

CHAPTER I

INTRODUCTION

A. Background of Study

It is an obvious that language is a part of culture. Language is a symbol and an identity of a culture. According to Wittgenstein, language is a thing used by human to coordinate their action in social context.¹ He also says that a language has a rule to develop the understanding on ‘how the way we live’ in a certain society. So that, when we learn a certain language, we are unconsciously learning the culture of certain community.

It is also strengthened by David Matsumoto in his book. He states that some people nowadays believe that handling the diversity of cultures, reins and ethnics is important.² This happens due to there are many alteration and social issues spread in the entire world, and it is important and urgent to be faced today. As human being, we are also should be aware and make ourselves ready toward the world’s changing.

At present, there are many schools in Indonesia begin to apply “Love Our Own Culture” program to conserve Indonesian culture which is gradually

¹ Chris Barker, *Cultural Studies*, (Yogyakarta: Kreasi Warna, 2005), p. 91

² David Matsumoto, *Pengantar Psikologi Budaya*, (Yogyakarta: Pustaka Pelajar, 2004)

eroded by the development of technology. Teachers begin to introduce many kinds of Indonesian cultures, such as *gamelan*, traditional languages, songs, dances and *wayang* to the students as a way to keep the culture from extinction. This program also has the aim to make students conscious about the importance of their own country's cultures.

Irwan Abdullah states that knowing and understanding other cultures not only inform us about the knowledge of its culture, but also helps us to understand more about our own culture.³ So that, learning other cultures need to be considered as the right way to appreciate and respect our own culture.

When a person tries to learn other cultures, he will try to explore his own culture unconsciously. In exploring other cultures, they may make comparison between others and their own culture. During this comparison, they may think that their own culture is better than others. This will make them amazed and love their culture.

Furthermore, if we want to learn language well, we may need to pay attention to the way of native speaker in expressing it. Due to this case, we need to know their culture, at least the way they speak and express their minds. Indeed, Dr. Vernon A. Magnesen as quoted in *Quantum Teaching* says that, we learn 30% from what we see, 50% from what we see and listen and

³ Irwan Abdullah et al., *Budaya Barat dalam Kacamata Timur*, (Yogyakarta: Pustaka Pelajar, 2006), p. 374

90% from what we have said and done.⁴ According to this sentence, the teachers should be creative to create some activities that make their students learn English well. Thus, when students are given such kind of cultural materials, they will learn English better because they will understand English by learning its culture.

Moreover, the curriculum of character building is being socialized to the teacher in order they can bring their students to find and have a good character in teaching and learning process. Among eighteen characters that should be implemented in the classroom, there are three among them that related to cross cultural understanding issue. Those three characters are tolerance, nationality spirit and patriotic which can be built by cross cultural understanding strategy.

Dealing with teaching strategies, teacher has the main role in creating classroom activities which encourage students' awareness of cultural understanding. Utilizing different types of culture from Indonesia and foreign will be one of strategies to create classroom activities which have cultural background. It seems that transferring new cultures and its differences will help students understand English easily. Despite of that, teachers should be aware of what they should do to create appropriate teaching and learning

⁴ Bobbi DePorter, Mark Reardon and Sarah Singer-Nouri, *Quantum Teaching: Orchestrating Student Success* (Bandung: Penerbit Kaifa, 2001) p. 57 translated by Ary Nilandari

activity.⁵ For example, students need to read the right books, magazine, news or other reading materials to enrich their vocabularies and need to listen the right material to make their listening skill improved.

As a good teacher, we also should know what our students' wants. Hence, to find some information of students' needs, good strategy should be applied to get success in learning English. Accordingly, teachers are at first need to know students' perception toward the way of teacher's teach and the materials that given by the teacher.

It is important to understand students' perceptions about something, due to students' perception is related to their want and their expectation toward learning at school. Linda L. Davidoff in Introduction of Psychology says that people who hold their bias and expectancy will affect to their forming of impression.⁶ Knowledge of student's perception toward the subject should be seriously studied and considered by the teacher to understand and facilitate the student's expectation. So, by knowing students' perceptions, teacher will be easy to find the right ways and right strategies to teach and motivate them in learning English. From these perceptions, teacher will also be easy to sort or choose the right material which is good or not good to be studied by the students.

⁵ Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 1997), p. 43

⁶ Linda L. Davidoff, *Introduction to Psychology*, (US: Mc Graw-Hill, 1976), p. 304

The writer chooses SMA Negeri 3 Mojokerto as the place to do the research because it has potential students to be researched since it has applied the program “love our own culture” which promotes cultural understanding. In addition, English teachers in this school always use the term “other cultures” when teaching English.

Based on the background above, the researcher is interested in doing a research of “The Use of Cross-Cultural Understanding to Ease Learning English at the Second Year Students of SMA Negeri 3 Mojokerto”.

B. Problems of Study

Based on the general background of the study above, statement of the problem can be stated as:

1. How is the implementation of cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto?
2. What are the constraints in implementing cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto?
3. How is the second year students’ perception toward the use of cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto?

C. Objective of Study

The objectives of the research are as follows:

1. To know the implementation of cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto.
2. To analyze the constraints in implementing cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto.
3. To analyze second year students' perception toward the use of cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto.

D. Significance of Study

This research is expected to give some benefits:

1. For English teachers : it can give input to the teachers in conducting English teaching, as determining the right strategy and methods, overcoming the problems in class as well making a good atmosphere in teaching.
2. For students : as the learners, they are expected to understand their perceptions toward the use of cross-cultural understanding to ease learning English in their school and students' perceptions toward foreign cultures and whether they like to know the culture of foreign language and as the motivation in learning English better.

E. Scope and Limitation of Study

In this research, the writer limits the research on the implementation of cross-cultural understanding to ease learning English at the second year students of SMA Negeri 3 Mojokerto.

She also analyzes the constraints and the students' responses toward the use of cross-cultural understanding to ease learning English at the second year students' class.

F. Definition of Key Terms

Learning : knowledge or skill acquired through experience or study or by being taught. ⁷

CCU (Cross Cultural Understanding): understanding people from different cultural background. ⁸

⁷ Drs. Syaiful Bahri Djamarah and Drs. Aswan Zain, *Strategi Belajar Mengajar*, Ibid., p. 5

⁸ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*, (USA: Heinle and Heinle Thomson Learning, 2001), p. 443