

CULTURAL CONTENT IN ENGLISH TEACHING
MATERIAL: PRE-SERVICE TEACHERS'
PREFERENCES

THESIS

Submitted in partial fulfillment of the requirements for the degree
of Sarjana Pendidikan Islam (S.Pd) in Teaching English



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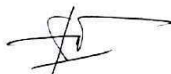
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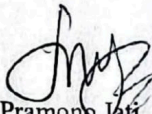
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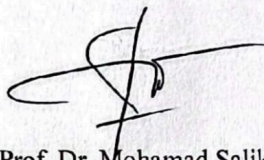
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ABSTRACT

Nanda Dwi Irawan (2025). *CULTURAL CONTENT IN ENGLISH TEACHING MATERIAL: PRE-SERVICE TEACHERS' PREFERENCES*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Sigit Pramono Jati., Ph.D. Supervisor II: Prof. Dr. Mohamad Salik, M.Ag.

Keywords: cultural content, English teaching materials, pre-service teachers, material development, intercultural competence

This study explores the preferences of future educators at UIN Sunan Ampel Surabaya regarding cultural elements in English teaching resources. Although there is an increasing awareness of culture's significance in language learning, there are still deficiencies in understanding the types of cultural content that these educators choose, the reasons behind their choices, and their methods for incorporating culture into their materials. Using a qualitative case study approach, the research involved interviews with ten pre-service teachers from November 20 to 26, 2025. The data was examined through thematic analysis, ensuring reliability through triangulation and reflexivity. The results indicate five categories of cultural content: local (most emphasized), national (additional), international (used in varied ways), values/perspectives (depth varies), and popular culture (elective). There are eight factors that affect their emphasis on these categories: educational reasoning, personal experiences, student needs, curriculum coherence, availability of resources, learning objectives, institutional environment, and relevance to everyday life. The integration of culture is discussed across seven aspects: combination of skills, use of visual-multimodal teaching methods, adaptability in lesson planning, varying degrees of instructional clarity, utilization of authentic materials, task-oriented activities, and challenges in implementation such as vocabulary issues and limited time. This research shows that future educators acknowledge a range of cultural categories but demonstrate a clear preference for local culture. Their choices emerge from a complex interplay of factors instead of a single cause.

ABSTRAK

Nanda Dwi Irawan (2025). *CULTURAL CONTENT IN ENGLISH TEACHING MATERIAL: PRE-SERVICE TEACHERS' PREFERENCES*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Sigit Pramono Jati., Ph.D. Supervisor II: Prof. Dr. Mohamad Salik, M.Ag.

Keywords: konten budaya, bahan ajar bahasa Inggris, calon guru, pengembangan bahan ajar, kompetensi antarbudaya

Penelitian ini mengkaji kecenderungan calon guru dalam menentukan dan mengintegrasikan konten budaya ke dalam bahan ajar bahasa Inggris di UIN Sunan Ampel Surabaya. Meskipun peran budaya dalam pembelajaran bahasa semakin mendapat perhatian, masih terbatas pemahaman mengenai jenis budaya yang dipilih, alasan di balik prioritas tersebut, serta cara penerapannya dalam materi ajar. Melalui studi kasus kualitatif, sepuluh calon guru diwawancarai pada 20–26 November 2025, dan data dianalisis secara tematik dengan dukungan triangulasi serta reflektivitas untuk menjaga keabsahan. Temuan menunjukkan lima kategori budaya yang digunakan, yaitu lokal (paling dominan), nasional, internasional, nilai dan perspektif, serta budaya populer. Pemilihannya dipengaruhi oleh berbagai faktor, seperti pertimbangan pedagogis, kebutuhan siswa, kurikulum, latar belakang pribadi, ketersediaan sumber, tujuan pembelajaran, konteks institusi, dan relevansi kehidupan sehari-hari. Integrasi budaya tampak dalam penggabungan keterampilan berbahasa, penggunaan media visual dan bahan autentik, aktivitas berbasis tugas, penempatan materi yang fleksibel, serta menghadapi kendala kosakata dan keterbatasan waktu. Secara umum, calon guru menyadari keberagaman bentuk budaya, namun tetap menunjukkan hierarki yang mengutamakan budaya lokal. Keputusan tersebut lahir dari interaksi faktor-faktor yang kompleks, dan perbedaan tingkat kedalaman integrasi mencerminkan variasi pengetahuan pedagogis mereka. Hal ini menegaskan pentingnya penguatan strategi integrasi budaya yang lebih sistematis dalam program pendidikan guru.

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