

Comparing Indonesian and English Culture in EFL Context

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Comparing Indonesian and English Culture in EFL Context

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ABSTRACT: This research aims at describing the implementation of comparing Indonesian and English culture in EFL context and describing the students' perception on it. This is a descriptive qualitative. This research is applied to non-English department in English lesson. The data used in this research is the questionnaire results. To collect the data, the writer gives questionnaire to the students via Google Form. The writer uses 4 topic of cultural material such as comparing fairy tale (Bawang Merah Bawang Putih VS Cinderella), tradition (The Night of One Suro VS Halloween), Indonesian VS English proverbs, and Food around the world (Acar/Pickle). The students feel interest and enjoy with all materials. Even after learning those materials, they are proud of Indonesian culture.

Keywords: teaching culture, source culture, target culture, EFL

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INTRODUCTION

Learning foreign language means learning its culture as well. Learning foreign language skills and its language aspects are significant to master a certain foreign language. However, learning its culture is very necessary too. What is grammatically correct sometimes is not acceptable in culture context. Sentence "I broke my leg" is more common and acceptable in English instead of "My leg is broken" which is grammatically is correct. Perhaps, most of English learners will create "My leg is broken" instead of "I broke my leg" since the sentence is from Kaki ku patah which is passive voice. However the construction of My leg is broken is uncommon in English.

Mastering foreign language such as English will be complete if it is supported by mastering its culture (Giyatmi, 2019). Therefore, integrating culture in foreign language teaching and learning is essential. In the subject of English Language Teaching (ELT) pedagogy, there are several axioms that represent the link between language and culture. A variety of ELT educators have taken different positions on the role of culture in ESL. The benefits of incorporating target language cultural associations into educational materials are widely recognized and accepted. This inclusion will foster good views toward the target language, making it easier to learn (Rajabi & Ketabi, 2012). Involving culture in learning a language can give advantages for the language learners such as helping them to understand the language better. They can communicate grammatically and culturally correct with the language they learn. If it can be achieved, it means that they learn the language successfully. Grammatical error is still tolerable than that of cultural error however cultural error may result in misunderstanding or miscommunication (Rajabi & Ketabi, 2012)

Meanwhile, involving target language culture can also give disadvantages to the language learners. It is claimed that the incorporation of foreign cultural value is incompatible with the incorporation of native cultural value (Shrestha, 2016). Getting in touch with target language probably give impacts on the learners' culture awareness because the culture of the target language learnt are sometimes totally different, even it is sometimes contrary to those of local culture. The learners may have opinion that the target language culture is better than their own culture. In Indonesian context for example, there is an assumption that western culture (English speaking countries culture like America, English, Australia) is the best. Many teenagers are oriented to western culture. They are proud if they can do shuffle dance or moonwalk like what Michael Jackson did instead of do Indonesian traditional dances. It may threaten the learners' local culture awareness. Therefore, instead of introducing English culture, the teachers still need to integrate the local culture in the class activities. It adheres to the Indonesian National Education System and the 2013 National Curriculum implying that educators carry duty for preserving Indonesian national culture, which is based on religious and local knowledge values (Syahri & Susanti, 2016). Introducing both local culture and English culture hopefully can lead the language learners to have a broaden understanding both on their own culture and other culture.

Therefore, the writer tried to integrate the local culture during teaching and learning English in the class by comparing it to the target language culture. In addition, the writer used both local culture and target language culture (English) in the class activities. Cortazy and Jin in (McKay, 2007) mentions that target culture refers to the culture of a country with English as its first language while source culture refers to that of belongs to the learners' own culture. By comparing both cultures, it hopefully can help the students to see the different and the similarities of both cultures so that they can be proud of their own culture and respect to target language culture.

The writer would like to discuss the implementation of comparing Indonesian and English culture in class activities and the students' perception on comparing Indonesian and English culture. The writer uses some materials dealing with proverbs, story, and traditional food in the class activities. The research is done during the Pandemic Covid-19, so the implementation is in online learning environment with SPADA.

The research is done in the EFL context since the research is applied to the Indonesian students. Therefore, let's define English as a Second Language (ESL) and English as a Foreign Language (EFL) first. People living in countries where English is an official or primary language, but whose first language is not English are taught English as a Second Language (ESL), such as India and Singapore. English as a Foreign Language (EFL), on the other hand, is the teaching of English to individuals whose primary language is not English and who reside in nations where English is not the official or primary language, such as Indonesia (Giyatmi, 2019). In addition, the research is done in non-English department in the writer's university who give English lesson to the students.

LITERARY REVIEW

Language, Culture and the Role of Culture in Language Teaching Methods

Language and culture are closely related. We may say they are inseparable (Chahak & Basirizadeh, 2013). So teaching foreign language should teach its culture too. Learning its culture completes the learning of a foreign language. There is numerous importance of understanding culture while learning the foreign language. Foreign language is different from our language, and so is the culture. Understanding about foreign language culture may minimize the misunderstanding probably happened during the communication. Knowing about foreign language culture may also avoid the culture shock the learners probably experience. The sentence "How old are you?" is perfect from grammar point of view. However, that sentence is impolite to be asked especially for the foreigner like Americans or English people. Age considers something private in their culture, meanwhile asking age is something common in Indonesia. The learners may not know about this, so it is necessary to share these issues in the language class.

Besides, knowing target language culture has contribution to maintain the local culture. It works that way when knowing other culture can increase

learners' awareness of their own culture. Shrestha proposes that bringing local culture promotes the nationality values, cultural identity, numerous local culture and local cultural wisdom (Shrestha, 2016). The learners can realize that not all from other culture are good for the learners. In addition, not all local cultures are bad. It hopefully creates learners' sense of belonging to their own culture and enlarges their local culture awareness. Therefore, having known that there are other cultures (target language culture) besides their own culture, the learners hopefully can learn how to respect and tolerate the difference of their local culture and the target culture they are studying.

Cultural issues should be integrated in language teaching and learning. According to Genc and Bada in (Giyatmi, 2019), the absence of cultural studies may result the second language training is neither accurate nor full. A new language cannot be completely understood after students have learnt the cultural framework of the language (Kuo & Lai, 2006). Therefore, teachers should integrate culture issues in teaching English in the class. Even though, it is not an easy effort.

The culture issues integrated in the class should be met with the main purpose of teaching the foreign language, which is communicative competence. The teachers have important roles in preparing the cultural based materials that are shared in the class. Idrees proposes that the teachers should hold a student need analysis on what culture issues the students want to learn such as food and beverage, traditional game, belief, value, etc (Idrees, 2001). There is a strong recommendation that the teachers should consider of using authentic materials in introducing culture in teaching English. All learning materials taken from where the language is used for communication can be classified as authentic materials. The authentic materials for teaching English refers to everything using English in some countries with English as their native language. The authentic materials include daily newspaper, tv news, advertisement, literatures, film, even announcement found in the announcement boards. They use English in the real context and the most important thing is they are not designed to teach English even though they can be useful for teaching English. Authentic materials share cultural information besides the linguistics information.

Apart from its usage in introducing culture in learning English, the use of authentic material has lack. Concerning on text readability, cultural understanding, and empirical input, the benefits of using authentic reading books are not effective in the EFL context, because learners rarely have direct contact with native speakers (Aminullah, F.; Sada, 2019). Even in the context of reading skill, the using of an authentic text might negatively affect the development of learners' reading skill. William in (Day, 2001) adds that using authentic text with high challenging often has the opposite impact intended because the learners in fact should focus on the code instead of focusing on the meaning of the message on the text. They students deal a lot with their dictionary to decode so that it can ignore several important reading skill training (River in Day, 2001). Using authentic resources with beginner and

intermediate students might even discourage and confuse them. This may cause people to dislike, if not despise, reading in a foreign language (Day, 2001).

¹⁶Source Culture VS Target Culture

There are two competing viewpoints on which culture should be taught in English language teaching and learning. One believes that the teachers should teach target culture when they teach English. Target culture refers to the culture of country with English as its first language such as America, England, and Australia (McKay, 2007). English language and culture should be taught together. It is demonstrated through the use of real materials in English language instruction. Other points of view believe that using localized resources to engage non-English speaking learners is necessary since their environments in their own locale are more realistic (Aminullah, F.; Sada, 2019). Localized resources seem to refer to local culture or source culture. It belongs to the culture of the language learners in this case is Indonesian.

Introducing English culture in the class is recommended, since learning language means learning its culture too. Understanding about culture may complete the language learning. There are several advantages of introducing target culture in language class based on survey done by McKay on Korean teacher teaching English. Introducing target culture can encourage the students in learning English. Having target culture material in the class may attract the students to learn English more. They get interest to learn about target culture which is different from their own culture. Finally, materials dealing with target culture increase the students' knowledge.

There are three reasons proposed by (Shahed, 2013) dealing with giving focus on culture in language teaching; (1) Even though culture is embedded in what EFL teachers teach, learning English, cultural understanding, and its skills are all the same, (2) Teaching culture in the EFL classroom aids in avoiding preconceptions/stereotype (3) The goal of teaching culture in the English classroom is to empower students to take charge of their own learning and gain autonomy by assessing and challenging the larger context in which English learning is set.

Apparently, integrating target culture in language teaching and learning does not bring good effects only. It is assumed that including culturally rich resources (target culture) can influence learners' cultural identities. As a result of the situation, there is the issue of learners' cultural identity being overshadowed by exposing the learners to learning resources that only concentrate on the culture of the target language while leaving the learners' local culture (Mahabadi, 2013). Furthermore, there are also disadvantages of using target culture in the class, such as the existence of cultural conflict since the difference of the target culture and the students' own culture, limited teaching resources to assist the students, inappropriate and unattractive materials for some students (McKay, 2007). So that's why there has been an academic enthusiasm within current teachers and inventive researchers to investigate the potential of integrating local culture into the teaching of a foreign language. The

current study's hypothesis is based on the same idea that the learner's culture is also important in the process of second language teaching (Khan, 2016).

McKay writes that integrating source culture may offer several advantages. Source culture is something familiar for the students, so hopefully they can take part more in the class. Abounding information about source culture may help the students to speak more in English if they want to say something about their own culture to foreigners. However, students may not find it motivated because they have already been familiar with the topic about their local culture (McKay, 2007).

It means it is a recommendation for English teachers to expose the source culture (learner's culture) while teaching English in the class. By exploring learners' own culture which is closely related with them hopefully can give them opportunity to explore their language skills while learning English. The students can easily share information about their own culture if they speak English with foreigners. Hopefully this effort can be a way for them to introduce their own culture to the foreigners. In addition, this can also make the students proud of their own culture. Khan adds however, students may find it uninterested to explore something they have already known such as their own culture (Khan, 2016). The students usually are more interested in exploring new thing such as target culture.

Previous Studies

There are plenty studies on integrating local culture in teaching English. (1) Local culture in the Foreign Language Classrooms: An Explanatory Study of Teachers' Preparedness in Saudi Arabia by Intakhab Khan (Khan, 2016). The researcher holds a descriptive research on two main samples (three types of teachers and two types of student groups examining the benefits of Arabic culture in the foreign language classroom, as well as why and how to incorporate local culture, as well as teacher readiness in this area. The study's findings will be valuable in making recommendations for local culture-based teaching to better motivate students. (2) The Role of Local materials in Learning EFL students by Sara Mahabadi (Mahabadi, 2013). The study aims at finding the effects of localized materials on student comprehension in a French foreign language environment with 30 male and female Iranian French students requested to read stories created by a native French author and an original Iranian narrative translated into French. The findings demonstrate that learners better when reading materials written in their native language. Based on the findings, including localized content into classroom curricula is strongly advised. (3) An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang by Indawan Syahri and Rini Susanti (Syahri & Susanti, 2016). The purpose of this study was to determine the percentage of local culture integration and target culture integration in English textbooks for senior high school students in Palembang. The results suggest that, for paragraph analysis, five of the nine books series with different publishers evaluated in this study have a greater percentage of Local Culture which is presented through reading passage, whereas for image analysis, six of them promote more salient in Target Culture. (4) Bringing Indonesian Local

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wisdom into the English Class by Giyatmi (Giyatmi, 2020). The writer does a library research in which the author gathers and compares material from articles and thesis on Indonesian local wisdom in English teaching discovered³ in journals to look for Indonesian local wisdoms used as content or material in teaching English. The writer suggests numerous items with local wisdom in teaching English, such as whale hunting in Lamalera, Pranata Mangsa (seasonal rule) in Javanese tradition, Bali's rice plantation system (Terasering), and Aceh's Saman Dance. (5) *Instilling The Local Wisdom In English Language Teaching Through Indonesian Traditional Game* by Indah Fitriani (Fitriani, 2017). This current study tries to explain why it is vital to incorporate local wisdom into English language education. The study also presents a teaching technique that uses traditional games, such as cublek-cublek suweng from Java and cuk-cuk bimbi from Kalimantan, Indonesia, to impart local wisdom in English language learners. This study's reflection and pedagogical implications will both assist and motivate¹⁵ teachers as practitioners to incorporate local wisdom into their practice. (6) *Motivating EFL Learners to Speak by Embracing Local Culture and Tradition* by Nonny Basalama (2018). The writer only uses traditional sweet food from Gorontalo and others such as Java, Makassar, Bolamongondow, Ternate, and Luwuk and ask the students to make a presentation on how to cook the traditional sweet food such as Popolulu, Ondhe-ondhe, nogosari using procedure. According to the findings, incorporating EFL learners' local cultural traditions into their speaking classroom has had a substantial impact on EFL learners' motivation to speak English. Incorporating students' native cultures into EFL courses can have a significant impact on boosting learners' confidence, which in turn improves their drive to engage in communicative English.

From the previous studies, the writer find that none of them comparing both the local and target culture elements to teach English in the classroom. The previous studies only focus on the use of local culture such as traditional food, traditional games, traditional dance and other culture elements to teach language. The present writer would like to teach by comparing source culture and target culture. The present writer would like to compare the Indonesian Proverbs and English proverbs having similar meaning, the Indonesian traditional story Bawang Merah Bawang Putih and Cinderella from target culture, Indonesian dish (Acar) with other pickles around the world. The present would like to describe the implementation of how to teach English by comparing source culture and target culture.

METHODOLOGY

The research belongs to a descriptive qualitative that aims at describing how to teach English by comparing source culture (Indonesian culture) and target culture (English culture) as well as describing how the students' perception on it. The research is applied to non-English students (Second semester students of Agribisnis Department of 2021 class) in Universitas Veteran Bangun Nusantara Sukoharjo. There are 26 students in the class. The data of the research are the result of the questionnaire dealing with teaching English by comparing Indonesian and English culture. The data collection

technique used in this research is questionnaire via Google form due to the online learning during Covid-19 Pandemic.

RESEARCH FINDINGS

To do the research the writer teaches English with Indonesian (source culture) and English culture (target culture) content materials to the students of Agribisnis 2021. The writer does not only introduce the students about those two cultures but also comparing those two cultures. To do so, the writer chooses cultural materials that can be compared such as fairy tales (*Bawang Merah Bawang Putih* VS Cinderella), tradition (The First of Suro tradition in Javanese and Halloween), Indonesia and English proverbs having similar in meaning, and Food around the world (*Acar/Pickle*).

The writer also gives the students a questionnaire about the use of Indonesian and English culture in the class activity via Google Form. There are 11 questions on the questionnaire. Here are the results of the questionnaire;

Table 1. Questionnaire Results

No	Questions	Yes	No
1	Apakah menurut anda materi tentang budaya yang sudah kita pelajari selama pembelajaran bahasa Inggris menarik?	100%	-
2	Apakah anda menyukai materi terkait budaya selama pembelajaran Bahasa Inggris?	90,9%	9,1%
3	Apakah materi yang bermuatan budaya membantu anda dalam pembelajaran Bahasa Inggris?	90,9%	9,1%
4.	Apakah anda mengalami kesulitan selama pembelajaran Bahasa Inggris dengan materi yang bermuatan budaya?	45,5%	54,5%
5.	Apakah anda merasa bangga dengan kebudayaan Indonesia setelah mempelajari budaya asing selama pembelajaran Bahasa Inggris?	100%	-

Meanwhile the writer also asked the students dealing with the most and the less interesting topic about culture they have learnt on the class. Here is the result.

Table 2. The Most Interesting Topic

No	Cultural Material	%
1	Food around the world	31,8
2	Membandingkan tradisi 1 Suro dengan Halloween	27,3
3	Membandingkan cerita Bawang Merah Bawang Putih dengan Cinderella	22,7
4	Peribahasa Indonesia dan Inggris	18,2

Table 3. The Less Interesting Topic

No	Cultural Material	%
1	Membandingkan cerita Bawang Merah Bawang Putih dengan Cinderella	36,4
2	Membandingkan tradisi 1 suro dengan Halloween	31,8
3	Food around the world	18,2
4	Peribahasa Indonesia dan Inggris	13,6

DISCUSSION

The Implementation of comparing Indonesian and English Culture ²² *EFL Context*

The writer had four materials dealing with comparing **source culture** (Indonesian **culture**) and **target culture** (English culture). The writer would like to compare those two cultures. Cultural content used in the research are fairy tales (*Bawang Merah Bawang Putih* VS Cinderella), tradition celebration (Perayaan 1 Suro VS Halloween), proverb (Indonesian and English proverbs, and food (Acar around the world). Therefore, there were four meetings held in this research. All the meetings were done online by using the e-learning belongs to the university called SPADA.

The first cultural material had in this research was Fairy Tales. The writer used the story of *Bawang Merah Bawang Putih* as the Indonesian culture representation while Cinderella as the English culture representation. The reason of choosing those two stories is due to the similarity between them. Both tell about the story of girls bullied by her stepmother and step sisters. First of all, the writer uploaded the material in the form of reading text entitled The Story of *Bawang Merah Bawang Putih* and Cinderella in the writer's SPADA. The students have to read the two texts first after that the writer and the students discussed the text. The writer also uploaded the worksheet comparing fairy tales for *Bawang Merah Bawang Putih* and Cinderella. The students have to compare the character and characterization, setting of time/place, theme, and message of the stories. Besides, the students have to find the differences and the similarities of the two fairy tales. After discussing, finally the students realized that apparently there is a story that is similar to the story that already exists in Indonesia, such as *Bawang Merah Bawang Putih*, which is similar to the Cinderella story. They have known those two stories since they were little children however, it seems that it never crossed in their mind that there are similarities between them.

This material is good for teaching reading, writing, and speaking. When **the students read the text** and answer **the questions** about **the text** so there is reading teaching here. When the students have to compare the story elements on the worksheet, they have to think and analyse both stories so it can train the students to think critically. Then ¹⁸ the end they have to be able to write it in a good construction. Perhaps, **the students can be asked to present the results of** comparing the story in the online meeting so it can be used to teach speaking.

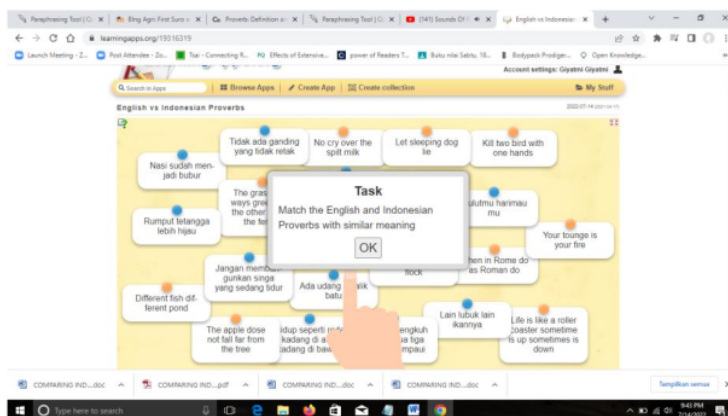
The second material used in the research is comparing The First of *Suro* tradition in Javanese (source culture) and Halloween (target culture). Both of the tradition relates to a sacred celebration. The night of One *Suro* is still considered sacred by the Javanese people. *Suro* is the first month of Islamic calendar. There

are many rituals done in the night of One Suro such as *Kirab malam 1 Suro* (The carnival of the night of 1 Suro), providing offering (*sesajen*), etc. Meanwhile, in American tradition, there is a special holiday celebrated on October 31st known as Halloween. There are many activities done on Halloween such as tricking-or-treating, carving jack-o-lantern, ghost costume festival. The writer chose those two traditions because they both belong to sacred festivals consisting of several activities.

As usual, the writer uploaded the material about traditions in Indonesia (First of Suro in Javanese Tradition) and in America (Halloween) in SPADA. The students have to read the two texts first after that the writer and the students discussed the text. The writer also uploaded the worksheet comparing First of Suro in Javanese Tradition and Halloween. The worksheet consists of when was the celebration? Activities relate to the traditions, Special Icon relates to the tradition, students' view/opinion about the traditions, Positive things about the tradition based on the students' opinion, Negative things about the tradition based on the students' opinion, Mention and describe one tradition in the students' town.

The materials are good to teach reading, writing, and speaking. Teaching reading can be applied when the students read the text and answer the questions about the texts. The students do analysis and critical thinking when the students have to compare the elements on the worksheet. Then at the end they have to be able to write it in a good construction. In other way, the students can present the results of comparing the tradition to train their speaking ability.

The third material is Proverb. A proverb is a concise, memorable statement of a universal truth that summarizes ordinary experience. Apparently, we can find a proverb in one country having similar meaning in other country proverb. Probably we are familiar enough with the American proverb saying "Life is like a roller coaster, sometime it's up sometimes it's down" which is quite similar with the Indonesian's proverb saying "*Hidup seperti roda kadnag di atas kadang di bawah*". In this research, the writer used Indonesian and English proverbs having similar in meaning. To teach the material about Proverbs, the writer created a game by using www.learningapps.org. However, before playing the game, the writer gave explanation about Proverb covering definition of proverb, the examples of the proverbs, and the phenomena of similar proverbs among many countries. Then the writer shared the link of the game <https://learningapps.org/view19316319> in the Gmeet chat. The students have to click the link to play the game.. The instruction in the game is to match the English and Indonesian Proverbs with similar meaning. The students have to move the Indonesian proverbs to the English proverbs having similar in meaning. When the students' answers are right, the two proverbs disappeared from the screen. Here is the picture of the game;



Gambar 1. Comparing Proverb Game

When they finished the game they had to show their screenshot on gmeet. This game is quite interesting for the students. They played the game enthusiastically. This material is good for teaching about vocabulary and cross culture. The use of the game can reduce the students' boredom during the online learning during Covid-19 Pandemic.

The last material is about food around the world. The writer chose Acar or pickle as the material. Acar/Pickle can be found in many countries' culinary such as *Acar* (Indonesia), Kimchi (South Korea), Kyuri Zuke (Japan). They have similarities and differences too. Most of ingredient of pickle are quite similar like vegetables (cucumber, napa cabbage, carrot, cabbage, etc), vinegar.

The writer uploaded the material about Pickle around the world in SPADA. The material presented several pickles around the world such as *Acar* (Indonesia), Kimchi (South Korea), Kyuri Zuke (Japan), Mango pickle (India), L'hamd Markad (Morroco), Kraut (German), and Giardiniera (Italy). The students have to read and understand about the text then discussing it with the writer as the lecturer. The discussion mostly deals with the vocabulary about food found on the text. Having finished discussing, the writer posted a topic to discuss in the Discussion section in SPADA. The discussion covers the similarities and differences of all pickles on the material, also the students have to choose their two favorite pickles except *Acar*, the Indonesian pickle. Perhaps, this material can be applied to teach procedure text by finding the ingredient of each pickle and how to make those pickles.

The Students' Perception on Comparing Indonesian and English Culture in EFL Context

The writer also gave a questionnaire dealing with the students' perception on comparing Indonesian and English culture in EFL context. The results of the questionnaire are displayed on table 1, table 2, and table 3 above. The students feel interested when the writer used cultural material in the learning process. 100% of the students said that they are interested on comparing Indonesian and English culture in EFL context. 90,9 % of the students mention that they like the

cultural material (Indonesian and English cultural) used in the class activities and only 9,1 % does not like it. They, 90,9% of the students, also mention that the comparing the Indonesian culture and English culture in learning process can help them to study. They say that learning English with cultural material introduce them to many new vocabularies especially those relating to culture. In addition they also tell that they know both Indonesian and English culture well. Even they explain that if they can speak English well they can introduce their culture to the tourists visiting Indonesia. It means learning Indonesian and English culture can build the students' awareness on their own culture. Meanwhile 9,1% say that the use of Indonesian and English cultural comparison does not help the students much on the learning process. The main reason of this choice is that learning English should be concerned on the language structure such as grammar, ability to communicate in English well, good pronunciation not about the culture.

Even though, most of the students mention that they feel interested and like the cultural material, there are still students (45,5%) having difficulty during the learning process. Based on the questionnaire result, the difficulties faced by the students concern about vocabularies used. Based on their opinion there are many new words concerning with culture which they have never known before such as offerings (sesajen), napa cabbage (sawi putih), sesame oil (minyak wijen), etc so they found difficulty in comprehending the text. Another difficulty found by the students is that they have no idea about other country's culture, for example a student says that he has no idea about Helloween before. Meanwhile 54,5 % of the students found no difficulty in studying English with cultural content materials.

The writer also asked the students the most like cultural topic used during the learning process. Based on the questionnaire the most like topic is Food around the world. The students seemed enthusiastic when they discussed the topic (Food around the world). A total of 31.8% said they liked this topic. They stated that they came to know about the names of pickles in the world. Some even say that there are pickles other than pickles in Indonesia. They also mentioned that the material presented in the form of various pickled pictures made them more interested in reading it.

The second most like topic is comparing the first of Suro tradition in Javanese and Halloween. 27,3% of the students state that this topic is interesting. First of Suro tradition is from Javanese culture, so for those who are non-Javanese, learning about Javanese culture seem very interesting. There are also students who state that the Tradition of 1 Suro and Halloween are both traditions related to mystical things that are interesting to discuss. The third most like topic is comparing the story of Bawang Merah Bawang Putih and Cinderella (22,7%). They mention that those stories are quite familiar with them, so it is easy to understand. The fourth most like topic is Indonesian and English proverb with 18,2%. They mention that proverbs are now almost no longer used, so studying them more deeply is a good idea.

Besides, the writer also asked the students about the least like topic. The first least like topic is comparing the story of Bawang Merah Bawang Putih and Cinderella with 36,4%. They mention that those stories have been told too many times since they are already very familiar so it makes the students get bored. The second least like topic is comparing Tradition of 1 Suro and Halloween with 31,8%. Most of them state that they have never known about Halloween so they are not really interested. In addition, there is no Halloween celebration in Indonesia. The last least like topic is Indonesian and English proverbs (13,6%). They state that they only have limited information about English proverbs. However they admit that after learning about Indonesian and English proverb comparison, it can lead them to know about English proverbs. For example when they have to match Indonesian proverb "Lain lubuk lain ikannya" they can choose "Different fish different pond" for the English proverb.

The last question on the questionnaire relates to their being proud of Indonesian culture after knowing other country's culture. All the students state that they are proud of Indonesian culture. They are proud of Indonesian culinary most. However, they also realized that there are other cultures that they have to respect. For example is the celebration of Halloween Day that is considered incompatible with cultural values in Indonesia. Learning other country's culture can increase the students' culture awareness.

CONCLUSION

Learning language is not only learning its grammar rules but also learning its culture. Learning target culture can help the language learner to master the language like the way the native do. The use of target cultural material in teaching and learning English is not a new trend in the education. It is even recommended. However, teaching language using the language learner's own culture (source culture) is also necessary. So, if a teacher teaches English to Indonesia students, besides introducing target culture (English culture), it is also recommended to integrate their native culture in the teaching and learning process. Integrating source culture in English teaching and learning process can increase the learners' awareness on their own culture.

One way to integrate the cultural material (source culture and target culture) in teaching English can be done by comparing the source culture (Indonesia) and target culture (English). The English teacher can use Indonesian fairy tales having similarity like Bawang Merah Bawang Putih and Cinderella, local tradition having similarity such as The First of Suro tradition in Javanese and Halloween, Indonesian and English proverbs and Food around the world. The students like the materials having cultural contents. They show great interest on certain material. In addition, the use of source and target culture can shape the learners' awareness on their own culture. They are proud of their own culture, on the other hand they also respect the difference between their own culture and other culture.

FURTHER RESEARCH

This research is of course still far from perfect. There are still some things that need to be added to make this research complete. This research mostly uses Javanese cultural background (tradition of 1 Suro and the story of Bawang Merah Bawang Putih). Perhaps other researchers can use Betawi culture, Sundanese culture, etc. if they want to conduct research in the future.

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