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LEXICAL AND GRAMMATICAL UNITS IN INTERCULTURAL-BASED ENGLISH MATERIALS FOR ELEMENTARY SCHOOL

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Abstract

This current study focused on the development of intercultural-based English instructional activities for elementary school students. Lingual forms manifested in lexical and grammatical units were perceived to capsule various components of English subject in elementary school. The formulation of intercultural-based lingual forms is pivotal particularly as the basis in developing intercultural instruction so as to equip students with the skills to interact and communicate in English actively and efficiently. Intercultural instructional activities in elementary school is to be departed from students' characteristics, learning needs, proficiency levels, and learning styles. The designed instructional activities were expected to initiate students' English knowledge contextually. Descriptive qualitative design was employed. The variables were English instructional materials for Grade IV, V, and VI. The subjects were 2 English teachers. By means of observation and interview, this study has collected 55 data in the forms of lexical and grammatical units in intercultural-based English instructional activities. The lexical units included cultures, social or foreign values of English, some aspects not existing in Indonesian cultures or shared aspects existing in both cultures but of different lexical items translated from English. The grammatical units belonging to intercultural-based instructional activities were markers on different sentence constructions between English and Bahasa.

Keywords: lexical units, grammatical units, intercultural

1. Introduction

English instructional activities in Indonesia are considered to be yet suffering problems. This is supported by the fact that some research results and reports show that English mastery of Indonesian students is still generally low. As quoted from Sukamerta (2013), "English mastery of Indonesian students is subpar to that of neighboring countries, such as Malaysia and Singapore. The failure to acquire the English language is affected by non-linguistic factors, such as environment, culture, economy, family background, education facilities, student's attitude, and parental factors. All of those factors contribute to the elementary students' acquisition of English language as a foreign language" (p. 4).

The fact proves that until recently elementary schools are still teaching English as merely a tool and do not teach students using the language in contextual level. This is clearly seen from a number of materials and teaching methods employed by teachers in class. For instance, students are taught the concept of culture through the use of traditional toys, but students are guided to think about traditional toys they own at home. That is done by means of mentioning traditional games which they are familiar with and ask them to explain the games using English. In contextual instructional activities, in order that students possess sensitivity of the native speaker's culture, English is taught with cultural knowledge of foreign cultures, for example with traditional games that students are not familiar with. This way, when students encounter native speakers and foreign cultures, they will not have problems in understanding them.

According to Curtin and Pesola (1994), students learn foreign language excellently when the learning process takes place in the communicative context and when it is meaningful for them. For children, the contexts can include social, cultural, playing, singing, story-telling, artistic activities, craft-making, and sporting situations (Curtain & Pesola, 1994). Social and cultural situations in this case can be understood as a fact that learning foreign language cannot be separated from learning social and cultural aspects of the native speakers of the language.

Language and culture are of one inseparable unity in which the success of learning English is determined by the extent of cultural aspects of the target language and can be integrated into the learning. Learning a language cannot be separated from learning how language is used in everyday context, especially how the language is influenced and also shapes the culture of the native speakers. This implies that a person learning a language without understanding the culture can possibly become a "foolish fluent" (Bennett & Allen, 2003). Because of the importance of teaching social and cultural aspects in learning English, it is crucial that there is a formulation of proper lingual forms to be applied in English instructional activities in elementary schools. With a good knowledge of English, it is expected that children can understand themselves, their culture, and others' cultures, as well as communicate them without any hindering problems.

This current study was focused on the development of intercultural-based instructional activities for elementary students at the age of 6-12 years old in learning English. Lingual forms, in the form of lexical and grammatical units, in intercultural-based instructional activities as mentioned before are the targets which are deemed necessary to encapsulate various components of English instructional activities in elementary schools. Lingual formulation with intercultural-based instructional activities in English for elementary students is urgent as a foundation in developing students' competence to use English actively and efficiently. This competence does not only include social skills, but also the training to build sensitivity and understanding of values, way of thinking, and way of life of the people of target language as well as training independence in communicating values, and way of thinking correctly. Intercultural-based instructional activities in elementary school level must be adjusted to meet with students' characteristics, learning needs, competence level, and learning approaches. These instructional activities become the first step in the manifestation of students' English contextual knowledge, which is the competence required to understand language with appropriate social and cultural contexts as postulated by target language's native speakers (Gunarwan, 2007).

Lexical units projected in this current study cover every vocabulary which shows new knowledge about the culture of the target language. As an example, it includes vocabulary items of food, everyday activities, weathers, celebrations, and festivities which are regularly

held in certain cultures, and many others. Meanwhile, grammatical units refer to the introduction of grammar, phonemes, morphemes, words, phrases, clauses, types of sentences, or discourses which contain the knowledge of differences in cultures (in using language), between students' culture and the target language' culture. The formulation of instructional activities' materials is specifically designed for students in elementary schools, which are students at grade IV, V, and VI with the assumption that these students are ready to receive lingual concepts and non-lingual concepts of English taught by their teachers. Furthermore, students of these levels should have higher level of curiosity and are more independent in learning compared to those of lower levels. This means that it is easier for them to learn a new language.

This current study employed specifically designed framework, which is linguistic theory approach and foreign language acquisition theory. Therefore, the aim of this current study was to find lingual forms in the form of lexical and grammatical units which are available in intercultural-based instructional materials in English classes for elementary school students at grade IV, V, and VI.

2. Literature Review

2.1. Instructional Activities in English Classes in Elementary School

Age grouping for instructional activities is applied to students at the age of 6-12 years old. This age range signifies students' most vital and critical period in growth and development which can give positive contribution in each learning aspect, including in learning any particular language. In the context of learning in Indonesia, this age range is considered as learning age at elementary school level. The age range can be classified into two class categories, 6-9 years old in beginner class group (from grade I to III) and age 9-12 in upper class group (from grade IV to VI). The grouping is designed by measuring students' cognitive capacity and competence. This current study was focused on the upper class group because their level of readiness in receiving new knowledge about foreign language is better than the beginner's ones. This assumption is based on the premise that the older the age of a child is, the more effective s/he will learn (Ur, 1996).

Based on a model proposed by Orlich, Harder, Callahan, and Gibson (1998), children at the age of 8-11 years old fall within a concrete operational stage because at this age, children need a lot of illustrations, models, pictures, motoric activities, and other activities. As knowledge and technology develop, verbal instructional activities, social interaction, and culture are proven to be able to significantly improve students' learning. Curtain and Pesola (1994) assert that children will learn foreign language better when the process of learning happens within the communicative contexts and are meaningful for them. These contexts include social and cultural situations, games, songs, tales, and experiences in art, hand craft, and sport.

In designing instructional materials and activities in elementary schools, a teacher must pay closer attention to many factors, including understanding the characteristics of learners. The learning characteristics of children are: having high curiosity, short span of concentration, limited cognitive development, prone to boredom, tendency to replicate, high interest in new and real things, aggressive behavior, and keen on praises and competitions (Brumfit, 1994). As a consequence of such characteristics, instructional activities must be designed to accommodate students' needs. Suggested activities are including: various activities involving concrete and real media, activities which integrate learning and playing, paired or group assignments, and activities which are enjoyable for children (games, songs,

storytelling, role plays, mimes, drawing/coloring, experiment/discovery, creating crafts) (Scott & Ytreberg, 1990).

Those instructional activities must obviously be accompanied by proper and contextual instructional materials in order to achieve four language learning competencies, which are listening, speaking, reading, and writing. Below are some examples of topics which implement intercultural-based instructional activities suitable for students in upper classes of elementary schools: daily life, families, living conditions, school, friendship, leisure-time activities, festivals, season or climate, transportation, buying and selling, city and country life, art, music, dance, and film (Rivers, 1981).

2.2. Intercultural-based Instructional Activities

Teaching cannot be separated from learning. Brown (2008) asserts that “teaching is guiding and facilitating learning, making it possible for learners to learn, and building learning conditions” (p. 8). Furthermore, learning a language is inseparable from learning how the language is used in everyday life, especially how the language is affected and shapes the culture of its native speakers. Gunarwan (2007) emphasizes that “in second language learning context, mastering grammatical competence does not suffice because learners only know how to make grammatical sentence in a foreign language, but they do not know whether the sentence is accepted by the social and cultural norms of the native speakers of that respective language” (p. 71).

In the context of English instructional activities nowadays, the capacity to speak fluently like a native speaker is no longer an important matter. Understanding the culture of the language learned is proven to be more important in determining the success in communicating messages and a good communication between a speaker and interlocutor. Therefore, in learning a foreign language, social and cultural aspects as well as how language is used correctly in interactional situations become absolute aspects to teach. The learning concept in this current study comprised intercultural instructional activities which are aimed to provide students with knowledge and skills to use English to effectively interact in different cultural contexts. The skills taught in intercultural-based instructional activities in this current study emphasized on achieving basic communicative competences. These skills are then elaborated by Bennett (2011) into competence components, namely: 1) understanding own culture, 2) communicating effectively, 3) developing knowledge, skills, and attitudes which promote understanding, 4) managing contact with others, 5) solving problems together, 6) involving self in learning, and 7) working together with other people from different cultures. Therefore, the natures of intercultural instructional activities are designed to achieve skills in which students are able to give explanation to others of the same culture about the culture of the foreign language and vice versa.

In learning, it obviously involves learning process, which means, as suggested by Brown (2008), “mastery or acquisition of knowledge of a subject or a skill acquired through learning, experience, or instructions” (p. 8). In this study, instructional activities are meant to acquire subject or new skill, also known as “inter-culture”, which is integrated in learning English in elementary school.

In order to reach the learning outcomes, this current study has synergized with the real condition. Therefore, the formulation of intercultural-based materials has to take into account the competence standard and standard competences which are outlined in the curriculum of English as a local unit in elementary school. Furthermore, competence in teaching, such as teaching methods and activities, teaching modules and books, teaching media, and assessments are adjusted to meet the characteristics of learning English in elementary school

level. The principle in learning English in elementary school used as a foundation of this current study was learning by doing, which is simply using methods and activities which please the students, as well as using contextual approach (Paul, 2003).

2.3. Lingual Forms in the Form of Lexical and Grammatical Units

Lingual forms can be interpreted as a manifestation of linguistic units in the form of phonological, grammatical, and lexical units. Lingual forms are used to present language choice which derives from different cultures and languages. Lingual forms are also called as linguistic units by Chaer (2004) and are further explained to comprise word, phrase, or sentence forms.

In addition, Leech (1983) suggests that phonology, morphology, syntax, and semantics are parts of grammatical features. The core of learning English is learning the correlation between language and its contexts. Contexts here mean those which are ruled by grammar and codified so that they cannot be separated from the language structure. Departing from this definition, it is clear that lingual forms referred in this current study were structured grammatical aspects tied to contexts.

The concept of lingual forms referred in this current study was an analysis of lexical and grammatical units (grammar) existing in the intercultural-based instructional activities and materials in English class in elementary school. Lexical unit is a language component which encapsulates all information about meaning and use of words in a language or vocabularies listed like a dictionary, and also with some compact and practical descriptions (Kridalaksana, 2008). According to Kridalaksana (1982), “lexical unit (vocabularies) is a language component which contains all information about meaning and use of words in a language and the diversity of words which is possessed by a speaker, writer of a language or list of words which are organized like a dictionary” (p. 98). Meanwhile, vocabulary items consist of nouns (also pronouns), expressions, or nominal phrases, verbs, adjectives, and adverbs.

Grammatical unit in this current study referred to forms of utterance which are used to express an illocutioner’s attempts in any language (Leech, 1983). The investigated grammatical units were in the forms of morphemes (markers), words (word marking), phrases, clauses, sentence structures, or other unit markers (Ramlan, 1985).

In order to investigate lingual and grammatical units which can be integrated in intercultural-based instructional activities in English subject in elementary schools, linguistic study was employed by means of analyzing in detailed every lingual form (language unit) which was in the forms of utterance containing intercultural learning. Lexical and grammatical units, in the forms of utterances, as the source of data in this current study, were in the form of verbal and written data.

3. Method

This current study employed descriptive qualitative approach. Bogdan and Taylor (1992) assert that “qualitative approach is a research procedure which results in descriptive data, statements or writings and behaviors observed from the subjects, performed in natural setting, and the data accumulated are qualitative by nature” (p. 21). In this current study, qualitative approach was used to describe the lingual forms which were present in English instructional textbooks rich of intercultural contents.

The descriptive research design has been supported by ethnographic approach in which the researcher took part intensively to the phenomenon being investigated and identified the materials used by the teachers and their intercultural contents. Ary, Jacobs, and Razavieh (2002) state that “ethnography is an in-depth study of naturally occurring behavior in a

culture or social group” (p. 25). Social scientists sometimes call this sort of study as an ethnography field study, because it is conducted in a natural setting or “field”. In addition, they state that “an ethnographic researcher observes any phenomenon as it occurs naturally, without any simulation or imposed structure”. Based on that statement, ethnography approach was the one relevant to be used in this current study, especially to achieve the objectives.

The independent variable of this current study was the English teaching materials used in English class. It covered all intercultural contents shown in the materials used by the elementary school teachers of grade IV, V, and VI. Meanwhile, the dependent variable was the teaching of English in elementary school at the holistic features and the teachers’ documents such as teaching plan, syllabus, and students’ books. The data were the materials used in teaching within eight meetings.

The subjects of this study were two English teachers of SDN Bunulrejo II Malang. The other subjects were all students from grade IV, V, and VI at that school. The data were collected by means of observation by video recording and note taking and interviews. The researcher herself was the main instrument; meanwhile, there was also another person included in this current study. She was an English teacher from the school involved actively in this study from the beginning. In addition, this current study also employed triangulation method to get more valid data on the lexical and grammatical contents of intercultural-based instructional materials implemented by the teachers.

The procedures of collecting the data were as follows:

1. Preparing the observation sheet and equipment such as tape and video recorders
2. Conducting the observation
3. Making some notes related to lexical and grammatical items of the intercultural contents in English instruction
4. Making some notes to list the lexical and grammatical items of the intercultural contents implemented by the teachers in class.

The procedures of analyzing the data were as below:

1. Tabulating the lexical and grammatical items found in the intercultural contents of the English teaching materials
2. Coding the data
3. Analyzing the data to find the answers to the statement of the problems
4. Writing the findings descriptively.
5. Drawing conclusion.

4. Findings and Discussion

Lingual form is also referred to a language unit which, as Chaer (2004) puts it, can be in the form of words, phrases, or sentences, so that both lexically and grammatically are part of lingual form. Lingual forms of lexical and grammatical units containing intercultural aspects can be found in instructional activities in English classes in elementary schools grade IV, V, or VI. Lingual forms found in intercultural-based instructional activities of English in elementary schools which can be found in lexical and grammatical units are categorized based on their respective forms. In lexical unit, we could find: noun, pronoun, adjective, verb, adverb, expressions, and phrases. As for grammatical units, we could find: noun, verb, and adjective markers, sentence structure, and irregular verbs.

In lexical units, we could identify one word unit, phrase, or sentence. In grade VI, the lingual forms with intercultural contents that students could identify were: nouns for traditional games, nouns for names of subjects and places at school, pronouns, expressions containing cultural meaning of English culture, verbs in English, markers expressing comparison, and sentence structures with time indicators as the signs of sentences which only exist in English. In grade IV, the lexical units in the forms of diction and meaning with intercultural contents comprised: vocabularies for animals, types of clothing, weathers and seasons, interrogative adverbs, expressions of time and ordinal numbers, phrases of day and time reminder as well as month. The lingual form in the form of grammatical unit, however, might contain markers which indicated 'x-th' in numbering date, months, and year, yes-no questions, marker 'to be' as an indicator of time in the present and past, comparison concept or degree of comparison with marker '-er' and 'the -est', and sentence which has been socio-pragmatically analyzed to belong to intercultural meaning.

In grade V, the lingual forms with intercultural contents included: nouns related to public services, concept of time, daily activities with cultural characteristics showing differences and similarities of two cultures, phrases with cultural and social meanings such as queuing, how to read time, interrogative sentence structure and its specific answers, sentence structures conveying the characteristics of the target language, types of sentences with verbs, and sentences with intercultural meanings. The lingual forms of lexical units found were related to public services such as post office and banks taught through texts or reading, the concept of reading time, daily activities, verbs for daily activities, and others entities related to bank.

The lingual forms taught to the students at grade V were phrases related to queuing habit and how to read time. Meanwhile, the grammatical units were on how to construct interrogatives with Wh-Q, interrogatives with 'does' and 'are' markers with their respective answers, marker 'to be' and its succeeding subject or pronoun, and types of sentences covering affirmatives, negatives, and interrogatives using suffix -s/-es marker, as well as simple present sentence structure. As a continuation of materials taught at grade IV, at grade V, the students were taught the concept of reading time and daily activities using simple present tense.

The lingual forms taught at grade VI were the continuation of materials taught in the previous grade. The learning materials from grade VI are included in the National Examination and are the reviews of materials taught at grade IV and V with some additional elaboration and reinforcement. The lingual forms of lexical and grammatical units with intercultural contents taught bilingually at grade VI included: names of various traditional games in Indonesia, nouns for types of subjects at school, names of places at school in English, pronouns, adjectives describing the characteristic of a person, politeness expressions and expressions of happiness or sadness in response to any particular situation. Meanwhile, the grammatical units taught at grade VI were: irregular verbs, differences or degrees of comparison, and tenses with time indicators signifying sentence structures, namely simple present tense and simple past tense. Below is a table displaying the forms of lexical and grammatical units found in intercultural-based English classes.

Table 1. *Lexical and grammatical units of intercultural-based instructional activities in English classes of elementary schools*

No	Lingual Forms	Type of Lingual Unit	Lingual Form Data
1	Lexical Unit	Noun (15 data)	<p>DLN 4.1: zebra, giraffe, kangaroo, horse, hippo, and elephant</p> <p>DLN 4.2: veil</p> <p>DLN 4.3: dry, rainy, wet, flood, overflow, dusty</p> <p>DLN 4.4: summer, spring, winter, autumn or fall</p> <p>DLN 4.5: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</p> <p>DLN 5.1: postmaster, postman, postal order, postage, zip code, customer service, officer, clerk, bank customer, account number, interest, piggy bank, deposit sheet, currency, personal identity, complain, teller, cash money.</p> <p>DLN 5.2: a.m and p.m</p> <p>DLN 5.3: breakfast, lunch, and dinner</p> <p>DLN 6.1: mancala, tug of war, hide and seek, sack race, hopscotch, rope skipping, jack stone, roller skate</p> <p>DLN 6.2: cloudy, summer, spring, autumn/fall, and winter</p> <p>DLN 6.3: graders</p> <p>DLN 6.4: Natural Science, Math, Sport, Religion, Social science, Geography</p> <p>DLN 6.5: school yard, praying room, book shop, library, school clinic, and lavatory</p> <p>DLN 6.6: address, street, date, day, age</p> <p>DLN 6.7: 1) modern games: hopscotch, throw and catch, throw the dice on board (snake and ladder), make a new word in English (scrabble), long rope (skipping), roller skate, playing kite 2) traditional games/ games for Independence Day: sack of race, tug of war, jumping rope, jack stone, marble, gasing (top/spinning top), stilts, football/soccer, basketball, volley ball</p>
		Pronoun (3 data)	<p>DLPr 4.1: she, we, it, and they</p> <p>DLPr 5.1: he, she, and it</p> <p>DLPr 6.1: mother – she, father – he, mother and I we</p>
		Adjectives (3 data)	DLAj 6.1: diligent, peaceful, patient, handsome, and excellent
		Verbs (3 data)	<p>DLV 5.1: (have) breakfast, lunch, and dinner</p> <p>DLV 5.2: withdraw and complain</p> <p>DLV 6.1: drink-drank-drunk, study-studied-studied, pray-prayed-prayed, draw-drew-drawn, see-saw-seen, buy-bought-bought, pay-paid-paid, sing-sang-song</p>
		Adverbs (1data)	DLAd 4.1: What? Where? When? How? And Why?
		Expressions (6 data)	<p>DLE 4.1: the day after tomorrow, the day before yesterday</p> <p>DLE 4.2: the 1st (first) day, the 2nd (second) day, the 3rd (third) day, the 4th (fourth) day, the 5th (fifth) day, the 6th (sixth) day, and the 7th (seventh) day or the last day of the week, eleventh (11th), twelfth (12th)</p> <p>DLE 5.1: a.m and p.m</p> <p>DLE 5.2: at 06.45, at 05.30, at 07.45, at 06.50, at 06.00 and at 08.10</p> <p>DLE 6.1: ‘Excuse me’, and ‘May I ...?’</p> <p>DLE 6.2: ‘I’m happy to hear that’, ‘I’m glad to hear that’, ‘I’m sorry to hear that’</p>
		Noun Phrases (5 data)	DLF 4.1: Kartini’s Day, National Education Day, Memorial Day/Heroic Day, Independence Day, Mother’s Day,

		<p><i>Christmas Day</i> DLF 4.2: <i>last month, next month</i> DLF 5.1: <i>wait in line</i> DLF 5.2: <i>a quarter, a half, o'clock, ten to five (04.50), ten pass five (05.10)</i> DLF 6.1: <i>Celebration Days, Memorial Day/Heroic Day, Education Day, Kartini's Day, Independence Day, Mother's Day, New Year, Christmas Day</i></p>
	Verb Phrases (2 data)	<p>DLF 5.3: <i>wake up, take a bath</i> DLF 5.4: <i>go to his office, wake up, sweep the floor, do her homework, go to school, watch TV</i></p>
2	Grammatical Units	<p>Noun Markers (2 data) DGPn 4.1: <i>-th in eleventh (11th), twelfth (12th), and grammar on how to write date, month, and year</i> DGPn 4.2: <i>a.m, p.m</i></p>
	Adjective Markers (2 data)	<p>DGPAj 4.1: <i>-er and the..-est (degree of comparison)</i> DGPAj 6.1: <i>thin-thinner, more beautiful, more diligent, the most beautiful, the biggest, as tall as-, as long as-, as clean as-, as cool as-</i></p>
	Sentence Structure (12 data)	<p>DGSK 4.1: <i>Am I ...? Are you ...?</i> DGSK 4.2: <i>'to be' i.e. 'is' and 'was'</i> DGSK 5.1: <i>to be "am" for subject I, to be "is" for subject he, she, it, and name of person, and to be "are" for you, we, and they</i> DGSK 5.2: <i>'Is it...?', 'What time is it?', 'What time does...?'</i> DGSK 5.3: <i>to be, Wh-Q</i> DGSK 5.4: <i>Simple Present Tense</i> Affirmative (+): <u>S + V₁ + C</u> Negative (-): <u>S + do/does not + V₁ + C.</u> Interrogative (?): <u>Do/does + S + V₁ + C?</u>, with personal pronouns <i>He, She,</i> and <i>name of person</i> and verb markers which are suffixes <i>-s</i> and <i>-es</i> as follow: Affirmative (+): <u>S + verb s/es + C</u> Negative (-): <u>S + do/does not + V₁ + C</u> Interrogative (?): <u>Do/Does + S + V₁ + C?</u> DGSK 5.5: <i>Question tag what, does</i> DGSK 5.6: <i>Simple Present Tense with pronouns I, you, we, and they which are:</i> Affirmative (+): <i>S + V₁ + C</i> Negative (-): <i>S + do not + V₁ + C,</i> and Interrogative (?): <i>Do + S + V₁ + C?</i> DGSK 5.7: <i>have</i> DGSK 6.1: <i>I, you, we, and they I with sentence structures as follow:</i> Affirmative (+) <i>S + V₁ + C</i> Negative (-) <i>S + do not + V₁ + C</i> Interrogative (?) <i>Do + S + V₁ + C?</i> DGSK 6.2: <i>Simple Present Tense with subjects: He, She, It and name of person.</i> Affirmative (+): <i>S + Verb₁ s/es + C</i> Negative (-): <i>S + does not + V₁ + C</i> Interrogative (?) : <i>Does + S + V₁ + C?</i> DGSK 6.3: <i>time signals</i> <i>Simple Present: always, usually, every day, every Monday, every year.</i> (+) Affirmative: <i>S + V_{I(s/es)} + C</i> (-) Negative: <i>S + do/does not+ V_{I(s/es)} + C</i> (?) Interrogative: <i>Do/Does + S + VI + C?</i> <i>Simple Continuous: washing, studying, reading.</i> (+) Affirmative: <i>S + to be + V_{ing} + C</i> (-) Negative: <i>S + to be + not+ V_{ing} + C</i></p>

	(?) Interrogative: <i>To be + S + V_{ing} + C?</i> Simple Future: <i>tomorrow, next week, next holiday.</i> (+) Affirmative: <i>S + will + V_I + C</i> (-) Negative: <i>S + will + not + V_I + C</i> (?) Interrogative: <i>Will + S + V_I + C?</i>
Verb Markers (2 data)	DGPv 4.1: (suffixes) <i>-s/es, do/does</i> DGPv 5.1: (suffixes) <i>-s/es</i> and <i>do/does</i> in sentence structure <i>S + V -s/es + C</i> , suffixes- <i>es</i> in verbs ending in- <i>o</i> , <i>-ss</i> , <i>-sh</i> , and <i>-ch</i>
Irregular verbs (1 data)	DGVtb 6.1: <i>think-thought-thought, read-read-read, make-made-made, pay-paid-paid, watch-watched-watched, drink-drink-drunk, study-studied-studied, pray-prayed-prayed, draw-drew-drawn, see-saw-seen, buy-bought-bought, pay-paid-paid, sing-sang-song</i>
Total (55 data)	

Based on the above findings, it can be justified that the mostly found lexical units in the sample utterances are in the form of nouns. This has then reflected that the teaching of English in Elementary School mainly focuses more on introducing nouns rather than other parts of speech. Considering that Elementary School students are still lacking vocabulary mastery, introducing words is the key at the beginning stage of learning English; and noun is mostly introduced due to its concrete existence around the students.

Meanwhile, in the form of grammatical units, the findings of this current study have shown that sentence structure was the one mostly introduced to the students. The reason of familiarizing the learners with the sentence structure as the grammatical unit was basically to develop their awareness of English sentence pattern, particularly simple units of a sentence, as the foundation to achieve the ultimate purpose of learning any language, in this case, contextual communication.

Referring to the investigated lexical and grammatical units, both of which have been integrated in the English materials and have compromised the intercultural-based instruction. These sorts of findings support Gunarwan's (2007) theory that in learning a foreign language, students automatically learn social and cultural norms of the native speakers of the targeted language.

5. Conclusion

This current study has arrived at the conclusion that lingual forms, lexical and grammatical units included in the intercultural-based instructional activities, were lexical units with cultural and social contents or foreign meanings in English, and aspects non-existent in Bahasa Indonesia or present in both languages but with lexical features translated from English. Furthermore, the lingual forms were also present in grammatical units. The grammatical units present in intercultural-based instructional activities were markers signaling differences in the use of sentences and with differences from grammatical markers in Bahasa Indonesia.

The identified lexical and grammatical units in intercultural-based instructional activities in grade IV were related to names of animals having similar spelling in Bahasa Indonesia, names of clothing mostly worn by Muslims in Indonesia, nouns for weathers and seasons, Wh-Questions, methods to ask for day, date, and ordinal numbers, names of national celebrations, and markers as well as sentences with different structures and meanings from that in Bahasa Indonesia. Meanwhile, in grade V, the lexical and grammatical units included: nouns related to public services, concept of time, daily activities with cultural distinctions

portraying differences and similarities between two cultures, phrases with cultural and social meanings such as queuing, how to read time, structure of interrogative sentence and its respective answer, distinct structures of English sentences, types of sentence structures based on their succeeding verbs, and sentences with intercultural meanings. The same scenario applied for materials for grade VI. The lexical and grammatical units included: nouns related to traditional games, names of subjects and places at school, pronouns, and expressions with cultural meanings in English culture, the use of distinct verbs in the target language, markers signifying comparison, and sentence structure, as well as time marker characterizing English.

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