





33.	3	2	3
34.	2	2	2
35.	3	1	2
36.	3	3	3
37.	4	2	3
38.	3	2	3
39.	3	3	3
40.	3	2	3
41.	3	3	3
42.	3	1	2
43.	2	2	2
44.	3	3	3
45.	3	3	3
46.	3	1	2
47.	4	3	4
48.	3	3	3
49.	3	3	3
50.	3	3	3
51.	3	3	3
52.	2	1	2
53.	2	2	2
54.	2	3	3
55.	4	3	4
56.	2	2	2
57.	3	2	3
58.	2	2	2
59.	3	3	3
60.	3	3	3
61.	3	4	4
62.	3	2	3
63.	1	3	2
64.	2	2	2
65.	3	3	3
66.	3	4	4
67.	2	1	2
68.	2	2	2
69.	3	3	3
70.	3	2	3
71.	3	3	3
72.	2	2	2
73.	3	3	3
74.	3	3	3
75.	3	3	3
76.	3	3	3
77.	3	3	3
78.	3	2	3
79.	4	3	4
80.	3	1	2
81.	3	3	3







whether splitting bill is American custom or not”. Answering this question was benefit to fulfill the requirements of achieving level 1 based on the rubric provided.

Continuing to the next question, those 51 students were demanded to answer “what cultural behavior they have in Indonesia relating to splitting bill”. This demand also met with the criteria that should have been achieved by students based on the rubric.

Actually, there were two various answers of students facing this second question. First, some students answered that the boys in Indonesia pay everything for the girls if they asked the girls to go out. Second, some other students said that “some couples in Indonesia sometime pay each other but it is not as must as splitting bill. They just apply sharing principle, the one having money is the one needs to pay the cost. And both of the answers are exist in Indonesia”.

Question number 3, to arrive into level 3, was also a must to answer by the students correctly. This question aimed to check “whether the students can do further than only contrast and compare splitting bill with Indonesian custom”. In





	mention, or describe the cultural beliefs or practices of others	cultural beliefs or practices of others with their own culture in the very appropriate manner	how two cultural groups shaped from demographical or historical background impact individual people or personal view	connect a cultural practices or beliefs to the historical background or issues appear in the place where the culture comes from
<b>Question</b>	Splitting bill is common in America, put a thick on the right answer (√)! <input type="checkbox"/> True <input type="checkbox"/> False	In America, boys and girls who go dating, each individual pays half. How about in Indonesia? Explain!	Why was Jennifer surprised that she had to pay for the food? Explain!	Do you think that splitting bill culture connected to gender issue in America? Why?
<b>Students' Response</b>	√ True is the answer where students put the thick on	√ -“In Indonesia, it usually depend on the person who ask first. But usually in dating the male will pay” -“Indonesian boy has a high prestige to pay all for the girl” -“Mostly, boy pays all the bill. But sometimes, the woman if they have money will pay for the boy”	-“Because the Chinese custom are the same with Indonesian” -“Because she is Chinese” -“Because in Indonesia is not like that”	-“No” -(Left blank) -“Yes, because they know that looking for money is difficult for both”

In question number 1, students were demanded to discover “whether splitting culture is common or not in America”. This question was developed to meet with the requirements of achieving level 1 based on the rubric used. All

those 24 students were able to put a tick on true column which automatically showed that they have achieved level 1.

Then, in the second question, students were demanded to “compare and contrast splitting bill with their own habit dealing with it”. This demand was reflected in the question number 2.

As the previous level, the answers of students were also divided into two categories. First, some of them stated that some boys pay the entire bill when they ask a girl to go out. Second, they wrote that some of couples are mixed up in an unwritten agreement that the one having money can treat another.

The third and fourth questions could not be answered well by the students, some of them left the questions and some others answered it without having connection to the topic, as an example: students only answered, “because in Indonesia is not like that” to the question number 3. In contrast, the question asked the reason why Jennifer surprised that she had to pay the bill. The answer had no connection with the question.





students could put a tick on true column which became the right choice. Actually, this question aimed to achieve the criteria of level 1 based on the rubric provided.

Then, stepping to question 2, those 6 students were also able to answer it. In this question, they were demanded to “compare splitting the bill custom which is common in America with the habit of Indonesian relating to it”. This question was answered by students without having significant differences with other students coming from level 3 and 2. And their answers met them with the criteria that shall be achieved in the rubric

Then, question number 3 was also answered precisely by those 6 students. This question challenged the students to “do an analysis toward splitting bill custom” as stated in the question number 3. The question was raised to ask for students’ perspective on the reasons why Jennifer surprised that she had to pay some of the bill. This question needed students to do analysis rather than only mention or comparing something to meet with the criteria written in the rubric.

This third question was answered by those 6 students without having significant differences with the students coming from other levels.

Being in level 4 indicated that those 6 students were already able to connect a cultural practice or belief to the historical background or issues appear in the place where the culture comes from. In this test, gender issue which was booming in America was taken to connect it with splitting bill culture.

Most students answered that splitting bill was connected to gender issue, as the reason that both gender issue and splitting bill offer equality between men and women in term of acquiring right and fulfilling obligation. Most students thought that splitting bill was an impact of gender issue. By splitting bill, the position of women would be equal with men and there would be no discrimination. And it had been matched with the rubric.

Level 1 was the level which only 2 students achieved it. This fact described that the students who were in this level were able to discover, mention, or describe the cultural













“students’ ability in doing analysis”. The question above aimed to check or examine whether students could give a statement on how their belief and perspective influence their view to one’s attitudes toward other cultural practice. In this case, this question asked students to give reasons on their view whether Jennifer should have been angry facing splitting bill or not.

Dealing with the question stated above, the answers of those 35 students indicate two categories, agree and disagree. Some students in this level stated that Jennifer should have been so angry with Eddy. It was because the cultural shock she faced and it was common to happen in the very first contact with a new strange culture. Then, some others disagreed that Jennifer should have been angry. They thought that Jennifer should clarify Eddy the reason why he did it. Students also thought that Jennifer also needs to be aware on the cultural differences possibility.

The seventh question asked students about their opinion whether it was reasonable to expect high school students to spend so much money for dating. This question required students’ analysis about splitting bill and spending much money for dating in high school students’ context.

Most of students in this level came with their belief that spending so much money for students to go dating was not appropriate. For the reason, students in level 3 explained, most high school students depends their financial income to their parents and it is quiet inappropriate to spend much of it for only going dating. Local context appeared softly here. Students seemed bringing Indonesian common condition to this case. This condition exactly matched with the criteria that should be achieved by student to be in level 3 as provided in the rubric.

The fact that those 35 students were not able to answer question number 8 correctly indicated that they were unable to achieve level 4 and only stuck on level 3. However, some of those 35 students left the question blank, and some others answered it less appropriately. For instance; a student answered “yes, good. Nice dating because we can save money”. Another one answered, “ I think it fair cuz they are still a student”, the other wrote, “I think it is okay”. Those answers were not strength enough to categorize students into the fourth level as written in the rubric.

To sum up, 35 of 83 students were in level 3 which indicated that they were able to analyze the relationship





Indonesian had no splitting bill, but sometimes they treated each other.

Question number 6 examining “students’ ability to compare and contrast splitting bill habit with their background knowledge or perspective” could be well answered by the students who were in level 2. Without having significant differences with the answer of students achieving level 3, the answers of students toward this question were divided into two categories. First, they agreed that Jennifer should have been angry with Eddy, and the second was that Jennifer should not be angry to Eddy to what he had done. The answer met with the criteria stated in the rubric.

In contrast, questions number seven and eight could not be answered correctly by the students. This condition became the reason why the students did not achieve the higher level. This is the example of students’ answer to questions number 7: “No. I don’t agree that we have to save money”, or “No, it’s not their main duty”. Those answers did not meet with the demand of level 3 of intercultural competence which requires students to do a further analysis on splitting bill and spending















knowledge level and intercultural level. Here, an analysis on students' test worksheet was conducted one by one to get the finding dealing with students' cultural awareness consisting of factual knowledge and intercultural competence factors.

Most of the students, 51.81%, achieved level 3. It indicated that they had been in analysis level. In other words, the students were already able to analyze any factual knowledge coming from the target culture and the difference or similarity between cultures which illustrate their intercultural competence. Overall, in doing the test, students in level 3 were able to analyze how two cultural groups shaped from different historical or demographical background could impact individual people and personal view and how the cultural practices relate to particular context.

30 students or about 36.15% of the test takers were in level 2. Being in level 2 meant that they already had any capability to mention and describe any cultural information they got and even discovered their own custom relating to target cultural attitudes or assumption. In further, students achieving level 2 were also able to do comparing and contrasting activities. In other words, instead of knowing















































10.84% achieving it. Hence, level 1 became the level which only one student was in it.

This fact showed that most of students taking micro teaching class in English Education Department have achieved level 3 in term of cultural awareness. In factual knowledge aspect, they were already able to present an analysis facing any target cultural knowledge which differs to theirs. Stepping to the further stage, intercultural competence, students in this level also able to analyze and give opinion without underestimating and soon on how cultural practices, attitudes, or beliefs impact individuals in the specific context and particular situation.

In other words, some students, although not all, were already able to achieve level 3 and 4 in intercultural competence. In facing cultural differences, those students were able to involve their cultural background, beliefs, and perspective. In line with this, Robiyah stated that intercultural competence would be happened when someone brings their own values, perspectives, expectations of the world around them in facing other beliefs and perspectives.<sup>4</sup>

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<sup>4</sup> Rojab Siti Rodliyah 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](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 April 21, 2015), 2

Thirty students or about 36.15% of the participants were in level 2. This meant that all the 30 students in generate were able to do comparison and contrast activity dealing with cultural awareness. In brief, talking about factual knowledge, the students were already able to compare and or contrast the cultural beliefs or practices of others into their own perspectives in the very appropriate manner. Besides, dealing with intercultural skill, students in this level were able to give an opinion toward target cultural practice. In other words, students here contrasted the practices of others to the perspective or beliefs they have.

The level taking third position was level 4. There were 9 students or about 10.84% of the students in this level. Considering the fact that level 4 was the highest one, the students achieving this level became the best one comparing to others in term of cultural awareness. Students in this level were able to do evaluation and reflection towards any cultural information they face. In factual knowledge aspect, students here were able to connect a cultural beliefs or practices to the historical background or issues appear in the place where it is exist. Then, in intercultural competence, students in this level were able to use two or more points of view (reasoning whether they agree and disagree) to reflect and evaluate the cultural information they knew.

Then, only a student from all participants or test takers was in level 1. In details, this student was only able to do description and identification in term of cultural awareness. The factual knowledge of this student was limited on the ability to discover, mention or describe the cultural practices or beliefs of others without doing further step. Then, in term of intercultural skill, the student here was only able to mention one of cultural practices of their own relating to target cultural practices they focused on.

To sum up, most students were in level 2 and 3 which were in the middle of level's interval. While, only a student was in the lowest level of cultural awareness, level 1. Furthermore, only 9 students, which were not sufficient to the quarter of participants, were in the highest level, or level 4.

It was a strong belief that cultural awareness is important thing to have by people, especially by foreign language learners. As stated by Schulz, cultural awareness was very important to bridge students in understanding the target culture that may be very different from their own









Furthermore, other techniques used by students in their teaching practices in microteaching class for incorporating target cultural were; *Introducing or using native idioms, proverbs, or sayings in teaching-learning process, Using pictures, maps, realia, posters, etc., Comparing and contrasting home and target cultures, and Providing students with any topic talking about target culture whether the surface or the depth one.*

In contrary, some techniques chosen as common techniques used by people for incorporating target cultural content into English language teaching were not used by students. The techniques were:

- a. Role plays, culture capsules, and cultural research. This technique actually would enable learners to learn the difference of attitudes/values and different characters associated with the target culture. But no student used it because it might take the very long time to do, while micro teaching class only gave 20-25 minutes to students to conduct their teaching.
- b. Design a project where students could have an exchange with people coming from different culture. The reason why no student found using this technique was that no native foreign student in the class. This condition only provided learner with grouping activity

which the members come from Indonesia and the culture they had considered the same with their home culture.

- c. Providing target culturally based instruction and interaction inside the teaching-learning process was also a technique that was not used by students. This was because the target of students in their teaching is linguistic competence, not the cultural one. Although target cultural content was provided, the used interaction was still linguistic based instruction.

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

Based on the research findings presented above, the student coming from level 1 used no target cultural content to involve in their teaching. It means that no technique of incorporating culture used by the student. This might be caused by the lack of student in having cultural awareness. Student here was only able to mention and discover kind of cultural knowledge without having ability to step further dealing with it. This student was not able to fulfill the demand of language learning based on American Council of Teaching of Foreign Language (ACTFL) that “a



incorporating target cultural content technique, while another student did not use it. Two students in this level used “introducing or using native idioms, proverbs, or sayings in teaching-learning process” technique and two others used “comparing and contrasting home and target cultures / personalization of the cultural information”. The frequencies of techniques used by students were 5 times using.

From the fact above, it was convincing to state that the level which students used incorporating target cultural content into their English teaching in the highest frequency is level 2. It could be shown from 19 times using of those techniques by 6 students. The level taking second position was level 3 which there were 11 techniques used by 10 students. The third position was gained by level 4 which the frequencies of using were about 5 times by 3 students.

From the fact above, it could be concluded that the level of students did not give any impact to their ability for incorporating target cultural content into English language teaching. It was proven by the finding that level 2 was the level which students used incorporating technique in often with more various techniques than others. In contrary, level 4 as the highest one, only took the third position and the techniques used by students were also not that varied.



