

# STUDY ON INTERCULTURAL VALUE IN *BROOKLYN* FILM AND ITS APPLICATION IN TEACHING READING

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## **Abstract**

In this modern era, we easily has interactions with people around the world that it will cause intercultural. When we are on intercultural situation, their intercultural values could make them say or do things that are misperceived as intentional. We must learn intercultural values to improve knowledge. We can learn intercultural value by watching film. The objectives of this research are to find out the types of intercultural value in the Brooklyn film directed by John Crowley and to describe the application of intercultural value in teaching reading at the tenth Grade of Senior High School.

The design of this research is descriptive qualitative. The technique for collecting data used analysis of audio-visual materials because it use film to collect the data and the researcher use documents by note-taking to collect the data in this research. The object of the research is Brooklyn Film. The unit of analysis is the intercultural value found in the film. The instrument of this qualitative research is the researchers themselves. The result of this study shows that Brooklyn film containing 9 types of intercultural value namely individualism with 25.33%, particularism with 21.33%, external locus of control with 13.33%, internal locus of control with 10.67%, universalism with 9.33%, collectivism 9.33%, free will with 8.00%, fate with 1.34%, nd monochronoism with 1.34%. The dominant intercultural value in *Brooklyn* Film is individualism. It is individualism because they are seen as separate individual or not in group members. They think that individual needs is more important that the other. People are in there need time to be alone and to be themselves. They also feel free if they do everything by their self-thought, self-reliance, self-interesr, personal growth, and fulfillment. The application of analyzing intercultural value in Brooklyn film can be implemented in teaching reading at the tenth grade students of Senior High School in the material. It is about descriptive text. The teacher can take advantages by using Brooklyn film as a media of teaching reading.

**Keyword:** *Intercultural Value, Brooklyn Film, Teaching Reading*

## **INTRODUCTION**

Language has social function for humans uses it to express themselves and to manipulate objects in their environment. Without language, we will find the difficulties in our daily life to understand one another. According to Brown (2007: 6) language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

Language is not only to communicate and share information but also to be a special feature from the social existance. Every region will have the own language, it is based on the ways to life or we can called a culture. Therefore language referred to one of the part of the culture.

Culture is development of the mind, refinement of mind, tastes, manners, the artistic and intellectual side of civilization, and a society's or group's distinctive customs, achievements, products, outlook etc. and the way of life of a society or group (Soler and

Jorda, 2007:14). Culture includes a lot of things that it's distinguishes one group of people from the other. However a culture can never be all things to all people, what is good to one can be bad to another. Culture arise based on the environmental condition an individual or group. It is makes every people in every country or even part of the country has different culture.

In this modern era, we easily has interactions with people around the world. When people from different culture are interacting it will cause intercultural. Intercultural is taking place or forming a communication between cultures, belonging to or derived from different cultures (Soler, 2007:7). The concept of "inter-cultural" needs to be conceived as independent of both their native culture and the new culture (Rokhayati, 2016:2). Therefore, we must have knowledge of other cultures before we have communication among cultures because when we are on intercultural situation, their intercultural values could make them say or do things that are misperceived as intentional.

Intercultural value is values in communities in which there is a deep understanding and respect for all cultures. Intercultural values have many kinds of aspect in life. It is not only about person to person but also about things around the person. The aspects are like how to treat other people, how to behave stand-alone or work with group, concept of time, a belief about control event of their life, and about free will or fate.

In every country, the culture is very different. Therefore we need to learn the intercultural value so we can easily interact with them. The impact of disorientation along the intercultural value is misunderstanding. The one of the misunderstanding across culture is culture shock. Culture shock often happen to someone who had recently moved to a new place that has a much different culture. It will feel uncomfortable. Beside that, we can learn foreign language, behaviour and lifestyle of the other country from intercultural value. Sometimes the intercultural value from the other country better than our culture, so we can imitate it especially to student.

Students in Indonesia like to imitate intercultural values from different country. They will easily study a material from that, especially study about English language. Study English language is very important for Indonesian students because it is one of compulsory subject in Indonesia.

Nowadays, in modern era, there are many ways to learn intercultural value from the other countries to decrease the impact when we interact with people with different culture and apply it to teaching reading so can help the students to understand. One of them is by watching film. Many films present about the culture around the world. By watching film, it can improve our knowledge about intercultural values.

Based to the description above, the researcher analyzes intercultural value in the film *Brooklyn* directed by John Crowley. *Brooklyn* was a film which deals with Irish immigration. It told the tale of an Irish girl, Eilis, growing up in 1950s Ireland who has the opportunity to emigrate to New York. The film shows her making friends and finding a job. On the other hand the film also show about the intercultural value between Ireland and American especially in Brooklyn.

In this research, the researcher analyzes intercultural value that occurs in the film entitled *Brooklyn* directed by John Crowley.

The problems that can be identified are as follows:

1. Students don't know what the intercultural value is.
2. Students don't know what the types of intercultural value are, that are consist of universalism-particularism, individualism-collectivism, monochroism-polychroism, locus of control, and free will-fate. Without knowing about them, they will feel difficult to interact with someone or when they move to the new place with different culture.

3. Many students in senior high school have a dream going aboard but they are lack of knowledge about intercultural value.

Connecting to the problem above, the objectives of the study are intended:

1. To find out the types of intercultural value in the film *Brooklyn* directed by John Crowley.
2. To describe the application of intercultural value in teaching reading at the tenth Grade of Senior High School.

## **Literature Review**

### ***Intercultural Value***

Intercultural consists of the word “inter” and “cultural”. Inter is an abbreviation of “intermediate” that the meaning is the connection between one thing or person to another in the equal case. The connection can be through the communication. The meaning of cultural is customs, beliefs, arts, and the ways of life. Cultural has arise based on the environmental condition an individual or group. Soler (2007: 7) states that intercultural means mutual reciprocal relationship among and between cultures where people from different cultural groups interact with one another, learn and grow together; build relationships and become transformed, shaped, and moulded from each other’s experiences.

Samovar (2013: 42) says that values are culturally defined standards of desirability, goodness, and beauty that serve as broad guidelines for social living. Intercultural values are not only held by individuals, they are also the domain of the collective. In short, intercultural values underlie the qualities and actions that people consider necessary and vital to sustain their culture. They establish the standards for maintaining a culture.

Rokhayati (2016: 26) defines that intercultural values as commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable, etc., in a community or society. It deals with many aspects in this life. The aspects are like how to treat other people, how to behave stand-alone or work with group, concept of time, a belief about control event of their life, and about free will or fate.

According to Rokhayati (2017: 29), there are five types of intercultural value, they are: 1) Universalism-Particularism, 2) Individualism-Collectivism, 3) Monochronism-Polychronism, 4) Locus of Control, and 5) Free will-Fate.

### ***Film***

Barsam and Monahan (2010: 3) define that film is often applied to a motion picture that is considered by critics and scholars to be more serious or challenging. Besides that, film is a form of entertainment that enacts a story and entertain type viewers.

Film is something that informs so many parts of the people lives. The people should be able to enjoy the film in many ways, including the challenging pleasure of trying to think about, explain and write about the people experience watching the film. Most of good films give the setting and its objects nearly as much meaning, as the characters, film differ greatly in how the film use the settings in relation to characters and stories (Corrigan, 2010: 4).

From the definition above, the researcher concludes that film is an art of a media. Films are entertainment. Films are documents of their time and place. Films are artistic forms of self-expression. Film are a series of moving pictures, usually shown in a cinema or on television and often telling a story Films we see at theatres, on television, or home video are typically narrative films. They tell stories about characters going through experiences.

In this research use *Brooklyn* film directed by John Crowley. *Brooklyn* film released on 2015. Brooklyn is a film which deals with Irish immigration. It tells the tale of an Irish girl, Eilis, growing up in 1950s Ireland who has the opportunity to emigrate to New York. The film shows her making friends and finding a job. On the other hand the film also show about her suffering from homesickness and culture shock while she attempts to adjust to life there.

### ***Teaching Reading***

Reading is a fundamental goal that children must master in order to be successful in school and in life. As professional educators, we know that. Parents, principals, district leaders, and even our government are constantly pushing us to increase the reading levels of the students in our classrooms (Stone, 2009: 64).

To many, reading has become a number that simply depict a level of achievement rather than a complex process. Reading instruction has narrowed so that the goal is only to have a child reading at their grade-specified level. The act of reading is a sophisticated mesh of many different individual skills. It includes the reader's ability to problem solve and decode unknown or unfamiliar words, phrase passage, add expression and tone as appropriate, and create a fluent dialogue, all of which allow them to comprehend the complexities and the subtleties of what is being read. When these acts become seamless instinctive maneuvers, we may then say that the child is reading.

Reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well as appropriate phrasing, tone, expression, and fluency. These interrelated components form the bridge that allows the reader to comprehend the text in hand. As professional educators, we must strive to teach our children to be true readers. If we can succeed in this area, we will truly have reached our goal of developing lifelong readers.

Teaching reading is not easy if we teach on student that didn't like reading. According to Klingner (2007: 2), students with learning disabilities can improve their reading comprehension if teachers:

- a. Teach strategies that have been documented as effective in promoting reading comprehension.
- b. Design instruction that incorporates effective principles of direct instruction and strategy instruction.
- c. Provide modeling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types.
- d. Monitor students' progress and make adjustments accordingly

### **METHODS**

According to Sugiyono (2011:2), research method is a scientific way to get data by certain purpose and usage. Scientific means research activity is based on the characteristics of scientific there are rational, empirical and systematic. There are two research methods that commonly used, they are quantitative and qualitative. Quantitative is a method that uses numeric and statistic as the data, whereas qualitative is a method that the instrument is the researcher herself/himself and the object is the real condition around the researcher.

Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore (Cresswell, 2012:16). The purpose of this research is to explain or describe phenomena that happen in natural, so the researcher does not try to change or manipulate the data or the set of the research. A central phenomenon in qualitative researcher is the key concept, idea, or process studied.

Based on the theory above, the goal of this research is to analyze the intercultural value found in the film entitled "Brooklyn" directed by John Crowley. This research uses qualitative research. In addition, the technique of analyzing data in this research is qualitative. In this case descriptive qualitative. Qualitative data is taken as much detail as possible from the film entitled "Brooklyn" directed by John Crowley. Then using descriptive method, the researcher tries to describe of the intercultural value found in the film entitled "Brooklyn" directed by John Crowley.

In conducting the research, source of the data used in this study is document in the form of dialogues in the film entitled “Brooklyn” that have related with intercultural values. The supporting data taken from other reference outside the film. These data are linguistics books, internet related in the topic of this thesis.

The researcher uses unit of analysis for doing this research. The unit of analysis of this research is dialogues containing of intercultural values found in film entitled “Brooklyn”. The instrument of this qualitative research is the researcher herself. She collects the data by finding and reading the dialogues in the film entitled “Brooklyn” that have relation to intercultural values. The researcher also analyzed the data by ourselves. The researcher used analysis of audio-visual materials because use film to collect the data and the researcher also use documents by note-taking to collect the data in this research.

Data analysis in qualitative research involves selection, classification, categorization, looking for specific patterns, and drawing a conclusion. In this research, the researchers used several steps to analyze the data, they are:

1. The researcher classifies the types of intercultural values whether universalism-particularism, individualism-collectivism, monochroism-polychroism, locus of control, and free will-fate by the main character of Brooklyn film.
2. The researcher makes coding to the dialogue that indicate intercultural values.
3. The researcher calculate each type of intercultural values in a percentage.
4. The researcher explains and discuss the dialogue of Brooklyn film which includes the types of intercultural values.
5. The researcher describes application using intercultural values by the main character of Brooklyn film in teaching reading.
6. The researcher makes a conclusion.

## RESULT AND DISCUSSION

The researcher found totally 75 dialogues that indicated intercultural value in *Brooklyn* film. The summary of intercultural value in the film is shown in the table below.

**Table 1. The Classification of Intercultural Value**

No.	Types of Intercultural Value	Frequency	Percentages (%)
1.	Universalism	7	9.33%
2.	Particularism	16	21.33%
3.	Individualism	19	25.33%
4.	Collectivism	7	9.33%
5.	Monochronoism	1	1.34%
6.	Polychronoism	0	0
7.	Internal Locus of Control	8	10.67%
8.	External Locus of control	10	13.33%
9.	Free Will	6	8.00%
10.	Fate	1	1.34%
<b>TOTAL</b>		75	100%

From the table above, there are 75 dialogues that indicated intercultural value in *Brooklyn* film containing 10 types of intercultural value. The expressive serve the dominant total of all types of intercultural value. There are 19 dialogues (25.33%) containing individualism, 16 dialogues (21.33%) containing particularism, 10 dialogues (13.33%)

containing External locus of control, 8 dialogues (10.67%) containing internal locus of control, 7 dialogues (9.33%) containing universalism, 7 dialogues (9.33%) containing collectivism, 6 dialogues (8.00%) containing free will, 1 dialogues (1.34%) containing fate, 1 dialogues (1.34%) containing Monochronism, and there is no dialogues that containing Polychronism. The detail explanation of intercultural value in *Brooklyn* film will be presented in the next subheading.

### **Setting of Brooklyn Film**

According to Barsam (2010: 138) setting of a movie or film is the time and place in which the story occurs. It is not only establishes the date, city, or country, but also provides the characters' social, educational, and cultural backgrounds and other identifying factors vital for understanding them, such as what they wear, eat, and drink.

1. Place

Setting of the place describes where the location of the story takes place. There are two setting in *Brooklyn* film, they are in Ireland and in America.

2. Time

Time describes when an incident occurs. In a film, it is important to note because time is not consistent will make ambiguous in story itself. Setting also include the length of time in the process of storytelling. The setting of time in *Brooklyn* film is in 1950s. It can seen in the script.

3. Cultural Background

Cultural background indicated many things from a contextual point of view in the film. It may be the locality or the region from where an individual belongs. It means that what are the rituals, how people eat, talk, greet, dance, sing, stand, sit, behave and much more.

- a. Cultural background in Ireland

In *Brooklyn* film, researchers found that Irish people did not all have the same culture or tradition as we know. Some of that are opposite. The researchers concluded that why this happened because many Irish people moved to other countries for a long time and then returned to Ireland. This causes the culture of other countries to be brought back to Ireland and used daily, so Irish people are carried away with the culture of the other countries.

- b. Cultural background in America

In *Brooklyn* film researchers have found that Americans do not all have cultural values as we know. Researchers concluded that this was caused by the many immigrants from various countries with different cultures living in America and even settled there, so the culture there is mixed.

## **DISCUSSION**

Rokhayati (2016: 26) defines that intercultural values as commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable, etc., in a community or society. There are five basic kinds of actions that one can perform on Universalism-particularism, individualism-collectivism, Monochronism-Polychronism, internal locus of control-external locus of control, and free will-fate. According to Rokhayati (2017: 29), there are five types of intercultural value, they are:

1. Universalism-Particularism

Universalism, in a general sense, is an idea or belief in the existence of a universal, objective or eternal truth that it determines everything, therefore, is and must be equally present in all human beings. A universalist thinking ensures the accuracy of a way unique or specific view, explain, or organize the world. Universalism in *Brooklyn* film is less than particularism. It is because in the western world many immigrants who visit or even settle there. Therefore many cultures from outside are mixed and unknowingly use

that culture. This greatly influences the behavior of indigenous people if there are so many cultures that enter from various countries, so that the indigenous culture in the western world can change.

Particularism means treating someone differently because of the fame, rich and authority. In *Brooklyn* film, particularism was found to be quite a lot, with a percentage of 21.33%. It shows that in western cultural changes. Western is now famous for its universalism, but in *Brooklyn* film were set in the 1950s many dialogue that indicate particularism. It is because at that time many immigrants arrived, especially in Brooklyn many immigrants from Ireland. This is what makes the culture in Brooklyn change.

## 2. Individualism-Collectivism

Individualism favours free action and complete liberty of beliefs of individuals i.e. Think of yourself, to be number one, competition, self-thought, self-reliance, self-interest, personal growth and fulfillment (own goals, frequent use of "I"). In the *Brooklyn* film, individualism is found to be the most, with a percentage of 25.33%. It is individualism because they are seen as separate individual or not in group members. They think that individual needs is more important than the other. People are in there need time to be alone and to be themselves. They also feel free if they do everything by their self-thought, self-reliance, self-interest, personal growth, and fulfillment.

Collectivism is a feeling that doing in group is better than doing alone. In the *Brooklyn* film, collectivism was found to be very small at 9.33%. This shows that there are very few westerners who attach importance to common interests or the idea that everything done together is better.

## 3. Monochronism-Polychronism

Monochronism is doing one thing at a time. They value a certain orderliness and sense of there being an appropriate time and place for everything. They do not value interruptions. The Germans tend to be monochronic. In *Brooklyn* film, it just found monochronism and there is no polychronism. They think that time is valuable achievement of goals depends on the productive use of time. Therefore they use the time to focus on one thing and they will get the goal.

## 4. Locus of Control

Locus of control refers to the extent to which people feel that they have control over the events that influence their lives. If you believe that you have control over what happens, then you have what psychologists refer to as an internal locus of control. In *Brooklyn* film, an internal locus of control was found with a percentage of 10.67%. This can be said to be quite a lot, but still lower than external locus of control. This is because the mixing of cultures from various countries that have been united, so that self-control of oneself is difficult to control.

Locus of control refers to the extent to which people feel that they have control over the events that influence their lives. If you believe that you have no control over what happens and that external variables are to blame, then you have what is known as an external locus of control. In *Brooklyn* film, external locus of control was found more than the internal locus of control with a percentage of 13.33%. This is because behaviors in the west often blame the environment or factors outside themselves when a problem or error occurs.

## 5. Free will-Fate

Free will is a belief that everything happened in this world is because our effort, our success depends on our effort. In *Brooklyn* film, free will was found with a percentage of 8.00%. This is because in there people believe on process. All of things that happened based on their effort.

Fate is a belief that life is in the hands of God so whatever we do God decides it. In *Brooklyn* film, fate was found with a percentage of 1.34%. It is little more than free will. People in there just little believe that life is in the hands of God. They do everything by themselves.

Based on the discussion above, the researcher concludes that the dominant intercultural value in western is individualism. It is individualism because they are seen as separate individual or not in group members. They think that individual needs is more important that the other. People are in there need time to be alone and to be themselves. They also feel free if they do everything by their self-thought, self-reliance, self-interesr, personal growth, and fulfillment.

### **Application in Teaching Reading**

Studying intercultural values can be applied in classroom or as an input in English teaching. Especially teaching how to understand the meaning of short functional in the text is important in which intercultural values. Students are learned to identify the meaning of words in the text and learn to identify the intercultural value in the text.

To make it more interesting, teacher can use film to show the examples of intercultural value. Basically, everybody loves watching film. If the teacher combined it with giving brief explanation, teacher may create a good result of students' learning process. Using film in teaching help the students understand something. Besides it is very interesting showing students the film. They also can get new knowledge.

Therefore, the researcher would like to propose the result of the study to be implemented in teaching reading especially for Tenth grade of Senior High School students, which one point of the syllabus is the competency in reading the short functional text and simple essay of descriptive text.

The example of lesson plan will be shown in the appendices.

### **CONCLUSION**

Based on analysis of the data and previous data, the researchers can draw conclusions which can be presented as follows.

1. There are 75 dialogues and behaviors that indicate intercultural value in *Brooklyn* film containing 9 types of intercultural value. The expressives serve the dominant total of all types of intercultural value. There are 19 dialogues (25.33%) containing individualism, 16 dialogues (21.33%) containing particularism, 10 dialogues (13.33%) containing External locus of control, 8 dialogues (10.67%) containing internal locus of control, 7 dialogues (9.33%) containing universalism, 7 dialogues (9.33%) containing collectivism, 6 dialogues (8.00%) containing free will, 1 dialogues (1.34%) containing fate, 1 dialogues (1.34%) containing Monochronoism, and there is no dialogues that containing Polychronoism. The dominated intercultural value in western is individualism. It is individualism because they are seen as separate individual or not in group members. They think that individual needs is more important that the other. People are in there need time to be alone and to be themselves. They also feel free if they do everything by their self-thought, self-reliance, self-interest, personal growth, and fulfillment.
2. The application of analyzing intercultural value in *Brooklyn* film can be implemented in teaching reading at the tenth grade students of Senior High School in the material. It is about descriptive text. The teacher can take advantages by using *Brooklyn* film as a media of teaching reading.

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## Appendices

### LESSON PLAN

School	: SMA N 5 Purworejo
Subject	: English
Class/Semester	: X/2
Material	: Descriptive Text
Time	: 2 x 45 minutes

## **A. Main Competence**

- MC 1 : Appreciate and do the religious teachings they embrace.
- MC 2 : Develop good behaviors such as honest, discipline, responsible, care (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.
- MC 3 : Understand and apply the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
- MC 4 : Cultivate, decorate, and reason in concrete realms (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, computing, drawing, and composing) as studied in schools and other similar sources in point of view/theory.

## **B. Basic Competence**

### 3.7. Analyzing social functions, text structures, and linguistic elements

on simple descriptive texts about people, tourist attractions, and historical buildings according to the context of its use.

Indicators:

1. Students are able to understand social functions, text structures, and linguistic elements on simple descriptive texts about people, tourist attractions, and historical buildings according to the context of its use.
2. Students are able to apply the social functions, text structures, and linguistic elements on simple descriptive texts about people, tourist attractions, and historical buildings according to the context of its use.

### 4.8. Capturing the meaning in oral or written descriptive text.

Indicator:

1. Students are able to answer the question from oral or written descriptive text.

## **C. Objective Learning**

1. Identify the meaning, purpose of communication, structure of the text, and the language elements, which contain in oral or written descriptive text.
2. Understanding the meaning, purpose of communication, structure of the text, and the language elements, which contain in oral or written descriptive text.

3. Capturing the meaning, purpose of communication, structure of the text, and the language elements, which contain in oral or written descriptive text by answer the question.

#### **D. Learning Material**

1. Social Function: Introducing, identifying, praising, criticizing, promoting.
2. Text Structure:
  - a. Identification: Identifies phenomenon (person, place, or thing) that will be described.
  - b. Description: Describes parts, qualities, characteristics, etc.
3. Linguistic Element:
  - a. Nouns related to people, tourist attractions, and famous historical buildings.
  - b. Adjectives related to people, tourist attractions, and famous historical buildings
  - c. Clear and neat spelling and handwriting and printing
  - d. Pronunciation, word pressure, intonation, when presenting orally.
  - e. Word reference
4. Topic: Exemplary about tolerant behavior, entrepreneurship, nationalism, confidence.

#### **E. Learning Methods**

Learning Model : Discovery Learning/ Observe and Practice

Technique : Role Play/ Discussion

#### **F. Media, Source and Literature**

Media : Laptop, LCD, Speaker, Film, Descriptive text

Material : Whiteboard and spidols

Source : Book, dictionary, internet

#### **G. Learning Activities**

1. Pre-Activity (10 minutes)
  - a. Teacher prepares students physically and psychologically before attending the learning process: greeting, praying, checking attendance, asking about students' condition, and asking students readiness.
  - b. Teacher explains the learning objectives to be achieved by describing the material briefly and describe the activities to motivate students to learn.
  - c. Teacher gives short question about the material that will be learned today.
2. Main Activity (75 minutes)
  - a. Students watch the cut scenes of *Brooklyn* film.
  - b. Students listen the explanation about *Brooklyn* film from the teacher.

- c. Teacher gives the dialogue from *Brooklyn* film.
  - d. Students in group read the dialogue and discuss to answer the question based on the text.
  - e. Teacher asks students to present their work in front of the class.
3. Closing Activity (5 minutes)
- a. Teacher provides feedback or review
  - b. Teacher inform plan of learning activity for next meeting.
  - c. Teacher closes the activity by praying together and greeting.

## H. Assessment of Learning Outcomes

1. Read the dialogue above!

Eilis Lacey : "Miss Kelly, might I talk to you later?"  
 Miss Kelly : "Not if what you're going to say will cause trouble for mein some way or another. 9:00 am mass is over, girls."  
 Shabby woman : "Excuse me."  
 Miss Kelly : "Mrs. Brady, what would you like this morning?"  
 Mrs. Braddy : "Half a dozen rashers, please."  
 Miss Kelly : "Of course. Eilis will get that for you now."  
 Shabby woman : "I was next."  
 Miss Kelly : "And you still are."  
 Shabby woman : "Yes? I need some shoe polish."  
 Miss Kelly : "Shoe polish? That's not really a Sunday item, now, is it? These people need things for their dinner or their tea. Why couldn't you have remembered yesterday? Because it looks like you needed it yesterday."  
 Shabby woman : "I'm sorry."

2. Discuss the dialogue above with your group!
- a. How is the characters of Miss Kelly in the dialogue?
  - b. What is the differences between Indonesian people behavior and the behavior in dialogue above?

Scoring:

Score	Aspects
A	1. Students are able to find the topic of the text accurately.
	2. Students are able to find out all of the participles in

	the text and answer the question accurately.
B	<ol style="list-style-type: none"> <li>1. Students are able to find the topic of the text almost accurately</li> <li>2. Students are able to find out some of the participles in the text and answer the question accurately</li> </ol>
C	<ol style="list-style-type: none"> <li>1. Students are able to find the topic of the text with some errors.</li> <li>2. Students are able to find out a little of the participles in the text and answer the question s accurately.</li> </ol>
D	<ol style="list-style-type: none"> <li>1. Students are not able to find the topic of the text</li> <li>2. Students are not able to find out all of the participles in the text and answer the question accurately</li> </ol>

Purworejo, 10<sup>th</sup> August 2018

Acknowledgment

The Headmaster,

English Teacher,

NIP.

NIP.