

TEACHERS' PRACTICE IN BRINGING CULTURE MATERIALS IN THEIR ENGLISH TEACHING

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ABSTRACT

Teachers' teaching materials come from various sources. They select proper materials to be presented to students, but sometimes they do not bring a good thing to their teaching materials. Culture is good to be brought to teachers' teaching materials because cross-cultural understanding contributes to the effectiveness of communication and increase respect for others (Thanasoulas, 2001). That is why this study aimed to find how English teachers bring culture in their English teaching. Three research questions are raised to reach that aim. The research questions were focused on whether or not teachers bring culture material, kinds of culture material they brought, and the reasons of bringing that culture materials. Ten Junior High Schools English teachers from public and private schools in Salatiga are willing to be the participants of this study. Distributing questionnaire, conducting interviews, and asking participants' lesson plans were the method to answer the research questions. Categorization of kinds of culture materials of Cortazzi and Jin (1999) was used to determine culture materials that the participants brought.

Keywords: source culture material, target culture material, international target culture material, rationale, classroom activities

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