*

P4: *“yes, I will integrate by directly giving the text that includes cultural information. Then, besides discuss about the content of the text, the cultural information there also be explained”*

P5: *“yes, it is possible. I got it from my teacher when I was in senior high school. My teacher gave me text then there was some sentences that the meaning is cannot directly be translated to our language, it has cultural relation. Then, my teacher give the explanation. I think I will do the same think as my teacher done”*

Where the second question of the questionnaire is concerned, the result of the interview reveals that all interviewee tend to define that integrating teaching the foreign language and the foreign culture in reading activity is possible through some ways such as finding the foreign culture from the reading text, then discuss it or explain it.

Then next pre-service students’ perception is that incorporating target language culture in reading activity is interesting for students. As most of them stated agree in the third question of the questionnaire namely; the cultural information are interesting content in reading text. There are 26 respondents or 52% of them strongly agree and 23 respondents or 46% of them agree with the incorporation of target language culture for students’ interest in reading. Then, there is no respondents who choose strongly disagree and only 1 respondents who choose disagree which calculated in 2% of them. The findings can be reinforced by the graphic below. (see table 4.4 and graphic 4.4 on the next page)

**Table 4.4**

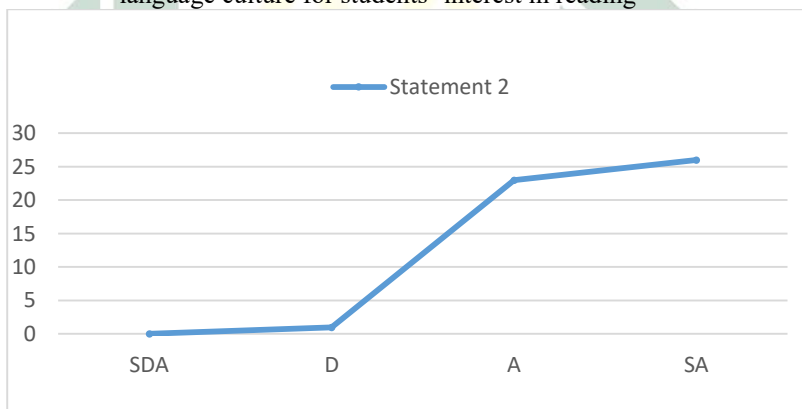
Pre-service students' perception towards the incorporation of target language culture for students' interest in reading

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
0	0%	1	2%	23	46%	26	52%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.4**

Pre-service students' perception towards the incorporation of target language culture for students' interest in reading



Dealing the third question of the questionnaire, the researcher also found further result from interview section. Besides the five interviewee agreement about the topic, they also gave their perception towards the cultural information that is interesting for the students. The pre-services students said in the interview:

R: "do you think that cultural information is the interesting content in reading text? Then what is the cultural information that will be interesting for students?"

P1: "yes, the culture about native life style is the interesting one"

P2: *“yes, I do. The customs of eating is interesting information for students”*

P3: *“yes, I do. When I was in senior high school I used to interest with the attitudes and values of target language culture”*

P4: *“yes, I do. The interesting information is about the native speaker habit”*

P5: *“yes, I do. The place and the way the target language people spend holiday are interesting information in reading text”*

Based on the pre-service students’ responses to the interview transcript above, it can be seen that there are some cultural information that is interesting for students. As mentioned in the transcript, the interesting cultural information are about life style, customs of eating, attitudes, values, and habit of the foreigner.

The other finding also shows that there are pre-service students believe that giving cultural information of target language culture makes students excited in reading activity. The evidence can be strengthen by the questionnaire result which shows that most of the pre-service students’ agree with the statement namely; giving cultural information of target language makes students exited in reading. There are 19 respondents or 38% of pre-service students strongly agree and 26 respondents or 52% of pre-service students agree with the incorporation of target language culture for students’ enthusiasm in reading. Then, there is only one respondents who choose strongly disagree and only 4 respondents who choose disagree which calculated in 10% of the respondents. The detail data can be seen in the graphic bellow. (see table 4.5 and graphic 4.5)

**Table 4.5**

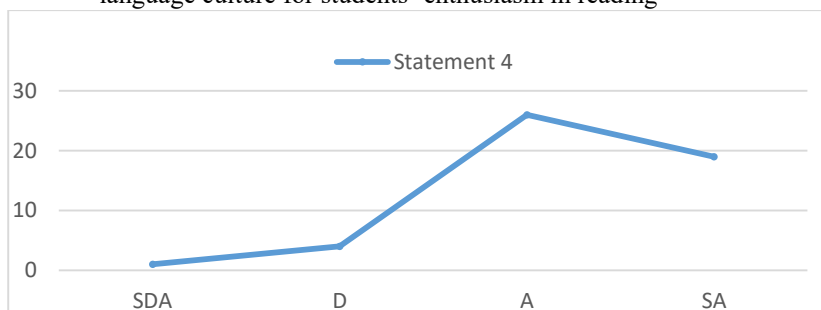
Pre-service students’ perception towards the incorporation of target language culture for students’ enthusiasm in reading

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
1	2%	4	8%	26	52%	19	38%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA

**Graphic 4.5**

Pre-service students' perception towards the incorporation of target language culture for students' enthusiasm in reading



The researcher also found positive facts about pre-service students' perception on the relation between students' cultural knowledge background and students' understanding in reading content. As shown on the two questions of questionnaire result that more than a half of the respondents choose agree to both statements. The first statement is on the fifth question namely; the more students know about the foreign culture, the more they understand the reading content. There are 14 respondents or 28% of them strongly agree and 29 respondents or 58% of them agree with the possibility of integrating teaching the foreign language and the foreign culture in reading activity. Then, there is no respondents who choose strongly disagree and 7 respondents who choose disagree which calculated in 14% of them. The describing answer from the participants can be seen in the graphic below. (see table 4.6 and graphic 4.6)

**Table 4.6**

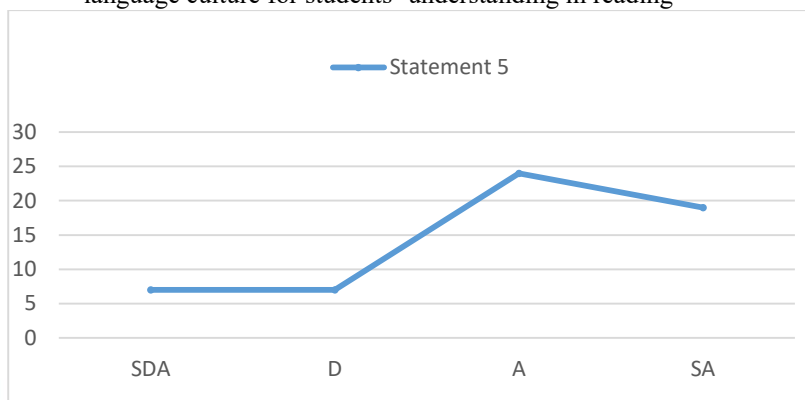
Pre-service students' perception towards the incorporation of target language culture for students' understanding in reading

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
0	0%	7	14%	29	58%	14	28%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.6**

Pre-service students' perception towards the incorporation of target language culture for students' understanding in reading



The second statement is on the sixth question namely; less of cultural background of the students obstruct their reading understanding. There are 5 respondents or 10% of them strongly agree and 27 respondents or 54% of them agree with the possibility of integrating teaching the foreign language and the foreign culture in reading activity. Then, there is no respondents who choose strongly disagree and 18 respondents or 36% who choose disagree. It can be said that not different with the fifth statement, the sixth statement also get positive pre-service students' perception on the relation between students' cultural knowledge background and students' understanding in reading content. (see table 4.7 and graphic 4.7)

**Table 4.7**

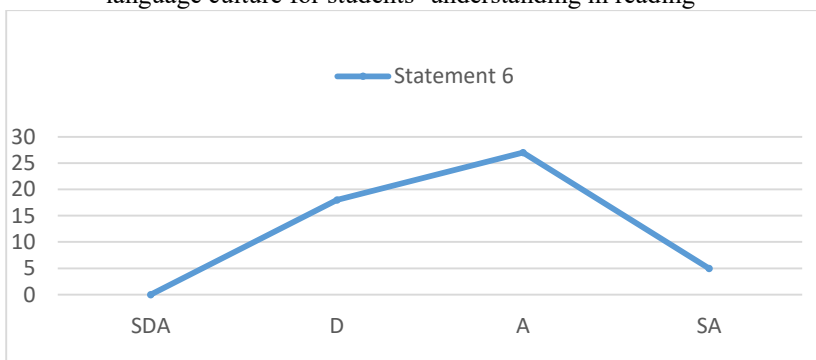
Pre-service students' perception towards the incorporation of target language culture for students' understanding in reading

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
0	0%	18	36%	27	54%	5	10%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.7**

Pre-service students' perception towards the incorporation of target language culture for students' understanding in reading



The next finding shows that there are pre-services students believe that giving cultural information does not make the students lose their cultural identity. As shown on their answer on the eighth question of the questionnaire which is formed as negative statement namely; giving cultural information from the reading text makes students lose their cultural identity. There are 23 of them or 46% strongly disagree with the statement and 22 of them or 44% disagree. Then, there is no respondents who choose strongly agree and there is 5 respondents or 10% of them who choose agree. It can be said that almost of them disagree with the negative statement or reject the eighth statement on the questionnaire. (see table 4.8 and graphic 4.8)

**Table 4.8**

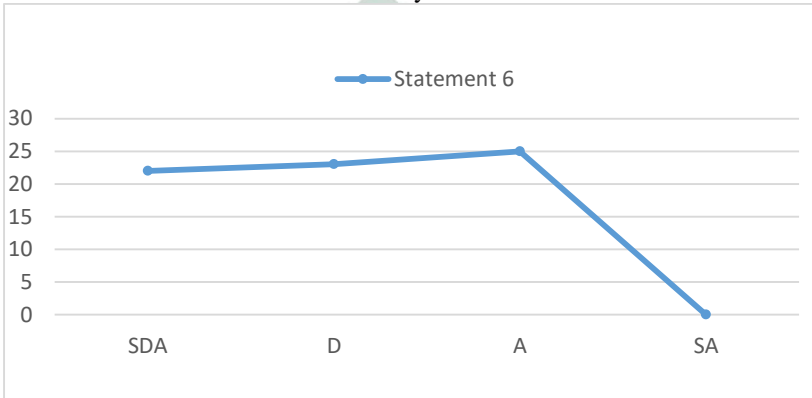
Pre-service students' perception towards the impact of incorporating target language culture in reading activity for students' cultural identity

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
23	46%	22	44%	5	10%	0	0%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.8**

Pre-service students’ perception towards the impact of incorporating target language culture in reading activity for students’ cultural identity



The researcher also found there are pre-service students think that in reading activity, the cultural information should be integrated not only for advanced level. It is said on the questionnaire result that there are 4 respondents or 8% of them strongly agree and 9 respondents or 18% of them agree with the ninth statement namely; in reading activity, the cultural information should be integrated only for advanced level. Then, there is 10 respondents who choose strongly disagree and only 27 respondents who choose disagree which calculated in 74% of them. (see table 4.9 and graphic 4.9 on the next page)

**Table 4.9**

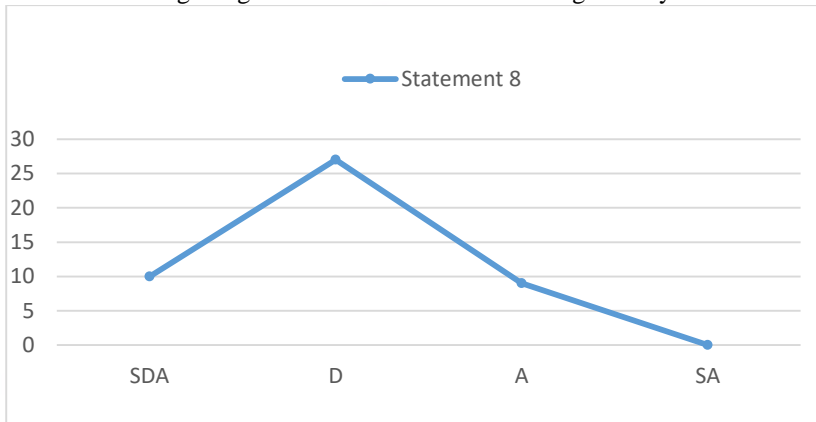
Pre-service students’ perception towards the appropriate students’ level for getting cultural information in reading activity

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
10	20%	27	54%	9	18%	4	8%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.9**

Pre-service students' perception towards the appropriate students' level for getting cultural information in reading activity



Regarding this question, the researcher also found further result from interview section. The interviewee gave their perception about the appropriate level to be first taught about target language culture. The interviewee's answers as the transcript below:

R: *"In reading activity, what is the EFL learners' level that will be appropriate to be first taught about target language culture?"*

P1: *"I think since elementary we can start to give cultural information to the students"*

P2: *"As soon as possible, where the text includes cultural information. We just need to give the cultural information proportionally"*

P3: *"As we know that culture is a part of language. So, we should give the cultural knowledge coincide with the reading activity itself. But, I think that pre-intermediate level is the most appropriate level for beginning"*

P4: *"in junior high school"*

P5: *"Based on my experience, I think it will be appropriate if we starting to give the cultural information for pre-intermediate level"*



Based on the pre-service students' responses to the interview transcript above, it can be seen that there are some perception about the appropriate level to be first taught about target language culture. They are elementary and pre-intermediate level.

The last finding is there are pre-service students who think that in teaching reading, teachers need cultural knowledge. It is proven by most of them reject the negative statement in the tenth question namely; in teaching reading, teachers don't need cultural knowledge. There are 1 of the respondents or 2% strongly agree and 2 of the respondents or 4% agree with the statement. Then, 21 of them or 42% strongly disagree with the statement and 26 of them or 52% disagree. It can be said that almost of them disagree with the negative statement. (see table 4.10 and graphic 4.10)

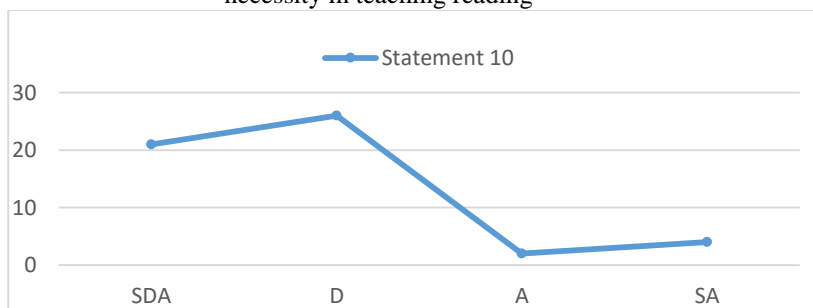
**Table 4.10**  
Pre-service students' perception towards their cultural knowledge  
necessity in teaching reading

Answer							
Strongly Disagree		Disagree		Agree		Strongly Agree	
Frequent	Percentage	Frequent	Percentage	Frequent	Percentage	Frequent	Percentage
21	42%	26	52%	2	4%	1	2%

To read easily the table, the following graphic is presented. For additional information, researcher named strongly disagree as SDA, disagree as DA, agree as A, and Strongly Agree as SA.

**Graphic 4.10**

Pre-service students' perception towards their cultural knowledge  
necessity in teaching reading



Related to this last question, the researcher also found from the five interviewee about the way they will arise their cultural knowledge. The interview result will be shown in the transcript bellow:

R: *“As a teacher to be, how will you arise your cultural knowledge?”*

P1: *“I will arise my cultural knowledge by watching movie”*

P2: *“I will make friends with the native and discuss about culture”*

P3: *“actually, I’ve already gotten much of cultural knowledge in some lecturers especially in intercultural class. But I will arise my cultural knowledge trough articles or movies”*

P4: *“I will arise my cultural knowledge from article or go abroad directly, Aamiin”*

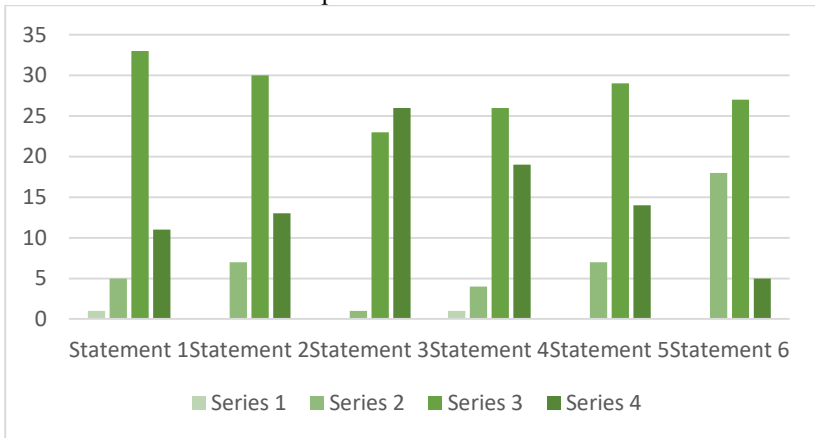
P5: *“I will search the target language culture by reading some sources and discuss with the native”*

Where the tenth question of the questionnaire is concerned, the result of the interview reveals that all interviewee tend to have variance ways to arise their cultural knowledge such as through watching movie, discussing with the native language, and reading articles.

To simplify the result about the data of pre-service students’ perception above, we can summarize it as follow.(see chart 4.1 and chart 4.2 on the next page)

**Chart 4.1**

Pre-service Students' Perception towards the Positive Statements



Based on the data, which are display from the table 4.1 until 4.6, it describes the result questionnaire about perceptions towards the incorporation of target language culture in teaching reading. So, the descriptive calculation is:

The alternative answer for Agree (F) : 256

Agree (F)

The alternative answer for Disagree (F) : 44

Disagree (F)

---

Total of the answer (N) : 300

The percentage calculation of “Agree” answer:

$$P = \frac{F}{N} 100$$

$$P = \frac{256}{300} 100$$

$$P = 83,3\%$$

The percentage calculation of “Disagree” answer:

$$P = \frac{F}{N} 100$$

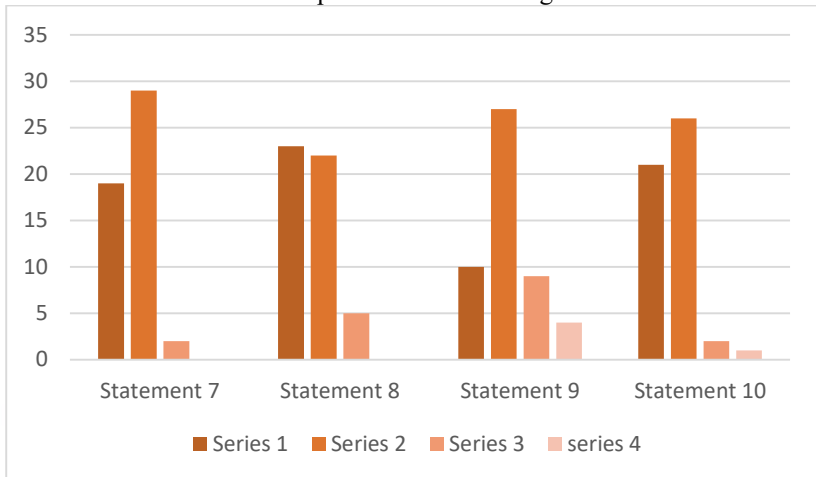
$$P = \frac{44}{300} 100$$

$$P = 14,6\%$$

Based on the calculation, we can see that in the positive statement the “Agree” answer is more dominant than the “Disagree” answer.

**Chart 4.2**

Pre-service Students’ Perception towards the Negative Statements



Based on the data, which are display from the table 4.7 until 4.10, it describes the result questionnaire about perceptions towards the incorporation of target language culture in teaching reading. So, the descriptive calculation is:

The alternative answer for Agree (F) : 23

Agree (F)

The alternative answer for Disagree (F) : 177

Disagree (F)

---

Total of the answer (N) : 200

The percentage calculation of “Agree” answer:

$$P = \frac{F}{N} 100$$

$$P = \frac{23}{200} 100$$

$$P = 11,5\%$$

The percentage calculation of “Disagree” answer:

$$P = \frac{F}{N} 100$$

$$P = \frac{177}{200} 100$$

$$P = 88,5 \%$$

Based on the calculation, we can see that in the negative statement the “Disagree” answer is more dominant than the “Agree” answer. Hence, according to the result of positive and negative statement we can conclude that pre-service students’ perception towards the incorporation of target language culture in teaching reading is generally positive, because the result percentage is included in 80%-100% range.

## **B. Discussion**

In this section, the researcher will present the interpretation and discussion after getting the result of the research. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was able to know the pre-service students’ perception towards the incorporation of target language culture in teaching reading done by the students’ of English Language Education Department academic year 2016 in State Islamic University of Sunan Ampel Surabaya.

The positive perception is a valuable present that prepares the self-confidence and power to catch the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.<sup>50</sup> So, knowing pre-service students’ perception as teacher to be has benefit for their preparation for being a good teacher.

According to questionnaire and interview result, most of pre-service students’ perception towards the incorporation of target language culture are positive. It can be concluded from their answered in some categories of question which is related to the expert theory.

Pre-service students believe that teaching culture is important as teaching reading. It is synchrony with McKay said that in order to master a language student have to learn both, its linguistic and cultural norms.<sup>51</sup> This perception also match with Carrel statement that in the

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<sup>50</sup> Catherine E. Burns - Ardys M. Dunn - Margaret A. Brady - Nancy Barber Starr - Catherine G. Blosser. *Pediatric Primary Café Fifth Edition* (United States of America: Library of Cingress Cataloging, 2009), 304.

<sup>51</sup> S. McKay. *Teaching English as an International Language: Rethinking Goals and Approaches*. (Oxford: Oxford University Press, 2002), 71.

EFL/ESL classroom, we must be particularly sensitive to reading problems that result from the implicit cultural background knowledge presupposed by a text.<sup>52</sup>

The pre-service students also perceive that it is possible to teach the foreign language and the foreign culture in integrated way. As Lambert said that almost all language has any ways to relate with culture, and that almost all cultural aspect can be reached through the use of language.<sup>53</sup>

As Kitao pointed out that studying cultures gives students' reason to study the language because understanding culture makes studying foreign language and literature more meaningful.<sup>54</sup> The finding of the research also shows that the pre-service students' perception is in lined with Kitao, that incorporating target language culture in reading activity is interesting for students. They also believe that incorporating target language culture does not make students lose their cultural identity which is synchrony with Kitao's statement that studying culture helps the students avoid the stereotypes.

The pre-service students also perceive that there is correlation between students' cultural knowledge background and students' reading understanding. As what Paulston and Bruder said in their book that learning to read is easier when the cultural background is familiar and students can draw on cultural information in the decoding process.<sup>55</sup> Another pre-service students' perception is that in teaching reading, they need to have cultural knowledge and give it to their students. It is relevant with Heilman that reading comprehension is a function of cultural knowledge.

Based on their perception above, the result of this study indicated that pre-service students have a very positive perception

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<sup>52</sup> Carrel, P. L. - Joan C. Eisterhold "Schema theory and ESL reading pedagogy". *TESOL Quarterly*. Vol. 17, 1983, 512.

<sup>53</sup> Joseph Lo Bianco - Anthony J. Liddicoat - Chantal Crozet. (1999). *Striving for the Third Place: Intercultural Competence through Language Education*. (Australia: The National Languages and Literacy of Australia, 1999), 66.

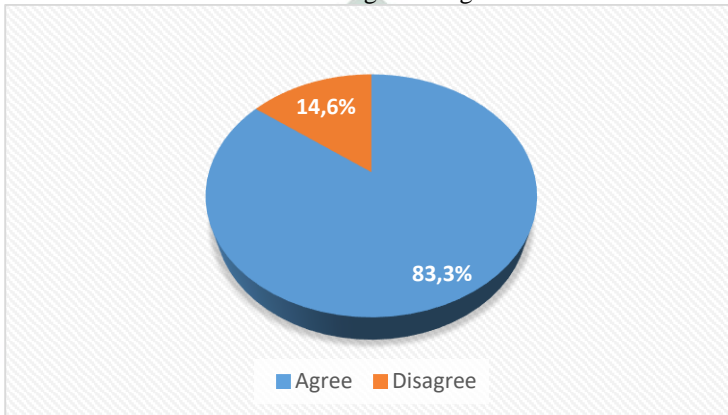
<sup>54</sup> K. Kitao, Teaching Culture in Foreign Language Instruction in the United States, 2000, Viewed 17 November 2017 at <http://www1.doshisha.ac.jp/~kkitao/library/article/culture.htm>.

<sup>55</sup> Paulston - Bruder. *Communication between Cultures*. (Beijing: Foreign Language Teaching and Researching Press, 1976), 5-6.

towards the incorporation of target language culture in teaching reading. It also can be concluded through the recapitulation as follow (see figure 4.1 and 4.2)

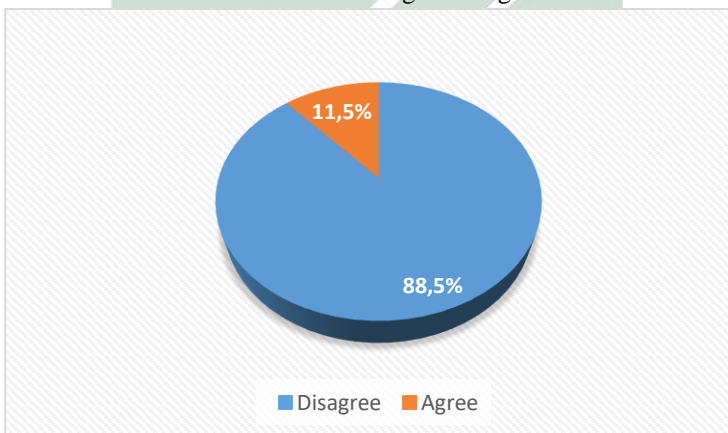
**Figure 4.1**

Pre-service Students' Perception Towards The Positive Statements About Incorporation Of Target Language Culture In Teaching Reading



**Figure 4.2**

Pre-service Students' Perception Towards The Positive Statements About Incorporation Of Target Language Culture In Teaching Reading



Based on the chart above, we can see that in the positive statement the “Agree” answer is more dominant than the “Disagree” answer, while in the negative statement the “Disagree” answer is more dominant than the “Agree” answer. That makes the students’ perception towards these strategies overall is very Positive because based on Rakhman about the scale of variable, if the result is on the range between 80-100% means that the overall perception is very positive.<sup>56</sup>

In this case, positive perception means, that the pre-service students accept the incorporation of target cultural content in teaching reading very well. As stated by Robbins, positive perception means that suitable with the expectation of the object perceived or from the rules.<sup>57</sup> Positive perception towards teaching activities bring positive behavior and attitude to have high motivation in teaching. Moreover, the pre-service students’ perception can be the measurement how well their understanding about the importance of incorporating target language culture in their teaching activity, especially in reading. Based on the discussion above, the researcher can conclude that pre-service students of English language education department UIN Sunan Ampel have good awareness about the importance of incorporating target language culture in their teaching activity.

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<sup>56</sup> Ridwan, *Skala Pengukuran Variabel-Variabel Penelitian* (Bandung: Alfabeta, 2009), 15.

<sup>57</sup> Wirawan, “Persepsi Masyarakat Terhadap Kebijakan Kementerian Agama dalam Pelaksanaan Peraturan Akad Nikah di Kota Bandar Lampung Tahun 2014”.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This research discusses the area of the study that has been explained in the previous chapter. This chapter consists of two parts. The first part is about the conclusion of the research based on the findings. The second part provides some suggestions related to this study for the English teacher, the next researcher, and for the readers.

#### **A. Conclusion**

The pre-services students' perception towards the incorporation of target language culture in teaching reading is very positive. It means that the pre-service students accept the incorporation of target cultural content in teaching reading very well. Such as they perceive that incorporating target language culture in teaching reading is important, they also perceive that incorporating target language culture in teaching reading has benefit for students' enthusiasm in learning, and they also perceive that as a teacher to be, they need to arise their cultural knowledge.

#### **B. Suggestion**

After the researcher found the answer to the research question, there are some suggestions as follows:

1. In order to reach the successful reading comprehension, teachers are suggested to consider incorporating target language culture in teaching reading class
2. In order to prepare the demand education about intercultural communicative purposes, the next teacher generation or teachers are suggested to prepare their cultural knowledge and also techniques to integrating teaching language and teaching culture.

For the further researcher, this research instrument focuses on the data questionnaire than the data from the interview. It will be better to have the interview as the focus. So, further researcher can have large discussion about perception. Besides, this research just includes one subject that is pre-service students. It was suggested to include the lecture or teacher and also students. So, the further researcher can compare the perception between them.

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