

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research, and it is divided into two sections. The first section describes the data gained by held interviews and observations related to the research of teaching culture in English class. The second section contains a deeper explanation of the results and their relations with the theoretical review that the researcher uses in this research.

A. Findings

In this chapter, the researcher told about what was the researcher found during the interview and observation. The researcher would describe what has the researcher found about the aspect in teaching culture in English class and how the teachers incorporating culture in English class.

1. The Aspect in Teaching Culture in English Class

a) The Materials.

The materials that every teachers used in English class for teaching culture were using expressions, narrative and descriptive text. Because the book that the teachers used almost all of the materials just explained about understanding to use English. Those materials were very easy to insert cultural values in English class if the materials of culture not found on that book. But every teacher did not divide or

have the priory culture materials. They just followed what that book prepared and add the cultural values or material for conveying to the students.

For the source of materials about English or culture the teachers could find everywhere, like in other book, and website. They were just inserting the cultural materials in English book.

The teachers used cultural material as like interlude in English lesson. They did not divided the materials of culture and English. The focusing of English made to convey cultural sometimes was not included in English class.

b) Strategy and Method.

As Peterson and Coltrane suggested some instructional to teach language and culture the teachers can used this way for supporting when teaching in the class. First, using authentic materials such as films, new broadcast, television shows, websites, photographs, magazines, newspapers, restaurant menus, and other printed materials to engage the students in a discussion of cultural issues. Second, using literary texts as source for learning culture. Third, presenting object such as figurines, tools, jewelry, or images that originate from the target culture to serve as a foundation from which the teachers can discuss other cultural, historical, and linguistic factors or the students

can be asked to do further research to find more information about the items presented.

By using Peterson and Coltrane's instructional the teachers more easy to teach culture to the students. Because as long that the students have studied they juts focusing on understand to English. With one of the strategies above the teachers can use it to increase the students knowledge and also learn about English at least in one skill. But the teachers that the researchers looked they just using English book without any materials about culture. They explained and inserting culture on it.

Peterson and Coltrane also suggested a guidelines if the teachers teach culture in English class. They write that the teachers should recognize the cultural connotations and nuance of English and the first language of their students. Teachers should capitalize those in their teaching. The strategies and guidelines by them more helpful and necessary used in the English class.

c) The Ways Teachers Incorporating Culture.

The way that the teachers used for teaching culture was not any special. They inserted cultural material in some text of English book or expressions. First, they told about English lesson in detail explanation for the students, and then if they found that the materials related in cultural so they included to the lesson.

Because they said that focusing to understanding English more important. The English materials a little hard to teach in that school due to the students' skill was low. For increase the students skill in English the teachers more teach about English than culture.

d) Students Respond.

For the students' respond when teaching culture in the class the researcher could not explain more detail because the pandemic of COVID-19 come before the researcher did the observation in the class. However, one teacher told the researcher how if they learn another lesson in English class about stories or anything they were enjoy it to listen. By describing and telling the culture like a story telling the students' respond was great. They like and more interested to know the stories of the culture.

That was a way that the teacher did when the students feel bored in the class. The divided the time in three section. First, to tell the

lesson about English. Second, answering the question about the lesson. Then, made a stories about culture or else that was related to the lesson. In order to the students more easy to learn English and culture.

e) Online Class.

The researcher joined in online class to observe how to teach culture in English class. Around two weeks the researcher came in different class all days. For the online class the school used platform of WhatsApp.

In online class the teachers told the materials by using voice note to more explanation for the students, or typed the simply materials on it, and sent a pictures of materials if the students know where they would to learn.

However, in online class the teachers could not control the students. The obstacles when online system used it were the signal, too much utilize mobile data, the students did not understand what have they learn, and also the teachers was difficulty to teach the lesson.

For explain the materials of English the teachers used what they have before. Whereas, Peterson and Coltrane have suggested the way which help the teachers more easier to teach in online system, like use website or new broadcast. But no one used that in online class. Sometimes the teachers just sent the materials and asked to the students

to answer the question without any explanation for the students. They sent a pictures of book that the students hold and asked to the students to write and collected in other day. They gave the assignment and wait till the time up.

In the other hand, there were the teachers really wanted to teach the students, sent the material by voice notes, summarize the materials so that the students understand and could use for answering the questions.

But, in this study the researchers also found in some online class the students respond also made the teaching and learning activity was not clear and work. The problems were the students did not come in online class, they did not say anything or no responses, they hold their smartphone but just played a game.

The factors that the researchers was found cause the teaching and learning activity did not work well. To teach English lesson was hard in online class in that school. For the cultural materials, no one of the teachers told about. Because, to wait the students responding more used time. Then, the teachers just focus to explain about the English lesson.

2. How The Teachers Incorporating Culture in English Class.

a) Teacher A

She explained how to incorporate culture when teaching English. According to her opinion, to include cultural material in the language class, she tried to connect existing material in the book and then link it with culture. Usually, the materials described in the books were about expressions of how to express it in English, if she found a relation in cultures she also inserted it as cultural materials. For the cultural material itself, she did not separate or specialize when teaching language classes but combined and inserted it in the English language material.

The cultural material that she inserted also explained how external cultural life was and what was wrong that did not need to be emulated for Indonesian culture. Currently, the female students and the male students were not made into one class, and she thought it was better to make it into one class so that they were also cleaner, polite, and respectful.

Between cultural material and language material, she said it was easier to teach language material than culture because language material had already been put in the book he was going to explain.

For strategies or methods, she said that there was nothing special when used in class, only following and using existing strategies and

methods, such as snowball, roleplay. But when she used these strategies and methods, the students very noisy, and the material was not clearly conveyed.

Then, students who were affected by bad habits from outside through games, social media, and associations in school are immediately reprimanded and sometimes given sanctions. He said sarcasm or subtle reprimands did not work for the students at the school. There were the students who made this mistake because they followed outside culture but they did not know that it was not good and inappropriate in their culture.

So, in this situation of Covid-19, all of the students and teachers just meet in an online class. The teacher A handle for 9 grade for teaching English. The teacher used a voice note to accost her students. But, sometimes just some of the students answer her. For learning English the teacher used typing messages for the explanation on the group, picture, voice note, and link to answer the questions.

By using some ways that the application has, the students were still confused and did not understand those materials. But somehow, they keep teaching and gave some instructions for the students' understanding.

In the online class, that teacher A held, material about local culture and other cultures was not conveyed to the students. The teacher just focused to explain and teach about English.

b) Teacher B

According to teacher B, he taught that culture and language material can be mixed in class. He explained that entering cultural material could be through text that was already in the book after explaining about the material and language procedures, he could insert cultural material related to the text or discourse in the book so that students also did not only understand the English language procedures but also add cultural value to themselves. Apart from discourse or text, cultural material can also be inserted in expressions in English. From those expressions, he could explain the behavior and habits of foreign cultures that students did not know. For cultural material and language material, he said that it was more difficult to teach cultural material to students because they did not know how external culture is affected by local culture.

The influences of external culture carried by the students at school could be in the form of behavior, clothing, and attitude. But it was still within reasonable limits and did not violate religious norms and values. Then if there were the students who used bad things from

outside cultural influences in the classroom, he immediately gave a warning.

Then, in his strategy and method, he has no special way. He enjoyed the relaxed learning atmosphere more. For games in class, he still used it but rarely. He used an explanation much more in the class. And if there was a dialogue text he would usually hold a role-play for students in the class.

Teacher B taught English in an online class in 8 grade, he used many voice note to explain some materials to the students. The materials that the teacher B explained are *Willingness, Asking about Stating Ability/Capability*. But in this class for male students, the researcher found just one or three students gave responses to teacher C in the online class. Many reasons that the students said why they did not come to their class. And then, the materials about English could not convey easily, many took time to wait for the students' responsibility for learning.

Teacher B also did not include a topic about culture in the online class. The researcher only found how teacher B taught about mastering English.

c) Teacher C

Teaching culture and explaining it in English class could combine language material that has already in language books and explain it in English class by combining language material then adding culture to the students were studying. Cultural material was not a specific material that was prioritized in the language class. It could be an addition or a distraction when some things or materials have a cultural connection. The cultural material that he conveyed so that students know which cultural values should be imitated and which were not.

According to his contention, the cultural material itself was mostly explained in the classroom in the form of differences in behavior and life. Then material related to culture could be found in narrative texts and expressions.

The difficulty between explaining English language procedures and culture was more difficult to explain English language procedures. Because sometimes the students still difficult to interpret, read, and understand the material.

Then the strategies and methods that he used mostly just lectures or explaining. Due to the conditions of the students who were difficult to manage. If there were the students who slightly deviant and did not

understand cultural values, they would be immediately reprimanded.

Teacher C while teaching he was quite relaxed and also firm.

When the researcher came to the online class to observe how teacher C taught English and culture in the class, the researcher just found teacher C gave a material and asked them to write or answered the questions that he has sent in the online class. He has rarely used voice notes and also not used video.

Teacher C handled 7 grade to teach English. He just sent a picture of the material and gave simple instructions to the students did. He did not include culture in the English online class.

d) Teacher D

The explanation she gave, was quite detailed about how to teach culture in English classes. The way she taught external culture and compares it to local culture started from small things related to life, behavior, food, religion, and how to dress. She also did not divide the cultural material when teaching in English classes because the most important thing was still how to master English grammar.

The English material related to culture that she inserted while teaching still followed what was in the book and then she included things related to culture. The material was in the form of text that told something if related to the culture she inserted it.

Then she explained the different expressions and gestures between the external and local cultures. Such as hand movements that told someone to be closer it was different cultures in Indonesia.

She also explained about culture related to religion, for example, there was a text that discusses Valentine's Day. First, she told the origin of that day and then explained anything that was against religion and what impact if they did that after being able to insert language material in it.

She said the students like it when they were talking about things that were closely related and different from what the culture usually teaches. And regarding this, she suggested that in teaching English, divide the time so that students still feel comfortable while studying. For example, 1 hour for English and half an hour for answering questions, and half an hour telling stories about things related to culture.

Every mistake made by the students in the class would usually be immediately reprimanded and given punishment if students still violate. The scorn in the form of satire did not work for students in this school. They also thought that English was not important so sometimes they did not really care. She has advised students to pay more attention when studying because English was very important for their future.

She also explained that students there were difficult to manage and their English language skills were still at a beginner level, it was very different from schools in urban areas. So be less patient when teaching.

For cultural material taught in language classes, it was easier than teaching grammar. Because according to her, the culture discussion could be included in English by inserting it while telling the story about culture itself. And students were more interested if there was a story session like that.

Then for the strategies or methods, she used also not specific and she rarely used games because the students there were very difficult to reprimand and were quite noisy, especially the male students.

In the online class for teaching English, the teachers have many obstacles to convey the materials that she wanted to tell. It was influencing the teacher's activity and process to explain the lesson of English. To tell the English material the teacher D had not gotten responses in the online class. And the researcher also did not find the teacher D include the culture material in the online class.

Teacher D handled 7 and 8 grades, and she told the male class was difficult to control or asked to answer and respond in the online class. The students were active on their mobile phone but did not cover in the online class.

B. Discussion

In part finding above, the researcher has collected data and information about the process of learning culture in English class. The data collection that researchers used through interviews and observations found several facts and those related to the research question in the first chapter.

Based on the observation and interview, the data is analyzed based on the statements of the problem about How do English teachers teach English culture and local culture for English Foreign Language class.

After the data has been obtained and the process is like the description above, the research has written and analyzed the data at the above findings. In this part, the researcher wants to explain what has been found and how it is related to the expert theories about teaching culture in English class. The researcher would discuss about the aspect in teaching culture in English class that the researcher asked to the teachers and the teachers incorporate culture in English class.

1. The Aspect in Teaching Culture in English Class

The aspect that the researcher asked for teaching culture in English to the teachers about the materials, strategy and method, the ways teachers incorporating culture, students respond, and online class.

a) The materials.

For the materials all of the teachers did not use other source to increase the students view of culture. They just inserted cultural in some English lesson. Besides many source that can use to include the cultural materials in English. If just inserted or made the materials of culture in English that was more less to add the students' knowledge about it. The students also need to learn culture as they learn about culture.

As Brown said, "a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." Because of that, if they students learn about langue they also learn about culture. But in this case, the teachers just taught about language and focus to make students understood in English. Even though in the book just prepared English lesson only, the teachers should look for some sources to make students learn about culture to open their insight and know more other culture in this world.

b) Strategy and Method.

Many strategies and methods that the teachers can use. But, no one use any specials strategies and methods to teach English and culture. Whereas if they use one of the strategies that they know to

make English and culture conveyed better is was very useful. Not just utilize the book and not improve any strategies make learning English monotonous. Peterson and Coltrane suggested some strategies to make teaching English and culture more easy in the class.

c) The Ways Teachers Incorporating Culture.

They ways that the teachers to convey culture just make the cultural materials as an interlude and inserted in English lesson. The researcher did not find a special way when asked them about it. Whereas if the teachers have one ways that make explanation of culture is helpful it was also related to teach English whether teach English and the culture. Because the teachers did not have any strategies and just used was like usual, teaching culture just convey in little part.

d) Students Respond.

In this research actually the researcher cannot see how the students respond when teaching culture or English. The researcher just asked to the teachers when they learn it. One teachers said that the students was very like if told a story in the class. They enjoyed listening story about culture. But if the teachers can include more the materials of culture in other ways that make the students respond when

teaching English is fun and cheerful instead just learn English only that was made bored in the class, and the students not really want to learn about English.

e) Online Class.

All of the teachers have said when did teaching in online class was hard and the students loose of control. Many the students did not come in the class. Whereas the rules should make students also to attend on the class. In online class almost the students also did not give any respond to the teachers. To explain the materials the teacher did not know the students have understood or not.

Even though in online class the teachers can use some ways to make the students' understanding better if use video or other sources. But they just used such as typed a message, sent a pictures, and voice notes. Whereas if the teachers record a video or an interesting ways, and make the rules more strict maybe can detract the students matters.

2. How The Teachers Incorporating Culture in English Class.

In the processing to explain culture in the language class, the researcher examines the teaching of culture described by the teacher in the classroom could be used in various ways, such as by inserting cultural

material in narrative or descriptive texts and teaching culture can teach by the material of expressions that are usually already in books, then they could include cultural material there too.

Every teacher in that school just used the material in their books to include culture for studying. They did not divide the material between the English lesson and culture. They just inserted culture in their material in some English lessons.

The teachers included the cultural material as an interlude in English lesson. At least not be a priory, the materials of culture can convey to the students for them to increase and add their knowledge. Sometimes the students was boring if they just learn same materials and made the students get down or tired to learn English.

Peterson and Coltrane, They have suggested some technique and strategy that the teacher could use LCD in their class, using films and television segments to provide students with an opportunity to witness behaviors that are not obvious in text. By this way the students can see the view of different culture and that are more interesting. As long as they learned English they just looked on the book. But this way make the students not only learn about English on how to speak after they listened

and saw the visual video, they also learn about culture. And the teachers can make the class fun and easy to explain about the lesson.

However, every school sometimes does not have complete facilities to support the learning system, such as the LCD that can display learning visuals so that students are more interested or understand the context of their cultural material. If the school does have it the teachers can use other printed materials to engage the students for English and culture.

But sometimes the teachers just used literary texts as sources for learning culture such as Peterson and Coltrane suggested to include culture in English class. The teachers explained, they could tell culture in this way by using descriptive text or narrative text which have a relation with their lesson. Because the students' focusing has to understand English.

In another way, the teacher also reminded the students which the better culture can use or not. When the students learned in the literary text the teacher gave a story or historical about culture on the text. The teacher told what are the differences between their culture and compare it.

But, for the first step that the teacher before told about culture in that text, the teacher taught the English material like translating the story, find the word that the students could not understand.

The researcher assumed the factors made how hard to convey the cultural materials were the teachers just focusing to teach English only, most students are less motivated to learn English, the facilities in that school were not supported to teach culture, and also too less strategies that they teacher used for teaching English and culture.

After all, in the online class, the researcher did not find any ways that the theories or the teachers did how to teach culture in English class. Peterson and Coltrane have suggested, “ The teacher can use some ways to help for teachers looking for some practical ways to integrate culture in their language lessons like using authentic materials such as films, news broadcasts, television shows, websites, photographs, magazines, newspapers, restaurant menus, travel brochures, and other printed materials to engage the students in a discussion of cultural issues”. These techniques and strategies could be used in online classes. It was not only for the language learning that was useful for cultural materials.

By using one of the ways that Peterson and Coltrane also suggested the teachers not only teach English but also culture in their class. However in this research, at least in online classes, the teachers could practice with the students by using a website that could help to learn some materials that the students cannot get the points.

But, no one the researcher found the teachers were teaching culture in the online class, and it was different in real class that the teachers have done before. In the online classes that the researcher studied, sometimes some teachers only gave assignments for students to do. Then, there were also the teachers who provided a photo that contains an explanation of the material which they were studying. And most of them used voice notes as a way to explain the materials so that students got more understanding of the material that they were conveying. But, the obstacles in an online class that the teachers faced were the students' responses and their attendance.

Every teacher used the same ways to teach and explain culture in their English class. They did not use more strategies and techniques to teach. Just one or two strategies and techniques that the teachers used such as a theory that the researcher shown above. Maybe focusing to learn English more important and difficult to teach, so the teachers preferred English over the culture for studying as a priority.