### CHAPTER IV RESEARCH FINDING

This chapter presents the research findings and discussions of the study. It describes the data result about students' cultural awareness level and students' techniques for incorporating target cultural content. While, the discussion of this study deduces the findings to then concludes it.

### A. Findings

In this subtitle, something that will be presented is the research findings. As an initiation, the result of examining students taking micro teaching class's cultural awareness will be presented first. Then, the second finding dealing with the techniques that were used by students for incorporating target language culture in English language teaching will be presented as the following.

#### 1. Students' Cultural Awareness Level

Examining the level of students' cultural awareness became the first focus of this research. As mentioned in the previous chapter, to answer this question, it was used a test to know the level of students' cultural awareness. There were eight questions in the test. Questions 1-4 are aimed to test students' factual knowledge dealing with target culture. Then, questions 5-8 aimed to test intercultural competence of students.

This test showed that all the participants or test takers, 83 students who were divided in seven classes; micro teaching A, B, C, D, E, F, G, and H, had moderate cultural awareness level. It is shown from the fact that most of the students were in the third level of cultural awareness. Here are the details of students' test result:

**Table 4.1 The Level of Students' Cultural Awareness** 

		Level		
Students	Factual	Intercultural	Cultural	
	Knowledge	Competence	Awareness	
1.	3	2	3	
2.	3	2	3	
3.	2	1	2	
4.	3	2	3	
5.	3	3	3	
6.	3	1	2	
7.	2	2	2	
8.	2	1	2	
9.	3	3	3	
10.	3	3	3	
11.	2	2	2	
12.	2	1	2	
13.	4	3	4	
14.	2	2	2	
15.	3	2	3	
16.	2	2	2	
17.	2	1	2	
18.	3	3	3	
19.	3	1	2	
20.	2	1	2	
21.	3	4	4	
22.	3	3	3	
23.	4	3	4	
24.	2	3	3	
25.	3	2	3	
26.	3	3	3	
27.	2	2	2	
28.	2	1	2	
29.	1	1	1	
30.	3	1	2	
31.	2	1	2	
32.	3	4	4	

33.	3	2	3
34.	2	2	2
35.	3	1	2
36.	3	3	3
37.	4	2	3
38.	3		3
39.	3	2 3	3
40.	3	2	3
41.	3	2 3	3
42.	3	1	2
43.	2		2
44.	3	2 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	3
51.	3	3	3
52.	2	1	2
53.	2		2
54.	2	2 3	3
	4	2	4
55.		3	
56.	2 3	2 2 2 3	2
57.		2	3
58.	2	2	2 3
59.	3		
60.	3	3	3 4
61.	3	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 2	3 3
70.			
71.	3	3	3
72.	2	2	2
73.	3	3	3
74.	3	3	3
75.	3	3	3
76.	3	3 3	3
77.	3		3
78.	3	2	3
79.	4	3	4
80.	3	1	2
81.	3	3	3

82.	3	3	3
83.	3	2	3

From the table shown above, students' cultural awareness level can be described by the following diagram:

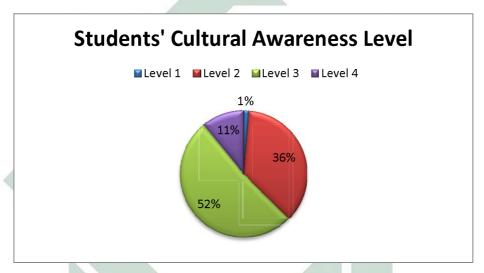


Figure 4.1. Students' Cultural Awareness Level

#### 1.1 Students' Factual Knowledge Level

Factual knowledge was the first aspect examined to know students' cultural awareness level. In the conducted test, students' level of cultural awareness could be seen from their ability to answer question number 1 until number 4. The figure below aims to present students' factual knowledge level.

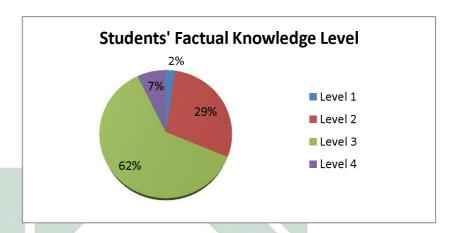


Figure 4.2. Students' Factual Knowledge Level

After conducting the test, this research arrived into its finding that dealing with factual knowledge aspect, level 3 was a level which was achieved by most of the students. There were 51 students or about 61.45% of them had achieved level 3 in term of factual knowledge aspect. It indicated that most of the students were already able to analyze the information or knowledge about target culture. To show the test result of students achieving level 3, the following table is presented:

**Table 4.2 The Factual Knowledge of Students in Level 3** 

	Level 1	Level 2	Level 3	Level 4
	(Description and Identification)	(Comparison/Contrast)	(Analysis)	(Evaluation and
	ruentmeation)			Reflection)
Rubric	Students are able	Students are able to	Students are able	Students are
	to discover,	compare or contrast the	to analyze how	able to
	mention, or	cultural beliefs or	two cultural	connect a
	describe the	practices of others with	groups shaped	cultural
	cultural beliefs or	their own culture in the	from	practices or

	1	1	ř .	
	practices of	very appropriate manner	demographical or	beliefs to the
	others		historical	historical
			background	background
			impact individual	or issues
			people or	appear in the
			personal view	place where
			•	the culture
				comes from
Question	Splitting bill is	In America, boys and	Why was Jennifer	Do you think
	common in	girls who go dating,	surprised that she	that splitting
	America, put a	each individual pays	had to pay for the	bill culture
	thick on the right	half. How about in	food? Explain!	connected to
	answer $()!$	Indonesia? Explain!	1	gender issue
	☐ True			in America?
	☐ False			Why?
	1 alsc			
Students'	V	V	V	
Response	True is the	-"Someone who invites	-"Because	-"Yes, but I
response	answer where	to go date, he will pay	Chinese custom	don't know
	students put the	the date. But sometimes,	has no that habit	why"
	thick on	they will share each	and that's	-"I don't
	thick on	other"	Jennifer's first	really
		- "Normally, boys pay"	time to go date in	understand
		- "Boys pay all the bill"	America"	about gender
		"Jennifer face a cultural	-"Because it	issue in
		shock. She surprised that	different from her	America"
		she had to pay the food	custom. Being	-(Left blank)
		while in her custom boy	surprised is	(Left blank)
		pays everything when	normal"	
		they go dating"	-"Because	
		-"If people go dating,	according to her	
		the boy normally pays	custom, a guy	
		for the girl. But	always pay for	
		sometimes they change	everything when	
		it. Not that strict as	he asks a girl to	
		American"	go out"	
		American	լ go out	

To arrive into this level, those 51 students needed to answer questions number 1, 2, and 3 correctly. In the first question, the students in this level were demanded to "Discover

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

this question, students were challenged to do an analysis on how Jennifer's feeling that she had to pay for the food is.

Fifty one students achieving level 3 could give an appropriate answer towards the question mentioned previously. For example: "Jennifer face a cultural shock. She surprised that she had to pay the food while in her custom boy pays everything when they go dating". Furthermore, the answer of students achieving level 3 towards question number 4 did not meet with the demand of level 4.

Level 2 became the second level which was achieved by most of the students. There were for about 24 students or about 28.9% of the total students taking micro teaching class have achieved this level. Being in level two means that students were able to answer questions number 1 and number 2 and unable to answer questions number 3 and 4. The following table is presented to give detail information about students achieving level 2 of factual knowledge:

Table 4.3 The Factual Knowledge of Students in Level 2

	Level 1 (Description and Identification)	Level 2 (Comparison/Contrast)	Level 3 (Analysis)	Level 4 (Evaluation and
				Reflection)
Rubric	Students are able	Students are able to	Students are	Students are
	to discover,	compare or contrast the	able to analyze	able to

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

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 thick 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 gout. 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.

All of this became an exact sign that the factual knowledge level of 24 students was only stuck in level 2, where they only could contrast and compare. In details, being in level 2 meant that the students were able to compare and contrast the cultural beliefs or perspectives of others with their own culture in an appropriate manner (without underestimating).

The second latest level which had been achieved by students is level 4. 6 students had been successful to achieve this level. The requirement to be in this level was that the students were able to answer questions 1, 2, 3, and 4 correctly. The following table presents detail information about students achieving level 4 of factual knowledge.

Table 4.4 The Factual Knowledge of Students in Level 4

	Level 1	Level 2	Level 3	Level 4
	(Description and	(Comparison/Contrast)	(Analysis)	(Evaluation
	Identification)			and
				Reflection)
Rubric	Students are able	Students are able to	Students are	Students are
	to discover,	compare or contrast the	able to analyze	able to
	mention, or	cultural beliefs or	how two	connect a
	describe the	practices of others with	cultural groups	cultural
	cultural beliefs or	their own culture in the	shaped from	practices or
	practices of	very appropriate manner	demographical	beliefs to the
	others		or historical	historical
			background	background
			impact	or issues
			individual	appear in the
			people or	place where

			personal view	the culture
Orrestien	Culitting 1:11 is	To America have and	3371	comes from
Question	Splitting bill is common in	In America, boys and girls who go dating,	Why was Jennifer	Do you think that splitting
	America, put a		surprised that	bill culture
	thick on the right	each individual pays half. How about in	she had to pay	connected to
	answer $()!$	Indonesia? Explain!	for the food?	gender issue
	True	indonesia: Explain:	Explain!	in America?
			Explain:	Why?
				vviiy:
Students'	1	V	V	1
Response	True is the	-"In Indonesia, usually	-"According to	-"Yes. In
_	answer where	the boy should pay for	Chinese	America, the
	students put the	their dating. For me, it	custom, a guy	equality
	thick on	shows that boy is	always pays	between man
		responsible with his	for the girl.	and woman
		girl"	And Eddie	is much
	A	-"In Indonesia, boys pay	asks Jennifer to	prioritized.
		the bill. But sometimes	pay half of the	And splitting
		they split it without	bill in her first	bill is one of
		having agreement"	dating in	the impact
		-"As my experience,	America".	for it offers
		they completing each	-"Because it is	the equality
		other. If the boy having	different with	between both
		money, he pays the bill.	her culture;	gender"
		If the girl having money,	Chinese	
		she pays the boy. But	culture"	
		sometimes, there are	-"Because she has not been	
		some boys who always pay everything for the	used to live in	
		girls"	America. And	
		giris	American And	
			custom,	
			including	
			splitting bill	
			surprises her"	

In the first question, those 6 students were able to answer true-false question to examine "whether students are able to identify splitting bill as American culture". All those students could put a thick 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

practices and beliefs of others. In details, students who were in this level only could discover that splitting bill is a common American habit through true-false question. The detail is as the following:

**Table 4.5 The Factual Knowledge of Students in Level 1** 

	Level 1	Level 2	Level 3	Level 4
	(Description and	(Comparison/Contrast)	(Analysis)	(Evaluation
	<b>Identification</b> )	(		and
				Reflection)
Rubric	Students are able	Students are able to	Students are	Students are
	to discover,	compare or contrast the	able to analyze	able to
	mention, or	cultural beliefs or	how two	connect a
	describe the	practices of others with	cultural groups	cultural
	cultural beliefs or	their own culture in the	shaped from	practices or
	practices of	very appropriate manner	demographical	beliefs to the
	others		or historical	historical
			background	background
			impact	or issues
			individual	appear in the
			people or	place where
			personal view	the culture
				comes from
Question	Splitting bill is	In America, boys and	Why was	Do you think
	common in	girls who go dating,	Jennifer	that splitting
	America, put a	each individual pays	surprised that	bill culture
	thick on the right	half. How about in	she had to pay	connected to
	answer $()!$	Indonesia? Explain!	for the food?	gender issue
	□ True		Explain!	in America?
				Why?
Students'	V			
Response	True is the	-(Left blank)	-"Because	(Left Blank)
	answer where	-"I don't know"	before he not	
	students put the		ask Jennifer if	
	thick on		she always pay	
			for everything"	
			-"because she	
			is stingy".	
			Usually, her	
			foods are paid	

		by her	
		boyfriend	

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

The rest of questions were left blank and answered inappropriately. The evidence could be shown from students' answer. One of them, when answering questions number 2 asking about Indonesian custom closed to splitting bill, only wrote "I don't know" in the column.

Then, the answer of the third question was "because she is stingy. Usually, her foods are paid by her boyfriend". Another one left the second and fourth questions, and only wrote "because before he not ask Jennifer if she always pay for everything".

From those answers, it was clear that both students were in the first level which they only able to describe and identify the factual knowledge they get or know.

### 1.2 Students' Intercultural Competence Level

To check students' intercultural competence level, here questions numbers 5-8 were used. All of the questions were developed based on the rubric provided and the article red by the students. Question number 5 aimed to indicate that the students were able to, dealing with intercultural competence, do a kind of description and identification. Question number 6 aimed to examine whether students were arrived into comparison and contrast. Question number 7 aimed to check whether students having ability to analyze an intercultural knowledge. Question number 8 examined students whether they were already able to do evaluation and reflection.

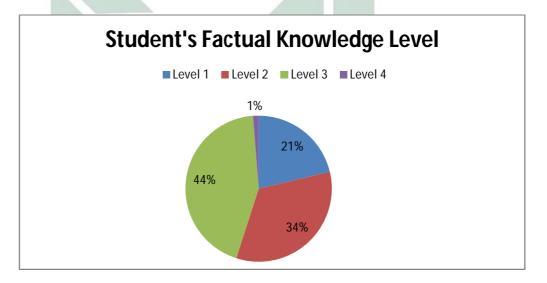


Figure 4.3. Students' Intercultural Competence level

Level 3 became the level which was achieved by most students. 35 students or about 42.2% from the test takers had achieved this level. As mentioned above, being in level three automatically indicated that the students could answer questions number 5 and 6 and even number 7 rightly. To give a brief overview dealing with students' factual knowledge in level 3, the following table is presented:

**Table 4.6 The Intercultural Competence of Students in Level 3** 

	Level 1	Level 2	Level 3	Level 4
	(Description	(Comparison/Contrast)	(Analysis)	(Evaluation
	and			and
	<b>Identification</b> )			Reflection)
Rubric	Students are	Students are able to use	Students are	Students are
	able to mention	one p <mark>oin</mark> t of vi <mark>ew</mark>	able to	able to use
	one or more	app <mark>rop</mark> riately to give	analyze the	two or more
	cultural beliefs	their own opinions on	relationship	points of view
	and practices of	one's cultural beliefs	between	of (other)
	their own	and practices	cultural	cultures in
	relating with		practices or	evaluating or
	others	7/	beliefs and	reflecting
			individuals to	one's belief
			the specific	and practices
			context of	in appropriate
			particular	manner
			situation	
Question	If American	Do you think that	Do you think	Can you give
	have splitting	Jennifer should have	it is	two or more
	bill, how about	been so angry with	reasonable to	opinions
	Indonesian?	Eddie? Explain!	expect high	dealing with
			school	American
			students to	custom to
			spend so	split the bill?
			much money	
			for dating?	
			Why?	
Students'	√	V	V	

Response	-"In Indonesia	- "No, because Jennifer	-"No.	-"Yes, good.
-	has no splitting	at first should	Because it's	Nice dating
	bill"	understand other	not	because we
	-"In my opinion,	customs when she go	appropriate to	can save
	the custom is	everywhere"	spend the	money"
	that boy tends to	-"No. Jennifer actually	money not	-" I think it
	pay all the bill,	needs to ask Eddi's	their own for	fair cuz they
	although not	reason first. Or at least,	only going	are still a
	every time"	she find it by her own	dating. Then,	student"
	-"Indonesian	the reason why Eddie do	their job	-"I think it is
	boys usually pay	it"	actually is just	okay"
	for all the bill.	-"Yes. It is Jennifer's	studying at	-(Left Blank)
	But however,	first time facing splitting	school"	
	woman	bill. And anger is	-"No, because	
	sometime treat	something common to	they still have	
	them also"	experience when facing	not worked"	
		cultural shock"	-"Yes they do.	
	4	4 1	Depend on	
			the need. But	
			I think that	
			they don't	
			have so, cause	
			they haven't	
			get any job	
			yet"	

The fifth question examined "students' knowledge about their own culture relating to splitting bill". Most of the students answered that Indonesian had no splitting bill, but sometimes they treated each other. Students' answers toward this question met with level 1 demand of intercultural competence as stated in the rubric.

Stepping further, those 35 students were also able to answer question number 6. This question aimed to examine

"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

between cultural practices or beliefs and individuals to the specific context of particular situation.

Then, level 2 took the second position which was achieved by most students. There were 27 students or about 32.52% of the participants or test takers were in this level. Being in this level meant that they were able to answer the fifth and sixth question but unable to give appropriate answers for the seventh and eighth questions. Here are the details of students' intercultural competence achieving level 2:

Table 4.7 The Intercultural Competence of Students in Level 2

	Level 1	Level 2	Level 3	Level 4
	(Description	(Comparison/Contrast)	(Analysis)	(Evaluation
	and			and
	<b>Identification</b> )			Reflection)
Rubric	Students are able to mention one or more cultural beliefs and practices of their own relating with others	Students are able to use one point of view appropriately to give their own opinions on one's cultural beliefs and practices	Students are able to analyze the relationship between cultural practices or beliefs and individuals to the specific context of particular	Students are able to use two or more points of view of (other) cultures in evaluating or reflecting one's belief and practices in appropriate
			situation	manner
Question	If American have splitting bill, how about Indonesian?	Do you think that Jennifer should have been so angry with Eddie? Explain!	Do you think it is reasonable to expect high school students to spend so	Can you give two or more opinions dealing with American custom to split the bill?

			much money for dating? Why?	
			,,,,,,	
Students'	1	V		
Response	-"Indonesia has	-"Not at all. Because it's	-"Yes,	-"No"
	no splitting bill.	Eddie's custom and she	because	-"I think
	But sometimes,	is in Eddie's country.	everyone need	American is
	they change the	She must learn it first to	to eat"	individual
	role of paying	then appreciate it"	-"No. It's not	people. They
	the bill"	-"Yes. Anger is common	main duty"	do not want to
	-"I think	in the first contact with	- No. I don't	wasting of
	Indonesian has	the new culture. But,	agree that we	their money,
	it also, although	after times, it is not	have to save	energy, and
	not that strike,	appropriate for Jennifer	money"	time"
	and just a kind	to be angry".		- No, because
	of habit"	-"No, because Eddie has		I'm ladies that
	-"Splitting bill is	tried to pay for the food.		boys should
	not Indonesian.	It's Jennifer's turn to		pay that be
	In Indonesia,	pay for the rest".		responsible
	people going			for all"
	dating usually			
	boy pays''			

Question number 5 was the first question that was answered by those 27 students to show their intercultural competence level. This question, as stated previously, aimed to examine "students' ability to mention even discover their own custom which related to splitting bill".

In answering the fifth question, students in level 2 mentioned the habit of Indonesian which related to splitting the bill. Their answers were not that different from the answer of students coming from level 3. Most of the students wrote that

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

much money to go dating for senior high school students which synchrony with the criteria stated in the third level.

Then, in answering questions number 8, students in level 2 were also not too serious. It could be seen from their following answer: "I think American is individual people. They do not want to wasting of their money, energy, and time", another student wrote "No, because I'm ladies that boys should pay that be responsible for all". Those answers did not deal with the demand of level 4 which required students to give two or more points of view dealing with other cultures in evaluating or reflecting it in an appropriate manner as stated in the rubric.

Furthermore, level 1 took the next position achieved by 17 students or about 20.48% of the participants. It meant that there were 17 students whose answers were only fulfill the requirement of identification and description level. The table following is the detail about students achieving level 1.

Table 4.8 The Intercultural Competence of Students in Level 1

	Level 1	Level 2	Level 3	Level 4	
	(Description	(Comparison/Contrast)	(Analysis)	(Evaluation	
	and			and	
	<b>Identification</b> )			Reflection)	
Rubric	Students are	Students are able to use	Students are	Students are	
	able to mention	one point of view	able to	able to use	

	one or more	appropriately to give	analyze the	two or more
	cultural beliefs	their own opinions on	relationship	points of view
	and practices of	one's cultural beliefs	between	of (other)
	their own	and practices	cultural	cultures in
	relating with		practices or	evaluating or
	others		beliefs and	reflecting
			individuals to	one's belief
			the specific	and practices
			context of	in appropriate
	1		particular	manner
			situation	
Question	If American	Do you think that	Do you think	Can you give
	have splitting	Jennifer should have	it is	two or more
	bill, how about	been so angry with	reasonable to	opinions
	Indonesian?	Eddie? Explain!	expect high	dealing with
			school	American
			students to	custom to
			spend so	split the bill?
			much money	
			for dating?	
			Why?	
Students'	7			
Response	-"hal <mark>f a</mark> half"	-(Left Blank)	-( left blank)	-(Left blank)
	-"No but the	-"Yes"	-"No. They	-"Boy is a boy
	boys have to	-"Yes, boy must know	have no to	although the
	feel that it is	that they are boy"	steady, cause	custom
	their		still get	different"
	responsibility to		money from	
	pay the bill"		parent"	

They only could mention and describe the habit of Indonesian which has no splitting bill, but sharing each other. In addition, they were unable to answer questions number 7 until 9.

The level taking the last position was level 4, which also became the highest level in this study. Achieving this level meant that the students should have been able to answer questions number 5-8 well. There were 4 students or about 4.80% of the participants or test takers being in this level. Here are the details of students' intercultural competence:

**Table 4.9 The Intercultural Competence of Students in Level 4** 

	Level 1	Level 2	Level 3	Level 4
	(Description	(Comparison/Contrast)	(Analysis)	(Evaluation
	and			and
	<b>Identification</b> )			Reflection)
Rubric	Students are	Students are able to use	Students are	Students are
	able to mention	o <mark>ne point of</mark> view	able to	able to use
	one or more	appropriately to give	analyze the	two or more
	cultural beliefs	their own opinions on	relationship	points of view
	and practices of	one's cultural beliefs	between	of (other)
	their own	and practices	cultural	cultures in
	relating with		practices or	evaluating or
	others		beliefs and	reflecting
			individuals to	one's belief
			the specific	and practices
			context of	in appropriate
			particular	manner
			situation	
Question	If American	Do you think that	Do you think	Can you give
	have splitting	Jennifer should have	it is	two or more
	bill, how about	been so angry with	reasonable to	opinions
	Indonesian?	Eddie? Explain!	expect high	dealing with
			school	American
			students to	custom to split
			spend so	the bill?
			much money	
			for dating?	
			Why?	
Students'	√	<b>√</b>	√	√

	T		T	T
Response	-"Some of	-"No. At first, anger	-"No. They	-"I agree with
	couple do the	may appears. But it is a	are underage	splitting bill,
	same things,	custom. Jennifer should	and don't	because it is
	some others are	understand it because it	have a job	not giving too
	not"	is a habit"	yet"	much burden
	"Traktiran or	-"I don't think so.	-"No. They	for the boys
	Bancaan is	Jennifer needs to find	should study	when they are
	common in	information about it	and get no	dating. Then,
	Indonesia"	first"	job. Spending	it is described
	-"In Indonesia,	-"She is not angry. Only	the money of	in further: "I
	it tends that the	disappointed and got	their parents	also disagree
	boy pays for all	cultural shock therefore,	too much for	to splitting bill
	the bills"	adaptation is something	dating is not	when the boy
	uio omis	crucial for her"	that	already has a
		ordered for her	appropriate"	great job. Of
			-"No. high	course, they
	-7		school	have much
			students	money. So, it
			should	is better for
			manage their	the boys to
			leisure time	pay
			for beneficial	everything"
			activity"	-"I think that
			activity	custom is a
				little bit
				strange for
				me, because
				most of
				countries,
				such as China,
				the boys
				always pay for
				girls.
				However, it is
				contradiction
				which
				someone
				really annoyed
				especially
				girls to be
				made like that.
				On the other
				hand, it is the
				custom that
				has been a
				habitual

	activity of that
	country, so
	that it will be
	differ from
	other
	countries
	especially
	especially eastern one"

The answers of students coming from level 4 for question number 5, 6, and 7 were not that different form students coming from level 3 and 2. They were all already able to pass description and identification level, comparison or contrast level, and analysis level.

Their ability to answer question number 8 also became a clear indicator that those 4 students achieved level 4. Indeed, their ability to deal with the question above could be proven through their answers. Here are the samples:

1) A student coming from level 4 had two opinions; she agreed and disagreed all at once to splitting bill. It was written in the test sheet: "I agree with splitting bill, because it is not giving too much burden for the boys when they are dating". Then, it was described in further: "I also disagree to splitting bill when the boy already has a great job. Of

- course, they have much money. So, it is better for the boys to pay everything".
- 2) Another student wrote: "I think that custom is a little bit strange for me, because most of countries, such as China, the boys always pay for girls. However, it is contradiction which someone really annoyed especially girls to be made like that. On the other hand, it is the custom that has been a habitual activity of that country, so that it will be differ from other countries especially eastern one".

Both answers above indicated that the students who were in level 4 were already able to do further analysis dealing with one's culture differs from theirs. They also had clear and acceptable reasons which gave no underestimation to the custom even if they came with an opinion opposing it. Thus, they had fulfilled the requirements of achieving level 4 as the stated in the rubric.

#### 1.3 Students' Cultural Awareness Level

Through the diagram stated early in this chapter, a clear result about students' level of cultural awareness could be gained. The level was an average coming from factual

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

ontological information about one's culture, the students were also able to compare and contrast it with their own beliefs or perspectives and even with their own attitudes or custom.

The highest level, level 4, was achieved by 9 students or 10.84% of the test takers. Being in this level indicated that those nine students were able to master all of skills required to have a good cultural awareness; describing and identifying, comparing or contrasting, analyzing, and evaluating and reflecting. The highest accomplishment in this test was that they were able to present a brief evaluation or reflection on a particular belief and practices of others.

Then, only a student or about 1.2% of participants was in level 1. Being in this level indicated that the student was only capable of identifying or describing others' custom. And the student was also unable to do other skills in cultural awareness.

## 2. The Techniques for Incorporating Target Cultural Competence Used by the Students of Micro Teaching Class

To answer the second question of this research, the sample was taken through maximal variation technique. For this need, some students from each level that had been known before were taken. Student coming from level 1 was only 1, it meant that only a person taken to represent level 1. Then, the second level had 30 students achieving it. For the reason, 11 students were taken as the sample. Level 3 had been accomplished by 43 students inside. This case became the reason to take 19 students as the sample representing level 3. The highest level, level 4, had 9 people attaining it. Then, 4 people were taken as the representative from this level. To sum up, there were 35 students are taken as the sample to examine.

Talking about students' techniques for incorporating culture in English language teaching, here is the finding details found:

Table 4.10 The Techniques Used by Students for Incorporating Target Cultural Content in English Language Teaching

	TTEMC		4 3/4	TINIT	
NO	ITEMS			DUNT	
		Level 1	Level 2	Level 3	Level 4
1	Providing more authentic		5	3	-
	materials involving target cultural				
	and social elements				
2	Introducing or using native		1	2	2
	idioms, proverbs, or sayings in				
	teaching-learning process				
3	Using pictures, maps, realia,	-	2	2	1
	posters, etc. to help students				
	develop a mental image about				
	target cultural knowledge				
4	Comparing and contrasting home	-	1	2	2
	and target cultures /				
	personalization of the cultural				
	information that is indirectly				
	involved				
5	Role plays, culture capsules, and	-	-	-	-
	cultural research. Where students				
	can learn the difference of				
	attitudes/values and different				

	characters associated with the				
	target culture.				
6	Design a project where students	-	-	-	-
	can have an exchange with people				
	coming from different culture				
7	Providing students with target	-	5	1	-
	culture based activities, such as	2062			
	singing, reading, film, simulation,				
	and so on.				
8	Providing students with any topic	-	1	1	-
	talking about target culture	/			
	whether the surface or the depth				
	one.				
9	Providing target culturally based	-	-	-	-
	instruction and interaction inside				
	the teaching-learning process				
10	The students not incorporating	1	5	9	1
	culture in their English language				
	teaching				83

# 2.1 The techniques of level 1 student for incorporating target language culture into English language teaching

As mentioned in the initiation of this sub-discussion, only a student was founded being in level 1 of cultural awareness. In the teaching, this student presented descriptive text as the classroom discussion. As written in the table, this student incorporated no cultural content in English teaching. In giving presentation and materials, students used the created one and presented no English authentic materials.

This zero target cultural incorporation automatically made student's teaching could not do any comparing activity between target

and home culture. In some stages, this student provided reading activity but none of them providing any small or even slight relation to culture. To sum up, the students coming from level 1 of cultural awareness provided no technique for incorporating culture into its language teaching.

# 2.2 The techniques of level 2 student for incorporating target language culture into English language teaching

There were about 30 students achieving level 2, but the only eleven of them were taken to be the participants of this research. As written in the table above, 6 students were able to involve target cultural content into their teaching. It was quiet success, because more than half of the participants (54.54%) did it. The five rest students or about 45.45% of the participants coming from level 2 did not involve target cultural content into the teaching they conduct.

As details, there were 5 students in level 2 using "Providing more authentic materials involving target cultural and social elements" in their teaching. The following are the activities that were used by students:

a. 2 students teaching short notice and warning caution provided authentic signs or symbols of caution which are used in the

native country. All the symbols these studnt gave a handout to tell the learners about the function of the shown symbols. Unfortunately, the student did not explain anything about the symbols. Another student introduced the symbols through power point slides and posters and gave further explanation on how to define the symbols.





b. A student teaching describing things introduced the way how western or native people's life by playing an audio talking about it. The audio also talked about the description of the city in native country whether in the big or even small one. Here is the quotation of the audio played:

"there isn't enough green space, there are too many buildings everywhere, and spread, and cars, and people everywhere. I'm really miss the open space"

"I'd love to have a big old town house in the center of London, maybe one of those beautiful terraced houses with big rooms and high ceilings, and a lovely staircase going down to the hall. But the bathrooms and kitchens would have to be modern, because old ones are cold and a bit impractical. I'd need some help looking after it though so"

Besides, the student also emphasized target cultural content in the teaching by giving handout which described the way how people in city and in villages live, pictures and description were used in the handout.





- c. A student teaching listening and taking food as the topic provided an audio spoken by native speaker. The audio talked about the foods which chose by native in a restaurant. The audio also would enable the learners to learn the way how native speaker offered and booked food in restaurant.
- d. A student teaching asking and giving direction introduced the way how native people asked and gave the direction through an audio. This student also gave further explanation.

Dealing with the second technique, "Introducing or using native idioms, proverbs, or sayings in teaching-learning process", there was a student only of level 2 who use this technique. Here is the detail:

a. A student said "up your voice", It is a kind of native sayings which asking the listener to raise their volume up when speaking.
Besides, this student also used and introduced cautions that were usually used by native speaker and explained what the sayings are for.

Dealing with "Using pictures, maps, realia, posters, etc. to help students develop a mental image about target cultural knowledge", there were 2 students coming from level 3 used it in their teaching. The explanations are as follow:

a. A student provided pictures in the slides and handout dealing with how people in big city live their life. This student took describing things as the topic in the teaching.





b. A student provided pictures consisting of caution and instructions sign in pieces of handout. Then, native people told the use, name, or meaning of the instructions through a played audio.

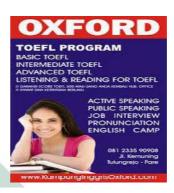
Dealing with the fourth level, "Comparing and contrasting home and target cultures / personalization of the cultural information that is indirectly involved", there was a student coming from level 2 who used it in the teaching.

a. A student compared how does the utterance of short notice and warning caution used in Indonesia by providing examples. This case would enable the learners a chance to raise their own context to then compare it with the native one.

The seventh technique, "Providing students with target culture based activities, such as singing, reading, film, simulation, and so on", there were 5 students used this technique in their teaching. Here were the activities they used to prove it:

a. A student provided an activity based observation in which learners directed to know the way how people in their native and target culture area use a pamphlet for. Something to highlight was that these student chosen pamphlet to teach for. Here are some examples of pamphlet used by students:





b. Two of the students provided the learners a listening to native music activities. The first student played *our house*. This activity was aimed to give students examples on how to describe things and to lead the students into the main topic, describing things. It was played on the initiation stage of the lesson. This is the lyrics:

#### "Our House"

I'll light the fire, you place the flowers in the vase that you bought today.

Staring at the fire for hours and hours while I listen to you Play your love songs all night long for me, only for me.

Come to me now and rest your head for just five minutes, everything is good.

Such a cozy room, the windows are illuminated by the Sunshine through them, fiery gems for you, only for you.

Our house is a very, very fine house with two cats in the yard, life used to be so hard,

Now everything is easy cause of you and our la, la, la:

Our house is a very, very fine house with two cats in the yard, life used to be so hard,

Now everything is easy cause of you and our

I'll light the fire, you place the flowers in the vase that you bought today.

Another one played a song entitled *What Makes You*Beautiful providing space for the learners to learn how words were used by natives.

## "What Makes You Beautiful"

You're insecure,

Don't know what for,

You're turning heads when you walk through the door,

Don't need make-up,

To cover up,

Being the way that you are is enough,

Baby you light up my world like nobody else, The way that you flip your hair gets me overwhelmed, But when you smile at the ground it ain't hard to tell,

You don't know,

Oh, oh,

You don't know you're beautiful,

c. Two students in this level teaching short notice and warning caution did some activities that would enable learner to learn something new about the target cultural content. The first student provided examples which offered the learners a clear view on how to define and use caution and notice.





Differ from the first one, the second learner provided asking staging emphasizing on pictures showing that would enable the learners to identify the differences between caution and notice. Furthermore, the second students also provided gaming activities that demanded learners to match words or signs with the situations where it ideally should take a place. This activity would enable learners to know how to use the notices correctly.

Dealing with "Providing students with any topic talking about target culture whether the surface or the depth one", only a student applied it and gave bit emphasize on it. The topic chose by the student was food. In the teaching, student showed the learner kind of foods usually eat in native country, such as: mushroom, hot-dog, soup, and vice versa.

# 2.3 The techniques of level 3 student for incorporating target language culture into English language teaching

Based on the conducted test result, there are 43 students who were in level 3. 19 of them were taken as the sample. 9 of those students did not involve any cultural content in their teaching of English. In contrast, 10 of the students were able to provide activities which give space for target cultural content to involve in their English language teaching. Later on, explanations and details about the activities used by students in their teaching will be provided.

"Providing more authentic materials involving target cultural and social elements" became one of techniques that was used by students in their English teaching. There were 3 students coming from level 3 using this technique for incorporating target cultural content into their teaching. The following words aimed to tell the activities were used by students:

a. A student provided authentic oral and spoken announcements coming from native speaker. Chances for learners to learn how people announce things in native country were emphasized through this activity. Here are the words of announcement"

"Hello, shoppers. We have a lost boy named Marshall who is founded in sporting goods sectional store and is looking for his

mom. He's five years old and is wearing a blue and white suit case, length pant, and black and white base pocket. You can find to meet or check up in the main exit. Thank you!"

 b. A student used a video telling or consisting of the way how native people used the expressions of asking and giving suggestions.
 Here were the words they speak:

A : Let's go to the beach

B: No, it's too hot. How about a movie?

A : A movie? A day like this, come on.

B: Sorry. I'd rather not. How about a game of cards?

A : Yeah<mark>, gr</mark>eat idea. We should play cards, at home, all day, when it's sunny outside. I'm going to the beach. See you!

B : Yeah!



A technique, "Introducing or using native idioms, proverbs, or sayings in teaching-learning process", was used by 2 students coming from level 3 in their teaching. Here were the activities they used for it:

a. Two students used idiom in their in teaching. One of them used "I broke my door down" which meant that someone destroy the door.
Another said "hot blooded " to refer young people

Dealing with the technique "Using pictures, maps, realia, posters, etc. to help students develop a mental image about target cultural knowledge", there were 2 students used this technique for incorporating target cultural content in their teaching. To give brief illustration, the following explanations presented:

a. Teacher provided pictures and the use of those pictures to teach time and how to say a time in target language country. The pictures used by the student:



Then, this student also provided the differences on how to tell the time in American and British through the following illustration:

British people will usually use *past* or to:

3:05 = five past three

3:15 = quarter past three

3:45 = quarter to four (this means 15 minutes before four)

5:50 = ten to four

Americans will sometimes use after or till:

4:10 = ten after four

4:15 = quarter after four

4:40 = twenty till five

4:45 = quarter till five (this means 15 minutes before five)

b. Teacher provided an example of how announcements were used in common, especially in English native country. It was helpful enough for the learners to build knowledge on how announcement used in target cultural habit.

"Comparing and contrasting home and target cultures/
personalization of the cultural information that was indirectly
involved" became one of the techniques which were used by the
students to incorporate cultural content in their teaching process. The
following were the activities were used by 2 of students coming from
level 3.

a. A student in order to compare target and home culture of students said, "This is American culture, not Indonesian". This happened because the learners asked the reason why people in the picture did taking bath in the noon, not evening. b. A student compared the way to express intention in native and target language. At first, this student asked the learners to mention the expressions they know to express expression of intention. Then, this student gave words on how native people say it.

For example: "I would rather to stay at home"

Another technique of incorporating target cultural content into English language teaching that was used by student from level 3 in teaching English process was "Providing students with target culture based activities, such as singing, reading, film, simulation, and so on". There was a student used it. Here is the explanation:

a. The student provided listening to music activity and filling the blank deals with the way how western be grateful or express their grateful feeling. A song by Maher Zein also provided in the teaching.

The last technique was used by one of students coming from level 3 is "Providing students with any topic talking about target culture whether the surface or the depth one". Here the details:

a. Teacher created a chance for the learners to describe about tourism places they ever visit, although it comes from Europe or America, the native country of English. Here, the teacher enabled the students to present their knowledge about buildings in target country and how people there usually use it.

# 2.4 The techniques of level 4 students for incorporating target language culture into English language teaching

There were 4 students coming from level 4 taken as the sample of this study. One of those 4 students did not incorporate any target cultural teaching when the researcher did the observation. However, 3 of them were able to involve the content into their teaching. There were 3 techniques that were used by students.

The first technique was "Introducing or using native idioms, proverbs, or sayings in teaching-learning process". There were 2 students who used this technique in their teaching English process. The following are the details:

a. A student explained some expressions and sayings dealing with intention expressions that commonly used by native people to the learners. The expressions are:

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"I will.."

"I would like to.."

"I am going to.."

"I would like to ... rather than..."
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b. A student in the teaching used very fluent English with American accent. Besides, this student also said "push your hands up" which meant to ask students up their hand.

Another technique was used by students in this level is "Using pictures, maps, realia, posters, etc. to help students develop a mental image about target cultural knowledge". Only one student sample coming from level 4 implemented this habit for incorporating target cultural content in the teaching. Here are the details:

a. Teacher provided the example of building exist in native language country, the information of that building and so on. Then, student also asked learners to develop their own words dealing with the building.

For example:



**Buckingham Palace** 



**New Haven Green** 

The last technique was found by the researcher that it was used by students from level 4 during the observation is "Comparing and contrasting home and target cultures / personalization of the cultural information that is indirectly involved". There were two students used this technique in their teaching. The details are as the followings:

- a. Instead of choosing western building, a student included Borobudur as one of the buildings that should be described in paragraphs. The content shall be about its physical appearance, its scarce, and how people in Indonesia keep it.
- b. A student gave words of announcement and the way it spoken in the home and target culture. This student also presented examples dealing with announcement in the home and target culture of learners. Here is one of the examples:

"Thank you for coming. To proceed the reserved transportation for the annual school trip which will be dispatched at August 19<sup>th</sup>, the division of regestration will come to every classroom at August 1<sup>st</sup> because of

tremendous students have not paid off the contribution. Please remind your classmate. Thank you."

#### **B.** Research Discussion

### 1. Students' Cultural Awareness Level

As mentioned in the limitation of this study, there were two aspects of cultural awareness that were examined in this study. Factual knowledge and intercultural competence are the factors. Factual knowledge deals with the knowledge of someone about any cultural practices, attitudes, or beliefs. In other hand, 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.

As this study aimed to know the level of students' cultural awareness in that 2 factors, a research conducted, and the result was that most of the students, 43 students or about 51.81% of the participants were in level 3. The other 30 students were in the level 2. Level 4 or the highest level was in the third position in which there were 9 students or about

World Languages SAC, Outcome Assessement for Cultural Awareness (Japan, 2011)

<sup>&</sup>lt;sup>2</sup> Chantal Crozet, "Culture Knowledge and Intercultural Learning". Australian Government: Research Centers for Languages and Cultures Education, 2007, 1

<sup>&</sup>lt;sup>3</sup> Mitcher L. Harmer, "Measuring Intercultural Sensitivity: The Intercultural Development Inventory". Pergamon: *International Journal of Intercultural Relations*. Vol.27 2003, 42

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>&</sup>lt;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, 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 culture.<sup>5</sup> And 52 of them were ready to keep the bridge up, although 31 of them needed to improve their cultural awareness.

The reason why cultural awareness of some English Teacher Education Department students needed to improve is that it would help students to have better teaching technique. As known that the integration of language and culture in EFL teaching is important, the ability of students to discover and know target cultural content would make them easier to incorporate the content into their English language teaching.<sup>6</sup>

Furthermore, teacher's lack of target cultural knowledge however would create a chance for them to transfer the content of a language involving its culture inappropriately. Robiyah in her article states that it is little bit worrying for the students receiving that inappropriate knowledge will bring the error to the latter stages. For this reason, giving more space for target cultural content to be mastered by English Teacher Education Department was critical to do.

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<sup>&</sup>lt;sup>5</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; Education Module, 2007, 14

<sup>&</sup>lt;sup>6</sup> Sultan Turkan and Server Celik, "Integrating Culture into EFL Texts and Classrooms: Suggested Lesson Plan". *Novitas Royal*. Vol 1 No. 1, 2015, 5

<sup>&</sup>lt;sup>7</sup> Rojab Siti Rodliyah R. and Dian D. Muniroh. "The Importance ......" 7

2. Students' technique for incorporating target cultural content into English language teaching

Based on the findings above, there were 19 students of 35 participants using techniques for incorporating target cultural content in their English language teaching. On the other hand, there were 16 students or about 46% of the participants did not involve target cultural content in their teaching. This number asserted the statement of Byram and Kramsch, as cited by Robiyah, that incorporating target cultural content is not that easy. To produce qualified English teachers which the ability to involve culture and language into teaching becomes one of the indicators, the more practices for English Teacher Education Department students needed to conduct.

However, the fact that more than half of the students taking micro teaching class already involved target cultural content in their teaching sounded as something good. It meant that most of the students were already fulfill the demand to incorporate culture in language teaching to make the process of teaching-learning more meaningful as convinced by Genc and Bada.<sup>9</sup>

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<sup>8</sup> Rojab Siti Rodliyah R. and Dian D. Muniroh. "The Importance....." 4

<sup>&</sup>lt;sup>9</sup> Bilal Genc and Eidogan Bada, "Culture in Language Learning and Teaching". *The Reading Matrix*, Vol. 5 No.1, April 2005, 73.

Beforehand, Frank provides a framework of cultural distribution that could be used to incorporate in language teaching; <sup>10</sup> (1) Perspectives which categorized as deep culture, (2) Practices which categorized to subdeep culture, and (3) Products as Surface culture. Based on the findings, the contents of culture were incorporated by micro-teaching students of ETED are products (foods, historical buildings, and vice versa) and practices (asking and giving direction expression, caution and short notice, and vice versa). While, the perspectives aspect of target culture such as religion, beliefs, taboo, and soon were not involved by the students.

Dealing with the techniques were used by students for incorporating target cultural content above, the findings of this research showed that using authentic materials involving target cultural information became the technique with highest frequency of use. It could be proven by the amount of its user, 8 students. The second technique taking highest position of frequency was providing students with target culture based activities. There were 6 students taking this technique to incorporate cultural content into their teaching.

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<sup>&</sup>lt;sup>10</sup> Jerrold Frank, "Raising Cultural Awareness in The English Language Classroom". *English Teaching Forum*, No. 4, 2013, 3

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

language learning should enable learners to know how, when, and why to say what to whom". 11

Then, the number of students in level 2 was 30. From the taken sample, 11 students, only 6 of them used incorporating cultural content technique in the teaching. The techniques that mostly used by students were "providing more authentic materials involving target cultural and social elements" which used by 5 student and "providing students with target culture based activities" which also used by 5 students. The total frequency of the techniques using in this level were 19.

There were 43 students in level 3, but the taken samples were only 19 students. Nine of the students did not incorporate target cultural content in their teaching, and 10 of them were found using some techniques for incorporating culture into English language teaching. The technique which had highest frequency of using is "using pictures, maps, realia, posters, etc. to help students develop a mental image about target cultural knowledge" which was used by 3 students coming from this level. The total frequencies of students in using the observed techniques were about 11 times.

The samples taken from level 4 were 4 students, with the population for about 9 students. Three of students found using

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<sup>&</sup>lt;sup>11</sup> Rojab Siti Rodliyah R. and Dian D. Muniroh. "The Importance......" 3

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.

Considering the fact that students' cultural awareness level did not influence too much towards their techniques for incorporating target cultural content into English language teaching, does not mean that incorporating target cultural content is unimportant. Asserting the previous statement, Gao as cited by Choudhury stated that language and culture are interdependent. In further, Gao explained that foreign language teachers need to be aware on the importance of culture in language teaching, know how it is placed and taught, be able to enhance the cultural awareness of learners.<sup>12</sup>

Dealing with culture and language in teaching, Choudhury citing Wang's statement wrote that foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers." Considering the importance of the integration, a theory by Seelye dealing with something to consider to integrate both culture and language into classroom can be used as a guideline: 14

- a. Invoking students' interest and curiosity about target culture
- Ensuring that students could recognize the fact that social factors such as age, gender, ethnicity, and vice versa influence how people used the language

<sup>12</sup> Murshed Haider Choudhury, "Teaching Culture in EFL: Implications, Challenges, and Strategies". *IOSR Journal Of Humanities And Social Science (IOSR-JHSS*, Vol. 13 No. 1, July – August 2013, 21

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<sup>&</sup>lt;sup>13</sup> Murshed Haider Choudhury, "Teaching Culture in EFL ......., 21

<sup>&</sup>lt;sup>14</sup> Sultan Turkan and Server Celik, "Integrating Culture....." 5

c. Providing examples on how cultural beliefs and practices changed depending on its context and situation

