

**CULTURAL ELEMENTS FOUND  
IN LAURA INGALLS WILDER'S  
LITTLE HOUSE IN THE BIG WOODS  
FOR SUPPORTING ENGLISH TEACHING**

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***Abstract***

*The research aims at finding the cultural elements in Laura Ingalls Wilder's Little House in the Big Woods. This is a descriptive qualitative research. Data source of this research is Laura Ingalls Wilder's Little House in the Big Woods. The data of this research are words, phrases, clauses, sentences and conversation with cultural elements found on the data source. Technique for collecting data is documentation. The data is classified based on the elements of culture. Technique of data analysis consists of data reduction, data display, and data verification. Theory triangulation is used for data validation. The results of the study show that the cultural elements found in Laura Ingalls Wilder's Little House in the Big Woods are (1) those dealing with the geographical situation such as animals, plants, and season (2) those relating to the tradition such as eating tradition (meal time, food and beverage, and way of cooking), cloth tradition such as types of clothes, medical tradition, hunting tradition, needle work, sugar snow tradition (3) those dealing with religion and folklore (4) those relating to social values such as speaking manner, eating manner, and meeting people manner.*

**Keywords:** *culture, teaching language, little house in the big woods*

**Introduction**

In 1989s the Indonesian television audience was quite familiar with TV series produced by National Broadcasting Company called Little House on the Prairie. The TV series were played on TVRI, the only national television in Indonesia that

time. The TV series tells about the Ingalls family (Charles Ingalls, Caroline Ingalls and their three daughters named Mary, Laura, Carry) living in a farm area near Walnut Grove, Minnesota around 1870-1880's. The TV series were adapted from Little House Series

Books written by Laura Ingalls Wilder.

These books are very popular so they are adapted into TV series that ran for nine seasons from 1974 up to 1983. These books are also translated into several languages such as Indonesia (*Rumah Kecil di Padang Rumpit*), Japanese (*Tsubasa Bunko*), and Spanish (*La casa de la pradera*). Even in 2005 Disney made the mini series version.

The Little House Book Series consists of nine books and one of them is Little House in the Big Woods (LHitBW). This book was published in 1932 and is the first series. This book tells about the Ingalls family living in the log house in the Big Woods near Pepin, Wisconsin, America. There are many cultural elements found in this book such as tradition of sugar snow in winter.

It is a tradition of making sugar from maple tree in winter. Other examples of cultural issues are about the hunting tradition, cooking of some traditional food such as rye Injun bread, salt-raising bread. In LHitBW, there are many terms dealing with kinds of meal and snack made from pig for examples side meat, shoulders, headcheese, lard, crackling, and sausages. These are good teaching material for studying English from other perspective called culture. The problem statement of

this research is what cultural elements are found in the LHitBW.

Teaching material with cultural content hopefully is able to increase the learners' interest in studying English in the class, to enrich the knowledge of the language learners toward certain culture in this case is American culture and to make them aware with their own culture. Teaching English using cultural contents may also bridge the differences of culture existing among the cultures of the language learners and those of the language they are studying.

Studying language is not only about studying the language skills (listening, speaking, reading and writing) and the language elements (vocabulary, pronunciation and spelling). There is one skill that is usually neglected when studying language, it is cultural skill. Language as a mean of communication must be acceptable and come along with the culture where the language is spoken so that the communication process can run well. "How old are you?" is grammatically correct in English to ask about somebody's age, however that question should be avoided in communication with foreigners. Asking about age is considered impolite for most of foreigners so it is wise not to ask them about that. That knowledge is not about grammar but about culture. Understanding a culture is important

in learning language to overcome some misunderstanding in the process of communication.

### **Culture and Language**

Brown (2007:188) defines culture as the context within which we exist, think, feel and relate to others and it is the glue that binds a group of people. It means culture is considered to be the way of life of a certain group of people and culture has become the binder of each members belonging to the group. Culture becomes the guides of the behavior and thought of its members.

Culture sometimes only relates to tradition, customs, arts, skills or tools of a certain group of people in a certain period of time. It, however, can consist of attitudes, values, beliefs, norms and behavior. Matsumoto in Brown (2007:188) defines that culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, belief, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generation relatively stable but within the potential to change a cross time.

Culture is closely related to language since language is part of culture. National Center for Cultural Competence (NCCC) defines culture as an integrated pattern of human behavior that includes thoughts,

communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. From the definition it is noticed that language is one of elements building culture.

Previously it is mentioned that culture can be communicated and transmitted across the generation and when talking about communication, language plays a very important part inside. So it can be concluded that language is a means of communication that can be used to transfer and spread the culture among the society. Besides, communication can be comprehended perfectly if there is compatibility with culture. It means it is difficult to comprehend a goal of communication without sharing the same cultural knowledge or context.

For example when there is an Indonesian traveler asking where they will perform pray to the tour leader in the middle of their travelling in Indonesia, it is probably easy for him to understand when the tour leader says that they will pray in the next gas station. In Indonesia gas station is facilitated by a building named *Mushola* where the travelers can perform their pray. The tour leader's answer can be hard to understand by the travelers from other countries who have no same

concept about praying place in the gas station.

Language is not only a means of communication but also a reflection of the society and their world view. Sapir in Seelye (1993:6) states that the world view of a speech community is reflected in the linguistic patterns they use. Language is an indication of how speakers of that language view the world; and, inversely, how they view the world depends on language system they have. Tense or time in English language system plays an important rule. Tense can influence the meaning of sentences in English language system so that's why most English people pay a great attention on time such as being punctual and no wasting time.

Meanwhile, culture can determine how the speakers of a certain language use it. Culture can be the reason of choosing the language forms used by the speakers. For example the young Javanese should use *Krama Inggil* (the highest rank of language in Javanese) if they talk to the Elders. The reason of choosing this kind of language is being respectful to the Elders as demanded in Javanese culture.

Another example is found in vocabulary. Eskimo people have many vocabularies dealing with the word snow in their language. The same phenomenon happens in Indonesia which is known as an

agricultural country. Indonesian has many terms for the word rice such as *padi, gabah, beras, nasi*. On the other hand, English only knows the word rice for all terms belonging to Indonesian that has been mentioned previously.

The relation between language and culture can also be captured in translation. "Her face is as white as snow" is preferably translated into "*Wajahnya seputih kapas*" in Indonesian. Indonesia has no snow in their season, so to make the good translation the word snow is domesticated into *kapas* (cotton) which looks like snow in color.

Proverb is another proof that culture influences the language use. Indonesian knows a proverb saying "*Nasi sudah menjadi bubur*" which has the closest meaning with English proverb saying "It's no use crying over spilled milk". Those proverbs mean that it is useless feeling sorry about something that has already happened. Indonesian chooses the word *Nasi* while English prefers the word milk. The reason of choosing those words is culture. *Nasi* is the main staple food in Indonesia so it is considered as an important thing. On the other hand, English uses the word milk because milk is so close with its society. Milk is one of food and beverage served in the community.

#### **Culture and Teaching Language**

The language learners must be familiar with four language skills that they have to master when they study

a foreign language such as listening, speaking, reading and writing. There is still the fifth skill that language learners should know, i.e. the cultural skill. Studying a language especially a foreign language is not only studying about its skill and elements but also about its culture. A language learner may be able to make a sentence correctly but the sentence cannot be accepted by the speaker's culture. For instance Indonesian learner will translate the sentence of "*Jariku terpotong*" into "My finger is cut". Grammatically the sentence is correctly constructed but that construction is not common used in English which prefers saying I cut my finger.

Introducing culture such as its norms, tradition and customs is necessary in studying a foreign language to overcome misunderstanding among the native speakers and the learners. The example for this case is when asking a foreigner a question such as "Where are you going?" The question sentence is grammatically correct so it is very simple for them to answer it. They, however, do not really like to answer it because asking about where they going are not common and being considered as interrupting their privacy so that can make them uncomfortable. Misunderstanding happened in communication process can be solved by knowing a bit about the culture of its language. Grammatical errors in communication can be

tolerated but cultural errors cannot be.

Culture needs to be learned in language learning. Douglas (2007:189-190) mentions that the acquisition of a second language, except for specialized, instrumental acquisition (as may be the case, say, in acquiring a reading knowledge of a language for examining scientific text), is also the acquisition of a second culture. It emphasizes that studying a language is also studying about its culture. Actually cultural elements have already been introduced in some methods of foreign language learning such as English. Introducing culture can reduce the culture shock in the communication process. The cultural skill will be useful when the language learners really live in the countries where the foreign language is spoken.

Introducing culture can also give understanding about stereotype. Stereotype is an opinion about individuals based on the group of society where the individual belongs to. Example of stereotype is all Americans are generally considered to be friendly, generous, and tolerant but also arrogant, impatient and domineering. Understanding about others culture actually can increase awareness of the learners own culture. Knowing others culture also teaches the learners how to respect others culture and makes them proud of their own culture.

### Cultural Materials in Language Class

Introducing culture can be done through simple ways such as introducing geography, tradition, customs, and life style of the native speakers. Those, however, should be integrated in language learning such as listening, speaking, reading, and writing. Introducing culture in language class can reduce boredom in the class and increase students' interest because learning language from other perspective.

There are some materials that can be used to teach language with culture elements. The followings are some materials dealing with culture that can be applied in language class;

#### 1. Food and beverage

Every nation has its own food and beverage. It can introduce the students to the new vocabularies dealing with name of food and beverage. Food and beverage topics can be used to teach procedure text.

#### 2. Holiday and Festival

There are many holidays and festival found around the world such as Bank Day, *Muharam* Day, New Year Day, *Ngaben*, Thanksgiving, and Halloween. Knowing holiday and festival of other countries can increase the students' knowledge dealing the culture. The language learners can learn what the people usually do in those holidays, how they celebrate those holidays. etc. These materials can be used to teach descriptive text such as describing

about certain holidays or festival. Besides it can be used to teach recount text such as telling or writing about the last New Years celebration of each language learners, the experience of watching *Ngaben* celebration in Bali, Indonesia.

#### 3. Clothes

Clothes match with the culture, geographical situation, as well as seasons. Knowing kinds of clothes enables the language learners to increase the vocabularies dealing with kinds of clothes, fabric. Besides, the language learners can also learn about traditional clothes of certain countries such as *Kebaya* from Indonesia and Kimono from Japan. Material on clothes can be developed into descriptive text material such as describing the traditional clothes.

#### 4. Music

Music can cover kinds of music, traditional music instruments or traditional song. These materials will help the students to learn new vocabularies. Songs can be very useful to develop the students' listening ability and pronunciation.

#### 5. Currency

Learning about currency will increase students' knowledge on currency such as the nominal value and the history of the currency.

#### 6. Traditional stories

Every country has traditional stories such as *Timun Mas* (Indonesia), Mulan (China), and Robin Hood

(England). These stories can be used for the material of reading recount and narrative text. They can also be used to explore the writing skill. Furthermore they can increase the students' vocabulary.

#### 7. Religion

Religion such as the celebration of certain holiday can be used to introduce culture in language class. The description of certain celebration such as Eids Festival is good sources for teaching reading using descriptive and news report text. This material can also add students' vocabulary dealing with religion activity.

#### 8. Family

Family is a good source to introduce culture, such as the concept about who the family is. Using material dealing with family, the learner can know about the address terms of a country.

#### **Little House in the Big Woods**

Before talking more about Little House in the Big Woods, it is necessary to know about the books called Little House Series written by Laura Ingalls Wilder. Laura Ingalls Wilder was born on February 7, 1867 in Pepin Country, Wisconsin, America. She died on February 10, 1957 in Mansfield, Missouri, America. Laura was an author. Little House Series consists of nine books; Little House in the Big Woods (1932), Farmer Boy (1933), Little House in the Prairie (1935), On the

Bank of Plum Creek (1937), By the Shore of Silver Lake (1939), Little Town in the Prairie (1941), These Happy Golden Years (1943), and The First Years (1971).

Little House in the Big Wood is the first series of Little House Books. It is an autobiographical children's novel. It was published by Harper in 1932. The story in LHitBW is based on Laura Ingalls Wilder memories of her early childhood when living in a log house in the Big Woods near Pepin, Wisconsin in the early 1870s. Laura lived there with her parents (Ma and Pa, the address term used to call parents instead of calling them father-mother or daddy-mommy), her elders sister (Marry) and her younger sister (Carry). The book also tells about some traditions such as sugar snow which deals much with the process of making maple syrup. There are stories about how to slaughter a pig and how to cook it into many kinds of meal and snack, how to make cheese, etc. The book also explore about the recipes of traditional cake, pie, bread.

#### **Metodology**

This is a descriptive qualitative research. This research describes the phenomenon dealing with culture found in the LHitBW written by Laura Ingalls Wilder. The data are all cultural elements found in Laura Ingalls Wilder's LHitBW. The technique of data collection is documentation in which the data are collected from written object such as

books, magazine, documents, notes and other documentation. After that the data were classified based on the elements of culture. The analysis data consists of data reduction for reducing some data that do not have relation to cultural elements, data display, and data verification. Theory triangulation is used for data validation.

### **Discussion**

The Cultural Elements Found in Laura Ingalls Wilder's LHitBW.

#### **1. Geographical Situation**

The setting of LHitBW is in a little city called Pepin, Wisconsin, Minnesota in United State of America. Minnesota is a big woods area which consists of prairie. The cultural elements belonging to the geographical situation are plant, animal, and season.

##### **a. The Plants**

The plants found in this book are trees, flowers, and vegetables. The researchers found oak tree, maple tree, cherry tree, pine tree, hickory tree and walnut tree. Those kinds of trees are commonly grown and found in the Big Woods area. Flowers appears in this book are buttercup, violet, tiny starry grass flower. The vegetables found in the book are potato, carrot, beet, turnips, cabbage, pumpkin, and squashes. Besides, the plants found are corn and wheat that belongs to staple food there in that time.

##### **b. The Animals**

The researchers classified the animals found in this research into wild animal, rodent, the prey, and livestock. The wild animals found are wolf, bear, panther, black cat, and fox. The researchers found rodents such as muskrat, mink, otter, and squirrel. The preys found are rabbits, deer, and even bears. Cow and chickens belong to common livestock there. Besides, there are horses that are commonly used to pull the wagon.

##### **c. Seasons**

Minnesota is in America which has four seasons namely winter, spring, summer, and fall (autumn). Season has big influences in the culture such as the clothes and the way to adapt.

- 1) Winter is the coldest season of the year. Winter is usually on December, January, and February. Snow falling is always at the beginning of winter time. Day time is longer than night time in winter. To decrease the coldness in winter the people usually keep their fire on in their house. They people prefer staying at home to having their activity outside. People wear thick layer clothes to keep their body warm during having activities outside. Before the winter comes, people will prepare their winter needs. The people usually store their vegetables, fruit, fish, and meat for winter in the attic. Sugar snow marks the coming of winter.



Sugar snow is harvest time of sugar from maple tree. Maple tree will be sapped and the sap will be made into sugar.

leaves change their color and finally fall.

- 2) Spring comes after winter from March, April, and May. Snow is lesser during this season and finally disappears so the people start to cultivate their field. The plants grow and flowers bloom in spring. The weather is warm and sunny. The day is longer than the night. The animal hibernated in winter wakes up on spring. No more hunting in spring, spring is not appropriate for hunting since the animals which woke up from hibernated is not quite fat for being hunted. The livestock such as cows are taken to the wood to eat grass.
- 3) The next season is summer. It is the hottest season of the year. It usually takes place from June up to August. There are many activities done in this season, most is visiting family and relatives. Day time is shorter and night time is longer in summer. No more hunting in summer because they have already had enough food from cultivating the field since spring.
- 4) The last season is fall or autumn. This season usually starts from September up to December. The day is getting shorter and the weather is getting cooler because it is close to winter time. The

## 2. Tradition

The traditions found in LHitBW deal with (a) meal tradition such as food and beverage, meal time, how to cook meal, (b) clothing tradition, (c) traditional medical treatment (d) hunting, (e) needle work (f) snow sugar.

### a. Meal Tradition

#### 1) Meal Time

Meal time consists of breakfast, dinner, supper. There is no term of lunch found in this book. Dinner is used to change the term of lunch. So far most of Indonesian learners know that lunch and dinner is different. Dinner is a meal eaten in the evening especially a formal one. Lunch is a meal taken in the middle of the day but in British English this can be called dinner.

#### 2) Food and Beverage

The food found in LHitBW is vegetable, meat, bread, cake, and milk.

#### 3) Meat

Meat is the main food in the story especially in winter time. Meat is got from hunting. To keep the meat, the people use very traditional ways such as salting and smoking. The people have venison (deer) and pork (pig). Pork is the most favorite meat on the story. Bacon can be made into a lot of kind of food such as: (1) ham is pork that has been preserved through

salting, smoking, and wet curing (2) shoulder is a piece of meat that includes the upper part of an animal's front leg (3) side meat is slabs of meat taken specifically from the sides of pig (4) spare ribs is a cut of meat from the rib section, especially of pork or beef, with some meat adhering to the bones (5) belly is a boneless cut of fatty meat from the belly of a pig.

Besides, there is still some part of pig that is cooked such as liver, tongue, and head. The head is made into headcheese. The smallest meat is made into sausage which is seasoned with salt, spices. Pig produces lard which is used as spice when cooking and is sometimes made into butter. The pork rind is fried into a snack called cracking.

#### 4) Fish

The people also consume fish. They keep fish by salting them and store it in the barrels.

#### 5) Bread and cake

Bread and cake is also among the menu served on their meal. The cake found is salted-rising bread and rye'n Injun bread. Salted-rising bread is thick white bread that is made with no rising. Salted-rising bread is made from wheat, water or milk and corn. One typical way of serving this bread is as toast. Rye'n Injun bread is made from corn and rye. Injun is one of Indian tribes as the native of America. Corn is the first native staple food that was adapted by the European immigrants when they came to the New World (America).

Rye 'n Injun usually is served with baked beans.

Cake found in this book is Johnny cake. Johnny cake is also popular with jonny cake or Shawnee cake or Johnny bread or corn bread, jonikin or mushbread. This bread is made from corn mixed with salt and warm water or milk and sugar. This is a native food of North America. This bread is served with maple sugar as its topping. This bread is baked in the fire place. Johnny cake is easily made and prepared to have a journey so many people call it Journey cake too.

#### 6) Pie

The next food is pie. Pie is a baked dish made of a pastry dough casing. Pie is filled with some kind of filling such as meat, fruits, and vegetables. Pie is kind of dessert.

Pie found in this book is pumpkin pie, vinegar pie, and dried apple pie. Pumpkin pie is sweet dessert made from pumpkin, milk and eggs baked on a pie plate. People usually serve this pie in autumn and in the early winter for Thanksgiving and Christmas. Vinegar Pie is a pie filling with water, vinegar and butter then is sweetened with brown sugar. This is a traditional pie with traditional recipe. Dried apple pie is a sweet pie made from dried apple baked in a pastry.

#### 7) Pancake

Pancake is a flat thin round cake made from flour, eggs, milk, and

butter. Pancake is cooked on a hot surface such as frying pan. Pancake is considered as breakfast menu in America. Pancake is served with jam, fruits, syrup, chocolate, and meat as its topping. Pancake is a bit similar with *Srabi* in Indonesia.

#### 8) Sandwich

Sandwich is food consisting of one or more types of food like vegetable (lettuce, tomato), meat, egg, and cheese that are placed between slices of bread. Sandwich is popular in America but now it spreads around the world. Sandwich is usually served as breakfast menu. People, however, often bring sandwich to work place, school or picnic for lunch menu.

#### 9) How to cook

There are many procedures of cooking some food, such as how to smoke meat, how to cook pork, how to color the butter, how to make pudding, how to make cheese, how to make candy, how to make pumpkin pie.

##### a) How to smoke meat

The people on the story preserve the meat they have by smoking and salting. Salting is done by spreading salt over the meat then it is wrapped in paper and is stored in the attic.

Smoking is done in a simple way. They use the hollow log applied with chain of nails inside the hollow to hang the meat. In the top of the log is covered with roof and in the bottom

of it is put a small door. The meat that has been salted is hung in the nails inside the hollow log. Just inside the little door in the hollow log there is a fire of tiny of bark and moss to smoke the meat. To keep the fire on some of the chips is put on it. When the meat has been smoked enough, then the fire is put off and all the strips and pieces of meat out of the hollow tree. The meat is wrapped each neatly in the paper and hung them in the attic.

##### b) How to cook pork

Pork is the most favorite meat. Having cut, some of the pork is preserved by smoking and salting. Others is cooked into some food such as

##### 1. Headcheese

The head is scraped and cleaned carefully and then boiled till all the meat fell of the bones. The melt meat is chopped fine and seasoned with pepper, salt, and spices. Then it is mixed with the pot-liquor and set in a pan to cool. When it is cool it will be cut into slices and that is headcheese.

##### 2. Sausage

The little pieces of meat lean and fat that has been cut off the large piece is chopped and chopped well. Then it is seasoned with salt, pepper, and dried sage leaves from the garden. After that, the meat is tossed and turned until it was well mixed and molded into balls. Then the balls are

put in a pan out in the shed to freeze them.

### 3. How to color the butter

The people color the butter especially in the winter because butter looks pale white in the winter. They use carrot that has been grated for coloring the butter.

### 4. How to make candy

Candy is the most favorite snack for children especially in Christmas. Most of the family make candy for their children. They make candy from molasses and sugar. First they boil the sugar and molasses on the pan so they become thick syrup. After that the syrup will be poured in little stream into another pan filled with clean snow.

### 5. How to make pumpkin pie

Pumpkin pie is sweet dessert made from orange-colored pumpkin. The way to make it is simple. First is cut the big orange-colored pumpkin into halves so it is easy to clean the seeds out of the centre and cut the pumpkin into long slices. After that pare the rind and cut the slices into cubes. The next is put them into the big iron pot filled with some water on the stove and boil slowly until the pumpkin becomes thick, dark and good smelling.

### b. Clothing Tradition

Season influence much on the clothes worn by the people on the story. for instance on winter they prefer thick clothes to keep them warm. Even

they wear layers of clothes such as coat, robe with muffler and shawls.

The clothes they usually wear are:

- 1) Head cover such as veils, sunbonnets, and cape hood for women and girls, hat and cap for boys and men. Head cover is used to protect them from sun heat but sometime it is for fashion too.
- 2) Coat and robes
- 3) Petticoat, dress and gown for women and girls.
- 4) Shawls and mufflers for covering shoulders and neck.
- 5) Mitten and gloves for keeping hands warm.
- 6) Shoes and stocking for footwear.

### c. Traditional Medical Treatment

The tradition for medical treatment found here deals with how to cure the bee sting (Yellow Jacket). The first step to help someone bitten by Yellow Jacket is covering him or her with mud on the part of body bitten. To reduce the fever that comes along after the biting, give some traditional herbs.

### d. Hunting Tradition

Hunting has become a tradition of the people in the story especially approaching the winter time. They hunt for meat and fur. They bring the fur to the town for trading. They hunt for rabbits, deer, and even bears. They hunt with guns and snare.

There are two activities dealing with hunting tradition found in the book such as making bullets and deer-lick.

1) Making Bullets

They make their own bullets by melting the bits of lead in the big spoon with the coal. After that the melted lead is poured into the little hole in the bullet-mold. When the bullets are done then dropped them out of the mold.

2) Deer-lick

Another thing deals with hunting is deer-lick. It is a place in the forest where the deer come to get salt. The people sprinkle the salt over the ground and wait for the deer coming to the area and licking the salty place in the ground so that they can hunt the deer easily.

e. Needlework

Needlework is a very popular skill in women and girl activity. Many women and even young girls have good ability in needlework such as sewing, knitting and quilting. Wives prefer sewing clothes for themselves and their family. There are two kinds of needlework found in LHitBW, such as;

1) Nine-patch work

Nine-patch quilt is closely related to patchwork quilt. It is a kind of needlework that deals with combining two or more layers fabric. The first layer or the top layer consists of repeat patterns built up with different fabric shapes. The second layer or the bottom consisting of another fabric becomes the

backing. Both layers are quilted by hands or machine using running stitch. This needlework is popular in American especially in Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Missouri, North Dakota, South Dakota, and Wisconsin). This skill is popular among women and girls activity just like found in this book. Mary, a seven year old girl character in this book, is able to sew on her nine-patch work creation.

2) Knitting

Another kind of needlework that is popular among the women and girls is knitting. Knitting is a method by which yarn is manipulated to create a textile or fabric. The knitting is also recognized in this book. One of the characters naming Laura who is younger than Mary is also able to knit on the tiny mittens.

f. Sugar Snow Tradition

Sap of a special type of Maple tree can be made into sugar. It is called Maple Sugar. The best time for making this sugar is in the end of winter. Winter and snow can hold the leafing of the tree and make a longer run of sap. When there is a long run of sap, it means people can make maple sugar to last all the year. This is known as sugar snow.

Even though, sugar snow is usually on winter but its preparation has been made since springtime. There are some utensils to prepare for sapping the maple tree such as wooden buckets and little troughs from cedar and white ash for those kinds of woods will not give bad taste to maple syrup.

To sap the maple tree, there are some steps. First is to bore a hole in each maple tree and hammer the round end of little trough into the hole. Second is to set a cedar bucket on the ground under the flat end. Third is to gather the sap into barrel then ready to make into syrup.

There are some procedures to make maple syrup. The first step is put the sap inside the iron kettle. Then setting a big bonfire under the kettle and boiling the sap. The fire must be hot enough to keep the sap boiling. Every few minutes the sap must be skimmed with a big long handled wooden ladle. When the sap has boiled down enough, fill the bucket with the syrup. After that, boiling the sap until it grains and cooling it in a saucer. Then ladles the thick syrup into the milk pans that are standing ready and it will turn to cakes of hard brown maple sugar.

### 3. Belief

Belief in this research finding is classified into religion and folklore.

#### a. Religion

The main religion in this book is Christian. They are very loyal Christians. It can be seen from their daily life. One of the significant religion lives in this story is about Sunday. For most Christians at that time, Sunday is observed as a day of worshipping and rest. They hold it as the Lord's Day and the day of Christ's resurrection.

Sunday is started from Sunday morning up to Sunday evening. Previously Sunday is started from Saturday night up to Sunday evening. The people are not allowed to do all kinds of housework. All they have to do are worshipping such as going to church, reading bible at home, praying to God.

#### b. Folklore

Folklore can be described as traditional art, literature, knowledge, and practices that are passed on in large part through oral communication. Folklore expresses the ideas and values of a particular group.

There is some folklore found in LHitBW such as:

##### 1) Jack Frost

Jack Frost is an imagined old man with pail and brush who painting leaves on autumn. Jack Frost is believed to be the person who turns the green leaves into red, yellow, orange, brown and finally fell down in autumn. Besides, Jack Frost is believed to be the one who makes the

weather becomes so frozen on winter by touching his nose and foot steps on the window.

## 2) Santa Claus

Santa Claus is known as Saint Nicholas or often is popular as Santa. He is a mythology figure dealing with Christmas so that's why he is well-known as Father of Christmas. Santa Claus is usually described as a portly, joyous, white bearded man with red coat and trousers and black leather belt and boots. He carries a bag full of gifts for children celebrating Christmas. He usually comes at the mid night of Christmas Eve through the chimney.

It is told that Mary, Laura, and their cousins celebrating Christmas in their house, hung their stockings by the fireplace.

## 3) The moon is from green cheese.

It is mentioned in the story that some people still said that the moon is from green cheese. This saying is not true because the moon is not really from green cheese. The green cheese means the unripe cheese. The saying is a metaphor which compares two unlike objects i.e. the moon and the cheese. The comparison makes sense actually. The saying compares the appearance of the moon which is round and rough because of some holes on its surface. That appearance looks like a surface of cheese.

## 4. Social Value

The social value found in LHitBW deals with some speaking manner, eating manner, and meeting manner.

### a. Speaking manner

There are some manners dealing with speaking found in LHitBW such as no interrupting while someone is speaking, polite language usage for the Elders and thanking to other's giving.

### b. Eating manner

No speaking while eating and no playing with food are manners dealing with eating manner found in LHitBW.

### c. Meeting manner

When meeting people for the first time, it is a must to greet them "How do you do?"

## Conclusion

LHitBW is one of Little House series written by Laura Ingalls Wilder. It is the first book of Little House series published in 1832. This book can be used to introduce culture to the English learners. This book consists of many interesting cultural elements that can increase the learners' knowledge about the culture of the target language in this case is English.

The cultural elements found first are those relate to the geographical situation covering animals, plants, and season. Second ones are those dealing with tradition such as eating

tradition (meal time, food and beverage, and way of cooking), cloth tradition such as type of clothes, medical tradition, hunting tradition, needle work, sugar snow tradition. Third ones are those relating to belief such as religion and folklore. The fourth ones are those dealing with social value such as speaking manner, eating manner, and meeting people manner.

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