CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) The Background of this Study, (2) Statements of the Problem, (3) Objectives of this study, (4) Significance of this Study, (5) Scope and Limitation, (6) Definition of Key Terms.

A. Background of The Study

After the implementation of Asian Free Trade Area (AFTA) in December 31, 2015,[1] having cultural awareness becomes something critical for every people. The logic is that the implementation of AFTA will bring people to easily come, live, and possibly work in other countries. There will be a lot of people from other countries having different cultures coming, trading, and interacting in Indonesia. Facing this fact, cultural awareness is extremely needed to build a good communication in which people can tolerate diversity and commend others appropriately.

The irony is that the use of foreign languages is something less in Indonesia. It is confirmed by the data of World Bank stating that the discrepancy of foreign language ability of using among man power in

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[1]http://perpustakaan.bappenas.go.id/lontar/file?file=digital/119496-%5B_Konten_%5D-Pemberlakuan-MI0001.pdf, accessed on April 24, 2015)

Indonesia is about 44 %.[2] This might be caused by the fact that the language is learned without giving meaning. Then, cultural awareness here is also needed in order that ones can use English appropriately. AFTA will open the chance for all people in South of Asia speaking different languages and not using English as the first language to interact each other. This case becomes possibility to make English as lingua franca as its function as an international language. Indeed, it is important to learn English contextually.

In learning a foreign language, teachers or lecturers should transfer not only the linguistic items but also the cultural evidence that is adhered in the target language itself.[3] 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.

The 2013 curriculum highlights that classroom teaching-learning process should give any impact to students' daily life and the way they interact with the society. Integrating culture and language together in a teaching becomes a solution to make English learning more practical. This

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[2] Rizal Kurniansah. "Peluang dan Tantangan Pekerja Pariwisata dalam Menghadapi Era Masyarakat Ekonomi Asean (MEA) 2015" Academia.edu, (http://www.academia.edu/9069749/PELUANG_DAN_TANTANGAN_PEKERJA_PARIWISATA_DALAM_MENGHADAPI_ERA_MASYARAKAT_EKONOMI_ASEAN_MEA_2015, accessed on April 24, 2015)

[3] Darla K. Deardoff, "Internalization: In Search of Intercultural Competence". Carolina: *Foreign Language Annals*. Spring, 2004, 14.

demand stated in the regulation of Indonesian Minister of Education and Culture No. 70 Year 2013 about the basic outline and structure of *Sekolah Menengah Kejuruan* or *Madrasah Aliyah Kejuruan*. He said that school should be media for students to learn everything they can use in their society. Thus, what is learned in school needs to be applicable and meaningful. [4]

Meanwhile, the second main competence of 2013 curriculum of English lesson also states that the purpose of teaching English is to make students aware on the way how to behave in global interaction. Hence, cultural awareness is needed in this case, since as expected by the regulation of Indonesian Minister of Education and Culture No. 70 Year 2013 about the basic outline and structure of Sekolah Menengah Kejuruan or Madrasah Aliyah Kejuruan, students learning foreign language will realize their role as a representation of nation in the international relations.

English is one of the languages that are commonly learned by people from the entire world because of its role as an international language. English learned as a communication medium between people to people in international relationship. Considering this reason, it is clear that in studying English, students are not only expected to understand the structure of English

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[4] Menteri Pendidikan dan Kebudayaan Republik Indonesia, Kemendikbud, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 70 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan* (Jakarta: Kemedikbud, 2013), 6.

itself, but also to have intercultural competence or to understand the concept of language use in real life context.[5]

The ability to gain intercultural competence is called as cultural awareness. Cultural awareness is very important to bridge students in understanding the target culture that may be very different from their own culture.[6] By having cultural awareness, students will be able to know others' culture. This knowledge ideally can be used to strengthen their own culture and identity, because the interaction between cultures ideally should create a reinvention of local tradition and identity.[7] In addition, students also will be able to use their understanding about a language appropriately looking from the behavior, value, faith, and cultural background of the target language studied.

In this matter of fact, it is important to know to what techniques used by the students of English Education Department because they will be teachers in the future who are demanded to not only transfer linguistic competence to the students but also to transfer cultural content as a bridge for students to understand about cultural diversity and the way to respect and face it. In assumption, it will be difficult to raise students' awareness about the

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[5] 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; Education Module, 200, 9
[6] Renate A. Schulz, "The Challenge of Assessing ………", 14.
[7] Benny Indrasurya and friends, "Tantangan Budaya dalam Bisnis Internasional". (Paper presented to fulfill Bisnis Internasional kelas I course - Brawijaya University, October 2013).

culture if the teachers themselves do not know exactly what the culture of the target language is.

As an initiation, it is believed that the level of students' cultural awareness deals and even relates strightly with students' competence to be a teacher. As the consequence, the result of this research can be made as a reflection for the department to know whether the students of English Teacher Education Department are ready or not to face the demand to incorporate any cultural knowledge they can transfer into their English teaching. Another benefit is that this research finding will give information to the world dealing with the relationship between teacher's levels of cultural awareness and the techniques they use to incorporate cultural knowledge in foreign language teaching, especially English.

The students of Micro teaching class of English Education Department (PPL 1) is chosen as the subjects since they have taken Cross Culture Understanding Class to learn about the way how to appreciate others' culture and how to face the differences. Then, they are also regarded having better understanding of English since they are equipped by knowledge and skills to be an English techer for five semesters in the university. They have taken all courses enriching their pedagogical needs, such as TEFL, Curriculum Development, IMALT, and vice versa. Moreover, in micro-teaching class, students are directed and trained to teach correctly.

As teachers' candidate, the students should have a good cultural awareness. Later, after graduating from State Islamic University of Sunan Ampel Surabaya, they should be able to teach their student, transfer the information not only from the linguistic rule but also from the culture. The ability to incorporate culture in language teaching will benefit for both teacher and students to strengthen and improve their English proficiency. As the result, it is important to assess their readiness to face that demand.

In order to use English that is culturally appropriate, English teacher candidates need to know the way how to incorporate cultural context in their teaching, and they would practice doing it in PPL 1 class. As well, it gives lecturers guidelines about what to do in their teaching. The lecturers will benefit a view dealing with how to teach their students in order that they can be good teachers in the future who can incorporate cultural context in their teaching.

B. Research Questions

This study intended to examine the following questions:

1. What is the level of Students' cultural awareness in micro teaching class of English Teacher Education Department?

2. What techniques are used by students of micro teaching class to incorporate cultural aspect into their English language teaching?

C. Objectives of The Study

Considering the research questions stated, this study aimed to find the following case:

a. The level of students cultural awareness in Micro-teaching class of English Education Department

b. The techniques used by students of micro-teaching class for incorporating any target cultural content into their English Language Teaching.

D. Significance of The Research

This study is expected to raise students' knowledge about their cultural awareness level. After the students know their ablity, it is believed that they will get motivated to improve it. Then, it is also useful for the Department to reflect the success of applied curriculum, especially cross culture understanding that had been learned. In addition, it can be a reference for the lectures of English Education Department UIN Sunan Ampel dealing with how they should teach and direct their students.

It is also important for the Department to know the level of students' cultural awareness in order that the Department can be sure whether the

students are ready or not to face the demand in which the teachers should be able to transfer not only the linguistic items but also cultural items to the students. If the level is already known, the Department absolutely can design a strategy on how to make the students as teachers in the future have that requirement.

E. Scope and Limitation

Culture and language cannot be separated, so it is better to teach language and culture integrated in language teaching. Culture also plays significant role in the success of someone English learning. The ability to understand others' culture named cultural awareness.

This research has two scopes to examine. The first scope is the level of cultural awareness. A theory of World languages SAC will be used as the main reference to know the level of students' cultural awareness. World languages SAC states that there are some aspects that should be analyzed to know how well someone's cultural awarenes is.[8] They are: factual knowledge, intercultural skills, understanding of values and perspectives, and personal engagement. But in this research, there are only two aspects that will be examined to check students' cultural awareness; they are factual knowledge and intercultural competence. Each aspect that will be examined has four

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[8] World Languages SAC, *Outcome Assessement for Cultural Awareness (*Japan, 2011)

levels; description and identification, comparison/contrast, analysis, and evaluation and reflection.

The second scope is about the techniques to incorporate cultural knowledge in English language teaching. Here, some points summed up by Rodliyah and Muniroh in their research will be taken as the examined techniques. Cakir's points about the techniques to incorporate target cultural knowledge in English language teaching are also employed. The techniques are:[9]

a. Providing more authentic materials involving target cultural and social elements

b. Giving lectures or having discussion on culturally-related linguistic aspects

c. Using pictures, maps, realia, posters, etc. to help students develop a mental image

d. Comparing and contrasting home and target cultures

e. Role plays, where students can learn the difference of attitudes/values of different characters associated with the culture

f. Design a project where students can have an exchange with people from different culture

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[9] Rojab Siti Rodliyah R. and Dian D. Muniroh. "The Importance of Incorporating the Target Culture in English Language Teaching" Jurusan Pendidikan Bahasa UPI, (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/197308062002122-ROJAB_SITI_RODLIYAH/The_Importance_of_Incorporating_the_Target_Culture_in_Englis.pdf, accessed on Apri 21, 2015)

g. Providing students with culture based activities, such as singing, reading, film, simulation, and so on[10]

h. Providing students with any topic talking about culture whether the surface or the depth one.[11]

The limitation of this study is the students of micro teaching class (PPL 1).

F. The Definition of Key Terms

Here are the definitions of the key terms based on the perspective of this study or in other words the terms below are defined operationally.

a. Cultural awareness

Moran states that cultural awareness is a kind of intercultural competence enabling learners to have appropriate behavior, perspectives, and attitudes towards another culture.[12] It is defined as a general understanding of learner to world cultures, emphasizing on how they can recognize the difference and similarities among those cultures. There are 2 aspects of Cultural Awareness will be measured here: 1. Factual Kowledge, 2. Intercultural Skill.

b. Level of cultural awareness

The level of cultural awareness deals with the degree of students' ability in having cultural awareness. In term of cultural awareness, there are 4

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[10] Ismail cakir, " Developing Cultural Awareness in Foreign Language Teaching". Turkey: Krikkale University, 4

[11] Ismail cakir, " Developing Cultural Awareness ………..", 6

[12] Moran, P. R, *Teaching culture; perspective in practices* (Boston, MA: Heinle and Heinle, 2001), 55.

levels that are possible to reach;[13] 1.Description and Identification, 2. Comparison/Contrast, 3. Analysis, 4. Evaluation and Reflection.

c. The techniques to incorporate culture into English language teaching

The ways used by teachers to engage cultural knowledge into English language teaching.[14] There can be several ways to teach culture and language integrative. The details can be seen in scope of the study.

d. Micro-teaching class

A class in English Teacher Education Department of UIN Sunan Ampel Surabaya in where the students can do English teaching practice.

e. Factual Knowledge

Factual knowledge deals with the knowledge of someone about any cultural practices, attitudes, or beliefs.[15] Thus, Factual knowledge can be defined as any knowledge of students about target cultural competence.

f. Intercultural Competence

Intercultural competence defined as the ability of someone to show any appropriate behavior toward the different culture and it also refers to how people give the views to the differences.[16] Confirming this definition, intercultural competence in this study is defined as the view, attitudes, and

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[13] World Languages SAC, *Outcome Assessement for Cultural Awareness (*Japan, 2011)

[14] Rojab Siti Rodliyah R. and Dian D. Muniroh. "The Importance of Incorporating ....."

[15] Chantal Crozet, "Culture Knowledge and Intercultural Learning".Australian Government: *Research Centers for Languages and Cultures Education*, 2007, 1

[16] Mitcher L. Harmer, "Measuring Intercultural Sensitivity: The Intercultural Development Inventory". Pergamon: *International Journal of Intercultural Relations*. Vol.27 2003, 42

or perspectives of students toward target cultural content which differs to theirs.