

**UNDERSTANDING THE MISMATCH OF ENGLISH CONTENT IN THE
LEARNING PROCESS OF CULTURAL ART SUBJECT**



A Thesis

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PENGESAHAN SKRIPSI

Yang berjudul “Understanding the Mismatch of English Content in the Learning Process of Cultural Art Subject” yang disusun oleh **TRIA NURWAHDA. AR**, NIM. **10256119047**, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Rabu, 17 April 2024 M. Dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dengan beberapa perbaikan.

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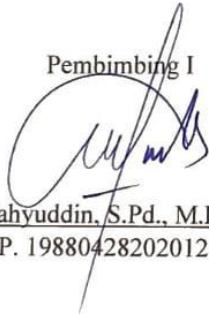
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Pembimbing penulisan skripsi saudari TRIA NURWAHDA. AR dengan NIM 10256119047, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul “Understanding the Mismatch of English Content in the Learning Process of Cultural Art Subject” memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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ABSTRACT

Researcher : Tria Nurwahda. AR
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Title : **Understanding the Mismatch of English Content in the Learning Process of Cultural Art Subject**

This research aims to find out what the factors and impacts of English content mismatch are in cultural art subject. The subject of this study were teacher and students of Class XI A and B at one of the Madrasah Aliyah in Majene Regency. Participants were selected using a purposive sampling technique. The research method used was qualitative, employing data collection techniques in the form of interviews, checklist observations, and documentation of student assignments. The findings showed that educational background, lack of attention to lesson plans, and teachers being reassigned to other subjects contributed to the mismatch between the teaching materials and the language used during instruction. In addition, teachers' concerns about maintaining their English proficiency led to the frequent use of English in learning, which often did not match students' language proficiency or the cultural content. The impact of this mismatch is that students experience difficulties in understanding cultural arts materials, decreased motivation and interest, divided focus, reduced engagement, and gaps in understanding among students. This study concludes that there is a need for a balanced approach to the use of English in cultural arts learning, where local culture and students' language needs are given more attention.

Keywords: Content Mismatch, English Language, Cultural Art Learning, Teacher Educational Background

ABSTRAK

Peneliti : Tria Nurwahda. AR
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Judul : Memahami Ketidaksesuaian Konten Bahasa Inggris
Dalam Proses Pembelajaran Senibudaya

Penelitian ini bertujuan untuk mengetahui apa saja faktor dan dampak ketidaksesuaian konten bahasa Inggris pada mata pelajaran seni budaya. Subjek penelitian ini adalah guru dan siswa kelas XI A dan B pada salah satu Madrasah Aliyah di Kabupaten Majene. Partisipan diambil menggunakan teknik purposive sampling. Metode penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data berupa wawancara, observasi checklist, dan dokumentasi tugas siswa. Temuan penelitian menunjukkan bahwa latar belakang pendidikan, kurangnya perhatian terhadap Rencana Pelaksanaan Pembelajaran (RPP), serta pengalihan guru ke mata pelajaran lain berkontribusi terhadap ketidaksesuaian antara materi pengajaran dengan bahasa yang digunakan selama pembelajaran. Selain itu, kekhawatiran guru tentang menjaga kemampuan berbahasa Inggrisnya menyebabkan seringnya penggunaan bahasa Inggris dalam pembelajaran, yang seringkali tidak sesuai dengan kemampuan bahasa siswa atau konten budaya. Dampak dari ketidaksesuaian ini menyebabkan siswa mengalami kesulitan dalam memahami materi seni budaya, menurunnya motivasi dan minat siswa, fokus yang terbagi, keterlibatan yang berkurang, serta ketimpangan pemahaman antar siswa. Studi ini menyimpulkan bahwa perlu adanya pendekatan yang seimbang dalam penggunaan bahasa Inggris pada pembelajaran seni budaya, di mana budaya lokal dan kebutuhan bahasa siswa lebih diperhatikan.

Kata kunci: Ketidaksesuaian Konten, Bahasa Inggris, Pembelajaran Senibudaya, Latar Belakang Pendidikan Guru

CHAPTER 1

INTRODUCTION

A. Research Background

Education is the process through which a group of individuals acquires knowledge, skills, and habits from previous generations through various methods such as teaching, training, and research, often under the guidance of an educator. In the educational process, students and teachers form an inseparable unity. According to Djamarah (2015), a teacher is someone who imparts knowledge to students or a professional who can enable their students to plan, analyze, and conclude the issues they face. Teachers are one of the components in the education system whose role is very important. Teachers can be said to be the driving force of the learning process, especially those that occur within the scope of the school (Hoesny & Darmayanti, 2021).

Cultural arts education is one of the subjects in schools and plays an important role in introducing students to cultural heritage and increasing learners' understanding of the cultural diversity around them. An art teacher must have special qualifications that match the demands of the art field (Alam & Zuama, 2019). Because, cultural arts subjects have an important value in developing creativity and understanding of local culture. Cultural arts learning is generally fun and liked by students, but there are times when it can be unpleasant, even boring, if the learning objectives are not achieved. If this happens, it can affect student learning outcomes in the learning process (Faranengsi, 2021).

According to Amalia & Rokhimawan (2019), teachers have the responsibility to create a lesson plan (RPP), implement the teaching process according to the RPP that has been created, and after the teaching process is conducted, they assess and evaluate. Many problems arise from teachers who teach not in accordance with the subjects they are supposed to teach. This can be one of the reasons why teachers fail to achieve the learning objectives that have been set. Therefore, to achieve learning objectives that are in line with expectations, teachers must be able to create interesting learning to increase student motivation in participating in the learning process (Oktaliana, et al., 2019).

There are many problems regarding teachers who work teaching not in accordance with the field that should be studied. This is clearly not balanced with the educator's knowledge. This is can cause learners to lack understanding and knowledge about the subjects given by educators. For example, a teacher with a background in Indonesian language is employed to teach history. This clearly negatively impacts students' ability to acquire knowledge appropriate to the teacher's expertise, because sometimes the teacher does not master the material being taught and lacks adequate teaching skills. This is one of the main factors that can lead to low student academic achievement (Aisyah, 2018).

Educational background can also be interpreted as academic ability, which is the skill that drives an individual to possess specific abilities or expertise (Puteri et al., 2021). In the context of education, qualification refers to proficiency and competency in a particular area, such as working as a teacher or

subject instructor, managing educational activities, and more. Additionally, the level of achievement or graduation can be used as an indicator of one's qualifications as a teacher. Therefore, the alignment of an educator's background with the subject area they teach has a significant impact. One of the consequences is the suboptimal achievement process, leading to a decline in the quality of education (Bahri, 2019).

Teacher with a background in English education are often considered to have an advantage in delivering materials in English fluently and accurately. However, in practice, the use of mixed language between Indonesian and English and an overly vocabulary-oriented task focus can result in confusion and disruption in students' comprehension of cultural arts materials. Students also have diverse cultural backgrounds, so teaching in English may pose additional challenges in understanding and appreciating the cultural content being taught. In addition, an overly vocabulary centered task focus may override a deeper understanding of concepts, affecting the overall quality of learning.

The mismatch between the proposed content of the cultural arts and actual teaching practices occurs in the context of globalization where English is often prioritized as the primary skill to be taught. The teaching of English by cultural art teachers not only leads to deviations from the established curriculum, but also reduces students' opportunities to gain a deep understanding of local and global arts and culture. This phenomenon also affects students' learning experiences, reduces diversity in teaching, and blurs the boundaries between arts and language disciplines.

Based on the background above, this study aims to investigate the phenomenon where cultural art teachers teach cultural art subjects in English, potentially leading to a mismatch between the subject content and the way teachers teach the material. This research will explore what are the factors and impacts the mismatch of English content in the learning process of cultural art subject. So, researcher is interested in researching with the title “Understanding the Mismatch of English Content in the Learning Process of Cultural Art Subject”.

B. Research Questions

Based on the elucidation in the background, the research question that researcher will discuss are:

1. What are the factors causing the mismatch of English content in the learning process of cultural art subject?
2. What are the impacts of the English content mismatch in cultural art subject?

C. Research Objectives

Based on the research problem and the research question above, the objective of the research are:

1. To find out the factors causing the mismatch of English content in the learning process of cultural art subject
2. To find out the impacts of English content mismatch in cultural art subject

D. Research Significances

The results of this research will provide a significance contribution in theoretical and practical terms as follows:

1. Theoretical Significance

This study contributes to the understanding of the relationship between the mismatch of teachers' educational backgrounds and the subjects they teach, particularly in the context of cultural arts. It enriches the literature on how this mismatch impacts teaching quality and student learning outcomes. Furthermore, the research highlights the importance of aligning teacher qualifications with the subjects they teach to enhance educational effectiveness.

2. Practical Significance

Practically, this research is expected to be advantageous for several intended parties i.e the students, the teacher, and the next researcher.

- a. For the Next Researcher

This research provides a foundation for further research on teacher qualification mismatches, either in broader contexts or specific subjects. Future researchers can expand on these findings, developing new theories related to teaching effectiveness in various academic fields.

- b. For the Teacher

This research helps teachers understand the importance of aligning their educational background with the subjects they teach.

Teachers can use the findings to identify areas for improvement and pursue professional development, enabling them to teach more effectively.

c. For the Students

The research highlights that teacher qualification alignment improves student understanding and engagement. Students benefit from a more enriching learning experience when taught by teachers who are experts in their fields.

E. Research Scope

Based on the research question above, the research subjects are cultural art teacher and students of the eleventh grade. This research focused on understanding mismatch of English content in the learning process of cultural art subject. Also, it aims to identify the factors causing the mismatch in the cultural art learning process and the impacts of the identified mismatch.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Based on the results of previous research, the researcher obtained several previous research related to this research as follows:

The first related research was conducted by Bahri, (2019) with the title *“Analisis Kesesuaian Antara Latar Belakang Pendidikan Guru Madrasah Ibtidaiyah Dengan Mata Pelajaran Yang Diampu”*. The purpose of this study was to evaluate the extent to which the educational background of teachers in madrasah ibtidaiyah and primary schools in North Aceh matches the subjects they teach. This study used a qualitative approach. The results show that as many as 27.86% or 102 out of 366 teachers do not have an educational background that matches their field of expertise. There are many factors that influence these teachers in teaching subjects, including knowledge of the relevance of educational background to the subjects taught, skills, ability or talent, motivation, attitude, responsibility, behavior at school, and teaching experience.

The second research was done by Afrom et al, (2020) *“Studi Tentang Latar Belakang Pendidikan Guru Seni Budaya Dan Kemampuan Psikomotorik Siswa Dalam Pembelajaran Seni Budaya Di Kelas X BKP SMK Negeri 1 Palangka Raya”*. This study at Vocational High School 1 Palangka Raya examines the educational backgrounds of Cultural Arts instructors and the psychomotor skills of 10th-grade students. Utilizing qualitative descriptive research, data is gathered through observation, interviews, and document analysis. The findings delineate two

categories of instructor backgrounds: suitable and unsuitable. A majority of students demonstrate adequate psychomotor skills, adhering to instructor plans and actively engaging in skill development. Education at present confronts a significant issue: the decline in education quality, partly attributable to the academic qualifications of teachers. Many cultural arts instructors lack relevant educational backgrounds, thereby impacting students' psychomotor skills.

The third research was done by Faranengsi, (2021) with the title “*Problematika Pembelajaran Seni Budaya di SMA Negeri 4 Wajo*”. This study delves into the challenges faced in cultural arts education at SMA Negeri 4 Wajo. Employing a descriptive qualitative approach, the research utilizes a case study methodology and gathers data through interviews, observations, and documentation, followed by analysis via data reduction, presentation, and conclusion drawing techniques. The research findings pinpoint three main problem areas: methodological, cultural, and social.

The fourth research was conducted by Ibrahim et al, (2023) with the title “*Studi Kasus Latar Belakang Guru Mata Pelajaran Sejarah Terhadap Pemahaman Siswa Madrasah Aliyah di Kabupaten Lumajang*”. This research aims to identify the background of history subject teachers who are teaching history without the appropriate specialization. The approach used is a case study design, with data collection techniques including interviews, observations, and documentation. The selected subjects are linear teachers, non-linear teachers, and students. The method used for data analysis includes data reduction, data presentation, and drawing conclusions. To test the validity of the data, triangulation is used. The research

findings on the three subjects are: (1) The background of history subject teachers, (2) The readiness of history subject teachers, and (3) The influence of linearity on students' understanding. The results indicate that students tend to better understand the material when taught by teachers whose specialization matches the subject they are teaching. Conversely, students have difficulty understanding history material when taught by teachers whose specialization does not match the subject.

Based on previous research, the researcher found similarities and differences in this study. The similarities between this study and previous research are that both use descriptive qualitative research methods. Another similarity is that both studies focus on the educational background of teachers. The differences lie in several aspects. Firstly, previous research focused on history subjects, while this study focuses on cultural art subjects. Secondly, previous studies used questionnaires, while this research only uses interviews and observations. The last difference is the subject of the research: this research will be carried out at one of the Islamic schools in Majene Regency, West Sulawesi.

B. Pertinent Ideas

1. Teacher Mismatch

a. Definition of Teacher Mismatch

Teacher mismatch is defined as the discrepancy between an educator's competencies and discipline and the subjects they teach (Arifin, 2015).

Teacher mismatch is also considered to be indicative of teachers who are not yet professional because they have not deeply mastered the scientific substance, structure, and methods relevant to their own development. This

may affect the quality of the teaching they conduct, potentially resulting in lower student learning outcomes. The mismatch between education and job becomes an issue because when employees work in fields that are not aligned with their educational backgrounds, they have to exert extra effort to fulfill the skills or competencies required by the job (Pamungkas, 2012).

According to Bera (2020), the mismatch in applying the form of learning is one of the causes of difficulty understanding learning material. So learning needs to know the character of students in using learning models so that students are more interested in teaching and learning. In the educational context, mismatch refers to a situation where there is a discrepancy between a teacher's educational background or expertise and the subjects they teach. This disparity can impact the effectiveness of teaching and students' learning achievements.

b. The Factors Causing Teacher Mismatch

Wadi (2023) states that several factors causing this mismatch are as follows:

- 1) The number of appointed teachers falls significantly short of the required number.

This means there is a large difference between the number of teachers appointed and the actual number needed. This could mean there are either too many or too few teachers compared to what is actually required in the education system.

- 2) Teacher placement is misaligned with class numbers in schools.

This indicates that in some schools, the placement of teachers does not match the number of classes available. Some classes might be overcrowded with students, while others might have very few students, affecting the quality of education.

- 3) The number of recruited teachers is inadequate for the required fields of study.

This suggests that the recruitment of teachers does not meet the needs for certain subject areas. This can result in a shortage of qualified teachers in important subjects, which can impact the quality of education in those areas.

- 4) Ensuring that the designated teaching hours are fulfilled.

This emphasizes the importance of ensuring that teachers meet the designated teaching hours. This means that all teachers should fulfill the required number of teaching hours to maintain the continuity and quality of instruction.

- 5) Obtaining teacher certification regardless of academic background..

This means it is important for all teachers to obtain professional certification, regardless of their academic backgrounds. This shows that all teachers need to meet certain professional standards, regardless of their educational background or field of study.

- 6) Assessment and Evaluation that are Inaccurate.

A system of assessment that fails to accurately reflect students' abilities and progress can lead to misalignment. Evaluations that focus solely on written tests without considering students' practical and creative skills can hinder the development of broader competencies.

Many teachers, especially in remote areas, encounter a disparity between their knowledge and the subjects they teach. Some educators have not reached an adequate level of professionalism and possess low quality or insufficient competence. This means that a teacher may have the academic qualifications to teach, but their academic background does not match the subjects they teach. Although this phenomenon is considered common, it is still far from ideal.

The lack of appreciation for the teaching profession is also part of this issue. As those responsible for shaping quality human resources, the role of a teacher should be carried out by individuals who are excellent, knowledgeable, and possess quality skills. In Indonesia, one common issue in education is the mismatch between a teacher's competencies and their field of study. Not only is there a shortage of teachers in many schools, but there is also an excess of teachers. The quality of teachers is one of the main issues in the field of education, alongside the quantity of teachers.

c. The Impact of Teacher Mismatch

Bera (2020) states that several impacts causing the teacher mismatch:

1) Suboptimal Teaching Quality

Mismatch between a teacher's education and the subjects they teach can lead to suboptimal teaching. Teachers may lack sufficient knowledge in the field or the specific skills required, resulting in less effective delivery of material.

2) Decline in Student Motivation and Interest

Students may lose interest and motivation to learn if they perceive the teacher as incompetent in the subject. This can have a negative impact on student participation and learning outcomes.

3) Difficulty in Understanding Concepts

Teachers without appropriate backgrounds may struggle to explain complex concepts, leading to student difficulties in understanding the subject matter.

4) Decrease in Academic Achievement

Low teaching quality due to mismatch can result in a decline in students' academic performance. Students may not gain adequate understanding of the subject matter.

5) Teacher Dissatisfaction

Teachers teaching outside their expertise may feel frustrated or less confident, which can affect their performance. This dissatisfaction can also lead to a high turnover rate among teachers.

The mismatch between teachers' educational backgrounds and the subjects they teach, it is crucial to highlight that this mismatch not only affects teaching quality and student learning outcomes but also has broader implications for classroom

dynamics and teacher job satisfaction. These impacts underscore the need for serious attention in formulating teacher placement policies and professional development programs to ensure that teachers' competencies align with the demands of the subjects they are assigned to teach.

2. Teacher's Educational Background

Teacher's educational background refers to the education they have completed before becoming educators, specifically teacher education, which influences their pedagogical competence. For the teaching profession, teachers should come from teacher education institutions because novice teachers with a teaching background can more easily adapt to the school environment. This is because they have been equipped with a set of theories that support their service, whereas teachers without a teacher education background will encounter many problems in the learning process.

The educational background of teachers refers to the education they have completed before becoming educators, particularly teacher training, which influences their pedagogical competence. For the teaching profession, teachers should ideally come from teacher training institutions because novice teachers with a background in education will adapt more easily to the school environment. This is because they have been equipped with a set of theories that support their teaching practice, while teachers without a teacher training background may face many challenges in the learning process.

To achieve good pedagogical competence, various factors come into play. One of them is the teacher's educational background, teaching experience, health conditions, welfare, educational facilities, discipline, and supervision from the school principal (Muharni et al., 2014). A teacher's educational background is often a crucial factor that affects their competence. Teachers who teach subjects that do not align with their field of study are known as "mismatched teachers." These mismatched teachers are educators who hold a degree but are teaching subjects that differ from their qualifications (Mu'min, 2016).

A teacher's educational background will affect classroom teaching practices, such as determining teaching methods and conducting evaluations. In this regard, Danim (2016) states that a teacher is said to be professional or not, can be seen from two perspectives. The first is their educational background, and the second is the teacher's mastery of the subject matter, classroom management, student management, counseling duties, and others. A quality teacher must continuously explore and develop their role as a professional educator. The quality of an educator is not only measured by formal education but also by their mastery of knowledge, skills, and attitudes, as reflected in their intelligent and responsible actions in fulfilling their duties as educators (Wadi, 2023).

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design that was used in this research is descriptive qualitative method. The qualitative method is research that generally describes, provides understanding and interpretation of a concept, and provides the possibility for changes when more fundamental, interesting, and uniquely meaningful facts are found in the field (Wijaya, 2018). This approach has been very common procedures for conducting research in many disciplines, including education (Mas'ud & Syamsinar, 2019). The descriptive method is used to describe, explain, or interpret phenomena in the population or research sample. The main purpose of the descriptive method is to provide a systematic and detailed description of the observed variables without involving variable manipulation (Efendi & Sesmiarni, 2022).

In the descriptive method, researcher collect data using various data collection techniques such as observation, interviews, and documenting. In descriptive qualitative research, these techniques collect in depth data, describe phenomena in detail, and provide a rich understanding of the social, cultural, or individual context. The data obtained is then analyzed and interpreted to provide a comprehensive picture of the phenomenon under study (Hasibuan et al., 2022).

B. Research Subject

One of the madrasah aliyah in Majene Regency has one department, namely Social Science (IPS) which consists of four classes. Specifically, class XI is divided

into two classes, namely class XI A and class XI B. The number of students in class XI IPS is 33 students. Researchers conducted research on both classes, namely classes XI A and B. To select informants, researchers used purposive sampling method. The purposive principle, which is selected at the beginning based on the consideration that the informant has experienced the topic under study (Nurwahda & Wahyuddin, 2022). Therefore, the researcher only chose one cultural art teacher and three eleventh grade students as samples for this study.

C. Research Instruments

The research instruments that will be used in this research are as follows:

1. Observation

Observation is a data collection technique the directly observing the phenomenon under research (Mappasere & Suyuti, 2019). Researcher observe and record information about behavior, interactions, situations, or contexts that occur in the environment that are relevant to research. Observations can be made directly or through audio and video recordings. By holding this observation, it is hoped that we will be able to find out earlier what the situation or conditions of the school and the teachers at the school (Syamsinar et al, 2020). This study used participatory or direct observation, where researchers were directly involved with the subjects' activities.

This instrument involves the direct recording by the observer of what is observed during the learning process. Observations are made by recording all relevant information and a checklist observation sheet, which is an

instrument that contains a list of items that must be observed during the learning process. So, in this research will be used observation because researcher want to see directly the proses of learning and teaching cultural art subject in the class.

2. Interview

The interview is a question and answer process that aims to obtain data or opinions from the interviewee. The purpose of the interview is to obtain information that was become data in conducting research (Rosaliza, 2015). Interviews are data collection techniques that involve direct interaction between researcher and respondents (Rony, 2017). Researcher use structured or open-ended questions to gain insight, understanding, or respondents' views on the phenomenon under study.

The interview technique in this study is carried out by using semi-structured method. Semi structured interview is process using an interview guide derived from topic development and asking questions and use more flexible than interviews. The interview is conducted by asking directly to informants to explore information regarding the required data. As for the interview with using interview guidelines, so that researcher can develop research questions according to the information needs wanted.

3. Documentation

Documentation involves collecting data from documents, records, archives, or other materials relevant to research (Rony, 2017). Documents can be in diaries, reports, interview transcripts, letters, or other materials

that can provide insight into the phenomenon under research. According to Merriam (1998) posits that documents are items related to various forms of written materials, images, and physical objects. So, researcher use documentation in this research because the researcher want to see the learning materials, and assignments or projects given by the teacher to students. The documents in this research encompass data related to the research topic, such as notes, photos, videos, and others.

D. Procedure of Collecting Data

The following are data collection techniques needed by researchers in qualitative research:

1. Primary Data

a. Observation

The observation was carried out for two weeks, at this observation step, the researcher first contact or meet the cultural art teacher by scheduling a meeting with the teacher who will observed and discussed with the teacher regarding the observation plan, the appropriate time, and the permits required. The researcher was asked permission from the teacher and the school to observe the learning process in class, of course, with the schedule and time agreed with the teacher concerned. Then the researcher was attend the learning session scheduled in the class, using the instrument that the researcher has previously designed to record relevant data and information during the learning process. Video record during the learning process are

needed in this study to find out clearly the learning process in cultural art subject.

b. Interview

In this step the researcher deals directly with the subject or informant under research by conducting interactive or one-sided questions and answers. The informants that was involved is cultural art teacher. In this process the researcher asks directly the things or questions that have been prepared. These interviews was conducted face-to-face with informants. The results of the interview process was recorded as important information from the informants.

2. Secondary data

In this step, researcher was analyze of learning process in this school using the documentation. The researcher was collect and analyze various documents and records related to learning at the school. The documents that the researcher was examine include learning materials, and learning evaluation reports. Researcher also use the results of documentation in the form of photographs obtained during interviews and observations. The documentation collected is in the form of student and teacher data, and descriptions of the learning process in class. In addition, lesson materials and student assignments are also needed in this research to provide evidence of how the cultural art learning process at the school.

E. Technique of Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, compiling them into patterns, choosing which ones are important and which ones will be studied, and draw conclusions so that they are easily understood by themselves and others (Sugiyono, 2017).

1. Data Reduction

Data reduction is the stage of summarizing or selecting important things in finding themes and patterns. The reduced data provides a clear picture and makes it easier for researcher to conduct further data collection.

2. Presentation of Data

Presentation of data is done to display data that has been reduced in the form of observations, interviews, and others. The author presenting data will make it easier for researchers to understand what happened and then plan what activities will be carried out next. Besides that, the goal is to make it easier to convey and understand to other parties. This will also make it easier for the reader to absorb the information contained in the data.

3. Drawing Conclusion

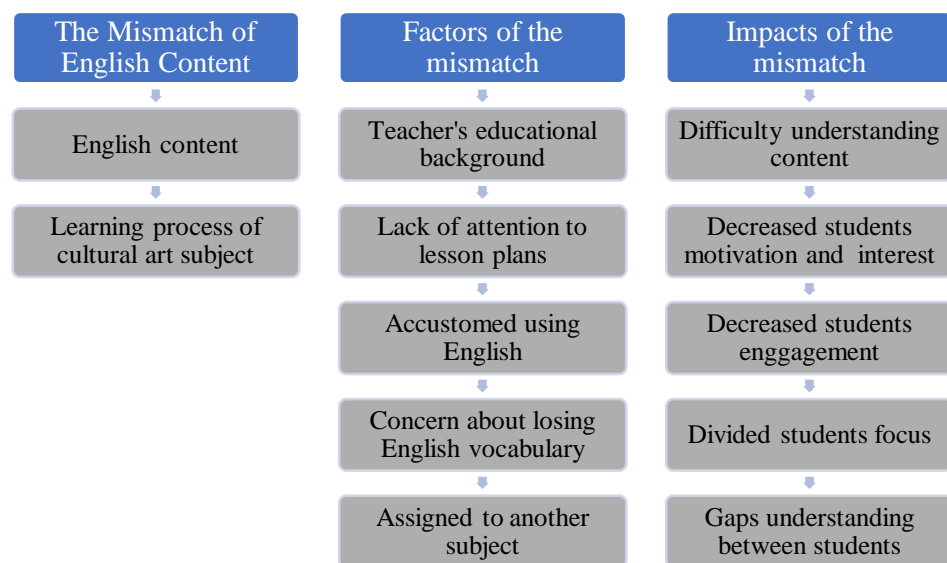
Drawing conclusions are preliminary conclusions that are still temporary and change if strong supporting evidence is found at the next stage of data collection. If the initial conclusions are supported, valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. The Mismatch of English Content in Cultural Art Subject

In this section, the researcher conducted observation and interview with a cultural art teacher and three students of the school to obtain the data. The aspect focuses on knowing the mismatch of English content in cultural art subject, as seen in the figure below.



**Figure 4. 1 The Mismatch of English Content in the Learning Process
Cultural Art Subject**

The figure illustrates the findings obtained by the researcher from interviews regarding the understanding of the mismatch of English content in cultural arts subjects. In the interviews, teachers expressed various factors contributing to this mismatch, including: educational background, lack of attention to lesson plans, reassignment to other subjects, concerns about

maintaining English proficiency, and the impact on student understanding. The first factor, educational background, appeared in two statements during the interviews. The second factor, lack of attention to lesson plans, was noted twice. The third factor, reassignment to other subjects, was mentioned once. The fourth factor, concerns about maintaining English proficiency, was also mentioned once. Finally, the impact on student understanding was identified in one statement from all the interviews. These factors highlight the challenges faced by teachers in understanding the mismatch of English content in cultural arts subjects, which ultimately affects student understanding, motivation, and engagement in the learning process. For more details, the mismatch of English content in the learning process of cultural art subject are explained in details below:

a. English Content in Cultural Art Subject

Based on data obtained by researcher from an interview with the cultural art teacher on Wednesday, November 22, 2023, according to the results of the interview with the cultural art teacher, she said that *"...I just adjust the material for each chapter, so it's normal before I teach that I definitely check to see if I can use it as a benchmark in the book that I can combine directly with English. Whether it's in terms of vocabulary, there's a lot of English in it or I try to give assignments that I always take from the cultural art package book but I relate the assignments to English..."*

The teacher indicates that they actively adjust the learning materials for each chapter, considering the possibility of using English as a reference material in the textbook, and they also create assignments related to cultural art in English. However, there is a potential mismatch between the content of cultural art and the application of teaching through the use of English. Although the teacher endeavors to integrate English with the content of cultural art, there is still a possibility that students may not fully understand the concepts of cultural art effectively through English.

Based on the results of the interview, the teacher stated that “...*In the teaching and learning process, I don't do full English at all, but sometimes I have to combine Indonesian and English...*”. From the results of the interview, it can be analyzed that in the teaching and learning process, cultural art teacher do not teach exclusively using English, teacher still include English in their teaching. In this context, teachers mix Indonesian and English language according to habits and comfort in teaching. Even though it does not teach English directly, the use of English is still included in the learning process.

b. Learning Process of Cultural Art Subject

The first observation was carried out on Saturday, November 11, 2023 in class XI. The first thing the researcher did when entering the class was to introduce herself and explain the researcher's objectives. After that, the researcher took a sitting position, precisely in the back row, to make it easier to observe the cultural

art teaching and learning process that took place that day. Then the researcher began to pay attention to the teacher from the beginning to the end of the lesson. The things that the cultural art teacher with the initials I do when she enters the class is that the teacher opens the lesson by saying hello and preparing the materials and tools needed during the lesson such as student attendance sheets, markers and textbooks. Then, the teacher immediately translates the material provided. taught that day in English. Then, ask all students to read the material in chapter 7. After that, the teacher asks the class leader to dictate to her friends to take notes on the cultural art material in chapter 7 that is being taught that day.

After a few minutes in class, the teacher instructed all students to return to observing the material in chapter 7 and then the teacher stood up to briefly explain the material studied that day. Class conditions went well until the learning process ended, the teacher made conclusions about the material studied and then closed the class by saying hello.

Based on the results of the first observation, the researcher found that the learning process that day was more student-centered. The teacher briefly explains the material studied that day after all students have finished recording the material in chapter 7. The use of English that day is sometimes used by arts and culture teachers when explaining the conclusions of the material recorded by all students.

The second observation was carried out on Saturday, November 18, 2023 in class XI. XI A and XI B classes are combined into one class whenever they study cultural art. After that, the researcher took a sitting position, precisely in the front

row, close to the blackboard and teacher's desk. Then the researcher again observed the process of teaching and learning cultural art until the end of the lesson.

The first thing the teacher with the initials I did was, she immediately spoke in English in class and then asked the class leader to prepare the class in English. The teacher immediately greeted the students in English too. Then, because last week the teacher had asked the students to note down the material in chapter 7, the teacher immediately assigned the students to look for English vocabulary contained in the material in chapter 7 in the 2013 curriculum cultural art package book. Then the teacher gave instructions regarding the assignment given to students. After that, the teacher distributed four cultural art package books, four students each used one cultural art package book that had been given by the cultural art teacher.

During the teaching and learning process, the teacher observes and supervises every student who is studying cultural art at that time, sometimes the teacher helps the students to translate the English vocabulary they find in the culture package book. The teacher occasionally writes down the vocabulary that the students have acquired, then provokes the students to find out the meaning of the words or sentences that have been written on the blackboard. Based on the observations above, the teacher used English more often in the second meeting regarding the material in chapter seven, from the beginning to the end of the lesson, the teacher's explanations were more dominant in English than the explanation of the material in chapter seven.

The third observation was carried out on Wednesday, November 22, 2023 in class XI. In chapter 8, learning begins with a presentation of material on "understanding Western musical concepts" including the history of its development, musical structure, and the role of musical instruments in certain musical genres. During the explanations, English is used actively, helping students understand musical terms in an international context. The results of observations of the teaching and learning process by students of class XI show that

Cultural art teacher often repeat sentences in English when teaching. The teacher continues the material and asks all students opened cultural art book about "experimenting in fine art". Next, the teacher asks students to listen carefully to what the teacher reads, then the teacher reads the sentence aloud and asks all students to repeat it. It is followed until the text is finished. The teacher gives an example of the correct pronunciation. Look at the example below: an example based on the observation transcript "experimenting in fine arts".

Teacher: *The written "image" is IMAGE but the pronounce is "IMEJ"*

Students: *"Image"*

Teacher: *"image (imej)"*

Students: *"image (imej)"*

Based on the results of observations, the students follow what the teacher says and repeat it until they pronounce it correctly, so it was easier for students to memorize it because they were used to hearing and using English vocabulary or sentences. Massler et al., (2011) states that teacher modeling of correct language

can also include modeling of correct pronunciation, paraphrase, rephrase, restate or expand a child's response correctly in order to model correct foreign language use.

2. Factors Causing the Mismatch of English Content in Cultural Art Subject

In this section, the researcher conducted interview with a cultural art teacher to obtain the data. The first aspect focuses on knowing the factors causing of a teacher using the English in the learning process of cultural art subject, as seen in the figure below.

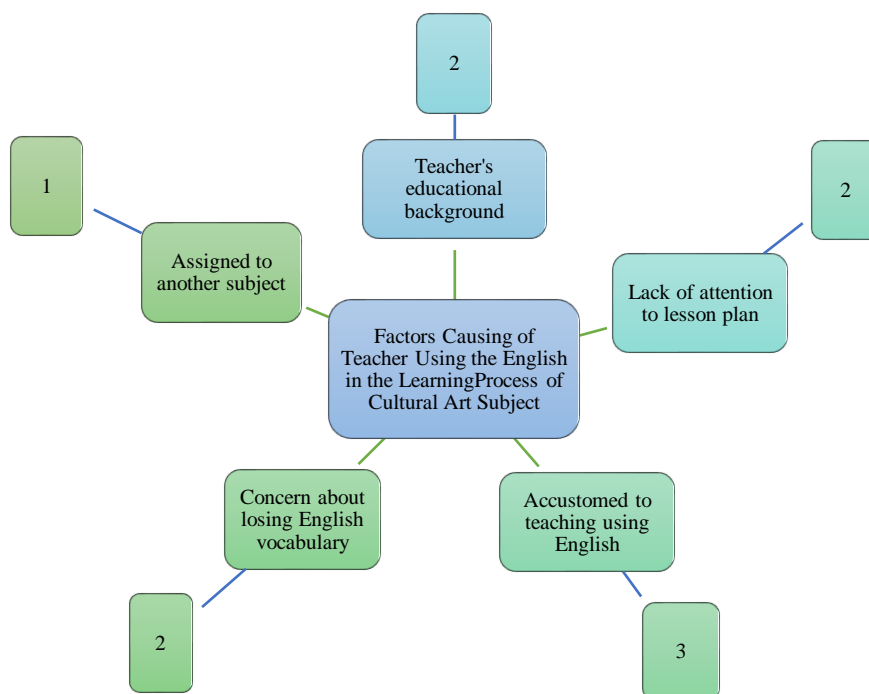


Figure 4. 2 Factors Causing the Teacher Using English Language in the Learning Process of Cultural Art Subject

The figure above illustrates the factors that contribute to teachers' use of English in the cultural arts learning process. The primary factor is the teachers' educational background, which impacts their proficiency in using the English

language. Additionally, teachers being reassigned to other subjects results in a lack of consistency in their instruction. A lack of attention to lesson plans further contributes to the mismatch in language usage. Furthermore, teachers' concerns about losing their English vocabulary drive them to use English more frequently, even when it may not align with their students' proficiency levels. Collectively, these factors pose challenges for integrating English into cultural arts education.

Below is a more detailed explanation:

a. Teacher's educational background

The cultural art teacher at the school has an educational background in English. As a result, the teacher uses English as the primary medium for teaching cultural art materials. Based on the interview, the teacher stated, *"Especially since I personally have an English background, teaching it to students isn't too difficult for me."* The teacher further explained, *"I also have an educational background in English and feel comfortable communicating in the language. Along with that, I realize that many relevant terms in cultural art are available in English... so I tend to rely more on my English proficiency in teaching."*

Based on the interview cultural art teacher with an educational background in English, relies heavily on English as the medium of instruction. This creates a mismatch between the use of language and the cultural art material, which should focus more on local culture. The teacher's dependence on English proficiency may hinder students' understanding,

especially for those less proficient in English. To improve the effectiveness of the teaching process, a balance between the use of English and local cultural art material is needed.

b. Lack of Attention to Lesson Plans

The lesson plans (RPP) at the school are not given adequate attention, resulting in a lack of alignment between teaching methods and students' needs. According to an interview with the cultural art teacher she stated *"As part-time teachers here, we are not given much attention to lesson plans or other teaching materials... what matters is that we just teach and then give assignments to students... In my teaching, I don't adhere to lesson plans; I just teach without using them."*

Based on the interview, the cultural art teacher tends to teach without proper planning. The lack of attention to lesson plans that meet students' language needs may exacerbate the mismatch between content and students' abilities. The interview with the cultural arts teacher reveals a lack of attention to lesson plans, where the teacher does not follow structured planning and only teaches and assigns tasks without a clear framework. The teacher's part-time status contributes to the lack of support and preparation of teaching materials. This potentially leads to a misalignment between teaching methods and students' needs, hindering their understanding of the material.

c. Accustomed to teaching using English

Teachers with a background in English education make these teachers accustomed to using English when teaching. Based on an interview with the teacher stated that *“because it is my habit too, of course if I teach I mix and mix English and Indonesian. That's why when I teach, there is still English even though I don't actually teach English.”*

Based on the interview above, because the teacher is accustomed to using English when teaching, it causes the teacher to mix English and Indonesian in teaching cultural arts. This causes the use of English to be difficult to minimize due to the habitual factor of teachers who use English in teaching. The regular use of English creates a situation where students must adapt to two languages in one lesson. This can exacerbate the gap in students' understanding, especially for those with limited English proficiency.

d. Concern About Losing English Vocabulary

The teacher's concern about losing her English vocabulary has led to a mismatch between the language used for teaching and the subject being taught, resulting in a misalignment. According to an interview with the cultural art teacher, *“To prevent my English knowledge from disappearing, because if I don't use it regularly, I might forget all the vocabulary I initially knew if I don't practice it often.”* The teacher also stated, *“I realize that there are many terms in the cultural arts textbook available in English.”* This statement supports the teacher's reason for using English in teaching cultural

arts because they find a significant number of English terms in the cultural arts textbook.

Based on the interview, the cultural arts teacher is concerned about losing her English vocabulary over time but does not consider the students' English proficiency. The teacher teaches according to her own level of English, which creates a mismatch between students' understanding of cultural arts and the explanations provided in English. Although the teacher sometimes explains the material in Indonesian, the primary issue remains the alignment of English usage with the students' needs. The teacher's use of English is influenced by the presence of many English terms in the textbook. While this effort to align with the textbook material is noted, it can complicate understanding for students with limited English skills, thereby exacerbating the gap between students and the material.

e. Assigned to Another Subject

There is actually an English subject at the school, but it is already covered by certified teachers. The cultural art teacher mentioned in the interview, *"There are two English teachers at this school, and since there are only six classes, the English classes are full. It should be possible, but both teachers have already met the certification requirements. Therefore, the only available subject is cultural art."*

Based on the interview, the cultural art teacher would prefer to teach English, given their background in English education. However, at the school

where they are employed, the English subject is already covered by certified teachers, while the teacher is still a part-time (honorary) staff member. As a result, they have been reassigned to teach another subject, namely cultural art.

3. Impacts the Mismatch of English Content in Cultural Art Subject

The researcher conducted interview with three students to obtain the data. The aspect focuses on knowing the impacts of English content in the learning process of cultural art subject, as seen in the figure below

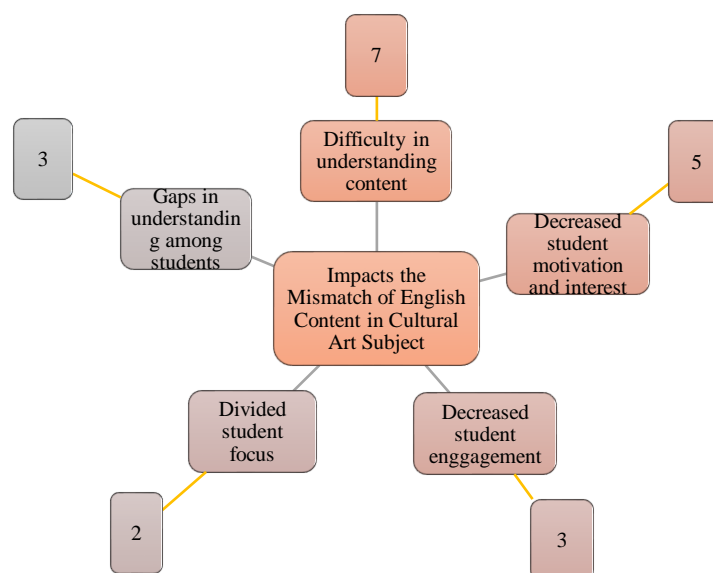


Figure 4. 3 Factors Causing of Teacher Using the English in the Learning Process of Cultural Art Subject

The diagram above illustrates the impacts of the mismatch of English content in cultural arts education. This mismatch leads to several issues, such as students struggling to understand the material due to limited vocabulary and a decrease in motivation and interest in learning. Moreover, student engagement in the classroom declines, and their focus is divided as they need to understand both the language

and the subject content simultaneously. Additionally, there is an increasing gap in understanding between students with varying levels of English proficiency. This situation shows that an imbalanced use of English in teaching cultural arts hinders the effectiveness of the learning process. For more clarity, the detailed explanation is provided below.

a. Difficulty in Understanding Content

The mismatch between the use of English and the cultural arts content presents significant challenges for students. Based on the interview with Student 1 stated, *"Sometimes I come across difficult vocabulary that I can't understand, especially when the explanation is in English, and I don't always fully comprehend it."* Similarly, Student 3 mentioned, *"I always struggle with translating the vocabulary."* These statements highlight the difficulty students face with unfamiliar vocabulary, which hinders their understanding of the material.

From the interviews, student 1 noted difficulties with specific vocabulary in English, stating, *"I can't fully understand some words, especially in English explanations."* This supports the argument that teachers with irrelevant qualifications may lack sufficient knowledge or effective methods, resulting in poor content delivery. As discussed in previous chapters, this mismatch negatively impacts both students' understanding and teaching quality.

b. Decreased Student Motivation and Interest

The inability to understand the material directly impacts student engagement. As Student 2 expressed, *"The explanation is in English, and sometimes I have to read it several times to understand."* This indicates that the extra effort required to comprehend content in English results in students being less engaged. Likewise, Student 3 admitted, *"For students like me, I feel less enthusiastic,"* which reinforces the negative effect of using English in teaching cultural arts, as discussed in chapter 2, where students may feel frustrated and lose motivation

c. Decreased Student Engagement

The important issue in teaching and learning process that always being discussed is students' interest (Afdaliah et al., 2019). Several students expressed a lack of enthusiasm and frustration in learning. Student 3 admitted, *"I feel less interested in class because it's all in English,"* highlighting the demotivating effect of inappropriate teaching methods and teacher qualifications. The mismatch has created an unengaging environment, leading to reduced student participation, as reflected in the responses of several interviewees. This aligns with research discussed earlier, where teacher mismatch often correlates with declining student motivation.

d. Divided Student Focus

The use of English also causes students' focus to be divided. They have to shift their attention from understanding the concepts of cultural arts to trying to translate English terms. Student 2 stated, *"It can make it difficult for*

students to understand the material and disrupt their focus on learning.”

When students need to study cultural arts, their focus is also divided as they have to learn English vocabulary simultaneously. This also impacts their ability to learn the cultural arts material.

Based on the interview, the use of English in teaching cultural arts divides students' attention. They have to shift from understanding cultural arts concepts to translating English terms. This causes difficulties in understanding the material and disrupts their focus on learning. Student 2 expressed that this process complicates their understanding of the material and splits their concentration. Learning English vocabulary alongside cultural arts material impacts their ability to comprehend and study the cultural arts content.

e. Gaps in Understanding Between Students

The differences in English proficiency among students create a disparity in understanding the material. Students who are more proficient in English are better able to follow the lessons, while those with less proficiency feel left behind. Student 3 stated, *"If you ask about the benefits, maybe those who are good at English in my class feel the benefits, but for students like me, we're less enthusiastic, I think."* The teacher also said, *"The difficulty is that each student's ability is different. Some understand easily, but there are also those who, no matter how many times it's repeated, still struggle to understand the explanation."* This disparity widens the gap between students who grasp the

material well and those who fall behind, making the class dynamics less balanced.

The interview reveals that differences in English proficiency among students create a gap in understanding the material. Students who are more proficient in English can follow the lessons smoothly, while those with less English skills feel left behind and less motivated. The teacher also acknowledges the challenge that arises due to the varying abilities of students; some grasp the material quickly, but others still struggle even after repeated explanations. As a result, this gap continues to widen, with some students able to keep up with the lessons, while others face difficulties, leading to an unbalanced classroom environment and less effective learning.

The conclusions of this study indicate that a more balanced approach to using English in cultural arts teaching is necessary. Adjusting the language of instruction, paying attention to lesson planning, and placing teachers according to their educational backgrounds are essential factors that need to be addressed to enhance teaching effectiveness and students' understanding of cultural arts material.

B. Discussion

This chapter discusses the findings from the research on the mismatch of English content in the learning process of cultural art subjects. The analysis focuses on the factors causing the mismatch between teachers' qualifications and the

subjects they teach. And this research focus on the impacts of English content in the learning process of cultural art subject.

1. Mismatch Between English Content and Cultural Art Subject

The findings of this study reveal a mismatch between the content of cultural art subjects and the use of English in teaching. Based on interviews with the cultural art teacher, although efforts are made to integrate English into the teaching materials, there remains a potential disconnect between the cultural art content and the application of English in instruction. Despite the teacher's efforts to connect English with cultural art content, there is still a possibility that students may not fully grasp the concepts of cultural art through English.

Teacher mismatch, defined as the misalignment between a teacher's competencies and the subject they teach, emerged as a critical issue in the research. As highlighted by Arifin (2015), teacher mismatch can negatively impact teaching quality and student outcomes, which is consistent with the findings in this study. Several teachers responsible for delivering cultural arts lessons were trained in English education. As a result, they tended to integrate English into their teaching methods, even though it was not necessary or ideal for the subject matter.

The research found that teachers often incorporated English into classroom instruction to prevent losing their vocabulary proficiency. While this may benefit the teachers' language skills, it poses a challenge for students whose

primary goal is to understand the artistic and cultural content, not improve their English language skills. This reflects Pamungkas (2012) view that mismatch in educational and professional fields forces individuals to put extra effort into fulfilling competencies that do not align with their qualifications, leading to potential inefficiencies in the learning process.

The students' struggle to grasp concepts presented in English is consistent with Bera (2020) theory that mismatches in teaching methods can hinder students' understanding. This mismatch in applying language to the subject matter creates barriers to learning, where students must focus on interpreting English language instructions rather than fully engaging with the cultural art content. This issue is particularly prevalent in classrooms where students have limited proficiency in English, causing frustration and a decrease in engagement.

2. Factors Causing the Mismatch of English Content in Cultural Art Subjects
 - a. Teacher's Educational Background

The teacher's educational background in English has influenced the use of English in teaching cultural arts. Teachers with an English background tend to use English as the primary medium of instruction, as reflected in the interview quote *"Especially since I personally have an English background, teaching it*

to students isn't too difficult for me." This aligns with Arifin (2015), which explains that a mismatch between a teacher's competencies and the subjects they teach can lead to suboptimal teaching. Wadi (2023) also highlights that teachers lacking qualifications relevant to the subjects they teach can result in mismatches in the learning process. In this context, the teacher's reliance on English can hinder student comprehension, especially for those less proficient in the language. This underscores the need for a balance between teaching methods and student backgrounds, as suggested by Bera (2020), who emphasizes the need for adjustments in teaching methods to improve student understanding.

b. Lack of Attention to Lesson Plans

The lack of attention to lesson plans has led to a misalignment between teaching methods and student needs. As mentioned in the interview *"As part-time teachers here, we are not given much attention to lesson plans or other teaching materials..."* This corresponds with perspective of Wadi (2023) said that the discrepancy between the number of teachers and the class needs, along with insufficient attention to lesson planning, can affect teaching quality. The lack of structured planning exacerbates the mismatch between teaching methods and students' needs, further impeding their understanding of the material.

c. Accustomed to teaching using English

The teacher's habit of using English, as stated in the interview: "*because it is my habit too, of course if I teach, I mix English and Indonesian,*" creates a situation where students must adapt to two languages in one lesson. This reflects Bera (2020) mentioned that mismatches in teaching methods can cause difficulties in understanding the material. The habitual use of English disrupts students' ability to grasp the content effectively.

d. Concern About Losing English Vocabulary

The teacher's concern about losing English vocabulary, as noted in the interview "*To prevent my English knowledge from disappearing,*" results in a mismatch between the language used in teaching and the subject matter. This supports Danim (2016) said that a mismatch between teachers' educational backgrounds and the subjects they teach can affect teaching quality. The teacher's focus on maintaining their own English proficiency, without considering students' English skills, exacerbates the gap in student understanding. Although the teacher sometimes explains material in Indonesian, the primary issue remains the alignment of English usage with students' needs.

e. Assigned to Another Subject

The reassignment of the teacher to a cultural art subject, despite their background in English, as mentioned in the interview "*There are two English teachers at this school... so the only available subject is cultural art,*" reflects a misalignment in teacher placement. Wadi (2023) states that misalignment in

teacher placement can lead to mismatches in the learning process. Teachers who are not qualified for the subjects they teach can reduce teaching effectiveness and cause a misalignment in student understanding.

3. Impacts of the Mismatch of English Content in Cultural Art Subjects

a. Difficulty in Understanding Content

Students' difficulty in understanding English vocabulary, as expressed by Student 1 and Student 3, shows that the mismatch between the use of English and cultural arts content affects their comprehension. This aligns with Bera (2020) states that regarding the impact of mismatched teaching methods on students' understanding of the material. The mismatch in language use impedes students' ability to grasp the content effectively.

b. Decreased Student Motivation and Interest

Decreased student motivation and interest, as reported by Student 2 and Student 3, indicate that the difficulty in understanding content in English affects student engagement. This supports Bera (2020) findings that mismatches in teaching can reduce student motivation and interest. The inability to understand the material properly contributes to a decline in student enthusiasm and engagement.

c. Decreased Student Engagement

Decreased student engagement in class, as noted by Student 3, suggests that the mismatch in language use creates an unengaging learning environment. This is consistent with research by Afdaliah et al. (2019), which shows that

mismatched teaching methods can lead to reduced student interest. The inability to effectively understand the material leads to decreased participation and engagement in class.

d. Divided Student Focus

Students' divided focus, as mentioned by Student 2, shows that the use of English causes students to split their attention between understanding cultural arts concepts and translating English terms. This corresponds with Wadi (2023) findings on the impact of language mismatches on students' concentration. The divided attention disrupts students' ability to fully comprehend the cultural arts content.

e. Gaps in Understanding among Students

The gaps in understanding between students with different levels of English proficiency, as expressed by Student 3 and the teacher, show that language mismatch creates disparities in student comprehension. This reflects Danim (2016) states theory that differences in understanding material can lead to imbalanced classroom dynamics. Students who are more proficient in English can follow the lessons better, while those less proficient feel left behind, creating an uneven learning environment.

Based on the research findings and analysis, the mismatch between English content and cultural arts teaching is caused by several factors, including the teacher's educational background, lack of attention to lesson planning, habitual use of English, concern about losing English vocabulary, and

reassignment to a different subject. The impacts of this mismatch include difficulty in understanding content, decreased motivation and interest, reduced engagement, divided focus, and gaps in understanding between students. To improve teaching effectiveness and student understanding, it is necessary to adjust the use of language in teaching, pay more attention to lesson planning, and ensure teachers are placed according to their educational backgrounds. This will help create a learning environment that better meets students' needs and enhances their learning outcomes in cultural arts.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it can be concluded that several factors contribute to the mismatch in the teaching of cultural arts. First, the educational background of teachers in English leads to the predominant use of English as the medium of instruction, which is not aligned with the local cultural context of the cultural arts subject matter. Second, the lack of attention to lesson planning results in teaching methods that do not meet students' needs, exacerbating the mismatch between content and students' abilities. Third, teachers' habitual use of a mix of English and Indonesian makes it more difficult for students to understand, especially for those with limited English proficiency. Fourth, the teachers' concern about losing English vocabulary results in the excessive use of English, which ultimately hinders students' comprehension. Lastly, assigning teachers to subjects outside their educational background, such as an English teacher teaching cultural arts, reflects a mismatch between the teacher's expertise and the subject being taught.

The impacts of this mismatch include students' difficulty in understanding the content being taught, especially due to the use of English, which disrupts their comprehension of the material. Students' motivation and interest also decrease as they feel frustrated and have to make extra efforts to understand the material. Furthermore, student engagement in learning declines due to teaching methods that are not aligned with the teacher's qualifications. Students' focus is divided between

understanding cultural arts concepts and translating English terms, which interferes with their learning process. Finally, there are gaps in understanding among students, primarily due to differences in English proficiency, creating an imbalance in the classroom environment.

This research emphasizes the importance of a more balanced approach to the use of English in teaching cultural arts. Adjusting the language of instruction, focusing on lesson planning, and assigning teachers according to their educational background are essential factors to consider in order to improve teaching effectiveness and enhance students' understanding of cultural arts material.

B. Suggestions

Based on the conclusion above, the researcher give some suggestions are presented for:

1. For the School

Schools should align teacher placement with their qualifications and subject expertise to prevent mismatches. Regular professional development should be provided for teachers in subjects outside their specialization. Recruitment policies should focus on matching qualifications to subject needs, especially for cultural arts.

2. For the Teacher

Cultural arts teachers should prepare thoroughly before teaching in English, including language preparation and effective teaching strategies. They should aim to engage students with diverse activities and ideally have

a background relevant to art or culture. Minimizing unnecessary English use and focusing on fostering creativity and critical thinking are recommended.

3. For Other Researchers

Future research should explore the effects of mismatches between teachers' educational backgrounds and their subjects across various educational levels and cultural contexts. Investigate practical solutions and evaluate the effectiveness of teacher training programs in addressing these mismatches.

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APPENDICES

Appendix 1. Research Permit

PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 543/IP/DPM-PTSP/MM/XI/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/562/XI/2023 Tanggal 08 November 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada:


N a m a	: TRIA NURWAHDA. AR
Pekerjaan	: Mahasiswi
N I M	: 10256119047
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Tubo Masigi Dhua Desa Tubo Poang Kec. Tubo Sendana Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CILL) APPROACH CULTURAL ART SUBJECT [REDACTED]** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampilar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
 Pada Tanggal : 13-11-2023
 Kepala Dinas


M. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
 Pangkat: Pembina Utama Muda
 Nip. 196809281992032011

Appendix 2. Interview Question

Wawancara Untuk Guru

No	Pertanyaan	Jawaban Responden
1.	Bagaimana cara anda menggunakan bahasa inggris sebagai bahasa pengantar dan instruksi dalam pengajaran seni budaya?	
2.	Bagaimana cara anda memilih materi seni budaya lalu diajarkan dalam bahasa inggris?	
3.	Bagaimana cara anda menggunakan bahasa inggris pada materi seni budaya mampu mempengaruhi interaksi antar siswa dalam kelas?	
4.	Bagaimana cara anda dan siswa berkomunikasi dalam bahasa inggris saat berdiskusi, bertanya atau berbagi pemahaman tentang materi seni budaya?	
5.	Bagaimana cara anda mengintegrasikan bahasa inggris dengan materi seni budaya?	
6.	Bagaimana cara anda memancing kemampuan berfikir kritis siswa dengan menggunakan bahasa inggris pada materi seni budaya?	
7.	Bagaimana cara anda menggunakan bahasa inggris pada materi seni budaya mampu mempengaruhi interaksi anda dan siswa dalam kelas?	
8.	Bagaimana cara anda menentukan tujuan pembelajaran yang jelas dan merencanakan integrasi bahasa dan konten budaya dengan baik?	
9.	Bagaimana cara anda mengevaluasi pemahaman siswa terhadap konten budaya dan kemampuan berbahasa inggris?	
10.	Apakah anda menggunakan tugas tertulis dalam bahasa inggris?	

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	
2	Bagaimana penggunaan bahasa Inggris pada materi pelajaran seni budaya mampu mempengaruhi interaksi dan komunikasi antara Anda dan siswa dalam kelas?	
3	Bagaimana perasaan Anda ketika berkomunikasi dalam bahasa Inggris yang membahas materi tentang Seni Budaya?	
4	Apakah ada kesulitan atau tantangan tertentu yang Anda alami saat mengajarkan Seni Budaya dalam bahasa Inggris?	
5	Bagaimana anda mengintegrasikan bahasa Inggris dengan materi seni budaya?	
6	Bagaimana Anda menangani siswa yang mungkin mengalami kesulitan dalam memahami materi seni budaya dalam bahasa Inggris?	
7	Apa yang mendorong anda untuk mengajar mata pelajaran yang berbeda dari latar belakang Pendidikan anda?	
8	Apakah Anda merasa perlu untuk belajar lebih lanjut tentang mata pelajaran yang Anda ajar agar dapat mengajar dengan lebih efektif?	
9	Apa tantangan utama yang Anda hadapi dalam mengajar mata pelajaran yang berbeda dari latar belakang akademik Anda?	
10	Apakah anda membuat RPP dalam pembelajaran?	

Appendix 2. Interview Question

Wawancara Untuk Siswa

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	
2	Apa pendapat anda tentang kombinasi antara materi seni budaya dan bahasa inggris yang diajarkan?	
3	Apakah ada kesulitan atau tantangan tertentu yang Anda hadapi saat belajar seni budaya?	
4	Bagaimana perasaan Anda mempelajari materi seni budaya dengan menggunakan bahasa inggris?	
5	Apa manfaat yang Anda rasakan ketika belajar seni budaya dengan menggunakan bahasa inggris?	
6	Menurut anda apakah lebih mudah memahami materi seni budaya dengan menggunakan bahasa inggris	
7	Apakah anda memahami penjelasan materi dari guru senibudaya selama mengajar dikelas?	
8	Apakah Anda merasa bahwa konten bahasa Inggris yang digunakan dalam pembelajaran seni budaya sesuai dengan pemahaman Anda tentang materi pelajaran senibudaya?	
9	Apakah Anda mengalami kesulitan dalam memahami materi seni budaya karena bahasa Inggris yang digunakan?	

10	Apakah Anda merasa bahwa guru memberikan cukup dukungan dan bantuan dalam memahami materi seni budaya dalam bahasa Inggris?	
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Appendix 3. Interview Documentation



Wednesday, November 22, 2023



Appendix 4. Observation Documentation



INSTRUMENT PENELITIAN OBSERVASI CHECKLIST

(Understanding the Mismatch of English Content in the Learning Process of Cultural Art Subject)

A. Tujuan Observasi

Untuk mengetahui apa saja faktor dan dampak terkait konten bahasa Inggris dalam proses pembelajaran mata pelajaran seni budaya

B. Sasaran Observasi

Guru Seni budaya dan Siswa kelas XI di salah satu MA swasta di kabupaten Majene

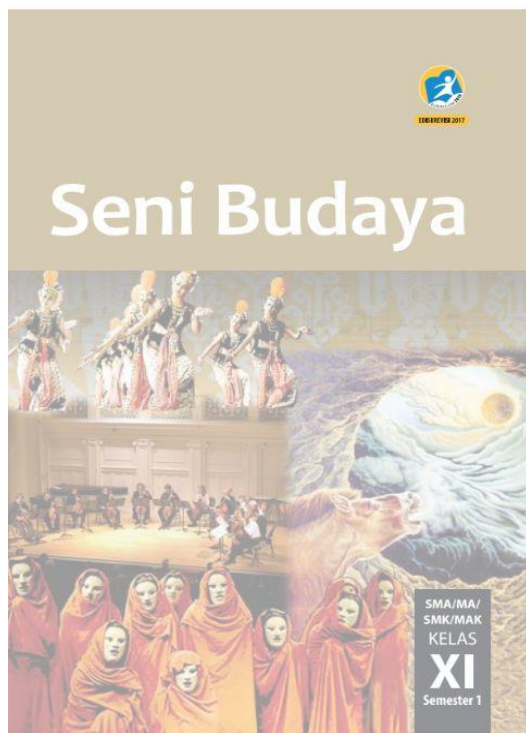
C. Instrument Observasi Checklist

No	Aspek yang di observasi	Kualifikasi			Keterangan
		Ya	Kadang-kadang	Tidak	
1	Guru menggunakan bahasa Inggris sebagai bahasa pengantar dan instruksi dalam pengajaran seni budaya.	√			
2	Guru mengintegrasikan bahasa Inggris dengan konten seni budaya	√			
3	Guru memilih materi seni budaya lalu diajarkan dalam bahasa Inggris	√			
4	Guru secara konsisten menggunakan bahasa Inggris ketika menjelaskan materi seni budaya		√		
5	Beberapa siswa kesulitan dalam memahami materi yang diajarkan dalam bahasa Inggris		√		

6	Siswa berkomunikasi dalam bahasa inggris saat berdiskusi, bertanya atau berbagi pemahaman tentang materi seni budaya		√		
7	Siswa bisa memahami penjelasan guru mengenai materi seni budaya yang dijelaskan dalam bahasa inggris		√		
8	Guru memberikan kesempatan bertanya pada siswa jika ada penjelasan materi yang tidak dipahami	√			
9	Guru menentukan tujuan pembelajaran yang jelas dan merencanakan integrasi bahasa dan konten budaya dengan baik		√		
10	Guru mengalami kesulitan ketika berbicara bahasa inggris dalam konteks seni budaya			√	
11	Siswa menjadi lebih aktif ketika belajar materi seni budaya dengan menggunakan bahasa inggris		√		
12	Interaksi guru dan siswa terjalin dengan baik selama proses pembelajaran berlangsung	√			
13	Guru memberikan tugas pada siswa setelah proses belajar mengajar telah selesai	√			
14	Guru selalu memulai kelas dengan menyapa seluruh siswa	√			

	menggunakan bahasa inggris				
15	Siswa lebih aktif bertanya ketika diajar seni budaya dengan menggunakan bahasa inggris		√		
16	Guru mampu memancing kemampuan berfikir kritis siswa dengan menggunakan bahasa inggris pada materi seni budaya		√		

Appendix 5. Documentation

BAB
7BEREKSPERIMEN
DALAM SENI RUPA

Aktivitas penciptaan seni rupa (murni, desain, dan kriya) yang mementingkan kreativitas, sangat memerlukan keberanian bereksperimen. Ada perupa yang bereksperimen dalam penyajian bentuk seni (menciptakan bentuk baru), sementara perupa lain bereksperimen dalam memilih dan mengombinasikan aspek konseptual penciptaan seni. Ada pula perupa yang melakukan eksperimen dengan memodifikasi konvensi seni, desain, dan kriya dan yang terakhir ada perupa yang benar-benar bereksperimen menciptakan karya seni yang benar-benar baru.

Dalam konteks proses kreatif, *Guilford* dalam Semiawan, Dimensi Kreatif dalam Filsafat Ilmu menyebutkan: sifat fluensi, fleksibilitas, orisinalitas, elaborasi, dan redefinisi adalah kemampuan yang perlu dikembangkan melalui aktivitas eksperimen. Fluensi terkait langsung dengan kesigapan, kelancaran, dan kemampuan melahirkan banyak gagasan. Fleksibilitas adalah kemampuan untuk menggunakan bermacam-macam pendekatan dalam memecahkan masalah. Sedangkan orisinalitas adalah kemampuan mencetuskan gagasan-gagasan asli. Redefinisi adalah kemampuan merumuskan batasan-batasan dari sudut pandang lain dari pada cara-cara yang sudah lazim. Misalnya lukisan secara konvensional didefinisikan sebagai karya seni dua dimensional. Batasan ini dianggap oleh sebagian pelukis kreatif mengekang kreativitas dengan sengaja mereka membuat lukisan dalam wujud tiga dimensional (bentuk piramid tiga dimensi). Ini adalah redefinisi bentuk seni.

A. Seni Rupa Murni

Penciptaan seni rupa murni merupakan kegiatan berkarya seperti: seni lukis, seni patung, seni grafis, seni serat, dan lain-lain. Itu dilakukan untuk mengungkapkan pikiran, perasaan, dan pengalaman kehidupan menjadi perwujudan visual dilandasi kepekaan artistik. Kepekaan artistik mengandung arti, memerlukan kemampuan mengelola atau mengorganisir elemen-elemen visual untuk mewujudkan gagasan menjadi karya nyata.

1. Aspek Konseptual

a. Penemuan Sumber Inspirasi

Titik tolak penciptaan karya seni rupa murni adalah penemuan gagasan. Kita harus memiliki gagasan yang jelas dalam mengekspresikan pengalaman artistik. Sumbernya;

- 1) berasal dari realitas internal, perambahan kehidupan spiritual (psikologis) kita sendiri. Misalnya harapan, cita-cita, emosi, nalar, intuisi, gairah, kepribadian dan pengalaman-pengalaman kejiwaan lain yang kadangkala belum teridentifikasi dengan bahasa. Dengan kata lain, gagasan seni timbul dari kebutuhan kita sebagai manusia untuk berekspresi.
- 2) berasal dari realitas eksternal, yaitu hubungan pribadi kita dengan Tuhan (tema religius), hubungan pribadi kita dengan sesama (tema sosial: keadilan, kemiskinan, nasionalisme), hubungan pribadi kita dengan alam (tema: lingkungan, keindahan alam) dan lain sebagainya.

BAB
8MEMAHAMI KONSEP
MUSIK BARAT

Sumber: wikipedia.org
Gambar 8.1 Permainan Instrumen Musik Tradisional Skotlandia



No. _____

Date: _____

 Nama : Nurmiidh

 kelas : XI.A

 Realigius : Beragama

 Ideal : Idaman

 Realitas : nyata

 instrumen : Musik

 image : Citra

 Value : Nilai

 Balance : Sado

 Emphasis : Tekanan

 Harmony : keserasian

 Proportion : Bagian

 The expressionist : Ekspresionisnya

 Type of picture : Jenis gambar

 Night cave : gua malam

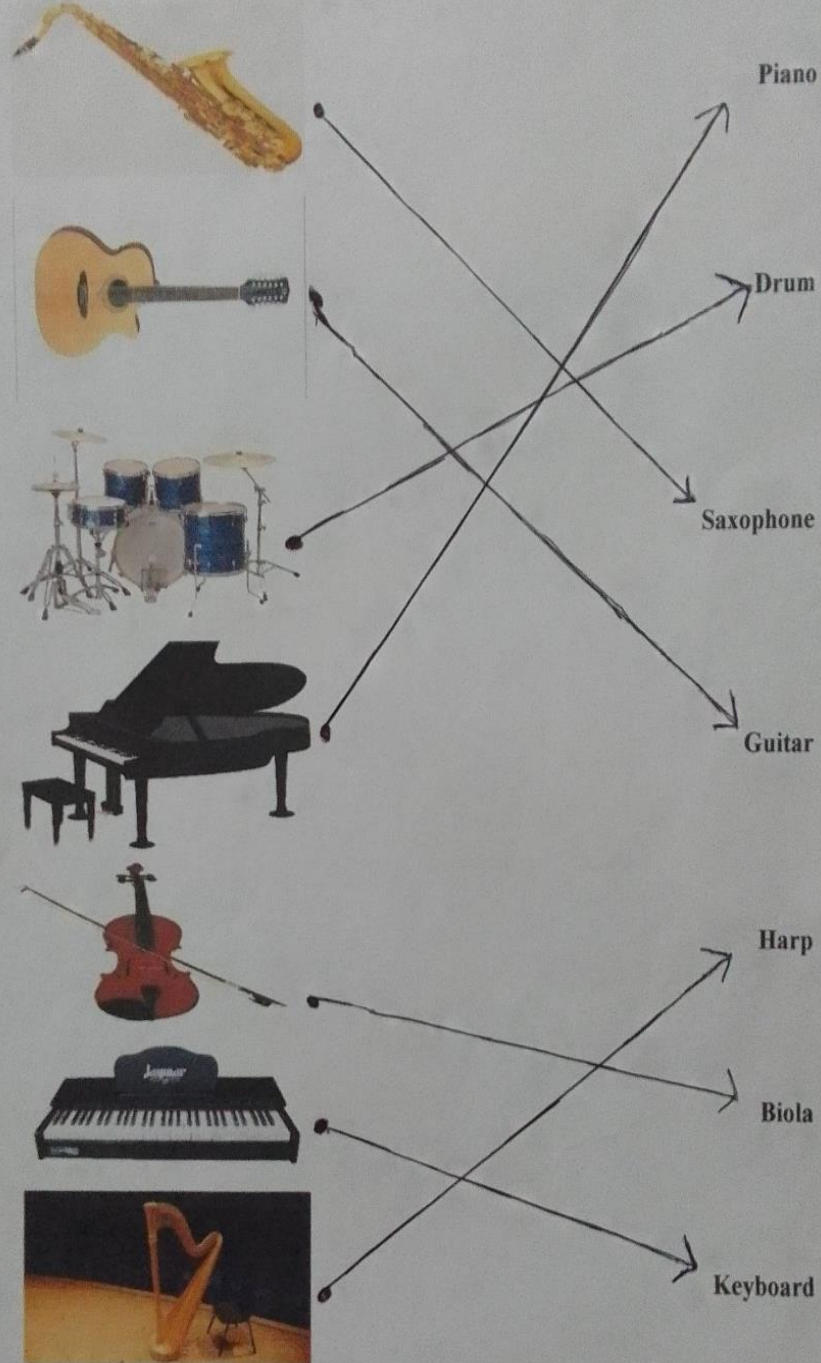
" Gives a violent and spasmodic sensation of
 movement throught its texture. In accord with
 the more powerful emotion the artist wishes
 to express"

"Memberikan sensasi gerakan yang keras dan
 Spasmodik melalui teksturnya, sesuai dengan emosi yang
 lebih kuat artis ingin mengungkapkan^{nyanya}"

Nama: Rafiqo

Kelas: XI, B

1. Cocokkanlah gambar dan nama-nama alat musik dibawah ini dengan benar!



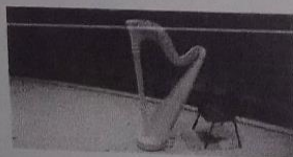
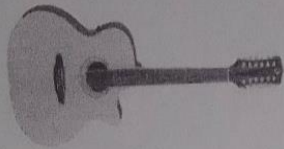
2. Setelah kalian mencocokkan gambar dan nama-nama alat musik diatas, tuliskan arti nama-nama alat musik tersebut dalam bahasa Indonesia!

Piano = piano
 drum = drum
 saxophone = saksofon
 gitar = gitar
 harp = harpa
 biola = biola
 keyboard = keyboard

Nama: M Kampi AR

Kelas: XI A.

1. Cocokkanlah gambar dan nama-nama alat musik dibawah ini dengan benar!



Piano

Drum

Saxophone

Guitar

Harp

Biola

Keyboard

2. Setelah kalian mencocokkan gambar dan nama-nama alat musik diatas, tuliskan arti nama-nama alat musik tersebut dalam bahasa Indonesia!

2). Piano = piano

Drum = Drum

Saxophone = saxofon

Guitar = gitar

Harp = Harpa

Biola = Biola

Keyboard = keyboard

Appendix 6. Transcript Observation

**TRANSKRIP OBSERVASI TEACHER AND STUDENTS IN LEARNING
PROCESS OF CULTURAL ART SUBJECT AT THE ELEVENTH GRADE**

Students: Menyiapkan kelas dalam bahasa inggris (Stand up please, greeting to our teacher)

Teachers : Today we will study about culture art about materi experimenting in fine art, chapter seven page twenty four, coba bukai chapter seven page twenty four, berapa itu twenty four?

Students: Duabelas

Teacher: Good, twenty four itu dua puluh empat sayang, apa itu experimenting in fine art? Apa itu?

Students and teacher: (bereksperimen dalam seni rupa)

Teacher: Today,next, tugas kamu adalah you must find in material. Kamu harus membaca materi itu, and then you must find many many how much the vocabulary, kamu harus baca materi itu and then kamu harus menemukan sebanyak mungkin kata yang berbahasa inggris . The word in english

Coba sekarang, now ambil kertasnya one sheet 1 lembar saja and then write your name, nama

You understand what I say?

Students: yes

Teacher : you must find the word, kata yang memakai bahasa inggris. Kalau sudah paham coba baca find materinya cari kata kata yang memakai bahasa inggris, biar itu walaupun ada kalimat one sentence pake bahasa inggris. Ambil kertas selembat and then write your name, hello don't forget write your namefinish?

Students: belum

Teacher : ada yang belum pahamkah?

Students: iyya

Teacher: Temukan kalimat yang berbahasa inggris. Eh bukan cuma kata yah tapi kalimat yang berbahasa inggris juga. Tugasnya adalah you must find the material halaman 24 Sudah finish? Can I borrow your book, next if you finish, translate kata yang kamu dapat kedalam bahasa Indonesia you must translate into Indonesia, You can open dictionary, if you finished you must translate the word, bisa buka kamus..... Hello

Students: Hi

Teacher: Are you finish?..... image, tulisannya IMAGE bacanya IMEJ itu adalah
(guru membantu siswa menerjemahkan di kamus) Finish?

Students: Yes mam

Teacher: hello

Students: hi

Teacher: ada yang liat kata ini (value)

Students: o ada bu

Teacher: there is someone find this word

Students: ada,

Teacher: hello, ladies ladiesnya, you find this word? What the meaning? Apa arti dari kata ini (chrome)

Hello what the meaning, apa arti dari kata ini

Paduan suara, any else ada lagi?

Sebenarnya, if you a serious read the book you will find many verb in material but banyak kata dalam materi ini dia iitu memakai bahasa Indonesia hampir sama dengan bahasa inggris

Tidak semua kata yang ada dalam buku ini, oh ini yang inggris ini yang Indonesia

I know kamu orang Indonesia

You find this word, page thirty one halaman 31

Apa itu 31 dalam bahasa inggris?

Students: I find this word because

Teacher: itu tugas kamu makanya, if you finish, find the word in material you must translate In to Indonesia....finish?

Students: yes

Teacher: if I see the material, banyak kata dalam bahasa inggris tetapi

Finish?....Hello, Attention please

Students: Finish bu, yes miss, finish

Teacher: hello, coba perhatikan baik baik about the reading

hello attention please, there is someone find this word

what the meaning of this word? (shape)

Students: bentuk bu bentuk

Teacher: Find this word.....Are you finish

Students: Yes

Teacher : If you have a finish

Students: Yes, Yes mom

Teacher: Saya tidak bertanya tapi saya bilang if you have a finish jika kamu telah selesai

Fauzan...

Fauzan: Yes mom

Teacher: coba kasi masuk dalam bahasa inggris “saya ingin nasi”

Fauzan: I am hungry

Teacher: farel hello farel saya mau makan nasi in English

Kahfi, saya mau makan nasi in English. Bahira, saya mau makan nasi

Students: I nasi, I will eat

Teacher: Finish, yes or no

Sudent: Yes

Teacher: Yang ribut tidak usah menyanyi, nanti saya suruh menyanyi

Cewek cewek finish?

Students (Girl): Belum

Teacher: Finish, I will check it Selesai semua?

Students: Yes miss

Teacher: Hello, Aksan, sit down please. hello

Students: Hi

Teacher: Finish toh,oke baik I think enough today, thankyou very much

Assalamu'alaikum wr wb

Students: Waalaikumsalam wr wb

Teacher: See you next week

Appendix 7. Transcript Interview

Transkrip Wawancara Guru

No	Pertanyaan	Jawaban Responden
1.	Bagaimana cara anda menggunakan bahasa inggris sebagai bahasa pengantar dan instruksi dalam pengajaran seni budaya?	Ya seperti biasa, pertama itu saya akan menyapa siswa dengan menggunakan bahasa inggris, seperti kalimat “How are you today?” setelah itu saya meminta ketua kelas menyiapkan dalam bahasa inggris. Nah, ketika sudah masuk materi dan proses belajar, saya kadang memancing siswa untuk menebak arti dari kalimat yang saya ucapkan, contohnya itu saya mengatakan “open page twenty four” nah saya langsung bertanya sama siswa apa artinya kalimat yang saya sebutkan.
2.	Bagaimana cara anda memilih materi seni budaya lalu diajarkan dalam bahasa inggris?	Sebenarnya kalau bicara soal materi, saya terkadang menyesuaikan saja tergantung dari isi materi per bab nya. Kalau materinya misal kemarin itu tentang musik barat, banyak pembahasanku tentang budaya barat sehingga mempengaruhi perbedaan dari segi jenis musiknya mi, kubahas istilah istilah musik barat sama bedanya dengan jenis jenis musik di Indonesia, sama sekalian kukasimi juga tugas terkait jenis jenis alat musik barat, kayak gitar, drum, dan yang lainnya mi, karena kan beda toh alat musikta disini sama di barat. Terus tergantung konten setiap babnya mi juga kalau terdapat banyak istilah istilah atau kata dalam bahasa inggris, saya suka kasi tugas ke siswa untuk mencari kosakata bahasa inggris tersebut.
3.	Bagaimana cara anda menggunakan bahasa inggris pada materi seni budaya mampu mempengaruhi interaksi antar siswa dalam kelas?	ee bahasa inggris hanya digunakan sebagai media komunikasi dalam proses belajar mengajar, Jadi, kadang saya bertanya dengan siswa “apa bahasa inggrisnya ini” kemudian disitu siswa jadi berfikir tentang jawaban dari pertanyaan saya, nah disitu saya perhatikan juga kalau ada satu siswa yang tidak tau artinya pasti bertanya sama teman sebangkunya atau yang

		berdekatan saat itu, tapi yah kalau memang mereka bingung, ujung ujungnya saya juga yang memberitahu jawabannya
4.	Bagaimana cara anda dan siswa berkomunikasi dalam bahasa inggris saat berdiskusi, bertanya atau berbagi pemahaman tentang materi seni budaya?	Dalam proses belajar mengajar saya tidak full English sekali ji dek Cuma kadang itu pasti ku kombainki antara bahasa Indonesia sama bahasa inggris karena memang kebiasaankumi juga itu dek, pasti kalau ngajarka kucampur campur terus itu o..apa..bahasa inggris dan Indonesia. Makanya begituma ngajar dek tetap ada bahasa inggrisnya walaupun bukan sebenarnya bahasa inggris kuajarkan.
5.	Bagaimana cara anda mengintegrasikan bahasa inggris dengan materi seni budaya?	Ya seperti yang saya bilang tadi bahwa saya menyesuaikan materi per bab nya saja, jadi itu biasa sebelumka ngajar pasti ku cek cek memang apa bisa kujadikan patokan dalam buku tersebut yang bisa langsung kugabung sama bahasa inggris dek, entah itu dari segi kosakatanya banyak bahasa inggris didalamnya atau kucoba kasi tugas yang tetapi kuambil dari buku paket seni budaya namun kukaitkan itu tugasnya sama bahasa inggris dek.
6.	Bagaimana cara anda memancing kemampuan berfikir kritis siswa dengan menggunakan bahasa inggris pada materi seni budaya?	Itu biasa dek, langsungka pake bahasa inggriska dalam memulai pembelajaran, terus disitumi kupancing biasa siswa untuk cari tahu artinya yang kusebutkan, nah disitumi dek kadang ini siswa bingung tapi adaji juga beberapa yang paham sama apa yang ku ucapkan. Itu biasa bilangka dalam kelas "Don't be noisy" nah langsung biasa kuterjemahkan bilangka "jangan berisik" langsungka juga itu artikan sendiri kalau kurasa itu siswa barusannya dengar kosakata tersebut.
7.	Bagaimana cara anda menggunakan bahasa inggris pada materi seni budaya mampu mempengaruhi interaksi anda dan siswa dalam kelas?	Kadang kupancing itu siswa untuk tanyakan bahasa inggris yang kusebutkan supaya siswa nda mendengarkan saja pas saya mengajar dikelas. Jadi kan kalau semisal ada nda na mengerti artinya itu semua siswa pasti langsung bertanya ji sama saya dek. Nah disitumi juga ada interaksi antara saya sama siswa.

8.	Bagaimana cara anda menentukan tujuan pembelajaran yang jelas dan merencanakan integrasi bahasa dan konten budaya dengan baik?	<p>Begini dek disini toh apalagi kita' guru honorer nda terlalu diperhatikan sekali masalah RPP atau perangkat pembelajaran lainnya, jadi kalau ditanya tujuan pembelajaran ee.. apa dii yang penting mengajar sajaki saat itu terus kasi tugasmu sama siswa. Tapi kalau saya nah itu caraku perhatikan siswa mana saja yang paham pas ka mengajar sama mana yang tidak paham. Jadi itu tujuan ku biasa langsung kasi tugas ke siswa untuk na baca i itu materi saat itu dengan cara kupancing i siswa tersebut untuk cari kosakata bahasa inggris toh sebanyak mungkin jadi pasti na baca semua toh itu isi materi saat itu walaupun ku akali dengan cara cari bahasa inggris jadi ini siswa dapat juga kosakata baru bahasa inggris sama tetapji na baca materi ini...apa namanaya ee..senibudaya</p>
9.	Bagaimana cara anda mengevaluasi pemahaman siswa terhadap konten budaya dan kemampuan berbahasa inggris?	<p>"...ee.. jadikan kalau sudah selesai kujelaskan materi ee..langsung kuminta semua siswa kerja tugas, ee..kan tugasnya itu biasanya kuminta untuk menulis kosakata bahasa inggris jadi, ku cek kosakata yang dia tulis apakah sudah tepat atau belum kukasimi poin penilaian..."</p>
10.	Apakah anda menggunakan tugas tertulis dalam bahasa inggris?	<p>Ya pastilah saya akan menggunakan tugas tertulis tapi tetap kombain antara materi senibudaya dengan bahasa yang digunakan saat itu.</p>

Transkrip Wawancara Guru

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	<p>Kalau menurut saya ya dek, ee.. seru yah karna kitakan mempelajari bahasa inggris dari mata pelajaran lain. Apalagi saya pribadi memang punya background bahasa inggris jadi untuk mengajarkannya ke siswa tidak terlalu sulit bagi saya dek, Cuma kalau saya mengajar itu pasti sering bantu siswa ji untuk menerjemahkan karena tetapij kucampur bahasa indonesia sama bahasa inggris kalau saya mengajar dek. Saya juga kan memiliki latar belakang pendidikan dalam bahasa Inggris dan merasa nyaman berkomunikasi dalam bahasa tersebut. Seiring dengan itu, saya menyadari bahwa banyak istilah yang relevan dengan seni budaya tersedia dalam bahasa Inggris. Oleh karena itu, saya memilih menggunakan bahasa Inggris sebagai medium pengajaran."</p>
2	Apakah ada kesulitan atau tantangan tertentu yang Anda alami saat mengajarkan Seni Budaya dalam bahasa inggris?	<p>Kesulitannya itu sih karena kemampuan setiap siswa beda beda yah, ada yang mudah langsung mengerti tapi ada juga yang biar diulang berapakalipun tetap sulit memahami penjelasanta. Jadi sulitnya disitu sih dek. Jadi kuperhatikan juga itu ee.. kalau mengajar ma ada beberapa siswa yang kurang paham toh, dengan sendirinya itu biasa kuliat langsung bertanya sama siswa yang sudah paham dengan penjelasanku. Jadi adaji juga yang langsung saling bantumi.</p>

3	Bagaimana Anda menangani siswa yang mungkin mengalami kesulitan dalam memahami materi seni budaya dalam bahasa Inggris?	Jadi dek, ee..kalau ada siswa yang kebingungan saya liat, langsungji kubantu itu dek tapi kutanya dulu ini siswa, ee.. bagian mana yang dia tidak pahami dari penjelasanku, baru kalau kutaumi yang mana dia tidak pahami akan saya jelaskan ulang ji kembali. Nah mengenai kosakatanya kalau ada nda natau siswa tetapji kubantu kasi tau artinya apalagi dasar saya kalau mengajar memang seperti itu dek, sering menerjemahkan. Kenapa begituka dek supaya ini pengetahuan bahasa inggrisku tidak hilang begitu saja, karna kan kalau lama tidak di ulang ulang bisa jadi itu semua kosakata yang awalnya ditau toh, akan dilupa semuami kalau jarang mi di ulangi di ucapkan.
4	Apa yang mendorong anda untuk mengajar mata pelajaran yang berbeda dari latar belakang Pendidikan anda?	Dari saya tidak ada, cuma kebetulan disekolah ini guru Bahasa inggrisnya dua orang.. sementara kelas hanya enam jadi untuk Bahasa inggris sudah penuh. Harusnya bisa sih tapi dua gurunya syarat sertifikasinya sudah penuh. Jadi yang kosong mata pelajaran senibudaya saja.
5	Apakah Anda merasa perlu untuk belajar lebih lanjut tentang mata pelajaran yang Anda ajar agar dapat mengajar dengan lebih efektif?	Menurut saya kalau untuk melanjutkan pendidikan dalam bidang senibudaya saya merasa tidak perlu karena saya harus memperjuangkan basic yang lama yaitu sebagai guru Bahasa inggris. Dan juga kalau meneruskan Pendidikan untuk menjadi guru senibudaya Panjang prosesnya karena hrus mulai dari awal semester 1 lagi kuliahnya.
6	Apa tantangan utama yang Anda hadapi dalam mengajar mata pelajaran yang berbeda dari latar belakang akademik Anda?	Dalam pembelajaran saya sedikit merasa kesulitan apabila ada murid yang bertanya tentang materi yang belum terlalu dikuasainya, Untuk pembuatan RPP mata pelajaran senibudaya saya juga kesulitan.

7	Apakah anda membuat RPP dalam pembelajaran?	Dalam pembelajaran saya tidak berpatokan kepada RPP, hanya sekedar mengajar tanpa RPP serta saya butuh persiapan dalam mengajar dengan strategi saya harus memahami materi yang akan diajarkan agar mampu menyampaikan materi yang mudah dipahami siswa
8	Apakah Anda merasa bahwa penggunaan bahasa Inggris dalam pengajaran seni budaya dapat menciptakan hambatan dalam pemahaman siswa?	Saya menyadari bahwa penggunaan bahasa Inggris dapat menciptakan hambatan dalam pemahaman siswa yang tidak lancar dalam bahasa tersebut. Oleh karena itu, saya berusaha untuk memberikan penjelasan tambahan, memberikan terjemahan jika diperlukan untuk memastikan bahwa siswa benar-benar memahami materi yang diajarkan
9	Apakah terdapat tekanan atau persyaratan tertentu yang membuat Anda merasa perlu menggunakan bahasa Inggris dalam pembelajaran seni budaya?	Saya sadar bahwa kurangnya pengetahuan saya tentang mata pelajaran seni budaya dapat mempengaruhi cara saya mengajar. Karena latar belakang pendidikan saya dalam bahasa Inggris, saya cenderung lebih mengandalkan kemampuan berbahasa Inggris saya dalam pengajaran. Namun, saya menyadari bahwa fokus seharusnya pada pembelajaran seni budaya itu sendiri, bukan hanya bahasa Inggris.

Transkrip Wawancara Siswa 1

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	Saya rasa kak, eee.. penggunaan bahasa Inggris dalam pembelajaran Seni Budaya memiliki kelebihan dan kekurangan ee..yang mana di satu sisi, apa namanya, kemampuan bahasa Inggris dapat meningkat. Namun, di sisi lain, ini bisa menyulitkan siswa dalam memahami materi dan mengganggu fokus belajar.
2	Apa pendapat anda tentang kombinasi antara materi seni budaya dan bahasa inggris yang diajarkan?	Saya pikir kombinasi antara materi Seni Budaya dan bahasa Inggris dapat membantu siswa memperluas pemahaman tentang seni dan budaya secara global serta meningkatkan kemampuan bahasa Inggris mereka. Namun, perlu adanya juga perhatian mengenai kemampuan bahasa siswa
3	Apakah ada kesulitan atau tantangan tertentu yang Anda hadapi saat belajar seni budaya?	Sejujurnya, ada bagian-bagian yang agak susah buat saya kak. Kadang dapatkan kosakata yang sulit dipahami kak, apalagi penjelasannya pakai bahasa Inggris yang tidak dapat selalu saya pahami sepenuhnya.
4	Bagaimana perasaan Anda mempelajari materi seni budaya dengan menggunakan bahasa inggris?	Saya merasa senang bisa belajar Seni Budaya dengan bahasa Inggris. Tapi, ya, kadang juga ada rasa frustrasi karena saya pribadi kak terkadang nda terlalu mengerti beberapa bagian yang penjelasannya pakai bahasa Inggris.
5	Apa manfaat yang Anda rasakan ketika belajar seni budaya dengan menggunakan bahasa inggris?	Manfaat yang saya rasakan ketika belajar Seni Budaya dengan menggunakan bahasa Inggris termasuk meningkatnya kemampuan bahasa Inggris saya dan mendapatkan wawasan yang lebih luas tentang seni dan budaya dari berbagai negara.
6	Menurut anda apakah lebih mudah memahami materi seni budaya dengan	Menurut saya, tidak selalu lebih mudah memahami materi Seni Budaya dengan menggunakan bahasa Inggris. Terkadang,

	menggunakan bahasa inggris	bahasa Inggris dapat menjadi hambatan tambahan bagi pemahaman saya tentang konsep-konsep seni.
7	Apakah anda memahami penjelasan materi dari guru senibudaya selama mengajar dikelas?	Lumayan lah saya bisa ngerti penjelasannya guru Seni Budaya. Tapi, kadang-kadang perlu saya tanya lagi biar lebih paham. Karena saya masih agak kesulitan memahami beberapa istilah bahasa inggris yang guru ucapkan terutama pengucapannya kadang saya tidak mengerti.
8	Apakah Anda merasa bahwa konten bahasa Inggris yang digunakan dalam pembelajaran seni budaya sesuai dengan pemahaman Anda tentang materi pelajaran senibudaya?	Saya merasa bahwa konten bahasa Inggris yang digunakan dalam pembelajaran Seni Budaya tidak selalu sesuai dengan pemahaman saya tentang materi pelajaran Seni Budaya. Terkadang, saya merasa butuh penjelasan tambahan atau bantuan untuk memahami dengan lebih baik.
9	Apakah Anda mengalami kesulitan dalam memahami materi seni budaya karena bahasa Inggris yang digunakan?	Iya, saya kadang kesulitan dalam memahami materi Seni Budaya karena bahasa Inggrisnya. Terutama kalau ada istilah yang agak rumit.
10	Apakah Anda merasa bahwa guru memberikan cukup dukungan dan bantuan dalam memahami materi seni budaya dalam bahasa Inggris?	Guru Seni Budaya selalu siap membantu saya jika ada bagian yang saya tidak mengerti, terutama jika itu terkait dengan bahasa Inggris. Saya merasa sangat terbantu

Transkrip Wawancara Siswa 2

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	Saya pikir penggunaan bahasa Inggris dalam pembelajaran Seni Budaya itu menarik, ya. Soalnya, dengan bahasa Inggris, kita bisa akses informasi dari luar negeri yang banyak banget, kan? Tapi, kadang juga bikin agak susah ngerti konsep Seni Budaya secara jelas.
2	Apa pendapat anda tentang kombinasi antara materi seni budaya dan bahasa inggris yang diajarkan?	Kombinasi materi Seni Budaya dan bahasa Inggris itu lumayan bagus sih. Jadi, kita nggak cuma belajar seni dari sisi lokal, tapi juga dari sisi global. Tapi, ya, kadang istilah bahasa Inggrisnya bikin bingung juga, sih.
3	Apakah ada kesulitan atau tantangan tertentu yang Anda hadapi saat belajar seni budaya?	Susah sih nggak susah banget, tapi ya agak susah ngerti konsep-konsep Seni Budaya yang kompleks. Terus, penjelasannya kan pakai bahasa Inggris, kadang bikin saya harus baca lagi beberapa kali biar paham.
4	Bagaimana perasaan Anda mempelajari materi seni budaya dengan menggunakan bahasa inggris?	Ya, sebenarnya sih seneng bisa belajar Seni Budaya dengan bahasa Inggris. Seru aja gitu
5	Apa manfaat yang Anda rasakan ketika belajar seni budaya dengan menggunakan bahasa inggris?	Manfaatnya banyak sih, menurut saya. Selain bisa meningkatkan kemampuan bahasa Inggris, kita juga bisa ngeliat karya seni dari banyak budaya di dunia.
6	Menurut anda apakah lebih mudah memahami materi seni budaya dengan menggunakan bahasa inggris?	Enggak semudah itu juga sih, menurut saya. Tapi, ya, dengan bahasa Inggris, kita bisa akses banyak sumber informasi yang nggak bisa kita dapat kalo cuma pake bahasa Indonesia.
7	Apakah anda memahami penjelasan materi dari guru senibudaya selama mengajar dikelas?	Lumayan lah bisa ngerti penjelasannya guru Seni Budaya, meskipun kadang-kadang perlu tanya-tanya lagi biar lebih paham.

8	Apakah Anda merasa bahwa konten bahasa Inggris yang digunakan dalam pembelajaran seni budaya sesuai dengan pemahaman Anda tentang materi pelajaran senibudaya?	Kadang-kadang sih, ada konten bahasa Inggris yang bikin saya mikir keras sih. Tapi, itu juga jadi kesempatan buat belajar lebih dalam lagi, sih.
9	Apakah Anda mengalami kesulitan dalam memahami materi seni budaya karena bahasa Inggris yang digunakan?	Ya, terkadang saya mengalami kesulitan dalam memahami materi Seni Budaya karena bahasa Inggris yang digunakan, terutama jika konsep atau istilah yang digunakan tidak familiar bagi saya
10	Apakah Anda merasa bahwa guru memberikan cukup dukungan dan bantuan dalam memahami materi seni budaya dalam bahasa Inggris?	Guru Seni Budaya selalu siap bantu saya kalo saya nggak ngerti materinya, jadi ya, lumayan terbantu lah.

Transkrip Wawancara Siswa 3

No	Pertanyaan	Jawaban Responden
1	Bagaimana pendapat Anda tentang penggunaan bahasa Inggris dalam pembelajaran Seni Budaya?	Saya tidak terlalu pintar dalam bahasa inggris kak, jadi saya selalu kesulitan dalam menerjemahkan kosakata dan membuat saya jadi sulit juga untuk memahami materi yang diajarkan
2	Apa pendapat anda tentang kombinasi antara materi seni budaya dan bahasa inggris yang diajarkan?	Kurang cocok sih kalau menurut saya kak, harusnya kita hanya belajar senibudaya saja..ee..karena itu yang saya bilang tadi kak, anu...ee...saya kesulitan dalam mempelajari kosakata bahasa inggris. Karena jujur yah kak, tidak terlalu kusuka belajar bahasa inggris.
3	Apakah ada kesulitan atau tantangan tertentu yang Anda hadapi saat belajar seni budaya?	Terkadang, penjelasan dalam bahasa Inggris membuat saya perlu menafsirkan maknanya secara lebih mendalam, yang kadang membuat saya merasa tertantang.
4	Bagaimana perasaan Anda mempelajari materi seni budaya dengan menggunakan bahasa inggris?	Rasanya kurang antusias ka kak, bukan apanya saya ini termasuk siswa yang tidak tertarik belajar bahasa inggris kak, ee.. jadi mauku saya itu kalau mengajar ibu dikelas janganmi pakekan bahasa inggris supaya bisa ki lebih paham
5	Apa manfaat yang Anda rasakan ketika belajar seni budaya dengan menggunakan bahasa inggris?	Kalau ditanya manfaat mungkin kalau yang pintar bahasa inggris dikelasku kak merasakan i manfaatnya tapi kalau siswa kayak saya kak kurang antusias ka saya kurasa
6	Menurut anda apakah lebih mudah memahami materi seni budaya dengan menggunakan bahasa inggris?	Tidak kak, sangat tidak mudah belajar dipakekan bahasa inggris menjadi bingungka saya kak.

7	Apakah anda memahami penjelasan materi dari guru seni budaya selama mengajar dikelas?	Susahka paham penjelasannya ibu dikelas kak karena dari awal memang pake ki bahasa inggris, terus dijelaskan juga pake bahasa inggris jadi bosan ka saya dikelas kak karena terlanjur tidak kusuka bahasa inggris kak
8	Apakah Anda merasa bahwa konten bahasa Inggris yang digunakan dalam pembelajaran seni budaya sesuai dengan pemahaman Anda tentang materi pelajaran seni budaya?	ee..itumi kubilang tadi kak, bosanka karena apa apa semuanya pake bahasa inggris alhasil nda pahamka saya materi ataupun penjelasan dari ibu
9	Apakah Anda mengalami kesulitan dalam memahami materi seni budaya karena bahasa Inggris yang digunakan?	Sangat kak, kesulitan sekalika kak karena menerjemahkan kosakata juga tidak kusuka kak intinya memang nda kusuka saya pake bahasa inggris kak
10	Apakah Anda merasa bahwa guru memberikan cukup dukungan dan bantuan dalam memahami materi seni budaya dalam bahasa Inggris?	Membantuji dia biasanya kak, tapi tetap nda pahamka walaupun biasa langsung na terjemahkan guru karena memang saya yang susah mengerti kak, biar diulang ulang penjelasannya tattaka susah paham.

CURRICULUM VITAE



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