

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

This chapter consists of the profile of school as the research setting, findings of the data, the analysis of the data, and the discussion toward the research findings. The first section of this chapter presents the profile of SMA Negeri 3 Mojokerto. The research finding will be presented in three sections. The first section presents the implementation of cross-cultural understanding to ease learning English at the second year students' class from observation. The second section presents the data from the interview which is then analyzed to reveal the constraints in implementing cross-cultural understanding to ease learning English at the second year students' class. The last section presents the second year students' perception toward the use of cross-cultural understanding to ease learning English at the second their classroom.

A. Profile of SMA Negeri 3 Mojokerto

1. Historical Background of SMA Negeri 3 Mojokerto

SMA Negeri 3 Mojokerto was established on 1961 with the name of SPG (*Sekolah Pendidikan Guru*) in the condition of not having its own building. It was taken place in a building belonged to SGB Negeri 1 Mojokerto together with SMEP Negeri. It was an ex-HIS Dutch building

which had so many facilities such as room of UKS (School Health Unit), cooperation, art and library buildings.

On 1989, SPG changed its name to SLTA Negeri 4 Mojokerto. It was then changed its name to SMU Negeri 3 Mojokerto on 1997 for about two years, and became SMA Negeri 3 Mojokerto until now which then permanently located on Jalan Pemuda 33. Changing name series is not reducing its quality. This schools' quality become higher and higher along with the running of time precisely.

2. Vision and Mission of SMA Negeri 3 Mojokerto

a. Motto

Motto of SMA Negeri 3 Mojokerto is *Wicessa Anggadha*. These words mean smart, intelligent and skillful but still wise and modest.

b. Vision

Vision of SMA Negeri 3 Mojokerto is order and discipline in reaching superior achievement which has religious moral.

c. Mission

- i. Implementing religious values in the harmoniously everyday life.

- ii. Creating an atmosphere which is full of clannish and believing each other, and also proud of the instance, and have the progressive attitude to reach an optimal academic achievement.
- iii. Developing an effective and efficient teaching and learning process pattern to get a good quality.
- iv. The spirit of togetherness and solidary must be done by all of the students for the sake of creating high social care.

4. Facilities in SMA Negeri 3 Mojokerto

There are so many facilities that can support students' learning activities in SMA Negeri 3 Mojokerto. One of them is English Laboratory. There are also LCDs and each teacher is facilitated by a laptop to support their works. These facilities are used to support English learning including cross cultural understanding strategy in this school. Not only that, this school also has an enough large library which contains so many books in it. This school also has one great canteen which won the competition of Dress-Up School Canteen in the third position carried out by East Java province.

Other good facilities are computer laboratory to support technological learning. There is also chemistry and biology laboratory to support students in learning science and everyday life. The existence of UKS (School Health Unit) and students' cooperation also make this school become more complete.

In order to support students' extracurricular or activity, this school facilitated by sport field, music room and sound system. Other things that make students feel comfort to study in SMA Negeri 3 Mojokerto are each class is facilitated by two air conditioners (ACs) and a television and DVD Player. To make it more luxury, this school also has *wi-fi* to support teaching and learning process.

5. “Love Our Own Culture” Program

This is one of the greatest programs of SMA Negeri 3 Mojokerto. This program was created in 2011 bring an action against the culture fading. 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.

Moreover, teachers at school should use character building when they are teaching in the classroom. These characters should be included in the lesson plan based on standard *KTSP* 2009. Those characters are religious, honest, tolerant, discipline, work hard, creative, autonomous, democratic, curiosity, nationality spirit, patriotic, respect achievement, friendly and communicative, peace loving, lust for reading, care of nature, care of sociality and responsible. Three of those character building, tolerance, nationality spirit and patriotic, are two basic foundation of this program.

Students are trained to love Indonesian culture and identity and not easy to be influenced by other cultures which has both good and bad things in it. They are trained to have a cultural awareness in order they can sort and classify the good and bad of other cultures, and respect both other and their own cultures.

Then, due to this program, English teacher chooses cross cultural understanding as the strategy to teach students in order they can learn English easily by its culture and they can respect both other and their own cultures.

B. Research Findings

In this section, the writer will present and explain the finding of the research that she had done. Due to the researcher chooses descriptive qualitative, she will describe the findings with the sentences in the natural context and various natural methods. This research concentrated on the phenomena about the implementation, constraint and the perception of second year student toward the use of cross cultural understanding strategy in the classroom.

1. The Implementation of Cross Cultural Understanding to Ease Learning English at Second Year students of SMA Negeri 3 Mojokerto

Teacher used the cross cultural understanding strategy as the warmer, filler, ice breaker, even as the material in the classroom. This strategy was used to make the students became enthusiastic and enjoy to study English.

The example of warmer question was teacher asked about “Have you eaten? Are you hungry? I have some apples. Do you want some?” Then, the students answer those questions by saying “noooo”. They answered with slow and long intonation, which it then had an ambiguous meaning, “no” mean they truly did not want those apples, or “no” mean they wanted those apples but they were shy to express it. (see Appendix 1)

Other kind of implementation was when teacher always says “thank you” to the students of having the good participation in every teaching and learning process. This word was one of British habits in appreciating every good thing. Teacher gave the example to the students that not all of West culture was bad to be learned.

The materials about cross cultural understanding given to students were in such kind of texts, songs and videos. Teacher gave those texts or videos to support their students in learning English. For example, when the students was going to study about report text, teacher gave them a text about “the culture and habitual of British people”. (see Appendix 3)

Furthermore, teacher played the video about British when they were in one kind of situation to be learnt. In that case, the video was about habitual of British people in a restaurant. Teacher chose that video to support the lesson about report text. In that video, British always says “thank you” and “excuse me”. This was the example of good western culture and habit. According to

the teacher, the students should take the example of it and applied those habits in Indonesia.

From those warmer, text and video, teacher emphasized the differences between Indonesian and other cultures and habits. This cross cultural aspect was used to make students know and aware about the good and bad of their own culture and others.

Teacher emphasized that Indonesia not merely had the good one, but also had somewhat not good. This statement was also applied to others'. So that, from this cross cultural awareness, they could conclude that people are not all the same. Through this strategy, student could learn the differences, they could learn to appreciate them and respect values of every human being.

Not only that, teacher also had the view that the students could easily learn English from their culture. So that, when they were given the cultural material of British, American or others, they could get the idea of the material easily and better than they were not.

2. The Constraints in Implementing Cross Cultural Understanding to Ease Learning English at Second Year students of SMA Negeri 3 Mojokerto

The use of cross cultural understanding strategy in the teaching and learning process was not free of problem. The teacher and the students faced some constraints when using cross cultural understanding as the strategy. The teaching of it has still remained rather limited. According to the interview

data, the main reasons of that were the lacks of facility and time, the issue of designing a cultural syllabus and the students' response and understanding toward teacher strategy of cross cultural understanding. (see appendix 5)

The first problem faced by the teacher was this school was lack of facilities. Actually, the facilities were good enough, but they needed a lot of time to prepare the LCD, laptop, speakers or any other tools. So that, the time to prepare the tools was time-consuming and reducing the time to study.

In fact, there was a *wi-fi* in the school area and every teacher had a laptop facilitated by the school. Through this kind of facilities, teacher could get cross cultural material to support the lesson easily in the internet. But, according to the teacher, she only had a view time to browse in the internet. This is because she had a lot of work and the break time at school was not more than fifteen minutes. In other words, the time to use *wi-fi* and laptop facilities was limited.

The next problem faced by the teacher was in designing a cultural syllabus. Sometimes, they could do it and synchronize the topic or the current lesson to the culture, but sometimes they could not. So that, the implementation of the cultural things would only be given to the appropriate lesson though it would be applied only once in a week.

The last constrain was teacher sometimes got the constraint by students' response when she taught in the classroom. She said that when she tried to use cross cultural understanding strategy, sometimes student could get

the idea, but sometimes they could not. So, sometimes that strategy was so hard to be done in the class.

3. The Second Year Students' Perception toward the Use of Cross Cultural Understanding to Ease Learning English at Second Year students' Class

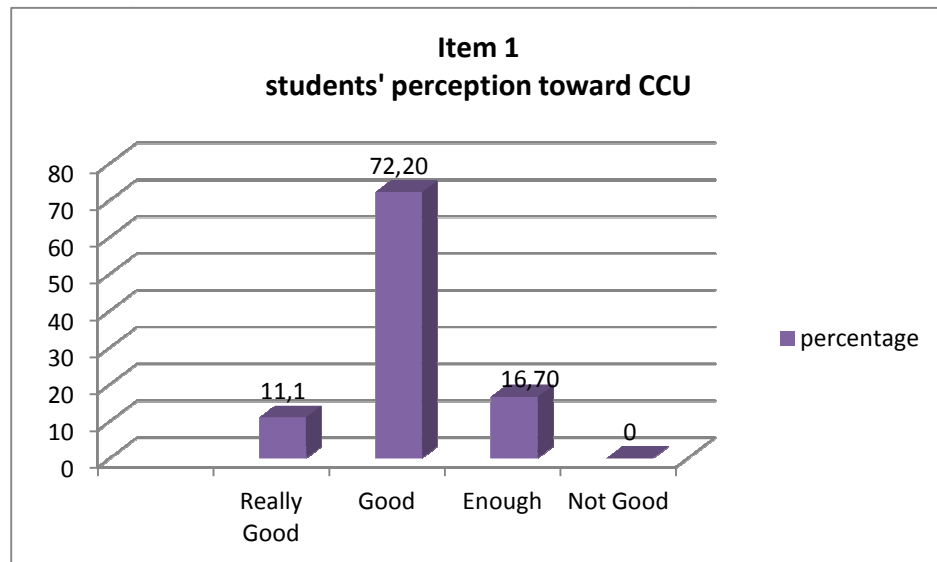
Tabulation of questionnaire result data about students' perception toward the use of cross cultural understanding the classroom was quantitative data which was in the form of number. Then, those quantitative data counted by using statistic analysis data with descriptive percentage formula. The result of data analysis was presented by adding it up and comparing it to the expected result. Then, the researcher got the percentage. At last, those result data will be interpreted into words qualitatively in the purpose of making the easier way to understand the result of the research. (see appendix 7)

Result of questionnaire data is 70.3%. In the case of students' perception is the student's view, attitude and response toward the use of cross cultural understanding strategy in their class, this percentage means that students has good perception toward it. Below are the results of questionnaire data based on each sub variable.

a. Students' Knowledge of Cross Cultural Understanding

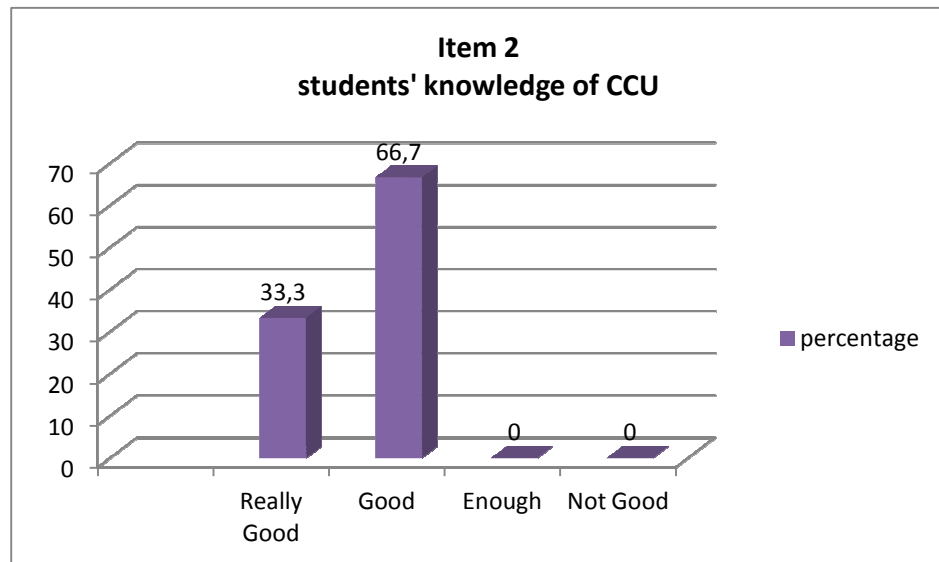
Below is the graphic of questionnaire item 1, students' perception toward cross cultural understanding.

Graphic 1: Students' Perception toward CCU



According to the graphic, it is shown that most of the students at second year class (72.2%) had a good perception toward cross cultural understanding, rest of them (16.7%) had enough perception and 11.1% had really good perception toward it. Thus, it is shown that second year student's perception toward cross cultural understanding is generally good enough.

Graphic 2: Students' Knowledge of CCU



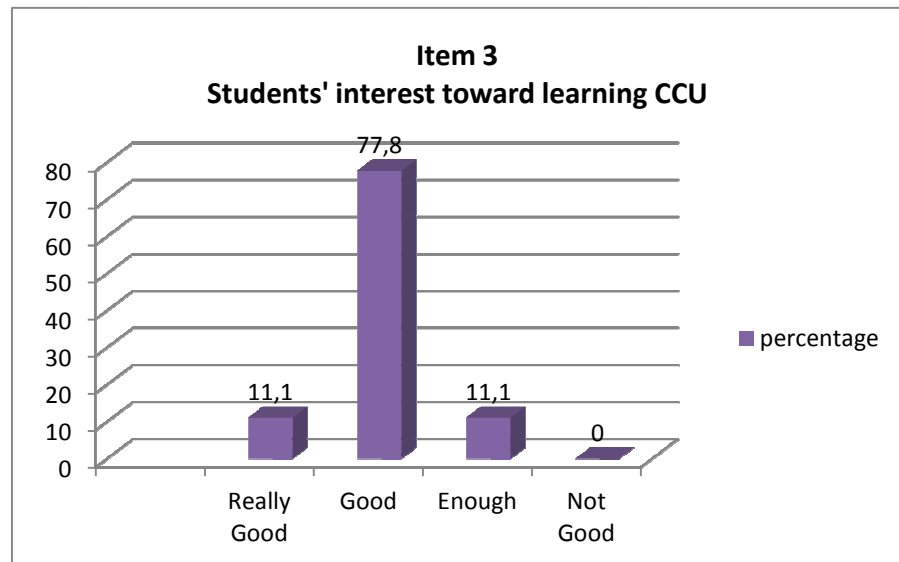
The graphic above shows that students had good knowledge about cross cultural understanding. It is shown by the percentage of 66.7%. Even, the rest of them (33.3%) had a really good knowledge about it.

b. Students' Interest, View and Attitude toward Cross Cultural Understanding

i. Students' Interest toward Learning Cross Cultural Understanding

Students' interest means students' desire to know and learn cross cultural understanding.

Graphic 3: Students' Interest toward Learning CCU



The percentage 77.8% in the graphic above shows that students had good interest in knowing and learning cross cultural understanding. Then, 11.1% of them had enough interest and others had really big interest in cross cultural understanding.

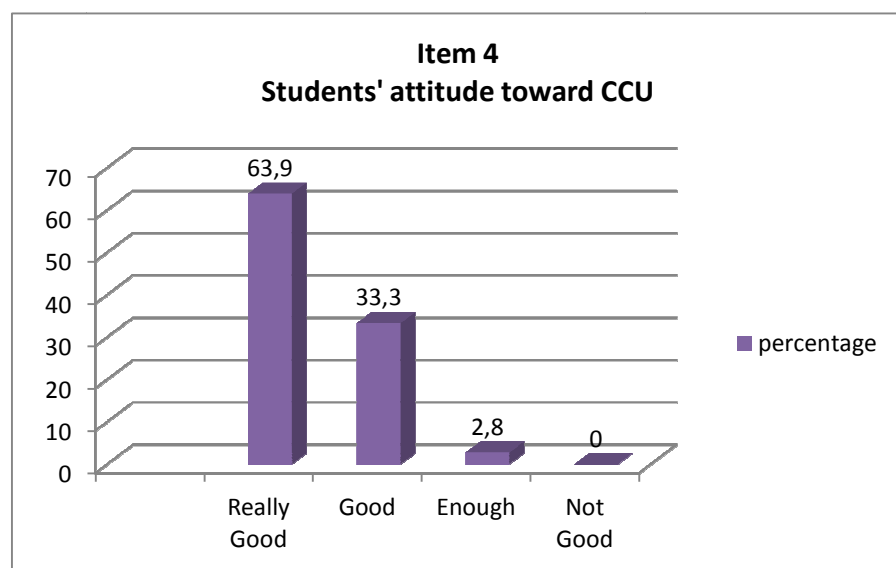
ii. Students' Attitude toward Cross Cultural Understanding

The researcher divided the statement about students' attitude toward cross cultural understanding into two items, item 4 and item 5. Item 4 was about the rise of knowledge toward their own culture when learning other culture. In this case, when they learnt other cultures, their knowledge about their own culture was rising. While, item 5 was

about the rise of praise and respect toward their own culture and others. The statement of item 5 indicated that when students learnt other cultures, their praise and respect to their own culture and others will be raised.

The result of questionnaire data item 4 is in the graphic as follows:

Graphic 4: Students' Attitude (knowledge) toward CCU

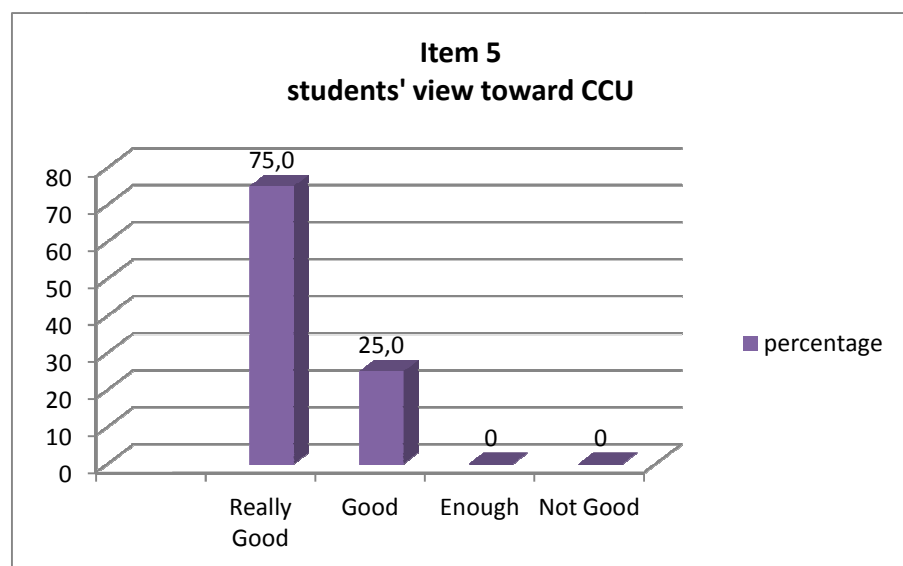


The result shows that 63.9% of students had really good attitude toward cross cultural understanding, 33.3% of them had good attitude toward it and 2.8% of them had common attitude toward it. In other words, most of students believed that when they learnt other

cultures, their knowledge of their own culture will be wider and deeper.

The result of questionnaire data item 5 is in the graphic as follows:

Graphic 5: Students' Attitude (praise and respect) toward CCU



In the graphic above, 75% of the students had really good attitude toward cross cultural understanding, especially in the sub variable of praise and respect. A quarter of them, 25%, had a good attitude toward it. These percentages mean that students believed when they learnt cross cultural understanding, their praise and respect toward their own culture and others become risen and deeper.

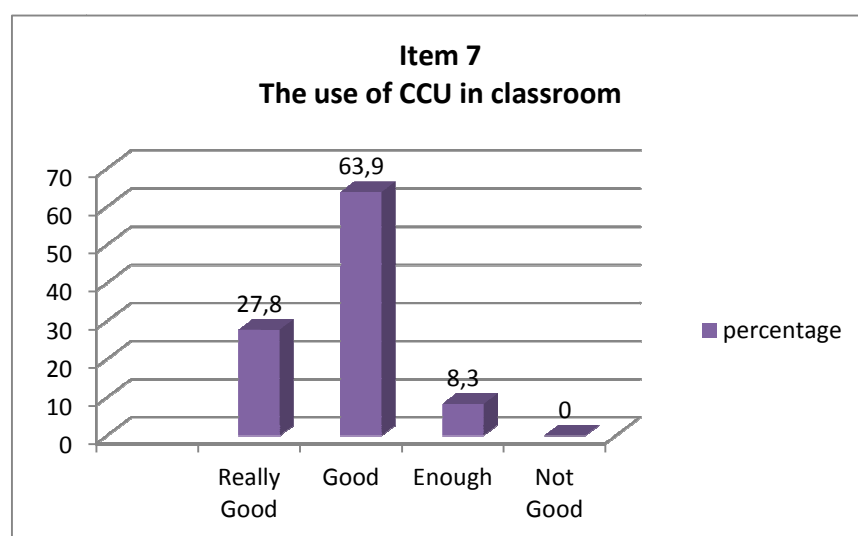
c. Students' Interest, Motive and Expectation toward the Use of Cross Cultural Understanding to Ease Learning English in Classroom

i. Students' Perception and Attitude toward the Use of Cross Cultural Understanding in Class

The statements dealing with students' perception and attitude toward the use of cross cultural understanding strategy in their classroom were in item 7 and item 8 in the questionnaire. Item 7 indicated students' perception toward the teacher's emphasizes on the differences between our own culture and others.

The result of questionnaire data item 7 is in the graphic as follows:

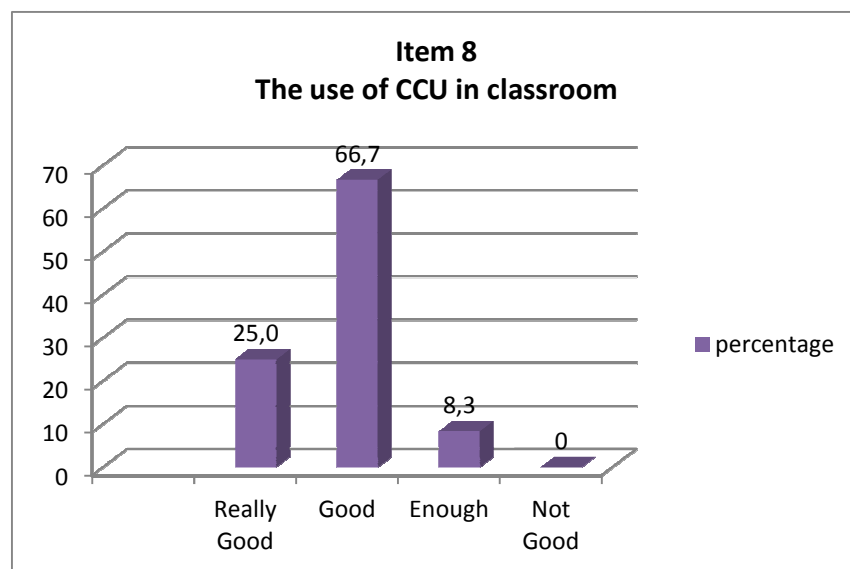
Graphic 6: Teacher Emphasizes the Difference between Indonesian Culture and Others



That graphic shows that 63.9% of students had good perception toward the way of teachers' teaching by emphasizing the differences among the two cultures. Even 27.8% among them were really interest about it and only 8.3% of them who had enough interest. This situation mean that students generally had good perception toward the use of cross cultural strategy in their class.

Next, item 8 indicated students' perception toward the implementation of texts, video, and so on in their classroom in the form of cross cultural understanding. The result of questionnaire data is in the graphic as follows:

Graphic 7: The Use of CCU's Texts, Videos and so on in Classroom

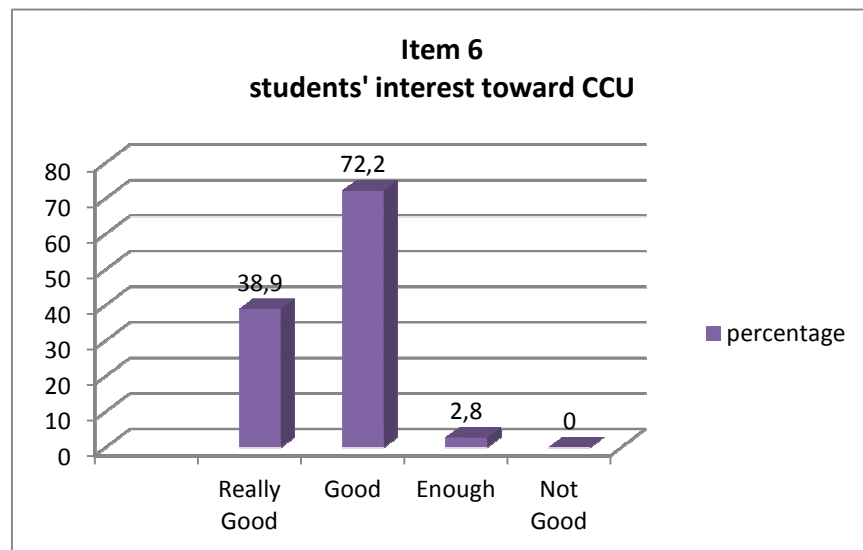


This graphic indicates that 66.7% of students liked to read some texts, listen and see the video about cross cultural understanding. Some of them (25%) even loved to have it in their class and 8.3% had general perception toward it. This case means that when teacher used texts, videos and so on to support cross cultural understanding in their classroom, they would like it and it would ease the process of English learning.

ii. Students' Interest toward the Use of Cross Cultural Understanding in Class

Students' interest toward the use of cross cultural understanding strategy in class was set in item 6 and item 12. The graphic about students' interest toward the use of cross cultural understanding in their classroom as follows:

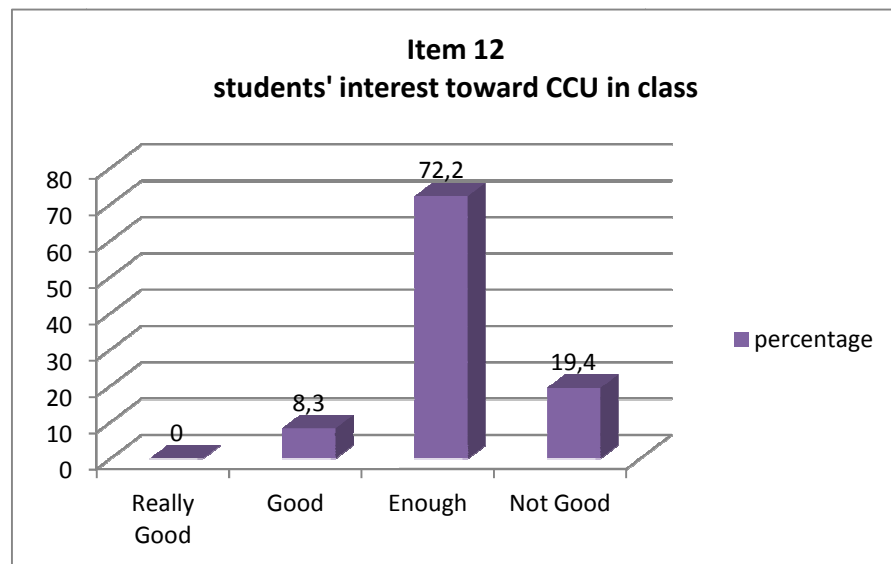
Graphic 8: Students' Interest toward the Use of CCU in Their Classroom



The graphic above shows that most of students (72.2%) had good interest toward learning cross cultural understanding in their classroom. Moreover, 38.9% of them were really interest in learning cross cultural understanding in their class. Just a few parts of them (2.8%) had enough interest toward it and 0% of students who did not have an interest.

Next, item 12 was negative item. So that, the value of the data opposites of the positive item. The higher the score of the data meant the lower value of it. This item indicated that students believed that there was no relation between learning other cultures and learning English. The result graphic as follows:

Graphic 9: Students' Interest toward the Use of CCU in Their Classroom



72.2% of students disagreed with the statement. Even, 19.4% of them really disagreed to the statement. Though there was 8.3% of them agreed the statement, most of them believed that learning other cultures, especially west cultures, had relation with learning English.

This percentage means that all of second year students' class had an interest in learning cross cultural understanding in improving their English knowledge.

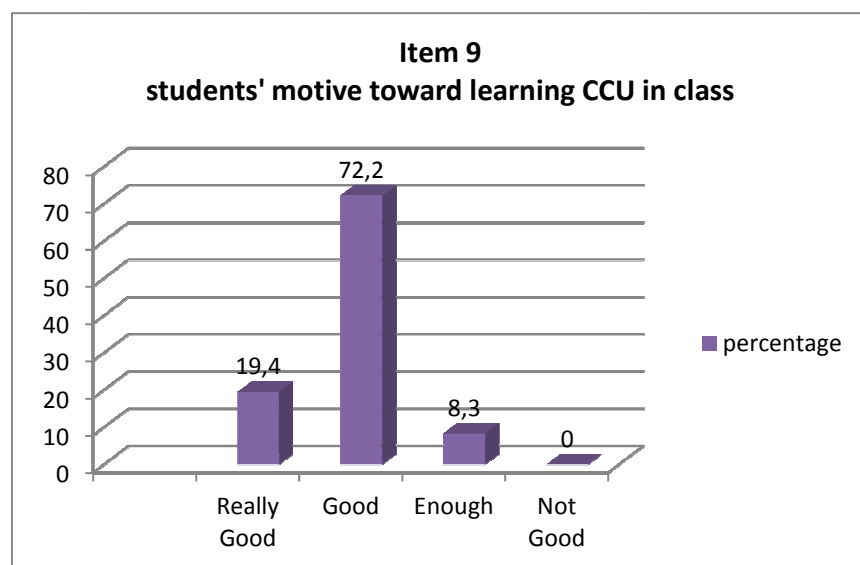
iii. Students' Motive toward the Use of Cross Cultural Understanding in Class

This sub variable means students' reason why they were learning cross cultural understanding in class. Students' motive toward

the use of cross cultural understanding strategy in class were set in item 9, item 10 and item 12. Item 9 indicated that students will be enthusiastic in learning English if teacher used cross cultural understanding strategy in their class.

The result of questionnaire data item 9 is in the graphic as follows:

Graphic 10: Students' Motive toward the Use of CCU in Their Classroom



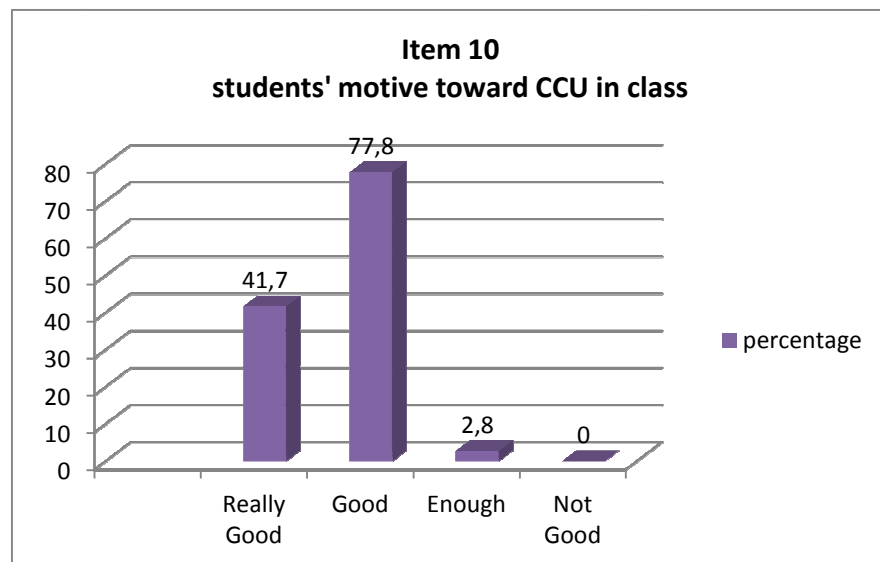
According to the graphic, 72.2% of students were enthusiastic to learn English when teacher used cross cultural understanding strategy. Indeed, 19.4% of them were really enthusiastic toward it. There were only 8.3% of them who had common sense toward it. But

above all, cross cultural understanding strategy will make students enthusiastic in learning English in classroom.

Next, item 10 indicated that students will learn English unconsciously when they were given by cross cultural understanding material. In other words, when they were given a video about it, they will learn vocabulary, pronunciation or even attitude of native speaker. So that, it could be one of motives why students learn cross cultural understanding.

The result of questionnaire data item 10 is in the graphic as follows:

Graphic 11: Students' Motive toward CCU in Class

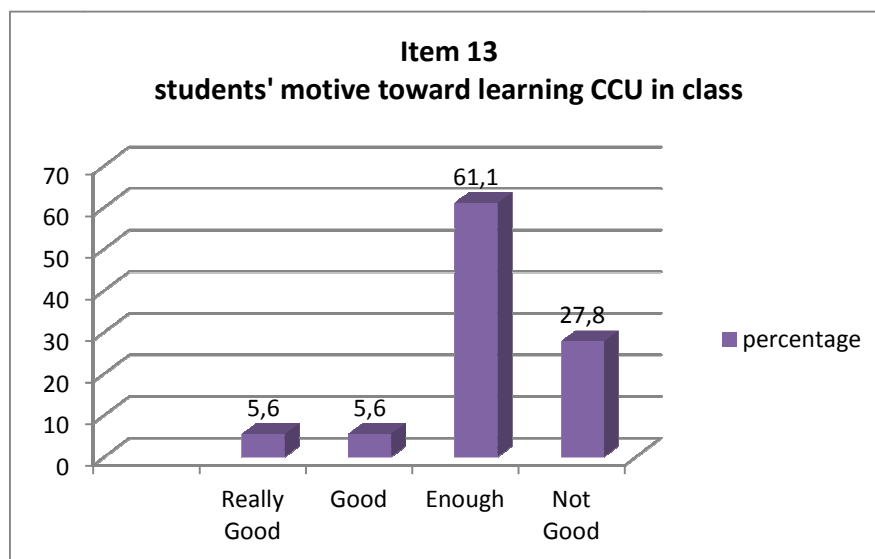


Based on the graphic above, 77.8% of students agreed to the statement. Even, 41.7% among them truly agreed toward the statement. Only 2.8% of them were having enough perception toward it. But, above all, most of students thought that learning cross cultural understanding could support their English learning.

Last, item 13 was negative item. So that, the value of the data opposites of the positive item. The higher the score of the data meant the lower value of it. This item indicated that students believed that other cultures would make them forget their own culture and it would reduce their pretension to study English.

The result of questionnaire data item 13 is in the graphic as follows:

Graphic 12: Students' Motive toward Learning CCU in Class

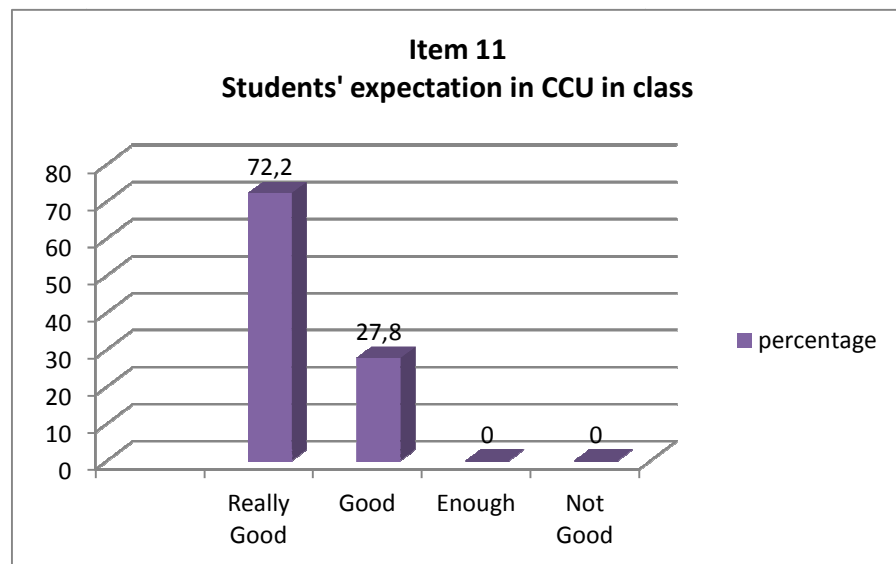


This condition means a few of them (5.6%) agreed to the statement, 5.6% of them really agreed to the statement, 61.1% of them disagreed and 27.8% of them really disagreed to the statement. This means that 11.2% of students believed that they would forget their own culture when they learnt cross cultural understanding. Despite of that, most of the students (88.9%) believed that they would respect and love their own culture better when they learnt cross cultural understanding. Moreover, they believed that they would learn English better if teacher used cross cultural understanding strategy in their classroom.

iv. Students' Expectation toward the Use of Cross Cultural Understanding in Class

Students' expectation toward the use of cross cultural understanding in class was set in item 11. This item indicated that students' expectation toward the implementation of role play or games in the form of cross cultural understanding in their classroom. The result of questionnaire data item 11 is in the graphic as follows:

Graphic 13: The use of CCU Games in the Classroom



According to 72.2% of students in the second year class, the use of cross cultural understanding as a game or role play would ease their way to learn English. Indeed, 27.8% of them really appreciated and interested when teacher used cross cultural game in the learning process. This meant that students expected the use of cross cultural understanding games or role play in their class. It would make them enjoy in learning English.

C. Discussion

English is a subject which can be learnt through the culture and habit of west, especially British and American. By knowing and learning its culture, students can understand English better. Knowing its culture is not only students know the culture and habit of west life, but also in the aim that they can have a

cultural awareness which then they can sort which part of it is good and which part of it is bad. Through this learning, their love and respect to others as well as their own culture will be deeper. When they know the good one, they can implement it to their everyday life. In contrast, when they get the bad or the wrong one, they will respect their own culture because they will aware that their culture is better than others in some sides.

Indeed, as the writer said in the chapter two, when students know its culture, they will learn English easier. This is due to language is a component of a culture which can not be separated. So that, learning culture can affect their way of learning English. In other words, the more students know its culture, the more students learn English.

Teachers, as the main part of the class, should take the best way to make their students learn English better, easier and more enjoyable. Through this reasons, teacher of SMA Negeri 3 Mojokerto chooses to use cross cultural understanding as their way to teach students. This was implemented as warmer, filler, even ice breaker when they were teaching English. This implementation is suitable with what had been said by Krashen about people learn best when they are comfortable, and a warm up activity is about making them feel comfortable

and the warmer is one of the important thing that should be used by teacher to ease students in getting the lesson.¹

From the kinds of warmer, filler or ice breaker that had been given by the teacher to the students, the writer states that it is suitable with what had been said by Marianne Celce-Muria that teacher could make a comparison between politeness and conversational routines. Not only that, it also suitable to Marianne's next statement that 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, by asking the students of some warmer or ice breaker questions.

Not only that, teacher also had cross cultural understanding as the material when they were teaching in the classroom. They gave its texts, video, song and so on to the students in order to make them enjoy in learning English. It is suitable with as it is said by Dina Indriana which teacher should use videos, songs or other interesting material, so that students can get the language better.²

Though there were so many constraints, such as limited time to make it go, the difficult of cultural syllabus design or students sometimes could not get the point, teachers always did their best and worked hard to make this strategy

¹ Susan M. Gass and Larry Selinker, *SECOND LANGUAGE ACQUISITION - An introductory course*, p. 402

² Dina Indriana, *Gaya Pembelajaran Efektif*, p. 176

done well. Limited time was not a big deal, to make it go faster, teachers sometimes chose to use English laboratory. It would decrease the needed time to prepare some tools.

Designing cultural syllabus was also a big problem to a teacher. When they could not make it, they would not use it. Therefore, to make it easier, teacher would implement the cultural things in such kind of warmer or filler. In this case, the cultural things could be included in every teaching and learning process.

When the students could not get the point, teachers would explain the material a bit slower and give the example of the differences between our and their cultures. Above all, teacher was the key point to make the strategy went well.

According to 70.3% second year students, learning English through cross cultural understanding strategy was good enough. They believed that when they learnt western culture, they would learn English easier through native speakers' way of thinking, speaking and doing. They would get the way to pronounce and express the vocabulary or expression easily when they were given a video by the teacher.

Moreover, when they learnt English through other culture, they would realize that their own culture was amazing. Their love and respect to their own culture would be increased and deeper. To make it short, they would learn English better and they would respect their own culture even better as it was said by Irwan Abdullah, 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

Students were more interested when teacher used cross cultural understanding strategy in the form of video, song and role play or drama. They believed that when they were given an audio or video, they would learn the pronunciation, vocabulary and the way of native speaker's expression easily. This is due to by seeing or listening directly, they would learn English faster.

Another fact was students' English would be better when teacher asked them to do role play or drama. As the writer said before, that students would learn faster and better when they not only see or listen to it, but also doing it. Another good side of this strategy was the interaction between students could make them become closer to each other when they did it together. The unity and communication in doing things would make students learnt better and more comfortable.

Students expected by learning cross cultural understanding, their knowledge of English became increase and their cultural awareness would become deeper. Most of them stated that learning other cultures would not make them to forget and dislike their own culture, but on the contrary, they would compare the good and bad of each culture which then they would implement the good one in their everyday life to make their life's even better.

³ Irwan Abdullah et al., *Budaya Barat dalam Kacamata Timur*), p. 374