

CULTURAL CONTENT ANALYSIS OF ENGLISH LEARNING MATERIALS AT FOUR SENIOR HIGH SCHOOLS IN BANDAR LAMPUNG

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Abstract

High interest of Bandar Lampung citizen in mastering English communication has made many English learning centers appearing with various methods and learning approaches. One of the approaches used by those centers in teaching English is that students learn English using the cultures of countries where the English language comes from. However, in the Indonesian context, English learning materials are spread within various cultures types, information, senses, and elements. This fact urges this study to analyze the cultural contents of four textbooks of four different high schools in Bandar Lampung, Indonesia in order to map how cultures play role in Indonesian ELT context especially ELT in Bandar Lampung. The data gathering techniques used are Interview, Questionnaire, and Senior High School English textbooks analysis. The results conclude that target cultures, contextual writing tasks, aesthetic sense and products (Silvia, 2014&Adaskou et.al., 1990) dominate the English textbooks so that this finding represents the culture involvement in English language teaching of senior high schools in Bandar Lampung context.

Keywords: English Language, local culture, a learning method

INTRODUCTION

Bandar Lampung is the capital city of Lampung Province located geographically at 5,42897°S and 105,26114°E which is also the opening gate of Sumatera Island. (BPS Lampung Province, 2013). This condition is considered beneficial for the social development in Bandar Lampung as it is a land of transportation track and logistic distribution activity from Java to Sumatera and vice-versa. Other than its economic field, the tourism places in Bandar Lampung have become desirable places for both domestic and international tourists to visit. As to the arrival of foreign tourists, the mastery of English as an international language is highly needed.

With a number of English learning centres and some universities that have an English major, there are many approaches and learning methodologies that have been created and used. One of them is cultural approach that is used in English language teaching. As language and culture are two inseparable things, it is interesting to see how culture plays its role in ELT context in Bandar Lampung high schools.

Teaching English as a Foreign Language and culture is realized through technological resources. The purpose of the learning unit is to teach students how to communicate more effectively and more efficiently. It is also useful for teachers to exchange ideas to understand how to

communicate, and also to identify various problems and allow them to mention what students can do. Current cultural considerations are still very few that have been found by English teachers when they teach in their classrooms. Learning languages is the same thing with aspects to be learned and how other cultures speak in language. This is to show that a language is a place for culture itself and other cultures appear. (Yuen, 2011).

English teachers must be able to understand English itself, how the role played by culture when learning processes teach, pedagogy, and also the role of language in the culture used by the process and process of teaching and learning. (Hardy, 2003)

There are several ways to present cultural information, such as informative or descriptive texts. a text that shows attitudes and strange opinions, a contextual writing assignment, idioms, unknown collocation, realia & pseudorealities, dialogues that contain daily life, visual illustrations and sound recordings to support the cultural information offerings (Adaskou et. al., 1990)

Intakhab A.Khan (2016) stated that culture can be seen from the perspective of each individual because culture is also a part of society which includes ways of life, how to dress, types of food, traditions etc. Culture is actually born from the community itself which develops in the environment. Culture can also be interpreted as a group related to several elements, namely style, clothing, customs etc. In addition, culture has an influence on language so that cultural integration is very necessary when teaching languages, the idea of integration of local culture is also one of the ideas that are still new because it is seen from its importance and many needs from the local culture itself, this local culture also influences in learning English. Moreover, English learning is not an easy thing especially if the learning environment used is not conducive so that local cultural

factors are also very influential in learning English in the school environment and the community to get good results.

Mohsen, A. S. (1993) stated that students who learn English must first know their own local culture after which they can learn about the language culture they are studying and local culture can help them get a more effective vocabulary from learning English. Furthermore, learning takes place in the environment and environment including local culture which is important to be studied in general so that the students can get many knowledge and experiences from the local culture that they face (Dr. Intakhab Alam Khan, 2014). In addition, local culture influence in English learning due to improving the student speaking ability because from that the student get the new vocabulary and they will have a good manner.

Jin Wang (2011) stated that language is one part of a culture, language also has an important role in the development of culture not only that culture also influences every language development in positive terms. Therefore, culture plays an important role in every language and this is very clearly recognized in English language learning. In addition, English language learning will be easy to learn if the students understand first their own local culture so that it will make them easy to grab the information that delivered by the teacher. Added by Anna Ritlyová (1994) culture and language are interrelated, language is used as a medium for expressing culture so that it will help students to understand their own culture and foreign culture more quickly and if they have a good understanding of their local culture this will make it easier for them to digest what they are learning.

Sharmin, S. (2011) stated that teaching English in a cross-cultural context will pose several challenges for the instructor, even though we succeed in generalizing and predicting the mindset, emotions and

behaviour of certain students. The main problem in the context in cross-cultural contexts is 'Language' itself. Teachers and students face several limitations in different ways, which are attached to language. We have learned that in various contexts there are styles of communication between students and teachers. Hopefully the most important information for educators to understand cross-cultural communication is to improve their relationship with their students. One way to improve cross-cultural relations, especially in the upper class, is to develop units on "Communicating with Each Other".

Language in a cultural context will create meaning: creating and interpreting meaning carried out in a cultural framework. When studying the culture students need to be involved in how students influence what cultural context is communicated. Both the student culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings will be more easily understood. Brown (1994: 170) stated that ordinary language for communication is the most visible and available expression in Valencia, BC (2012)

Aghajanian, A.D. & Cong, W.(2012) states that when teacher giving instructions to students at all age levels it is necessary to reflect the cultural context of literacy acquisition and knowledge of differences between cultures to help teachers get a broader perspective on the influence of cultural backgrounds and their impact in the context of school. For example, some Chinese immigrant parents in Canada can send messages about the hopes and success of education to their children who are different from these children who are accepted at school. Thus, the development of literacy and schooling for children must be examined in the socio-cultural context of Canada and students raised.

Teaching English as a Foreign Language and culture is realized through technological resources. The purpose of the

learning unit is to teach students how to communicate more effectively and more efficiently. It is also useful for teachers to exchange ideas to understand how to communicate, and also to identify various problems and allow them to mention what students can do.

Cultural senses: aesthetical sense, pragmatic sense, sociological sense, semantic sense (Adaskou et al.,1990)

Cultural elements and cultural types (Cortazzi, M. &Jin, L. in Silvia 2014)

Cultural elements: products, persons, perspectives, practices (Yuen, 2011)

METHOD

This research is a qualitative research which focuses on English textbooks in some schools as the learning source that consists of culture learning element in each chapter. The data gathering techniques which used in this research are: Primary Data (English textbook analysis in 4 schools; there are SMA Arraihan, SMA Global Madani, SMA Al Azhar, dan SMA Persada.; Interview, Questionnaire, and Library Research.) and Secondary Data which is gathered from internet website, journals, or other researches. This secondary data have a purpose of strengthening the accuracy of primary data with the aim of validity in the study of local culture and language shift.

Data gathering was planned for the first year. In this phase, there would be the gathering data of primary and secondary. Primary data were collected by analyzing Senior High School English textbook, interviewing Senior High School English teacher in Bandar Lampung, and distributing a questionnaire to Senior High School subject students. While secondary data were gathered by identifying data sources which would support research needs. The result of this phase is revealing the transferring process of Lampung origin cultural values towards young generation and the effect of learning English.

RESULT AND DISCUSSION

Result

The result of this research is a combination of three research instruments and library research about English learning system with the local culture based. The instrument used in the first data gathering phase is analyzing English textbooks, followed by the second phase of the questionnaire and interview. In analyzing English textbooks, the researchers were adopting and modifying the analysis framework which was developed by K. Adaskou, D et al (1990), Yuen (2011), Cortazzi and Jin (1999), and Silvia, A. (2014). In the questionnaire instrument, the researchers established their own questions and answer choices. The integrity of the questionnaire result based on the researchers' expected answer. In the interview, the researchers created some questions which would be answered by English teachers from subject schools to know more about the condition of teaching class with the intention of gaining the expected data information.

The results of the English textbooks analysis are described as follow:

1. Solution 2nd Edition of SMA Ar-Raihan

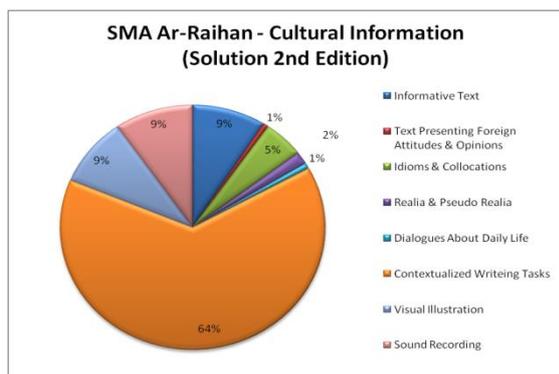


Figure 1. Cultural Information in the book of “Solution 2nd Edition”

From cultural information in “Solution 2nd Edition”, it can be seen that contextual writing dominates the cultural information delivery media with 64%. While information text, audio recording, and visual illustration are in the second position

with each percentage is 9% of the total of cultural information. The other cultural information has a less significant proportion compared with the prior 4 dominant cultural pieces of information.

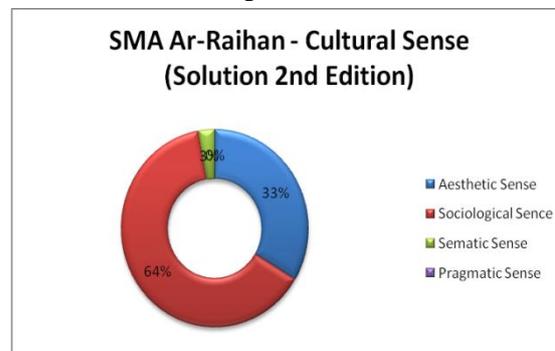


Figure 2. Cultural Sense in “Solution 2nd Edition”

Cultural sense from the provided information in “Solution 2nd Edition” book, the highest percentage is sociological sense with 64% and aestheticsense is 33%. Semanticsensehas only 3%.

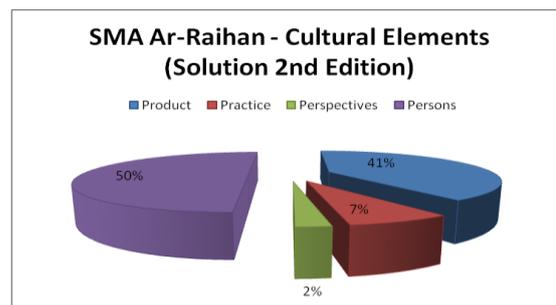


Figure 3. Cultural Elements in “Solution 2nd Edition”

The most used cultural element for being a tool to promote the culture in “Solution 2nd Edition” book is the cultural person with 50% and cultural product with 41%. The cultural practice has also the percentage of 7% and also 2% for cultural perspective.

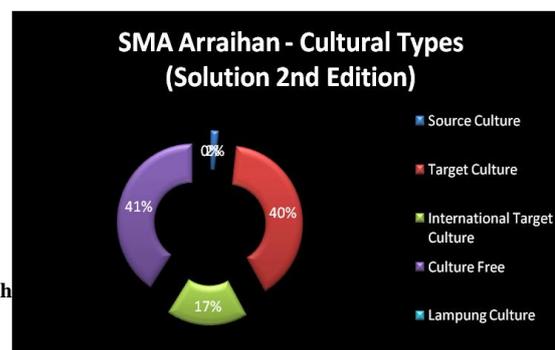


Figure 4. Cultural Types in “Solution 2nd Edition”

From the provided culture types in “Solution 2nd Edition” book, the proportion number of culture free and target culture is almost the same amount of 41% and 40%. International target culture has only 17%. Source culture has only 2%.

2. Symphony of SMA Global Madani

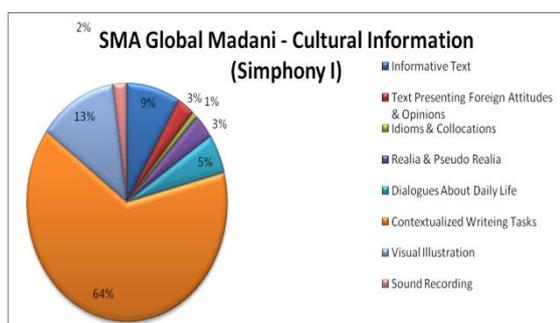


Figure 5. Cultural Information in "Symphony I"

From the provided culture information in "Symphony I" book, it can be seen that contextual writing dominates the cultural information delivery media with 64%. The visual illustration is in the second position with 13%. Then, it is followed by the informative text with 9% and daily life dialogues with 5%.

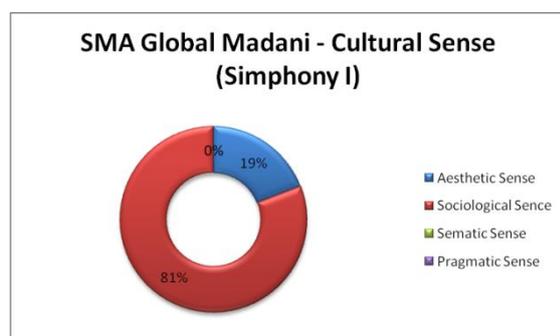


Figure 6. Cultural Sense in "Symphony I"

From cultural sense side, mostly the provided culture is on the sociological scope with 81% and followed by the aesthetic scope with 19%.

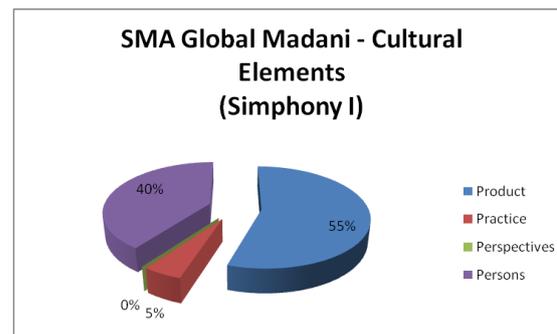


Figure 7. Cultural Elements in "Symphony I"

The most used cultural elements for being a tool to promote the culture in "Symphony I" book are cultural product and persons.

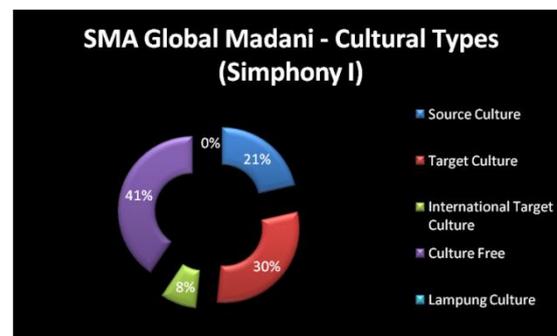


Figure 8. Cultural Types in "Symphony I" From the provided cultural types in "Symphony I" book, cultural free dominates by 41%, target culture with 30%, source culture with 21%, and international target culture which is only 8%.

3. English Alive 1 of SMA Al-Azhar

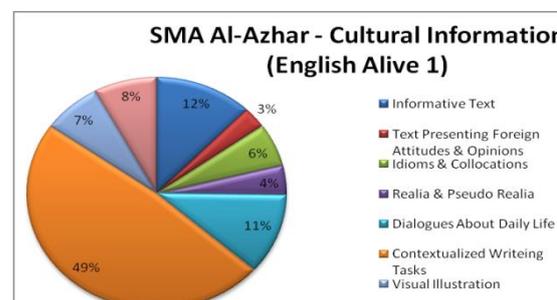


Figure 9. Cultural Information in “English Alive 1”

From the provided culture information in “English Alive 1” book, it can be seen that contextualized writing task has a half of the total number of percentage as a cultural information delivery media with 49%.

While informative text and dialogue about daily life have almost the same number of percentage (11% and 12%). The other cultural information such as realia&pseudo realia, idioms&collocation, and text presenting foreign attitudes&opinions are still being the minority in provided cultural information.

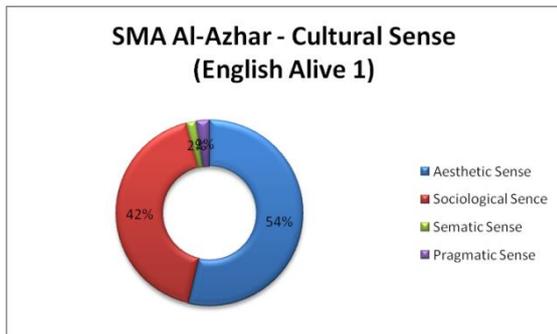


Figure 10. Cultural Sense in “English Alive 1”

The highest number of cultural sense from delivered information in “English Alive 1” book isaesthetic sense with 54% and sociological sense with 42%. Then, the other senses are less significant.

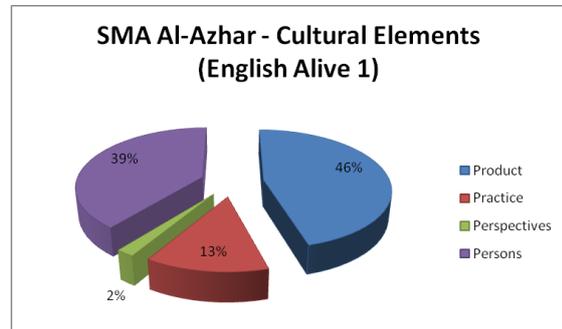


Figure 11. Cultural Elements in “English Alive 1”

The most used cultural elements for being a tool to promote the culture in “English Alive 1” book are the cultural product with 46% and cultural persons with 39%. Cultural practice is in the percentage of 13%,and cultural perspective is just only 2%.

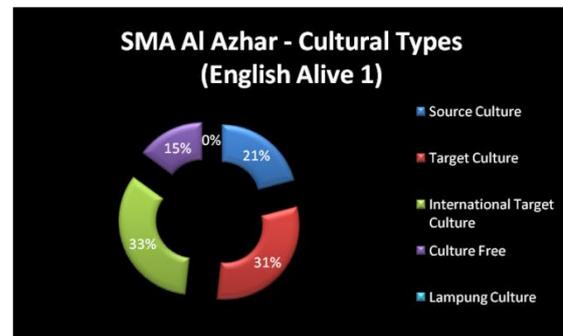


Figure 12. Cultural Types in “English Alive 1”

From the provided cultural types in “English Alive 1” book, the proportion of Source Culture, target culture dan International Target Culture are almostin the same number of 21%, 31%, and 33%. Culture-free is in 15% and Lampung Culture is in 0%.

4. English Alive 2 of SMA Persada

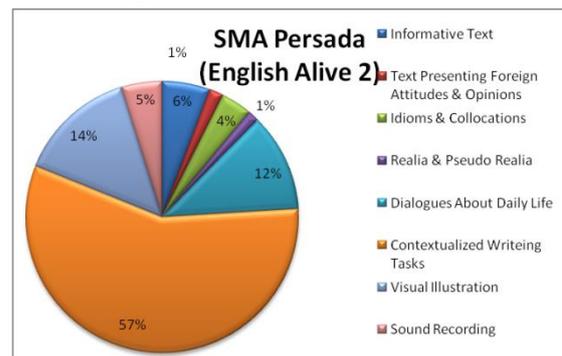


Figure 13. Cultural Information in “English Alive 2”

It is almost the same as the previous books that the provided cultural information in “English Alive 2” book is still dominated by contextualized writing with the highest percentage of 57%. While informative text and dialogues about daily life more or less have the same percentage of 14% dan 12%. The other cultural information such as realia&pseudo realia, idioms&collocation, and text presenting foreign attitudes&opinions are still being the minority in the provided cultural information.

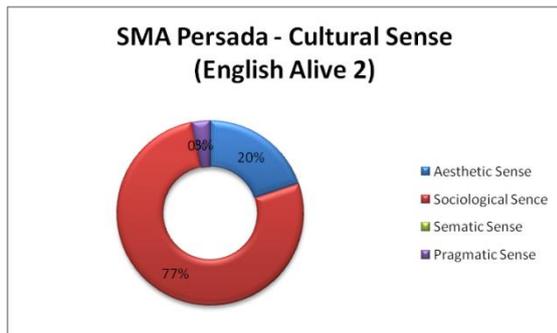


Figure 14. Cultural Sense in “English Alive 2”

The highest number of cultural sense from delivered information in “English Alive 2” book is sociological sense with 77% and aesthetic sense with 20%. Then, the other senses are less significant.

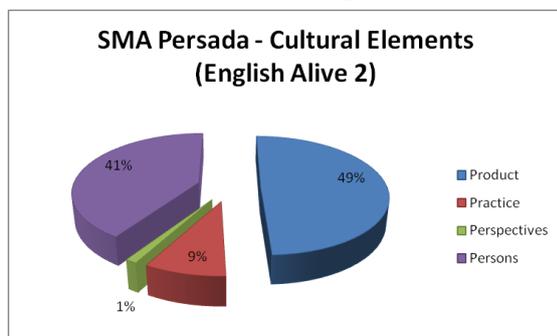


Figure 15. Cultural Elements in the book of “English Alive 2”

The most used cultural elements for being a tool to promote the culture in “English Alive 2” book are the cultural product with 49% and cultural people with 41%. Cultural practice is in 9%, and cultural perspective is only just in 1%.



Figure 16. Cultural Types in the book of “English Alive 2”

From the provided cultural types in “English Alive 2” book, the percentage of all cultural types are in balance, except for Lampung Culture with 0%.

5. English Alive 3 of UBL

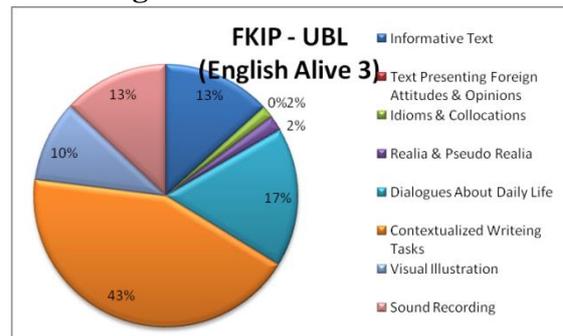


Figure 17. Cultural Information in “English Alive 3”

Even though contextualized writing tasks still dominates the percentage of cultural information in English Alive 3 book with 43%, the combination of other cultural information have made almost balance percentage of 17% for dialogues in daily life, 13% for informative text and sound recording, then visual illustration with 10%. Then, Idioms, Realia, and Pseudo Realia still have a slightly higher percentage than text presenting foreign attitudes and opinions which does not have a percentage.

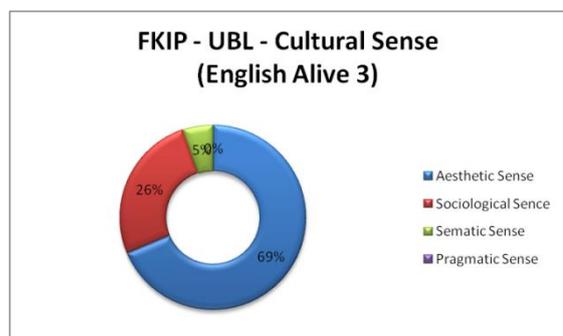


Figure 18. Cultural Sense in “English Alive 3”

The highest percentage of cultural sense from the information in “English Alive 1” book is the aesthetic sense with 69%. Then, the sociological sense is at 26%. While the other senses are less significant.

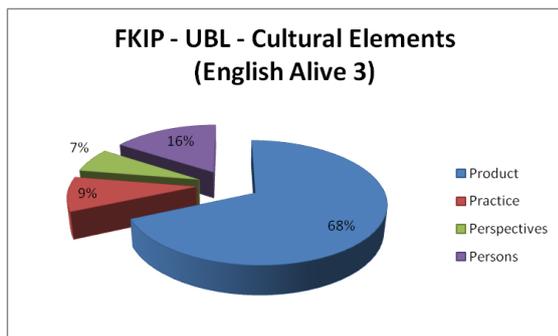


Figure 19. Cultural Elements in “English Alive 3”

The most used cultural elements for being a tool to promote the culture in “English Alive 3” is the cultural product with 68%.

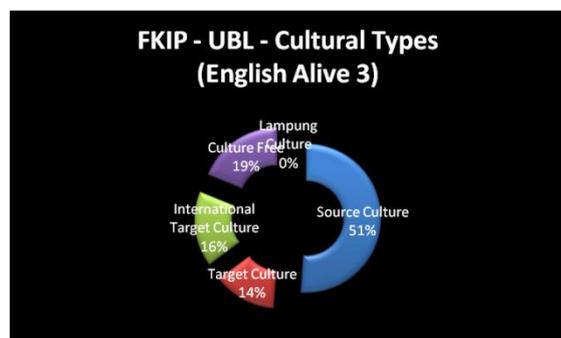


Figure 20. Cultural Information in the book of “English Alive 3”

From the provided types of cultural information in “English Alive 1” book, the percentage of Source Culture is in 51%, target culture is in 14%, International Target Culture is in 16%, Culture free is in 19% and Lampung Culture in 0%.

Afterward, from 40 respondents, only 36 respondents responded to the online questionnaire. The subjects are taken from each school as many as 10 students.



1. Berapa Kali dalam seminggu kamu belajar bahasa inggris disekolah?

36 tanggapan



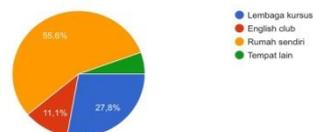
Figure 21. Questionnaire result number 1

The question number 1 intended for digging the information of the frequency of English lesson in the school. This information became a baseline for the possibility of realizing English learning with Lampung local culture based.

From 36 respondents, they mostly answered that their opportunity of learning English by their teacher is twice a week in school with the percentage of 63,9%. 16,7% respondents only answered once a week in facing the teacher. The expected answer from the researchers is that more chance of learning English which is more than twice a week with the percentage of 19,4% of the total amount.

2. Selain belajar bahasa inggris dikelas, dimanakah kamu punya kesempatan belajar bahasa inggris?

36 tanggapan



3. Metode apakah yang paling sering digunakan guru bahasa inggrismu ketika mengajar dikelas?

36 tanggapan

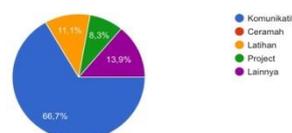


Figure 22. Questionnaire result number 2 and 3

The question number 2 wished-for knowing whether the students are independent and have enough time in deciding and a chance to study English outside school or not.

From the total number of respondents, 55,6% answered that they have an opportunity to study English in their own home. 27% respondents studied English in a course, 11.1% respondents studied in School English Club or other communities. The rest of the respondents studied in other places.

In this case, the most expected answer by the researchers is studying in the home to measure the students' autonomy in having the chance of learning English.

For the question number 3, it proposed to identify the chosen learning method by teachers for teaching English in school.

66,7% respondents answered the communicative learning method. Lecturing method apparently does not become the chosen choice anymore among teachers. Then, practice method, project, and other methods have a balanced percentage.

The expected answer by the researcher is communicative learning which will be more implemented in the future on English learning with Lampung local culture based.

4. Apa yang paling sering kamu lakukan pada aktifitas pembelajaran bahasa inggris disekolah?

36 tanggapan



5. Dari buku textbook bahasa inggris sekolah ataupun sumber belajar bahasa inggris lainnya oleh guru ataupun oleh diri sendiri, budaya manakah yang paling banyak kamu temui?

36 tanggapan

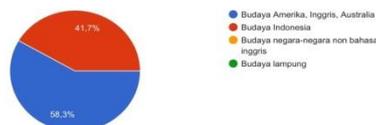


Figure 23. Questionnaire result number 4 and 5

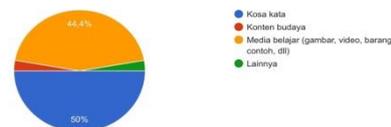
The question number 4 has a purpose to confirm the truth of information from question number 3 if the highest number of answer is the communicative method which is mostly used. For that reason, the expected answer by the researchers in this question is either group discussion or creating creative work. Nevertheless, the highest number of respondents' answer is listening to their teacher with 50%, and the other 50% is distributed to group discussion, creating creative work, and other activities.

The question number 5 aimed at recognizing the most remembered culture

by students from learning English. Among all respondents, they mostly answered American, English, as well as Australia culture. The others answered Indonesia culture. The expected answer by the researchers is Lampung Culture with 0%

6. Ketika belajar bahasa inggris disetiap kesempatan, apakah yang menjadi perhatian terbesarmu?

36 tanggapan



7. Media apa yang dibawa oleh guru bahasa inggrisimu yang menurutmu dapat membantumu dalam belajar bahasa inggris disekolah?

36 tanggapan

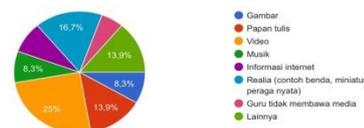


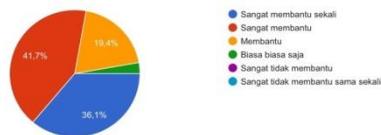
Figure 24. Questionnaire result number 6 and 7

The question number 6 designed for authorizing the existence of cultural impression in question number 5. Among all respondents, the most emphasized thing for students in studying English is vocabulary with 50%. Another most underlined thing for the students is learning media provided by the teacher with 44,4%. The expected answer by the researchers is cultural content which got minimum attention from the students.

The question number 7 meant for knowing the most popular teaching media among students in learning English at school. From all provided list of teaching media, they almost have the same percentage. The expected answers by the researchers are pictures, video, music, internet, and Realia. The highest percentage is the video with 25%.

8. Bagaimanakah peran media yang digunakan oleh guru bahasa inggris dalam membantumu belajar bahasa inggris?

36 tanggapan



9. Apakah ada konten budaya lampung dalam pembelajaran dikelas bahasa inggris disekolahmu?

36 tanggapan

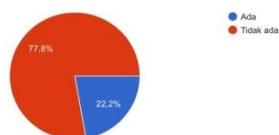


Figure 25. Questionnaire result number 8 and 9

The question number 8 intended to check question number 7 about teaching media used by the teacher in English lesson at school. Most respondents answered that the media which are used in teaching English are really helpful for students in studying. It starts with strongly helpful, very helpful, and helpful. The expected answer by the researchers is strongly helpful.

The question number 9 wished-for knowing whether Lampung culture content has ever become a topic in English lesson or not. Apparently, respondents answered there is a Lampung culture content which was taught by their English teacher with the percentage of 22,2%.

10. Kapanakah kamu bisa mempelajari bahasa lampung disekolahmu?

36 tanggapan

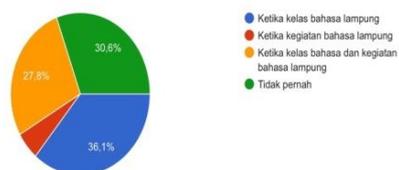


Figure 26. Questionnaire result number 10

In this question, the researchers took an example from Lampung culture lesson in school that is Lampungnese language. From all respondents' answer, it revealed

that Lampungnese language lesson with 30,6% does not happen in school, 36,1 % in Lampungnese language class, and 27,8% in language class and Lampungnese language activity.

After that, there are the interview results with 3 English teachers from SMA Arraihan, SMA Global Madani, and SMA Al Azhar. However, an English teacher from SMA Persada is unable to have an interview in the long term. This interview designed to strengthen the gathered research data from the previous two instruments, especially the data from the questionnaire which have been responded by 36 respondents. The interview results with those 3 teachers are described as follow:

The interview result with Ms. E, an English teacher from SMA Global Madani (Appendix a) produced a report that the school do not only follow the curriculum which is established by government (2013 Curriculum), but also applied a particular curriculum called "Nasec" which focused on some values such as religion, character, soft skill, life skill, language, ICT, global perception, entrepreneurship, and environmental concept: it should be applied in each meeting, no less than one point of Nasec.

The selection of the textbook as a learning source is adjusted with the 2013 curriculum needs, and also the teachers adopted the material from other sources.

Responding to that case, the teacher tends to use the more scientific approach which is the characteristic of the 2013 Curriculum in teaching the class. Another data from this interview is that the teacher in classifying the material based on the difficulty of target language which was not taught through discussion content as what the researchers expected.

The interview result with Ms. N, an English teacher from SMA Arraihan (Appendix b) produced a report that the school followed the curriculum which is established by the government (2013 Curriculum).

The selection of the textbook as a learning source is adjusted with the 2013 curriculum needs, and also the teachers adopted the material from other sources. Since the students' ability of English can be improved as long as the material is easy to be understood.

Answering back to that circumstance, the teacher tends to use a more communicative approach which provides many chances for students to communicate actively using English in some certain contexts. Another data from this interview is that the teacher in classifying the material based on the difficulty of target language which was not taught through discussion content as what the researchers expected.

The interview result with Ms. S. an English teacher from SMA Al Azhar (Appendix c) produced a report that the school followed the curriculum which is established by the government (2013 Curriculum) for grade X and XI. However, grade XII still used KTSP Curriculum.

The selection of the textbook as a learning source is adjusted with 2013 curriculum needs, and also school used the book from Yudhistira which is easily understood by students' of SMA Al Azhar. The students' ability of English is still below average.

Reacting to that case, the teacher tends to use more direct practical approach to making the students can study while doing something related to the lesson. Another data from this interview is that the teacher in classifying the material based on the difficulty of target language which was not taught through discussion content as what the researchers expected.

Discussion

Based on the result of 3 instruments which have been done by the researchers, it can be drawn some conclusions through this discussion part.

Based on the analysis result of 5 English textbooks from not the same class level and 4 different schools, there are some essential points which are considered as findings by

the researchers. First, based on the book analysis result from 4 schools, the researchers found that the type/form of cultural information which is mostly used as an informative tool is contextualized writing task. Then, it is followed by dialogues about daily life. It is understandable that all textbooks which were analyzed and other textbooks which were used in almost all Senior High School in Bandar Lampung used the practical method to evaluate students' comprehension about the provided material. Mostly the practices delivered in contextualized writing tasks. It is found in the exercises such as names of places, person's name, the behavior of a certain society, tourism places as well as the cultural product.

Dialogues about daily life are in the second place as the providers of cultural information in each analyzed book. The use of dialog as a learning tool for English ability for the students is very effective as they need an example of daily life dialogue to be practiced in daily English communication. In those dialogues, it contains many types of cultural information such as person's name until daily life behavior.

Based on the final purpose of this research which is to develop a learning system of English learning with Lampung culture based, the researchers saw that the culture from informative text needs to be reproduced. For the reason that many information about Lampung culture which was good to be spread and taught to Senior High School students, and the content will be very good if it is delivered in reading a text.

Based on the book analysis, it is also found that the most number of cultural senses are sociological sense and aesthetic sense. The researchers saw an opportunity in the future that the use of those two senses would be very good if it was used in delivering Lampung culture for studying English in class.

Cultural elements such as cultural product and cultural persons of Lampung are needed to be introduced to students with the hope of improving their knowledge, and they are also able to learn from biographies of cultural persons. In the end, it can create an individual who loves Lampung origin culture. However, on the other sides, they still learn the use of English as a foreign language in Indonesia and as a global language in the international world.

The culture of English speaking countries will be decreased in the future and changed into Lampung culture with a higher portion. With the domination of the culture English speaking countries' such as England, USA, and etc., it can be understood that students want to get a better acquisition of the English culture. However, the aim of this research is that the students can expose more about Lampung culture; they are also expected to deliver the characteristic of Lampung culture in an international event or in any single opportunity in their life.

From the previous result of the questionnaire, there is a discussion that most students who responded to the questionnaire are the active and independent ones especially in studying English. The questionnaire result showed that most students have more chances of studying English, and they chose to have self-study at home rather than some of them who chose courses and English Club as their learning community. This thing can happen due to the effect of technology development which directs that every individual can do anything, anytime, and anywhere from one gadget such as a smartphone, Laptop, and other devices. As long as they can be connected to the internet, they can have unlimited access to every type of information, especially English material. The students can access learning sources even wider than textbooks used by schools.

The tendency of communicative learning to be more popular among students is the fact that they make the school class as

their place to socialize rather than study the serious material. The similar condition with the opportunity of the students to study at home, communicative approach is also another situation which they expect more due to their preference of serious self-study in their own capacity. In this case, the researchers saw the prospect of using the communicative method in applying English learning with Lampung local culture based.

However, there is an interesting fact when students responded that they often listen to their teacher rather than doing other activities. Whereas in the question number 3 in the questionnaire, the students admitted that their teacher more often used the communicative approach. They are supposed to be more active in the communicative activities for teacher-students, student-teacher, as well as students-students and group discussion. This fact occurred because of the less understanding of the students about either what communicative approach is or the tendency of their English teacher made a mistake in applying the communicative method in the class.

There are two factors can be a chance to get a new finding and change the learning paradigm of Senior High School students. The cultural content which is acquired by the students is mostly dominated by English speaking countries' culture and Indonesian culture. In this case, the researchers have an argument that Lampung cultural content should be included as learning content even as the majority content of English material. The information can be included in the dominant informative types such as contextualized writing tasks and using informative text. The second fact is that vocabulary is still being a main focus for the students when learning English in the class, it can be changed into content. The content can be the main focus in a purpose to add students' knowledge and insight about Lampung local culture. If this thing is combined with the communicative approach, it will add an experience of active student learning. The students' vocabulary

concern can be resolved by learning with practice. Therefore, the vocabulary can be acquired unconsciously. Those vocabularies usually can be memorized for a long time.

Another fact said that the varieties of teaching media are already used fairly evenly by the teachers in the class. It is strengthened by students' opinion and confidence about the media which really help them in the English learning process at school. This fact is similar to the purpose of this research that is exposing everything about Lampung culture for the students. Therefore, a well-used media such as audio and visual can be explored for the sake of realizing the English learning system with Lampung local culture based.

The last thing that becomes the main eminence of this research is that the researchers found the students' opportunity to know about Lampung culture in school is eroded. It happens because there are some respondents who answered no chance to study about Lampung culture especially Lampung language in school. Obviously, this fact gets the biggest attention in this research.

Based on the result of the interview with teachers in respondents' school, 2013 Curriculum is a must to be adopted by every Senior High School sooner or later. The emphasis on four aspects such as knowledge, attitude, skill, and experience is something to be improved by the Ministry of Education and Culture in the scope of school. Addressing this case, the researchers consider that English learning with Lampung culture based is very suitable if it is synergized with four emphasized aspects of the 2013 Curriculum above. Knowledge aspect will become absolute to be received by students when they are able to study about Lampung culture through English. The students will be able to learn it when English learning culture-based can be delivered by practice or communicative method. Whereas, the attitude learning can be obtained from Lampung cultural values, and at the same

time, the students' English skill can still be developed.

Based on the result of the three instruments above, the researchers try to make the triangulation of result as follow:

The system of English learning with Lampung local culture based will evaluate the use of contextualized writing tasks, visual illustration, and dialogues about daily life. Afterward, the researchers will use informative text as a vessel of Lampung culture content in English material of respondents' Senior High School. In the cultural sense, the researchers will use sociological sense and aesthetic sense. While in the element side, it will focus on culture product and culture persons. The last, cultural type that will be promoted and explored more is Lampung culture.

CONCLUSION

The result of this research is recording data of the social symptoms in four respondents' schools. This result is already combined with some previous result from other researchers, and it becomes a blueprint for English learning with Lampung culture based. Certainly, this research result needs to be tested again and evaluated for the really useful findings in the future.

The researchers' suggestions are aimed at teachers and practitioners of English teaching. For the researchers: the recommendation of teaching ideas with using local culture as learning material is a research idea that can be developed further and expanded the discussion with the aim of producing the useful output research. For the teachers: the implementation of teaching with Lampung culture based is supposed to be applied in accordance with the expected method and approach in order to help students in understanding their own local culture when studying English and make them promoting their culture and local culture in national and international events.

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