

CHAPTER IV FINDINGS AND DISCUSSION

A. Research Findings

1. Profile of Madrasah Aliyah NU Al-Hidayah Getassrabi Gebog Kudus

MA NU Al-Hidayah is a Madrasah Aliyah which is located in Getasrabi Village, Gebog District, Kudus Regency. This madrasah is under the auspices of the Manafiqul Ulum Islamic Education Foundation. This madrasa was established in 1986 which was founded by several Islamic religious leaders and did not escape the struggles of the figures who founded and developed MA NU Al-Hidayah. The profile of Madrasa Aliyah NU Al-Hidayah Getassrabi Gebog Kudus is as follows:¹

School name	: MA NU Al Hidayah
Name of School Organizer	: Manafiul Ulum Islamic Education Foundation
NPSN/NSM	: 20363074 / 131233190023
Accreditation Level	: Accredited A (92)
Year Established	: 1986
Year of Operation	: 1986
Land Status	: Belongs to the Foundation
Land Ownership Letter	: Certificate/Deed/Waqf No.262
Land Size	: 1600 M2
Building Status	: Owned
Building Permit	: 648/933
Building Size	: 566 M2

¹ The information taken from MA NU Al-Hidayah.

Picture 4.1
School building profile of MA NU Al-Hidayah



2. The history of the establishment of MA NU Al-Hidayah

The establishment of MA NU Al-Hidayah institution went through a long process and stage by stage. It all started with KH Ali As'ad bin KH Rusydan, a charismatic cleric in getassrabi village who felt uneasy because the students in Madrasah Ibtidaiyah (MI) Manafiul Ulum were all confused about continuing to the level of education above (SLTP / MTs) because of financial problems. On June 23, 1983, the respected ulama in the village of getassrabi and its surroundings, together with community leaders including : K. Ali Muzamil, H. Adnan, H. Rahmad Sarimo, K. Muzaini, Masyhudi, BA, KH. Ahmad Hady BY, Khairil Anwar, K. Ali Noor, H. Sidiq Nartomo, Supardi, H. M. Shodiq Sr. With great enthusiasm to establish further education (MTs) to accommodate graduates of MI Manafiul Ulum and SD / MI around Getassrabi village. After many

meetings and the results of istikhoroh, at that time a further education institution was established which was named MTs NU Al-Hidayah with all the shortcomings, limitations and abilities possessed.

MA NU Al-Hidayah was established because of the high interest and awareness of the Getassrabi village community towards education. Three years later, MA NU Al-Hidayah was officially established on July 1, 1986 on a land area of 1,750 m² with the status of waqf land. This educational institution was managed by the Manafiul Ulum Islamic Education Foundation. The founding fathers of MA NU Al-Hidayah are as follows: KH. Ali As'ad, K. Ali Muzammil, Imam Supardi, KH. Ahmad Hadi, KH. Ibrahim Kholili. MA NU Al-Hidayah is a level of education above one system or an inseparable unit, so that all graduates of MTs NU Al-Hidayah are expected to continue to MA NU Al-Hidayah. And MA NU Al-Hidayah has experienced progress as evidenced by the results of EBANAS in 1997/1998 which ranks third out of 373 public and private Madrasah Aliyah throughout Central Java.²

3. Geographical Location of MA NU Al-Hidayah

MA NU Al-Hidayah is a formal educational institution that occupies ±1750 M² of land with a building area of 26 X 7.5 X 4 = 780 M² and is located in the village of Getassrabi Gebog Kudus ± 13 km from the city of Kudus Regency to the northwest and from Gebog sub-district within ± 8 km with geographical boundaries as follows:

- a. To the north it is bordered by Padurenan Village
- b. To the south it is bordered by Kaliwungu Village
- c. To the east it is bordered by Klumpit Village
- d. To the west it is bordered by the village of Nalumsari Kab. Jepara

The location of the MA NU Al-Hidayah Getassrabi Gebog Kudus building is precisely located in Srahi Kidul, RT. 11 RW.V Jl. Getassrabi Village No. 1

² The information taken from MA NU Al-Hidayah

Getassrabi Gebog Kudus Postal Code 59354. The people of Getassrabi village, which is located around Madrasah Aliyah NU Al-Hidayah, are very supportive of the implementation of teaching and learning, because the community belongs to the santri community layer which has many scholars and kyai.³

4. Vision, Mission, and Goal of MA NU Al-Hidayah

a. Vision of MA NU Al-Hidayah

The vision of MA NU Al-Hidayah is "Excellent in Achievement, Islamic Morality, Competitive in Technology and Art".

b. Mission of MA NU Al-Hidayah

The mission of MA NU Al-Hidayah is as follows:

- 1) Form students to become human beings who believe and fear Allah, and have noble character.
- 2) Form students to become human beings who have a sense of nationality, love for the motherland, parents and almamater.
- 3) Form logic, thinking ability, competitive spirit, creative and innovative.
- 4) Form personal learners who are ready to continue their education to a higher and independent level.
- 5) Shape the character of students to become human beings who are physically and spiritually healthy have a sense of art and cultural understanding and foster a sense of sportsmanship

c. Goal of MA NU Al-Hidayah

Education at MA NU Al-Hidayah aims to:

- 1) Creating institutions that are clean, authoritative, environmentally oriented and uphold professionalism.
- 2) Producing output that has piety both personally and socially.
- 3) Cultivating religious scientific way of thinking, sunni aqidah, scientific charity.
- 4) Preparing output for higher education levels

³ The information taken from MA NU Al-Hidayah

5) Providing basic skills in preparing for social life.⁴

5. The State of Teachers and Students

a. Educators condition

Some of the teaching staff who teach at MA NU Al-Hidayah Getassrabi Gebog Kudus, have graduated from a teacher's degree or have professionalism in teaching, and some of them have been graduated from Islamic boarding schools. The following were the names of the educators and the subjects taught.⁵

**Table 4.1
Teacher's Name and Subject Taught**

NO	NAMA/NIP/NIY	KODE	MATA PELAJARAN
1	H.A. Muhyiddin, S.Pd.,M.Pd.I 230477048	MY	Mutholaah
			Taukhid
2	Wahyu PH, S.Pd. 239567029	WH	Bhs. Inggris
			TIK
3	Rukani, S.Pd.I, S.Pd. 230578051	RK	Bhs. Indonesia
			PJOK/penjas or
4	H. Muktafi, S.Ag.,MA 19700127 199803 1 001	V	Bahasa Arab
			Taukhid
5	M. Nailash Shofa,S.Pd.I, M.Pd. 230582052	NS	Fiqih Kurikulum
			Hadits
			Mutholaah
6	Puji Fitrianingrum, S.Pd. 230582052	PJ	Matematika (wjb)
			Matematika (pmntn)
7	Basuno, S.Ag., S.Pd. 239567028	S	Bhs. Indonesia
8	H.Ibrahim Kholili / Kusdi 238658006	G	Nahwu
			Mutholaah

⁴ The information taken from MA NU Al-Hidayah

⁵ The information taken from MA NU Al-Hidayah

NO	NAMA/NIP/NIY	KO DE	MATA PELAJARAN
			Fiqih Kurikulum
			Fikih Kitab
9	H.Imron Rosyadi, S.Ag. 239468025	IM	PKn
10	H. M.Masud Alwie, S.Pd.I. M.Pd.I 239158020	I	Qur'an Hadits
			Hadits
			Aqidah Akhlaq
11	Ah. Rif'an 238352001	E	Ushul Fiqih
			Fikih Salaf
			Faroidl
12	Hj.Sulisti'ah,BA 238663005	K	Sejarah
			Geografi
13	Masykuri	M	Mushtholah
			SKI
14	Mailiz Zaniq Hilmi, S.Pd	MZ	Fisika
15	H. M.Zainuddin, S.Ag. 238865013	W	Ilmu Jiwa
16	Hj. Sri Rokhayati, S.Pd		Ekonomi
17	Abdul Jamil, S.Pd. 230684058	AJ	Fisika
			Geografi
			TIK
18	Noor Shufti, S.Pd	SF	B. Inggris
			Sejarah Indon
			Prakarya
			Sejarah
19	Sri Hartati, S.Pd.	ST	Matematika (wjb)
			Matematika (pmntn)
20	Muhaimin, S.Pd.I, S.Pd. 230476047	MH	Sosiologi
21	Siti Rahmawati, S.Pd.	SR	Biologi

NO	NAMA/NIP/NIY	KODE	MATA PELAJARAN
24	Rifdotul Yusro, S.Pd.	RY	Seni Budaya
			Kimia
			B. Jawa
			PKn
			Sosiologi
			Ekonomi
25	Abd. Rozaq	AQ	Tafsir
			Adab HQ
26	M. Nasrullah, S.Pd.I., M.SI	MN	Aswaja/keNUan
27	Aris Mulyono, S.Pd.I	AM	SKI
			PJOK
28	Agung Prastyo, S.Pd.I	AG	TIK
29	Nafisatul Mar'ah, S.Pd.I	NF	Mutholaah
			Fiqih Kurikulum
			Qur'an Hadits
			Aqidah Akhlaq
			SKI
			Prakarya
30	Fatkhurriyah Alkhafidhoh		Takhfidz

b. State of Students

Since the 2013/2014 academic year MA NU AL-Hidayah opened a new class, namely social science class, where previously there was only one class, namely natural science class because it is in line with the needs of the madrasah and community demand. At the beginning of its development, the number of students in the Science department was only 23 students, 20 female students and 3 male students. For more details on the development of students from year to year can be seen in the student development table.

The number of students of MA NU Al-Hidayah Getassrabi Gebog Kudus in the 2022/2023 academic year consists of classes X IIS, X MIA 1, X MIA 2, XI IIS, XI MIA 1, XI MIA 2, XII MIA 3, XII IIS, XII MIA 1 and XII MIA 2 with a total of 291 students. The details of the number of students of MA NU Al-Hidayah Getassrabi Gebog Kudus can be seen as follows:⁶

NO	KELAS	L	P	JML
1	X IIS	14	21	35
2	X MIA-1	15	15	30
3	X MIA-2 (TAHFIDZ)	5	26	31
		34	62	96
4	XI IIS	10	22	32
5	XI MIA-1	8	18	26
6	XI MIA-2 (TAHFIDZ-1)	5	19	24
7	XI MIA-3 (TAHFIDZ-2)		24	24
		23	83	106
8	XII IIS	15	17	32
9	XII MIA-1	8	21	29
10	XII MIA-2 (TAHFIDZ)	9	19	28
		32	57	89
	JUMLAH	89	202	291

6. Organizational Structure, Teacher Data, MA NU Al-Hidayah Staff

Organizing is a process of dividing tasks and authorities so as to create an organization that can move as a unit to achieve the goals that have been set. The organizational structure of MA NU Al-Hidayah is as follows:⁷

⁶ The information taken from MA NU Al-Hidayah

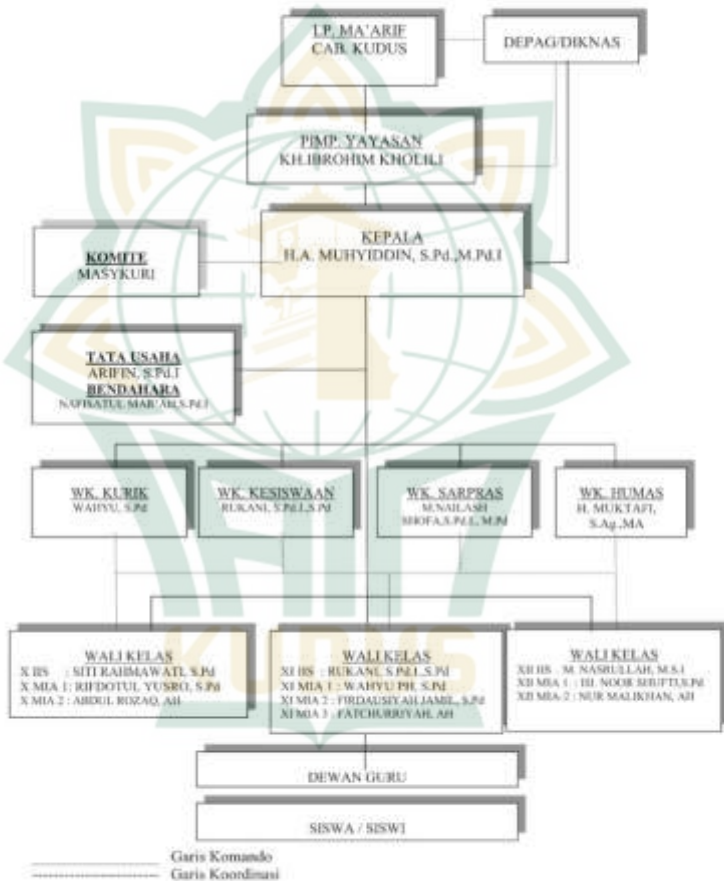
⁷ The information taken from MA NU Al-Hidayah



BADAN PELAKSANA PENDIDIKAN MA'ARIF NU
 "MANAFI'UL ULUM" KUDUS
 مدرسة عاليه تخصصه العلم والهداية
MA. NU AL HIDAYAH
 STATUS : TERAKREDITASI A

Alamat : Jl. Desa Getassabi No. 01 Gebog Telp. 08112704883Kudus 79134
 Website : <http://alhidayahkudus.web.id>, email: manualhidayah@yahoo.co.id

STRUKTUR ORGANISASI
 MADRASAH ALIYAH NU AL-HIDAYAH
 GETASSRABI GEBOG KUDUS
 TAHUN PELAJARAN 2022/ 2023



Tabel 4. 2
Deputy Head of Madrasah, Guidance Counseling and
Laboratory

NO	NAMA	JABATAN
1	Wahyu PH, S.Pd	Wakamad. Kurikulum
2	Rukani, S.Pd.I.,S.Pd	Wakamad. Kesiswaan
3	H. Muktafi, S.Ag.,MA	Wakamad. Humas
4	Mohammad Nailash Shofa, S.Pd.,M.Pd	Wakamad. Sarpras
5	Puji Fitriyaningrum, S.Pd	Bimbingan dan Konseling
6	WahyuPH, S.Pd.	Ka. Laborat Bahasa
7	Aris Mulyono, S.Pd.I	Ka. Laborat Komputer

Tabel 4. 3
Homeroom teacher

NO	NAMA	WALI KELAS
1	Siti Rahmawati, S.Pd	X IIS
2	Rifdotul Yusro, S.Pd	X MIA 1
3	Abdul Rozaq, AH	X MIA 2
4	Rukani, S.Pd.I., S.Pd	XI IIS
5	Wahyu PH, S.Pd	XI MIA 1
6	Firdausiyah Jamil H, S.Pd.	XI MIA 2
7	Fatchurriyah AH	XI MIA 3
8	M.Nasrullah, M.S.I	XII IIS
9	Hj. Noor Shufti, S.Pd	XII MIA-1
10	INur Malikhan AH	XII MIA-2

7. Curriculum Structure :⁸

a. Specialization in Mathematics and Natural Sciences

Tabel 4. 4
Subjects and time allocations

MATA PELAJARAN	ALOKASI WAKTU		
	PER MINGGU		
	X	XI	XII
Kelompok A (Wajib)			
1. Pendidikan Agama Islam			
a. Al-Qur'an Hadis	2	2	2
b. Akidah Akhlak	2	2	2
c. Fiqih	2	2	2
d. Sejarah Kebudayaan Islam	2	2	2
2. Pendidikan Pancasila dan Kewarga negara	2	2	2
3. Bahasa Indonesia	4	4	4
4. Bahasa Arab	4	2	2
5. Matematika	4	4	4
6. Sejarah Indonesia	2	2	2
7. Bahasa Inggris	2	2	2
Kelompok B (Wajib)			
1. Seni Budaya	2	2	2
2. Pendidikan Jasmani, Olahraga dan Kesehatan	2	2	2
3. Prakarya dan Kewirausahaan	2	2	2
Jumlah Jam Kelompok A dan B Per Minggu	33	31	31
Kelompok C (Peminatan)			
Peminatan Matematika dan Ilmu Alam			
1 Matematika	3	4	4
2 Biologi	3	4	4
3 Fisika	3	4	4

⁸ The information taken from MA NU Al-Hidayah staff.

MATA PELAJARAN	ALOKASI WAKTU		
	PER MINGGU		
	X	XI	XII
4 Kimia	3	4	4
Mata Pelajaran Pilihan dan Pendalaman			
Pilihan Lintas Minat dan/atau Pendalaman Minat			
1. Sosiologi	2	2	2
Jumlah Alokasi Waktu Per-Minggu	46	46	46
Muatan Lokal			
1. Bahasa Jawa	1	1	1
2. Ke NU an	1	1	1
Jumlah Alokasi Waktu Per-Minggu Keseluruhan	48	48	48

- The time allocation of one learning hour is 45 minutes

b. Specialization in Social Sciences⁹

Table 4.5
Subjects and time allocations

MATA PELAJARAN	ALOKASI WAKTU		
	PER MINGGU		
	X	XI	XII
Kelompok A (Wajib)			
1. Pendidikan Agama Islam			
a. Al-Qur'an Hadis	2	2	2
b. Akidah Akhlak	2	2	2
c. Fikih	2	2	2
d. Sejarah Kebudayaan Islam	2	2	2
2. Pendidikan Pancasila dan Kewarga negaraan	2	2	2
3. Bahasa Indonesia	4	4	4
4. Bahasa Arab	4	4	2

⁹ The information taken from MA NU Al-Hidayah staff.

MATA PELAJARAN	ALOKASI WAKTU		
	PER MINGGU		
	X	XI	XII
5. Matematika	4	4	4
6. Sejarah Indonesia	2	2	2
7. Bahasa Inggris	2	2	2
Kelompok B (Wajib)			
1. Seni Budaya	2	2	2
2. Pendidikan Jasmani, Olahraga dan Kesehatan	3	2	2
3. Prakarya dan Kewirausahaan	2	2	2
Jumlah Jam Kelompok A dan B Per Minggu	33	31	31
Kelompok C (Peminatan)			
Peminatan Ilmu-ilmu Sosial			
1 Geografi	3	4	4
2 Sejarah	3	4	4
3 Sosiologi	3	4	4
4 Ekonomi	3	4	4
Mata Pelajaran Pilihan dan Pendalaman			
Pilihan Lintas Minat dan/atau Pendalaman Minat			
1. Biologi	3	2	2
Jumlah Alokasi Waktu Per-Minggu	46	46	46
Muatan Lokal			
1. Bahasa Jawa	1	1	1
2. Ke NU an	1	1	1
Jumlah Alokasi Waktu Per-Minggu Keseluruhan	48	48	48

- The time allocation of one learning hour is 45 minutes

8. Extracurricular Activities:¹⁰

Table 4.6
Extracurricular coach

NO.	NAMA KEGIATAN	PEMBINA	KET
1	Musyafahah Al Qur'an	KH. Ibrohim Kholili	Kamis Sore
2	Seni Baca Al Qur'an (Jam'iyatul Ourra')	Musta'in	Jum'at Sore
3	Olah Raga	M. Aminuddin, S.Pd.I	Minggu Sore
4	Pramuka	M. Iqbal Fadloli Amin, S.Pd	Rabu Sore
5	Perbengkelan	Sukamto	Sabtu Sore
6	ECC	Wahyu PH, S.Pd	Senin Sore
7	Kaligrafi	Nur Faizah	Ahad Sore
8	Rebana	Feri Andriawan, S.Pd.I	Sabtu Sore
9	Koordinator Komputer	Abdul Jamil, M.Pd	2 Pekan Sekali

After the researcher conducted research at MA NU Al-Hidayah regarding how to implement the integration of cultural awareness into teaching English as a foreign language, in the end the researcher got maximum results with this research. The researcher has conducted research using a qualitative descriptive research methodology and has found existing data in the field, namely at MA NU Al-Hidayah from 20 May 2023 to 20 June 2023. The researcher describe and interpret the data that has been collected so that a general and comprehensive picture of the actual problem is obtained. In the description of this research, the researcher describes the results obtained from the fields related to the formulation of the problem.

¹⁰ The information taken from MA NU Al-Hidayah staff.

B. Data Description of Study

1. Integrating Cultural Awareness in Teaching English as a Foreign Language in MA NU Al-Hidayah English Classes

To conduct research related to how teachers apply the process of integrating cultural awareness into the teaching process, researcher used data from interviews, observations, and documentation. Interviews were conducted first by interviewing teachers' talents and opinions about culture and its relationship to language. Both teachers define culture as "customs". The first teacher, Mr. WPH who teaches grade 11, made a simple definition of culture, which is "the lifestyle that develops in a group or community". Meanwhile, the second teacher, Mrs. NS who teaches Grade 10, concluded her definition of culture as "knowledge shared by a group of people, which includes language, religion, customs, music, art and cuisine".

Regarding the importance of integrating culture into language learning, both teachers agreed that it is indeed important to integrate culture into language learning, especially foreign language classes. Mr. WPH stated simply that culture is related to language and the usage of language depends on the culture of the language itself. Meanwhile, Mrs. NS explained further why she thought it was important to integrate culture into language learning. She argued that one of the reasons is because English in Indonesia is still a foreign language and students do not live among native English speakers, so they need to understand the culture of English-speaking countries, although not all of them.

Based on observations made by researchers in classes X and XI MA NU Al-Hidayah, although teachers already knew the importance of integrating cultural awareness in learning, it did not mean that teachers always integrated cultural content in their classes, because both teachers admitted that they did not always include cultural content in every class meeting.¹¹ Mr.WPH,

¹¹ The result of observation carried out by the researcher, May 24, 2023.

explained that he specifically provided cultural information when teaching daily etiquette such as table manners at parties and the differences between Indonesia and English. And also teaches one of the differences in speech procedures in Indonesia and English. In this case, it can be proven by the student's statement which states that it is true that Mr. WPH usually provided knowledge about cultural differences in Indonesia and English, one of which is table manners and speech.¹² Meanwhile, Mrs. NS explained that the reason she was not always able to provide culture in her class was because of the many curriculum targets and the lack of time allotted. When discussing their opinion in choosing one aspect of culture that needs to be taught in class, the teachers gave different answers. Mr. WPH prefers to emphasize the influence of the dynamics of the times in the proper use of language according to speakers of the language. For example, when people talk to children, he gave an example, they will use a different language from teenagers or adults. Meanwhile Mrs. NS, diplomatically stated:

"Saya tidak bisa mengatakan satu hal secara khusus. Semua penting untuk diajarkan kepada siswa, semua harus dipelajari bersama sebagai satu kesatuan."

*"I can't say one thing in particular. All are important to teach to students, all should be learned together as one."*¹³

The statements of the two teachers are indeed true, as evidenced by interview explanations from several students at MA NU Al-Hidayah whom they teach. According to AA, teachers do not always insert cultural content in the learning process, and teachers usually present it suddenly without any prior planning.¹⁴

Then the researcher focused the questions in the interviews on the two teachers about how a teacher

¹² Student L.M, the interviewed from researcher, May 24, 2023.

¹³ Mrs. NS, the interviewed from the researcher, Interview 2 transcript, May 23, 2023.

¹⁴ Student A.A, the interviewed from the researcher, May 24, 2023.

integrates cultural awareness in English as a foreign language class, starting with whether the teacher previously planned to provide cultural content in class or not. Mr. WPH stated that he did not make special plans in the lesson plan before providing materials related to cultural content. When talking about table manners, for example, he argued that in Indonesia (especially the Javanese) the procedures are more flexible than in English-speaking countries. Because in English it would be considered impolite if people made sounds like slurping while eating. While in Indonesia, it is still acceptable. Mrs. NS also acknowledged that cultural content is not always included in textbook material. However, if cultural information is not available in the textbook, she rarely provided additional material in class unless she remembered cultural information that she felt was necessary to provide to students, then she would provide it without planning.

Continuing the question of how teachers integrate cultural awareness in the classroom, unfortunately, both teachers admitted that they were not knowledgeable or familiar with certain methods or activities that specialize in such material. This was in accordance with the results of student interviews which stated that in the learning process containing cultural content, the teacher did not have a special method. And sometimes the teacher gave it suddenly.¹⁵ This does not mean that they do not present any material as they both agree that students seem more interested in learning English when there is cultural information in the material, especially when the teacher planned it well.¹⁶ They usually provided cultural materials during class activities that have been integrated with other English skills such as grammar, reading, speaking, listening and writing. Based on an interview with student L.M., the existence of cultural materials made students more interested and curious about the culture. So that with

¹⁵ Students Z.A, the interviewed from the researcher, May 27, 2023.

¹⁶ The result of observation carried out by researcher, May 24, 2023.

the existence of cultural materials, students want to learn more, especially English vocabulary skills.¹⁷

Pictures 4.2
Students do cultural integration through spoken
personal information materials



Based on the results of interviews and observations conducted by researcher, there are four steps that teachers took when they integrated cultural awareness in their classroom and after the researcher collected and analyzed data from interviews, observations, and documentation, the following are the results of the data.¹⁸

- a. Define the goals of teaching culture in the English classroom

Based on the interviews and teachers' opinions regarding culture and its importance in language learning, especially English, both teachers agreed that culture was essential to be taught in the classroom to complement students' ability and understanding of English as a language used to communicate with others who have a culture

¹⁷ Students L.M., The interviewed from the researcher, May 24, 2023.

¹⁸ The results of interviews and observations conducted by researcher.

different from that of the students. According to Mr. WPH, there are cases where students cannot distinguish and interpret the meaning of the word "heart" in Indonesian which can have two meanings (namely the organ "jantung" and "feeling") while in Indonesian the word that has the same meaning as "feeling" is "Hati" (which has a different English word "liver"). Meanwhile, according to Ms. NS for example, they need to be considered the age of their opposite person in English, especially if they want to use slang, such as social media or jargon.

b. Classify objectives to accommodate curriculum syllabus

Based on the lesson plans' analysis results, both the teachers completely follow the goals which the curriculum syllabus has been provided in the Indonesian National Curriculum 2013. Thus their previous goal for teaching cultural awareness in the class is overshadowed by the goals which have been set upon them. The only little indication that they need to integrate cultural awareness in their materials is the term "social function" which is mentioned in KD 4 (or basic competence) and its derivations. Since both teachers defined culture as "social habits", there will be hope on them to integrate culture. And for the basic competence in the lesson plan can be seen as follows:

A. Kompetensi Dasar

- 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait personal information, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *can, will*).
- 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan

memberi dan meminta informasi terkait personal information, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

- c. Choose the best way to integrate cultural awareness in the classroom

At this stage, unfortunately, as both teachers were unfamiliar with specific ways to integrate cultural awareness into language learning, there were no definite results for the methods they used. However, they still try to provide any cultural information related to their materials. As Mr. WPH said in the interview:

"Ketika saya sedang menjelaskan sesuatu dan saya teringat akan sebuah konten budaya yang menurut saya perlu diberikan kepada para siswa, tentu saja saya akan memberikannya tanpa perencanaan sebelumnya."

"When I am explaining something and I remember a piece of cultural content that I think needs to be given to the students, of course I will give it without any prior planning."¹⁹

Because the true nature of the method itself is to provide cultural information briefly and unexpectedly.

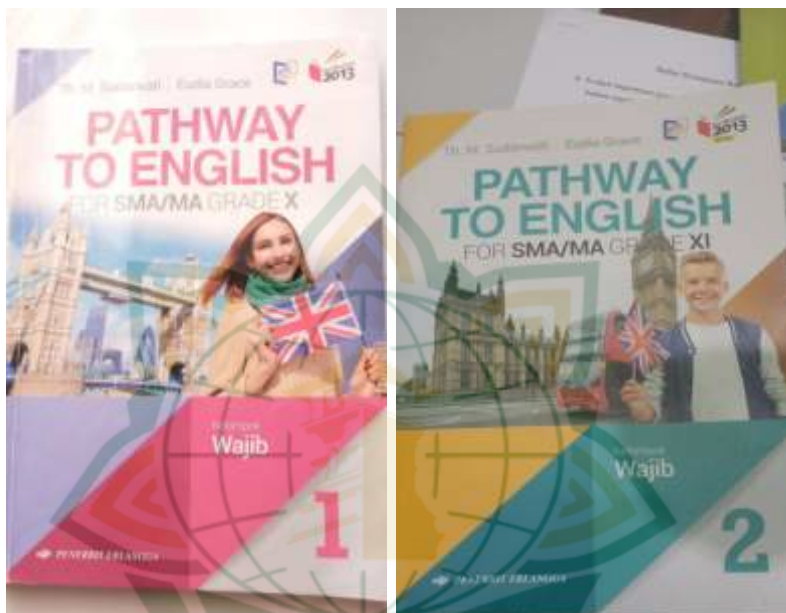
- d. Find the most suitable textbooks and other materials
- Regarding the textbooks they used to teach in their respective classes, they both used textbooks from Erlangga publishers. Mr. WPH used the

¹⁹ Mr. WPH, the interviewed from the researcher, interview 2 transcript, May 23, 2023.

textbook published by Erlangga Publishers entitled "Pathway to English: For SMA/MA Grade XI Compulsary Group Curriculum 2013". Meanwhile, Mrs. NS used the textbook published by Erlangga Publisher entitled "Pathway to English: For SMA/MA Grade X Compulsary Group Curriculum 2013". Based on observations made by the researcher, the two textbooks used by the two teachers are quite supportive of cultural integration. Because information about culture was presented in a special corner entitled "Cultural Awareness" in almost every chapter. Apart from the textbooks described above, both teachers also used additional sources of material. For Mr. WPH, he used additional media in the form of videos or films, soundboxes, speakers as additional sources of material. While Mrs. NS, mentioned movies, dictionaries, puzzles, videos as sources, soundboxes, and speakers as additional sources of material. And based on interviews with students, using additional media such as videos or movies shown can changed the atmosphere in the classroom so that students felt more entertained in learning the cultural content taught by the teacher.²⁰

²⁰ Student U.N, The interviewed from the researcher, May 27, 2023.

Picture 4.3
Textbooks used by both teachers in teaching



2. Teacher Challenges in Integrating Cultural Awareness in English as a Foreign Language Teaching Class at MA NU Al-Hidayah

Based on the perspectives of interviews and observations of teacher teaching, as well as interviews with students, the researcher found that teachers agreed that culture is a key component in English classes and they have made efforts to incorporate culture into everyday teaching.

Pictures 4.4

The teachers implement cultural awareness by using additional media such as LCD projectors for videos or movies.



However, there were some challenges they face in integrating cultural awareness in English classes, especially in the classes they teach. Based on the interview with Mr. WPH, there are four main challenges for him to incorporate cultural content into his classroom, namely the lack of knowledge about students' cultural background, the limited time to complete curriculum objectives and skills of other subjects, textbooks that only provided a limited amount of cultural content, and the biggest problem of all from Mr. WPH's perspective and the interview with students is the limited vocabulary and skills that students have. Because to quote a statement from Mr. WPH:

“Hal ini juga terkait dengan pengetahuan kosakata siswa. Dan ini bagi saya adalah masalah terbesar yang tidak hanya terkait dengan kesadaran budaya, tetapi juga keterampilan siswa lainnya seperti membaca dan mendengarkan.”

“It is also related to students' vocabulary knowledge. And This for me is the biggest issue related not only

to cultural awareness, but also other student skills like reading and listening."²¹

Meanwhile, according to Mrs. NS, there are five challenges for her to integrate cultural awareness in her class, namely the varying understanding and ability of individual teachers about teaching culture in English as a foreign language class as said by Mrs. NS in the interview:

"Saya melihat budaya sebagai hal yang umum, yang berhubungan dengan bahasa, agama, sastra, seni, fisika, masakan dan sebagainya. Itulah yang saya lihat dalam referensi juga. Itu termasuk bagian dari norma, ide dan cara melakukan sesuatu, sikap, orang. Ini sangat luas dalam definisi saya."

*"I saw culture as a general thing, which relates to language, religion, literature, art, physics, cuisine and so on. That's what I saw in the references as well. It includes parts of norms, ideas and ways of doing things, attitudes, people. It's very broad in my definition."*²²

Furthermore, Mrs. NS said that the overcrowded curriculum and not having time to explain culture is part of the challenge. This can be seen when Ms. NS said:

"Budaya kelas adalah sesuatu yang harus didefinisikan sebagai kurikulum. Dengan kata lain, harus ada dalam pikiran guru bahkan pada tingkat awal pembelajaran bahwa guru tidak hanya memperkenalkan mekanisme bahasa, tidak hanya format bahasa, mereka juga perlu memperkenalkan aspek budaya kepada siswa. Bahasa adalah praktik budaya yang utama. Masalahnya, karena saya dikejar-kejar dengan materi yang padat per

²¹ Mr. WPH, the interviewed from the researcher, interview 2 transcript, May 23, 2023.

²² Mrs. NS, the interviewed from the researcher, interview 1 transcript, May 23, 2023.

semester, saya sangat memprioritaskan bahasa. Jika ada waktu, barulah saya masuk ke materi budaya yang lebih dalam. Budaya tetap menjadi komponen di kelas saya. Saya menyadari bahwa hal ini sangat penting bagi siswa, karena dapat meningkatkan kemampuan bahasa Inggris siswa juga. Jadi saya rasa saya bisa masuk sesuai dengan materi yang saya bahas.”

“Classroom culture is something that should be defined as curriculum. In other words, it should be in the teacher's mind even at the initial level of learning that teachers not only introduce language mechanisms, not only language formats, they also need to introduce cultural aspects to students. Language is the primary cultural practice. The problem is, because I am chased with dense material per semester, I really prioritize language. If I have time, then I go into deeper cultural content. Culture has remained a component in my classroom. I realized that this is very important for the students, because it can improve the students' English skills as well. So I think I can go in according to the material that I cover.”²³

The next challenges, according to Mrs. NS, is that teachers felt that they did not have enough knowledge about the culture of the target language, in this case English. This is in accordance with what was said by one of the students that the teacher more or less understands the target culture that will be taught to students during the learning process.²⁴ Furthermore, the challenges faced by Mrs. NS are the same as what was mentioned by Mr. WPH, namely the different individual abilities of students in English where only a few students are able to understand and learn English well as expected by the

²³ Mrs. NS, the interviewed from the researcher, interview 1 transcript, May 23, 2023

²⁴ Student U.N, the interviewed from the researcher, May 24, 2023.

teacher. For the last challenges, where the nature of the majority of students who live in boarding schools made the teacher have to be more flexible and understand the situation of the students. Teachers rarely gave assignments that expected students to use the internet because it was difficult for them to do so. Students not only study at school, but also at the boarding school. Electronic devices were very restricted and it was difficult to get permission.²⁵ Therefore, Mrs. NS categorized the nature of student life in the boarding schools as a challenges.

C. Discussion

After presenting data based on facts, the next part of this research is to analyze the data using clear and detailed qualitative descriptive data. And in accordance with the findings, the following is the result of the analysis of the researcher.

1. Integrating Cultural Awareness in Teaching English as a Foreign Language in MA NU Al-Hidayah English Classes

Based on the research findings, when the teachers were asked to define culture, one of them was seemed unwilling to give a broad and precise perception of the concept of culture. Both teachers only answered very briefly, "Culture is a social custom or habit of society." This showed that both teachers knew the concept of culture broadly. However, both teachers have difficulty in defining it. Regarding the importance of teaching culture in language learning, especially in English classes, both teachers agreed that it is important to integrate cultural content in the classroom. This is supported by the results of research conducted by Nina who stated that without studying culture, language teaching would be inaccurate and incomplete..²⁶ This was confirmed by Rongmei Yu's idea of raising awareness among language teachers of the

²⁵ Students Z.A , the interviewed from the researcher, May 24, 2023.

²⁶ Nina Suzanne, "Culture factors in English Classroom: Reality and The Impact. 2nd Seminar on Education. Empowering Local Wisdom on Education for Global Issue, 2017.

need to address the culture of the society in which the second or foreign language was used when teaching.²⁷

Both teachers knew the importance of integrating cultural awareness in teaching English as a foreign language. However, it does not mean that teachers always integrate cultural content in their classes because both teachers admitted that they do not always include culture in each of their class meetings. This was evident during the observation process that the researcher conducted. Where sometimes the two teachers did not have enough time to integrate culture into the English class because the two teachers had to concentrate on developing the four language skills, or precisely the skills assessed in the national exam. This reason was in line with Saluveer's findings that based on her findings, the main difficulty associated with teaching culture is finding enough time to do so. Only a third of the respondents in her study were able to incorporate cultural issues in almost every lesson.²⁸ Thus, the researcher can understand the assumption that teachers were rarely able to present culture-related material in the classroom due to time constraints.

Then, when they were interviewed about their opinions in choosing the cultural aspects that need to be taught in the classroom, the teachers gave different answers. One teacher preferred to incorporate all aspects as one because they all support each other in providing meaningful communication. Meanwhile, another teacher preferred to emphasize the differences in the use of mother tongue and target language. Both have the same understanding that they need to teach cultural aspects to support language learning in order to provide meaningful communication when used. For this reason, teaching culture was a priority. This was in line with Rodliyah and Muniroh's findings in their research which stated that the purpose of teaching English as a foreign language in

²⁷ Rongmei Yu, "Culture in Second or Foreign Language Acquisition". *Journal of Language Teaching and Research* 11, no.6, 2020.

²⁸ Evi Saluveer, *Teaching Culture in English Classes*. Master's Thesis, Tartu, 2004.

Indonesia is for students to be able to communicate using English..²⁹ This was also emphasized by Cakir who stated that cultural content needs to be familiarized by students to develop.³⁰

Regarding how the implementation of integrating cultural awareness in English classes is done, both teachers admitted that they did not have the knowledge or were unfamiliar with specific ways to deal with it. This is supported by Gonen that the lack of adequate cultural training for teachers was one of the problems in teaching English as a foreign language.³¹ Thus, in addition to not having sufficient knowledge of specific ways of teaching culture, the two teachers also lacked the ability to teach English culture in general. In line with the theory from Saluveer's approach, that there are four steps that teachers can implement when integrating cultural awareness in their classrooms, they are:³²

- a. Define the objectives of teaching culture in the English class

Based on the results of the interviews, both teachers agreed that culture was essential to be taught in the classroom to complement students' ability and understanding of English as a language used to communicate with other people who are different from our culture. This is supported by the results of research conducted by Rodliyah and Muniroh in their findings which stated that the purpose of teaching English as a foreign language in Indonesia is for students to be able to communicate using English.³³ This is also in line

²⁹ Rojab Siti Rodliyah and Dian Muniroh, "The Importance of Incorporating the Target Culture in English Language Teaching, 2018.

³⁰ Ismail Cakir, Developing Cultural Awareness in Foreign Language Teaching, *Turkish Online Journal of Distance Education* 7, no. 3, 2006.

³¹ Gonen, S.Ipek Kuru, "Teaching Culture in the EFL Classroom: Teachers' Perspectives", *International Journal of Global Education* 1, no. 3, 2011.

³² Evi Saluveer, Teaching Culture in English Classes. Master's Thesis, Tartu, 2004, 104.

³³ Rojab Siti Rodliyah and Dian Muniroh. "The Importance of Incorporating the Target Culture in English Language Teaching , 2018.

with Nilufar Kurbanova who in her research stated that when intercultural understanding in language classes becomes one of the goals, then students will become more aware of their own culture and know more about foreign languages.³⁴ This marks a good start for the teachers as they have set the goal of teaching culture in their classrooms from the start.

- b. Classify objectives to accommodate curriculum syllabus

Based on the analysis of the lesson plans, unfortunately, both teachers strictly followed the objectives of the 2013 Indonesian National Curriculum syllabus. Thus, their previous goal to teach cultural awareness in the classroom was covered by the objectives set by the curriculum. Where the researcher found the case that Mr. WPH and Mrs. NS did not made specific lesson plans related to the cultural content material to be taught. This is in line with Saluveer's findings that if the syllabus is not clear about the cultural content in it, it can lead to a lack of cultural teaching in the language classroom.³⁵ Mehmet further emphasized that one of the difficulties in teaching culture in English classes was the overloaded curriculum.³⁶ Because learning about culture also required time, patience and consistency. Therefore, many teachers felt that they could not find the time to teach foreign language culture in an overcrowded curriculum, including research subjects.

- c. Choose the best way to integrate cultural awareness in the classroom

At this stage, both teachers admitted that they did not have any idea of the right way to

³⁴ Nilufar Kurbanova, Raising Cultural Awareness in EFL Classrooms. Academic Research in Educational Sciences 4, no.5, 2023.

³⁵ Evi Saluveer, Teaching Culture in English Classes. Master's Thesis, Tartu, 2004, 57.

³⁶ Mehmet Hayri Sari, Problems Experienced in Classrooms with Students from Different Culture, Journal on Efficiency and Responsibility in Education and Science 13, no.2, 2020.

integrate cultural awareness in their classrooms. So, they both incorporated cultural teaching materials based on their experiences and also through familiarizing students to understand and accept cultural differences. Both teachers gave a brief overview of the target culture without really relating it to the students which can made students forget easily. The teachers admitted that when explaining a cultural content, it is sometimes delivered to students suddenly without any prior planning. It can be concluded that the teacher did it without preparation. This can lead to incomplete and inaccurate information as discussed by Saluveer in his research.³⁷

d. Find the most suitable textbooks and other material

Based on the researcher analysis, regarding the textbooks they used, both Mr. WPH and Mrs. NS used textbooks from Erlangga publishers. Mr. WPH used a textbook published by Erlangga Publisher entitled "Pathway to English: For SMA/MA Class XI Specialization Group Curriculum 2013". Meanwhile, Mrs. NS used a textbook published by Erlangga Publisher entitled "Pathway to English: For SMA/MA Class X Specialization Group Curriculum 2013". The results of research observations analyzing the two textbooks showed that the two Pathway to English books both contained material related to cultural competence. Cultural information was also integrated into the book material as evidenced by the existence of cultural information presented in a special corner called "Cultural Awareness" which provided a positive view of the importance of culture in language learning. And apart from the textbooks mentioned above, the teachers also used other sources of materials. For Mr. WPH, he used videos or movies, soundboxes, and speakers as

³⁷ Evi Saluveer, Teaching Culture in English Classes. Master's Thesis, Tartu, 2004.

additional resources. Meanwhile, Mrs. NS used movies, dictionaries, puzzles, videos, soundboxes, and also speakers as additional resources. This means that both teachers still have the ability to find other sources to add to their insights in integrating cultural values. As Skopinskaja stated that it is up to the teacher to decide how to use a particular textbook. Because according to his opinion, the important thing in using a textbook as a teaching tool is that the teacher not only understands how to use it, but also how useful the textbook is cross-culturally.³⁸

2. Teachers' Challenges in Integrating Cultural Awareness in Teaching English as a Foreign Language at MA NU Al-Hidayah

Each teacher has its own challenges and of course there are differences between the two teachers in integrating cultural content into the learning process. There are four challenges for Mr. WPH to integrate cultural content into the process of learning English in his class, they are: (1) lack of knowledge of students' cultural background, (2) limited time to complete other curriculum objectives and subject skills, (3) textbooks that only provide a number of cultural content, and (4) the biggest problem of all from Mr. WPH point of view is the students' limited vocabulary skills. Based on the researcher analysis, these challenges will be explained as follows:

The first challenge may be due to the fact that the majority of students have little background knowledge of other cultures, especially the target language. Thus, they have difficulty in understanding different cultures. In this case, the cultural awareness of students at MA NU Al-Hidayah may still be at the parochial stage or "my way is

³⁸ Skopinskaja Liljana, "The Role of Culture in Foreign Language Teaching Materials: An Evaluation from an Intercultural Perspective". *Incorporating Intercultural Communicative Competence in Language Teacher Education*, Council of Europe, 2003.

the only way". This is supported by Rodliyah and Muniroh's research which stated that English teachers in Indonesia have greater challenges and demands due to the position of English as a foreign language.³⁹ From this explanation, it can be interpreted that although the position of English in Indonesia is important, it is not a language used in daily communication so students do not have the habit of using English in real situations.

The second challenges, because of the limited time the teacher has. This has even been mentioned by the two teachers in the interview explanation regarding the reasons why cultural competence is often not included in class learning sessions. This has been mentioned and confirmed. Therefore, it was difficult for him to integrate any cultural information in his class.

The third challenges are related to the analysis of the textbooks used by Mr. WPH. The analysis showed that there are cultural dimensions, but teachers are sometimes reluctant to prepare the best way to integrate culture in the classroom properly. This statement was reinforced by Tran Hoang Thu on the fact that textbooks play an important role in cultural learning and teaching as they can be teachers, maps, resources, trainers, authorities and ideologies.⁴⁰

The last challenges was related to students' very limited vocabulary and skills. This issue is rarely mentioned as the main problem of teaching culture in English classes, but according to the researcher observation, it should be included as one of the main challenges in learning English and its culture. Because vocabulary and skills are the main keys to better realize and understand the culture of the target language.⁴¹ The

³⁹ Rojab Siti Rodliyah and Dian Muniroh, *"The Importance of Incorporating the Target Culture in English Language Teaching"*, 2018.

⁴⁰ 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.

⁴¹ Evi Saluveer, *"Teaching Culture in English Class"* (Master's Thesis, Tartu: University of Tartu, 2004).

more practical thing that teachers can do in facilitating students' acquisition of authentic target language culture is to facilitate students' interaction with native English speakers. Activities that teachers usually organize to do this are by inviting native English speakers to class or by giving interview assignments to students outside of class hours.

On the other hand, according to Mrs. NS, there are five challenges for her to integrate cultural awareness in her classroom, which include: (1) the diverse understanding and ability of each teacher regarding the teaching of culture in English as a foreign language class, (2) teachers often felt that the curriculum was too crowded and they did not have time to explain culture, (3) teachers felt that they did not have enough knowledge about the culture of the target language, in this case English. (4) the next challenges are the same as mentioned by Mr. WPH regarding students' ability to speak English. And for the last challenge, (5) it is related to the nature of students' life in the boarding schools. Based on the analysis of the researcher, these challenges will be explained as follows:

For the first challenge, it is related to teachers' different understandings of teaching culture. Based on the analysis of the interview data, the researcher found evidence that teachers have different understandings of what it means to teach culture in the English classroom. Culture is often defined as art, as opposed to things related to everyday life. This showed that there was no precise perception of the exact meaning of culture between one English teacher and another. Teachers are required to independently incorporate cultural content in their teaching. This challenge was compounded by the fact that during their teacher education, teachers were not equipped with knowledge about culture and culture-related pedagogy, which made them feel less confident.

Based on observations made by the researcher, some teachers have actually presented cultural aspects with the recommended lifestyle. However, teachers also lack access to the latest research journals so that what teachers do in classroom practices related to presenting cultural aspects does not receive positive confirmation. This is also in line with the results of Lucky and Erna's research which stated that the academic support that was given to foreign language teachers to teach culture was still very limited.⁴²

The second challenges faced by Mrs. NS was the same as those mentioned by Mr. WPH in the interview, which is related to the busy curriculum, so teachers have little time to explain culture. Although both teachers agreed that teaching the culture of the target language was very important to convey in English learning. Teachers agreed that culture cannot be separated from language so culture must also be presented in learning. This is supported by the results of research conducted by Purba which stated that culture does not come by itself. Moreover, foreign cultures can certainly be learned. Thus, in learning a foreign language such as English, culture must be included.⁴³

Related to the limited time to teach culture conveyed during the interview and based on the results of researcher observations in the learning process, the only way that can be done by both teachers to overcome it is to insert cultural material into learning other language components, such as vocabulary learning, grammar. Because in Indonesia, the 2013 English curriculum based on language skills, namely listening, speaking, reading and writing. Therefore, cultural materials can be inserted in the learning of the four language skills, such as through

⁴² Lucky A.R., & Erna A., Culture teaching in EFL classes. *Studies in English Language and Education* 9, no.1, 2022.

⁴³ Purba H., The Importance of Including Culture in EFL Teaching. . *Journal of English Teaching* 1, no.1, 2011.

reading, songs, audio conversations and topics in writing. With the insertion of culture in learning language skills, students' English language skills will also improve as stated by the two teachers in the interview. This is also in accordance with the results of research conducted by the researcher that learning the culture of the target language can contribute to the success of students in learning the language. As a result, it was found that language and culture support each other's development as they are shared. Secondly, learning the culture of the target language can increase students' motivation in learning which can lead to an increase in their proficiency in the target language. Thus, the researcher can conclude that learning the culture of the target language can improve students' target language proficiency.

The third challenges expressed by Mrs. NS was that teachers felt they did not have enough knowledge about the target language culture. Based on the results of the interview analysis, related to the challenges faced by teachers due to not having enough knowledge about the target language culture, Mrs. NS stated that they tend to be insecure about the cultural content they present in the teaching class. This is because the cultural content presented was only based on their personal perspective of the country and English speakers in interacting and communicating in a very limited time. This is also in line with the opinion of Neff & Rucynski who stated that in language learning, the teacher's ability to present cultural content is strongly influenced by the teacher's willingness to learn a culture.⁴⁴ Therefore, the role of a teacher determined the success of cultural insertion in language learning.

The fourth challenges, as mentioned by Mr. WPH, was the students' ability to speak English. Mrs. NS admitted that her students' ability was still lacking. This is

⁴⁴ Neff, P., & Rucynski, J. J, Tasks for integrating language and culture teaching. *English Teaching Forum*, 2011.

in accordance with the results of observations made by the researcher when students were asked by the teacher to speak and convey the results of their assignments related to retelling the culture that had been taught by the teacher using English, only a few students were able to explain and most students were not able to explain well and fluently. This is in line with the findings of Saluveer's that the challenges students faced when understanding material containing cultural elements were the students' own abilities which were still considered less than optimal.⁴⁵ Mrs. NS also added that out of 30 students in her class, only about 3 have the expected ability. And a strategy teachers can use to overcome this is to hold discussions with students about culture. Some teachers may have chosen to combine discussions about culture with watching movies. Because movies and videos can also provided clear illustrations of cultural patterns in action. Students can see how native speakers felt in certain situations. This is expected to increase their intercultural awareness.

The last challenges, where the nature of the majority of students living in boarding schools made it difficult for students to do additional activities such as searching on the internet, doing homework assignments. Because they not only study at school, but also at the boarding school. So that the ability of students in language, especially English, was still lacking because they were not accustomed to communicate in using English in everyday life. And the many activities in the boarding school that uses Arabic which must be carried out by the students as a daily routine, greatly affects the English language which has received less attention from the students themselves. A strategy that teachers can adopt is to set aside more time to prepare for culture classes. Careful preparation is the key and only way to successful

⁴⁵ Evi Saluveer, "Teaching Culture in English Class" (Master's Thesis, Tartu: University of Tartu, 2004).

language and culture teaching. Teachers must determine the strategy of cultural learning as an insertion of language learning and determine classroom activities and media that can better support students' understanding of the target language culture. The presence of fun learning activities and interesting media is indispensable in determining the success of cultural learning. Many experiences can be realized through media and activities used in the classroom so that students have more time in class not only in boarding schools.

