

**TEACHERS' PRACTICE IN BRINGING CULTURE
MATERIALS IN THEIR ENGLISH TEACHING**

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Kezia Kurnianti Suhardy

NIM: 112013063

1956

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

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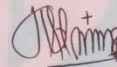
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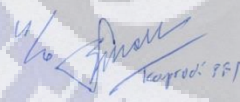


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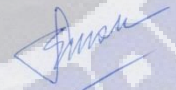
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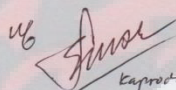
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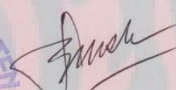
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Table of Contents

Cover page	i
Approval page.....	Error! Bookmark not defined.
COPYRIGHT STATEMENT	vi
ABSTRACT.....	1
INTRODUCTION	2
REVIEW OF LITERATURE.....	4
A. Culture and Language Teaching	4
1. How Culture Relates to Language Teaching	4
2. The Contribution of Culture to Language Teaching	8
B. How to Bring Culture into the Classroom	11
C. Culture Content in ELT Materials	13
D. Related Studies.....	17
THE STUDY	19
Research Question.....	19
Context of the Study	20
Participants.....	20
Instruments of Data Collection.....	21
Method of Data Collection	22
Method of Data Analysis.....	22
FINDINGS AND DISCUSSIONS	23
A. Participants Practice of Bringing Culture into Their Teaching	23
1. The Participants' Rationales of Bringing Culture in Their English Teaching...23	
2. The Frequency of Bringing Culture into Teaching and the Rationales	30
B. Culture Materials in English Teaching Classroom	33
1. Source Culture Material: Rationales and Classroom Activities	34
1a. Rationale in Bringing Source Culture Material into the Participants' Teaching .34	
1b. Classroom Activities in Bringing Source Culture Material into the Participants' Teaching.....	39
2. Target Culture Material: Rationales and Classroom Activities.....	40
2a. Rationales in Bringing Target Culture Material into the Participants' Teaching 40	
2b. Classroom Activities in Bringing Target Culture Material into the Participants' Teaching.....	41
3. International Target Culture Material: Rationale and Classroom Activities	42

3a. Rationale in Bringing International Target Culture Material into the Participants' Teaching.....	42
3b. Classroom Activities in Bringing Target Culture Material into the Participants' Teaching.....	43
CONCLUSION.....	44
ACKNOWLEDGEMENTS.....	47
REFERENCES.....	49
APPENDIX.....	51



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

INTRODUCTION

In a field of English language teaching, teachers use teaching materials when they teach in a classroom. Depending on a suitable topic at the time, teachers select the best material to be taught in class. They can use either material from textbook(s), the internet, or they may use their self-developed material. However, the most important thing is the kind of material that teachers need to take from those sources. Culture is a good material for the teacher to be included in teaching activities because culture is closely related to human's life. In addition, culture supports students to reflect on what they have learned from other people's or from their own culture.

Before discussing culture further, presenting what culture is necessary to do.

According to Goode, Sockalingam, Brown, and Jones (2000 as cited in Peterson and Coltrane, 2003) culture is:

Integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. (p. 1)

The definition implies that culture is not a thing that is far from human's life. The key words of Goode, Sockalingam, Brown, and Jones' (2000) definition of culture are manners of interacting and roles, thoughts, communications, languages, relationships and expected behaviors of a racial, religious or social group, and ethnic. The writer considers those words as key words to state that culture is closely related to human's life, and even language is included in the definition of culture itself.

The present context where English is used extensively in international communication, culture even plays a more significant role. McKay (2004) explains that within the use of EIL (English as an International Language) that includes crossing borders, literally and figuratively, individuals are required to interact in cross-cultural encounters. Her point of view is a good reflection for language users that language meaning is not only literal but also figurative, and it should be put in a context to create meanings. This is the reason why teachers need to include culture in their second language teaching. One culture to another has different ways of addressing people, expressing gratitude, making requests, and agreeing or disagreeing with someone (Peterson & Coltrane, 2003).

In addition, the relation between language teaching and culture cannot be denied. Thanasoulas (2001) states that cross-cultural understanding contributes to the effectiveness of communication and increase respect for others. Other researchers, Mitchel and Myles (2004, as cited in Wing, 2014) stated that language and culture create a harmony in completing and supporting each other's development. When learners want to learn a language, for example English, they cannot avoid learning English culture and society. This implies the interconnectedness of culture and language.

However, teachers need to be wise when bringing cultures, especially in their classroom teachings. They need to select carefully which culture content to be and not to be displayed in their teaching. Therefore, teachers need to carefully select the method that they use to introduce culture into the classroom, and the material that contains culture. Teachers need to conform to students' cultural background in choosing the methods and material that they want to

present in classroom. Pattiwael (2014) points out that to some extent, culture may bring cultural conflicts for the students. The learning activity can be counter-productive for students since they will feel intimidated culturally (to some extent religiously) when they find themselves as the minority, and they will look for a defense (Pattiwael, 2014).

Regarding the role of culture to language learning, this study is significant to be conducted for its contribution towards the study of teachers' practice in bringing culture into their teaching. The results later can hopefully also inform teachers how to work with culture in their teaching if they aim at developing their students' cultural awareness.

REVIEW OF LITERATURE

A. Culture and Language Teaching

1. How Culture Relates to Language Teaching

Culture is deeply enclosed in any teaching (Gay, 2002), which means culture is also enclosed in language teaching. In language teaching, teachers deal with students who come from different cultural backgrounds. Sometimes it challenges schools and educators to guarantee that the entire student receive a high quality and equitable education Phuntog (1999, as cited in Brown, 2007). Then, how the teachers reach that goal is they are prepared to develop a Culturally Responsive Teaching (CRT). It can be defined as combining cultural characteristics, experiences, and perspectives of ethnically diverse students as tools for teaching them more effectively (Gay, 2002). It is anchored on the

assumption that the materials learned will more personally meaningful, have higher interest appeal, and learned more easily and thoroughly when academic knowledge and skills are situated within the lived experiences and forms of reference of students Gay (2000, as cited in Gay, 2002). Therefore, to accomplish CRT, the teachers should be prepared, and the teachers who are prepared to conduct CRT called Culturally Responsive Teachers. Gay, 2002 defines five important elements to prepare culturally responsive teachers, in which it develops a cultural diversity knowledge base, designs culturally relevant curricula, demonstrates cultural caring and builds a learning community, builds an effective cross-cultural communications, and delivers instruction to ethnically diverse students.

Developing a cultural diversity knowledge base is the first preparation for being culturally responsive teachers. Teachers commonly think that their subject is incompatible with cultural diversity. In fact every subject taught in schools has a place for cultural diversity (Gay, 2002). This thing caused by teachers' insufficient information about the contributions that different ethnic groups have made to their subject areas and they are unfamiliar with multicultural education. That is why teachers need to know significant contributions of ethnic groups to some subjects, such as science, technology, medicine, math, and etc. those thing is possible to make schooling more interesting and stimulating for, representative of, and responsive to ethnically diverse students (Gay, 2002).

Designing culturally relevant curricula is the second preparation for being culturally responsive teachers. Gay (2002) explains three kinds of curricula are routinely present in the classroom, which are formal, symbolic, and societal

curriculum. Formal curriculum is complemented by adopted textbook and other curriculum guidelines which standardized by national commissions, state departments of education, professional associations, and local school districts. The characteristic of symbolic curriculum is using images, symbols, icons, mottoes, awards, celebrations, and other artifacts to teach students knowledge, skills, morals, and values. Societal curriculum have a characteristic that media portrays something that ethnic groups possess, such as knowledge, ideas, and impressions.

Then, Brown (2007) summarizes what teachers need to do in designing culturally relevant curricula using that three kinds of curricula which Gay (2002) explained. The first is teachers need to be able to identify the multicultural strength(s) and weakness(es) of curriculum designs and instructional materials. This thing is important for teachers to choose which curriculum to be applied in a classroom that they are going to teach. The second is teachers need to make changes as necessary to improve the overall quality of the curricula. The improvement necessary includes deep cultural analyses textbooks and other instructional materials, revise them for better representations of culturally diversity, and provide many opportunities to practice these skills under guided supervision can be seen as the transformation process to modify the curriculum. The third is teachers need to be conscious of the power of curricula (formal, symbolic, and societal) as an instrument of teaching, and use it to help convey important information, values, and actions about ethnic and cultural diversity.

Demonstrating cultural caring and building a learning community is the third preparation for being culturally responsive teachers. In demonstrating cultural caring, teachers need to create classroom climates that are conducive to

learning for ethnically diverse students. Therefore, teachers need to know how to use cultural scaffolding in teaching those students. It aims to expand their intellectual horizons and academic achievement using their own cultures and experiences. Teachers need to put much attention to ethnically diverse students and their achievement that they accept nothing less than high-level success from them and work diligently to accomplish it Foster (1997, Kleinfeld, 1974, 1975 as cited in Gay, 2002).

Building community among diverse learners is another essential element besides demonstrating cultural caring. Teachers need to know that it is an important aspect for building culturally responsive communities. The emphasis should be on holistic or integrated learning. In this case, personal, moral, social, political, cultural, and academic knowledge and skills are taught simultaneously. For example, students get knowledge about their cultural heritages and positive ethnic identity, at the same time, students also learn other's heritages, its cultures, and its contribution to their own culture. Culturally responsive teachers promoting freedom, equality, and justice for everyone by assisting students in understanding that knowledge has moral and political elements and consequences, which require them to take social action (Gay, 2002).

Building an effective cross cultural communication is the fourth preparation for being culturally responsive teachers. Montagu and Watson (1979, as cited in Gay, 2002) define communication as the ground of meeting and the foundation of community. Students will face difficulty in accomplishing learning process without this "meeting" and "community" in the classroom. Students from many ethnical groups have different intellectual thoughts, and it is powerly

influenced by cultural socialization Cazden, John, and Hymes (1985, as cited in Gay, 2002).

The final preparation for being culturally responsive teachers is delivering instruction to ethnically diverse students. In accomplishing this final preparation, Brown (2007) summarizes two main ideas. The first is teachers need to be able to match instructional techniques to the learning styles of students from CLD –culturally and linguistically diverse- backgrounds in their teaching. For example, a topic-chaining communication style is conducive to a story telling teaching style (Gay, 2002). The second is teachers need to develop rich repertoires of multicultural instructional examples to be used in teaching students from CLD backgrounds. In fact, teachers do not have that ability automatically. The starting point of that ability is understanding the role and prominence of examples in the instructional process, knowing the cultures and experiences of different ethnic groups, harvesting teaching examples from these critical sources, and learning how to apply multicultural examples in teaching other knowledge and skills—for instance, using illustrations of ethnic architecture, fabric designs, and recipes in teaching geometric principles, mathematical operations, and propositional thought.

2. The Contribution of Culture to Language Teaching

After understanding the relation between culture and language teaching, the contribution of culture to language teaching can be identified. Culture contributes to language teaching in two ways in which it supports students' understanding about a material that they learned and elicits students'

cultural awareness by building their respect to other's culture and tells them how to deal with other culture.

The first contribution is supporting students' understanding about materials that they learned. If teachers provide cultural background knowledge, it means the students are helped to understand the teaching material. In this case, Choudhury (2014) provides two examples. The first is, when a student finds a sentence "Edward Kennedy went downhill since Chappaquiddick". He/she cannot get the meaning of the sentence, because the word "Chappaquiddick" belongs to a certain culture. To get a meaning of the sentence, the student needs cultural background knowledge of what Chappaquiddick is. The second example is a sentence "I was not Pygmalion, I was Frankenstein." To get the meaning of the sentence, students need to understand the context and the cultural background knowledge. Then, teachers need to include the target culture to explain what are Pygmalion and Frankenstein and the meaning behind the word Pygmalion and Frankenstein. In addition, semantic dimension of linguistic level of culture that McKay (2004) explained can be a part of this kind of contribution. Semantic dimension has a definition as a linguistic branch that deals with meaning, and that meaning can be revealed if students deal with the target culture. Phrases such as *Big Three*, *Big Stick Diplomacy*, and *Yellow Journalism* are examples of semantic dimension. Learners will understand the meaning of those phrases if they understand the historical and political background in the United States. Those phrases have figurative meanings and cannot be translated literally.

Eliciting students' cultural awareness by building their respect to other's culture and telling them how to deal with other culture is the second

possible contribution culture can bring to language teaching. Involving culture in language teaching means give students information about other culture and give them deeper understanding about their own culture. Choudhury (2013) supports this idea by stating that the values of students' own culture determine how they see the world. If students have deep understanding about their own culture, they are encouraged to respect other culture and to deal with that other culture properly. Choudhury (2014) also provides two examples in this case. The first example takes color as the focus. It is one of symbols that reflect the national or cultural difference. In Chinese, red symbolizes "Happiness, good luck, flourishing and prosperous." That is why people dressed in red when Chinese New Year comes. Brides in China must wear red in the traditional wedding, whereas brides in western countries are dressed in white. Moreover, white in China symbolize "pale, weak, and without vitality". From this example, students can show respect to their friends who are Chinese by wearing a red blouse when they attend some Chinese occasion, such as, Chinese New Year or wedding celebration. Another example that Choudhury (2014) explained is choosing proper expression when communicates with people from the other culture. The context of this example is a young interpreter who gets an opportunity of accompanying a foreign guest. The young interpreter communicates with the foreign guest by saying "You come this way." "You sit here." "Follow me." "Do not go too fast." Of course, on the following day the foreign guest does not want to go with him anymore. From this example, students learn to deal with that other culture properly in terms of choosing proper expressions to communicate with people from other culture. In addition, pragmatic dimension of linguistic level of culture that McKay (2004)

explained can be a part of this kind of contribution. Pragmatic competence is an ability to understand the illocutionary force of an utterance from the speaker. An utterance can have implicit meaning. When the context is a student comes late into a classroom, then the teacher asks him/her “What time is it?” It can be translated as “Why do you come late?” or “You are late for several minutes.” Pragmatic competence also includes the ability to choose an appropriate expression when communicating with other people. For example, it is better to say “Would it be possible to get a lift?” rather than “I need a lift.” This dimension can be taught in speaking material to build students’ awareness when communicating with other people from other culture.

B. How to Bring Culture into the Classroom

In bringing culture into classroom, teachers need strategies in order to accomplish students’ full understanding of their own culture and other’s culture. If students only know their own and other’s culture, but they do not understand it, it is possible for students to feel insecure to encounter other’s culture. Students may feel insecure because their native culture and cultural experience are possible to be exploited as the source to facilitate the process of second language learning (Pattiwael, 2014). In other words, the goal of bringing culture into the classroom is to enable students’ reflection of their own culture and other’s culture. Pattiwael (2014) strengthens this idea by stating that acquiring new cultures is not only transferring information between cultures but also help students to reflect the relation between their own culture and the other culture. Kramsch calls a place where students are able to positioned themselves between C1 (their first culture)

and C2 (the second culture) as “third place” Kramsch (1993, as cited in Pattiwael, 2014).

Therefore, to establish the third place Kramsch (1993, as cited in Pattiwael, 2014) defined how teachers help students in conducting their reflective activity. First, teacher can establish a sphere of inter-culturality, second the focus of the teaching culture should be on interpersonal process, third the cultural differences should not be viewed as only national traits, and the last the teacher should cross the disciplinary boundaries. When teacher establish a sphere of inter-culturality, it means the students are encouraged to see the relation between C1 and C2, and reflect it based on their perceptions. Teacher can design a reflective activity that helps students realize the relationship between different cultures. In the teaching activity, the teacher can present the materials that contain students' native culture and relate it with another culture, and create an activity to elicit students' reflection towards their native culture and the other culture. From that activity, hopefully students will find the differences between cultures and find the best meaning based on their perceptions.

The focus of the teaching culture should be on interpersonal process means the teacher helps students in encountering other cultures deeper. When the teacher presents the differences between cultures clearly, the teacher helps students to understand their culture better and find the uniqueness of other's culture. Besides, students are able to check their perceptions that they have made in the activity to establish a sphere of inter-culturality after understanding the differences between cultures. This kind of teaching activity increases students'

awareness of culture differences and develop their appreciation and respect for cultural differences.

The cultural differences should not be viewed as only national traits means the teacher can use many aspects such as age, race, gender, and social class into the part of culture teaching. Actually, this strategy requires teachers' intercultural knowledge, skills and awareness. In this strategy, the teacher can take the classroom discussion from exploiting some interesting or problematic pattern of classroom interaction and relationship. Two students that come from different native culture can be the source of discussion that is used by the teacher. The teacher may ask those students to share the differences between their cultures and make it as an interesting discussion in classroom.

The teacher should teach across the disciplinary boundaries means they can involve other subject such as sociology, ethnography, and socio-linguistics to help students in understanding culture. An English teacher may not have sufficient background knowledge to teach culture, by involving other subject, it helps teacher to prepare themselves with culture knowledge so he/she is able to bring culture into the classroom. From that other subject (sociology, ethnography, and socio-linguistics), the teacher is able to explain differences between cultures (how particular culture operate, how it produces its values and concept, and its differences) which are important to avoid negative stereotype conclude by students (Pattiwael, 2014).

C. Culture Content in ELT Materials

Teaching materials that contains culture that are possible to be brought into classroom are various. Besides teaching materials that involve technology,

such as video, teaching culture through textbooks is possible to be done. In ELT classroom, textbooks play an important role (Laohawiriyanon, 2013) since it is possible to play a role as a teacher, a map, a resource, a trainer, an authority, a de-skinner, and an ideology (Cortazzi and Jin, 1999). Culture materials presented in the textbook are fertile input to construct students' deeper understanding of language in context. Regarding culture materials, Cortazzi and Jin (1999) categorize it into source culture materials, target culture materials, and international target culture materials.

Source culture materials are the materials come from students' own culture. This type of culture materials draw on the students' own culture as content. Dede and Emre (1988 as cited in Cortazzi and Jin 1999) provide an example of a textbook which content is a source culture material, which is *Spotlight on English*. This textbook is used in Turkey. The main setting of this book is in Turkey, so the content of this book is the discussion about Turkey and Turkish. For instance, places in Turkey, Turkish food, Turkish history, and Turkish weather are discussed in English.

The writer highlights two benefits of using source culture materials. The first is eliciting students' awareness of their culture. From this culture material, students are provided opportunities to come into content and reencounter their own culture in order to get a deeper understanding. This is in line with Cortazzi and Jin (1999) who assert that source culture materials are proposed to support students to be more aware of their own cultural identity. The second benefit is the students will be more enthusiast to follow the lesson. Since the topic comes from their own culture, the students will enthusiast to follow the lesson and understand

the topic. As Pattiwael (2014) stated, this kind of material will trigger students' enthusiasm because the topic is familiar and it comes from their surroundings. Apart from the benefits it brings, this type of culture material brings limitation as well, which is students have minimum involvement to other cultures because the focus of this culture material is on student's own culture. Students are supported to be more aware of their own cultural identity, but it makes their access to interact with other culture is limited. Pattiwael (2014) also addressed the limitation of this culture material. She asserts that students have limited access to deal with intercultural negotiation with another culture.

Target culture materials are materials based on the culture where English is spoken as the first language (L1). A textbook is designed for advanced-level German EFL students called *English G* (Henig, 1991 as cited in Cortazzi and Jin, 1999) is the example of a textbook that uses target culture materials as its content. The target culture focus is the United States. One of the themes that are discussed in the textbook is "Blacks in America". The materials which are discussed under that theme are the role of black people in the United States, such as, the history of slavery toward black people and elections of black men and women to the U.S senate and state governorship. Using textbooks that include target culture material as the content is useful for students who are interested in the target culture, especially for those who prepare themselves to experience engaging with English-speaking people as one of their goal in learning English (Pattiwael, 2014). They also train their cultural awareness through this target culture material. Furthermore, the limitation of this culture material is students or teachers can be uninterested to the topic because it is unfamiliar to them. For example, students

who do not have garage sales in their country may not be interested to the discussion about it (McKay, 2002). Not only students but also teachers sometimes need an extra effort to teach target culture material. McKay (2002) gives an example of this case, which is Korean teacher needs to re-arrange task for students (from labeling periods of American history on photographs to labeling periods of Korean history on photographs) because the topic is unfamiliar to them.

International target culture materials are various culture materials that come from English and non-English speaking countries. Working with this type of culture materials, the teacher includes a great variety of cultures around the world. The example of a textbook that uses international target culture materials as its content is *One World, Secondary English* (Priesack and Tomscha, 1993 as cited in Cortazzi & Jin, 1999). This book is in a package with cassettes, the speakers in the cassettes come from all around the world with native and non-native speaker accents. Book 3 has units focusing on British story, Australian geography, Spanish tourism, a Canadian story, Greek mythology, and other topics. However, those topics are separated one another into a single unit, there is no cultural connection from one topic to another (Cortazzi & Jin, 1999). The benefit of this culture material if it is brought into the classroom is building students' cultural awareness. When students are facilitated to broaden their knowledge about how English is used in the different cultures from many countries, which in turn builds their respect to other culture. This kind of respect has the power to guide students to be more open-minded to see an issue by relating their culture (C1) and others' culture (C2) from several perspectives. Pattiwael (2014) also stated that students' experience in dealing with other culture opens the opportunity for them to reflect

in an objective or subjective ways about (C1) and (C2), and they need to choose their own meaning that best reflects their personal perspective. The limitation of this kind of material is the same with the limitation of target culture material, which is, students and teachers can be uninterested in the material because the topic is unfamiliar to them. Using this kind of culture materials also presents challenges for teachers in material preparation and knowledge related to various cultures presented. Pattiwael (2014) also stressed that the limitation of information needed to explain this kind of culture material and the uninterested students are the limitation of international target culture materials.

In short, each culture materials presented in the textbook has its own contributions and limitations. The decision to use which culture material depends on how teacher positioned that culture materials in their teaching, the learning objective and the objective related to intercultural awareness development.

D. Related Studies

The writer presents several related studies were conducted by other researchers. Those studies which are chosen share the same focus with the writer study's, which is including culture in language teaching. The first is a study was conducted by Batunan in 2016 titled "Raising Students' Intercultural Awareness in ELT Classroom of 2013 Curriculum: Teacher's Perspective." The aim of the study is to find out how teachers raise the awareness of cultural differences and promote the intercultural awareness in the learning process. Four Junior High School English teachers are involved as participants. The result shows that the teachers are able to address various culture-bound topics with the emphasis on

culture with ‘small c’. It was also found that teachers did not address culture-language items as well as they address culture-bound topics in language teaching. Batunan’s (2016) shares the similarity to the writer’s study, in which the focus is on teacher’s decision to bring culture into their teachings. The difference lies on this study’s aim of revealing why teachers include culture material in their teaching.

The second related study is a study was conducted by Liu and Laohawiriyanon (2013) about cultural content in EFL listening and speaking textbooks for Chinese university students is a study that has relation with the writer’s study. The aim of this study is finding out what type of culture and what kinds of culture were presented in Chinese EFL textbooks for the university level. To reach that aim, Liu and Laohawiriyanon (the authors) analyzed 4 teachers’ manuals of EFL College English textbooks for Chinese based on Cortazzi and Jin (1999)’s framework regarding cultural content for English materials and textbooks (source, target, and international target culture). The study revealed that more than half of the cultural content was unidentifiable. Among identified cultural content, the textbooks were dominated by target cultural content while international target culture and source cultural content contained a very small percentage. The similarity to this study is the use of Cortazzi and Jin’s (1999) framework.

The third related study is a study was conducted by Weninger and Kiss (2013) in the area of exploring formal dimensions of the meaning-making process of culture in ELT materials. They intended to propose an alternative method of examining cultural potential in the textbooks, a method that is grounded in a

semiotic conceptualization of meaning making and the stress a dynamic approach to culture. By examining two EFL textbooks that were written by and for nonnative speakers of English in Hungary titled *Bloggers* (Fehér, 2010) and *Steps* (Budai, 1996) and which follow different language teaching approaches, the authors of this study illustrate a semiotic analytic approach that underscores two key insights: (1) that learners' meaning making in the classroom tends to be heavily guided and (2) that images and texts, even those with supposed cultural meaning or focus, seem to foster mainly linguistic competence. The similarity of this study with the writer's study is realizing the importance of textbook in helping students to encounter intercultural awareness, and the difference lies on the focus of this study and the writer's study.

THE STUDY

Research Question

Realizing the contribution of cultural awareness to language learning, the writer is interested in finding out how English teachers on the secondary level bringing culture into their teaching practices. This study, then, is directed to reveal these teachers' practices by focusing on these research questions:

1. Do English teachers bring culture material into their teaching?
2. What kind of culture material do they bring?
3. Why do they bring particular(s) culture material in their teachings?

Context of the Study

The study was conducted in 7 local schools, both private and public schools. Those schools are SMP Kristen Satya Wacana, SMP X, SMPN 1 Salatiga, SMPN 2 Salatiga, SMP Kristen 1 Salatiga, SMP Pangudi Luhur Salatiga, and SMPN 1 Banyubiru. The main reason for choosing the teachers from both private and public schools is the variety of teaching styles, the point of view and experiences in bringing culture material. This variety might help the writer to obtain richer data since these teachers are likely having richer repertoire. In order to fulfill one school's request to keep the identity of that school confidential, X is used as a pseudonym.

Participants

The participants of this study were ten English language teachers on secondary levels (the writer choose two participants in SMP Kristen Satya Wacana, SMP X, and SMPN 2 Salatiga, and chose one teacher in SMPN 1 Salatiga, SMP Kristen 1 Salatiga, SMP Pangudi Luhur Salatiga, and SMPN 1 Banyubiru). For the purpose of obtaining richer and deeper data, ten teachers were selected by using convenient sampling. They were selected based on their willingness to be a part of this study and available at the time of data collection. This study does not need specific criteria for the participants. All English teacher is possible to be the participants in this study as long as they are willing to take part of this study. To keep the identity of the participants confidential, ID, AR, PP, FJ, WN, OI, LK, MR, AE, and WA are used as pseudonyms.

Instruments of Data Collection

Some instruments were used to collect the data from the participants. Namely, questionnaire, interview, and participants' documents, in this case are lesson plans.

1. Questionnaire

The writer chooses to use questionnaire items to find out whether the teachers bring culture or not in their English teaching and what kind of material that they include in their teaching. An open-ended questionnaire format was used to make the participants feel free in answering the questionnaire.

2. Interview

The interview session followed up the answers in the questionnaire. After the participants fill in the questionnaire, an interview was conducted to follow up the result of the questionnaire. In this session, the writer focused on reasons why the participants bring culture materials in their teaching and the reasons why they choose a kind of culture material. To complete this session, a semi-structured interview is used. The reason to choose semi-structured interview was to keep the conversation on the track, but the writer asked more explanation for certain questions if she considers that certain questions need to be elicited deeper. Based on the agreement of the participants and the writer, the interviews are conducted in Bahasa Indonesia.

3. Participants' Lesson Plan

Another tool that writer needs to get the data was participants' lesson plan. It was used as the documentation of teaching material in the classroom. After the writer distributed a questionnaire to each participant, she asked the permission from the participant to take their lesson plan as the evident that the participants bring culture material in their teaching in the next time when the participant agreed to do the interview.

Method of Data Collection

To gather the data, the writer distributed questionnaire, conducted an interview, and asked participants' lesson plan. The first step was distributing questionnaire. She went to each school in different days and asked the participants to fill in the questionnaire. The questionnaire is available in Appendix. After all the questionnaires distributed to all participants, the writer started to make appointments to conduct interviews with them and also asked their permissions to take lesson plan. Then, the writer conducted the interview in Bahasa Indonesia and collected participants' lesson plan.

Method of Data Analysis

After all the data were gathered, the participants' responses were analyzed in two parts. The first part analyzed the answer of the first research question. It discussed whether or not the participants bring culture and their reasons. Their reasons were categorized into several themes. This part also presented the frequency of bringing culture and the reasons. The second part analyzed the answer of the second and third research question. It discussed what culture

material that the participants brought into their teachings and the reasons to bring each culture material. The reasons were categorized in several themes. This part also discussed the classroom activities when the participants bring culture in their teachings. The participants' lesson plan was used to match their answer in the interview.

FINDINGS AND DISCUSSIONS

All findings and discussions cover two parts. The first part discussed whether or not participants bring culture into their teaching. This part includes the rationales and the frequency of bringing culture into teaching. It aims at answering the first research question. Then, the second part discussed the culture material that the participants bring into their teaching. This part includes three types of culture materials suggested by Cortazzi and Jin (1999), the rationales of the participants brings that culture material and the classroom activities in each type of culture material.

A. Participants Practice of Bringing Culture into Their Teaching

1. The Participants' Rationales of Bringing Culture in Their English Teaching

The finding resulted from questionnaire shows that all participants do bring culture into their English teaching. Yet, the reasons behind it are different. These reasons can be categorized into five themes, namely, inseparability of language and culture, learning new language means learning new culture, preparing students to be future communicator, preparing students to be culture agent of their culture, and teaching language with values.

The first reason explained by the participants is the inseparability of language and culture. Three participants, namely MR, WA, and LK share this reason as seen in the excerpts below.

MR: Language is a part of culture, and culture consists of many aspects, one of the aspects is language. If language is limited to only a set of grammar and structure, it will be deceased. It will be alive if there is a culture incorporated with it. (Interview session, July 3, 2017). **(Excerpt 1)**

WA: We learn language, and language is inseparable with culture. (Interview session, July 11, 2017). **(Excerpt 2)**

LK: Language is inseparable with culture. In Indonesia, English is foreign language, so it brings culture from people who speak it as the first language. (Interview session, July 12, 2017). **(Excerpt 3)**

These participants supported statement of Mitchel and Myles (2004, as cited in Wing, 2014). They stated that language and culture create a harmony in completing and supporting the development of each other. This reason implies that the participants are aware of the fact that culture has the potential to support their teaching practices. They are aware that they need something meaningful and more applicable to teach language. Teaching language is not only a set of grammar, vocabulary, and other skills. When they bring culture, it helps the students to understand the material and give them information about culture from their surroundings.

Another reason explained by the participants is learning a new language means learning new culture. LK is the participant who shares this idea. Her explanation is presented in the excerpt below.

LK: In Indonesia, English is foreign language, so it brings culture from people who speak it as the first language. (Interview session, July 12, 2017). **(Excerpt 4)**

LK viewed that Indonesian students and teachers who learn English as foreign language also learn culture from people who speak English as in the first language. In the interview session, she explained that her teaching discussed some occasions come from the target language culture, such as the Valentine's Day, Halloween, and April Mop. In discussing the aforementioned topics, LK stated that she brought the target culture to be applied in Indonesia if it is applicable. Thanasoulas (2001, as cited in Bada and Genc, 2005) explains LK's decision by stating that language teaching means culture teaching and someone who takes part in teaching language also takes part in teaching the culture at the same time. When the students learning language and culture at the same time, the teachers teaches language and culture at the same time.

To some extent, this reason brings a concern from other participants. ID and WA who view that the students nowadays are not fully aware of their own culture. When the students learn new culture intensively, they tend to neglect their own culture as presented in the excerpts below.

ID: I bring culture into my teaching to preserve our culture. Even though we learn foreign language, we need to keep some moral value that we have, such as politeness. (Interview session, June 17, 2017). **(Excerpt 5)**

WA: Students nowadays do not have much exposure to their own culture. (Interview session, July 11, 2017). **(Excerpt 6)**

The excerpts display ID and WA's observation that the students nowadays are lack of attention and respect to the Indonesian culture. In learning a foreign language, students acquire a new culture. This acquisition concerns ID that the students would possibly neglect their own culture more. That is why an effort to preserve Indonesian culture is necessary to do. ID and WA considered that by

bringing culture into their teaching would help the students to better understand their own culture. Their main objective is to raise the awareness and provide knowledge to the students who are lack of knowledge about Indonesian culture. Providing information about Indonesian culture is an effort to preserve its culture.

Five participants (PP, OI, FJ, WN, and AE) bring culture into their teaching as part of preparing the students to be future communicators. Being future communicators mean, in the future, the students are able to interact with people from other countries, in a more global, diverse and inter-cultural settings and purposes. The participants' background behind this reason is showed in the excerpts below.

PP: Effective communication happens because the communicator understands the culture, because sometimes meaning of the language is different from one place to another. (Interview session, June 20, 2017). **(Excerpt 8)**

OI: I also motivate students that in the future they may study or work abroad, in English speaking countries. (Interview session, June 21, 2017). **(Excerpt 8)**

FJ: Students are prepared to be a global communicator, so they need to adjust themselves and open minded about others' culture. (Interview session, June 23, 2017). **(Excerpt 9)**

WN: Social media nowadays make students interact with people from many places with different cultural backgrounds. (Interview session, June 22, 2017). **(Excerpt 10)**

AE: Hopefully, in the future they will meet people who come from different culture with them, and they already know basic knowledge about other's culture. (Interview session, July 17, 2017). **(Excerpt 11)**

These teachers project that in the future the students will interact with people from many different cultural backgrounds. In order to able to interact with them, the students need to be prepared with the knowledge and awareness of culture from other countries. In this case, they bring culture from both target language countries and other countries. These participants implied that in communicating with people from other culture, the students need to understand their own culture

and other's culture in order to build intercultural communication. This kind of communication also requires the students to adjust themselves because they are connected to people from diverse cultures. When they are able to adjust themselves, the ability helps them to survive and build a good relationship with people from those countries.

These five participants also perceive that the students do not have to go abroad in order to communicate with people internationally. Internet facilitates them to do so. When students are connected with people internationally through social media, they are well-informed of how to make a conversation even build long-term communication and connection with those people. So, the participants realize that culture material is needed to be brought into their teaching because students have an opportunity to be connected with people internationally both through face to face communication and social media.

Preparing the students to be future communicators demands the teachers to teach manner to communicate internationally. WA and AE are aware about this notion, and they share their idea through these excerpts below.

WA: They need to know how show politeness with foreigner from England or America and other countries. Hopefully, when they meet people from other countries, they do not ask "How old are you?" or call foreigner with "Mr." (Interview session, July 11, 2017).

(Excerpt 12)

AE: Then they know how to show manner in front of people who come from different culture. (Interview session, July 17, 2017).

(Excerpt 13)

Bringing culture into their teaching to these participants is like a long term education for students. By addressing culture in their English teaching, the participants help their students to act politely in different cultures. Different

culture has different value to be considered as a good manner. They invest communication skills across cultures through English teaching. The students are exposed to and prepared with the strategies of how to interact with people internationally to ensure the effectiveness of their intercultural communication.

Another reason to bring culture into the participants' teaching is preparing their students to be a good culture agent of their native culture. Being culture agent might be understood as being able to be the source person of Indonesian culture. This future role spurs the participants to prepare the students to represent Indonesian culture when they build long-term communication and connection with people from other cultures.

Hopefully, after preparing the students to be future communicators, the participants also invest values that the students need in order to be a good culture agent. The participants' expectation can be seen in the excerpts below.

FJ: In the future, students may go to native speakers' countries to continue their study. I tell them to put themselves bring our culture, be a good culture agent. (Interview session, June 23, 2017). **(Excerpt 14)**

PP: My purpose, when they want to go abroad, I hope they can also tell about our culture to the other. So, they can make a similarity, they can "Oh yes, in our country we have like that also" it can open the communication. I hope by doing that, and also the ability of that, the students can be a good agent for introducing Indonesia. (Interview session, June 20, 2017). **(Excerpt 15)**

OI: Because we need to be able to communicate fluently using foreign language, we need to bring our nationality. Even though students can communicate in English (or other foreign language) they need to bring the local characteristics. (Interview session, June 21, 2017). **(Excerpt 16)**

Realizing the possibility that the students might stay in native speakers' countries for further study, FJ and PP considered that it is necessary for the students to be prepared with the awareness of their own culture that in the end enable them to

represent it to other culture groups. Furthermore, OI mentioned that students need to bring hospitality and politeness as local characteristic in their future role of culture agent.

The last reason for the participants to bring culture into their teaching is teaching language with values as seen in the excerpts below.

PP: I inspire them, not just teach material of English but beyond that thing. (Interview session, June 20, 2017). **(Excerpt 17)**

MR: If language is only a set of grammar, it will be dead. If culture is inserted in language, it will be more alive. (Interview session, July 3, 2017). **(Excerpt 18)**

AR: Culture also brings positive value, which is why I insert it in my teaching. (Interview session, June 20, 2017). **(Excerpt 19)**

The excerpt above implies participants' awareness of the heart of teaching; that teaching is not only teaching the material but also provide values to students. Moreover, the participants are aware that bringing culture in the classroom can make their teaching practices more meaningful. The participants want to share the knowledge not only the field of English language skill but also in the field of surviving the future. The second field is not explicitly taught in the classroom, but it depends on the participants. Being the inspirator is considered to be the part of sharing positive values (carried through culture-related activities or materials) by PP and AR. The possibility of creating a lively teaching-learning process is also seen by MR as the result of bringing value through culture in her teaching. Gay (2000, as cited in Gay, 2002) presents rationale to understand this reason. She explained that when academic knowledge and skills are situated within the lived experiences and forms of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and

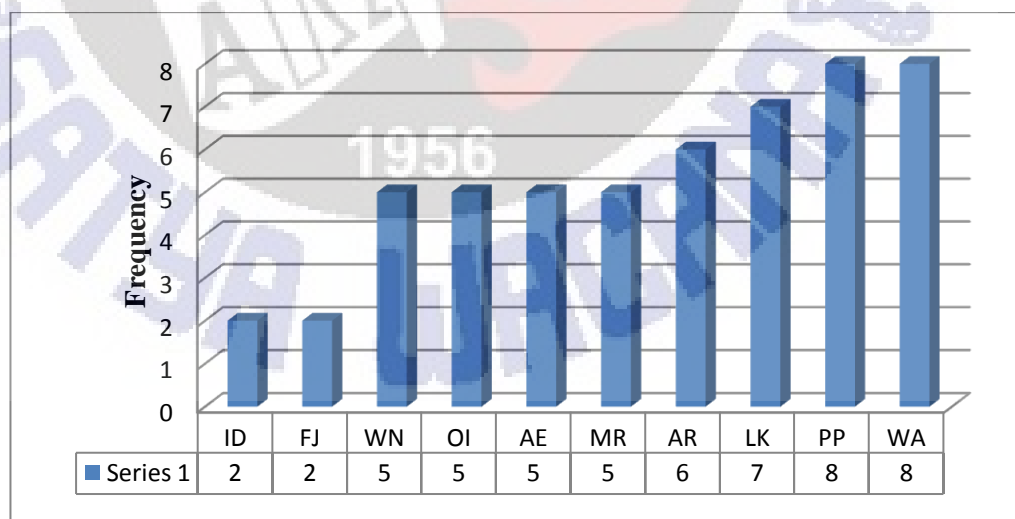
thoroughly. Culture is something that the students experienced in their life, so it is potentially to make the students' learning more personally meaningful and help them to understand the material thoroughly.

2. The Frequency of Bringing Culture into Teaching and the Rationales

In addition to revealing whether or not the participants' practice of bring culture into their teaching and their reasons, the finding of this study also present the frequency of this practice.

The frequency of this practice can be categorized into four levels of frequency, namely less frequent, average frequent, frequent, and very frequent. The finding shows that the participants bring culture in different frequency and they have their own reasons behind that. The frequency of bringing culture is presented in the column chart below:

Chart 1. *Frequency of Bringing Culture into the Participants' English Teaching.*



ID and FJ are two participants who bring culture into their teaching less frequently. ID had three reason of why she brings culture less frequently. The first

reason behind it is the difficulty of finding various culture-related materials she can bring into the teaching. She shared that she did not find many culture related topics, materials, or classroom activities.

The second reason is mostly about her lack of background knowledge about culture. She admitted that this state of being lack has hindered her to bring culture more frequently into her teaching. The fact that textbook does not support her in providing culture-related materials and activities is the third reason. These reasons can be explored in the excerpt below.

ID: I do not bring culture in a high scale because materials are possible to be included by culture are limited. Culture material availability in the textbook which is used for teaching and learning activities is not enough. (Interview session, June 17, 2017).

(Excerpt 20)

FJ has different reason for this. Preparing the students to face National Examination as the main target of teaching is his main reason for being less frequent in bringing culture into his teaching. His teaching is mainly directed to cover all materials possibly tested in National Examination. Excerpt 21 below explores his main reason for being less frequent in bringing culture.

FJ: To be honest, I do not really have broad space to bring culture learning in the classroom, because I'm focusing on teaching ninth grader with National Examination preparation, so I have tried my best. (Interview session, June 23, 2017).

(Excerpt 21)

However, it does not mean that FJ is not aware of the role of culture in teaching language. It is just because his teaching is decided mainly by the school management to focus on preparation to face National Examination.

Some other participants such as WN, OI, AE and MR are the teachers who bring culture into their teaching average in frequency. They stated more or less the

same reason behind this. They reflect that the curriculum nowadays does not give freedom to the participants to bring culture into their teaching, because there are materials that participants need to cover along the semester. Their idea can be explored by the excerpts below.

OI: The curriculum demand is teaching social and spiritual skills such as moral value and politeness, so I do not accentuate the cultural aspects. (Interview session, June 21, 2017).
(Excerpts 22)

MR: Actually, I cannot bring culture as much as I want, the curriculum demands to teach various skills to students makes me cannot freely bring culture into classroom, if I need to put it in a scale, proximately it is five. Besides, the material to teach about culture is not available. The material from government is not ready to use, so participant needs extra time to prepare the material. Without further preparation, that material is not sufficient. (Interview session, July 3, 2017).
(Excerpt 23)

From the excerpts, the participants show their intention to bring culture in their classroom teaching, but the curriculum does not allow them to deeply explore culture material in the classroom. The curriculum prioritizes the social and spiritual skill such as moral value and politeness which is important for students to be equipped with. So, the cultural aspects such as the knowledge of traditional dance, house, and music are not the focus of the curriculum. In addition to curriculum demands, the participants cannot bring culture as much as they want because they need to prepare the culture-related material that they want to bring in the classroom. The available material is not sufficient to be used without further preparation from the participants. The participants need to find additional material to make the culture learning more meaningful for students. In short, the participants are aware that culture is potential material to be connected in the language teaching, but the curriculum limit their space to bring culture into their

teaching, and the participants need extra time in preparing the culture material itself to make the learning process more meaningful.

Three participants (LK, PP, and WA) stated that they frequently bring culture into their teaching. Some reasons appeared as the driven force here are the close connection between teaching language and teaching culture, empowering students to their future intercultural relationship by sharing personal experience, and the concern of decreasing interest in and the appreciation to local culture among the students nowadays. Their ideas are explored in the excerpt below.

LK: Language and culture are inseparable; language is a medium to teach culture itself. (Interview session, July 12, 2017). **(Excerpt 24)**

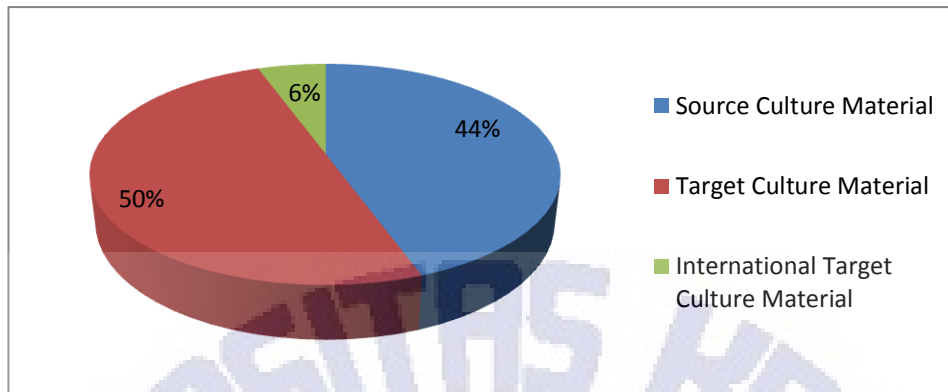
PP: I want to share my personal experiences to my students that when we go to other island in Indonesia, we need to adjust ourselves. It helps us to survive when we travel to other places. Sometimes, we invite guess speaker or volunteer participants come from other countries to our school, we cannot interact with them if we do not know their culture. (Interview session, June 20, 2017). **(Excerpt 25)**

WA: I am happy to insert culture while scaffolding task or having interactive communication with students. At first, I am concern that students nowadays do not know about “Wayang”, actually it is their own culture. As a participant, I am willing to introduce culture to students. (Interview session, July 11, 2017). **(Excerpt 26)**

B. Culture Materials in English Teaching Classroom

In this part, the writer's aim is to answer the second and third research questions. The discussions to answer those research questions will be delivered in one part, namely culture materials in English teaching classroom. In this part, the findings about which culture material is used mostly in their English teaching will be discussed first. Then, the sub headings of this part are three kinds of culture material according to Cortazzi and Jin (1999) which are source culture material, target culture material, and international target culture material. The reasons behind selecting and bringing particular culture material are discussed further.

Chart 2. *Culture Material that the Participants Bring in Their English Teaching.*



The pie chart shows that the majority of participants bring target culture material in their teaching. Then, the second majority of culture material is source culture material, followed by international target culture material as the least.

The following discussion presents about the culture material used by the participants, the reasons to choose it, and their classroom activities when they bring the culture material.

1. Source Culture Material: Rationales and Classroom Activities

1a. Rationale in Bringing Source Culture Material into the Participants' Teaching

In bringing source culture material, the participants have their own reasons that encourage them to do so. Seven themes are found here, namely, the participants' effort to preserve Indonesian culture, their expectation that students will be good culture agents in the future, the textbook used in school, the school where one of participants work carry a title from the government, the participants' personal values, the students' familiarity to this kind of culture, and relating the value from the past and now.

The first rationale is preserving Indonesian culture. Two participants, ID and WA considered this reason to bring source culture material in their teaching. Their concerns are presented in the excerpt below.

ID: Because even though we learn foreign language, we need to keep some moral value that we have, such as politeness. Its function is to preserve our culture from western culture that we learn. (Interview session, June 17, 2017). **(Excerpt 27)**

WA: It is important to instill our culture because our students nowadays are not aware of their own culture. (Interview session, July 11, 2017). **(Excerpt 28)**

ID is aware of language learning (English) facilitates culture learning (the native speaker's culture). Her awareness encourages her to keep the Indonesian's moral value, which is politeness. If the students have strong foundation about their own culture, they will keep the moral values even though they learn other language and culture.

WA has another reason of why she brings source culture material. She wants the students to have enough understanding about Indonesian culture which will enable them to share about the beauty of Indonesian culture, for example *Wayang*. The different reason from ID and WA to bring source culture material into the classroom aim at the same thing, that is preserving local culture. They hope that students will keep their culture even though they learn many languages along their life.

Preparing students to be a good culture agent is another reason the participants bring source culture material into their teaching. WN, FJ, and OI share this idea, as seen in the excerpts below.

WN: Indonesia is our country; students need to understand their culture in order to be a culture agent. (Interview session, June 22, 2017). **(Excerpt 29)**

FJ: I tell them to put themselves bring our culture, be a good culture agent. (Interview session, June 23, 2017).
(Excerpt 30)

OI: Indonesian culture is our characteristic. So, when students go to other places, they need to bring their nationality in their identity. (Interview session, June 21, 2017).
(Excerpt 31)

The participants envision that when they bring the source culture, one day in the future students will present our culture into people or community outside this country. This is very likely to happen as it is possible for students to go to other countries and meet people from different cultural backgrounds. Bringing source culture materials helps the students to reflect on their own culture in order to share it with people internationally, and at the same time building respect on other's culture (share Indonesian culture without underestimating the other's culture). Choudhury (2013) supports this idea by stating that the values of students' own culture determine how they see the world. If students have deep understanding about their own culture, they are encouraged to respect other culture and to deal with that other culture properly. In this case, students also train themselves to appreciate differences.

In bringing source culture material, textbook availability in school is part of the participants' consideration. One participant who expresses this kind of reason is AR. The excerpt below explains the AR's reason:

AR: Textbook used in the school based on Indonesian culture, it is seen from the tag line of the book "Think Globally Act Locally." (Interview session, June 20, 2017).
(Excerpt 32)

She explained that school where she teaches uses a textbook for English subject and it contains a great number of Indonesian culture. In addition to that, AR also showed that her school has policy related to what textbook can use. The textbook should contain Indonesian culture.

The same participant, AR, explains another reason why she brings source culture material into her teaching, which is the school, where AR teaches, carries a title from the government of being “*Pioner Kebangsaan.*” The idea can be explored in the excerpt below.

AR: School’s title as “Pioner Kebangsaan” makes us need to implement Indonesian culture. (Interview session, June 20, 2017). **(Excerpt 33)**

This title demands the school to present Indonesian culture in the subjects include English. From several chapters, Indonesian culture is discussed. As the writer mentioned before, contents presented in the textbook used also represent Indonesian culture. It requires her bring source culture material into her teaching.

Applying her personal value as a Javanese is another reason explained by AR. Her cultural background that shapes her individual now is what she shares to students, as can be seen in the excerpt below.

AR: Personally I have culture background, I am Javanese and live with culture from Java, so I bring value from my culture and I absorb the positive value to be applied. (Interview session, June 20, 2017). **(Excerpt 34)**

AR stated that her personal experience influences her teaching to implement culture in this present situation. She also explained that in this globalization era, not all of Javanese culture can be applied, but she can adapt it based on present circumstances. This implies that she is aware of the importance of culture and brings positive values from that culture.

Another participant, MR, explained another reason to bring source culture material into her teaching, which is the familiarity of students with the material. She mainly brings culture in narrative text, so, the familiarity of students with the

material means the students are already familiar with Indonesian stories; it may be folktale or legend from Indonesia.

MR: Indonesian culture is close with students, mostly students have already known the story, and the teacher's work is guiding students to understand the moral value. (Interview session, July 3, 2017). **(Excerpt 35)**

The teaching is becoming relatively easier due to the shared background knowledge. The students are able to access the texts better and faster. Participant's task is guiding them to get the moral value. Besides guiding the moral value, when students have difficulty in vocabulary, the participant also helped in explaining the meaning because students already know the characters, plot, and the other intrinsic part of the story. MR implied that students have sufficient background knowledge of Indonesian culture, and bringing Indonesian culture into the classroom is possible to make the lesson more fun.

The last main reason explained by the participants is relating value in the past and present time. It is personally experienced by AE. She defines her idea in the excerpt below.

AE: I give them information that how to act in the past and now is different, there are things which are allowed now were not allowed to do in the past. (Interview session, July 17, 2017). **(Excerpt 36)**

In the interview session, AE explained that she taught folklore and discussed the value in the story. For example *Bawang Merah dan Bawang Putih*, she tried to explain the value in the story and relate it in the present time. The discussion came to the conclusion that some values which are allowed in the past time are not allowed in present time. Yet, sometimes the conclusion was vice versa. It implies

the participant concerns about values and the ability of students in showing manner. This thing revealed that the participant focuses on the value of source culture material to be taught to students.

1b. Classroom Activities in Bringing Source Culture Material into the Participants'

Teaching

After explaining the rationales of the participants to bring source culture material into their teaching, in this discussion, the writer will explain about classroom activities conducted by the participants in the classroom to bring source culture material. The common activities are reading text, watching videos, group or individual project (presentation, making invitation or greeting card, writing an essay, and interviewing a person), and group or classroom discussion with the topic of comparing other's culture and Indonesian culture.

The example of the activities conducted in class is group discussion or classroom discussion. The participants usually play the role as the mediator or take part in the discussion. They start the discussion and students actively involved in the discussion to make the classroom more interactive. They also give project for students outside classroom meeting related to culture.

The interesting projects that the writer found from the participant is interviewing person. The participants asked the students to interview local people about folklore around them in the first project. They last write an essay about folklore based on the information that they gathered from the local people. In second project, participants asked the students to interview their parents about ten

unforgettable things in their life. After the interview, the students write an essay based on what they obtained in the interview in a form of recount text.

2. Target Culture Material: Rationales and Classroom Activities

2a. Rationales in Bringing Target Culture Material into the Participants' Teaching

In the source culture material, participants perceived seven themes to bring it into their teachings, the writer only find two themes why participants bring target culture material in their teachings. The first main reason is the inseparability of language and culture. Several participants such as AR, PP, WN, MR, WA and LK expressed this as an important aspect for the students to know. This reason is also the motivation for the students in learning target language. Their idea is expressed in the excerpt below.

MR: Culture is not only art, language is also part of a culture. (Interview session, July 3, 2017). **(Excerpt 37)**

AR: Because when we learn new language, we learn new culture. When we learn English, we learn their culture. (Interview session, June 20, 2017). **(Excerpt 38)**

WA: It is important to introduce native language's culture, because we learn foreign language and we implicate their culture. (Interview session, July 11, 2017). **(Excerpt 39)**

MR and AR proposed the same thing as Goode, Sockalingam, Brown, and Jones (2000 as cited in Peterson and Coltrane, 2003) that language is part of culture, so when the participants teach language, culture is unintentionally taught in the classroom. As WA stated, the students implicate western culture when they learn English. In order to practice English, the students need to know how western people do the small talk, greet and thank each other. In short, most of participants are aware that language and culture are inseparable, it makes both of students and participants

learn the western culture in order to practice their language and get knowledge about their culture.

The second reason is preparing the students to be the future communicators. It means that the participants are aware that someday the students may enter a new community and its members are people who come from diverse culture and they need the ability to communicate with them, especially English speaking countries, and the communication requires student to understand the target culture. The participant (AE) prepares students to build long-term communication and connection with people internationally. The excerpt below express AE's idea.

AE: They are prepared to know western culture, so they can open a conversation in a good manner, they can actively enroll themselves in a conversation. (Interview session, July 17, 2017). **(Excerpt 40)**

She emphasizes that in order to be future communicators, the students' need is an ability to start and maintain the conversation with people internationally.

2b. Classroom Activities in Bringing Target Culture Material into the Participants' Teaching

The participants already expressed their rationales to bring target culture material into their classroom. To see how they realize their intention to students, the writer discusses the classroom activities of the participants when they bring target culture material into the classroom. The activities are more or less similar to classroom activities of bringing source culture material. The participants explained these classroom activities in the interview section. Classroom discussion and reading text are the common activities that the participants conduct in their classroom. The topics of discussion usually are the differences and

similarities between target culture and source culture. Guest speakers sometimes are invited to get involved in the discussion. The guest speaker can be students or parents who lived in other countries for a long period of time, or a participant invites a foreigner exclusively to discuss some topics in the class. Another activity is reading a text, followed by several activities. The text can be a fairytale or special occasions, such as Halloween and house warming. Mainly, the focus in bringing target culture material is in speaking skill. Participants train students' speaking skill by asking them to do the role play. For example, the participant reads the first dialogue and the students read the second dialogue in a conversation. Another way to practice the role play is a student comes to the front and the other students greet and ask the student in the front. The role play topics are usually greeting and small talk. Other activities are just the same with classroom activities when participants bring source culture material, such as watching a video, and group or individual project (presentation, making invitation or greeting card, and writing an essay).

3. International Target Culture Material: Rationale and Classroom Activities

3a. Rationale in Bringing International Target Culture Material into the Participants' Teaching

The last kind of culture material which is possible to be brought into the classroom is international target culture material. Only one (PP) out of ten participants worked with this culture material. He brings this culture material in order to introduce new knowledge to the students about their surrounding's culture. He does not view that the students will continue their study to U.K or U.S

only. He views that students will most possibly continue their study to other Asian countries around them. This view attracts PP to provide knowledge about the students' surrounding culture rather than target culture. Furthermore, PP mentioned that students found many interesting information and knowledge through the encounter facilitated by international target culture material.

PP: We can see the fact that we are in Southeast Asia which is developing day by day. Nowadays, people do not think to continue study to America or U.K. They can continue their study to Singapore, Taiwan, Hongkong, Japan, so we need the cultural awareness from international target culture material. ... If students go to English speaking countries, they will survive. Now, students need to know many interesting culture around them. (Interview session, June 20, 2017). **(Excerpt 41)**

3b. Classroom Activities in Bringing Target Culture Material into the Participants'

Teaching

This part explains the classroom activities conducted by PP to explore the international target culture material. In the interview section, PP explained that he started a new chapter of the lesson by conducting reading activity first. After that, listening, grammar, and vocabulary, speaking, and writing activities would follow the reading activity. Yet, sometimes one topic is possibly to practice several skills at the same time. For example, in order to practice students' reading and grammar skills, one of topics the participant use is music maker. To dig deeper about the participant's explanation about "Music Maker" topic, the writer looked at his lesson plan and found that students and him have an interactive discussion about musical instruments and he led students to use present perfect continuous. In the discussion, students are allowed to share their answer from question in the textbook; it is train students' speaking skill as well.

Another topic that covers many skills and provide the students sufficient information about international target culture is “A Visit to a Doctor’s.” The writer looked at the participant’s lesson plan to complete the information in the interview section. His aim in this topic is to explain about the doctors out of border, so he shows a video about doctors out of borders to students. Actually, the doctor has an office in Geneva, and then he shows a video about Geneva. While preparing this material to students, the participant found that the doctor helps Biafra War’s victim, so he shows the video about Biafra War. From those videos and text in the textbook, the students’ listening, reading, and speaking skills are trained at the same time. Students answer comprehension questions after they read the text and watch the video, it trains students’ listening and reading skills. The classrooms also conduct an interactive discussion which train students’ speaking skill.

CONCLUSION

This study aimed at finding out how English teachers on the secondary level bringing culture into their teaching practices. That aims are reached by focusing on three research questions. The main point of the research questions are whether or not the participants bring culture and kinds of culture materials they bring into their teaching. The findings showed that all of the participants do bring culture with various reasons. Five main reasons are found after all of the participants’ answer is analyzed. Most of them project that students will have an opportunity to build an international connection and communication in the future. That is why they prepare the students by bringing culture in their teaching

practices. Even though most of them project the same thing, their frequency in bringing culture is different each other, they also explained various reasons behind it.

Moreover, the participants' reasons in bringing culture defined what culture materials they bring. Based on Cortazzi and Jin's (1999) categorization of culture material, the study reveals that the majority of the participants bring target culture material. The second and third majority are source culture material and international target culture material. Several main reasons are found in bringing each culture material. The lack of students' awareness about their own culture appeared as some participants' reason to bring source culture material. The participants see that the students' awareness of their own culture is part of an effort to preserve their own culture. Although, the participants who bring target culture material perceive that in the future, the students are possible to be future communicator. When the participants realize that thing, they prepare the students the culture knowledge of people who speak the target language. Another reason appeared from the participant who brings international target culture. He pointed out that introducing the culture of the students' surrounding (Asia) is interesting, because the students may not continue their study into the target language countries (US, UK, and other countries). Besides the reasons of the participants bring each culture material, this study also explained classroom activities that the participants conduct when they bring each culture material. They commonly have particular activities, namely watching videos, reading texts and comprehension tasks, writing and presentation project.

The findings presented that the participants bring culture because they realize the role of culture in language teaching. Although, in the interview session, some of the participants stated that they face some problems, such as the knowledge of appropriate culture materials to be brought in language teaching is limited and the time provided to deliver the lesson are not allow them to discuss the culture material deeper. It is suggested that the participants to join workshop(s) or training about how to bring culture in language teaching. These events may enlighten them how to conduct classroom activities related with culture.

This study is expected to bring significant implications towards the practice of English language teaching and learning. The language teaching is more meaningful when the teachers bring culture into their teaching. As the findings showed, the participants see that language and culture is cannot be separated, so culture is helping them to teach language. Some topics are able to be connected with culture and the students learn many positive things through culture. Bringing culture in language teaching also invest an important value in present and future time for students. Some of the participants' reasons implied this thing. When the students learn language and culture at the same time, the students' intercultural awareness are trained, it is the same thing happened to the teachers.

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APPENDIX

QUESTIONNAIRE OF TEACHERS' PRACTICE IN BRINGING CULTURE MATERIALS IN THEIR ENGLISH TEACHING

Dear teachers,

I am Kezia Kurnianti Suhardy a student of Faculty of Language and Arts of Universitas Kristen Satya Wacana. I would like to request for your willingness to fill out this questionnaire. This questionnaire is part of data collection process in my research as part of my study completion.

This questionnaire aims at finding out what culture content you bring into your teachings. This questionnaire consists of 2 parts. The first part focuses on finding out whether or not you bring culture into your teachings. The second part is designed to find out what culture content you bring into your teachings.

I. Please circle Yes or No for question number one and answer the following questions according to your teaching practices so far.

1. Do you bring culture into your teachings?

Yes

No

2. If you answer "Yes" for question number 1, from scale 1 to 10, how often do you include it? _____

II. In this part, please answer these following questions based on your experiences in selecting culture materials to be taught in the classroom.

1. Do you include culture that come from Indonesia into your teaching practice?

Yes

No

2. Which topic/ skill do you usually include culture that come from Indonesia when you teach?

3. What kind of class activities do you usually have when you use culture that come from Indonesia in your teaching?

(Note: Would you please prepare examples to be shared in the interview later?)

4. Do you include culture where English is spoken as the first language (e.g America, England or other countries) in your teaching practice?

Yes

No

5. Which topic/ skill do you usually include culture where English is spoken as the first language (e.g America, England or other countries) when you teach?

1956

6. What kind of class activities do you usually have when you use culture where English is spoken as the first language (e.g America, England or other countries) in your teaching?

(Note: Would you please prepare examples to be shared in the interview later?)

7. Do you include culture where English is not spoken as the first language (e.g China, Japan, or other countries) in your teaching practice?

Yes

No

8. Which topic/ skill do you usually include culture where English is not spoken as the first language (e.g China, Japan, or other countries) when you teach?

9. What kind of class activities do you usually have when you use culture where English is not spoken as the first language (e.g China, Japan, or other countries) in your teaching?

(Note: Would you please prepare examples to be shared in the interview later?)