CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and suggestion from the researcher are presented as follows:

A. Conclusion

Students' Cultural Awareness in Micro Teaching Class English Education
Department

This study arrived into its finding that most of the students, 43 students, in microteaching class of English Teacher Education Department have achieved level 3 of cultural awareness. In other words, they were able to present such kind of analysis facing target cultural content. Then, 30 students of microteaching class have achieved level 2 of cultural awareness, in which it indicated that they were arrived into compare and contrast level.

Furthermore, 9 students of microteaching class were able to achieve the highest level or level 4. It clearly indicated that those 9 students were able to present an evaluation and reflection towards target cultural content they know. And only a student of microteaching class achieved level 1 in which she was only able to describe and identify target cultural content they know without doing further step.

 The Techniques for Incorporating Target Cultural Competence Used by the Students of Micro Teaching Class EED

Considering all the findings mentioned in the previous chapter, it was clear that there were more than 50% of students involving target cultural content in their English language teaching. From all 9 techniques provided, the students of microteaching class employed 6 techniques in their English language teaching; providing authentic materials that involves target cultural element, Introducing or using native idioms, proverbs, or sayings in teaching-learning process, Using pictures, maps, realia, posters, etc. to help students develop a mental image about target cultural knowledge, Comparing and contrasting home and target cultures / personalization of the cultural information that is indirectly involved, Providing students with target culture based activities, such as singing, reading, film, simulation, and so on, and Providing students with any topic talking about target culture whether the surface or the depth one.

3. The relations between students level of cultural awareness and the techniques they use for incorporating target language content into EFL teaching

However, the level of students' cultural awareness as mentioned in the previous chapter gives no impact to the techniques they used for incorporating target cultural content into their teaching. It was proven by the fact that the level comes with highest frequency of students using the techniques for

incorporating target cultural content is level 2. Then, it was followed by level 3. While level 4 or the highest level only took the third position. And level 1 took the fourth position.

B. Suggestion

Considering to the facts found in this study, there are some suggestions coming up as the following:

- 1. For English Teacher Education Department, there should be the more massive effort to raise students' awareness to incorporate target cultural content into English language teaching because there are still many students do not do it in their teaching.
- 2. For students, although there is no impact of cultural awareness level to techniques for incorporating target cultural content into teaching, raising their cultural awareness is still quiet critical to up their proficiency of English. Having good cultural awareness however will shape people to have better view towards target language and its origin. Students also need to raise their awareness on the importance of integrating cultural content into language teaching.
- 3. For the next researcher, this thesis can be an initiation to do further examination on the integration of culture and language teaching. A research on teacher's belief toward the integration of culture and

language in teaching or experimental study which incorporating culture becomes the object is interesting to conduct.

4. For the readers, hopefully this thesis will inform something beneficial and important to notice.

