

CULTURE ANALYSIS IN MOHJA KAHF'S *THE GIRL IN THE TANGERINE SCARF*

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ABSTRACT

This research investigated the elements of culture implied in *The Girl in the Tangerine Scarf*, a novel by Mohja Kahf. This research focused on three aspects: the five cultural elements found in the novel, the Kahf's description of social and religious common facts, and her description of problems faced by Khadra, the main character as a result of cultural differences. A qualitative method was used to analyze the novel. The data of this research was mainly the novel's content, Kahf's narration in the novel. To collect the data, documentation in form of quotation was used. The data were analyzed by using data reduction, data display, and data verification. The result of this research shows that five elements of culture are prominently used in the novel: symbol, language, norm, ritual, and value. Social and religious fact also became the important aspects of this novel. It is also found that the attachment of the main characters who are Syrian immigrants to Islamic value became the author's emphasis throughout the novel. Kahf's juxtaposition of these Islamic values and the Protestant values held in the part of America where Khadra's family resided seems to be source of the conflict in the novel. Another elements portrayed in the novel is the contrast between the Syrian's appreciation of communality and the American's appreciation of individualism. Lastly, the researchers found that Khadra faced obstacles living in American society. She is insulted, bullied, attacked, and one of Khadra's friends was killed by American extremists. It means the culture is very influential in social life especially to adapt in a new environment.

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INTRODUCTION

Every country has its own different culture. In mastering an unfamiliar culture from other countries, students need to learn about social environment, human nature, and individual's personality (Hunt, 2014). Culture concerns three basic human activities: what people think, what people do, and what people make (Christiansen, Turkina, & Williams, 2013). It means the culture is not derived from writing, but community thinking in the form of ideas, values, norm, regulations, and etc. Culture gives an individual person unique identity and characters of his or her own. Culture is a patterned act of human in society. It is about human activities in interacting with others in daily life. It is like organizing, giving direction to human actions (activities) and works (artifacts).

Understanding the culture of other countries is achieved through many ways, and literature is one of them. Literature shows a part of human life. It gives the effect to readers who can see a life with new views. It is entirety of written expression in the fiction, which interprets the meaning of nature and life, desire to understand, express, and finally share experiences as stated by Mahani (2016).

The literature is divided into poetry, prose and drama. One of the literature products often read by readers is novel. Novel is a fiction prose in specific length that describes characters, movement as in the real life scene in plots. Novel is the ways to investigate human nature, to entertain, to bring audiences in, and let them to experience their foreign situations and characters, and thereby they will learn something (Goodyer, 2008).

Thus, novel is one interesting literature genre to become object of researches. In this research, the researchers investigated cultural elements implied on *The Girl in the Tangerine Scarf* by Mohja Kahf.

The Girl in the Tangerine Scarf is one of Mohja Kahf's novels that tells about a Syrian girl transplanted to the American Midwest in the 1970s. Kahf borrows details from her own life. She moved from Syrian to the United States as a child, but she insisted that the book is not autobiographical. Mohja Kahf delved into the cultural clashes of Muslim life in America, including racism between Muslims and bigotry by non-Muslim Americans. "*You don't realize when you are in minority culture*

that people look at you as if you are this alien thing, you really don't", Kahf tells Debora Amos in an interview on the Morning Edition News (2007). Since the novel is a fiction novel, she might write a fiction about the real American's culture, while a reader has to gain real information about it.

The researchers interested in this novel because Mohja Kahf portrays the struggle of a Muslim women and her family who fought in a country which has a different culture, where the country is majority of non-Muslims. In America, Khadra with her family experienced the alienation. Americans treat Khadra and her family with unjust and oppression because they are Muslims. Based on the explanation above we can learn from the novel that cultural differences and religion are very influential when we want to adapt to the new environment. In this novel, readers or learners can get information about knowledge, belief, art, morals, law, custom, and people's habits from other countries in order to adapt in a new environment.

The researchers expect that this research can give solutions to problems Muslims face in other countries which have different cultures especially for Muslims in America. The cultural differences and the struggle of Khadra and her family who fought in a country who hate and treat them with unjust and oppression serve as an example to all Muslims in the worlds.

Objective

The objectives of this research are to find out what elements of cultures were portrayed in *The Girl in The Tangerine Scarf* novel based on Islamic perspective, the author's display of the cultures based on social and religious facts toward Islamic perspective, and the problems that Khadra faces in the society she lives in based on Islamic perspective.

LITERATURE REVIEW

Literature is a type of writing that has a certain meaning or beauty in it. It is a written record of people's spirit, thoughts, emotions, and aspirations (Ansari, 1992). Literature is often expressed in the form of feelings, thoughts, and inspiration of the author. It can provide a joy, entertainment, knowledge, and insight into the issues that exist in life for the readers. One of the types of popular literature is novel. Novel is an imaginative of human experience that describes a sequence of events involving a group of people in a specific setting (Kuiper, 2012). The

events or ideas in the novel are almost the same as those in the reality experienced by the author. The author creates character, plot and setting which are familiar to readers in order to make them understand, comprehend and enjoy the story easily. Moreover, novel is a source of knowledge, especially related to a particular culture.

Definition of Culture

Culture is the ways how the people shared meanings, values, beliefs, ethnic and behavior that characterize the members of society (Mulholland, 1991). Culture describes an individual person unique identity and a character of his or her own. Cultural differences of the world have brought diversity in the way of humans' life. Furthermore, a culture has a number of elements. In this research, the researchers look at cultural elements found in the novel *The girl in the tangerine scarf*: a novel by Mohja Kahf. Sulkowski's (2012) proposed twelve elements of novel, yet this study only analyzes five elements. In what follows is the description of how these five elements are presented by Kahf in the novel.

1. Symbols

Symbols are anything that has a special meaning known for those who share culture. Cultural symbols can be in the forms of movement, clothing, objects, flags, religious icons, etc. (Simanullang, 2005).

2. Language

Language is also defined as a representation of culture and in general, a representation of the world (Hall, 2003). It means culture encompasses language, and through language, culture is communicated and transmitted.

3. Norms

Norm is about of every aspect of human behavior (Sunstein, 1996). In society there are various norms. According to Crossman (2014) there are four basic types of norms that are commonly referred to; they include: folkways, mores, taboos, and laws.

3.1 Folkways

Folkways are a regulation of life derived from the social order of society on ethical manner, and politeness in society. It constructs the

habit of the individual and custom or tradition in the group (Sumner, 2007, p. 34).

3.2 Mores

Mores are the rule of life that comes from the human conscience. Crossman (2014) states mores are strict norms that control moral and ethical behavior.

3.3 Taboos

Taboo is something that is forbidden based on religious beliefs and social customs. According to Fershtman, Gneezy, and Hoffman (2011) taboo is defined as an action of the prohibition on the individual belief that such behavior to undertake.

3.4 Laws

Law is something related to prohibitions, commands and customs which guide people in the way of life (Kernahan, 2004). The purpose of law norm is to realize order and peace in the life of society and state.

4. Rituals

Rituals can be defined as traditions, special actions, and important events in our lives to deepen our connections and relationships (Gillespie & Petersen, 2012). It can be defined as a kind of symbolic acts.

5. Values

Values pertain to norms, attitudes and beliefs, which usually refer to specific actions, objects or situations. It is the interaction between individuals (which consist of attitudes, beliefs and levels of knowledge) as stated by Holden (2006).

Relation between Culture and Education

Cultural understanding is very important for teachers in teaching learning process (Manjari, 2018). It is because every student or society has her/his own culture. Through education we can prepare learners to evaluate the past and understand the present and to be prepared for the future.

RESEARCH METHODOLOGY

Research Subject and Object

The subject of this research is a novel by Mohja Kahf with the title *The Girl in the Tangerine Scarf*. The objects of this research are culture elements portrayed based on Islamic perspective in the novel, the description of the cultures based on social and religious facts toward Islamic perspective, and the problems that Khadra faces in the society she lives in based on Islamic perspective.

Data Collection and Analysis Techniques

In this research, the data were collected from the novel "*The Girl in the Tangerine Scarf*" by Mohja Kahf. Content analysis was used in this research. In this research, the researchers used documentation in collecting the data. It is divided into primary and secondary source. Moreover, in analyzing the novel, the researchers used descriptive analysis consisting of data reduction, data display, and data verification.

RESULT AND DISCUSSION

This research looks at cultural elements in the novel, how Kahf describes common social and religious facts, and how Kahf describes the problems faced by the character Khadra as a result of cultural differences.

Elements of Culture

This research identifies five elements of culture described by Kahf through Khadra and other characters in her novel. These five elements are parts of Sulkowski's (2012) twelve elements of organizational culture. In what follows is the description of how these five elements are presented by Kahf in the novel.

1. *Symbols*

The first element of culture that is dominant in Kahf's narrative is the emphasis on symbol differences. Symbols can be in the forms of words, objects, gestures, sounds, images, etc. Kahf emphasizes the symbol in the novel to describe cultural differences between America and Syrian in the case of handshake. The cultural differences in symbol can be seen when Baker shook his hands with Khadra and Eyad.

Baker shook hands with Eyad and then stuck out his hand to Khadra. It was such a big gentle hand; Khadra's little pudgy one instinctively homed into its bog clasp and he covered it with his other hand. Eyad flashed her glance-shaking a man's hand? -but she ignored it (p.103).

Based on quotation above, it can be seen Baker shook Khadra's hands to show his hospitality to Khadra and her brother, Eyad. Most of Americans shake hands when they meet someone for the first time or in a formal situation. However, Eyad showed his disagreement with this movement when Khadra was shaking hands with Baker. He looked disapprovingly at Khadra's shaking the Baker's hand. This reaction was because in Syrian Islamic point of view, shaking hands between male and female who are not *mahram* (*mahram* is all the people who are forbidden to be married forever because of heredity, close blood relationship, breastfeeding and marriage in Islamic law) is forbidden.

2. Language

The second element of culture that is dominant in Kahf's narrative is the emphasis on language differences. Language is the capacity that humans possess to communicate with other humans by using signs, such as words and movement. Kahf emphasizes the language in the novel to describe cultural differences between America and Syria in the case of different language. The cultural differences in language can be seen when English became a problem for Khadra and her family in America and they should learn it. Khadra started to learn English together with her Spanish friend, called Sandra.

"Khadra and Eyad spoke only Arabic at first. You didn't need to speak the same language to exchange friendship bracelets, and this Khadra and her Spanish-speaking friend did. Khadra couldn't remember how she learned the new language, only that she opened her mouth one day and English came out. Pretty soon after Khadra and Alessandra-called-Sandra could talk to each other in English, they started making fun of the little Japanese boy in South Building for saying "I sreep in my loom" (p. 10).

Kahf described Khadra's and Eyad's first experience speaking a new language, English. They only spoke Arabic when they moved to Indiana for the first time. Then, Khadra learned English step by step with

her Spanish friend, Sandra. Khadra tried to communicate with her friend by giving friendship bracelets. Finally, after Khadra and her friend learned and spoke English well and they started making fun of the English of a Japanese boy in south building by mocking the way he says “I sreep in my loom”. This is also a demonstration of the development of their English proficiency.

3. Norms

The third element of culture that is dominant in Kahf’s narrative is the emphasis on norm differences. Crossman (2014) states that norm is rules that guide the people how to behave. According to Crossman (2014) there are four basic types of norms that are commonly referred to, including: folkways, mores, taboos, and laws. These four types of norms are also visible in Kahf’s novel.

3.1. Folkway

Folkway is the first norm that is dominant in Kahf’s narrative which illustrates folkway differences. Folkways are a regulation of life derived from the social order of society on ethical manner, and politeness in society. Kahf described cultural differences between Americans and Syrians in the case of courtesy in dress. The cultural differences in folkway can be seen when Livvy’s dress became a problem for Khadra’s family.

Khadra noticed her mother noticing how short Livvy's shorts were and how skimpy her halter-top. Wajdy came in from fixing the station wagon engine and washed his hands at the sink, nodding hello at Livvy and frowning slightly and tucking his head down. Suddenly poor virginal Livvy, standing there on the mustard yellow diamond patterned linoleum of the Shamy kitchen, seemed very naked to Khadra (p.50).

Kahf depicted Khadra’s mother’s dislike and contempt to the way Livvy dresses. For Khadra’s mother, wearing revealing clothes was indecent and disrespectful, and constitutes a big sin, but for Livvy shorts and halter-top was just a normal and casual way of dressing. For Americans, their choice of what to wear depends on their own personal taste, not religion. Contrary for Syrians, their clothes should conform to Islamic rules and instruction and should cover the nakedness, be loose, and not show what lies beneath it.

3.2. *Mores*

Mores is the second norm that is dominant in Kahf's narrative which illustrates mores differences. Mores is strict norms that control moral and ethical behavior. Kahf emphasizes the mores in the novel to describe cultural differences between America and Syrian in the case of bad habits of Americans. The cultural differences in mores can be seen when America cussed, smoke, drank, drugs, dated, fornicated, and committed adultery.

Generally speaking, Americans cussed, smoke, and drank, and the Shamys had it on good authority that a fair number of them used drugs. Americans dated and fornicated and committed adultery. They had broken families and lots of divorces (p. 40).

Kahf described Khadra's family were worried with bad habits of Americans. Generally, Americans cussed, drank, drugs, smoke, dated, fornicated, and committed adultery. For Americans, all the activities were normal because Americans embraced freedom. Americans also had broken families and lots of divorces. It is because many people who commit adultery lack of understanding in religion. Contrary to Americans, Syrians people were more religious. For Syrians, cussed, smoke, drank, drugs, dated, fornicated, and committed adultery in Islam were prohibited and *haram* and it must be punished according to Islamic *Shari' a*.

3.3. *Taboos*

Taboos are the third norm that is dominant in Kahf's narrative which illustrates taboos differences. Taboo is defined as an action of the prohibition an individual must obey. Kahf emphasizes the taboo in the novel to describe cultural differences between America and Syria in the case of prohibition toward a woman riding with man. The different culture in taboo can be seen when Khadra was prohibited to ride a bike with Hakim.

Before they got to Khadra's street her brother Eyad skidded to a halt and said, "Get off Hakim's bike and get on mine. 'Cause he's a boy and Mama might see you." Hakim used to give her handlebar rides all the time, but she was getting older now, and her mother said she shouldn't ride with boys anymore (p. 7).

Kahf described Eyad, Khadra's brother, disagreed when Khadra rode with Hakim. It is because Hakim is a boy. In Syrian Islamic lifestyle, a girl is not allowed to be very close with a man who is not their *mahram*. Males and females are forbidden to touch each other except if they are *mahram* or still in relation. Her mother prohibited Khadra to ride with boys because she was getting older now.

3.4. Laws

Law is the fourth norm that is dominant in Kahf's narrative which illustrates law differences. Law is something like prohibitions, commands and customs which guide people in the way of their life. Kahf describes cultural differences between America and Syria in the case of discrimination. The cultural differences in law can be seen when the Americans killed khadra's friend, Zuhura.

Days later, Zuhura's body was found in a ravine near Beanblossom Bridge. Murdered. Raped. Cuts on her hands, her hijab and clothes in shreds-the grown-ups didn't want to give details in front of the children, but it was in the news (p. 53).

Kahf describes Khadra's family and Muslims in America got discrimination there. It can be seen when Americans killed khadra's friend, Zuhura. They killed Zuhura because she is Muslims and wearing *hijab*. Zuhura is the first Muslim woman to head the African Students Organization at IU and the first Muslim woman in *hijab*. The incident occurred when Zuhura wanted to go to the African students' meeting, but on the road she was kidnapped before arriving at students' meeting. Zuhura's body was found in a ravine near Beanblossom Bridge. Zuhura was murdered, raped, and cut on her hands with her *hijab* and clothes in shreds.

4. Rituals

The fourth element of culture that is dominant in Kahf's narrative is the emphasis on ritual differences. Rituals can be defined as traditions, special actions, and important events in our lives to deepen our connections and relationships. Kahf describes cultural differences between America and Syria in the case of special tradition in wedding day. The cultural differences in ritual can be seen when Zuhura used special tradition in her wedding. It was illustrated on p. 46.

Rose petals were scattered in the bride's path by well-wishers, Aunt Khadija's idea. "Bismillah, bismillah," Aunt Fatma said, kissing her fingers and waving them in a circle around the bride-to-be to ward off the evil eye. Ebtahaj and other ladies kept on the lookout for grown-up girls who might make good matches for the bachelors they knew, friends of their husbands and such (p. 46).

Kahf describes that ritual of the activity showed a special tradition in Syrian wedding day. The ritual above is believed could save the groom and bride from the badness. Besides ritual, there is a religion value which is hidden on this ritual. Aunt Fatma says, "*bismillah, bismillah*" meaning the name of Allah. Syrians believe that Allah will save the groom and bride from badness through ritual. It contrasted to the Americans, where they don't have a ritual in their wedding.

5. Value

The fifth element of culture that is dominant in Kahf's narrative is the emphasis on value differences. Values are like norms, attitudes and beliefs, which usually refer to specific actions, objects or situations. Kahf emphasizes the value in the novel to describe cultural differences between America and Syria in the case of sleepover. The cultural differences in value can be seen when Khadra's father didn't allow her to spend the night at someone else's house.

There was Ginny Debs, a white girl with bottle glasses who invited Khadra for a sleepover. Khadra was not allowed to go to sleepovers. "Girls whose parents care anything about their well being do not allow them to spend the night at someone else's house," her father said firmly (p. 48).

Kahf said that Ginny Debs invited Khadra to go to sleepovers at her house, but Khadra's father didn't allow her to spend the night at someone else's house. For Khadra's father letting a girl spend the night at someone else's house was a mistake. Khadra's father was afraid if later something unwanted happened to Khadra. He didn't let their children live as freely as an American.

Social and Religion Portrayed on the Girl in the Tangerine Scarf

Social and Religion are the important element in this novel. Religion becomes more important to accelerate social change. Syrians people are dominated by an Islamic religion. They tend to look at things from the Islamic perspective and religion is an important part to determine their lives. Syrians assume Islam as their life style, as described in the following quotation.

As part of the first generation in her family to go to college, she had enough to deal with, without some little Arab girl from a privileged college-educated family trying to tell her what was acceptable and what was not in the "Islamic lifestyle." As if Islam was a lifestyle. Instead of a faith (p. 101).

The quotation above showed that Kahf portrayed Khadra as someone who considers almost everything in her lives based on Islamic perspective. For Shamy's family, the hereafter is more important than the world.

As a multiethnic and multicultural country, America was the place for various faiths and religions. America embraces secularism so that the state does not recognize a particular religion as an official religion and upholds the religious freedom of its inhabitants. The majority of Americans claim that religion plays an important role in their daily lives. In contrast, America thought that individualisms are everything. The condition can be seen in the following excerpt:

Americans believed the individual was more important than the family, and money was more important than anything. Khadra's dad said Americans threw out their sons and daughters when they turned eighteen unless they could pay rent-to their own parents! And, at the other end, they threw their parents into nursing homes when they got old. This, although they took slavish care of mere dogs. All in all, Americans led shallow, wasteful, materialistic lives (p. 40).

Based on quotation above, it can conclude that Americans consider anything in their live based on individual requirement, not on religion need. For Americans money is more important than anything. It is different from Syrian or Islamic culture. In Islamic culture, everybody is given by Allah an obligation to respect their parents. In contrary to

Americans, Syrians consider anything in their lives based on social requirements.

For Americans, social life is important but they are very respectful to the independence of a person. Americans prefer to live alone rather than with families. In social life, Americans are very less socializing with the surrounding community. Americans are not generous or hospitable with other people as described on p. 40.

Americans were not generous or hospitable like Uncle Abdulla and Aunt Fatma; they invited people to their houses only a few at a time, and didn't even let them bring their children, and only fed them little tiny portions of food they called courses on big empty plates they called good china. Plus, Americans ate out wastefully often. Khadra's family ate at home (except once a year on the Eid holiday, when they went to the all-you-can-eat-for-\$2.95 steakhouse) (p. 40).

Kahf represents Khadra as someone who does not like the way Americans live in communities. Khadra feels that Americans are not generous and very unfriendly like her Uncle Abdulla and Aunt Fatma. It is because Americans invite people to their houses only a few at a time, and don't even let guests bring their children. Americans only feed their guests with little tiny portions of food. It is different from Syrians' culture in which Muslims very often make a celebration in their house and there was no prohibition to bring their children. Syrians feed their guests with large portions of various food.

The Problems Khadra Faces in the Society

Khadra experiences alienation with her family. She and her family get injustice and oppression because her religion is Islam. Khadra faces discrimination because she wears different clothing and *hijab*. In America, veil has become problematic for Muslim women. It is difficult for extremists to understand the *hijab*. They may see the veil as something mysterious and must be destroyed.

In the Tangerine Scarf, Khadra is often treated unpleasantly as a Muslim especially in her school. It is illustrated on p. 70: "*She would not cry in this hateful school. She never should have let them get to her*" (p. 70). Kahf describes that Khadra feels sad because she is not treated as well as other friends. The differences in wearing *hijab* and clothes between Khadra and Americans make Khadra insulted, bullied, and

attacked by Americans. For example, Khadra suffers bullying at the hands of her American friends, Brent and Curtis. Brent and Curtis violently insult Khadra because of her faith and *hijab*: “*Brent stepped back, waving a piece of scarf. Khadra lunges _ tried to grab it _ her scarf was torn in two, one strip in Brent’s hand, the other wound tightly around her neck*” (p. 70). Based on quotation above, we can conclude that Brent and Curtis represent American extremists who cannot accept diversity. They always bullied Muslim kids in her school. It is still difficult for them to understand the *hijab*. They may see *hijab* as something mysterious and must be destroyed.

Muslim women living in America tend to face discrimination not only in social environments, but also in their working place. Muslim women feel worried and fearful when they want to express their religious belief in the working place as stated in the quotation “*She wasn’t even wearing a scarf that day*” (p. 174). Kahf described that Khadra got a job interview in photographer. In the job interview, she didn’t wear the *hijab*. She had to take off her *hijab* if she wanted to get a job as a photographer.

Discussion

The discussion starts from culture elements that Mohja khaf portrayed in her novel. In research finding, the culture elements found consists of symbols, language, norms, ritual, and value and all these five elements of culture are found in the novel. These elements become the important aspects in the story. It is because the elements describe what contains in a culture that must be known by each individual when they want to adapt in new environments. Understanding such elements humans are expected to understand how they should act, do, and determine their attitude if they relate to others.

Based on research finding, moreover, social and religion become the important elements in this novel. Religion becomes more important to accelerate social change. Syrian people are dominated by an Islamic religion. Contrary to Syrian, Americans are the place for various faiths and religions. For Americans, social life is important but they are very respectful to independence of a person. Americans prefer to live to with families. Meanwhile, Syrians regard social as something very crucial.

Additionally, the researchers found the protagonist in the novel. She faces discrimination in social environments and also in her working’s place. Moore (2014) claims that Muslims, especially women, feel worried and confused when they express their religious belief in their working environment. The protagonist, Khadra, faces obstacles living in

American society where she is insulted, bullied, and attacked, and even one of Khadra's friends was killed by American extremists. According to Alkarawi (2013) skin color, ethnicity, manner of dress, and religion contribute to the "Arab" becoming focus of the country's inherent racism, especially for America. The discrimination of Khadra and her family happens because they wear different clothing and *hijab*.

CONCLUSION

The analysis of the novel has demonstrated the cultural elements implied in the novel titled *the girl in the tangerine scarf*. The five cultural elements prominently describe that Khadra and her family face cultural differences when they live in America. The five cultural elements that affect the cultural differences between Syria and America consist of symbol, language, norm, ritual and value. Social and religion become the important aspects in the novel. Being social and religious are very influential for Khadra and her family when they lived in America. The previous culture of Syrian, especially in social and religious are affected for Khadra's family when they adapted in their new environment.

In this novel, Kahf critically describes how Khadra and her family get a challenge of assimilation into American society. They get a lot of cultural differences, such as foods, clothes, daily habits of Americans, and the unpleasant treatment of the American society. In America, Khadra experienced alienation with her families. She is insulted, bullied, attacked, and one of Khadra's friends was killed by American extremists.

It can be concluded that this novel is good enough to be considered in developing intercultural competence. This novel introduces students and readers to the cultures of different regions and countries. Through the novel, readers or students can get information about knowledge, belief, art, morals, law, custom, and people's habit from other countries in order to adapt in a new environment. In this research, the researchers hopes this research can give a solution to the problems that Muslims face in other countries especially for Muslims in America. The struggle of Khadra to fight injustice and oppression is an example to all Muslims in the worlds.

SUGGESTION

Based on the analysis and conclusions which have been discussed above, some suggestions can be stated in this report. There are some

suggestions which has to be considered for the teachers, students and readers.

For teachers, it can be an input to improve their strategies in making their students aware of cultural diversity teaching culture. It is because every individual has variation in her or his groups to make educators use diverse teaching strategies with all students. Teachers give full understanding of culture and learning style to make an effective education. Knowing each student, especially her or his culture, is an essential preparation for facilitating, structuring, and validating successful learning for all students.

For students, this research can be useful to develop their ability in understanding the literature and culture for increasing students' skill and to motivate ideas or new opinion which is more creative and innovative in the future for students' and department progress, and to inform culture through novel. For students studying the culture could solve the relationship problems. Moreover, understanding well about diversity is very important to know people's habit from other countries in order to adapt in a new environment.

For readers the research of *The Girl in the Tangerine Scarf* by Mohja Khaf can be used as comparison with another research in the terms of attitudes, values, behavior, language, literature, art, music, religion, customs, traditions, etc.

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