AN ANALYSIS OF SOCIO-CULTURAL VALUES IN ENGLISH LANGUAGE TEACHING SMA NEGERI 22 GOWA

A THESIS

*Submitted to Faculty of Teacher Training and Education
University of Muhammadiyah Makassar as a Partial Fulfillment of the Requarement for the
Degree of Education in English Department*

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FACULTY OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH

UNIVERSITY OF MAKASSAR

2025

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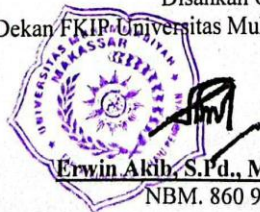
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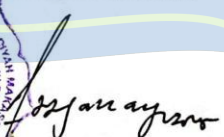**Dr. Farisha Andi Baso, S.Pd., M.Pd.**
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28/11/24	1-5	- check teaser → chap 1-3 - Findings - Interview (elaborate it) - Observation checklist (analysis)	
26/11/04	1-5	- Scope of (Speaking & Socio-Cultural Values) - Speaking (concept) elements	
29/11/24	1-5	- Findings (Observation & Interview) Detail Result	
02/12/24	4-5	- Sources of Questionnaire - Discussion	
04/12/24	4-5	- Pengimplementasian socio culture ke Pengajaran - cek Ref (Mendeley) Alphabetical - ACC	

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M. RIjalul Haq Al Fahros

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MOTTO & DEDICATION

MOTTO

"Don't forget hell because heaven is real"

DEDICATION

I dedicate this thesis to my parents, especially my father and mother,

who always pray, motivate, and raise me.

My family has always supported me.

For myself who has struggled until this point

ABSTRACT

M. Rijalul Haq Al Fahros. 2024. *An Analysis Of Socio-Cultural Values In English Language Teaching Sma Negeri 22 Gowa (A Descriptive Qualitative Research at SMA Negeri 22 Gowa, Gowa Regency, Province of South Sulawesi, Indonesia).* Under the thesis of English Education Departement, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Farisha Andi Baso and Firman.

This descriptive qualitative research aims to find out what are the socio-cultural values integrated by teachers in English teaching at SMA Negeri 22 Gowa.

The instruments used to collect data are interviews and observations. Researchers observe and draw conclusions from the phenomenon as clearly as possible without manipulation. In addition, the researcher determined and reported the results of the research conducted at SMA Negeri 22 Gowa.

The results of the study show that the socio-cultural values integrated in English teaching in this school include three main aspects: religious values, ethical values, and social values. Religious values are reflected in the habit of starting and ending lessons with prayers, pronouncing greetings, as well as the use of polite language and respect for religious differences. Ethical values include honesty in delivering information, time discipline, empathy for student needs, and responsibility in completing assignments. The social values applied in English teaching can be seen in the harmonious relationship between teachers and students, respect for differences, the importance of cooperation, and the application of democratic principles in class discussions. This research contributes to understanding how socio-cultural values can be integrated in the teaching process to create an inclusive environment and support the development of students' character.

Key words: Analysis, Socio-Cultural Values, English Language Teaching

ABSTRAK

M. Rijalul Haq Al Fahros. 2024. *Analisis Nilai Sosial-Kultural dalam Pengajaran Bahasa Inggris Sma Negeri 22 Gowa (Penelitian Kualitatif Deskriptif di SMA Negeri 22 Gowa, Kabupaten Gowa, Provinsi Sulawesi Selatan, Indonesia).* Di bawah skripsi Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Farisha Andi Baso dan Firman.

Penelitian kualitatif deskriptif ini bertujuan untuk mengetahui apa saja nilai-nilai sosial-kultural yang diintegrasikan oleh guru dalam pengajaran bahasa Inggris di SMA Negeri 22 Gowa.

Instrumen yang digunakan untuk mengumpulkan data adalah wawancara dan observasi. Para peneliti mengamati dan menarik kesimpulan dari fenomena tersebut sejelas mungkin tanpa manipulasi. Selain itu, peneliti menetapkan dan melaporkan hasil penelitian yang dilakukan di SMA Negeri 22 Gowa.

Hasil penelitian menunjukkan bahwa nilai-nilai sosial-kultural yang terintegrasi dalam pengajaran bahasa Inggris di sekolah ini meliputi tiga aspek utama: nilai agama, nilai etika, dan nilai sosial. Nilai-nilai agama tercermin dalam kebiasaan memulai dan mengakhiri pelajaran dengan doa, mengucapkan salam, serta penggunaan bahasa yang sopan dan menghormati perbedaan agama. Nilai etika meliputi kejujuran dalam menyampaikan informasi, disiplin waktu, empati terhadap kebutuhan siswa, dan tanggung jawab dalam menyelesaikan tugas. Nilai-nilai sosial yang diterapkan dalam pengajaran bahasa Inggris dapat dilihat dari hubungan yang harmonis antara guru dan siswa, menghormati perbedaan, pentingnya kerja sama, dan penerapan prinsip-prinsip demokrasi dalam diskusi kelas. Penelitian ini berkontribusi untuk memahami bagaimana nilai-nilai sosial budaya dapat diintegrasikan dalam proses pengajaran untuk menciptakan lingkungan yang inklusif dan mendukung pengembangan karakter siswa.

Kata kunci: Analisis, Nilai Sosial-Kultural, Pengajaran Bahasa Inggris

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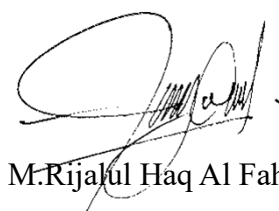
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

Alhamdulillahirobbil 'alamin, praise and grateful for Allah SWT, the almighty for the mercy and blessing so that the writer can finish this research. Shalawat and Salam always be sent to our prophet Muhammadad SAW, the best of mankind that Allah SWT has sent to be a good role model and mercyto the universe.

In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. Therefore, the researcher would like to express her highest appreciation to:

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     Hopefully, this research thesis can be admitted well, and its result can give massive contribution to the improvement of the English teaching and learning process. However, the writer also realize that this research thesis is still far from being perfect. Therefore all criticism and suggestion will be appreciated.

Makassar, 4 Desember 2024

M.Rijalul Haq Al Fahros

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CHAPTER 1

INTRODUCTION

A. **Research Background**

Language is one of the elements of culture. Speaking means showing one's identity where one is and how one's character is. Aside from being one of the elements of culture, language also allows humans to utilise their experiences, learn and get to know other people. Members of society can only be united efficiently through language. Apart from being a means of communication, language allows each person to feel himself bound to the social group he belongs to and can carry out all social activities by avoiding as far as possible clashes to obtain the highest efficiency. Language allows for the complete integration of individuals into their society.

Indonesia, as a multi-ethnic country, has different ethnicities, cultures and languages. These differences cause different ways of seeing people. In a cultural study conducted by Duranti (2015) states that each language determines the cultural style, way of thinking and behaviour of speakers. In short, speaking or language is a cultural practice. To speak a language is to show the identity, character of the speaker, the origin of his family and the high civilisation of the nation that owns the language.

According to Zegarac, culture is a creation shaped by previous generations as a tool to identify a group of people (Wijaya, 2020). Based on definitions above, culture is identified as the core aspect that drives people's behaviour. Based on the above definition, culture is identified as the core aspect that drives people's behaviour.

1

In summary, Kronenfeld stated that society is an actor of cultural actualisation, which allows people to behave based on their assumptions and beliefs, as well as existing rules. Social and cultural engagement is mediated by culturally constructed tools such as language, signs and symbols that create unique human higher-order thought forms (Emiliasari, 2019) .

The relationship between culture and language is a relationship that continues continuously and cannot be separated. Social structure gives rise to a certain variety of language structure or linguistic variety, especially in behaviour. These behaviours in turn re-generate new social structures. This will continue like a circle, certain social patterns will generate certain linguistic patterns which in turn re-generate social patterns and so on. Social stratification in a society gives rise to language varieties, and then language varieties reinforce social stratification (Susanti, 2020).

Language learning are closely related to the social (societal) and cultural settings that are also part of society(Ahmet et al., 2015) . Therefore, language learning should not only produce a mastery of knowledge but also have quality meaning, namely contextual meaning, a meaning that connects teaching materials with personal and social environments (Ali, 2022).

Socio-cultural refers to the interconnected nature of social structures and cultural practices within a particular society. It encompasses the shared beliefs, customs, traditions, and behaviors that are passed down through generations. Socio-cultural values, then, are the core principles that guide these social structures and cultural practices.(Guryanov et al., 2019) They represent what a particular society deems important, desirable, or right. Integrating socio-

cultural values in teaching involves incorporating these core principles into the curriculum and classroom environment. This can be done by selecting diverse learning materials, fostering discussions on cultural perspectives, and creating a space where students feel comfortable sharing their own backgrounds. By integrating these values, educators can create a more inclusive learning experience that prepares students to navigate a diverse and interconnected world (Solak, 2020).

In learning English, not only to improve reading, speaking, listening and comprehension skills but also indirectly students and teachers learn how to interact socially and combine the old culture (mother tongue) with the new culture taught by the teacher in the classroom (Waitoller et al., 2011). However, for English language teachers in Indonesia it is a tremendous acculturation challenge. Firstly, learning English means applying the language in accordance with one's own culture (teaching English communicatively). On the other hand, English has its own culture as an adaptation of a new culture. Kramch explains acculturation as a process of adaptation to a new culture. This adaptation process is very important in second language acquisition because it is one of the tools of cultural expression and social communication tools (Dewi, 2017).

English language teaching (ELT) has evolved beyond acquiring grammar and vocabulary. In today's globalised world, it is imperative to equip students with the ability to communicate effectively across cultures. This requires integrating socio-cultural values into the ELT curriculum. Ideally, the English teaching-learning process makes teachers and students wiser, having a mentality that is ready to accept differences for students towards local and

outside cultures in the classroom. But on the other hand, the process of instruction of old and new cultures in English language learning either orally or in writing will be embedded indirectly. This is what is interesting for the author to analyse the socio-cultural value in English language teaching in the classroom.

B. Research Questions

Based on the background above, the following researchers formulate research question that is "what are types of socio-cultural values that integrated by teachers in English language teaching at SMA Negeri 22 Gowa?".

C. Research Objectives

The objectives of the research are "to find out what are socio-cultural values that integrated by teachers in English language teaching at SMA Negeri 22 Gowa".

D. Research Significance

There are theoretical and practical benefits from this research as follows:

1. The Theoretical Benefit

   This research is expected to provide wider knowledge and information about the influence of socio-cultural values in English language teaching. The results of this study are also expected to contribute as one of the references for future researchers who pay attention to the field of sociolinguistics, especially on cross-cultural understanding.

2. The Practical Benefit

a) For the Teacher

It is hoped that this study can enhance teachers' understanding of how students' socio-cultural values affect the English teaching and learning process especially in facing acculturation challenges in teaching. This research can provide information and help teachers develop more effective and contextualised learning strategies by considering students' socio-cultural values as well as increase teachers' sensitivity to cultural differences and improve their ability to communicate effectively with students from different cultural backgrounds. As a result, teachers can build better relationships with students and create a more inclusive learning environment, as well as improve the quality of English language teaching and provide better learning outcomes for students.

b) For the Next Researcher

This research is expected to be an additional reference for a researcher who is completing on the same field of research. The researcher expects the result of this research can give significant impact and meaningful reference toward another research.

E. Scope of the Research

In this study, researchers analyzed and described the socio-cultural values that are integrated by English teachers into speech skills teaching materials, especially in speaking oral interaction in the eleventh grade of SMA Negeri 22 Gowa. The focus of the study on speaking oral interaction aims to develop students' ability to communicate directly by paying attention to socio-cultural

values, so that they can use English effectively and in accordance with applicable cultural norms.

There are 3 types of socio-cultural values that are the focus of this study, namely religious values, ethical values, and social values. These values are integrated through a variety of speaking activities that involve direct oral interaction between students, such as discussions, role-plays, and conversation simulations.In religious values are manifested in the use of phrases or topics that reflect respect for religious teachings, such as greetings or discussions about tolerance. In ethical values are applied through manners in speech, such as the use of respectful expressions in dialogue and the appropriate tone of speech.in social values are applied in everyday interactions, such as making requests, expressing appreciation, or showing empathy for the other person. These socio-cultural values are implemented in teaching activities that are part of the teacher's routine, where oral interaction is the main medium to strengthen English learning while instilling these values.

The limitation of this study is on the scope of the values analyzed. The research covers only religious values contained in Islam, ethical values contained in local customs, and social values reflected in the social interaction of local communities. This is a limitation in the exploration of broader cultural values, but remains relevant in the context of teaching English in the classroom.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Review of Related Literature

The following are the findings from the results of research conducted by several researchers:

First, a study conducted by Meutia (2021) with the title "Analysis of Socio-Cultural Values in High School English Textbooks in Indonesia". This research analyses 10 high school English textbooks published by well-known publishers in Indonesia. The results showed that the textbooks contained socio-cultural values such as individualism, competition, and formality. The research also found that these socio-cultural values are embedded in various aspects of the textbooks, such as text content, practice questions, pictures and illustrations.

Second, a study conducted by Astuti (2022) with the title "The Effect of Socio-Cultural Values on the Motivation to Learn English of High School Students". This study involved 200 high school students in Central Java. The results showed that socio-cultural values such as individualism and competition have a positive influence on students' English learning motivation. The values of individualism and competition have a positive influence on students' English learning motivation and the value of collectivism has a negative influence on students' English learning motivation. Students who have high individualism value tend to be more motivated to learn English because they want to achieve and show their abilities. Students who have high competition value also tend to be more motivated to learn English because they want to compete with their friends. . Students who have high collectivism value tend to be less motivated

to learn English because they focus more on group interest rather than individual interest.

Third, a study conducted by Ardika (2023) with the title "English Learning Strategies that Pay Attention to the Socio-Cultural Values of Students of SMAN 1 Yogyakarta". This research examines several English learning strategies that can help students learn English more effectively and enjoyably, such as: 1) Co-operative learning: This learning strategy encourages students to work together in completing tasks. It can help students learn English more effectively and increase their sense of community. 2) Inclusive learning: This learning strategy is designed to accommodate the learning needs of all students, including students with different cultural backgrounds. It can help students feel more valued and respected, and increase their motivation to learn English. 3) Culture-based learning: This learning strategy integrates students' culture into English learning. It can help students learn English more easily and enjoyably, and increase their understanding of other cultures.

Fourth, a study conducted by Santoso (2022) with the title "Challenges of Implementing English Language Learning Based on Socio-Cultural Values in Grade 11 SMA 3 Semarang". This study found several challenges faced in the implementation of English language learning based on socio-cultural values in high school, namely: 1) teachers' lack of understanding of students' socio-cultural values. Many English teachers do not have a deep understanding of their students' socio-cultural values. This can make it difficult for them to develop learning strategies that suit students' learning needs. 2) Lack of appropriate learning resources. This study found that there are still few English

language learning resources specifically designed for socio-cultural value-based learning. This makes it difficult for teachers to find teaching materials that suit students' learning needs. 3) Attitudes and resistance of students. Some students may be resistant to socio-cultural value-based learning because they feel uncomfortable with the new learning method. 4) High teacher workload: Implementing socio-cultural value-based learning may increase teachers' workload as they need to develop new learning strategies and find appropriate teaching materials.

Fifth, a study conducted by Susanti (2020) with the title "The Role of English Teachers in Integrating Socio-Cultural Values in Learning". This research shows that English teachers have an important role in integrating socio-cultural values in learning. English teachers need to understand their students' socio-cultural values in order to develop learning strategies that integrate students' socio-cultural values and that suit students' learning needs and English teachers need to create an inclusive learning environment and respect students' cultural diversity.

Finally, a study conducted Rijal (2019) with the title "The Integration Of Islamic And Local Cultural Values Into The English Teaching And Learning Process". Result of the research shown that the integration of Islamic and local cultural values was not only found in the term of interaction but also in the teaching material. Moreover, the importance of integrating Islamic and local cultural values were (1) to promote character education in English teaching and learning process; (2) enhance students' understanding of their own cultural identity; (3) to develop the students" critical attitude towards both target and

native cultures; and (4) to develop the students" cultural awareness. Furthermore, the researcher found that there are some effects of integrating Islamic and local cultural values into the English teaching and learning process including (1) the students will well-motivated and interested to learn English; (2) improve the students" self-confidence; (3) improve the students" learning achievements; and (4) influence the students" English ability. As a conclusion, the integration of Islamic and local cultural values is an important investment to give students the skills, abilities, and qualities to faced global challenges without leaving their own identity or national identity.

Based on some of the studies above, there are similarities between the research that will be conducted by researchers and previous studies. The similarity is that all researchers have the same concept in their research, namely socio-cultural values. However, there are differences between the research to be conducted and the previous studies, namely this research will focus on socio-cultural values that are more integrated by teachers in speaking skill teaching materials. The types of socio-cultural values are religious values, ethical values and social values.

B. Some Pertinent Ideas

1. Concept of Socio-Cultural Values

a. Definition of Speaking

Speaking is one of the productive skills in language learning that focuses on the ability to verbally express ideas, thoughts, or information. According to Chen and Brown (2022), speaking is the process of building and sharing meaning through verbal and non-verbal use in various contexts. These skills

require a combination of linguistic abilities (such as grammar, vocabulary, and pronunciation) and pragmatic abilities (such as the use of language in appropriate social contexts). Speaking involves two main forms, namely monologue (speaking to oneself without direct interaction) and oral interaction, in which the speaker communicates directly with others.

Speaking is a form of speaking skill that involves the process of direct communication between two or more people. In this context, the speaker not only conveys information, but also listens, understands, and responds to the interlocutor. Nunan defines verbal interaction as a speaking process that involves a two-way dialogue, in which each party has the opportunity to speak and respond in turn (Wijaya, 2020).

Verbal interactions include the ability to:

1. Spontaneous Speaking: Students respond or start a conversation without lengthy preparation.

2. Adapting to the Situation: Using language that is appropriate for the context, culture, and interlocutor.

3. Active Listening: Able to understand

The characteristics of speaking oral interaction:

1. Two-Way Dialogue: The conversation takes turns, where each participant speaks and listens.

2. Spontaneous Response: Interactions occur naturally without a script or rigid preparation.

3. Socio-Cultural Context: Speaking is done by considering the social and cultural norms that apply in a society.

4. Flexible Use of Language: Students can adjust their choice of words, intonation, and tone according to the needs of the conversation.

In English teaching, speaking is an important component because it trains students to use the language practically in daily life. Through verbal interactions, students can:

1. Practice the use of vocabulary and language structure contextual.

2. Improve interpersonal communication skills.

3. Understand the cultural aspects that affect the use of language.

Activities such as discussions, role-plays, and conversation simulations are effective learning media to develop students' oral interaction speaking skills. It also encourages students to actively speak, listen, and understand socio-cultural values that are relevant to their lives.

In the context of English language teaching, speaking oral interaction can be used as a means to integrate socio-cultural values, such as religious values, ethical values, and social values. This process helps students not only improve their speaking skills but also understand and respect the cultural norms that prevail in society.

Thus, speaking oral interaction is not only a means to practice speaking skills, but also a medium to instill socio-cultural values that can increase students' competence in communicating effectively and meaningfully.

b. **Definition of Socio-Cultural Values**

According Geertz, socio-cultural values are the fundamental beliefs, principles, and moral assumptions that are shared by a group of people within a particular society or culture. They act as a guide for how people think, behave, and interact with each other (Yuliana, 2022).

Sociocultural values based on the term, namely : "Socio" that is relating to society and the interaction of people within it, "Cultural" that is relating to the customs, traditions, and practices of a particular group of people and "Values" that is deeply held beliefs that define what a person or group considers important, good, or desirable (Irayanti, 2022).

These values influence various aspects of life, including: family structure and roles, religious beliefs and practices, work ethic and attitudes towards money, importance placed on education and achievement, views on authority and leadership, gender roles and expectation (Faizin, 2019)

Socio-cultural values can be passed down through generations through traditions, stories, and social interactions. They can also evolve over time as societies change and interact with each other. Understanding socio-cultural values is important for many reasons. It can help us: appreciate the diversity of human experience and behavior, communicate more effectively with people from different backgrounds, resolve conflicts in a more sensitive and respectful manner and develop a greater sense of global citizenship (Poedjiastutie et al., 2021) .

In the field of education, understanding socio-cultural values is essential for effective teaching and learning. Experts in the field of education emphasize the importance of considering the cultural context in which teaching and learning takes place (Alfian et al., 2021). Here are some of the main perspectives on understanding socio-cultural values in teaching according to experts:

a) Lev Vygotsky's Socio-Cultural Theory: A renowned psychologist and educational theorist Lev Vygotsky introduced the socio-cultural theory of cognitive development. He dominant the role of social interaction, cultural tools, and zone of proximal development (ZPD) in learning. According to Vygotsky, learning is a social process, and educators should consider students' cultural backgrounds, encouraging collaborative and interactive learning experiences (Veer, 2020).

b) Culturally Responsive Teaching: Gloria Ladson-Billings, a leading educational researcher, has advocated culturally responsive teaching. This approach involves recognizing and incorporating students' cultural backgrounds into the teaching process. Culturally responsive teaching aims to create an inclusive and supportive learning environment that values and utilizes the diverse experiences and perspectives of students (Rahmatirad, 2020) .

c) Cultural Competence: Experts in the field of education emphasize the importance of cultural competence among educators. This includes awareness of one's own cultural biases, understanding diverse cultural

backgrounds, and adjusting teaching strategies to meet the needs of a diverse student population. Culturally competent teaching fosters positive relationships between teachers and students and increases teaching effectiveness (English & Philology, 2011).

In the field of education, understanding socio-cultural values is essential for effective teaching and learning. Experts in the field of education emphasise the importance of considering the cultural context in which teaching and learning takes place. By incorporating socio-cultural values into English teaching, educators aim to develop learners who are not just proficient in grammar and vocabulary, but also interculturally competent. This means they can communicate effectively and respectfully with people from diverse backgrounds.

c. **Types of Socio-Cultural Values**

Billing argues that there are several types of socio-cultural values in general, some of which are religious values, ethical values and social values (Kurniasih, 2019).

1) **Religious Values**

According to Rokeach and Bank, value is a type of belief that is within the scope of a belief system in which a perskurnion is a member (Chofifah, 2022). A type of belief that is within the scope of a belief system in which a person acts or avoids an action, or about something that is considered to be a good value. Act or avoid an action, or about something that is considered appropriate. This means meaning or giving

meaning to an object. While religiousness is an attitude or awareness that arises based on a person's beliefs or beliefs in a religion (Fajeri et al., 2022).

Religious values encompass the principles, beliefs, and moral guidelines derived from religious teachings and traditions that shape individuals' behaviors, attitudes, and worldviews. These values are deeply ingrained in religious doctrines and practices, guiding adherents' interactions with themselves, others, and the divine.

At the core of religious values are principles such as faith, piety, and devotion. Faith represents a fundamental belief in the existence of a divine or transcendent power, providing meaning, purpose, and guidance to individuals' lives. Piety entails reverence, devotion, and obedience to religious teachings and commandments, reflecting a commitment to living in accordance with religious principles. Devotion involves dedicating one's life to worship, prayer, and spiritual practices, seeking communion with the divine and cultivating a deeper relationship with the sacred.

Furthermore, religious values emphasize morality, ethics, and righteousness. They provide a moral framework for distinguishing between right and wrong, good and evil, based on religious teachings and scriptures. Religious values promote virtues such as compassion, honesty, humility, and forgiveness, guiding adherents' conduct towards themselves and others. They also encourage adherence to ethical

principles and commandments that govern interpersonal relationships, social interactions, and societal obligations.

Religion values in teaching refer to the moral principles, ethical codes, and spiritual beliefs held by different faiths that can be integrated into the educational process. It's not about converting students to a particular religion, but rather about using these values to enhance cultural understanding, develop moral character, foster tolerance and respect and to create meaningful connections.

Integrating religious values in teaching can be a powerful tool for fostering cultural understanding, developing moral character, and creating a more inclusive learning environment.Religious values play an important role in shaping society, influencing individuals' beliefs, behaviour and interactions within the community. In the context of teaching, the integration of religious values involves recognising and incorporating religious beliefs, practices and traditions from different cultures into the language learning experience. This approach fosters cultural awareness, sensitivity and respect among learners, contributing to their development as global citizens.

One important aspect of integrating religious values in teaching is through cultural content and materials. Teaching can include readings, discussions and activities that reflect the religious diversity of English-speaking communities around the world. By introducing learners to different religious perspectives, rituals and traditions, educators help

them gain a deeper understanding of the cultural context in which English is spoken.

In addition, religious values can be integrated into teaching through the exploration of ethical and moral principles embedded in religious teachings. Teachers can facilitate discussions on topics such as compassion, forgiveness and social justice, sourcing ethical guidance from religious texts and scriptures. This not only enriches language learning, but also encourages critical thinking and reflection on universal values that transcend cultural boundaries.

Teachers should promote respect for religious diversity and tolerance for different belief systems. Teachers can create inclusive learning environments where students feel comfortable expressing their religious identities and engaging in dialogue with classmates from different religious backgrounds. By fostering interfaith understanding and empathy, teaching contributes to the development of mutual respect and appreciation of religious pluralism.

So that religion is a set of teachings which is a set of life values that must be used as a barometer for its adherents in determining the choice of actions in their lives. So, religion is the appreciation and implementation of religious teachings in everyday life, so this religious aspect must be planted to the fullest.

2) Ethical Values

Ethical values refer to principles or standards that guide behavior and decisions, distinguishing between right and wrong. Ethical education encompasses the cultivation of core values such as honesty, integrity, respect, responsibility, fairness, compassion, and empathy" (Khin, 2018). These values serve as guiding principles for navigating moral dilemmas, fostering positive relationships, and contributing to a just and equitable society .

Integrating ethical education into the curriculum promotes a holistic approach to learning, extending beyond academic knowledge to encompass the development of character and moral judgment. It equips students with the tools to critically analyze situations, consider ethical implications, and make sound choices aligned with their values.

In English language teaching, ethical values go beyond simply learning grammar and vocabulary. They aim to cultivate well-rounded individuals with a strong sense of right and wrong who understand how to interact with others in a responsible and respectful manner.

At the core of ethical values lie concepts such as honesty, integrity, respect, fairness, and responsibility. Honesty involves being truthful and transparent in communication and dealings with others, while integrity pertains to consistency between one's actions and values, demonstrating a strong moral character. Respect involves recognizing the inherent worth and dignity of all individuals, regardless of differences in beliefs, background, or status. Fairness entails treating

others impartially and justly, without discrimination or bias, and taking into account the consequences of one's actions on others. Responsibility emphasizes the accountability and obligation individuals have towards upholding ethical standards and considering the well-being of others and the broader community.

Moreover, ethical values extend beyond individual behavior to encompass organizational and societal norms. In professional settings, ethical values guide decision-making processes, ensuring that actions align with ethical principles and professional codes of conduct. Similarly, in societal contexts, ethical values inform laws, policies, and social norms that govern interactions and relationships among individuals and institutions.

Overall, ethical values play a crucial role in fostering trust, cooperation, and harmony within communities, promoting ethical conduct, and contributing to the greater good of society. By upholding these values, individuals and organizations can cultivate environments conducive to mutual respect, justice, and integrity, ultimately striving towards a more ethical and sustainable world.

Teaching ethical values involves a systematic approach to transmitting, making sense of, and internalizing ethical values to students. Teaching ethical values is not only about providing knowledge about what is considered right or wrong, but also involves direct experience, reflection, and application of those ethical values in

daily life. It aims to form responsible, caring, and ethical individuals in various contexts.

3) **Social Values**

Social value is a concept adopted by society about what is considered good and bad. Social values are formed due to the agreement of each individual in society. This causes social values in one community group to be different from other community groups (Bauto, 2016).

Social value is an abstract concept in humans in a society about what is considered good and what is considered bad, beautiful or not beautiful, and right or wrong. Social values are things that concern the common welfare through effective consensus among them, so social values are upheld by many people.

Social values are a reference in people's lives to determine whether something is good or bad, appropriate or inappropriate for people to do. The aspect of social values is something that is considered important to society, values are also a benchmark for humans to act and interact with society. When interacting with others, people must be able to place themselves in accordance with the actions or attitudes accepted by society. Interaction is a common form of social process and some experts even argue that social interaction is the main condition for social activity.

Social values in education refer to the principles, beliefs, and norms that shape how individuals interact, collaborate, and learn within

educational settings. These values guide the development of social skills, ethical behavior, and responsible citizenship among students. They emphasize the importance of fostering a supportive and inclusive learning environment where respect, cooperation, empathy, fairness, and other positive social behaviors are promoted and practiced.

Social values are an important foundation in building students' character and morals. In English language teaching, social values can be absorbed to create a positive and conducive learning environment for students' development. Some social values that can be taught through English language teaching are cooperation and mutual cooperation, tolerance and understanding, responsibility and discipline, honesty, caring and respect.

In language teaching, integrating social values is more than just teaching grammar and vocabulary. It's about fostering an understanding and appreciation of different cultures while students develop their English language skills. By integrating social values into English language teaching, we can create a learning environment that fosters mutual respect, understanding and the ability to communicate effectively across cultures. This equips students with the skills they need to thrive as global citizens in an interconnected world.

d. Integrating Socio-Cultural Values in Teaching and Learning Process

Integrating socio-cultural values in the classroom, isn't just an option, it's a necessity. This means incorporating the beliefs, customs, and traditions of various cultures into the teaching process. There are several compelling

reasons to do this. Firstly, by understanding the socio-cultural backgrounds of their students, educators can create a more inclusive learning environment where students feel valued and respected. This fosters a sense of belonging, which in turn increases student engagement and motivation. Secondly, integrating socio-cultural values helps students develop into well-rounded global citizens. Exposure to diverse values equips them with the skills to interact respectfully and effectively with people from different backgrounds. This prepares them to navigate an increasingly interconnected world where collaboration and understanding across cultures is essential. Finally, exploring and discussing socio-cultural values in the classroom fosters critical thinking skills. By analyzing and questioning assumptions about different values and perspectives, students develop their own worldviews and become more adept at critical thinking and problem-solving (Abdullah, 2022).

According Wijaya (2020), integrating these values into the teaching process unlocks a multitude of benefits for both students and educators. Firstly, by actively incorporating socio-cultural values, educators gain a deeper understanding of their students' backgrounds and perspectives. This fosters a sense of belonging and inclusivity within the classroom. Imagine a classroom where historical narratives and literary works represent diverse cultures, not just the dominant one. Students from these backgrounds can see their own experiences reflected in the curriculum, fostering a sense of validation and encouraging them to actively participate. When students feel

valued and respected, their engagement with the learning process naturally increases, leading to improved academic outcomes.

Secondly, integrating socio-cultural values equips students with the necessary skills to thrive in an increasingly interconnected world. As globalization continues to break down geographical barriers, the ability to interact respectfully and effectively with people from diverse backgrounds is paramount. By exposing students to a variety of socio-cultural values, educators equip them with the tools for navigating these interactions. Classroom discussions and debates around socio-cultural issues relevant to the subject matter encourage students to see issues from different perspectives. This fosters empathy, understanding, and the ability to communicate effectively across cultural divides – all crucial skills for future global citizens.

Thirdly, integrating socio-cultural values in the classroom fosters critical thinking and problem-solving skills. When students are exposed to diverse values and perspectives that may challenge their own assumptions, they are encouraged to analyze these values critically. This encourages them to question the "why" behind different customs and beliefs, sparking curiosity and a deeper understanding of the world around them. Project-based learning activities that allow students to research and present on different cultural values further enhance this process. By analyzing and questioning information, students develop their own informed worldviews and become

more adept at critical thinking and problem-solving, skills that will benefit them throughout their lives.

However, integrating socio-cultural values also presents challenges. Educators require training and resources to effectively navigate potentially sensitive topics and ensure a balanced representation of all perspectives within the classroom. Additionally, it's crucial for educators to be mindful of power dynamics and ensure that all students feel comfortable sharing their own cultural backgrounds without fear of judgment .

Overall, integrating socio-cultural values into the curriculum offers a wealth of benefits for both students and educators. By creating a more inclusive learning environment, preparing students for the globalized world, and fostering critical thinking skills, educators can cultivate rich learning experiences that empower students to thrive in the 21st century.

e. **Impacts of Socio-Cultural Values in Teaching and Learning Process**

Socio-cultural values profoundly influence a teacher's professional identity, teaching practices, and interactions with students. These values shape how teachers perceive their role, the curriculum, and the overall educational process (Priyanti, 2018).

The impact of socio-cultural values on a teacher is profound and pervasive, influencing various aspects of their professional role and interactions within the educational context. Muzis (2009) stated, here are some key ways in which socio-cultural values can impact a teacher:

1) Teaching Philosophy and Approach: Socio-cultural values shape a teacher's fundamental beliefs about education, learning, and the role of a teacher. For example, cultural values emphasizing respect for authority may influence a teacher to adopt a more formal or authoritative teaching style, whereas values emphasizing collaboration and community might lead to a more student-centered approach.

2) Perceptions of Students: Teachers' socio-cultural backgrounds influence how they perceive and understand their students. Cultural values regarding family dynamics, gender roles, socioeconomic status, and language can impact teachers' expectations, interactions, and assessments of student capabilities.

3) Curriculum and Instruction: Socio-cultural values play a role in the selection and design of curriculum materials and instructional strategies. Teachers may incorporate cultural perspectives, historical events, literature, and traditions that resonate with their own values or reflect the diversity of their students.

4) Classroom Management and Discipline: Cultural values regarding discipline, authority, and behavior norms shape how teachers establish rules, manage classroom dynamics, and address conflicts. Teachers may draw on cultural norms to create a classroom environment that aligns with their values and promotes positive behavior.

5) Parental and Community Engagement: Socio-cultural values influence how teachers interact with parents and community

members. Cultural norms regarding communication styles, family involvement in education, and expectations for student success can impact relationships and collaboration between teachers, families, and the broader community.

6) Professional Relationships and Ethics: Socio-cultural values guide teachers' interactions with colleagues, administrators, and educational stakeholders. Values such as honesty, integrity, fairness, and respect for diversity influence professional conduct, decision-making processes, and ethical considerations in teaching.

7) Equity and Inclusion: Teachers' socio-cultural values influence their understanding of equity, diversity, and inclusivity in education. Awareness of cultural diversity, social justice issues, and systemic inequalities shapes how teachers address disparities, advocate for equitable practices, and create inclusive learning environments.

8) Professional Development: Socio-cultural values impact teachers' attitudes towards professional development and ongoing learning. Cultural attitudes towards education, career advancement, and lifelong learning influence participation in professional development opportunities and the adoption of innovative teaching practices.

Overall, the impact of socio-cultural values on a teacher underscores the importance of cultural competence, reflective practice, and sensitivity to diverse perspectives in education. Recognizing and understanding these influences can enhance teachers' effectiveness, promote inclusive practices, and support the academic success and well-being of all students.

f. The Rubric of Integration between Religious values, Ethical Values, and Social Values into the English Teaching and Learning Process

Language learning cannot be separated from teaching accompanied culture. Considering the need to maintain the national identity, it will much beneficial to integrate the socio-cultural values and norms in the practice of English teaching (Yan, 2023). Moreover, also argues that education has become a strategic way to maintain the human culture, even though from the other side education is part of that culture itself . Those explanations point out that it was really suitable to conduct teaching-learning while maintaining the culture and also integrating an religious values, ethical values and social values on it.

Therefore, integrating religious values, ethical values and social values in learning (language) can be a way to strengthen students' nationalism and cultural identity. Furthermore, according to Durori (2017), the students will be a society that really aware of their own identity and have a strong nationalism, because the sense of national cultural awareness is actually one of the characters education goals.

Religious, ethical, and social values are interconnected components of human behavior and societal structure (Fadli, 2021). Religious values often serve as the foundation for many ethical principles, providing moral guidance and a sense of purpose. They often shape societal norms and expectations, influencing laws, customs, and traditions. Ethical values, on the other hand, are broader moral principles that guide individual behavior and decision-making, often influenced by religious, cultural, and

philosophical perspectives. They encompass concepts such as honesty, fairness, and compassion. Social values are shared beliefs and expectations within a community or society about what is considered right, wrong, desirable, or undesirable (Türkkahraman, 2014). They evolve over time and are influenced by various factors, including religious, ethical, and cultural beliefs. While there can be overlaps and intersections between these value systems, they are distinct concepts that contribute to the complex tapestry of human experience (Rijal, 2019).

Based on the explanation above, the researcher carry out the values that should be delivered into the teaching and learning process which adapted (Rijal, 2022) from as follows :

Table 2.1: The Rubric of Integration between Religious values, Ethical Values and Social Values

Aspects	Indicator of Values
Religious (The values consist in Islam)	Faith (Alfian et al., 2021)
	Honesty (ibid)
	Patience (Baswedan, 2016)
	Sincere (ibid)
	Religious Tolerance (Irayanti, 2022)
Ethical (The values consist in local ethical)	Courtesy (Ibid)
	Humility (Ibid)
	Discipline (Ibid)
	Responsibility (Khin, 2018)
	Empathy (Ibid)
	Integrity ((Khin, 2018)
	Respect (Sahed, 2016)
Social	Cooperation (Ibid)
	Mutual cooperation (Ibid)
	Compassion (Adityas, 2015)

(The values consist in social interaction)	fair (Ibid)
	Gender equality (Bauto, 2016)
	Respecting differences of opinion (Türkkahraman, 2014)

(Source : A. Rijal, 2019)

The several explanations of the experts in Table 2.1, there are three types of socio-cultural values, namely religious values, ethical values and social values. Therefore, the rubric is integrated with daily activities and basic messages in the classroom teaching and learning process. Thus, the researcher did a specific rubric of the integration of religious values, ethical values and social values into the teaching and learning process process as criteria in implementing these values adapted from Santoso (2022) as follows :

Table 2.2: Criteria of Integration of Religious Values, Ethical Values

and Social Values

Socio-Cultural Values	Criteria
Religious Values	Integrating religious values in the opening or closing of learning.
	Use polite and respectful language.
	Provide real examples of religious leaders who can inspire students.
	Teaching the values of tolerance and mutual respect between religious communities.
Ethical Values	Showing an honest and open attitude in conveying information.
	Maintain professional ethics as an educator.
	Showing empathy for students.
	Teaching the values of responsibility and discipline.

Social Values	Build positive relationships with students and fellow teachers.
	Teaching the values of cooperation and mutual cooperation.
	Teaching the importance of respecting differences.
	Forming a democratic student character.

(Source : Santoso, 2022)

Based on the previous explanation, it can be concluded that the integration of religious, ethical and social values can be based rubric of integration and it can be integrated not only in daily life but also in teaching and learning process. Therefore, the integration of those values into the teaching and learning process are really important to improve the teachers' teaching outcomes and to motivate the teacher in teaching English because all three of the religious, ethical and social values has a significant positive influence to the students.

Furthermore, religious, ethical and social values are important to integrate during the English teaching and learning process. It is because, in the teaching and learning process especially for the English teaching, the teachers should deliver the material brief, clear, understandable and also applicable. Those values will cover the way to deliver the material as well. It will affect both the students' learning interest and also the students' learning outcomes.

2.   **Concept of English Language Teaching**

A.   **Definition of English Language Teaching**

According Allyson (Hafeez, 2023) English Language Teaching (ELT), also known as English as a Second Language (ESL) or English as a Foreign Language (EFL) instruction, refers to the practice and profession of educating individuals whose first language is not English in the skills of speaking, listening, reading, and writing in English. The primary goal of English Language Teaching is to enable learners to effectively communicate in English, both orally and in writing, for various purposes such as academic study, professional development, social interaction, and global communication.

ELT involves the use of various teaching methodologies, materials, and assessments to enhance language proficiency. It encompasses a range of levels, from beginner to advanced, and is taught in diverse settings such as schools, language institutes, universities, and online platforms (Yan, 2023). ELT instructors play a crucial role in guiding students through the language learning process, helping them develop linguistic competence, cultural awareness, and the ability to use English in real-life situations (Shodiq & Madjid, 2021). The field continues to evolve with advancements in language education research and technology, aiming to provide effective and engaging language learning experiences.

In journal Kamberi (2018), in english language teaching, there are four main skills that are usually taught to students. These skills include the following aspects:

1) Listening

   Listening skills involve the ability to understand and interpret information conveyed through hearing. Listening is the first step in understanding spoken language, enabling students to respond correctly to commands, instructions or everyday conversation.

2) Speaking

   Speaking skills involve the ability to express thoughts, ideas, and feelings orally: Speaking is a skill that is essential for communicating effectively. It helps students develop the ability to interact with others in a variety of contexts.

3) Reading

   Reading skills involve the ability to comprehend and interpret written texts, including articles, books, and various other reading materials. Reading is a fundamental skill that helps students gain information, understand context, and expand their vocabulary.

4) Writing

   Writing skills involve the ability to organise and convey thoughts or information in writing. Writing helps students develop their self-expression, organise ideas, and hone grammar skills. It is also an effective way to communicate in formal or informal contexts.

These four skills are known as key language skills and are fundamental to students' ability to use English comprehensively. In English language teaching, teachers usually design learning activities that include the balanced development of these four skills in order for students to master the language thoroughly.

B. English Teaching Methods in Speaking

Speaking as part of interactive English language teaching involves leveraging a variety of methods to enhance students' oral communication skills. These methods aim to develop fluency, accuracy, and confidence in real-life and classroom interactions. Below is a detailed explanation of ELT methods relevant to teaching speaking, as outlined by Maulana (2020):

1) Grammar Translation Method (GTM)

While GTM traditionally focuses on reading and writing, it can indirectly support speaking by building a strong foundation in grammar and vocabulary. However, it is less effective for direct oral practice since interaction is minimal.

2) Direct Method

The Direct Method prioritizes immersive speaking exercises by excluding translation. Teachers create real-life scenarios, encouraging students to think and communicate in English. This approach improves spontaneous communication and builds vocabulary organically.

3) Audio-Lingual Method (ALM)

ALM uses repetitive drills and dialogues to strengthen language habits. It is particularly useful for practicing pronunciation, sentence structures, and response patterns. Students engage in mimicry and role-playing activities, which enhance oral skills.

4) Communicative Language Teaching (CLT)

CLT focuses on developing communicative competence through meaningful interaction. Activities like discussions, interviews, and debates simulate real-world conversations, fostering fluency and confidence in speaking. It aligns with the principles of interactivity and active learner participation.

5) Task-based Language Teaching (TBLT)

TBLT integrates language use with task completion. Tasks such as planning events, problem-solving, or collaborative storytelling involve active speaking. This method promotes both fluency and accuracy as students focus on achieving specific objectives.

6) Content-Based Instruction (CBI)

CBI allows students to learn English while engaging with specific topics, such as science or history. Speaking activities in this method include presentations, group discussions, and question-answer sessions on the subject matter, promoting language use in academic contexts.

7) Total Physical Response (TPR)

TPR combines physical actions with verbal instructions to facilitate language learning. For speaking, TPR can include commands, role-playing scenarios, or storytelling with actions. This method is especially effective for beginners.

8) The Silent Way

This method encourages student autonomy by having the teacher act as a facilitator. Speaking activities may involve deciphering language patterns or using minimal cues, fostering independent thinking and confidence in oral production.

C. Procedures of English Language Teaching

Procedures of English Language Teaching (ELT) refers to the steps or procedures taken by teachers in a classroom context to deliver subject matter and facilitate student learning. In a book written by harmer (Kamberi, 2018), here are some common steps in English language teaching procedures:

1) Warm-up: Start the lesson with a warm-up activity to arouse students' interest and bring their attention to the lesson. Warm-ups can be word games, quick questions, or activities related to the topic to be taught.

2) Introduction: Conveys the learning objectives and provides context or an introduction to the material to be taught. Presents keywords or important concepts that will be explained during the lesson.

3) Main Teaching: Explains the concept or grammar that is the focus of the lesson. Uses a variety of methods, such as verbal explanation, visual presentation, or practical examples to help students understand the material.

4) Practice Activities: Engaging students in practice activities that allow them to use and hone newly learned skills. These activities can include written exercises, language games, or role-playing.

5) Feedback and Correction: Provide feedback on student performance, both individually and in groups. Provide correction or additional guidance as necessary to help students correct their mistakes.

6) Consolidation and Application: Provides opportunities for students to consolidate their knowledge through in-depth activities or exercises. Encourage students to apply newly learned skills in practical or contextual situations.

7) Assessment: Conduct evaluations to measure students' understanding and abilities. Evaluations can be in the form of written exams, projects, or observations of student performance during class activities.

8) Assignment: Provide homework assignments to engage students in language use outside of class. These assignments can be reading, writing, or project work.

9) Reflection: Ending the lesson with a joint reflection, where students and teacher can give feedback, evaluate the learning, and plan the next steps.

10) Problem-Solving: Invites students to participate in activities or discussions that involve problem-solving using English and encourages creative and analytical thinking.

Each step in the teaching procedureS can be adapted to the needs and characteristics of the class and subject matter. Flexibility and responsiveness to students' needs are essential in designing effective teaching procedures.

D. **The Relationship Between English Teaching in Speaking, Oral Interaction and Socio-Cultural Values**

English Language Teaching (ELT) and socio-cultural values are closely intertwined, creating dynamic synergies that shape the way students learn and interact with the language. English, like any other language, is not just a collection of words and grammatical rules; it is a reflection of the culture of its speakers.

Language as a reflection of Culture, Language encodes cultural values through vocabulary, expression, and nonverbal cues (Guryanov et al., 2019). For example, the concept of "individualism" in Western culture is often reflected in expressions such as be independent or follow your dreams. An understanding of these cultural nuances is essential in effective oral communication.

Socio-cultural implications on ELT integrating socio-cultural values in speaking teaching can enhance students ' learning experience. As kramsch points out, teaching English should go beyond mere memorization. Effective teachers integrate cultural elements into their lessons, using

authentic materials such as films, songs, or advertisements that reflect cultural practices (Solak, 2020).

Intercultural competence improvement in Byram's research highlights that culture-based learning improves students ' intercultural competence (Rijal, 2019). These competencies involve students ' ability to communicate effectively across cultures, including appreciating different viewpoints, understanding social cues, and developing tolerance.

Challenges in socio-cultural integration.Although important, the integration of cultural values into ELT faces several challenges, such as the diversity of students ' cultural backgrounds and time constraints in the curriculum (Maulana, 2020). Teachers need to be sensitive to these differences to avoid stereotypes or cultural biases.

As a solution, teacher training programs can emphasize the importance of cultural awareness and provide resources to support cultural integration in teaching (Syarif et al., 2019). By incorporating cultural values, students become not only skilled language users, but also culturally sensitive global citizens.

The integration of socio-cultural values in the teaching of speaking supports effective oral communication and builds students ' ability to understand the cultural context behind the language. This not only enhances language skills, but also shapes students into individuals capable of contributing to a global society with mutual respect and understanding.

C. Conceptual Frameworks

Speaking skill

↓

English Language Teaching

↓

Teachers Analysis

↓

Socio-Cultural Values
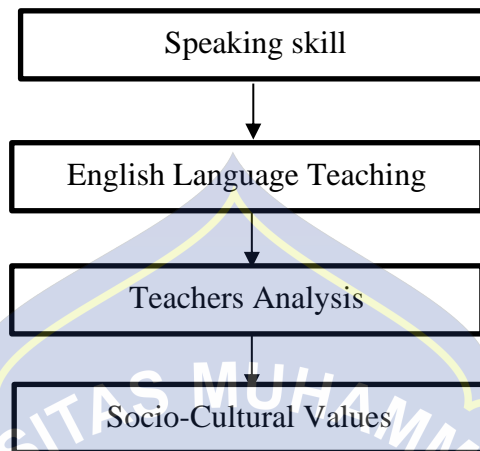
Figure 2.1 Conseptual Framework

The process of generating this study can be seen from the figure above. It is first coming up with teachers' teaching on speaking skill materials that contain in English language Teaching (ELT). This research has analyzed three socio-cultural values taught by the teachers namely religious values, ethical values and social values in the classroom. As the final result, the researcher have found differences perspectives of English teachers regarding the socio-cultural values that integrated by teachers eleventh grade in English language teaching in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

Descriptive qualitative research method have been carried out in this study because it allows to identify socio-cultural values that integrated into English language teaching by teachers in the classroom. According to Moleong (2010 : 118) descriptive qualitative research is a type of research methodology that aims to describe or document the characteristics, behaviors, attitudes, opinions, or perceptions of a group or population being studied and qualitative research aims to understand the phenomenon of what is experienced by the research subject, for example, behaviour, perception, motivation, and action as a whole, and by means of description in the form of words and language.

B. Research Subject

The subject of research refers to those who are involved in this study. This research was conducted at SMA Negeri 22 Gowa. The samples of this research are English teachers at the eleventh grade.

C. Research Instrument

The instrument of this research are observation checklist and semi-structured interview.

1. Interview

Semi structured interviews were used in this research. As stated by Sugiyono (2018 :110) it practice more freely than structured interview, the purpose of this type of interview is to find problems more openly, where the

parties are asked for opinion interview in order to get the information needed for this research.

The purpose of interview in this research is to obtain more complete and accurate data related to answer the research question namely "How to socio-cultural values that integrated into English Language Teaching at SMA Negeri 22 Gowa ?". In this interview, there are 5 questions for English teacher that compose semi-structured gluidelines and can be developed during the question and answer sections. In this interview, researcher used a tape recorder to record during the process of interview process.

2. Observation checklist

According to Saroh in Sugiyono (2018), "the researchers learn about conduct and the meaning associated to that behavior through observation". Observation allows us to gain knowledge about a research object. The researcher use non- participant observation through observation checklist.

The purpose of the observations in this study was to provide a solution to research question, which specifically asked about "what socio-cultural values that integrated by teachers in English language teaching" in the teaching of English in the classroom.

D. Data Collection Technique

In order to gather information, coherent data, and data that fit the research's objectives, the researcher must collect data. For this study, the researcher have used the following procedure for data collection: (1) The first step of the research is pre-observation before conducting more in-depth observations. Researchers come to the school to find out the background of the teacher then

observe the teacher and determine the criteria for the teacher in the study. (2) After conducting pre-observation, the researcher come to the class to observe the class and see the teacher teaches English language in the classroom. (3) After the observation, the researcher conducted a semi-structured interview with the English teacher. The topic of the interview with the teacher is about the integration of socio-cultural values by the teacher into English teaching in the classroom. (4) After that, the researcher test the trustworthiness of the data. (5) Then, the data is converted into written form after being transcribed by the researcher. (6) Finally, the researcher analyzed the data.

E. Technique of Data Analysis

1. Data Reduction

This study uses a strategy for gathering data called data reduction to extract particular information from field data, concentrate on key data, and discard anything that is not needed. interview and observation.

2. Data Display

This study uses data visualization to make the research's findings very obvious. The information has been organized and placed between each piece of information with connections to make it easier to understand. Data should then be written after being collected, sorted, and arranged.

2. Verification or Conclusion

When the data has been reduced and shown, generating conclusions is the next phase in the data analysis process. All study information that is mentioned starts with a detailed conclusion that is supported by reliable

evidence and consistent when the researcher is back in the field gathering data, ensuring that the conclusion drawn is a credible conclusion.

F. Technique of Data Trustworthiness

In qualitative method, according to Moleong (2010) stated that there is technique for checking the data trustworthiness. There were four criteria including:

Table 3.1 Criteria for checking data trustworthiness

Criteria	Inversitagtion Technique
Credibility	a. Extension of researcher attendance
	b. Constancy of observation
	c. Triangulation
	d. Collegue checking
	e. Referential sufficiency
	f. Negative case study
	g. Member checking
Transferability	h. Thick description
Dependability	i. Audit dependency
Certainty	j. Audit assurance

(Source : Moleong, 2010)

Furthermore in this research, the researcher used several technique of investiqation, includes extension of researcher attendance, constancy of observation, triangulation, colleague checking, analysis of negative case, member checking, and thick description:

a. Extension of Researcher Attendance

As explained in the attendance of researcher, in this qualitative research the instrument of research is researcher itself. Attendance of researcher is not only short time but researcher need long times to

gathering data in the field. Extension of researcher attendance increased possibility of data credibility degreee, because from long attendance in that objectt, researcher research about object culture, examine false information from distortion well from respondent or researcher perspective and build subject belief.

b. Constancy of observation

Obeservational consistency means researcher has discovered some characteristics and substances that can be support the study that relevant with research problem and then researcher can concentrate in the research finding. In this technique prosecute the researcher able to detail describe how the process of data finding and analysis the data.

c. Triangulation

Triangulation is one of technique for checking our data trustworthiness that utilizing something else outside of data research for make comparison between them. In this research, the researcher use several kinds of triangulation method i.e. resource, method, investigating officer, and theory. Therefore, researcher can do this step for make triangulation:

a) Submit various kinds of question

b) Checking with various data resource

c) Utilizing nous method for checking data trustworthiness

d) Colleague Checking

Researcher publishes her or him temporary research result or result in discussion with colleague. This technique wants to

build open minded and honesty character of researcher. reviewing or research, and other.

d. Analysis of Negative Case

This technique done by researcher through gathering example or case that not appropriate with pattern and preference of information that have been gathered as comparison.

e. Member checking

Researchers have examined information from one member to other member for make trustworthiness. For example, the information from the principal has been checked with the teacher's. Researcher can apply this technique informal or formal.

f. Thick description

In this qualitative research, the researcher must be able to describe and report all of result in the field without adding or removing some result. Researcher must describe accurately and carefully about how the context in reality. The description must be focus on research problem.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings here discussed by present the data from observation and from the data interviews. in addtion, the discussion is described the findings in details about the socio-cultural values in English language teaching SMA Negeri 22 Gowa.

A. Findings

Researchers have completed the results of the study such as using observation methods in the classroom and interviews with teachers. The researcher has observed one class in the eleventh grade of SMA Negeri 22 Gowa and one English teacher in the teacher's class. So, based on observations, the researcher conducted observations of the two meetings to find out the methods used by teachers to teach students with English disabilities at SMA Negeri 22 Gowa. The types of socio-cultural values are as follow.

1. Religious Values

a. The Teacher Invites Stundents to Pray Together

In class observation, the teacher invites students to pray together before starting the lesson. This is a step taken by the teacher to create a calm and attentive atmosphere before learning begins. Praying together is not only a ritual activity, but also as a means of teaching moral and religious values to students. These activities

can help students focus on learning better, increase spiritual awareness, and strengthen bonds between students in groups.

Teachers ensure that all students, regardless of their religious background, feel valued and comfortable in these activities. If necessary, teachers can provide a brief explanation of the importance of prayer or reflection in accordance with the relevant values in the context of character education. This activity also provides an opportunity for students to develop mutual respect among classmates who have religious differences.

Overall, this call to prayer shows the integration of social and religious values in learning, which not only benefits the spiritual well-being of students, but also creates a more harmonious and caring learning environment.

The interview was conducted on September 19, 2024, the researcher conducted an interview to find data by referring to several indicators that have been divided into several parts, including indirect and direct teacher talks, after which the researcher showed further data collected from these indicators in this interview. The first indicator is:

R : Do you teach or integrate prayer before and after learning in class? If so, how do you do it?

T : Yes, I started and ended the lesson with a prayer. Before studying, we together said a prayer to ask God for smoothness and guidance in learning

The above interview extrart integrates prayer before and after learning in their learning activities. Prayer as part of learning can reflect the application of religious

values in education. It describes the concrete ways teachers use to incorporate prayer into learning routines.

b. The Teacher Start the Lesson with *"Assalamu'alaikum"*

In class observation, the teacher begins the lesson with the greeting "Assalamu'alaikum, "which is a greeting in Arabic that means" May Salvation pour out upon you."These sayings have important religious and cultural significance, especially in a school environment with a majority of students who are Muslims. This greeting not only aims to initiate learning activities in a polite way, but also reflects the moral and religious values taught tao students.

Saying *"Assalamu'alaikum"* can create a more calm and peaceful atmosphere at the beginning of learning. This can help build better connections between teachers and students, as well as remind students to start activities with mindfulness and gratitude. In addition, these sayings also serve as a way for teachers to show respect and care for students, showing the application of religious values in everyday life.

For students who come from different religious backgrounds, the pronunciation of *"Assalamu'alaikum"* can be well received if understood as part of a culture that not only touches aspects of religion, but also Ethics and manners in interacting. Teachers need to maintain inclusiveness by making room for all students to feel valued without any feeling of alienation.

Overall, starting a lesson with*" Assalamu'alaikum "* is not just a matter of habit or routine, but also as a step that shows the application of religious and ethical values in the context of classroom learning.

c. The Teacher Reminds Students to Speak Politely

In classroom observation, teachers remind students to speak politely whenever they interact with each other. Before starting the discussion, the teacher gently emphasizes the importance of using respectful language and avoiding harsh or inappropriate words. The teacher explains that speaking politely is not only about speaking the right words, but also about expressing opinions in a way that does not offend the other person.

During group discussions, teachers supervise student conversations and provide positive feedback when students speak politely, as well as alerting students who may be speaking in a less appreciative manner. Teachers also provide examples of the use of polite language in various contexts, such as when asking classmates for their opinions or commenting on other people's ideas.

This reminder aims to create a safe and inclusive environment in the classroom, where every student feels valued and heard. By encouraging respectful communication, teachers help students develop social and emotional skills that are essential for positive interactions in and out of the classroom. In an interview, the teacher said that

T : I always remind them to speak politely and provide direct examples. For example, I say, "Please speak politely when asking questions."

The interview extrart above combines reinforcement with demonstration, allowing students to understand expectations and see how they should be applied in

real-life situations. The use of hands-on examples, such as those mentioned, can be very impactful, as it provides students with specific, actionable guidance.

Overall, teachers not only emphasize the importance of polite language, but also take concrete steps to incorporate this value in everyday interactions in the classroom.

d. Teacher Bring the Stories or Religious Leaders in Learning Materials

In a classroom observation, the teacher often brings in stories or examples from religious leaders to enrich the learning materials and foster a deeper connection with the subject matter. For instance, before introducing a lesson on moral values or community responsibility, the teacher might share a story about a well-known religious leader, highlighting the principles of kindness, honesty, or respect. These stories not only make the lessons more relatable but also provide students with real-life examples of how these values are applied in various contexts.

In one observed instance, the teacher shared a story from a religious leader's life that demonstrated the importance of integrity in decision-making. This served to inspire the students to think about how the lessons could be applied in their own lives. By weaving these stories into the curriculum, the teacher is able to create a learning environment that goes beyond academic content and engages students with the ethical and moral lessons that are integral to personal development.

This approach fosters an atmosphere of respect for diverse beliefs while also providing students with the opportunity to reflect on universal values, regardless of their own religious backgrounds. Through these stories, the teacher encourages

critical thinking about how these values can be incorporated into everyday actions and interactions. The interview with the teacher as follows

R : Do you often give examples of religious figures?

T : Yes, I often tell stories about exemplary figures. For example, I teach about the patience of the Prophet Muhammad SAW, and how we should practice it in our daily lives.

The interview extrart provides examples of religious figures teachers often tell stories about religious role models, such as the Prophet Muhammad SAW. This is an effective way to instill religious values in students, as it uses figures who are respected and seen as moral examples. Stories like these provide a real picture of how exemplary characters and attitudes can be applied in everyday life.

e. Teachers Invite Studenst to Respect Other Religious Celebrations

In the classroom, a teacher may actively invite students to respect other religious celebrations, promoting an inclusive and respectful learning environment. This practice encourages students to appreciate the diversity of beliefs within their classroom and community. For example, the teacher might explain the significance of various religious holidays such as Christmas, Eid, Diwali, or Vesak, and encourage students to ask questions and share their own experiences or practices related to those celebrations. By doing so, the teacher fosters mutual respect, understanding, and empathy among students, helping them recognize that different religious traditions can coexist peacefully and enrich their lives.

One method the teacher might use is organizing activities or discussions around religious observances that are happening around the world, allowing students to learn about the practices, customs, and meanings behind different religious holidays. This approach not only increases cultural awareness but also nurtures respect for diversity. It is also an opportunity for the teacher to remind students of the importance of kindness, tolerance, and empathy toward others, regardless of their faith.

For instance, the teacher might invite students to share how they celebrate religious events in their own homes or communities and ensure the conversation is conducted with respect for all beliefs. In this way, students are encouraged to embrace diversity and learn to appreciate and celebrate the differences that make them unique while strengthening the sense of community in the classroom.

This inclusive teaching strategy helps build a strong foundation for interfaith understanding and prepares students to engage thoughtfully and respectfully in the broader world. The interview excerpt as follows

R : How do you teach students to respect other religions?

T : I teach students to appreciate differences, such as when we celebrate other religious holidays, I always remind students to respect each other.

This interview extrart shows that teachers teach students to respect religious differences in a practical and contextual way. Teachers integrate the value of respect for other religions in activities that occur in the school environment, such as during the celebration of other religious holidays. By reminding students to

respect each other, teachers not only convey the importance of tolerance, but also provide concrete examples of how students should behave in social situations involving religious differences.

2. Ethical Values

a. The Teacher Provides Factual Information and Clarifies if There is an Error

At the learning session, the teacher carefully provides accurate information in accordance with the material covered. When there are questions from students that may contain errors or inaccuracies, the teacher kindly and clearly corrects the information. For example, when a student explains an incorrect concept, the teacher gives the correct explanation and explains why the answer is wrong. Teachers also do not hesitate to admit if they do not know the answer to a particular question, and promise to find out more information and share it at the next meeting. This attitude not only demonstrates honesty but also creates an open atmosphere for students to learn from mistakes and ask questions without fear. Then in the interview that has been done, as follows:

R :How to ensure that the information provided to students is always honest and not misleading?

T : I always convey information based on facts. If in doubt, I will look for references first before explaining it to students.

The interview extrart shows his commitment to providing honest and non-misleading information to students. Strategies used by teachers in conveying information based on facts. Teachers are committed to always conveying

information based on accurate facts. This shows that teachers value honesty in teaching and ensure that the information provided to students is correct and accountable. It also helps create trust between teachers and students, as students feel that the information they receive is not only valid but also reliable.

b. Teachers Listen to Students' Complaints and Provide Support

When some students make complaints or difficulties regarding material or assignments, the teacher patiently listens to their complaints. Teachers ensure that each student feels heard by providing full attention and empathy. For example, when a student finds it difficult with a given task, the teacher provides support by re-explaining the steps necessary to complete the task. In addition, teachers also provide encouragement to increase students ' self-confidence, making sure they know that difficulties are part of the learning process. After observation researchers conducted interviews as ppenguat, namely:

R :How to show empathy in understanding students' problems or needs?

T : I always listen to their complaints and provide support, especially if anyone is having difficulties.

Interview extrart show teachers listening to students' complaints. This shows that teachers pay full attention to the problems students face. Listening carefully is the first step in showing empathy, as students feel valued and cared for. When students feel heard, they tend to be more open and trusting in the teacher, which creates a better relationship between the two.

c. Teachers are Present on Time at Every Meeting

The teacher is present on time at each class meeting, sets an example of discipline to students. Timely attendance shows the responsibility and seriousness of the teacher in managing time and the learning process. During the observation, the teacher enters the classroom a few minutes before the appointed time, prepares the material and makes sure that the classroom is ready for learning. This creates an organized atmosphere and shows the importance of respecting time, which also teaches students to arrive on time at every opportunity. The interview that refers to the ethical values as follows :

R: As a professional educator, how do you instill the value of punctuality in your daily life?

T : I always come on time and set an example to students about the importance of discipline

The interview extrart shows the teacher explaining that he always arrives on time as an example for the students. This approach is effective because students tend to imitate their teachers' behavior. By demonstrating punctuality consistently, teachers not only talk about the importance of discipline, but also set a real example that students can see and emulate. This teaches students that punctuality is an attitude that must be appreciated and applied in daily life.

d. Teachers Provide Clear Deadlines For Student Assigments

The teacher gives a clear and firm deadline for each task assigned to the student. For example, at the beginning of the week, the teacher conveys the tasks to be completed and sets the exact deadlines. Teachers also make sure students understand when and how assignments should be collected. At each meeting, the teacher reminds students of the approaching deadline, making sure they have enough time to complete the task well. In this way, students can manage their time effectively and feel better prepared to meet set expectations. After making these observations, an interview with the teacher was conducted. Here is an excerpt of his interview:

R : If you instill time discipline in students, especially related to completing assignments on time?

T : I give clear deadlines and remind them of the importance of completing tasks on time.

Interview extrart show teachers give clear deadlines for assignments to be completed. By providing specific time limits, teachers help students understand the urgency and importance of managing time well.

3. Social Values

a.Teachers are Present on Time in Every Meeting

During each class session, the teacher consistently arrives on time, demonstrating respect for the scheduled start and end times. This punctuality not only reflects professionalism but also sets an example for students regarding the importance of time management. In this particular observation,

the teacher ensured that the class began promptly, greeted students as they entered, and started the lesson without delay, fostering an environment of discipline and responsibility. The timely start also helped in maximizing the learning time for the students, making the most of each class meeting.

b. **Providing Opportunities for Democtratic Opinion**

The teacher actively encourages students to voice their opinions and engage in open discussions during class. Every student is invited to contribute to the conversation, ensuring that all viewpoints are heard and considered. This practice not only promotes democratic participation but also builds students' confidence in expressing their thoughts. The teacher sets a supportive atmosphere where different opinions are valued, allowing students to engage with diverse perspectives. This inclusive approach helps students develop critical thinking and respect for others' ideas, fundamental components of a democratic society. Then after observation conducted interviews as follows

R : How do you encourage students to be democratic?

T : I give them opportunities to express their opinions, such as when electing a class president.

R : What are the results?

T : They learn to express their opinions while respecting each other, especially in debates or discussions.

Interview extrart show the teacher stated that he gave students the opportunity to express their opinions, one of which was in the election of the class president. By providing opportunities like this, teachers teach students about the importance of speaking and listening in a democratic process. The

election of a class president is an example of a situation where each student can be involved in decision-making and respect each other's votes. This is a good first step in teaching the principles of democracy, where every individual has an equal right to express an opinion.

c. **The Teacher Divides the Students Into Small Groups and Gives Them Tasks to Discuss Together.**

To facilitate collaborative learning, the teacher divides the class into small groups and assigns specific tasks that require group discussion. In the observation, students were asked to work together to solve a problem or discuss a particular topic. This approach encourages teamwork, communication, and shared responsibility for learning. It also allows students to hear different viewpoints, work through disagreements, and develop problem-solving skills in a social context. By dividing the class into smaller groups, the teacher ensures that every student has an opportunity to participate more actively. Furthermore, after observation in the classroom there are interviews terhadapp social values values as follows:

R : How do you teach the importance of cooperation?

T : I often give group assignments so they can help each other.

Interview extrart show teachers giving group assignments so that students can help each other. Assigning group assignments is an effective way to teach students about the importance of cooperation. By working in groups, students not only learn to share information and ideas, but also learn to communicate, manage time, and solve problems together. This cooperation

encourages students to support each other and appreciate each other's contributions, which is the essence of good cooperation.

From the results of the above interviews conducted by researchers and teachers, researchers found the socio-cultural values taught in the teaching of English subjects.

d. Teachers Facilitate Discussions Involving a Variety of Views and Cultural Backgrounds.

The teacher purposefully facilitates discussions that incorporate a range of viewpoints, drawing on the diverse cultural backgrounds of the students. This encourages respect for cultural differences and promotes an understanding of various perspectives. In the observation, the teacher used examples and scenarios that reflected the variety of cultures represented in the classroom, ensuring that students were exposed to and engaged in conversations that highlighted the importance of inclusivity and mutual respect. The teacher's facilitation encouraged open dialogue, where students could discuss and reflect on cultural issues, fostering a deeper understanding of diversity.

The results of observation and analysis of the teaching methods applied by teachers show various efforts to instill religious, ethical, and social values in learning, although there are challenges that need to be overcome. In terms of religious values, teachers try to integrate religious elements, such as opening and closing prayers, in the learning sessions. However, consistency in this implementation is still an obstacle, because not all sessions begin or end with prayer. In addition, in ice breaking activities, the religious diversity of students is a challenge in itself. Teachers must be able to design inclusive activities

without highlighting one particular religion so that all students feel comfortable and not alienated. This requires a careful and sensitive approach to diversity.

In the aspect of ethical values, teachers show a strong commitment by prioritizing honesty in delivering material. The teacher did not hesitate to admit if there was information that was not yet known and promised to find out more. This attitude sets a positive example for students and builds trust between teachers and students. In addition, discipline is the main focus with teachers who are always present on time, thus creating an orderly classroom atmosphere and supporting productivity. Teachers also try to use polite language in their interactions with students, even though they face challenges from students' habits that tend to use coarse language. This kind of habit change requires a long-term approach and consistency in the teaching of ethical values.

In teaching social values, teachers use learning methods such as group discussions to teach cooperation and mutual respect. Students are taught to listen to peer opinions, work together, and respect the contributions of each group member. Teachers also teach the importance of respecting individual differences, both in terms of opinions, backgrounds, and abilities. However, the intolerance that often develops in the environment outside of school is a big challenge. Many students bring discriminatory attitudes they learn from their families or communities into the classroom, which then makes it difficult for them to accept diversity. Teachers also face challenges in building positive relationships with students, especially with students who exhibit unruly behavior, such as acting mischievous, disrespecting the teacher's authority, or

violating classroom rules. This can hinder teachers' efforts to create an inclusive and harmonious learning environment.

In general, some of the main challenges in applying religious, ethical, and social values in the classroom include the limited time and resources that teachers have, the influence of an unfavorable outside environment, and students' bad habits that are difficult to change. To address these challenges, more planned strategies are needed, such as consistency in the integration of religious values through structured and inclusive prayer routines, strengthening ethics education through specialized training on honesty, discipline, and responsibility, as well as contextual approaches in teaching social values using real examples or inspirational stories. Collaboration between teachers and parents is also very important so that the values taught in school can be strengthened in the family environment. With consistent efforts and cooperation from various parties, it is hoped that religious, ethical, and social values can be more effectively applied in learning and contribute to the formation of better student character.

B. Disscussion

Extrart 1 (Religious Values)

In interviews with teachers, it is seen that teachers integrate religious values into learning activities through praying before and after lessons. The teacher begins and ends the lesson with a prayer, which aims to ask for God's guidance and blessings so that learning runs smoothly. This practice not only became a daily routine but also reflected the application of important religious values in education. As a result, students are accustomed to starting and ending activities with gratitude

and spiritual awareness, creating a learning environment full of grace and positive values.

In addition, teachers teach students to speak politely and set direct examples, such as reminding them to speak respectfully when asking questions. As a result, students learn to value others in communicating, building harmonious relationships both in the classroom environment and outside of school.

Teachers also share stories of religious figures, such as the Prophet Muhammad, to instill religious values that students can follow in their daily lives. As a result, students are inspired to imitate the morals and positive behavior of religious figures, so that these values become part of their character in everyday life.

Finally, teachers teach students to respect other people's religious celebrations and emphasize the importance of interfaith tolerance through activities involving different religious holidays, such as reminding students to respect each other during religious celebrations. As a result, students grow up with a better understanding of diversity, increase tolerance, and strengthen social harmony in a multicultural society.

All in all, these values are applied in daily practices that not only support the formation of students ' character, but also prepare them to be tolerant, noble individuals and respect differences in community life.

Extrart 2 (Ethical Values)

Teachers place great emphasis on honesty in conveying information to students. In the interview, the teacher explained that they always provide information based on facts and seek references first in case of doubt. This approach ensures that students receive accurate and reliable information, which builds trust between teachers and students. As a result, students learn to not only take information for granted, but also to think critically, look for reliable sources, and value honesty in communication.

Furthermore, teachers instill the value of time discipline by always coming on time as an example for students. In the interview, the teacher said that she tried to come to school on time, but in observations, the teacher did not always consistently do it. As a result, inconsistencies in this matter can affect students ' perceptions of the importance of discipline. If teachers don't arrive on time, students may feel less motivated to value their time and be able to replicate that behavior in their lives. This can affect the formation of the student's personal discipline.

Teachers also show empathy by listening to students' problems and offering support, especially to those facing difficulties. This helps build a closer and more understanding relationship between teacher and student. As a result, students feel valued and supported emotionally, which can boost their confidence and motivate them to be more active in learning.

Lastly, teachers set clear deadlines for assignments, which teaches students the importance of time management and responsibility. As a result, with clear deadlines, students learn to manage their time well and understand the importance

of completing tasks on time. However, if teachers are inconsistent in setting or enforcing deadlines, students may become less appreciative of those deadlines and underestimate the importance of responsibility in their work.

Overall, although there are some inconsistencies in the implementation of these ethical values, the positive impact that can be obtained from their implementation can help shape the character of honest, disciplined, empathic and responsible students. However, inconsistency in some aspects can reduce the effectiveness of the formation of such values.

Extrart 3 (Social Values)

Teachers apply social values by building positive and harmonious relationships with students. One way is to greet students every morning, which helps create a warm and pleasant atmosphere in the classroom. As a result, this interaction creates an emotional bond between teachers and students, which not only makes students feel valued, but also increases their comfort in learning, so that the classroom atmosphere becomes more conducive and inclusive.

Teachers also seek to get to know each student individually, ensuring that they feel valued and accepted. This approach increases students ' self-confidence and encourages them to more actively participate in learning. In addition, students who feel accepted tend to show more positive behavior in the learning environment.

In the case of teaching democracy, the teacher gives students the opportunity to express their opinions, as in the election of the class leader. This process teaches students to voice their opinions while respecting others, especially in discussions or debates. As a result, students learn to respect differences of opinion and understand

the importance of voting rights and responsibility in democratic decision-making. These skills are essential for wider community life.

In addition, teachers emphasize the importance of cooperation through group assignments. By assigning group tasks, the teacher encourages students to help each other and work together to complete the task. As a result, students learn how to build effective communication, share ideas, and work together to achieve common goals. This value of collaboration is not only beneficial in the classroom but also prepares students to face the challenges of teamwork in real life.

Overall, the teacher's approach in applying social values such as creating harmonious relationships, supporting democracy, and encouraging cooperation has helped build the character of students who are empathic, responsible, and able to interact positively in various social situations. This shows how education does not only focus on academic aspects but also on the development of soft skills that are important for the future of students.
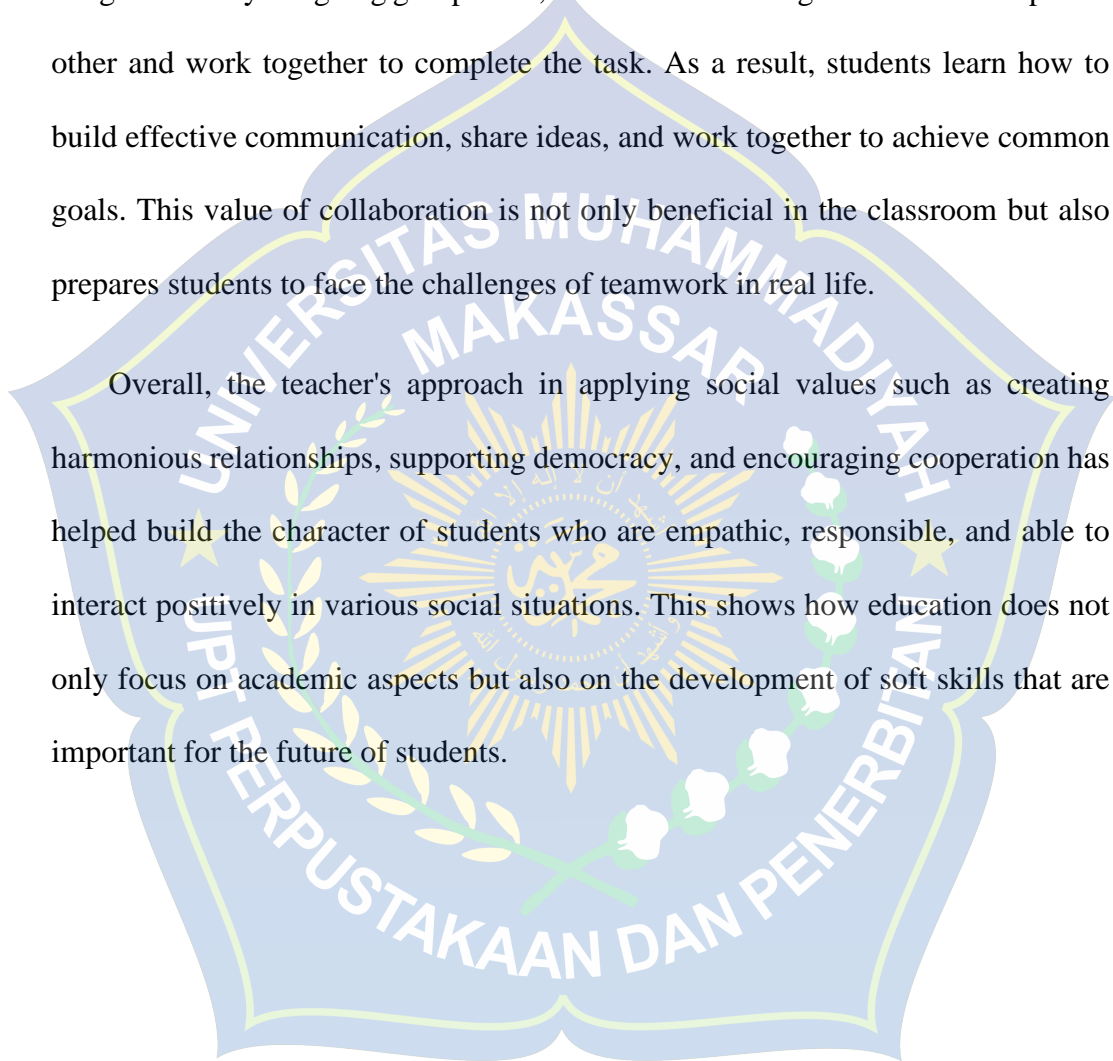
CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the results of interviews conducted with teachers at SMA Negeri 22 Gowa, there are several socio-cultural values that are highly implemented in learning at this school. These values are closely related to religious, ethical, and social aspects that are taught consistently both inside and outside the classroom. In this case, the socio-cultural values in question include respect for religion and culture, the development of good ethical attitudes, and the formation of positive social relationships between students and teachers. The socio-cultural values found in SMA Negeri 22 Gowa, broadly speaking are divided into three main categories: religious, ethical, and social values.

a. Religious Values

In the religious aspect, teachers at SMA Negeri 22 Gowa consistently implement religious values in daily life at school. Teachers start and end learning with prayers, as well as saying greetings as a form of respect to students. In addition, the use of polite and polite language and the delivery of exemplary stories from religious leaders are also often carried out by teachers to inspire students in instilling moral and religious values. Teaching about interfaith tolerance is also an important part of education at this school, where students are taught to respect differences and celebrate the diversity that exists in society.

b. Ethicial Values

In terms of ethics, teachers at SMA Negeri 22 Gowa strongly emphasize the importance of honesty in every aspect of learning. The teacher always conveys factual information and clarifies if there are errors in the delivery of the material. Empathy is also one of the values taught to students, where teachers give full attention to the needs and difficulties of students and support them to overcome the problems they face. Time discipline is also highly emphasized, both to teachers and students, so that students can cultivate a disciplined attitude in completing assignments and other academic activities.

c. Social Values

The social values taught at SMA Negeri 22 Gowa include building a harmonious relationship between teachers and students. Teachers strive to build positive relationships with students through the friendly and caring attitude given to each student. The differences that exist between students, both in cultural background and in the way they learn, are well valued and accepted, resulting in an inclusive and supportive atmosphere. In addition, cooperation between students is also an integral part of learning, where students are taught to work in groups through joint projects and class discussions. The democratic aspect is also emphasized by giving students the opportunity to express their opinions in discussion activities and the election of class presidents, which teaches democratic values and respect for the opinions of others.

The results of the interviews conducted show that SMA Negeri 22 Gowa has succeeded in integrating socio-cultural values in the learning process, which includes religious, ethical, and social. These values are applied by teachers with the aim of forming the character of students who are not only competent in academics, but also have noble ethics and are able to socialize well in society.

B. Suggestion

Based on the results of interviews and the implementation of socio-cultural values at SMA Negeri 22 Gowa, there are several suggestions to further improve the teaching of socio-cultural values in education, namely:

1. Strengthening Extracurricular Activities

   Increase extracurricular activities that teach cooperation and respect differences, so that students can gain more experience in interacting and working with various backgrounds.

2. Teacher Training

   Conducting training for teachers in terms of improving their ability to teach ethical, social, and religious values, so that they can be more effective in shaping students' character.

3. Joint Activities Between Classes

   Increasing joint activities between classes to strengthen social relationships between students and teach deeper social values.

By implementing these suggestions, it is hoped that SMA Negeri 22 Gowa can continue to develop education based on socio-cultural values, so that it not only produces academically intelligent students, but also has good character and is ready to contribute positively to society.

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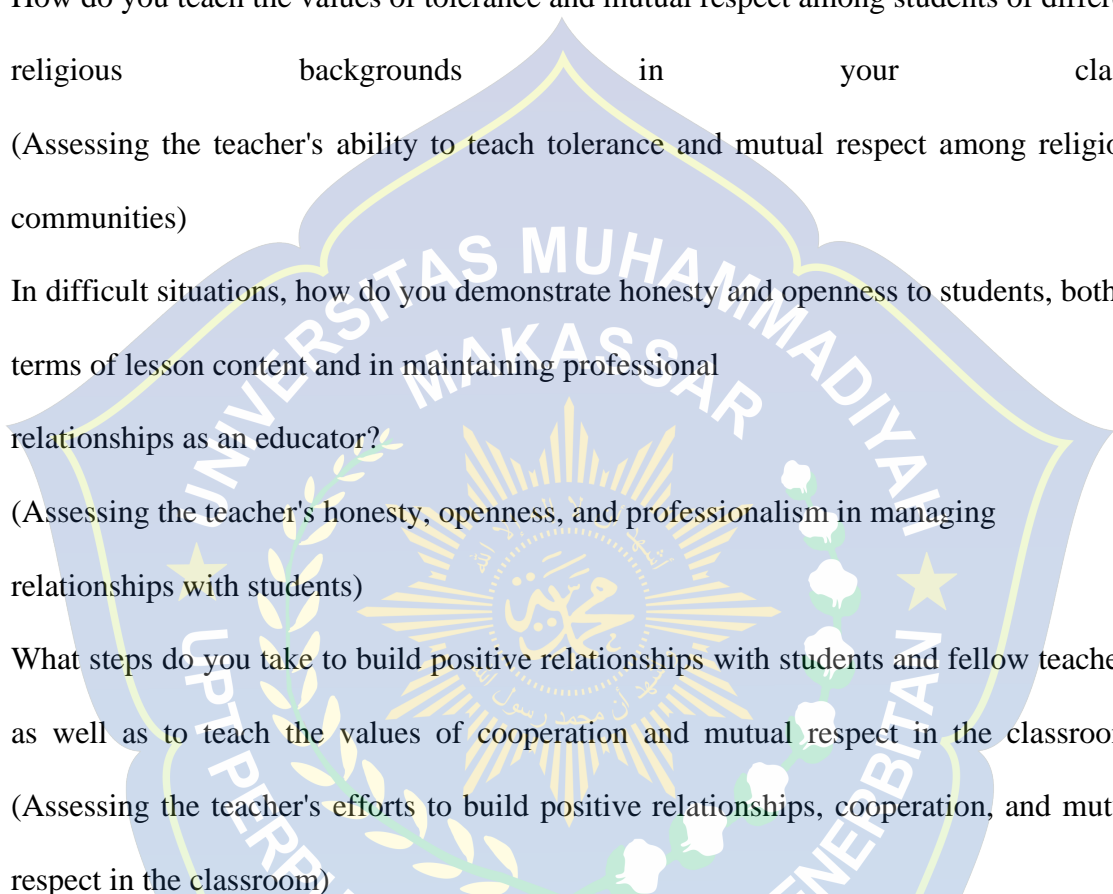
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APPENDICES 1

DATA DISPLAY

INTERVIEW GUIDELINES

(For the English Teacher)

In this study, the researcher will use semi-structured interviews to find out the socio-cultural values in teaching English as well as to answer the research question. In this interview, there are 5 questions nd can be developed at the time with the English teacher. The following are the questions that will be used in the interview in this research:

1) How do you integrate religious values into your lessons, both at the beginning and at the end of the class? Can you provide specific examples of how this is done? (Assessing the teacher's ability to integrate religious values into the opening and closing of lessons)

2) What methods do you use to teach students the importance of using polite language and showing respect for others during the learning process? (Assessing the use of respectful language and teaching respect for others)

3) How do you teach the values of tolerance and mutual respect among students of different religious backgrounds in your class? (Assessing the teacher's ability to teach tolerance and mutual respect among religious communities)

4) In difficult situations, how do you demonstrate honesty and openness to students, both in terms of lesson content and in maintaining professional relationships as an educator?
(Assessing the teacher's honesty, openness, and professionalism in managing relationships with students)

5) What steps do you take to build positive relationships with students and fellow teachers, as well as to teach the values of cooperation and mutual respect in the classroom? (Assessing the teacher's efforts to build positive relationships, cooperation, and mutual respect in the classroom)

OBSERVATION CHECKLIST

Socio-Cultural Values	Observation	Implementation	Ceklis	
			Yes	No
Religious Values	Start or end a lesson with a prayer	The teacher invites students to pray together	√	
	Say hello when entering or exiting class	The teacher starts the lesson with *"Assalamu'alaikum"*	√	
	Use polite language when interacting	The teacher reminds students to speak politely	√	
	Giving examples or exemplary stories from religious figures	Teachers bring the stories of religious leaders in learning materials	√	
	Teachers bring the stories of religious leaders in learning materials	Teachers invite students to respect other religious celebrations	√	
Ethical Values	Be honest in conveying information	The teacher provides factual information and clarifies if there is an error	√	
	Showing empathy when understanding students' needs	Teachers listen to students' complaints and provide support	√	
	Coming on time as an example of discipline	Teachers are present on time at every meeting	√	
	Remind students to complete assignments on time	Teachers provide clear deadlines for student assignments	√	
Social Values	Building positive and harmonious relationships	Teachers are present on time in every meeting	√	
	Teaching to respect differences	Providing opportunities for democratic opinion	√	
	Teaching the importance of cooperation.	The teacher divides the students into small groups and gives them tasks to discuss together.	√	

| | Appreciate differences | Teachers facilitate discussions involving a variety of views and cultural backgrounds. | √ | |

(Source : Adapted Rijal, 2019)

RESULT OF INTERVIEW PROTOCOL

R : Do you teach or integrate prayer before and after learning in class? If so, how do you do it?

T : Yes, I started and ended the lesson with a prayer. Before studying, we together said a prayer to ask God for smoothness and guidance in learning.

R : How do you ensure that students use polite language?

T : I always remind them to speak politely and provide direct examples. For example, I say, "Please speak politely when asking questions."

R : Do you often give examples of religious figures?

T : Yes, I often tell stories about exemplary figures. For example, I teach about the patience of the Prophet Muhammad SAW, and how we should practice it in our daily lives.

R : How do you teach students to respect other religions?

T : I teach students to appreciate differences, such as when we celebrate other religious holidays, I always remind students to respect each other.

R :How to ensure that the information provided to students is always honest and not misleading?

T : I always convey information based on facts. If in doubt, I will look for references first before explaining it to students.

R: As a professional educator, how do you instill the value of punctuality in your daily life?

T :I always come on time and set an example to students about the importance of discipline

R :How to show empathy in understanding students' problems or needs?

T : I always listen to their complaints and provide support, especially if anyone is having difficulties.

R : If you instill time discipline in students, especially related to completing assignments on time?

T : I give clear deadlines and remind them of the importance of completing tasks on time.

R :How do you build a positive and harmonious relationship with your students in the classroom?

T : I always greet them in the morning and try to get to know each student individually. This helps them feel valued.Are there any challenges in maintaining a good.

R : How do you encourage students to be democratic?

T : I give them opportunities to express their opinions, such as when electing a class president.

R : What are the results?

T : They learn to express their opinions while respecting each other, especially in debates or discussions.

R : How do you teach the importance of cooperation?

T : I often give group assignments so they can help each other.

RESULT OF OBSERVATION

Problem Identtified	Yes	No	Field Note
The teacher prepares learning materials before starting the lesson	√		The teacher prepares learning materials in accordance with the curriculum at SMA Negeri 22 Gowa. However, prayers at the beginning and end of lessons are not consistently implemented.
The teacher prepares ice breakings for students to get their attention	√		The teacher conducts ice-breaking activities before lessons, but finds it challenging to integrate religious values due to the diverse religious backgrounds of the students.
The teacher develops interaction with the students in the lesson	√		The teacher emphasizes honesty when delivering material. If the teacher does not know the answer, they admit it and promise to find the information and share it with the students.
Teacher use group learning methods	√		The teacher uses group discussions to teach teamwork and collaboration.
Teachers create an organized learning environment	√		Teachers who arrive on time help create a disciplined and organized environment, which improves the productivity of the class.
The teacher has difficulty getting student's attetion	√		The teacher faces challenges with students who exhibit disruptive behavior or do not respect the teacher's authority, affecting the classroom atmosphere.
Teachers teach the impotance of individual differences	√		The teacher teaches the importance of respecting differences, but students sometimes bring discriminatory attitudes from their outside environments into the classroom.
Teachers teaching responsibility and discipline	√		The teacher instills responsibility and discipline through assignments, but some students struggle to complete them due to poor time management skills.
Teachers teach polite langeage	√		The teacher serves as a role model by always using polite language

			when speaking to students. However, changing the habit of using inappropriate language is challenging when deeply ingrained.

APPENDICES 2

SURAT KETERANGAN BEBAS PLAGIAT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : M. Rijalul Haq Al Fahros

Nim : 105351101619

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	8 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Desember 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum, M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
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E-mail : perpustakaan@unismuh.ac.id

APPENDICES 3

PENGANTAR PENELITIAN DARI FAKULTAS

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

Nomor   : 16834/FKIP/A.4-II/IX/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	M. Rijalul Haq Al Fahros
Stambuk	:	105351101619
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Limbung / 23-05-2000
Alamat	:	Cambaya Desa Julukanaya

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: AN ANALYSIS OF SOCIO-CULTURAL VALUES IN ENGLISH LANGUAGE TEACHING SMA NEGERI 22 GOWA

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
04 September 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDICES 4

PENGANTAR PENELITIAN DARI LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4910/05/C.4-VIII/IX/1446/2024   05 September 2024 M
Lamp : 1 (satu) Rangkap Proposal   02 Rabiul awal 1446
Hal   : Permohonan Izin Penelitian
       Kepada Yth,
       Bapak Gubernur Prov. Sul-Sel
       Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
       di –
           Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16834/FKIP/A.4-II/IX/1446/2024 tanggal 4 September 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **M. RIJALUL HAQ AL FAHROS**
No. Stambuk : **10535 1101619**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF SOCIO-CULTURAL VALUES IN ENGLISH LANGUAGE TEACHING SMA NEGRI 22 GOWA"

Yang akan dilaksanakan dari tanggal 9 September 2024 s/d 9 Nopember 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

APPENDICES 5

KONTROL PELAKSANAAN PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**M. Rijalul Haq Al Fahros**
NIM	:	**105351101619**
Judul Penelitian	:	**An Analysis Of Socio-Cultural Values in English Language Teaching SMA Negeri 22 Gowa**
Tanggal Ujian Proposal	:	**17 Mei 2024**
Tempat/Lokasi Penelitian	:	**SMA Negeri 22 Gowa**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 9 September 2024	Observasi	Nurlina, S.Pd.	
2	Kamis, 12 September 2024	Observasi	Nurlina, S.Pd.	
3	Kamis, 19 September 2024	Interview	Nurlina, S.Pd.	
4				
5				
6				

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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No				
7				
8				
9				
10				

Gowa, 20 Ceptember 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala sekolah,
SMA Negeri 22 Gowa

Rhehana Kadriah, S.Pd., M.Pd.
NIP. 19681213 199602 2 001

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

RESEARCH GROUP

RESEARCH ACADEMY

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Mendeley

APPENDICES 6

SURAT KETERANGAN SELESAI PENELITIAN

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMA NEGERI 22 GOWA

Alamat : Jalan Tamannyeleng Kecamatan Barombong Kabupaten Gowa

Email : sman1barombong@gmail.com   Website : sman22gowa.sch.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

No. 070/489-UPT SMA.22/GOWA/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 22 Gowa Kabupaten Gowa Provinsi Sulawesi Selatan dengan ini menerangkan bahwa :

Nama	:	**M. RIJALUL HAQ AL FAHROS**
No. Stambuk	:	10535 1101619
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa S1 Universitas Muhammadiyah Makassar

Benar telah melakukan penelitian di UPT SMA Negeri 22 Gowa untuk penyusunan *"Skripsi"* pada tanggal 09 September 2024 s/d 09 November 2024 dengan judul **"AN ANALYSIS OF SOCIO-CULTURAL VALUES IN ENGLISH LANGUAGE TEACHING SMA NEGERI 22 GOWA"**

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk digunakan sebagaimana mestinya.

Gowa, 10 September 2024

Kepala UPT SMA Negeri 22 Gowa,

RAEHANA KADRIAH, S.Pd., M.Pd.

Pangkat : Pembina Utama Muda

NIP. 19681218 199602 2 001

APPENDICES 7

LOA (Letter of Acceptance)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

JalanSultan Alauddin No. 259 Makassar
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Web : bg.fkip.unismuh.ac.id

بِسْـــــمِ اللّٰـهِ الرّحمٰنِ الرّحِيْـــمِ

LETTER OF ACCEPTANCE
0939/BG-FKIP/LOA/B/XII/1446/2024

Dear M. RIJALUL HAQ AL FAHROS

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF SOCIO-CULTURAL VALUES IN ENGLISH LANGUAGE
TEACHING SMA NEGERI 22 GOWA
The manuscript ID: 1688
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Sociolinguistics,**
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijs@bg.unismuhmakassar.ac.id

Makassar, 26 December 2024 M
25 Jumadil Akhir 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
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LAMDIK

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APPENDICES 8

DOCUMENTATION

Gambar 1 Observasi dan meminta izin kepada Kepala Sekolah dan Guru

Gambar 2 Peneliti melakukan wawancara

Gambar 3 Melakukan observasi dalam kelas

CURRICULUM VITAE

M. Rijalul Haq Al Fahros was born in Limbung on May 23 2000. He is the fifth child of H. Paharuddin and Hj. Rosdiana couple. The fifth child of five children. He started his education at SDN Biringbalang and graduated in 2012. He continued his study at MTs Sultan Hasanuddin and graduated in 2015. After that, he continued his study at SMAN 9 Gowa and graduated in 2018. In 2019, he registered his self at Universitas Muhammadiyah Makassar, and took English Education Major. At the end of this studies, he was able to complete his thesis entitled "An Analysis of Socio-Cultural Values in English Language Teaching SMA Negeri 22 Gowa".