

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the acquisition of research results and existing data, the researcher concluded that :

1. The Implementation of Integrating Cultural Awareness in Teaching English As Foreign Language at MA NU Al-Hidayah

Based on the research findings by adapting Saluveer's approach, there are four steps that the teachers can take to integrate cultural awareness in their classroom, namely as follows:

- a. Defining the purpose of teaching culture in English classes

Both teachers agree that culture is important to be taught in the classroom to complement students' ability and understanding of English as a language used to communicate with others who have different cultures.

- b. Classifying objectives to accommodate the curriculum syllabus

Both teachers strictly followed the objectives of the 2013 Indonesian National Curriculum syllabus. Thus, their previous objectives to teach cultural awareness in the classroom are overshadowed by the objectives that have been set on the curriculum.

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

Both teachers showed their preference by unintentionally integrating cultural awareness in their classrooms sometimes.

- d. Finding the most appropriate textbooks and other materials

Both teachers use textbooks published by Erlangga Publisher. Mrs. NS uses a textbook entitled "Pathway to English: For SMA/MA Curriculum 2013 Class X, and Mr. WPH uses a textbook entitled "Pathway to English: For SMA/MA Curriculum 2013 Class XI. The textbook in integrating cultural

competence in it is quite supportive based on the results of both evaluations. Both teachers also use other material sources including: soundbox, speaker, videos or movies, dictionaries, and puzzles as additional material sources.

2. Challenges Faced By Teachers in Integrating Cultural Awareness in Teaching English As Foreign Language at MA NU Al-Hidayah

Combining the two teachers' opinions, there are seven challenges faced by teachers on integrating cultural awareness in English classes, especially in English classes at MA NU Al-Hidayah. Among them:

- a. Low background knowledge of students' cultural awareness.
- b. Limited time to complete other curriculum objectives and skills.
- c. Limited cultural information provided in textbooks.
- d. Limited English proficiency of students.
- e. Variations in each teacher's understanding and ability of teaching culture in the classroom.
- f. The teachers less than optimal knowledge of the target language culture.
- g. The majority of students live in a boarding school which limits time and internet access as well as doing other additional local activities outside of class.

B. Suggestions

After conducting research on how the implementation of cultural awareness integration in teaching English as a foreign language, the researcher suggestions are as follows:

1. For Teachers

Teachers should learn and know many ways to integrate cultural awareness in subject matter, one of which is by using additional supporting media. So that they can have a variety of ways to implement cultural content in the learning process. The existence of other learning media as an alternative to teaching can create variety in the learning process in the classroom and students become more enthusiastic and enthusiastic during the learning process in

the classroom. And teachers must also be more selective in choosing teaching materials, especially English textbooks as a foreign language with a cultural dimension.

2. For Students

For students to read more often English readings related to cultural dimensions to increase cultural awareness in themselves and to better understand the cultural differences between Indonesia and English. So, the students understand and realize the importance of culture in the language teaching process.

3. For Further Researchers

Other researchers can further examine this research regarding the teaching process by emphasizing the cultural dimension in more depth or other experimental researchers can further examine this research on the use of ways that teachers can use to develop cultural awareness between teachers and students, so that cultural learning can be made more enjoyable.

