

CULTURAL MEANINGFULNESS ON INTERCULTURAL PERSPECTIVE OF ENGLISH LEARNING MATERIALS FOR ELEMENTARY SCHOOL

KEBERMAKNAAN BUDAYA BERWAWASAN INTERKULTURAL PADA MATERI PEMBELAJARAN BAHASA INGGRIS SEKOLAH DASAR

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Abstract

This current paper discussed cultural meaningfulness on intercultural perspective of English learning materials for elementary school. Students might be perceived to master English, but there has been no guarantee that they can properly make use of their acquired language skills upon direct interaction with native speakers. Cultural aspects are playing pivotal roles in achieving interactional comprehension between speakers and interlocutors. In regards to cultural studies, foreign language students are to be apt to target language's cultures. Departing from the mentioned concerns, English is to be taught by incorporating cultural aspects of native speakers, and thus intercultural perspective. This current paper pinpoints the development of intercultural perspective in English learning materials. This paper was intended to find the cultural meaningfulness of intercultural perspective that integrated in the English materials for elementary school. This research used Research and Development method and employed descriptive qualitative approach. The so called perspective not merely comprises social skills, but training sensitivity and comprehension on values, point of view, proper way of life and thinking as well. A number of materials containing intercultural perspective and cultural meaningfulness are described in this paper. Those materials are presented within twelve intercultural topics in the forms of culture-related vocabularies, expressions, and meanings.

Keywords: cultural meaningfulness, intercultural perspective, English learning materials for elementary school

Abstrak

Penelitian ini membahas kebermaknaan budaya pada persoalan wawasan interkultural yang terdapat pada materi pembelajaran bahasa Inggris di SD. Seorang siswa menguasai pelajaran bahasa Inggris dengan baik, tetapi belum tentu mampu menggunakannya dengan benar dan tepat jika ia dihadapkan langsung dengan penutur asli. Pada tataran kajian budaya, agar siswa memiliki kepekaan terhadap budaya penutur aslinya, bahasa Inggris yang diajarkan

sebaiknya bermuatan pengetahuan budaya penutur asli. Dengan demikian, saat siswa nanti dihadapkan langsung dengan penutur asli, siswa tidak akan kesulitan memahaminya karena siswa sudah dibekali dengan wawasan interkultural. Artikel ini difokuskan pada pengembangan wawasan interkultural pada materi pembelajaran bahasa Inggris untuk siswa SD. Metode penelitian yang digunakan adalah Research and Development dengan pendekatan deskriptif kualitatif. Kebermaknaan budaya pada persoalan wawasan interkultural tersebut merupakan target yang mampu mengemas berbagai materi pembelajaran bahasa Inggris SD. Wawasan tersebut tidak hanya mencakup keterampilan sosial, tetapi juga untuk melatih sensitivitas dan pemahaman terhadap nilai, cara pandang, cara hidup, dan berpikir dalam bahasa target serta kemandirian dalam mengomunikasikan nilai dan cara pandang dirinya dengan benar. Artikel ini menghasilkan deskripsi materi pembelajaran bahasa Inggris SD dengan wawasan interkultural dan bermakna budaya. Materi tersebut tersaji dalam duabelas topik yang berisikan topik berwawasan interkultural, bentuk-bentuk kosakata, ekspresi, dan kebermaknaan budaya.

Kata kunci: *kebermaknaan budaya, wawasan interkultural, materi pembelajaran bahasa Inggris, SD*

INTRODUCTION

The fact has revealed that English nowadays is still being taught in elementary schools without considering the importance of how to contextually make use of it in practical basis. This is of evidence by referring to learning materials and teaching methods and teacher strategies are urging forward during the class. The most highlighted issue that occurs in English instructional activities in elementary schools is that students might have mastered English well, but they might also have yet to make use of it in order to achieve an interactional comprehension with native speaker interlocutors. It is strongly assumed that it happens because English learning activities in elementary schools are mostly being focused on the grammar use instead of the cultural aspects where the target language is used, which is presumably said to be pivotal in achieving the interactional comprehension between speakers and interlocutors.

In cultural aspects, it is suggested that English be taught by outlining some specifically cultural contents, to name promoting food, natural view, habits, cultural commemorations, and other else students rarely encounter in their daily lives in order to upsurge their sensitivity.

After all, whenever students are dealing with real interlocutors and cultures of the target language, they have been well prepared and are supposed to be easy to apprehend the communication due to their getting used to the intercultural comprehension.

According to Curtain, Dahlberg, & Pesola (1994) children are going to learn foreign language very well in the event of communicative and meaningful learning processes. To them, this context includes society, culture, game, song, folklore, art, handicraft, and sport (Curtain et al., 1994). In this specific context, it can be said that language and culture could not be separated from language users. Language and culture are bonded in unity so that English learning activities will truly be dependent on how deep the culture has been integrated into learning activities. Learning a language cannot be parted from learning how it is used as a means of daily communication, especially how it is affected and affects cultural sides of speakers. This completely implies that those learning any foreign language without any comprehension of its culture are said to be “brainy under stupidity” (Bennett, 2011). Due to the importance of social context and cultural meaning on English learning activities, developing an intercultural

perspective of English learning activities is of necessity. Learning English along with good intercultural perspective is supposed to be able to help students recognize who they and how their and others' cultures completely are.

Intercultural perspective refers to a review or viewpoint upon information, ability, and personal skill that are said to support the establishment of proper and effective interaction in any cultural contexts (Bennett, 2011). The following things belong to intercultural perspective, namely perspective upon culture, bicultural communicative skill, personal and collective perspective upon other cultures, and awareness on other cultures. The intercultural perspective that has been integrated in English taught in elementary schools aims at denoting the cultures under the specific social contexts combined with the cultural theories.

This study focuses on developing intercultural perspective on English learning materials for elementary school students at IV to VI grades. The intercultural perspective engraved in English learning taught in elementary schools is said to be the capital for interaction in a foreign language. This sort of ability does not only include social skill, but also trains students' sensitivity and understanding in assessing, examining, living a life, thinking of the target language, and independently communicating their accurate perspective and thoughts. The development of learning materials mainly highlighted in this article is supposed to be so readable and implementable that it is allowed to describe a set of intercultural perspective along with cultural discussion, which is a knowledge to use the language on the basis of social and cultural contexts of the target language. Therefore, the objective of this study is to find the development of intercultural perspective of English learning materials for elementary school students.

Based on Piaget's model (Orlich, Harder, Trevisan, Brown, & Miler, 2016), children

aging from 8-11 years old have turned to a concrete operational stage as they must need many more illustrations, models, figures, motoric activities, and many other active activities. Along with the development of science and technology, it is evident that verbal learning, social interaction, and culture are able to support an optimum instruction. Curtin et al. (1994) strongly reconfirm that children will get the best exposure of learning foreign language if there are ample communicative and meaningful topics. Those topics comprise social, cultural, gaming, singing songs, folkloric, artistic, handcrafting, and amusing situations.

In essence, English learning activities in elementary schools need to fit in children's characteristics so as to achieve the learning goals optimally, to be specific on the learning materials. To relate, the followings are some characteristics of the elementary school's students: having a high curiosity, having a short-term concentration, having a limited cognitive development, prone to boredom, fond of imitating, being interested in new and real things, being into motoric and physical activities, being interested in collectiveness, loving to pride themselves, being aggressive, loving respect or appreciation, loving competition, and so on (Moon Tongue, Brumfit, & Moon, 1991).

As the consequence of the aforementioned characteristics, it is suggested that learning materials be designed to fulfill students' needs by means of exciting activities. Some exciting and proper activities fitting into English learning for the elementary school students are games, song, storytelling, role plays, mime, drawing/coloring, experiment/discovery, creating crafts, and drama performance (Scott & Ytreberg, 1991). Those activities, of course, must be designed and integrated into proper learning materials in order to achieve four learning competencies.

The learning concept outlined in this current paper is that English, as a foreign

language for elementary school students, is meant to prepare students to get attached to the intercultural perspective and meaningful cultures to support their English in use.

Understanding on the culture where the language is used has been obvious in playing the pivotal roles in determining the success of message delivery and establishing an interactive communication between speakers and interlocutors. Consequently, it is essential that social and cultural aspects are to be taught as how it is used in the proper situation or context of interaction.

As quoted by Brown & Yule (1983), many of the newest studies of which relationship can be linked to the cultural meaningfulness are as follows: 1) having shown positive effect of involving cultural awareness into language learning activities, 2) promoting sociocultural competencies upon English learning activities in Russia by introducing some socio-cultural strategies, such as initiating interaction, anticipating misunderstanding on culture, and administering diplomacy in a discussion, 3) apprehending that teaching Germany as foreign language by administering process-based project can uplift students' adapting skill for cross-cultures, and 4) using drama as a means of cross-culture awareness and understanding to Korean students who were learning English as second language. Further, the most reviewed and significant study apt to this current paper is outlining the availability of some materials and techniques such as readings, films, stimulation games, culture assimilators, culture encapsulating, and culture-gram teachers employ to assist their students during acculturation process in classroom.

Delivering materials basing on how to decode cultural meaningfulness is supposed to trigger students to make a good comprehension on their own cultures in addition to the foreign ones. This concept highlights that the success of communication between two people with

different cultures is not merely dependent on grammatical aspects, but also sociocultural aspects that include the skills of formulating, comprehending, and being emphatic upon their interlocutors' cultures.

The English learning materials in this current study includes lingual forms in terms of lexicon and grammar units. The lingual forms investigated in this current study cover up the analyses on lexicon and grammar in intercultural competence-based English instructional materials for elementary school. Lexicon is one of language components portraying any information related to meanings, diction, and/or word entries as those in a dictionary, wrapped in concise and practical rhetoric (Kridalaksana, 2009). According to (Kridalaksana, 2009), lexicon or vocabulary consists of nouns, pronouns, expressions or verb/noun phrase, verb, adjective, and adverb.

Meanwhile, "the grammatical units in this current study refer to forms of utterance which are used to express an illocutioner's attempts in any language" (Leech, 1983, p.11). The investigated grammatical units were in the forms of morphemes (markers), words (word marking), phrases, clauses, sentence structures, or other unit markers.

Santoso(2012)proposes three major goals of comprehending the culture and intercultural perspective within a foreign language learning. Firstly, students are to be able to decode an alienated thing (in this case "culture"), including its common beliefs. The second is that intercultural perspective in the foreign language learning aims at enhancing students' affective skills, to be specific on eliciting their empathy and tolerance upon something "estranged" or other outsider things far beyond their original culture. At last, the existence of intercultural perspective within the foreign language learning is meant to eliminate any negative stereotypes toward the foreign culture that may have been fossilized in students' mind.

METHOD

In general, all of researches aim at finding out the answers of the formulated questions regarding the objects under the investigation. The research question of this study is 'how is the cultural meaningfulness of intercultural perspective that integrated in the English materials for elementary school students? Therefore, it is of requirement for the researchers to employ a suitable strategy to arrive at the desired goals as well as to answer the questions that have been all planned in the initiation. There are a couple of approaches that can be occupied; two most popular approaches are qualitative and quantitative approaches. Different approach will differ in terms of determining different procedures that are to be implemented (Ary, Jacobs, Sorensen, Walker, & Razavieh, 2010). For instance, the difference takes place on the process of observation, the decision of selecting data source, the consideration of employing research instruments, the process of data collection, data classification, and data analysis.

This research, in fact, constituted a Research and Development (R&D) aiming at developing the intercultural perspective of English learning materials for elementary school students. This method is relied to be able to decode the English teaching materials based on the cultural meaningfulness that equip elementary school students to have learning activity by using English based on an intercultural perspective.

In accordance with the formulated statement of problem and goals highlighted in the previous section, this research referred to R & D, a kind of research that is purposed to yield either a product or model, whether in the form of hardware or software. The method employed in this research was qualitative method. This research, moreover, was expected to result the design of learning materials containing intercultural perspective and cultural meaningfulness for English instructional in

elementary school. The learning materials proposed in this study aimed at upgrading English instructions in elementary schools to be more cultural meaningful, contextual, and able to arrive at students' communicative competence.

The procedures of this research followed the succeeding steps proposed by Gall, Gall, dan Borg (2007), they were:

- 1) Collecting the information and piloting an initial observation – In this stage, the researcher was learning some findings of the previous researches regarding the implementation of English materials. At the same occasion, the researchers visited numerous schools throughout Malang to observe the real condition of schools that were in their on-going implementing English learning materials. Furthermore, one school, SDN Bunulrejo 2 Malang was appointed to be the representative of all elementary schools of Malang.
- 2) Planning – After piloting the observation, the researcher constructed a plan of action of doing research step by step by discussing it with the school principal and English teachers of SDN Bunulrejo 2 Malang. In this step the researcher also prepared the research instruments and collecting some English learning materials from school and other sources;
- 3) Drafting a format – The researcher created a draft of learning materials containing topics and language focus for conducting the instructions by means of cultural meaningfulness based on the intercultural perspective that had been discussed with the English teachers and completely matched to the schools' conditions. This practical guideline to be tried out at the school;
- 4) Training to utilize the English learning

- materials at the real instructional activities – In the end of the training session, the teachers gave feedbacks for the betterment of the designed materials;
- 5) Piloting a field-testing – The researcher was to consider the feedbacks uttered by the teachers concerning on the designed materials. Therefore, after the revised draft was complete, the materials was ready to be tried out at the real instructional activities in the classroom;
 - 6) Revising – Alluding to the classroom implementation, some findings of the obstructions would be the bases for making an improvement on the designed learning materials;
 - 7) Expert Validation – After the design had been completely perfected, the revised draft was handed out to the expert for being validated;
 - 8) Finalizing the revision – In this stage, the main activity signified refining learning materials guideline to be implemented in other classroom activities.

In brief, these stages comprised: observation, training the teacher models of the school to implement the English learning materials based on the instructional perspective and cultural meaningfulness, trying out at schools, evaluation, FGD, and finalizing the draft of English learning materials for English instructions.

The school subject of this research was SDN Bunulrejo 2 Malang. The selection of the delegated school as the respondents of this research was based on the characteristics entailing the school that precisely met the formulated research problem. The considered characteristics comprised the representativeness of elementary, the beliefs on 2013 Curriculum,

the implementation of English teaching, and so forth. In addition, the English teachers from the school was recruited, constituting 2 English teachers in total. Furthermore, they were prospectively trained and involved at designing the English materials for teaching English in elementary schools based on the intercultural perspective.

RESULTS AND DISCUSSION

This article described the intercultural perspective of English learning materials in elementary school for Grade IV to VI on the basis of cultural meaningfulness and intercultural perspective. In designing the description of the learning materials, the researcher made use of cultural discussion with the experts of incultural studies and the advisor to result in contextual and accurate use of English by identifying some topics and materials related to cultural meaningfulness. Cultural discussion in this part refers to the cultural contents that integrated in the learning materials. It includes the topics of English learning about; festivals, clothes, seasons, nature, etc. The way to justify the presence of intercultural perspective in the learning materials is not only found from new lexical and grammatical contents, but also from the meaning of the discourse as the new knowledge for the students. Herewith, the researcher is about to exhibit brief descriptions of English learning materials along with their extents.

Topic: Season

In Indonesia, students are used to knowing two seasons, dry and rainy. Meanwhile, to introduce foreign culture, they are demanded to know various seasons other Western countries have, such as summer, spring, winter, and autumn or fall. Comparing the season of two different countries with two different cultures is said to belong to cultural meaningfulness learning that

must be inserted when designing the learning materials to achieve intercultural perspective in the learning activities. Having the students involved at and feel how other seasons are like is also considered as a part of cultural discussions. It is then recommended that the learning materials be able to deploy students to identify characteristics of each season with its identicalness, for instance: the fact that summer is identical with *ice cream, beach, short pants, hat, sun, sun glasses*, and so forth. Therefore, the possible expression pattern of cultural meaningfulness related to the mentioned sample would be the followings: “*It’s summer*” and “*Let’s go to the beach.*”

Topic: Weather

The second planned topic is “weather”, intended to Grade IV. Students are being taught about several weathers of two different countries with different cultures, which obviously illustrates an intercultural difference. Some related vocabularies that are possible to teach comprise kinds of weather, to mention: *sunny, rainy, windy, cloudy, snowy, foggy, hot, and cold*. Those aforesaid weathers occur in foreign cultures. However, in Indonesia, students are familiar with only “*hot*” and “*cold*”. The intercultural learning on those topics has certainly made a cultural comparison between Indonesia and other countries with the season as the main topic. As the extent, students are also being introduced to some expressions of asking, such as “*How is the weather?*” of which answer is “*It’s summer*” and so forth. Henceforth, the possible activities to support students in an active communication are among others: making a simple dialogue, game, explaining and guessing, singing song, and reading texts. The information about the weather completed with illustrative figures, media, and dialogue is expected to help students gain intercultural competence in learning the

topic of “weather.”

Topic: Clothes

As for this material, some vocabularies to teach include kinds of clothes, such as shirt, pants/trousers, socks, jacket, shoes, hat, skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, pullover, jersey, gloves, and vest. These various vocabularies of clothes enlighten students that not all kinds of clothes are wearable for Indonesian seasons as they are worn for specific seasons. In addition, some common expressions are also being taught to students so as to make them able to formulate English interactively. Those expressions include “*Let’s get dressed*”, “*Put on your ~*”, “*Be quick, get ready*”, and “*He/She is wearing*”, which are commonly uttered when in dialogue about clothes. Through games, singing songs, reading texts, and handcrafting, students are also building their understanding on intercultural perspective. The intended intercultural perspective on the mentioned topic is being able to state kinds of daily clothes their home culture is not familiar with. By identifying kinds of clothes, students, at once, are allowed to determine what clothes they should have and wear in certain season or weather. Cultural meaningfulness in this topic outlines that, for example, when it is snowy, they are to wear *socks, shoes, pants, gloves, jacket, jersey* or *pullover*. By means of handcrafting clothes as learning media and making a short dialogue, students are still able to make use of English more communicatively.

Topic: Festival

There are a number of festivals, either in Indonesia or other countries beyond far. The common festivals that students are familiar with are *Eid Mubarak, Independence Day Celebration, Art Festival, Halloween, Christmas, Harvest Festival, and Flower Festival*. The

vocabularies that are closely related to those festivals are: *procession, fireworks, music, musicians, band dance, dancers, decoration, confetti, costumes, trumpet, hat, and mask*, which are very possible to bring into teaching. Beside vocabularies related to festivals, students are exposed to some expressions for adoring the amazingness of the festivals held, such as “What beautiful flowers!”, “Wow, it’s wonderful!”, “It’s amazing!”, and “It’s unbelievable!”

Based on its cultural meaningfulness aspect, students are to demonstrate some festivals or commemorations they are not familiar with due to cultural differences. In addition to understanding how to communicate their home culture, students are also given a meaningful training of how to describe foreign cultures of the target language. As a consequence, students’ understanding on society, culture, and way of commemorating or celebrating festivals or other *cultures* is categorized as intercultural perspective.

Topic: Public Places

There are some vocabularie that are possible to teach during students’ learning, for example *bank, hotel, hospital, post office, police station, cafe/restaurant, supermarket, train station, bus station, airport, library, school, park/playground, gas station, and sport arena*. In essence, students have been completely familiar with all the said spots in their social life. However, it is clear that the illustration of Indonesia will be different from other countries’. This denotes that this topic bears intercultural perspective as they are familiarized with the other cultures by comparing to what they have in their home country. This understanding fits what Liddicoat, Papademetre, Scarino, & Kohler, (2013) have found, which is that language is not only about grammatical structure, but also social communicativeness. There are various teachable expressions in regards to this topic,

namely *on foot, by bus, by bicycle, by car, by train, by boat, by airplane, by taxi* in effort to see the contexts how people can reach those public places. In addition, interactive communication is also of urgency to teach, such as: “Where are you going?”, “Where are you going right now?”, “I’m going to~”, “Over here”, “How are you going there?”, and “I am going by ...”. The aforesaid expressions are intended to edify students about how to formulate asking and giving answers upon any questions by using proper vocabularies. In terms of cultural understanding, students’ comprehension, to name on several illustrations of the public places and kinds of activities commonly occurring in them, has been said to be the major ability to get into social and cultural contexts of the target language by using all knowledge they have already kept in mind.

Topic: Buying and Selling

Some common vocabularies related to this topic are: *to buy, cost, window shopping, afford, worth, save, bargain, spend money, secondhand, cheap, expensive, customer, and seller*. On the other hands, the possibly teachable expressions are: “How much is it?”, “Excuse me sir!”, “How can I help you?”, “Two hundred rupiahs, Sure!” “There you go”, and “Here you are”. The shown cultural meaningfulness in this topic pinpoints some expressions to buy and sell, bargain, and say “thanks/thank you” in English. In addition, the conceivable activities that might be designed to support comprise: *games, role play*, making a short dialogue, and reading texts about the topic “*Buying and Selling*”.

Topic: Time of Frequency

The concerned topic for Grade V is lexicon related to time, namely: *day, date, week, month, year, calendar*, and verbs describing activities and hobbies. It covers up the discussion of

Time of frequency for doing those activities and hobbies, for examples: *ride a bike, swim, ski, play, piano, play (a sport), do ballet, get a haircut, read a book, eat (steak), take a bath, play a board game, go bowling, go to the movie theatre, and play TV (video) games*. One possible expression to teach is in the form of question matrix: “*How often do you...?*” requiring typical answers: *never, once, twice, three times, every day, a week, a month or a year*. The question is then further developed by relating to daily activities; the common question matrix sounds, “*Does Masha ride a bike?*” requiring typical answers: *Yes, she does/ No, she doesn't*.

The taught intercultural aspects include the concept of ordinal number followed by nouns denoting day, week, month, and year, as well as verbs related to hobbies performed in frequency (and thus time of frequency). The term “intercultural” is made apparent as the rules and concepts of ordinal number and time of frequency are different in students’ L1 and target language.

Cultural meaningfulness conveyed in this section is introducing native speakers’ habits (their typical activities and hobbies), along with connecting the concepts of activities and hobbies to time of frequency (in day, week, month, or year). In addition, this section aims at bringing into students’ comprehension hobbies of native speakers students are not familiar with, such as: *ski, ballet, or bowling*. Accordingly, social and cultural aspects of the target language are to be well introduced to students.

Topic: Transport and Travel

Lexical forms to concern are nouns related to vehicles, such as: *bus, bicycle, motorbike, car, train, boat, airplane, and rocket, or even on foot*. Similar to that in the previous topics, most of the nouns about vehicles have been

well comprehended by students as they also exist in their surroundings. However, it is still of urgency to discuss this topic as students might have different pictures in their minds comparing the existing and non-existing means of transportation (vehicles) in their local environment and the target language context. Bus, for instance, is a popular means of transportation. However, the use of which differs considerably. Bus, in the social-cultural context of English, is generally used a means to take students to school. Behaving differently, in Indonesia, bus is mostly used as a means of intercity transportation. The similar scenario applies to ‘train’ and ‘boat’; students are exposed to how those means of transportation are used both in their local and target language contexts.

The taught expressions regarding this topic are some common utterances on how to get to certain places, such as: “*How did you get here today?*” and “*How did you get to school today?*” The two questions require typical answers as follows: *by bus, by bicycle, by motorbike, by car, by train, by boat, by airplane, by rocket or on foot* as shown in “*I go by ...*” or “*I go on ...*”

By means of learning this sort of speech act, students are directly learning intercultural aspects on how to get into certain places in both local language and target language, the ones they are familiar or unfamiliar with. The cultural meaningfulness is embedded into the expression of “*by ...*” to explain “how to get to certain place”. The introduced *by-phrase* facilitates students’ comprehension on the target language.

Illness and Giving Suggestions

Below are some lexicons to introduce, namely: *headache, stomach-ache, toothache, cold, cough, fever, influenza, sore throat, sore ear, backache, and pain in leg*. This section aims

at teaching students on how to express and to describe various types of illnesses by means of proper expressions in the target language. In intercultural interaction, the topic of someone's physical condition is unavoidable. Regarding the study of speech act, locutionary and illocutionary acts are of much conveyed anytime a conversation about illnesses and their symptoms occurs. To complement students' mastery on those lexicons, they are further introduced to some common expressions of giving suggestions, among others: *take an aspirin, take some medicine, get some rest, stay in bed, see the doctor, and see the dentist*. The common rules of giving suggestion in English are to be taught to students as they are rich of intercultural knowledge. For instance, noticing that someone is suffering from backache, students are to make use of their logic on what suggestions are to be properly proposed. Students might choose to propose, "*Stay in bed*" that fails to be translated directly into students' L1 due to different cultural concept. However, introducing common expressions in bilingual versions could be a means to teach intercultural aspects and concepts to students.

That sort of question is always a good trigger to start an interactive conversation so as to facilitate students to practice their English as their target language. By means of imitating body movement and gestures (pantomime), singing or chant, and performing simple dialogues, it is expected that students make use of various expressions to give suggestions and ask someone's condition in a proper and acceptable manner, particularly in the target language social and cultural contexts.

Topic: Feelings and Emotions

The lingual forms covered in this topic are mostly adjectives expressing feelings and emotions, such as: *happy, sad, hungry, angry, scared, and sleepy*. Some other adjectives

related to the topic of feelings and emotions to teach are: *sunny, rainy, yummy, noisy, and stormy*. In addition to those adjectives, some necessary nouns to be introduced are: *lunchtime, bedtime, sleep*, etc. as well as a verb *eat*. Those common words and expressions are rich of intercultural aspects provided that they are taught in contextual and meaningful ways.

As for grammatical aspects, those lingual forms are taught in the forms of sentence along with their common contexts of usage. Some common sentences could sound: "*It's sunny*", "*It's rainy*", "*It's windy*", "*It's cloudy*", "*It's snowy*", "*It's foggy*", "*It's hot*", and "*It's cold*". In addition to those phrases, below are some common questions to direct: "*How do you feel when ...?*", "*Do you feel...when...?*" The typical response to the questions is "*When it's ..., I am*" The following examples describe how direct questions are used in conversations.

A: *How do you feel when it's windy?*

B: *'When it's windy, I am sleepy.'*

or

A: *Do you feel scared when it's stormy?*

B: *"Yes, I feel scared when it's stormy"*

The intercultural knowledge to learn from those example utterances is on how to express feelings in certain condition. Some natural phenomena that happen in the target language countries are as follows: *windy, cloudy, snowy, foggy, and stormy*. Some of those natural phenomena do not happen in Indonesia. Therefore, they could be categorized as lingual forms to introduce so as to teach students social situations and cultural contexts of the target language speakers. Study the following sample conversations.

A: *How do you feel when it's windy?*

B: *When it's windy, I am feeling cold.*

A: *How do you feel when it's cloudy?*

B: *When it's cloudy, I am sleepy.*

A: *How do you feel when it's snowy?*

B: *When it's snowy. I am happy.*

A: *How do you feel when it's stormy?*

B: *When it's stormy. I am sad.*

The samples above have shown that certain conditions affect someone's feeling. The question, "*How do you feel ...?*" is a common way to ask someone's feeling towards certain condition.

Below are a number of expressions to teach to Grade VI related to the topic of Feeling and Emotions: "*What is the matter?*", "*He/she has*", "*He/she should*", "*How do you feel when?*", "*Do you feelwhen....?*", "*When it's, I am*", "*What's this?*", "*Yes, that's right!*", "*It's a sun so it's sunny*", "*How do you feel when it's sunny?*", "*What will you do in a sunny day?*", "*I will*", and the like.

Topic: Places in Town

In this topic, noun is the mostly referred word class to introduce names of places, such as: *village, museum, temple, waterfall, train station, City Park, camping ground, rice field, mall, traditional market, shopping street*, etc. In addition to those nouns, some expressions of how to get to certain places (in this case a means of transportation) are to be taught. Here are some common sample expressions: *by bicycle, on foot, by bus, by taxi*, etc. Meanwhile, some grammatical utterances to integrate are as follows: "*Where are you going?*" requiring the typical answer: "*I am going to school/house/hospital/mosque*"; "*How are you going there?*" requiring the typical answer: "*I am going there by bus/train/car/on foot*"; "*Do you know..*"; "*Could you tell me about your hometown?*"; "*I really enjoy ...*"; "*Let's visit..*"; "*You could see...*"; "*How is the people living in ...*"; "*Have you ever visited ...*"; and "*How do you get there?*".

The intercultural knowledge to teach within this topic is introducing some rarely-visited places in Indonesia as those places do not usually exist in their surroundings, such as: *City Park, camping ground, mall or shopping street*, particularly for students living in suburb areas. Intercultural conversation incorporating question and answer using direct speech is made possible by the use of present continuous tense, such as in: "*Where are you going?*" and "*How are you going there?*" requiring typical responses: "*I am going to school*" and "*I am going by bus*". Below is a sample conversation between a teacher and a student, integrating the use of noun and various utterances related to the topic of Places in Town.

Teacher: "*Where are you going?*"

Student: "*I'm going to the zoo.*"

Teacher: "*How are you going there?*"

Student: "*I'm going (e.g. by bus, by car, by bicycle, by rocket, on foot, etc.).*"

Teacher: "*Ok then. Have a nice day.*"

Student: "*You too.*"

Cultural meaningfulness is portrayed when students could get real picture in their minds some public places in the culture of the target language along with its speakers' habit to visit those public places. It is also necessary to perform conversations by integrating proper contexts of the target language. As learning a foreign language is also learning its cultures, it is of urgency that students comprehend social and cultural conditions (to name residences, recreational places, historical sites, and business locations) of the target language speakers and countries. Getting students familiar with the target language cultures facilitates students' learning on the target language.

Topic: Our World

Related to this last topic, our World, some

common nouns to discuss are: *sky, land, sun, moon, stars, sea, river, cloud, rainbow, lakes, fields, mountain, earth, galaxy, planet, ozone, dessert, savannah, cave, and hill*. Introducing those nouns aims at broadening students' knowledge about the World and expressing their knowledge in proper English. This sort of knowledge constitutes an intercultural aspect as students could comprehend the concepts of nature bilingually. In order that students can communicate their ideas contextually, below are some grammatical utterances to integrate into this topic: "Go green"; "Save the earth"; "Keep the environment clean"; "Put litter in the bin"; "How to save paper?"; "Recycle, don't burn"; "Which one is better? Warm or green planet?"; "Raise your voice to save the earth"; and "Let's join hands to save the earth".

Students will find those expressions familiar in some public places and/or social media. Accordingly, students are to be guided on how to read and pronounce those expressions, their meanings, and how to use those expressions in real bases. Students' ability to use those nouns and utterances properly and contextually constitutes intercultural

knowledge to equip. It is expected that students are capable of describing their environment in English. Cultural meaningfulness integrated into this topic is shown in students' awareness on the environment conditions.

For instance, related to the condition of sea, river, and farming field, students are to be aware that the conditions might differ in their own contexts and the target language contexts. The twelve topics elaborated above are covering the materials for teaching English in elementary school particularly Grade IV, V, and VI. Instructional material design is to contain lingual forms and utterances integrating social and cultural aspects of the target language. To be certain, any designed materials should meet the needs and conditions of a school. This is in line with the status of English as regulated in the latest Curriculum proposing that English is no longer a content subject but extracurricular activity. By that, it means that any English instructional activities, media, and evaluation are tailored by each school and teacher. The following table displays the summary of English learning materials for elementary school Grade IV – VI.

Table 1 The Profile of Intercultural-based English Learning Materials for Elementary School

No	Grade	Topic	Lingual forms in learning materials	Expression forms in learning materials
1	IV (four)	Season	<i>ice cream, beach, short pants, hat, sun, sun glasses</i>	"It's summer" (locutionary act) and "Let's go to the beach"
		Weather	<i>sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, hot, cold</i>	<i>How is the weather?, "It's ..."</i>
		Clothes	<i>shirt, pants/trousers, socks, jacket, shoes, hat, skirt, dress, coat, jeans, shorts, blouse, sweater, neck tie, t-shirt, pullover, jersey, gloves, and vest</i>	"Let's get dressed", "Put on your ~", "Quick, get ready", "He/She is wearing ..."
		Festival	<i>procession, fireworks, music, musicians, band dance, dancers, decorate, wear costumes, trumpet, hat, mask</i>	"What beautiful flowers!", "Wow, it's wonderful!", "It's amazing!", and "It's unbelievable!"

2	V (five)	Time of Frequency	<i>once, twice, three times, four times, five times, six times, seven days or every day, a week, a month, and a year; day, date, week, month, year; calendar; ride a bike, swim, ski, play, piano, play (a sport), do ballet, get a haircut, read a book, eat (steak), take a bath, play a board game, go bowling, go to the movie theatre, play TV (video) games</i>	<i>“How often do you ...?”</i> , never, once, twice, three times, every day, a week, a month or a year, <i>“Does Masha ride a bike? Yes, she does/ No, she doesn’t.”</i>
		Public Places	<i>bank, hotel, hospital, post office, police station, cafeteria/restaurant, supermarket, train station, bus station, airport, library, school, park/playground, gas station, sport arena, on foot, by bus, by bicycle, by car, by train, by boat, by airplane, by taxi</i>	<i>“Where are you going?”</i> , <i>“Where are you going right now?”</i> , <i>“I’m going to~”</i> , <i>“Over here”</i> , <i>“How are you going there?”</i> , and <i>“I am going by ...”</i>
		Transport and Travel	<i>bus, bicycle, motorbike, car, train, boat, airplane, rocket, on foot, by bus, by bicycle, by motorbike, by car, by train, by boat, by airplane, by rocket, on foot</i>	<i>“How did you get here today?”</i> , <i>“How did you get to school today?”</i> , <i>“I go by ...”</i> , <i>“I go on ...”</i>
		Buying and Selling	<i>to buy, cost, window shopping, afford, worth, save, bargain, spend money, second hand, cheap, expensive, customer, seller</i>	<i>“How much is it?”</i> , <i>“Excuse me, Sir!”</i> , <i>“How can I help you?”</i> , <i>“Two hundred rupiahs, Sure!”</i> , <i>“There you go”</i> , <i>“Here you are!”</i> , <i>“How often do you ...?”</i> , <i>“How are you going there?”</i> , <i>“The day is ..”</i> , <i>“The date is ...”</i> , <i>“I ride a bike every day”</i> , <i>“I am going by ...”</i> , <i>“Over here”</i>
3	VI (six)	Illness and Giving Suggestions	<i>headache, stomachache, toothache, cold, cough, fever, influenza, sore throat, sore ear, backache, pain in leg</i>	<i>“take an aspirin”</i> , <i>“take some medicine”</i> , <i>“get some rest”</i> , <i>“stay in bed”</i> , <i>“see the doctor”</i> , <i>“see the dentist”</i> , <i>“What is the matter ...?”</i> , <i>“He/she has...”</i> , <i>“He/she should ...”</i>
		Feelings and Emotions	<i>happy, sad, hungry, angry, scared, sleepy, sunny, rainy, yummy, noisy, stormy, lunchtime, bedtime, sleep, eat</i>	<i>“It’s sunny,”</i> <i>“it’s rainy,”</i> <i>“it’s windy,”</i> <i>“it’s cloudy,”</i> <i>“it’s snowy,”</i> <i>“it’s foggy,”</i> <i>“it’s hot,”</i> <i>“it’s cold,”</i> <i>“How do you feel when ...?”</i> , <i>“Do you feel ...when...?”</i> , <i>“When it’s ..., I am ...”</i> , <i>“What is the matter ...?”</i> , <i>“He/she has...”</i> , <i>“He/she should ...”</i> , <i>“What’s this?”</i> , <i>“Yes, that’s right!”</i> , <i>“It’s a sun so it’s sunny,”</i> <i>“What will you do in a sunny day?”</i> , <i>“I will ...”</i>
		Places in My Town	<i>village, museum, temple, waterfall, train station, city park, camping ground, rice field, mall, traditional market.</i>	<i>“Do you know...”</i> , <i>“Could you tell me about your hometown?”</i> , <i>“I really enjoy ...”</i> , <i>“Let’s visit...”</i> , <i>“you could see...”</i> , <i>“How are the people living in ...”</i> , <i>“Have you ever visited ...”</i> , <i>“How do you get there?”</i>
		Our World	<i>earth, galaxy, planet, ozone, desert, savanna, cave, mountain, land, river, hill, go green, save the earth</i>	<i>“Keep the environment clean”</i> , <i>“Put litter in the bin”</i> , <i>“How to save paper?”</i> , <i>“Recycle, don’t burn”</i> , <i>“Which one is better? Warm or green planet?”</i> , <i>“Raise your voice to save the earth”</i> , <i>“Let’s join hands to save the earth”</i>

From the above table, it can be formulated that the lingual forms found in the intercultural competence-based English instructional activities for elementary school are in the forms of lexicon and grammar. Lingual form is also referred to a language unit which, as Chaer & Agustina (2004) puts it, can be in the form of words, phrases, or sentences, so that both lexically and grammatically are parts of lingual form. The lexicons include: noun, pronoun, adjective, verb, adverb, expression, and phrase. The grammar in the forms of language expressions include: markers for noun, verb, and adjective, sentence structure, and irregular verb. There is one speech act component which is locution and six types of speech act that have been mostly introduced in intercultural competence-based English instructional activities. The found speech acts are assertive (stating), directive (command), and expressive (complimenting), direct speech acts (the modes of asking, stating, and command), and literal speech acts.

In grade IV, the lexical units in the forms of diction and meaning with intercultural contents comprise: vocabularies for animals, types of clothing, weathers and seasons, interrogative adverbs, expressions of time and ordinal numbers, phrases of day and time reminder as well as month. The lingual form in the form of grammatical unit, however, might contain markers which indicate 'x-th' in numbering date, months, and year, yes-no questions, marker 'to be' as an indicator of time in the present and past, comparison concept or degree of comparison with marker '-er' and 'the -est', and sentence which has been pragmatically analyzed to belong to intercultural meaning.

In grade V, the lingual forms with intercultural contents include: nouns related to public services, concept of time, daily activities with cultural characteristics showing differences and similarities of two cultures, phrases with

cultural and social meanings such as queuing, how to read time, interrogative sentence structure and its specific answers, sentence structures conveying the characteristics of the target language, types of sentences with verbs, and sentences with intercultural meanings. The lingual forms of lexical units found are related to public services such as post office and banks taught through texts or reading, the concept of reading time, daily activities, verbs for daily activities, and others entities related to bank.

The lingual forms taught to the students at grade V are phrases related to queuing habit and how to read time. Meanwhile, the grammatical units are on how to construct interrogatives with Wh-Q, interrogatives with 'does' and 'are' markers with their respective answers, marker 'to be' and its succeeding subject or pronoun, and types of sentences covering affirmatives, negatives, and interrogatives using suffix -s/-es marker, as well as simple present sentence structure. As a continuation of materials taught at grade IV, at grade V, the students are taught the concept of reading time and daily activities using simple present tense.

The lingual forms taught at grade VI are the continuation of materials taught in the previous grade. The learning materials from grade VI are included in the National Examination and are the reviews of materials taught at grade IV and V with some additional elaboration and reinforcement. The lingual forms of lexical and grammatical units with intercultural contents taught bilingually at grade VI include: names of various traditional games in Indonesia, nouns for types of subjects at school, names of places at school in English, pronouns, adjectives describing the characteristic of a person, politeness expressions and expressions of happiness or sadness in response to any particular situation. Meanwhile, the grammatical units taught at grade VI are: irregular verbs, differences or degrees of comparison, and

tenses with time indicators signifying sentence structures, namely simple present tense and simple past tense.

CONCLUSION

To deliver the social context and cultural meaningfulness within English learning for elementary school students, it is necessary to bring intercultural perspective into their learning materials. Having a good intercultural perspective in learning English is supposed to help students recognize who they actually are and how the other cultures are. Some aspects that are considered as intercultural perspective consist of perspectives on culture, communicative skills under two different cultures, personal and collective beliefs upon other cultures, and knowledge about other cultures. Further, the number of topics that have been fruitfully encountered within English learning activities in elementary school under the basis of intercultural perspective are about: *weather, season, clothes, festivals, public places, buying and selling, time of frequency, transport and travel, illness and giving suggestions, feelings and emotions, place in my town, and our world*. These topics are taught in the company of common expressions in English related to the discussed topics, which is later to support contextual communication. A set of materials with any language components are delivered with cultural meaningfulness from their home or foreign culture.

Therefore, this paper is supposed to be the basis for English teachers to attach the essence of intercultural perspectives into English materials for elementary school students based on cultural aspects. To sum up, those efforts will eventually form a well-structured foundation and facilitate students' knowledge in order to activate the use of the target language based on its social and cultural contexts. Based on the findings and discussion elaborated above,

below are some recommendations:

- 1) The broad scope and numerous variables related to linguistic analysis and theories of teaching open more rooms for researchers in linguistics and language teaching to further investigate lingual forms, lesson planning, and instructional strategies.
- 2) It is recommended that teachers be creative in designing their instructional activities and materials to fulfil students' needs and create student-centered learning. Two principles for teaching English in elementary school should always be brought into real implementation; they are learning by doing and active learning.
- 3) Intercultural competence should be integrated in various instructional topics so as to create challenging and active participatory provoking instructional activities. Students in elementary school are to be equipped with the skills to be proficient in the target language (foreign language) by means of cultures.

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