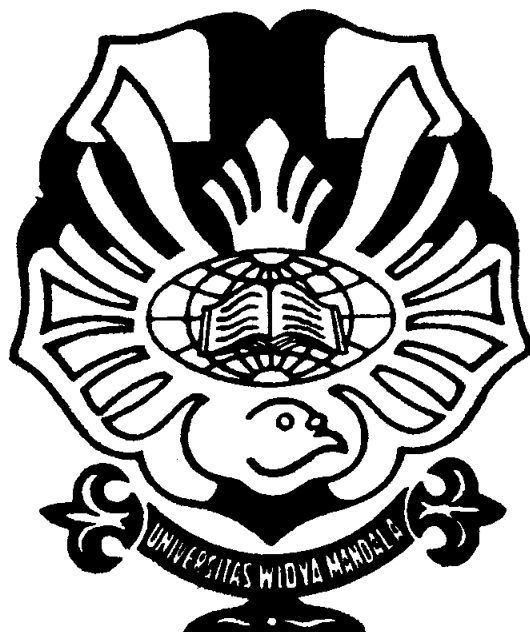


**CULTURAL ELEMENTS TO BE CONSIDERED IN TEACHING
ENGLISH FOR THE SLTA, STUDENTS' BOOK I BY
DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN**

A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching



No. INDUK	1325/88
TGL. TERIMA	7-7-1988
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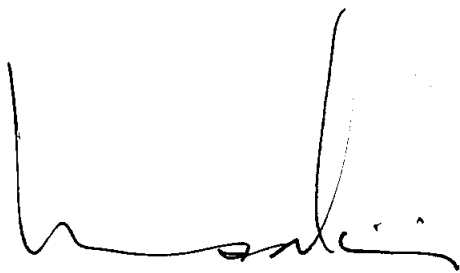
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May, 1988

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Considered in Teaching English for the SLTA, Students'
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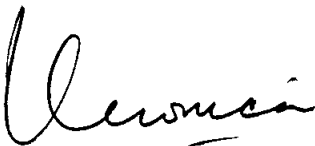
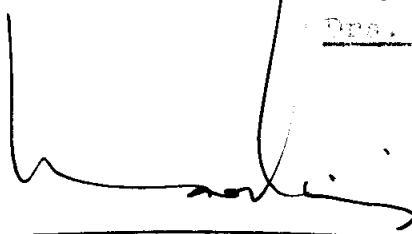
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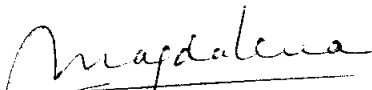
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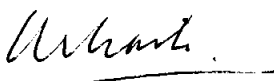


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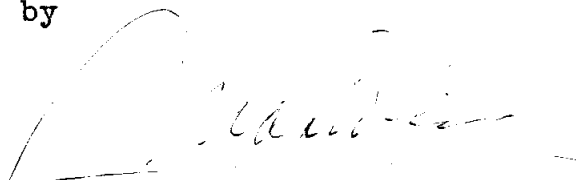


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ACKNOWLEDGEMENTS

The writer would like to express her deepest gratitude and cordial thanks to Drs. M.P. Soetrisno, M. A., her supervisor on Thesis Writing at the English Teachers' Training Department of Widya Mandala Catholic University, for his valuable guidance, criticism, and suggestions in completing the paper.

The writer also wants to express her gratitude to Drs. Harto Pramono, for his valuable suggestions in improving and finishing her paper.

Besides that, the writer is also indebted to all the lecturers at the English Teachers' Training Department of Widya Mandala Catholic University who have encouraged and given valuable time to the writer in completing the paper.

Also the writer would like to express her thankfulness to her parents, sisters, and brothers, and friends, who have encouraged the writer in finishing the paper.

At last, the writer will not forget to express her deepest gratitude to her beloved fiance who has been a constant source of encouragement in all aspect in completing the paper.

The writer

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ABSTRACT

Nowadays, the most important objective of learning English as a foreign language for students at High Schools are below expectation. Most students cannot comprehend easily when they read English books. One of the reasons is due to the English teachers' failure in explaining culture in the relation to teaching English. They rarely consider cultural elements in teaching English. Although language and culture are explained separately, they have to be considered as a unit because language is actually one of the elements of culture.

The teaching of cultural elements is to help the students understand English people and eventually like reading English books. The lessons can taught by comparing two or more cultures.

Activities to introduce English culture do not necessarily have to be done in class time. They can be completed outside class, in many instances as homework or assignments. For example, the students are assigned to find the differences between Indonesian seasons and Europe an seasons, and to make a comparison between them.

In teaching a foreign language the English teachers should have proper knowledge about culture and its relationship with language. By reading cultural books, the English teachers are able to increase their knowledge about foreign country and its culture. It will be very useful to attend discussions or seminars which are led by native speakers or by people who have been in that country. For Senior High School students, the English teachers may give some outside readings or dialogues about the country written in foreign language. In this way the students are able to improve their knowledge of the language and the foreign culture as well.

Cultural elements are introduced little by little under discussion. The students are given deeper insight of the culture of the people when they learn more about language. This can be read in chapter four in English for the SLTA Students' Book I which the writer consider important.

The conclusion is that language is not only a part of culture but also expresses culture. As a matter of fact, hopefully, our curriculum could be constructed correctly in such away that the cultural elements are also be considered in the teaching English program