

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter includes research findings and research discussion. The findings are the information found based on the analysis of the teacher's teaching on cultural content in learning reading comprehension, while the discussions are the conclusion of the research topic. The results of the research and discussion are explained as follows:

#### A. Findings Research

The organization of the findings is presented in the following order. *First*, the results of the analysis of learning cultural content in teaching reading comprehension are based on observations (see appendix 1). *Second*, the results are shown based on interviews (see appendix 2) with three English teachers in different classes and to find out whether teachers already have an awareness of the importance of learning cultural content in teaching reading comprehension. Finally, the discussions and conclude the results of the study and draw conclusions from this research. The findings are presented below:

##### 1. The First Teacher to teach class X

Researcher in collecting data using the method of observations and interviews. Teacher who was interviewed and observed the reading comprehension learning process was an English teacher who taught in grade X. From the results of interviews and observations made by

researcher, it was found that teachers were aware of the importance of learning cultural content in teaching English, especially teaching reading comprehension. The teacher has also applied cultural content in learning reading comprehension which teacher teaches to the students in class. The teacher responded well, that students before learning the target language would be better off studying the culture because it would improve and facilitate students in the learning process.

There are three kinds of culture structure based on framework from Cortazzi and Jin namely: Source Culture, Target Culture and International Culture. At the time of observations, the researcher found that the 10<sup>th</sup> grade English teacher taught the history of the Hagia Sophia Mosque and used descriptive texts to explain international cultural content. International culture point to all cultures around the world except cultures from source culture country and target cultures countries.

**Picture 6.1 Hagia Sophia Mosque Represented International Culture**



**Table 4.1 Descriptive text about Hagia Sophia****Hagia Sophia**

This is Istanbul's top attraction; the Church of the Holy Wisdom (Hagia Sophia) began as a Byzantine church, then it becomes a mosque during the Ottoman Era and today is a museum. It is without doubt a great architectural wonder. The original structure has not survived but it was constructed here in the 4<sup>th</sup> century under the founder of Constantinople, Constantine the Great. After the original building was destroyed Constantine's son Emperor Theodosius has a new church built in its place. The second structure burnt down in 532 but parts of it have been recovered through excavations. The structure we see today dates back to 532-537 when its construction was over seen by Justinian I. Although the church suffered from earthquakes and an attack by the Crusaders in 1204 it has retained its historic structure and decoration. From 1435 for 500 years the church became the main mosque of Istanbul during the Ottoman Era.

The church was designed by Anthemius of Tralles and Isidore of Miletus; it has a classic basilica layout. The church features rich mosaics and a grand central dome with a diameter of 31 meters. The circular dome rests on a rectangular base all richly decorated with murals, Arabic calligraphy and mosaics. All the interior surfaces are polychrome marble in green, purple and white with gold mosaics. The marble mihrab which has survived from the Ottoman Era. Of the many magnificent mosaics the most famous are on the upper floor galleries. Outside in the church grounds there are several points of interest including mausoleums, a baptistery and some excavated remains.

According to Peterson and Coltrane there are many ways can be used by teachers to teach cultural content in the classroom such as; Semantic materials, Proverbs, Role-play, Students as a source of culture, Ethnographic, and Literature. The 10<sup>th</sup> grade English teacher was found to use semantic materials in the form of a picture of the Hagia Sophia Mosque which was displayed on a focus screen in the form of a power point presentation. In addition, the English teacher who teaches grade 10<sup>th</sup> tends to use verbal explanations for students on teaching reading comprehension. The teacher explains about the history of Hagia Sophia Mosque which is part of international culture.

The cultural contents were classification based on the framework from Adaskou, Britten and Fahsi (1990) into four senses, like: Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. The aesthetic sense of culture point to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main excuse's for language learning. The aesthetic sense of culture can be perceived as the point of an iceberg or the big -C of culture. The sociological sense of culture point to the comity and character of family, home life, of personal connection, material condition, work and spare time, custom, and institution. The sociological sense of culture can be perceived as the base of an iceberg or the small -c of culture. The semantic sense of culture points to the

conceptual system very similar in the language and condition all our understands and our opinion process. Many semantics areas (e.g., food, clothes, institutions) are culturally typical because they connect to a specific way of life- that is to our sociological sense of culture. The last, the pragmatic sense (or sociolinguistic) point to the background knowledge, social skills, and paralinguistic skills that, in condition to control of the language code, make possible successful communication.

In learning reading comprehension in grade 10<sup>th</sup> taught by an English teacher in grade 10<sup>th</sup>, it can be represented that what is taught in teaching reading comprehension is included in the category of aesthetic sense is not found. Likewise, it is also included in the category pragmatic sense, which is about background knowledge about The Hagia Sophia Mosque. As well as semantic sense where there is learning about life that has happened at The Hagia Sophia Mosque, but in sociological sense namely literacy about the history of The Hagia Sophia Mosque.

**Table 4.2 The Components of Cultural Content for grade X**

Category of Culture	Aesthetic Sense	Semantic Sense	Pragmatic Sense	Sociological Sense	The way representing Culture
Source Culture					Used Semantic Materials;
Target Culture					Verbal Explanation,

International Culture		✓	✓	✓	used power point presentation
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## 2. The Second Teacher to teach class XI

Researcher in collecting data using the method of observations and interviews. Teacher who was interviewed and observed the reading comprehension learning process was an English teacher who taught in grade XI. From the results of interviews and observations made by researcher, it was found that teachers were aware of the importance of learning cultural content in teaching English, especially teaching reading comprehension. The teacher has also applied cultural content in learning reading comprehension which teacher teaches to the students in class. The teacher responded well, that students before learning the target language would be better off studying the culture because it would improve and facilitate students in the learning process.

There are three kinds of culture structure based on framework from Cortazzi and Jin namely: Source Culture, Target Culture and International Culture. At the time of observations, the researcher found that the 11<sup>th</sup> grade English teacher taught the procedure texts how to make sandwich to explain target cultural content. Target culture points to the culture of the Inward circles" countries such as, USA, UK, Canada, Australia and New Zealand.

**Picture 6.2 Represented of Target Culture**

The diagram illustrates the components of a procedure text for 'How to Make a Sandwich'. It is structured as follows:

- title**: How to Make a Sandwich
- goal**: A sandwich is a popular food that is simple and easy to make. It is eaten for lunch.
- materials**: Materials: two slices of bread, cheddar cheese, tomato sauce, mayonnaise, tomatoes, a slice of meat, lettuce
- sequence of steps**: Steps: First, place a slice of bread on a plate. Second, put some tomato sauce on it. Third, add salad, sliced tomatoes, cheddar cheese, a slice of meat, mayonnaise, and tomato sauce. After that, add the lettuce. Then, put a slice of bread on the top and finally serve it.

A photograph of a sandwich is shown on the right side of the diagram. The source is cited as [www.media.licdn.com](http://www.media.licdn.com).

Teaches procedures text to introduce students to routine and knowledge is one kinds of target cultural aspects. Although where this food comes from is not explained in the text, but by knowing its content, this text conveys culture from outside Indonesia. This text introduction about sandwich. Sandwich is a popular food made initially in England. The name the sandwich is taken from the 18<sup>th</sup> century English aristocrat John Montagu, 4<sup>th</sup> Earl of Sandwich. Montagu is known along England.

According to Peterson and Coltrane there are many ways can used by teachers to teach cultural content in the classroom such as; Semantic materials, Proverbs, Role-play, Students as a source of culture, Ethnographic, and Literature. The 11<sup>th</sup> grade English teacher was found to use semantic materials in the form of a picture of the Procedure Texts of How to Make Sandwich which was displayed on a focus screen in the form of a power point presentation. In addition, the English teacher who teaches grade 11<sup>th</sup> tends to use verbal explanations

for students on teaching reading comprehension. The teacher explains about the procedure texts about *how to make sandwich* which is part of target culture.

The cultural contents were categorized based on the framework from Adaskou, Britten and Fahsi (1990) into four senses, like: Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big -C of culture. The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small -c of culture. The semantic sense of culture refers to the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, institutions) are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture. The last, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to



mastery of the language code, make possible successful communication.

In learning reading comprehension in grade 11<sup>th</sup> taught by an English teacher in grade 11<sup>th</sup>, it can be represented that what is taught in teaching reading comprehension is included in the category of semantic sense, namely literacy about popular sandwich food in England. Likewise, it is also included in the category pragmatic sense, which is about background knowledge about Sandwich. As well as sociological sense where there is learning about home life in England, which usually eats sandwiches as a staple food made from bread, is different from Indonesia, which uses rice as a staple food. Aesthetic sense it is not found in learning cultural content on teaching reading comprehension in grade 11<sup>th</sup> taught by an English teacher in grade 11<sup>th</sup>.

**Table 4.3 The Components of Cultural Content for grade XI**

Category of Culture	Aesthetic Sense	Semantic Sense	Pragmatic Sense	Sociological Sense	The way representing Culture
Source Culture					Used Semantic Materials;
Target Culture		✓	✓	✓	Verbal Explanation, learning video,
International Culture					used power point presentation.

### **3. The Third Teacher to teach class XIII**

Researcher in collecting data using the method of observations and interviews. Teacher who was interviewed and observed the reading comprehension learning process was an English teacher who taught in grade XII. From the results of interviews and observations made by researcher, it was found that teachers were aware of the importance of learning cultural content in teaching English, especially teaching reading comprehension. The teacher has also applied cultural content in learning reading comprehension which teacher teaches to the students in class. The teacher responded well, that students before learning the target language would be better off studying the culture because it would improve and facilitate students in the learning process.

There are three kinds of culture structure based on framework from Cortazzi and Jin namely: Source Culture, Target Culture and International Culture. At the time of observations, the researcher found that the 12th grade English teacher taught the Baduy Culture used descriptive texts to explain source cultural content. The source culture materials point to content presented language learners own culture. In this case, the source culture points to Indonesian cultures. Indonesian is divided into many ethnics such as Acehnese, Javanese, Sundanese, Balinese and other ethnics. The presented aspects of cultures should be

the stories about Indonesian legend, pictures of Indonesian people, and other side.

**Picture 6.3 Baduy Culture Represented Target Culture**



**Table 4.4 Descriptive Texts about Baduy Culture**

#### Baduy Culture

The Baduy tribe is a group of Sundanese sub-ethnic indigenous peoples in the Leuwidamar District, Lebak Regency, Banten. They prefer to be referred to as Urang Kanekes compared to the Baduy Tribe. This tribe divides their territory into two, namely the Outer Baduy and the Inner Baduy. What distinguishes the Inner Baduy and the Outer Baduy is the use of headbands and the color of the clothes used by the community. The Baduy Dalam region seems to maintain and respect their customs, such as not using technology, and they still adhere to the customary rules that apply there. On the other hand, the people in Outer Baduy are more advanced in technology, have been exposed to a lot of modernity and they are able to work in the city even though it is only limited to household assistants.

The language used is Sundanese Banten. However, along with the opening of Baduy people are finally able to speak Indonesian and even English, even if a little. This they learned self-taught by listening to the conversations of the tourists.

The Baduy belief of the Baduy community or commonly called Urang Kanekes is Sunda Wiwitan. That is belief in ancestral spirits, such as animism. But now the Sunda Wiwitan belief has begun to be influenced by Hinduism, Buddhism, and Islam.

Baduy people do not receive education at all like urban people. However, the opening of Baduy as tourism has an impact on education. In Outer Baduy, there are already some children who go to school because there is a public elementary school there, but most of them are still studying with *ambu*, the name for mothers.

To fulfill the daily life of the Baduy people, they usually farm. But now there are many houses selling food and drinks for the needs of tourists. They also sell typical Baduy knick-knacks such as key chains, woven, cloth, brown sugar, honey, bracelets and much more.

According to Peterson and Coltrane there are many ways can used by teachers to teach cultural content in the classroom such as; Semantic materials, Proverbs, Role-play, Students as a source of culture, Ethnographic, and Literature. The 12<sup>th</sup> grade English teacher was found to use semantic materials in the form of a picture of Baduy culture and used descriptive texts which was displayed on a focus screen in the form of a power point presentation. In addition, the English teacher who teaches grade 12<sup>th</sup> tends to use verbal explanations

for students on teaching reading comprehension. The teacher explains about the Baduy culture used procedure texts which is part of target culture.

The cultural contents were categorized based on the framework from Adaskou, Britten and Fahsi (1990) into four senses, like: Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big -C of culture. The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small -c of culture. The semantic sense of culture refers to the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, institutions) are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture. The last, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to

mastery of the language code, make possible successful communication.

In learning reading comprehension in grade 12<sup>th</sup> taught by an English teacher in grade 12<sup>th</sup>, it can be represented that what is taught in teaching reading comprehension is included in the category of semantic sense, namely literacy about Baduy culture. Likewise, it is also included in the category pragmatic sense, which is about background knowledge about Baduy Culture. As well as sociological sense where there is learning about home life in Baduy. Aesthetic sense it is not found in learning cultural content on teaching reading comprehension in grade 12<sup>th</sup> taught by an English teacher in grade 12<sup>th</sup>.

**Table 4.5 The Components of Cultural Content for grade XII**

Category of Culture	Aesthetic Sense	Semantic Sense	Pragmatic Sense	Sociological Sense	The way representing Culture
Source Culture		✓	✓	✓	Used Semantic Materials; Verbal Explanation, learning video, used power point presentation.
Target Culture					
International Culture					

## **B. Discussion**

Based on research findings of the study, the researcher found that the cultural categorized of Cortazzi and Jins framework were presented by the three English teachers in the process of teaching reading comprehension in their respective classes. Each teacher in the observation results are known to be different in the category of teaching cultural content. It is known that each teacher chooses one of the three categories, namely the 10<sup>th</sup> grade English teacher used the International Culture, the 11<sup>th</sup> grade English teacher used the Target Culture, and the 12<sup>th</sup> grade English teacher used source/ local culture. In addition, the three teachers slightly different in represented cultural content based on the four senses of Adaskou, Britten and Fahsi. The purpose of discussion is to construe and represent the significance of the findings. The researcher divides the discussion into three points to answer the research questions. The role of the teacher in teaching cultural content on reading comprehension.

### **1. The role teachers teach of cultural content on teaching reading comprehension.**

The purpose of learning English in general is so that students can communicate both orally and in writing in English correctly, fluently and grateful. This means learning English does not only include elements of language learning which include grammar, vocabulary, and pronunciation and language skills, which consist of listening, speaking,

reading and writing but learning English should also include learning or at very least, an introduction to English culture. Cultural learning in language learning is very important given the importance of the role of cultural understand in facilitating communication intercultural communication.

Someone who can communicate use proper grammar, vocabulary, and proper pronunciation in English isn't always able to express concept fluently and precisely if the person involved no longer has the cultural information of every sentences or utterances that might be used. For example, a person who has just studied the present continuous tense in an English topic's wants to try to use it in verbal communication. When one of his neighbors, Mr. Brian for example, who happened to be an America citizen, passed by in front his house he tried to say "where are you going sir?" grammatical or semantic, there is no nothing wrong in greeting English learners. However, if viewed from the perspective socio-cultural acceptance of the greeting, it can be said that the greeting cannot accepted because it has become a matter for other people's English-speaking community and should not interfere with other people personalities. That's why asking where someone is would be considered rude unless the speaker has a very close relationship with the other person. This is of course contrary to Indonesian culture where the greeting is 'Where are you going?' is a



type of politeness that is generally spoken by someone to greet people who happen to pass by or through in front of them. The above shows indicate how grammatically or semantically accurate sentence might be out of context.

Based on the findings in the study, used the method of observations and interviews. It is found that the teachers who teach reading comprehension apply cultural content in their learning. The cultural content taught includes International Culture, namely introduced and explained the history of Hagia Sophia Mosque used descriptive text. Then, the Target Culture applied procedure text in the text How to Make Sandwich. Besides that, the teacher also gave a verbal explanation about the target culture namely British culture, where one of them is sandwiches which are popular foods in England, because the staple food of British people is bread. The teacher also explained the difference between culture and local culture where the staple food in Indonesians is rice. It helps students to know the cultural differences between countries which avoids cultural assimilation by students. In addition, the teacher also applied source culture by used descriptive texts, introduction and provided explanations about Baduy Culture which is the original culture of Lebak Banten.

Scientists and researchers believe that culture keeps an important role in learning a language. The relations between culture and

language cannot be separated if one wishes learn a language. Consciously or unconsciously, culture will affect the thought of language speakers. Thing this can be seen when the language is used to communicate everyday proven to form a culture. Communicate in a group social is not just talking and exchanging mind, but also learning, thinking and believe in the way the interactions are in cultural contexts on which language used. Hence, learn a language does not only implicate knowledge about language, but also be aware of belief and the dignity that structure language to be in line with culture.

As formerly explained, language is closely related to culture. That is why someone is stated to hold effectively educated a language, if that individual can used that language to communicate correctly, fluently, and acceptably. With thus one certainly additionally needs to take a look at in the context in which used pronunciation.<sup>1</sup> This approach that once a teacher teach a language, that teacher need to too teaches cultural pattern, which consist value systems, though patterns, and inner behavior pattern the language taught by the teacher so that students (1) upgrade students understand of other cultures in outside the cultural patterns that surround them, (2) increasing the students recognition of the culture in the area the student lives in, (3) if the students gets the opportunity to plane, student can use the language that

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<sup>1</sup> Harmer, Jeremy. "The Practice of English Language Teaching," 117.

is learned in appropriate with the prevailing cultural schema in that language and (4) improving student encouragement in learning language.

Cultural content makes it easy for a living language to learn a foreign language does not have. Therefore, culture not something that involves actually to be learned, but a useful instrument for students believe the need to speak and used the target language effectively. The best is the international target language material, conversation a wide range of knowledge from various cultures. This prevents the learner from assimilating the fear into a particular culture, and aids them in respecting other cultures of society.

In getting to know English as an overseas language, culture may be taught incorporated with studying to listen, speak, examine, read and write. Brown has stated that the practice of cultural learning must be carried out, between others, through: (1) discuss the intercultural variations among British culture and internal culture first language students through emphasize the perception that no one culture is more compared to other cultures, (2) incorporating materials and activities gaining knowledge of that describes the connection among language and culture, (3) teaching cultural connotation and sociolinguistic components in language studying and (4) accurately the use of learning strategies related to teaching materials which can be feasible from the

factors of view of the view of a culture is take into consideration inappropriate.<sup>2</sup>

In the language studying process, discussion of cross-cultural variations very critical because this discussion will assist college students recognize why a group of humans understand things in a different way while in comparison to the way the point of view of some other society. This discussion will make students turn out to be human broad-minded who can receive cultural differences as a colorful aspect of human life. Learners should perform both micro-level text analysis (pattern recognition character recognition) and micro-level text analysis when new content and cultures are unfamiliar to read text. Macro level text to understand text enables prior knowledge and monitors comprehension). Knowledge of the cultural context take part an important role in understand the text of program. It not only affects the recall of prepositions in the text, but also affects the learners, ability to read and understand the language.

Based on the facts above, it is very important for English teachers to pay attention to the aspects of English culture in learning English so that students can use the language they learn well to communicate. For students, knowledge of English culture will help them understand the condition while reading or listen to English texts.

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<sup>2</sup> "Douglas. 2001. "Teaching by Principles An Interactive Approach to Language Pedagogy" by Brown H. (z-Lib.Org).Pdf, n.d.

In addition, exposure to different cultures prevailing in the community used the language being studied will also upgrade their perception and tolerance of other cultures.

There are many ways can used by teachers to teach cultural content in the classroom according to Peterson and Coltrance (2003)<sup>3</sup>, such as:

1. Use of authentic materials

Teachers can use pamphlets, news broadcasts, websites, photos, magazines, newspapers, restaurant menus, travel brochures, and other materials. other prints in teaching culture. Teachers can involve students in discussions about the cultural norms represented in that example, for example watching films that have different cultural content. Topics of discussion may include behavior nonverbal (e.g. physical distance between speaker, gesture, eye contact and role social).

2. Proverbs

Students can discuss common proverbs in the target language and can focus on how these proverbs are different or similar to the proverbs from the student's cultural background. For example; proverb ready umbrella before it

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<sup>3</sup> Peterson, Coltrane "Culture in Second Language Teaching and Learning," *English for Specific Purposes* 21, no. 4 (2003): 408–410.

rains which means one has to be careful or anticipate before an event bad will happen. In western culture too there is a proverb that has meaning similar but with a different delivery different, namely make a hay while the sun shines. Because in western culture have four seasons then the farmers must standby to make hay while summer. Meanwhile in Indonesia make a proverb rain because of Indonesia only has two seasons, namely seasons hot and rainy season. So, second these proverbs have the same meaning but obtained from the background different cultures.

### 3. Role-play

In role playing, students may experience miscommunication based on cultural differences. For example, how to deal with different groups of people in the target culture, such as people of the same age and people older, students can play a role in a situation where inappropriate speech is used in a cultural context. Others students try to observe this game and identify causes of miscommunication what can happen.

### 4. Students as a source of culture

Exchange students, immigrant students, or students who speak the target language (English) at home can be summoned to class as native speakers. These students can share authentic experts about home life and native language culture.

#### 5. Ethnographic

Studies an effective way for the students to learn about language and target culture is to command students search for information by doing ethnographic interviews with native speakers in group, which is then recorded in the book notes or on audio or video cassettes.

#### 6. Literature

Literary texts often contain information culture and evoke a positive reaction impressive to the reader. The text which was carefully selected for community specific students and with the correct objectives may help students acquire insight into a culture.

Of these six points, the language teacher English more tend to use explanations and authentic ingredients. According to the teachers, the introduction of cultural literacy can be taught through teaching media such as textbooks because textbooks are often counted as the main source of the teaching and learning process in in class. Textbook

contents can have major influence on the stage of cultural literacy in school. In addition, textbooks can be used as a medium to achieve teaching objectives, guide students to learn at school and at home, and help teacher preparation before the learning process takes place as in preparing materials, in selecting assignments, managing classes, and also having an important role in the spread of culture. Thus, this media can be used as a tool to teach cultural literacy. Oral explanations in class also for teachers have an influence in increasing students' motivation, awareness and learning. Currently teachers can only explain the material using oral explanations, videos and ppt because it makes it easier for teachers and students in the learning process. In addition to the ongoing covid19 pandemic, the learning process in the past two years has been done online. It has many obstacles and challenges for teachers. Students who have not received direct supervision by the teacher lose motivation in learning. The habit of students studying at home using gadgets makes students' awareness of the importance of cultural learning in language teaching decrease. This poses a challenge for teachers to restore student motivation in learning. Therefore, the teachers who were interviewed agreed to use oral literacy, use video and ppt to introduce cultural knowledge to students.



## **2. Teachers awareness of the importance of teaching cultural content in learning reading comprehension.**

The findings, it was found that the teachers accept that cultural learning present significant effect on acquirement language learning by knowing intercultural communication background and language. The teachers agreed that the final result of learning English is assist students set off speakers great intercultural without missing their own cultural recognition so that students can to communicate with other people from others cultures without worried about find a misunderstanding in communication. Intercultural dimensions in teaching language aims to develop students as speakers or mediators between cultures that can capture with complexity and more identity and to escape the accompanying standard one's perception.

The understanding relations of language and culture, teachers aware that people can't ignore the background culture, roles, and context in communication. Because the definition of communication intent on culture, role, and context. Teachers also aware that there more possibility can happen if someone ignore and don't acknowledge with better other cultures which communication with other people from different cultures. Teachers state's that the possibility are: (1) the correct message and definition in communication cannot be delivered; (2) misunderstanding will appear between speaker; (3) communication

can come to end; (4) hurt or upset another people; and (5) some disagreement might happen between speakers. Teachers can recognize important relations between context of language and cultural.

Teachers are also able to provide understanding to students that no the whole Western culture should be followed because as Indonesian citizens can't lose its own cultural values. Teacher describe that foreign culture consume bread as a staple food, while in Indonesia rice is the staple food of most people.

Teachers have also attempt bring the two cultures in language learning. In the hour-long lesson, the teacher mentioned that when students are acquainted with westerners, then do not ask age or address to them because Westerners really appreciate privacy and discomfort when asked about personal matters. Students can be instructed not to ask the age of other people western when practicing introductory conversations. It's very good thing for teacher because to do because it's an effort to bring two different cultures. Indonesian people are very happy ask about many things and not mind if asked about the problem personality which is of course very comparable in contrast to Western culture. If student not given an understanding, then it could be when they communicate with native speakers then they will offend or hurt the opponent talk because they don't understand about differences between the two cultures. Otherwise, Indonesian are known as friendly people

and like to say hello, but for Westerners, greeting every time they meet people is not a frequent occurrence, so at first don't be offended if they don't say hello to Westerners. They won't say hello to people they don't really know.

One of the reasons that why cultural knowledge is important in studying language is a person's conduct or speaking that can be represented in a different way by listeners or speaker who come from one of many cultural backgrounds. That's because it can be learned by perception of other cultures, understanding their own culture will expand. Such things can occur because when they are studying other cultures, they will see the differences and similarities that live in both cultures which in turn become make them people who have insight wide. Studying culture can also enable students to interrelate with people from other in an additionally flexible manner. This ability is very important to have because in which era long journeys have been very possible for a person to do very effortlessly as an end result effect of the improvement of transportation technology, it's far very possible for a person to travel to faraway places, it's far possible for college students to meet individuals who come from unique cultural backgrounds each of their personal country and in another country could be very open. That is why it's present provision in the form of cultural understanding to language learners will assist them with a purpose to communicate with

people who are come from another culture greater without difficult while not having to worry about doing errors in behaving or acting. Thus, the teacher needs to additionally introduce the subculture of the language it teaches. If that is carried out students can be inspired to study because in class, that may be not only gaining knowledge of about language however also how the language student learns is utilized in actual verbal exchange in person community.<sup>4</sup>

Learn a language not only to know the structure of grammar. More than accordingly, to study the language and other culture. Based learning culture is a plan to create an educational domain and design educational experiences by integrate culture as a part of learning process. Culture learning based on the recognition of culture as a fundamental for education as an expression of the communication of ideas and communication of knowledge. In culture-based learn, culture becomes a media for students to transform their observations into in creativity forms and principles of source culture. Therefore, through culture-based learn, students do not imitate and or receive only particulars that passed but students create a meaning and understanding from the particular that student acquire. Variation that the key to create a definition and development of knowledge. Consequently, culture-based learn process of a culture not only transmits or carry out culture

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<sup>4</sup> Hilmi Demiral, "Cultural Components Used by Learners of Turkish as a Foreign Language for Reading Comprehension" *The Anthropologist*, 0073 (2017).

or cultural examples but use culture to make students can create meaning, come through limitation of interest, and creativity to reach a deeper perception in depth about the topics studied.

### **3. Teachers response to the cultural content contained in learning reading comprehension.**

From the results found that teachers gave positive responses to learning cultural content in teaching reading comprehension. According to the teachers it can have a positive influence and can improve student's understanding ability in reading text. From learning cultural content students can choose knowledge about the culture of the language being studied. It can also raise awareness and motivate students in learning English and studying other cultures. When students who have prior knowledge read a text, the student will more easily understand the text he reads than students who do not have prior knowledge. But this has problems because the cultural content material is not implied in the lesson plan. This depends on how the teacher's awareness and understanding used to achieve cultural content material. The teachers in this study usually use an explanation of oral literacy in introducing other cultures. Teachers also usually power point presentations and videos to make it easier to deliver material in class. Not only that, teachers also usually use the role play method which

contains material elements of culture to introduce and teach cultural content in the classroom.

Capability a good language, mostly in communication that not only focused on the proficiency of linguistic but incorporate the ability of a person to select the appropriate out of language. So, it is necessary to understand the prevailing culture of the speaker in addition to be better proficiency of their own culture. Effort of this is that called culture-based learning. So that learn a language is not only about knowing the structure of the language. More than that, learn the other language and culture. Values of culture that establish past language. The omission when teaching a language is when someone ignores the cultural elements in the language, so an error occurs. One of the reasons for this lack of cultural understanding is someone or the learner is confine in the structure of grammar on the language, mostly in spoken communication.<sup>5</sup>

In the process of learning language, discussion on intercultural differences. This is very important because the discussion will help students understand why a community of people show things differently than their point of view of other nations. This discussion will make students have a large extent to a large people that can understand that no culture distinguishes other's and will not recognize cultural differences

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<sup>5</sup> Sheeraz Ali, Bahram Kazemian, and Israr Hussain Mahar, "The Importance of Culture in Second and Foreign Language Learning," *Dinamika Ilmu* 15, no. 1 (2015): 1.

as a colorful side of human life. Discussion on cultural content in language teaching begins with a culture that overcome in a society in which students must improve of their knowledge about the community of people with culture. Understanding their culture, students recognize the needs vocabulary relates to values, behaviors, traditions, customs, and symbols and culture identity that already known. The understanding of one's own culture is important for students so that they can accept their own culture and be able to describe it to others. In addition, a perception of their own culture as well make them can better appreciate their own culture and make them understand the importance of culture. As a teacher of English as a foreign language. When discusses cultural aspects that often inquire in society English users, students generally do not think that what they are used to everyday life can be categorized as a cultural aspect's because they recognize it as a something ordinary.

Since for the greater of students the main chance to learn a foreign culture is time when students learn that language, foreign language learning must include cultural learning as one of the components that should be teach. Foreign language teachers have the function to establish cultural aspects in the learning of language they teach. That is why, the teaching content present must be a replication of a condition where the language is used in a source cultural content.

Learn the culture to be an important part to learn a language. In addition, require for communication in this era of command today that people can communicate with other people who have a cultural background and different countries. This communicates with other people from a different background cultural background and way reasonable to be important things in our daily life. In addition, this can't be capable in a language if students had no sensitivity of that culture, and find out how the culture is connected to language or culture. Therefore, teaching a language cannot be separated from the learning the culture because language is section of culture and culture is section of language. Two are connected to each other so that they cannot be separated from each other. This also means that if students learn English as an international language, then students should also get to know more about the west culture to use Language English well and contextually. Learning the culture of a language can save people from misunderstanding and conflict.

In terms of curriculum, English included in the local load so that only have good learning time limited as a result of learning short duration and less students get cultural learning because maximized time for learning language only. Both the KTSP curriculum and Curriculum 2013 does not contain teaching culture in English lessons explicitly because it cannot be denied that the purpose of learning English in



Indonesia is still only grammatical, not yet contextual. Learning English is still only demanding students to be able to speak English but has not led to communication between culture that prepares students to become intercultural speakers. Book the available text is also not yet explicitly includes cultural learning.