Maghfirotillah, Qori'ah. 2015. Students' Cultural Awareness Level and Their Techniques for Incorporating Target Cultural Content into English Language Teaching in English Teacher Education Department of UIN Sunan Ampel Surabaya. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Afida Safriani, MA, Diah Karmila Sari Putri, M.Pd.

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Having cultural awareness deals much more with ones' ability to face global interaction and to communicate appropriately. The level of cultural awareness, however, will show how good the ability of someone to recognize and even to behave towards a cultural practice and believe. Having good cultural awareness in this case is critical for students taking micro-teaching class of ETED UIN Surabaya as English teacher candidates. As foreign language teachers, ETED students need to provide meaningful learning process in order for their students can save the language learned in their long term memory. To gain meaningful English teaching, ETED students need to highlight that language learning without involving any cultural contents means nothing. Considering those facts, this study aims to examine the questions: (1) What is the level of Students' cultural awareness in micro teaching class of English Teacher Education Department?, (2) What strategies are used by students of micro teaching class to incorporate cultural aspect into their English language teaching?. To conduct this study, mixed method especially Explanatory sequential design was employed. The first question was answered by quantitative descriptive using a test, and the second question was answered by qualitative approach using observation. The result of this study showed that students' cultural awareness levels were quiet moderate. As a proof, level 3 became the most achieved level by students. Furthermore, the second question which only 35 students coming from different levels became the sample was answered by the fact that "Providing more authentic materials involving target cultural and social elements" was the technique most used. Then, "Providing students with target culture based activities" became the second technique used the most. Another fact found was that the students coming from level 2 was better in incorporating target cultural content into English language teaching. For this reason, it could be concluded that students' cultural awareness did not have any strict relationship with the techniques used by students for incorporating target cultural content into their English language teaching.