2017-Prosiding Seminar Internasional_Utilizing Textbooks to Improve Learning Character-Literacy Function

by Wening Sahayu

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The 2nd International Conference on Linguistics and Language Teaching

Yogyakarta, October 20 - 21, 2017

Theme :

"Literacy in Linguistics and Language Education"

FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2017

PROCEEDINGS

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THE 2nd INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (I-COLLATE)

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FOREWORD

Praise be to Allah's presence, SWT for His grace, so that the Abstract on ICOLLATE can be completed on time. This book is to complement an international seminar held on 20 - 21 October 2017. This book contains an abstract collection of all tasteful speakers from various universities spread across the country. This seminar is themed Literacy, Linguistics and Language Education which is divided into two subtema namely Literacy and Linguistics and Literacy in Language Education. The subtheme Literacy and Linguistics consists of 10 subsubtems and Literacy in Language Education has 11 subsubtems.With this booklet it is expected that the participants will be easier to follow the theme and subtema that will be chosen in parallel class presentation.

Hopefully the seminar held by Universitas Negeri Yogyakarta in every two years can provide valuable input for the development of linguistics and language teaching in Indonesia.

Committee,

SCHEDULE OF THE INTERNATIONAL SEMINAR

DAY I: FRIDAY, 20 OCTOBER 2017				
TIME	**NAME**	**TITTLE**	**ROOM**	**CHAIR PERSON**
07.30 – 08.00	**REGISTRATION**			
08.00 – 08.40	**INDONESIA RAYA ANTHEM**		BALLROOM 1, 2	COMMITTEE
	WELCOME DANCE			
	REPORT FROM THE COMMITTEE CHAIRPERSON			
	WELCOME REMARKS AND OPENING SPEECH BY THE RECTOR OF YSU			
08.40 – 09.25	**KEYNOTE SPEECH:**			COMMITTEE
	Prof. Ir. Nizam, M.Sc., Dic., Ph.D.	*"LITERACY, LINGUISTICS AND LANGUAGE EDUCATION"*		
09.25 – 09.45	**PHOTO SESSION AND COFFEE BREAK**			COMMITTEE
09.45-10.45	**PLENARY 1**			**Moderator: Erna Andriyanti, Ph.D.**
	Prof. Scott G Paris, Ph.D.	*"SUGGESTIONS TO IMPROVE THE INDONESIAN CURRICULUM"*		
	PARALLEL I			
10.50 – 11.50	Abid	COMMUNICATION STRATEGIES AND L2 ORAL LITERACY	BALLROOM 1, 2	**Moderator: Entusiastik**
	Ali	DEVELOPING REFLECTIVE PICTURE STORYBOOK MEDIA		

THE 2nd INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE) Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		TO IMPROVE THE SOCIAL SELF CONCEPT AND RESPONSIBILITIES OF THE FIFTH GRADE STUDENTS		
	Andayani	INTEGRATION MODEL OF CHARACTER EDUCATION BASED ON SCIENTIFIC-LEARNING FOR INDONESIAN'S LANGUAGE LEARNING		
	Astri Ollivia Kuncahya	METACOGNITIVE STRATEGIES: MAKING CRITICAL LITERACY REAL		
10.50 – 11.50	Andi Kristiawan	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL	PATTIMURA ROOM	**Moderator: Hermawati**
	Avi Meilawati	IMPROVING THE SKILL OF WRITING JAVA FICTION WITH BRAINSTORMING METHOD		
	Banatul Murtafi'ah	DESIGNING AN ONLINE SAFETY POSTER: A LESSON PLAN FOR TEACHING DIGITAL		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		LITERACY		
10.50 – 11.50	Brian Arthur	IMPROVING STUDENT SCORES THROUGH (COOPERATIVE LEARNING) BUDDY SYSTEM IN AN ESL CLASSROOM OF GRADE 4 NORMAL CLASS STUDENTS: ACTION RESEARCH	FATMAWATI ROOM	**Moderator: M. Gita Setyandari**
	Cholimatus Zuhro	IMPROVING STUDENT'S VOCABULARY ACHIEVEMENT AND ACTIVATING THEIR PARTICIPATION USING ROUNDTABLE MODEL OF COOPERATIVE LEARNING AT VOCATIONAL COLLEGE		
	Diana Ika Firdhaus	UNCOVERING CHILDERN'S HOME AND SCHOOL LITERACY		
10.50 – 11.50	Adis Kusumawati	FOREIGNISATION IN TRANSLATING LASKAR PELANGI TO NIJI NO SHONENTACHI	CUT NYAK DIEN ROOM	**Moderator: Dwi Ario Fajar**
	Anisya Rahmawati	THE DIMENSIONAL PHASES OF MOTIVATION OF ENGLISH DEPARTEMENT STUDENTS TOWARD TARGET ORIENTED ACTIVITY		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Asrun Lio	SHIFTING LANGUAGES IN ROUTA SUB-DISTRTICT: A SOCIAL INTERACTION AND COMMUNICATION IN A MULTILINGUAL SOCIETY		
10.50 – 11.50	Puspa Fortuna Zulfa		BALLROOM 3	**Moderator: Paulus Kurnianta**
	Budi Purnomo	INTERPRETATION QUALITY OF CULTURAL TERMS MADE BY TOURIST GUIDES AT MANGKUNEGARAN PALACE OF SURAKARTA		
	Choirul	HUMOR AND TRANSLATION: A CASE STUDY OF "MALAM MINGGU MIKO" SUBTITLE FROM INDONESIAN INTO ENGLISH		
11.50 – 13.15	**LUNCH BREAK**			
		PLENARY 2		
13.15 – 14.15			BALLROOM 1, 2	**Moderator: Anita Triastuti, Ph.D.**
	Prof. Dr. Didi Sukyadi, M.A.	*"MULTIPLE MODEL LITERACY ON LANGUAGE TEACHING"*		
	PARALLEL SESSION II			

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
14.20 – 15.20	Endah Ratnaningsih	PATTERNS OF MOTHER TONGUE INTERFERENCE IN PRONOUNCING ENGLISH SOUNDS: A STUDY TOWARDS L1 JAVANESE IN TIDAR UNIVERSITY	BALLROOM 1, 2	**Moderator: Normawati**
	Endang	LITERACY DEVELOPMENT FOUNDATIONS FOR EARLY LITERACY EDUCATION		
	Entusiastik	POSTGRADUATE WRITING AND ACADEMIC LITERACIES DEVELOPMENT: LESSONS FROM INDONESIAN STUDENTS AT A UK UNIVERSITY		
	Rizky Fitri Lestari			
14.20 – 15.20	Hermawati	HOW LEXICAL DENSITY REVEAL STUDENTS' ABILITY IN WRITING ACADEMIC TEXTS	PATTIMURA ROOM	**Moderator: Reza Pustika**
	Hidayati	LEARNING SKILLS INDONESIAN LANGUAGE IN ELEMENTARY SCHOOL PROGRAM WITH THE ACTIVE MODEL OF LEARNING TYPE OF CARD SORT THE PRE SERVICE TEACHER IN ELEMETARY SCHOOL PROGRAM		

THE 2nd INTERNATIONAL CONFERENCE AND LINGUISTICS ON LANGUAGE TEACHING (I-COLLATE) Oct 20-21,2017

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Ismail Petrus			
14.20 – 15.20	Kodrat Eko P.S	POETRY SINAU BY F. AZIZ MANNA: ALTERNATIVE LITERATURE IN HIGH SCHOOL INTEGRATION OF MORAL EDUCATION IN THE STUDY FF	FATMAWATI ROOM	**Moderator: Rizatmi Zikri**
	M. Gita Setyandari	READING GOOD BOOKS AND SILENCE READING AS PRACTICE TO INCREASE STUDENTS READING HABITS AND PRODUCTIVITY AT MANGUNAN ELEMENTARY SCHOOL		
	Sri Sarwanti			
14.20 – 15.20	Evi Fatimatur Rusydiyah	DEVELOPMENT FF TEXT LEVELLING BASED ON SURABAYA'S LOCAL CULTURE	CUT NYAK DIEN	**Moderator: Parwati Hadi Noorsanti**
	Nieza Rima	INTERPERSONAL ANALYSIS OF PARENTS' PORTRAYAL IN ANDERSEN'S SHORT STORIES		
	Dwi Ario Fajar	ECO-LITERACY THROUGH ECOCRITICISM IN PEKALONGAN FOLKLORE		
14.20 – 15.20	Nur Alfi Syahri	IRONY OF HUMOR IN THE	BALLROOM 3	**Moderator: Anisya Rahmawati**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		WORKPLACE INTERACTION		
	Rika Mutiara	EXPRESSION OF DISAGREEMENT IN THE TEXTBOOK AND CORPORA		
	Paulus Kurnianta	A READING ON PRAMOEDYA ANANTA TOER'S PLAY, MANGIR: CRITICISM ON JAVANESE DISCURSIVE PRACTICE ABOUT WOMAN		
15.20 – 15.40		**COFFEE BREAK**		
		PARALLEL SESSION III		
15.45 – 16.45	Mohd Rashid	THE EFFECTIVENESS OF COOPERATIVE LEARNING IN TEACHING AND LEARNING OF MALAY	BALLROOM	**Moderator: Astri Ollivia Kuncahya**
	Noberta Nastiti Utami	REPRESENTATION OF MULTICULTURALISM ON FRENCH LANGUAGE METHODE "ECHO"		
	Normawati	PROMOTING LEARNER'S SELF-DETERMINATION THROUGH LANGUAGE DEVELOPMENT PROGRAM: THE STREET CHILDERN EXPERIENCE		
	Nurnaningsih	AN ANALYSIS OF CULTURE OF POLYGAMY IN SAUDI		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		ARABIA BASED ON NOVEL "PRINCESS: A TRUE STORY OF LIFE BEHIND THE VEIL IN SAUDI ARABIA" BY JEAN P. SASSON		
15.45 – 16.45	Pradnya Permanasari	6TS IN DEVELOPING ELEMENTARY STUDENTS' LANGUAGE AND LITERACY	PATTIMURA ROOM	**Moderator: Andi Kristiawan**
	Reza Pustika	THE IMPORTANCE OF EXTENSIVE READING ACTIVITIES TO FACILITATE STUDENTS' READING INTEREST TND TO ENHANCE STUDENTS' CRITICAL THINKING SKILL		
	Muhammad Agus Muafiqi	WEBSITE-BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
15.45 – 16.45	Risang Baskara	PROMOTING DIGITAL LITERACY IN ENGLISH CLASSROOMS THROUGH MOODLE-BASED FLIPPED CLASSROOM	FATMAWATI ROOM	**Moderator: Cholimatus Zuhro**
	Rizatmi Zikri	THE ROLE OF PARENTS IN		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		OPTIMIZING CHILDERN'S LITERACY AND LANGUAGE DEVELOPMENT IN GOLDEN AGE		
	Hawa Farhah			
15.45 – 16.45	Parwati Hadi Noorsant	IMPERATIVE SPEECH OF JAPANESE WOMEN IN HANAMIZUKI'S FILM	CUT NYAK DIEN ROOM	**Moderator: Budi Purnomo**
	Maman Suryaman	NUSANTARA OF LITERATE		
	Fitri Hidayati			
15.45 – 16.45	Siti Sumiyati	LITERACY IN FRENCH AS SECOND LANGUAGE (FSL) LEARNING AT WAYSTAGE LEVEL	BALLROOM 3	**Moderator: Diana Ika Firdaus**
	Nuning C.S.	LITERACY AND LANGUAGE TEACHING		
	Sukma Awliyawati	THE EFFORT TO INCREASE STUDENTS' LITERACY IN STORY TELLING (FABLE TEXT) USING PUPPET AS MEDIA IN 7 GRADE AL KAUTSAR SMPIT AL HARAKI		
19.00	**WELCOME DINNER: ALL SPEAKERS AND PARTICIPANTS**		**PENDAPA TEDJO**	COMMITTE

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
			KUSUMO, FACULTY OF LANGUAGES AND ARTS, YSU	
DAY II: **SATURDAY, 21 OCTOBER 2017**				
07.30 – 08.00		**REGISTRATION**		
08.00 – 09.30		**PLENARY SESSION 3**		
	Pangesti Wiedarti, Ph.D.	*"SCHOOL LITERACY MOVEMENT"*	BALLROOM 1, 2	**Moderator: Sukarno**
	Prof. Dr. Bambang Kaswanti Purwo (MLI)	*"DEVELOPMENT OF INDONESIAN CHILDREN LITERACY: PRELIMINARY SNAPSHOT IN SOME ELEMENTARY SCHOOL"*		
09.30 – 09.50		**COFFEE BREAK**		
09.50 – 10.50		**PLENARY SESSION 4**		
	Dr. Kathryn Rivai	*"LITERACY ACQUISITION AND ITS CHALLENGES AMONG THE CHILDREN OF MIGRANT LABOURERS IN SABAH"*	BALLROOM 1, 2	**Moderator: Ashadi, Ed.D.**
		PARALLEL SESSION IV		
11.00 – 12.00	Roswita Lumban Tobing	STUDENTS BEHAVIOR THROUGH CULTURE LITERATION TS THE REFLECTION OF THE NATIONAL CHARACTER	BALLROOM 1, 2	**Moderator: Maria Octa Elsavana**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Suwarno	MULTICULTURAL LITERACY IN LANGUAGE EDUCATION UTILIZATION OF FOLKLOR NUSANTARA AS MATERIAL OF WORK AND CHARACTER EDUCATION		
	Syed Adil Zaidi	COMBATING THE ATTENTION DEFICIT DISORDER OF STUDENTS IN EFL CLASSROOM FOR ENHANCING THE LITERACT LEVEL		
	Sari (UNTIDAR)			
11.00 – 12.00	Tati Irmaya	USING READER RESPONSE STRATEGY TO IMPROVE NARRATIVE READING COMPREHENSION AND WRITING ACHIEVEMENTS OF THE ELEVENTH GRADERS OF SMAN 10 REJANG LEBONG	PATTIMURA ROOM	**Moderator: Sukarno**
	Yusuf Yulianto	WEBSITE BASED LEARNING TO INCREASE STUDENTS' INTEREST AND MOTIVATION IN LANGUAGE LEARNING		
	Zuvyati Aryani	CHILDERN HOME LITERACY: ANIMATED FILMS AND SPEAKING SKILL		
11.00 – 12.00	Rohali	REPRESENTATION OF PERFORMATIVE UTTERANCE ON	FATMAWATI ROOM	**Moderator: Romulo**

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PARIS JE T'AIME IMPROVING SCIENTIFIC LITERACY USING SYSTEMIC FUNCTIONAL LINGUISTICS FRAMEWORK		
	Farida Agoes	THE INFLUENCE OF REITERATION LEXIACAL COHESION AS THE RETHORICAL COMPONENT OF TEXT INTO THE FLOW OF STORY		
11.00 – 12.00	Siti Perdi Rahayu	SUPRASEGMENTAL PHONEMES AND CHARACTER BUILDING	CUT NYAK DIEN ROOM	**Moderator: Riyan Nuari**
	Sri Diana	BILINGUALISM AND ITS IMPACTS ON BILINGUAL SPEAKERS		
	Udiana Dewi	DIALECT PREJUDICE: LANGUAGE ATTITUDE OF ENGLISH TEACHERS TOWARD LOCAL DIALECT OF SPOKEN ENGLISH IN EFL CLASS		
11.00 – 12.00	Rizki Eka W.H	SHARED-READING PRACTICE: A SIGNIFICANT IMPACT OF PARENTS' INVOLVEMENT IN SUPPORTING YOAUNG CHILDERN'S EARLY LITERACY DEVELOPMENT	BALLROOM 3	**Moderator: Banatul Murtafiah**

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Anisa Nur 'Aini			
12.00 – 13.00		**LUNCH**		
		PARALLEL SESSION V		
13.00-14.00	**Mentari Sinaga**		BALLROOM 1, 2	**Moderator: Adis Kusumawati**
	Pradana Akbar Tanjung			
	Endang Nurhayati	JAVA LANGUAGE GREETING IN PUPPET SHOW		
13.00-14.00	Ina Yuliana	ECO-RECEPTION ON COMPILATION OF ENVIRONMENTAL-ORIENTED SONG LYRICS OF MULTIPLE INTELLIGENCE STUDENTS (MUSICAL-NATURAL) AT IX GRADE STUDENTS OF SMP NEGERI 2 TANJUNG SELOR. THESIS. POSTGRADUATE PROGRAM OF SURABAYA STATE UNIVERSITY	PATTIMURA ROOM	**Moderator: Asrun Lio**
	Maria Octa Elsavana	EFFECTS OF METACOGNITIVE STRATEGIES AND LISTENING ANXIETY ON ELEVENTH GRADERS' LISTENING		

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TIME	NAME	TITTLE	ROOM	CHAIR PERSON
	Dwiyanto Djoko Pranowo	LITERACY ABOUT HIGHER EDUCATION SYSTEM		
13.00-14.00	Rizky Ismail J.	PROMOTING SFL'S MULTI-STRATA LANGUAGE REALISATION AS A FRAMEWORK FOR ENGLISH LITERACY EDUACTION IN INDONESIA	FATMAWATI ROOM	**Moderator: Endang**
	Rohmatul Fitriyah	ACADEMIC LITERACY PRACTICE: THE LANGUAGE USED IN HEDGING AS AN ACADEMIC ARGUMENTATION IN EFL STUDENTS' ESSAYS		
	Siti Aisyah	AN EVALUATION OF ENGLISH LISTENING MOBILE APPLICATIONS FOR GRADE ELEVEN STUDENTS OF SENIOR HIGH SCHOOL		
13.00-14.00	Romulo	ECHOS AND CHAROT IN GAY SPOKEN DISCOURSE: A SOCIOLINGUISTIC INQUIRY	CUT NYAK DIEN ROOM	**Moderator: Evi Fatimatur Rusydiyah**
	Riyan Nuari	JAVANESE 'DANGDUT' AND LANGUAGE ACQUISTION FOR NON-JAVANESE PEOPLE		
	Widyawati	THE ART OF "MAMACA" AND "UI-DAUL": A CULTURAL APPROACH IN KAMPUNG LITERASI		

TIME	NAME	TITTLE	ROOM	CHAIR PERSON
		PASEAN-PAMEKASAN		
13.00-14.00	Nurhadi	THE LEVEL OF INTERNET USAGE TIME AND LITERATURE APPRECIATION OF YSU STUDENTS	BALLROOM 3	**Moderator: Tati Irmaya**
	Sri Rejeki And Anastasia	IMPROVING THE DELF A1 LISTENING ABILITY OF STUDENTS OF SMAN 1 KARTASURA BY TRAINING		
	Wening Sahayu	UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS: LITERACY FUNCTION		
	Sulis Triyono	LITERACY OF WRITTEN DISCOURSE ON GERMAN-LANGUAGE ELECTRONIC MEDIA: AN ANALYSIS OF TEXTUAL AND CONTEXTUAL DISCOURSE		
	Sukarno	LITERACY FOR CHARACTER EDUCATION IN TEILIN		
14.00-14.30	**WRAP-UP SESSION & CLOSING**		BALLROOM 1, 2	**ANITA TRIASTUTI, PH.D.**
14.30	**END OF PROGRAM**		BALLROOM 1, 2	**COMMITTEE**

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UTILIZING TEXTBOOKS TO IMPROVE THE CHARACTER OF LEARNERS: LITERACY FUNCTION

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This paper answers two things: (1) What things from German textbooks can be used to improve the character of the learner; (2) what steps can be taken to improve the character of the learner. To answer the two things above used a qualitative approach. The data source is focused on Studio d A1 textbook. Categorization and contextual analysis are used to find meaning features that learners need to know. Features that provide inspiration and motivation learners can function as a medium to improve the character of learners. The results of the analysis show that the substance contained in the textbook can improve the character of the learner. The substance of textbooks that are culturally charged can be an inspiration and motivation to improve the character of learners. The teacher should invite the learner to jointly explore the cultural content present in the text. Furthermore it provides an opportunity for the learner to internalize the cultural content. It is expected that learners can benefit from other cultures to strengthen their character.

keywords: *german textbooks, character and literacy function*

Introduction

Learning and textbooks are two aspects that are inseparable. Learning may refer to a program, action or effort deliberately designed for learners to obtain learning experience. That experience is related to the cognitive, affective and psycho-motoric aspects. One of the success measurement of a learning process is the learners'positively-oriented behaviors. Textbooks have a significant role to actualize the success of a learning process.

The significant role of a textbook in a learning process is undeniable. A textbook contains learning materials needed by teachers as well as learners. By having it, teachers have some guidance of the cognitive, affective and skill implementation to be transferred to learners.

A textbook contains materials based on the national curriculum instruction. Therefore, it helps teachers carry out their duty to transfer the knowledge, values and skills. A textbook also has a significant role in influencing the learners. By having it, learners are able to learn independently. By having it, learners are able to prepare themselves before the teaching and learning process in the class starts. They are also able to do the exercises they have in it. Besides, they can observe as well as analyze the affective and psycho-motoric aspects in the textbook. By having these kinds of learning activities, the interaction between learners and teachers becomes more effective.

In the learning process of German Education in the Faculty of Languages and Arts of Yogyakarta State University, Studio d A1, A2, B1 and B2 are the main textbooks used by teachers and learners. These books are arranged by a team from Germany. As how a textbook is characterized, Studio d contains the knowledge to develop the skills of speaking, listening, reading and writing in a balanced manner. Besides, Studio d also provides interactions in German cultures covering German grammar and vocabularies. Related to textbooks Studio d especially A1, this paper intends to answer two things. (1) What unsure of a German textbook can be used to develop learners' characters?, (2)

What action can be taken by teachers to develop learners' characters?

Literature Review

A textbook commonly contains interaction in the form of texts, graphics, tables and images. The main characteristic of a textbook for foreign language learners, including German learners, is the being communicative. Permendikbud No. 22 Year 2016 states that a language learning process is designed to give to learners experience of using texts. The word experience in this case refers to the activity of understanding and implementing the knowledge, concept, and procedure to the skills of speaking, listening, reading and writing. These kinds of experience are then applied and used in the learners' real life.

From the Permendikbud above, it can be implied that the literacy in the context of reading ability may support the achievement of the national education goal to improve the quality of learners in terms of cognitive, affective and psycho-motoric aspects. In relation to the development of learners' characters through textbook substances, Anderson and Krathwohl (2001) give several steps that can be done by teachers in the learning process. They are as follows.

(1) Developing the skill of understanding texts. Next, associating the understanding to self-experience
(2) Developing the skill of critical thinking
(3) Managing the creativity in relevance to the texts

From those three steps, teachers are expected to be able to develop the cognitive, effective and psycho-motoric aspects.

Method

A qualitative method was used to study the elaborated problem. The sources of the data were textbooks studio d A1. The objects of the study were contents of texts that contains the cultures of German society. The data were the analyzed descriptively by using categorization and contextual analysis.

Discussion

Textbooks Studio d A1 is the main textbook used by teachers and learners in German Education Study Program in Faculty of Languages and Arts, Yogyakarta State University. Studio dA1 is used as the main textbook in semester. This textbook use knowledge arranged systematically through themes – 12. Each theme contains knowledge used to develop the skills of speaking, listening, reading, and writing German. Besides, the textbook also contains supporting knowledge i.e vocabularies and grammars. Each topic is provided on colorful pages completed by exercises at the end of each theme.

From the themes, the readers can identify what knowledge and cultures are provided. In studio d A1, the themes are Café d (*Café d)*, at Course (*imSprachkurs)*, Cities, States, and Languages *(Städte-Länder-Sprachen)*, Humans and Houses (*Menschen und Häuser)*, Appointment *(Termine)*, Orientation *(Orientierung)*, Jobs *(Berufe)*, Seeing Berlin (*Berlin sehen)*, *Holiday (Ferien un Urlaub)*, Eating and Drinking *(Essen und Trinken)*, Clothes and Climates *(Kleidung und Wetter)*, Bodies and Health *(und Körper und Gesundheit)*.

The learners obtain the cognitive aspects from the knowledge and skills provided and practiced through the materials. Other than the aspects of knowledge and language skills (cognitive and psycho-motoric), the aspects of value or affection are also mediated by these textbooks through texts containing cultural values such as the one on page 16 in Studio d A1 that provides the theme *Treffen im Café* (Funk, Kuhn, Demme, 2015: 16). In the provided dialog, it can be identified that in German culture, there is a good attitude i.esaying "thank you" when someone is asked about his/ her condition. The intended saying-thanks culture is a good model as this kind of behavior may result in harmony in society especially in the communication.

Other German cultures that are in line with the norm in Indonesian society are, among others, punctuality, the habit of not littering, and independence. These cultures can be collaborated with Indonesian daily cultures. This collaboration is intended to complete the learners' daily habit in order for them to develop their good characters. Besides, through cross cultural understanding, they are expected to be able to respect other people.

What can the teachers do to make the most of the texts containing cultural values to improve the learners' characters? First, the learning process is filled with the transfer of knowledge and skills of German. Does the topic being discussed relate to the texts, teachers may improve the text substances by involving learners' individual experience. One of the ways to invite learners to think critically is by asking them to compare the similarities and differences between German and Indonesia society's way of thinking. On this step, learners learn to choose what are suitable to their personalities as well as to respect differences.

Next, teachers give a chance for learners to express themselves through their creations. Teachers can stimulate the learners by giving them tasks to present their opinions on texts through a written form. After that, they can arrange their tasks in a digital album such as blog. This kind of stimulation can be delivered as a model especially when learners have no ideas yet. The steps above are the modification of the steps proposed by Anderson and Krathwol (2001).

Conclutions

From the elaborated discussion above, there are several points that can be concluded as follows. 1. Cultural themes in texts can be used to improve learners' characters. 2. The steps that can be taken by teachers to improve learners' characters are inviting them to learn, and giving a chance for them to think critically and make some creation as the follow up. Learners need to be invited to get used to choosing which culture is appropriate to their personality as well as learning to respect differences.

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It is shared among us that literacy in it broad sense is something certain for the advancement of the human life today an in the future. Meanwhile, literacy is never separated from the problem of language. That is why the culture of literacy must always be fostered, especially through education.

In response to this, this second International Conference and Linguistics and Language Teaching is held. It is expected that this conference enables the cultivation of the insights of literacy, linguistics, and language teaching from various perspectives up to the praxis. Therefore, in this seminar the experts who have been discussing different topics related to the three items mentioned before to gain recognition among the community. Participants are also invited to develop a synergy.

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