

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Language and Culture and Their Relationship in Language Learning

a. Language

Language has surrounded human civilization as a means of communication in everyday life, so language is often seen as a product of culture. Tran Hoang Thu said in his article, "Language can be seen as a system of linguistic and non-linguistic signs to make meaning".¹ Sapir, a famous linguist quoted in Tran Hoang Thu, describes language as entirely human and non-essential. A method of communication, emotion, and desire through a system of spontaneous symbol production.² From another point of view, by defining language in terms of its functions, language can be viewed as a social code or practice. As a code, a language is defined as a set of words and rules that connect the words.

Language is considered as something that is "open, dynamic, energetic, and continues to develop and personal", this indicates that language cannot be seen only from a linguistic aspect, but also as a way of seeing, understanding, and communicating about the world and each user uses their language differently to do something.³ Each user of a language does things differently. Thus, this definition means that the term language can be considered not only as a code but also as a social practice. In other words, the definition of language means that it is not only limited by linguistic

¹ Tran Hoang Thu, "Teaching Culture in the EFL/ESL Classroom" (Paper presented at The Los Angeles Regional California Teachers of English to Speakers of Other Languages, Fullerton, California, 11th September, 2010).

² Tran Hoang Thu, *Teaching Culture in the EFL/ESL Classroom*, 4.

³ The Australian Government, *Employment and Workplace Relations*, (Canberra: GPO, 2005)

terms, but also as a means of communication and building interpersonal relationships in society.

b. Culture

According to D'Andrade, the word culture is considered one of the most complex in English and was involved in one of the oldest concepts in anthropology.⁴ It is not surprising that despite their reluctance to define "culture" themselves, they demonstrated a desire to know what culture means in foreign language teaching. Culture is experientially an integral part of life. It is inherent in every interaction between people around the world. The cultures of the world are easy to find, hear and say, but hard to define. Once defined, there are many interpretations in any area of science anthropology, sociology, linguistics, and many more. Each discipline defines culture differently. This agrees with Barker's statement that culture has no precise and final meaning.⁵ However, the most relevant definition of culture for language teaching is summarized by the National Standards for Foreign Language Learning. There, culture is usually understood to encompass both philosophical perspectives, behavioral practices, and the tangible and intangible products of society.

c. Language and Culture in Language Learning

In the last decade, the concept of culture in language and foreign language teaching has become very popular and important. Cakir argues that we need to know the features of certain languages and cultures.⁶ This is aided by the fact that international communication requires communication across cultures. This is also what might cause people to face cultural differences such as tone of voice, appropriate

⁴ R.G. D'Andrade, *Cultural Meaning System*, ed. R.A. Shweder & R.A. Levine (Cambridge: Cambridge University Press).

⁵ Chris Barker, "Cultural Studies: Teori dan Praktik," Edisi ketiga (London: Sage Publication, 2008).

⁶ Ismail Cakir, "Developing Cultural Awareness in Foreign Language Teaching," *Turkish Online Journal of Distance Education* 7, no. 3 (2006): 154.

topics of conversation and so on. Language is part of culture, and culture is part of language.

In another Cakir statement, he argues that language is the soul of a country and the people who speak it.⁷ Because language and culture are inseparable, and because of that people may think and ask about the inclusion or exclusion of culture in context. According to Frank, merely mastering grammar, syntax, phonetics, and some of the social issues related to English will not give students any real insight into the everyday nature of the people of the language they learn to speak.⁸ This is supported by Genc and Bada who discussed the importance of cultural learning in teaching foreign languages.⁹ This is because language learners tend to experience difficulties in communicating meaning with their speaking community if they are not exposed to the cultural elements of the target society. Therefore, students who want to be successful in communicating in a foreign language, they need to understand the culture of the target language.

Regarding the views on cultural teaching in foreign language teaching, it does not mean that it is necessary to teach culture independently.¹⁰ Because language reflects human nature, learning a language indirectly exposes students to the culture of the target language. In this case, the teacher has a major role in connecting what students bring to class with what they bring as a teacher to learn about the culture of the target language.

⁷ Ismail Cakir, "Developing Cultural ... 155.

⁸ Jerrold Frank, "Raising Cultural Awareness in the English Language Classroom", *English Teaching Forum*, no. 4 (2013): 2.

⁹ Bilal Genc and Erdogan Bada, "Culture in Language Learning and Teaching," *The Reading Matrix* 5, no. 1 (2005): 73

¹⁰ S. Ipek Kuru Gonen and Sercan Saglam. "Teaching Culture in the FL Classroom: Teachers' Perspectives," *International Journal of Global Education* 1, Issue 3, (2011): 28.

For example, sometimes a teacher teaches a language and consciously or unconsciously automatically teaches culture, including expressions such as greetings, patterns and other forms of speech that appear in dialogue or patterns that students hear, allusions to cultural aspects found in reading represent cultural knowledge. Such an understanding requires the teacher to emphasize the cultural differences between students and the target language in the classroom as a starting point for guiding students to develop intercultural awareness and the differences between the students' own culture and the target culture.

However, to be able to do this, teachers must pay special attention to cultural differences in language teaching. Teachers need to be culturally responsive, so they need to reflect on their own definition of culture and how culture influences student and teacher behavior. In addition, teachers should consider whether they are aware of cultural diversity in the classroom and whether they should consider or ignore this diversity.

2. Cultural Awareness

When someone interacts with people from other cultures, cultural awareness becomes a key factor in their need for understanding.¹¹ It is important to understand that the way people perceive, conclude and judge things is often different. What is considered appropriate behavior in one culture may not be appropriate in another. Cultural awareness is very important because awareness itself will be a fundamental knowledge that relates to how learners use the target language in context. For example, the way English speakers stand in stark contrast to the way Asian speakers speak. English speakers tend to be more straightforward and aggressive than Asians, who are more

¹¹ Stephanie Quappe and Giovanna Cantatore, *What is Cultural Awareness, anyway? How do I build it?*, (The Culturocity Group, LLC), 1.

greeting and polite. This difference often causes understanding between the two groups and is unavoidable.

a. Stages of Understanding Cultural Awareness

People communicate in another language and culture, they will go through a cycle of adjustment and their awareness of the target culture naturally increases. This awareness develops through a number of levels that reflect how people perceive cultural differences, as explained below:

- 1) *Parochial stage* or "My way is the only way". At this stage, the person is not aware of cultural differences. They just realize they're doing it and it's the only way. It doesn't occur to them that they might be making cultural mistakes or misinterpreting most of the behavior around them.
- 2) *Ethnocentric stage* or "I know their way, but my way is better". In this stage, people become aware of the differences between their culture and the target culture. After all, they still think their way is the best way. At this level, cultural differences are usually seen as a source of trouble and they choose to ignore it or minimize its significance.
- 3) *Synergistic stage* or "My way and their way. In this stage, people are aware of the cultural differences that exist and try to adjust their behavior. At this level, people understand that cultural differences can cause problems between them and are willing to use cultural diversity to seek new alternatives.
- 4) *Participatory third culture stage* or "Our way". In this final stage, people from different cultural backgrounds come together to create shared cultural meaning. People communicate with others, constructing new meanings and new rules to meet their needs in certain situations.¹²

Cultural awareness can be difficult to develop, especially for those who were previously too

¹² Stephanie Quappe and Giovanna Cantatore, *What is Cultural Awareness...*, 2.

influenced by cultural factors over which they had little control and little awareness. Major difficulties do not occur independently of other influences such as education, occupation, age or situational constraints. For example, the existence and use of slang words by young people can surprise and confuse adults even though they speak the same language. And however, the difficulty in language teaching lies in the fact that the focus of learning is on "foreign" cultures and their "peculiarities" and is too abstract, because culture is usually explained at an anthropological or sociological level, not at the individual. Students may learn the values in society, but fail to see their impact when confronted with the speaker's specific knowledge and behavior. Thus, cultural awareness occupies an important position here to overcome this phenomenon.

El-Hussari promotes cultural awareness as a supporting concept given for language learning to students.¹³ It is a process that allows students to develop a world of interaction and sharing of experiences by discovering the meaning of texts in relation to the context of situations. Here, students are encouraged to identify and define barriers to effective intercultural relations through the study of other cultures. Through this process, students gradually develop an awareness of "self" and "others". When their attention returns to themselves and their lifestyle, they often take it for granted and rarely question it. They begin to compare their own culture to other cultures, which can help students understand and overcome differences, giving them new ways to overcome prejudice and dispel stereotypes or misconceptions they may have about other cultures. At this point, students should be reminded again that the main goals of understanding cultural awareness are:

¹³ Ibrahim A. El-Hussari, "Promoting the Concept of Cultural Awareness as a Curricular Objective in an ESL/EFL" (Paper presented on 1st Mediterranean Graduate Students Meeting in Linguistics, Mersin, Turkiye, 2007).

- 1) Develop communication skills so that students not only pass English exams, but also communicate well in English,
 - 2) Understand of the language and behavior target cultural patterns more consciously,
 - 3) Develop intercultural and international understanding,
 - 4) Take a broader perspective to understand reality, Make lessons more fun to raise awareness of possible errors in understanding, interpretation, translation, and communication.¹⁴
- b. The Level of Cultural Awarenessm

Wunderle, suggests five levels of cultural awareness, namely:

1) Data and information

Cognitive data is the lowest level of information. Data consists of signals or signs that do not go through a communication process between the codes contained in the system, or feelings that originate from the environment that detect humans. At this level it is important to gain knowledge and information about the various differences that exist. Information and data can facilitate the communication process.

2) Culture Consideration

When we have clear information about culture, we can understand culture and know which factors are the values of a particular culture. This reflects the concept of culture in general and is able to interpret the meaning of existing cultural codes. These cultural considerations help us to strengthen the process of communication and interaction that will take place.

3) Cultural Knowledge

It is not easy to apply one's own knowledge and ideas to understand culture. However, the

¹⁴ Ismail Cakir,
Developing Cultural ...,157.

importance of cultural knowledge is an important factor for someone to survive in the situation they are in. Cultural knowledge is not only knowledge of other people's cultures, but also important for knowing one's own culture. Therefore, knowledge about culture can be obtained through special training. The goal is to open up an understanding of the history of a culture. This includes the main cultural issues such as groups, leaders, dynamics, cultural virtues and language skills to understand a particular culture.

4) Cultural Understanding

Having knowledge about one's own culture and the culture of other people through various activities and training is important for understanding the dynamics that occur in a particular culture. Therefore, it is important to explore further cultural understanding through continuing education. The aim is to deepen knowledge of cultural specificities providing an understanding of thought processes, motivational factors and other issues that directly support decision-making processes.

5) Cultural Competence

The highest level of cultural awareness is cultural competence. Cultural competence serves to determine and to make a decision and cultural intelligence. Cultural competence is an understanding of cultural flexibility (cultural adhesive). And that's important because cultural intelligence focuses on understanding planning and decision making in specific situations. The implication of cultural competence is an intensive understanding of certain groups.¹⁵

In addition, Zhang Yan-li mentions 4 levels of cross-cultural awareness, namely:

¹⁵ William Wunderle, *Through the Lens of Cultural Awareness: A Primer for US Armed Forces Deploying to Arab and Middle Eastern Countries* (USA : Combat Studies Institute Press, 2006).

1) *Awareness of superficial or visible cultural traits*

At this level the information obtained by someone comes from the media or when he visits a country or area or from lessons at school. At this level their understanding is only visible from the visible characteristics and they make it a stereotypical view of a culture that they don't really understand.

2) *Awareness of significant and subtle cultural traits that others are different and therefore problematic*

At this level a person begins to understand well about the significance and characteristics of cultures that are very different in their own way. This sometimes causes frustration and confusion resulting in conflict within him.

3) *Awareness of significant and subtle cultural traits that others are believable in an intellectual way*

At this level a person already understands the significant and cultural differences with other people, but at this level a person is able to accept other cultures as a whole as a human being.

4) *Awareness of how another culture feels from the standpoint of the insider*

This level is the highest level of cross-cultural awareness. At this level, a person experiences how other cultures feel through a view from within. This involves emotions as well as behavior that is carried out through experiences directly with certain situations and cultures such as learning languages, habits, and understanding the values that exist in that culture.¹⁶

Based on the levels of cultural awareness above, it is necessary for foreign language teachers to have an understanding of using these levels to understand culture. These levels can be used to describe applications to understand key features of cultural differences.

¹⁶ Zhang Yan-li, "Critique on the four levels of cross-cultural awareness," *Sino-US English Teaching* 4, no. 12 (2007): 26-28.

c. Model Awareness Training

The Awareness training model is an application of training that is applied to increase multicultural awareness using a simple syntax, namely:

- 1) Assignment of tasks or completion of tasks.
- 2) Discussion-task analysis and reflection. Training with film screenings, games, lectures, discussions, questions and answers, presentations and reflections is carried out at the end of each activity session. Training as a means of practice to increase multicultural awareness and carried out in a relatively short time. The application of the awareness model includes discussions, presentations and reflections as a form of the process of exploring self-experience, training using effective self-exploration techniques for multicultural training, to evaluate core values, beliefs and outlook on life.¹⁷

d. Culture-Based English Language Education

- 1) The Definition of Culture-Based English Education

Philosophically, education comes from deep-rooted human culture. Education cannot be separated from culture because the educational process takes place in a cultured human environment. It is important for someone to inherit and continue the culture they have, as a responsibility towards that culture. In practice, education cannot be separated from cultural values. In terms of acculturation and preservation of one's own culture, one of the most effective processes of cultural transfer is through education. The purpose of education also contains elements of preservation, improvement and development of culture itself, with the help of education the cultural process can take place continuously. In

¹⁷ Muhammad Bisri, "Model Awareness Training untuk Meningkatkan Kesadaran Multikultural Konselor" (Proceeding, 4th International Counseling Seminar, 2016).

simple terms, culture-based education is a learning process that adds cultural values to every element of learning.

Widiani states that the concept of culture-based education is education that is organized to comply with national education standards, which is strengthened by comparative and competitive advantages based on noble cultural values, thus enabling students to actively develop their potential to become intelligent, superior, a visionary who is sensitive to the environment and cultural diversity and responsive to world developments.¹⁸ Sardjiyo & Pannen also state that culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture as part of the learning process.¹⁹ Culture-based learning is based on the recognition of culture as an expression of thought that is fundamental and important for education in communication and knowledge development.

Culture-based English education also aims to train people to be more selective about the new culture they acquire. As stated by Rusydi, this culture-based education allows individuals and communities to recognize their own cultural identity so that they can map out new things that are acceptable and those that are rejected.²⁰ This view is also supported by Diana who argues that culture-based education is the most effective

¹⁸ M. Widiani, "Implementasi Pendidikan Berbasis Budaya Lokal/Kearifan." 2016.

¹⁹ Sardjiyo & Pannen, "Pembelajaran berbasis budaya: model inovasi pembelajaran dan implementasi kurikulum berbasis kompetensi," *Jurnal Pendidikan* 6, no. 2 (2005): 83.

²⁰ Ibnu Rusydi, "Pendidikan Berbasis Budaya Cirebon," *Intizar* 20, no. 2 (2014): 327.

means of instilling cultural awareness in a person.²¹

The emergence of a culture-based education paradigm stems from two main problems. First, starting from modernization which tends to make humans return to natural things. Second, modernization itself demands the creation of democracy in all dimensions of human life. From this, like it or not, education must be designed optimally by providing the widest possible space for social participation with a content of cultural values as part of an objective educational content. Here the government's role is needed to provide direction to every element of society to carry out culture-based education, both formal and non-formal. For this reason, it is necessary to develop a culture-based learning model.

Therefore, culture-based English learning is a strategy for creating a learning environment and designing learning experiences that incorporate local culture and culture resulting from learning English (Western culture) as part of the learning process. In culture-based learning, culture becomes a method where students can transform their observations into creative forms and principles related to nature, so that the role of students is not only to imitate or receive information, but also as creators of meaning, understanding to act and the meaning of the information they receive get.

2) Advantages/Significance of Culture-Based Learning

The purpose of culture-based education is to form intelligent and noble human beings. Culture-based education also emphasizes humans

²¹ Nirva Diana, "Manajemen Pendidikan Berbasis Budaya Lokal Lampung," (*Analisis Eksploratif Mencari Basis Filosofis*), Analisis XII (1), 2012: 183.

as cultural beings to gain a universal insight, so that these cultural values will later become a counterweight.²² The purpose of culture-based learning is to create a very dynamic integrated understanding. This process provides an opportunity for students to express their curiosity, engage in a creative process of analysis and research to find answers, and and participate in drawing conclusions.

3) Implementation of Culture-Based English Education

Goldberg, distinguishes culture-based learning into three types, namely:

- a) Learn about culture (putting culture as a field of knowledge).

Culture is studied in one particular subject and is not integrated with other subjects.

- b) Learn with culture.

Learn with culture occurs when culture is introduced to students as a way or method for learning a particular subject. Learning with culture makes culture and its embodiment a learning medium in the learning process, the context of examples of concepts or principles in subjects, as well as the context of applying principles or procedures in a subject.

- c) Learn through culture.

Learn through culture is a method that provides opportunities for students to demonstrate the achievement of understanding or the meaning it creates in a

²² Dwi Triwahyuni, "Ruang Edukasi Budaya Pada Sanggar Kesenian Tradisional Betawi" (Prosiding Seminar Nasional 'Komunitas dan Kota Keberlanjutan', Ruang Kota, 9 September, 2019).

subject through various cultural manifestations.²³

3. Integrating Cultural Awareness in Teaching English

Many experts in cultural teaching support various ways of integrating culture into language learning. For example, namely by promoting strategies to integrate culture based on course content and areas of language proficiency. The following steps are adapted from Saluveer's approach of integrating cultural awareness into language learning in relation to the main objectives of teaching culture, cultural curriculum, ways of teaching culture and cultural teaching materials:

- a. First, teachers must define their main goals for teaching culture in their classrooms. For example, part of the goal of cultural education is to help students understand that all people have culturally determined behaviors, to raise students' awareness of the cultural implications of words and phrases in the target language. Become more aware of conventional behavior in common situations in the target language, etc.
- b. Second, the teacher must determine and classify the goals to accommodate the cultural syllabus that has been drawn in the English curriculum. Teachers can later categorize the topics that have been provided in the curriculum syllabus and integrate the goals of teaching culture to them.
- c. Third, the teacher can then choose what is the most appropriate way to integrate cultural knowledge into lessons in relation to curriculum topics. Knowing many ways to integrate culture, helps teachers to offer more class activities. Then the teacher can compile an integrated skills lesson plan with cultural content in it.
- d. Fourth, the teacher must find the most suitable materials or textbooks for teaching culture. The newest

²³ Merry Goldberg, *Art and learning: An integrated approach to teaching and learning in multicultural and multilingual setting* (White Plains, N.Y: Longman, 2018).

textbook contains various narrative readings, letters, poetry, dialogues, and even songs.²⁴ Although some of these textbooks contain additional introductory material with cultural references, this does not necessarily guarantee the integration of cultural material. In fact, the presence of such material does not guarantee its application in class. So, the teacher must remember again the purpose of teaching culture in the classroom.

B. Theoretical Framework

Knowledge of culture must be taught and become an integral part of foreign language teaching. When teaching English in class, it is the teacher's responsibility to ensure that students understand their own culture before introducing them to English culture and language. English teachers often wonder whether they should simply be based on the culture of the target language. This confusion arose when they discussed the English learning process. Many English teachers think that the culture of the target language should pay more attention, because language learning cannot be separated from culture. As a result, English teachers often provide texts or dialogues from countries where English is their mother tongue so that the text can reflect the behavior and lives of speakers of that language.

However, this creates difficulties for students to understand English material because their cultural knowledge of the target language is limited. Often, the choice of material is contrary to belief because culture not only dictates who speaks to whom, where and how the communication takes place, but also helps speakers determine how people encode messages, what meaning they give to messages and the conditions or circumstances where various messages are exchanged, messages can be sent, processed, or interpreted. In short, culture is the foundation of communication. Language is part of culture and culture is part of language. They are so

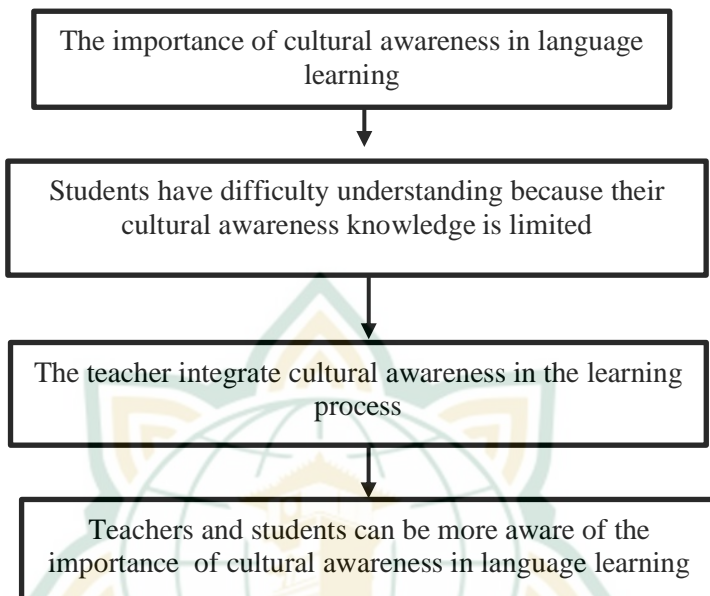
²⁴ Evi Saluveer, "Teaching Culture in English Class" (Master's Thesis, Tartu: University of Tartu, 2004), 17.

closely intertwined that they cannot be separated without losing the meaning of one of them.

The teaching of language and culture is an intra- and interpersonal process that leads to a different understanding of how language and culture affect, how we see the world, how people communicate about the world, and how they reflect, see and communicate. Apart from being part of culture, language is an inseparable part of humans, which is considered by many people so that it is passed down from generation to generation.

When someone tries to communicate with people from different cultures and adapt to those differences, it proves that culture can be learned. When someone is far from home, far from a place that is considered "home", far from the environment where they grew up and far from the way they have always been, that person inevitably will realize it or not, they will learn new things to can survive. Because some learning is natural and inevitable. We absorb culture without realizing it, even without clarity we will adapt and absorb culture in the environment as well as in the learning process.

It is important for us to have cultural awareness in order to understand culture and important factors that can develop cultural values so that national character is formed. Therefore, teachers must emphasize the importance of teaching language and culture and show that culture will continue to be the most important element in teaching English. In this way, teachers and students can further increase the importance of cultural awareness from within each individual.



C. Review of Previous Studies

1. Like Sakinah Fitri Margianti (2020), who tried to conduct research related to this research with the title "Integrating Local Culture To Teach Speaking For The Seventh Grade Students Of Mts Jauhaurul Ihsan Jambi". The purpose of this research is to examine the influence of the integration of local Indonesian culture in the form of language teaching materials. This study uses experimental research. And the results of the study show that the integration of local culture in the form of teaching materials does not have a significant effect on students' speaking abilities. However, integrating local culture can be used as a strategy in teaching English. In other words, the insignificant influence on the results of this study is not because local culture cannot improve language skills, but because of other variables that affect cause-and-effect relationships. Therefore, this research is similar to the researcher's research, but the object is different, the previous research focused on local culture only, but the

researcher research focused on the culture of the both languages, which can be emphasized in teaching classes.²⁵

2. Zelvya Liska Afriani (2019) also conducted research with the purpose of this study is to determine the role of culture in learning English as a foreign language. That there is a close relationship between language and culture, meaning that if someone wants to master a language, then he must also learn the culture of that language. And this research is to find out whether teachers at school have implemented it correctly in class or not. This study used descriptive qualitative method. The research subjects to obtain the necessary information were several teachers in the North Bengkulu region. The results of a research study show that teachers have begun to understand the importance of integrating cultural literacy into language teaching, especially in English as a foreign language class. Because to be successful in communication and interaction, cultural content must also be transmitted in various ways in the classroom, for example through authentic materials, role plays, ethnographic studies etc. In conclusion, it can be concluded that cultural literacy must be taught to students to deepen their linguistic potential when learning English as a foreign language. This research is similar to what the researchers are going to do, but in previous studies focused more on how cultural literacy can be applied in English classes. While the research researcher focused on how cultural awareness can be applied through the learning process in English classes.²⁶
3. Ade Saputra (2019) also tries to conduct research at Islamic boarding schools in Harsallakum in the form of Muhadara, Mufrodat, Kultum and Marawis. This study

²⁵ Sakinah Fitri Margianti, "Integrating Local Culture to Teach Speaking For The Seventh Grade Students Of Mts Jauhaurul Ihsan Jambi", (Thesis, State Islamic University Sulthan Thaha Saifuddin, Jambi, 2020).

²⁶ Zelvya Liska Afriani, "Peran Budaya Dalam Pemerolehan Bahasa Asing," *Disastra* 1, no.2 (2019).

uses a case study method with a qualitative approach. This activity is carried out by integrating English and Arabic culture into Islamic public speaking to provide religious guidance on Islamic law and traditions (Muhadara), memorizing English vocabulary with correct pronunciation (Mufrodat), a seven-minute speech about religious values English (cultum) and Islamic art through the singing of Islamic religious songs (Marrawis). The results of the study show that teachers combine these Islamic cultural activities to improve various aspects of students' English skills, encourage students to learn English in an Islamic and fun way, build students' self-confidence, present English through Islamic art in public, and integrate Islamic culture into English lessons. So that students learn English better. Instead of equally integrating culture, previous research has focused on how to integrate Islamic culture with English culture in the learning process, whereas research by researcher focuses on how integrate English culture in the learning process.²⁷

4. Fauzi Miftakh (2018) tried to conduct research with the purpose of this study is to provide an overview of the intercultural approach which is currently very important in teaching English, especially for students as English Foreign Language (EFL). This study uses a descriptive interpretative research method in which the teaching and learning process is observed and 30 students are interviewed to obtain data. The results of this study indicate that learning intercultural English using film media provides students with more opportunities to engage more actively and critically with other languages and cultures. The film media used also provides a fairly clear picture of American culture, especially in the field of education. Students can see American cultural values directly through films without having to visit the country

²⁷ Ade Saputra, "Integrating Islamic Culture in Teaching English at Madrasah Aliyah" (Thesis, State Institute of Islamic Studies (IAIN) Bengkulu, 2019).

in question. The difference between this research and what researcher are doing is the use of media in teaching. In previous research, the researcher focus on only the use of film media which is used as an intercultural approach, while the researcher research will examine what media used in teaching.²⁸



²⁸ Fauzi Miftakh, "Pengajaran Bahasa Inggris Dengan Pendekatan Antarbudaya Melalui Media Film," *Jurnal Ilmiah FKIP Universitas Sabang* 4, no. 1 (2008).