

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Language as a Part of Culture

Language is a part of culture and a culture is a part of language. Learning a language will also involve learning the culture. In other word, learning a second language is also learning a second culture. Brown has said that these two things are interchangeably related to each other. He also says that those two things cannot be separated each other without losing the significance of either language or culture.¹

Winston Brembeck emphasizes:²

“To know another’s language and not his culture is a very good way to make a fluent fool of one’s self.”

It is truly obvious if we want to learn other languages well, we should know and learn their cultures.

The process of learning language does not concern with its linguistics knowledge but also the cultural knowledge of where the language comes from. Thus, it is recognized that linguistic and cultural knowledge are two vital areas that should be acquired if learners want to succeed in target language. It is

¹ H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*, (New York: Pearson Education Company, 2000), p. 177

² Deena R. Levine and Mara B. Adelman, *Beyond Language: Cross Cultural Communication 2nd Edition*, (USA: Pearson Education, 1993), p. 63

supported by Brown; he says that second language learning involves the acquisition of a second identity.³ As we all know, the second identity is the second culture itself.

George Yule also states that the term culture refers to all the ideas and assumptions about the nature of things and people as the members of social groups.⁴

Santrock said in *Educational Psychology* that:⁵

“Culture refers to the behavior patterns, beliefs and all other products of a particular group of people that are passed on from generation to generation.”

Hymes emphasizes that learning a culture is a fundamental part of language learning and education because it is critically influence the values of the community, everyday interactions, norms of speaking and behavior, and the socio-cultural expectations of an individual’s roles.⁶

Moreover, Marianne says that learners need to attain second language socio-cultural competence in order to become proficient and effective communicators.⁷ She also states that people’s inability in understanding socio-

³ Ibid., p. 82

⁴ George Yule, *Study of Language*, (UK: Cambridge University Press, 2006), p. 224 <<http://www.amazon.com/Study-Language-George-Yule/dp/052156851X>> [accessed 12 May 2011 9:54]

⁵ John W. Santrock, *Educational Psychology*, (New York: Mc Graw-Hill, 2006), p. 134

⁶ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*, Ibid., p. 444

⁷ Ibid., p. 443

cultural expectations could impact non-native speakers' (NNSs') ability to function in a second language community.

Dr. Peter J. Silzer states:⁸

“You should also pay attention as you learn another language so that you do not automatically translate words into English without considering what those words mean in their context.”

When learning other languages, we need to know the context of utterances and expressions in the language. Hence, when learning English, we need to know the right context of the English language use. The context here means the culture of that origin language.

B. Cross Cultural Understanding

Cross cultural understanding is a study about the culture difference and has the aim to build students' awareness. Santrock says that a cultural study is a study that compares what happens in one or more other cultures. This study provides information about the level to which people are similar and to what level of behaviors are specific to certain cultures. That is why there is cross-cultural understanding.⁹

Cross-cultural understanding is concerned with understanding people from different cultural background. If people recognize and understand different world

⁸ Dr. Peter J. Silzer, *Working with Language*, Department of TESOL and Applied Linguistics School of Intercultural Studies Biola University, 2005, p. 44.

<<http://www.scribd.com/doc/23736421/Working-With-Language-2005>> [accessed 12 May 2011]

⁹ John W. Santrock, *Educational Psychology*, *Ibid.*, p. 135

views, they will usually adopt positive and open-minded attitude toward cross-cultural differences.¹⁰

1. Cross Cultural Understanding in the English Class

Teacher and students who learn second language need to understand cultural differences to recognize openly that people are not all the same. We can learn the differences, appreciate them, and respect values of every human being.

It has been said by the previous researcher, when we learn other cultures, the knowledge of our own culture will be comprehended well. Therefore, students will have the ability to respect their own culture more deeply.

Thus, the teaching of English in Indonesia should cover not only the linguistic competence but also the cultural understanding. The teaching and learning process should include the cross-cultural communication between foreign culture and our own culture of Indonesia.

2. Cross Cultural Understanding to Ease Learning English

Cross-cultural understanding has its positive and negative effects to the students. When the students get the negative one, it seems that the

¹⁰ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*, Ibid., p. 179

motivation and the interest of learning English will be decreased. So that, as the facilitator, teacher should make sure that the students can get both positive and negative effect. Teacher should give the understanding to the students about other cultures which are different from theirs. So that learners can sort the differences of other cultures through their awareness and responses, values, and appreciation to the foreign language.

Teacher, as the main role in the classroom, should create a good material that can make students feel enjoy and easy to learn English. Dina states in her book about teaching language in the classroom that teacher should use videos, songs or other interesting material, so that students can get the language better.¹¹

Then, it is emphasized by Marianne; she says that a teacher should encourage students to practice more on learning second language:¹²

1. Teacher can make standard checklist of linguistic and social features of speech events and interactions to motivate students in doing basic learning such as in cafeterias, restaurants, stores and libraries.
2. Teacher can make a comparison between politeness and conversational routines to the learners in English-language material, such as movie clips,

¹¹ Dina Indriana, *Gaya Pembelajaran Efektif*, (Surabaya: Diva Press, 2011), p. 176

¹² Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*, Ibid., p. 447

recorded audio and video interviews, taped dialogues that accompany many student texts, or even materials for standardized test preparation.

3. Teacher can make similar checklists for expansion and more sophisticated linguistic, social, and behavioral features of interactions, such as the location where the interaction takes place (an office, a hallway, a street), the availability of time (a scheduled appointment, a lunch hour, a break between classes), and/or the complexity of the task for example in the speech act.
4. Teacher can assign students to investigate various types of speech act such as making appointments, seeking clarifications, or responding requests, and even longer conversational exchanges such as making small talk or negotiating the time and the place of meetings.
5. Teacher can make students participate in role plays, short skits, or mini-plays, for which they write scripts to center on linguistic features of particular speech acts or types of conversational exchanges in their second language.

One of the ways to implement those strategies is giving them in the warmer or filler in the teaching and learning process. As we all know, warmer is an activity designed to get things started, wake up tired students (and teachers) and prepare brains, mouths, ears and eyes for study English, while

filler is an activity you can add to a class because you have time to fill.¹³ Getting the students' minds on the topic before specifically addressing the topic, will allow the students to get used to thinking about the lesson, vocabulary or grammar structures that they will need for the lesson.

Krashen talks about the 'affective filter' that prevents our 'Language Acquisition Device' from working well. According to him, people learn best when they are comfortable, and a warm up activity is about making them feel comfortable.¹⁴ So that, warmer is one of the important thing that should be used by teacher to ease students in getting the lesson.

In using cross-cultural awareness as the warmer or filler in the teaching and learning process, teacher can give them simple warmer about holidays, travel and different countries exercise to revise the names of countries and holiday activities may help. Begin by saying, "I enjoyed snowboarding in Canada." Next, get each student to repeat the previous destination and activity, including their own idea. For students who have not

¹³ Jean Sciberras, <<http://www.onestopenglish.com/teenagers/skills/warmers/>> [accessed February 21th, 2012]

¹⁴ Susan M. Gass and Larry Selinker, *SECOND LANGUAGE ACQUISITION - An introductory course*, 2008 Taylor & Francis, p.402

yet learnt past tense, simply begin with something like, "I love skating in Holland," or "I like swimming in Spain."¹⁵

Next, in teaching a foreign language, teacher should be sensitive to the feebleness students by using techniques that promote cultural understanding. Donahue and Parsons investigate:¹⁶

“The use of role-play in ESL classroom as a means of helping students to overcome cultural ‘fatigue’; role-play promotes the process of cross-cultural dialogue while providing opportunities for oral communication.”

Besides, other materials and techniques, such as readings, films, simulation games, cultural assimilators, ‘culture capsules’ and ‘culture grams’, according to Donahue and Parsons, those media are also useful to help teacher in the teaching and learning activity.¹⁷

When a teacher uses cross-cultural things in the classroom, he or she needs to consider a number of issues:¹⁸

¹⁵ Kate Le Page, *Creating Warmers for TEFL Lessons - English Lesson Planning*, <<http://kate-le-page.suite101.com/creating-warmers-for-tefl-lessons---english-lesson-planning-a311208>> [accessed February 21th, 2012]

¹⁶ H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*, Ibid., p. 189

¹⁷ Ibid.

¹⁸ **Barry Tomalin**, *Making Culture Happen in the English Language Classroom* <<http://www.teachingenglish.org.uk/think/articles/making-culture-happen-english-language-classroom>> [accessed 03 May 2011]

a. Curriculum

Teacher must know and understand well about when he or she should introduce culture in English language teaching and in what time and what level so the students understand the lesson.

b. The material

Cultural materials can be found in English textbooks; either it is printed or in the form of audio, such as CD-ROM or DVD, or in kinds of websites. As a good teacher, we should choose cleverly the right and good material for the students.

c. Methodology

Teacher should consider about when he or she will include culture in the lessons, how will they teach and find the right methodology for the students.

Celce-Murcia emphasizes that the most important long-term benefits of learning culture may be provide learners with the awareness and the tools that will allow them to achieve their academic, professional, social and personal goals and become successful in their daily functioning in second language.

In short, learning culture not only can give the benefit to students in learning English easier, but also to build their cultural awareness toward the difference things in the entire world.

C. Students' Perception is Important

Perception is the way of someone's thinking about something. Kosslyn defines that perception is the act of organizing and interpreting sensory input as a signal to particular object or event.¹⁹ The impression that will be got by an individual is really depending on all experiences that have been got through thinking and learning process. It is also influenced by factors from his or her own self.

Commonly, perception refers to the way the world looks, sounds, feels, tastes or smells. A person perceived world as the world of his immediate experience.²⁰ There are two factors that can create a perception according to Carl Jung:²¹

1. External factor is perception that comes as the result of the stimulus from outside of the individual:
 - a. Object : in the form of human, things or events

¹⁹ Stephen Michael Kosslyn, *Fundamentals of Psychology: the brain, the person, the world*, (USA: Pearson, 2005), p. 88

²⁰ Clifford T. Morgan and Richard A. King, *Introduction to Psychology*, (Japan: Mc Graw-Hill, 1971), p. 253

²¹ Dina Indriana, *Gaya Pembelajaran Efektif*, Ibid., p. 139

- b. Situation
2. Internal factor is perception that comes as the result of the stimulus from inside of the individual:
- a. Motive : all motivator, the reasons or impulses inside the human's body which cause someone to do something.
 - b. Interest : the attention toward a stimulus or an interesting object which is delivered through five senses.
 - c. Hope : the attention toward a stimulus or object about the favorite and wished matter.
 - d. Attitude : the close reaction or response of a person toward a stimulus or object.
 - e. Knowledge : the result of understanding and it happens after a person does sensory perception toward current object.
 - f. Experience: an experienced event that have been done by a person which he or she wants to prove directly to create their own opinion.

Perception is always subjective. Perception involves the filtering of information before it is stored in memory which results in a selective form of consciousness.²²

²² H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*, Ibid., p. 177

From the definition above, it is truly important to know students' perception in order to find the best way for teaching. When teachers know their students' perception, they will know what students exactly want and expect.

D. Previous Studies

Previous study had been done by Dimitrios Thanasoulas in 2001, Member of TESOL Greece and the AILA Scientific Commission on Learner Autonomy, entitled "The Importance of Teaching Culture in the Foreign Language Classroom". His thesis is concerned with the contribution and incorporation of the teaching of culture into the foreign language classroom. The result of his study was the teaching of culture should become an integral part of foreign language instruction. He also found that foreign language teachers should be foreign culture teachers, and they should have the ability to experience and analyze both the home and target cultures.

Next study was done by Evi Saluveer, Master's Thesis of University of Tartu (2004) under the title "Teaching Culture in English Classes". She analyzed about teaching culture in the foreign language classroom and attempt to show that culture holds an important place in foreign language education. She used questionnaire to collect the data. She found that the ideal teaching in foreign language classroom is culture teaching should be integral and systematic components. It is also stated that to improve the situation in teaching culture, teachers' training should be held.

The study about culture held by Bernadine Dorin Anak Ridis Rinyod (UT Malaysia – 2009) entitled “Analyzing Ethnic and Cultural Materials: Insights into ELT Materials”. His study intends to research on ethnic and cultural materials within the perspectives of English language materials design. Specifically, the objectives of his study are to investigate the relevance and implications of such materials to ELT materials. He used the checklist as instrument to collect the data. The findings indicate that the use of ethnic and cultural materials has a direct and significant implication to English language teaching and learning if the same criteria were to be applied when selecting and using ELT materials.

Another study is done by Nur Fauzilah (IAIN SA - 2010) entitled “Embarking CCU to Improve Students’ Motivation in Learning English”. She analyzed about the role of motivation in improving students of SMP Negeri 2 Waru and the significant improvement between students’ motivation in learning English before and after they are thought CCU. She analyzed the obtained data using Wilcoxon Signed-rank test. From the result of data analysis, she found that second grade of SMP Negeri Waru need something that can make them curious to arouse their motivation in learning English. It is proved by the result of statistical analysis that the variable has the significant improvement.

The previous researches are different from this current research because the way in collecting the data and the need are dissimilar. The researcher here takes the research of the English learning strategy using cross cultural

understanding in the second year students class. The previous researchers used the quantitative research, but this current research uses the qualitative descriptive design. According to the writer, qualitative research is deeper than quantitative research.