

# THE DEVELOPMENT OF POP CULTURE INTO ENGLISH LANGUAGE TEACHING MATERIALS

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## ABSTRACT:

The purposes of the study are: 1) to reveal the way to develop pop culture for English teaching materials; 2) to portray the implementation of pop culture-based English teaching material. The study applies qualitative methods integrating two collecting data techniques of interview and texts analysis. The informants interviewed were graduate students of the English Language Education Department, University of Muhammadiyah Malang, Indonesia who took the English Language Material Development course. The texts or documents analyzed were syllabus and teaching plan that had been designed. The data of the study is interviews and texts related to popular culture such as pictures, music, food and beverages, sports and movies. The informants were English teacher who taught at schools so that they had teaching English experience. The main findings of the study showed that popular culture such as pictures of food and beverages, music, sports and entertainment can be developed into English language teaching materials. Informants implemented the English language teaching material containing popular culture in the classroom through peer teaching programs. This study can be applied in designing English language teaching material taught at junior high schools in Malang city of Indonesia. It also can be useful for English teachers who need to develop teaching materials from which they are able to improve their students English communication competence. The novelty of

this study is that it may benefit teachers for developing English language teaching materials and it is strengthening the teachers' knowledge of teaching and learning process at the classroom. This study enables teachers to enhance students learning experience through class activities.  
**KEYWORDS:** development, pop culture, English, teaching, material

## INTRODUCTION:

Popular culture such as food and beverage consumption can be developed into interesting and fun English language teaching materials for students. As stated by Park et al. (2019) that learning activities such as cooking not only result in better performance, but also create a positive and pleasant learning environment for students. The benefits of cooking in learning English have been proven by many students who study foreign languages. In learning English as a Foreign Language, one of the main objectives is to develop students' competencies in cross-cultural skills. Therefore, culture must play a major role in the learning process (Raigon-Rodriguez, 2018). In this case subject matter or textbooks are carriers of cultural information so special attention needs to be paid to how to design English language material (Sudiran and Vieira, 2017).

Popular culture can be interpreted as habits or traditions that have been attached to the daily lives of all people in a society (Sugihartati, 2017). In other words, popular culture is the mindset, habits, attitudes and behavior of people in general. People's behavior related to popular culture takes two

forms, formal and informal. Formal behavior such as someone's activities while on duty or at work. Meanwhile, non-formal behavior is the activity of someone when they are utilizing free time or while enjoying a holiday (Lee and Bai, 2016).

#### **LITERATURE REVIEW:**

Popular culture has components or parts that form a unified whole. Popular culture as a whole has three main components, knowledge, behavior and artifacts or material. Popular cultural knowledge is formed from the process of interaction between individuals and individuals or with other groups in society. Knowledge of popular culture is the basis for someone to express their identity to other groups. This knowledge also determines the shape and characteristics of a person's creations such as merchandise, t-shirts, texts and others. Popular cultural behavior is an expression of someone's attitude and behavior which includes how to dress, how to talk, how to eat and drink. Popular cultural behavior also includes one's habits both at work and in recreation areas while enjoying leisure time. Popular cultural material is the result of someone's creation in fulfilling their wants or needs. The material can be grouped into several groups such as films, television, books, sports, music (Donze, 2017), consumption, novels, clothing, cell-phones (Suhodolli, 2019) and online games.

Teaching and learning activities carried out in the classroom always require a teacher to prepare and deliver subject matter (Schreiner, 2019). Whenever going to teach, the teacher is always preoccupied with the affairs of preparing good material or learning material. Prins et al. (2018) stated that one of the challenges of teachers in education is the ability to develop high-quality subject matter. This is so that when in the classroom the teacher can convey the contents of the subject

matter effectively and efficiently. The learning process can be said to be effective when delivering teaching materials according to the target that is able to achieve instructional goals that have been set in the learning implementation plan. Learning can be called efficient if the learning process can be carried out by the teacher in accordance with the time specified in the curriculum. This means teaching and learning activities take place in accordance with the allocation of time that has been provided and does not exceed the time limit set in the curriculum.

The subject matter can be interpreted as a set of information which contains knowledge, attitudes and skills delivered by the teacher to students so that they experience changes in attitudes and behavior (Wagoner, 2016). These changes can be characterized by increased knowledge about the lessons learned. In the science of behavior education students can be divided into three main domains, namely, knowledge, attitudes and skills (cognitive, affective, and psychomotor. The task of the educator or teacher is to change the behavior of students which includes the three domains. Basically the subject matter delivered by the teacher in the learning process in the classroom is the teacher's effort to change the knowledge, attitudes and skills of the students. Through this subject matter the teacher tries to improve the competency of students in accordance with the instructional goals set in the curriculum. In other words, the subject matter is a guide for teachers in their assignments to change behavior and improve students' competencies so that they are able to jump-start their learning achievement.

According to Tomlinson (2013), the main function of subject matter in teaching and learning activities includes giving students something they can take from the lesson and teaching them something that can be used. The subject matter plays an important role in

classroom teaching activities (Widyaningrum et al., 2018). This is because the subject matter is a guide for teachers who provide instructions on what to teach and how to grade it. The subject matter must be designed in such a way that makes it easy for the teacher to deliver the lesson in class. In designing subject matter, teachers need to pay attention to the contents of the curriculum, namely core competencies and basic competencies as the basis for formulating indicators and learning objectives so that the delivery of lessons in class can run well.

In teaching and learning activities in the classroom, the most decisive activity in achieving learning objectives is implementing the subject matter after being prepared by the teacher. At this stage whether or not a good subject matter is determined by the way and style of the teacher in delivering the contents of the subject matter to students. Experienced and professional teachers have the ability to address lessons systematically and easily understood by students. Such teachers are able to make the subject matter come alive so that students gain an empowering and enjoyable learning experience. So that the process of delivering subject matter in class can run actively and encouragingly, the teacher is expected to apply a learning approach that encourages students to be more active like the scientific approach.

Research on the use of popular culture in designing English language teaching materials is still limited and has received little attention from researchers. While there are many teachers and educators who pay attention and apply popular culture in teaching and learning activities in English so that the learning process takes place actively and inspires student learning. Therefore, this research is important to do and should get priority as an effort to enrich the subject matter of English so that the activities of teaching and learning English in

the classroom can run creatively. The results of this study are expected to strengthen the concept of active, innovative, effective and enjoyable learning.

There are two main problems that are solved in this study.

- 1) How can popular culture be designed into English learning material?
- 2) How to implement popular culture-based English learning materials in the classroom?

This research has two objectives, namely:

- 1) To describe the method or procedure for designing popular culture into English subject matter.
- 2) To explain how to implement popular culture-based English subject matter into the classroom.

## **METHODOLOGY:**

This study applied qualitative method using interviews and text or document analysis approaches as research instruments. The informants interviewed were 16 graduate students of English Education Language Department of the University of Muhammadiyah Malang who took the Material Development course, and the documents analyzed were designed teaching plan. The research data were interviews and texts relating to popular culture such as pictures, music, food and drink, sports and books.

This study used instruments of interviews and check-lists that were utilized to collect data. The data were obtained from the analysis of lesson plans and other documents related to English subject matter. Check lists were used to analyze English language teaching materials. They were used to ensure the existence of indicators of popular culture contained in English language teaching materials.

Data obtained through interviews and check lists were analyzed and interpreted in accordance with popular culture theory.

Furthermore, all objects or popular culture materials that were found were classified based on categories of popular culture.

### DISCUSSION / ANALYSIS:

The results of interviews with 16 participants stated that there are two steps to design popular culture into English subject matter. First, the participants analyze the components of popular culture. There are several components of popular culture that can be used as English teaching materials, namely:

- 1) Television. It is an electronic media that is growing rapidly in people's lives. As its development, television becomes one of the icons of popular culture that is very popular to many viewers. Television also influences the daily lives of many viewers who are generally teenagers.
- 2) Fiction. It is the work of an author with his imagination. The story is written not based on facts, but it comes from the author's illusion. Popular culture creates thousands of fiction read by the public through popular novels or popular literature.
- 3) Film. It is a series of moving images displayed on the big screen. The series of moving pictures provides spectators with a spectacle which is interconnected stories between different objects. The film creation process combines aspects of art, knowledge, story writing skills and industry.
- 4) Newspapers and Magazines. They are print media that are presented to disseminate a variety of information to the public through written language. They are very popular to people who are exploring news and information.
- 5) Pop music. Pop music is a music genre. The word pop comes from popular, where pop music is music that is popular among the people, and it is much favored by the public. As one form of popular culture, pop

music is easily understood and accepted by many people.

- 6) Food and beverage. They are a daily consumption that is needed by all people to meet their energy source so that they can do various life activities.
- 7) Clothes. It is one of the basic human needs to protect the body from various natural disruptions such as sunlight and cold weather. It is also a necessity to meet the standards of cultural norms such as courtesy.

The seven components of popular culture mentioned above can be utilized by participants to develop English subject matter taught in schools. They can choose the components of popular culture which are then developed into learning material. The selection of popular culture components is adjusted to the instructional and curriculum objectives. After establishing a component of popular culture, the participants develop English language teaching material that will be delivered in class.

Second, after analyzing the components of popular culture, the informants developed English language teaching material. Informants said that before teaching, they developed teaching material as a teaching plan. The teaching plan contains four components, namely: 1) standards competencies, 2) basic competencies, 3) indicators, and 4) teaching materials.

#### 1) Standards competencies

Standards competencies are students' minimum ability qualifications that describe the mastery of knowledge, attitudes, and skills expected to be achieved in each class on a subject. Standards competencies are taken from the Basic Competence existed in Minister of National Education Regulation No. 22, year 2006. Genre types (report, narrative and analytical exposition) can be written

as in the example of teaching plans in the "identity" section, exposition. If there is no mention of the genre type in the "identity" section, it is sufficient to write one genre type, namely analytical exposition so that the reader knows that the type of genre being developed is analytical exposition.

## 2) Basic Competencies

Basic competence is a number of abilities that must be mastered by students in certain subjects as a reference for the preparation of competency indicators in a lesson. Regarding with competency standards, basic competencies are also taken from the Core Standards contained in the Minister of National Education Regulation No. 22, year 2006. Genre types (report, narrative and analytical exposition) can be written as in the teaching plan example in the "identity" section, analytical exposition. If in the "identity" section there is no statement of the genre type, in the Competency Standards section one type of genre is written, namely analytical exposition so that the reader knows that the type of genre being developed is analytical exposition.

## 3) Indicators

Indicators of competencies are behaviors that can be measured and observed to show the achievement of certain basic competencies that are used as a reference for the development of teaching materials and assessment of the subjects. Indicators of competencies achievement are formulated utilizing operative verbs that can be observed and measured. As an example of an indicator, "students are able to use cohesive devices to explain the relationships between elements in a text."

## 4) Teaching Materials

In general the teaching material contains relevant facts, concepts, principles, and procedures, and is written in bullet points in accordance with the formulation of competence achievement indicators. Specifically in teaching English, teaching materials for receptive skills (listening and reading) are in the form of text followed by a number of exercises relevant to the formulation of indicators. For language teaching material that is productive (speaking and writing), teaching material is in the form of the expected texts made by the teacher or taken from a particular source. It is followed by steps taken to produce the text. In addition, teaching materials also contain brief theoretical explanations related to the contents of competency indicators. For reading comprehension, for example, the material also contains an explanation of how to find main ideas in a text or paragraph, to show references in a text, and to explain the meaning of expressions in the text. The teaching material should be taken from various sources of learning that are varied and up to date.

The results of interviews with informants revealed that after developing English language teaching material containing popular culture, they implemented English language teaching materials in the classroom. In the implementation, they carry out three stages of activity. **First**, the Pre-activity phase which includes three activities: 1) the participant divides the class into several small groups. 2) The participant distributes handouts to each group. 3) The participant invites the group to discuss.

**Second**, the Whilst Activity stage which includes 5 activities: 1) the participant tells students to observe the lesson material that has been given. 2) The participant asks

students to ask questions about the text being observed. 3) The participant tells students to collecting information. 4) The participant instructs students to associate facts in books with other facts. 5) The participant tells students to communicate the results of their learning to other students.

**Third**, the Post-activity stage which contains four activities: 1) The participant does the reflection by inviting students to say: "In this chapter I learn about ..." 2) The participant tells students to say, "The parts that I enjoyed the most were ..." 3) The participant tells students to say, "The difficulties that I had were ..." 4) The participant tells students to say, "What do I have to do to be better?"

On the basis of findings, it can be said that the study has something new to discuss. This research explores popular culture into English language teaching materials. Popular culture has a lot of interesting material and is loved by many junior high school students. The appeal of popular culture material makes many students enjoy using it. By utilizing popular culture material as English teaching material, it makes the teacher's effort to improve students' English knowledge and skills easier. Therefore, the use of popular culture as an English language teaching material can help teachers improve student achievement. This research can also enhance teachers' knowledge about teaching and learning in the classroom through the use of popular culture as a learning experience in the classroom. This study enables teachers to improve student learning experiences through innovative, creative and enjoyable classroom activities.

### CONCLUSION:

Based on the results of data analysis, it can be concluded that popular culture can be developed into English language teaching materials. There are two stages that need to be done to develop popular culture into English

language teaching material. **First**, teachers need to analyze and identify components of popular culture that are suitable for instructional goals. **Second**, they develop popular culture materials into language teaching materials. In developing English language teaching materials that contains popular culture, teachers must observe the curriculum and read standard and basic competencies. Observation of the curriculum is very important to formulate indicators and teaching objectives.

After completing developing the English teaching material, teachers implement it in class by developing several activities. Activities designed by the teachers must stimulate students' interest in learning as an innovative, creative and enjoyable learning experience. Learning activities undertaken by the teachers have three activities: pre-activity, whilst activity and Post-activity. The process of the three activities such as analyzing the components of popular culture, developing teaching materials containing popular culture, and implementing course material in class must be done systematically so that learning activities can achieve the instructional objectives.

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