



Developing Students' Multicultural Background in Structure Courses

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Abstract

In applying English sentence structure, learners need to know the patterns that must be mastered. In addition, in making sentences learners need to pay attention to different cultures between one learner and another. This study discusses the background of students' various cultures. This diversity is in terms of regional origin or provinces, mastered languages, and hobbies. However, this study focuses on hobbies. Student hobbies include: reading books, reading novels / comics, writing novels, graphic design, drawing, and so on. This is what encourages researchers to know the benefits of hobbies in learning English sentence structure. In this study researchers propose the problem "How to develop students' multi-cultural background in 'Structure' courses?" This problem is solved by collecting data on the construction of sentences that allude to multi-culture; thus they are referred to as data sources which were then scrutinized and recorded. In theory this method is called by Sudaryanto observation method. Finally, the research data were analyzed by qualitative descriptive method proposed by Seliger and Shohamy. From the results of the analysis, it can be known the kinds of construction that includes the students' hobbies. What researchers did was asking students to allude their hobbies in practicing the English structures. This appeal was initially ignored by students. Only a small number of students alluded their hobbies in making sentences. Researchers urged again to consider their hobbies in making sentences. In the end most students (75%) pay attention to hobbies or remember their hobbies in applying an English sentence.

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INTRODUCTION

It is widely known that English is one of the international languages. Bailey and Peoples develop the important role language plays in the existence of a culture when they write: "Language underlies every other aspect of a people's way of life - their relationship with the natural environment, family life, political organizations, worldview, and so forth. Most socialization of children depends on language, which means language is the main vehicle of cultural transmission from one generation to the next." (Samovar, Larry A, Richard E. Porter, 2013). It is also a very important means of establishing and maintaining relationship with other people especially people from other country. English is used in education, commerce, business, politics, tourism, technology, etc. Besides that, English is one of the foreign languages that has many functions and used in several countries as a formal language and second language in the other countries. So, why do people learn English? They learn English because English is very important to human life aspects in the world. Those, who study English come from different areas with various cultures.

Baker in the conclusion of his research states that an awareness of the multilingual and multicultural settings of English use, therefore, should be a key element of any attempt to teach communication (2012) . People who want to communicate and to convey their meaning correctly must study one of the linguistic aspects which is usually called grammar. In Indonesia, English is given in Junior High Schools to Universities, and recently English has also given in elementary Schools. In studying English the students often face difficulties because of the differences between mother tongue and foreign language they are learning. The differences may be in pronunciation, phonology, vocabulary, grammar, etc.

In English Education Study Program, there is one subject that must be mastered by the students, that is structure which is an important matter particularly in building English sentences. The students have to know how each word fits together

with other words in building English sentences. They must realize that building English sentences needs important rule covered in structure. The students should master parts of sentences and kinds of sentences. Before making any sentence the students need to decide what kind of sentence they choose. Sentences can consist main clause and subordinate clause. A main clause can be called a sentence, whereas, subordinate clause cannot stand alone and therefore, it cannot be called a sentence. Subordinate clause is one of the materials that the students must learn. The writers believe that by learning English structure especially on applying subordinate clause, the students can improve their ability in structure. The sentences they make will be various and natural if the students apply their hobby, custom, interest, or culture in general. The application of them can ease the arrangement of words in sentences.

Every student has hobby, custom, interest, or culture. As stated by Grainger and Mills that we are using the term 'culture' to mean the beliefs, values and practices of *any* social group that may be considered a community, not just national, linguistic or ethnic groups (2013). Gillespie and Becker say that family members and the places we grew up are often important catalysts for reconstructing and understanding ourselves (2013). Betty Friedan in Gillespie says that "family" is not just a buzz word for reactionaries; for women, as for men, it is the symbol of the last area where one has any hope of control over one's destiny, of meeting one's most basic human needs, of nourishing that core of personhood, threatened now by vast impersonal institutions and uncontrollable corporate and government bureaucracies (2013). According to Gillespie culture is "artificial, secondary environment" (Malinowski) that human beings superimpose on the natural environment. Wherever people make their mark on nature, they are creating a culture; a great deal of effort goes into a "creative conversation" about the value of these marks. A society expends a great deal of effort in attempting to converse what it deems to be most valuable (Gillespie, 2013).

Based on the statements above, it is better for students to pay attention to the factors above in

constructing any sentence. The students and their lecturers need to have a commitment that in teaching and learning structure, both of them involve their cultures. It is because structure is very important when the students express their ideas either in speaking or writing. It is also recommended by (Tonbuloglu, Aslan, & Aydin, 2016) that teachers need to adopt multicultural educational principles and include these in their teaching programs, while the training opportunities available to teachers and academic studies conducted on this topic need to increase.

The writers' reasons for choosing the topic are 1) the writers are interested in developing multicultural background in structure courses because it is inherent in their daily lives, 2) the students' multicultural background makes their sentences more alive, not just focus on the patterns and formulas, and 3) the teaching and learning of structure will be interesting and challenging by taking the benefit of students' various cultures. It is in line with Gorski's conclusion of his research that we, in the education world, are obsessed with culture: *cultural* competence, *cultural* proficiency, *culturally* responsive teaching, *multicultural* education, *inter-cultural* communication (Gorski, 2016).

The problem concerning with this research can be formulated into the following question: How to develop students' multicultural background in structure courses? To make the scope of study guided, this study is limited to the students of English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten in academic year 2017/2018 in Structure I and Structure V courses.

In this study the writers have two aims, namely to develop students' multicultural background in structure courses, and to describe the students' sentences in relation to their cultures. They are inspired by Sleeter's statement that developing critical multicultural educators may require on-going support over the first few years of teaching, given the contexts of school in relation to the standards-based movement. The case study of Rita shows, however, that a teacher with a strong commitment to critical multiculturalism and enough experience to have

developed the practicalities of excellent teaching, may bring a richer, more ambitious, and more compelling vision to the work of teaching (Sleeter, 2004).

The writers hope that the research will be useful for the development of English teaching in general and the application of students' multicultural background in structure courses. Besides, the students can develop their cultures in structure courses, especially in making sentences based on certain pattern and formula.

METHODS

In order to conduct a good research, a researcher must employ organized procedures. The systematic and planned procedures in the research are collecting and analyzing data. This research uses descriptive method. Descriptive method tries to solve problems that exist in the present, which is actual in nature. The procedures of descriptive methods are collect data, compile data, analyze data, and interpret the data. The way used in this study is to describe the sentences made by students based on their multicultural background of English education study program, Faculty of Teacher Training and Education, University of Widya Dharma Klaten at semester I and V in academic year 2017/2018. In the description the researchers present the students' sentences made in structure courses.

That is in line with what Seliger and Shohamy state that in qualitative research where qualitative data have been collected by procedures such as unstructured observation, open interviews, examining records, diaries, and other document, the data are usually in the form of words in oral or written modes (1989).

In this research, the data are the students' sentences in applying the patterns and formulas of constructions given in the lectures of Structure I and Structure V of the students of English Education Study Program. The sources of data are the first and the fifth semester students of English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University in academic year 2017/2018 by the reason that one of the researchers teaches them.

In this study the researchers use *simak* method to collect the data of the students' sentences in applying the patterns and formulas of certain construction. According to Sudaryanto (2001) *Simak* method is the method done by observing attentively the use of language, it can be paralleled with observation method in social science, especially anthropology.

To validate data, the researchers apply source triangulation. Patton (1984) in Sutopo (2006) states that source triangulation has similar meaning as data triangulation. Source triangulation can be defined as a technique to collect the data from various sources. In this case, the researchers take some different sentences from different students.

In this research, the researchers analyze the data by descriptive qualitative analysis. Qualitative research is a research which is concerned with providing description of phenomena that occurs naturally, without the intervention of an experiment or an artificially contrived treatment (Seliger and Shohamy, 1989). The data are usually in the form of words in oral or written models. These units though come in different forms: some are words within a specific context, or text segments, such as "meaning units"; others are structural segments of text, such as individual phonemes, morphemes, parts of words, lexical and grammatical elements, sentences, phrases, or paragraph; other again are holistic and represent longer text such as narratives (Seliger and Shohamy, 1989).

To make the analysis easy, the researchers apply the steps as follows: 1) Classifying the data into the kind of hobby, 2) Giving the code to each datum, 3) Identifying the words related to the hobby and the patterns, 4) Describing the sentences related to the hobby, 5) Giving the conclusion of study.

RESULTS AND DISCUSSION

Based on the data, the writers analyze them descriptively. The first data are about the students' hometown and hobby. The students come from provinces: Central Java, West Java, Central Sulawesi, Central Kalimantan, West Nusa

Tenggara. Their hobbies are classified into 19: reading (books), reading novel/comic, writing novel, drawing, graphic design, listening music, singing, dancing, watching television, watching movie, photography, cooking, playing football, playing volley ball, playing badminton, swimming, cycling, climbing, travelling.

After getting the data above, the writers asked the students to make sentences by considering their hobbies. It is in line with Ur's statement that it is better, says Newmark (1979), for the learner to study grammar individually and independently than as a part of the classroom lesson (1999). In the first task only a few of them did it. Ur also states that the aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own. The problem is that the structures have not been thoroughly mastered; the learner still depends on a measure of conscious monitoring in order to produce them correctly (1999).

For the second task the writers reminded them to make sentences by considering their hobbies. It is like what Ur states that one of our jobs as teachers is to help our students make the 'leap' from form-focussed accuracy work to fluent, but acceptable, production, by providing a 'bridge'; a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning (1999). As the result, most of them did it, and so did in the next task.

The followings are the data gotten from the students based on their hobbies.

1. Reading (books)

1. His smile is sweeter than sugar. (DA1)
2. I was curious how to kick a soccer ball hard. (DA2)
3. She has just few comics. (DA3)
4. I used my credit card to buy something. (DA8)
5. Both Naufal and Nurul like Harry Potter movie. (DA10)
6. This book is interesting. (FA1)
7. Jojo reads both novel and newspaper. (FA2)

8. My father donated his salary to charity. (AP1)
9. Reading novel is more interesting than reading lesson book (LA4)
10. Superman is as strong as Hulk. (AM4)
11. Both Dedi and Dodi buy book. (AM5)
12. Antartica is the oldest place in the world. (NN7)
13. You are a fast reader. (NN9).
14. Not only Andri but also Dani like reading. (NN10)
15. Reading novel, I am drinking a cup of coffee. (AV1)
16. The girl reading novel is my sister. (SI1)
17. The climate changes because human destroys the environment. (FM1)
18. Electronic devices are so useful and everybody who knows how to operate them wants to buy the latest version of the devices. (FM2)
19. The government has the right to pay for the extra tax to whose house is luxurious. (FM3)
20. Barack Obama who won the election last period retires now. (FM4)

Based on the data above, the writers know that in making sentences concerning with adjective degrees of comparison the students who have hobby on reading use the words 'sweeter than sugar'. From reading she knows that usually something which is sweet is identical to sugar. In this case 'smile' is even sweeter than sugar. The words which have relation to reading used in their sentences are 'comics, book, novel, newspaper, lesson, read, reader'. According to Wardhaugh (1995), the English language contains a very large number of words and when the learners speak or write in English they combine these words into various ways. Besides, they also have understanding of some terms, such as 'credit card, charity, environment, electronic, government, tax, election'. Harry Potter is a very popular book for young people. So, whose hobby is reading certainly has read it; and it is also used by one student.

What the writers say above is in line with Fauziati's closing statement in teaching grammar chapter that the teacher provides the students with an opportunity to be able to produce the

grammatical item making use of syntactically, semantically, and pragmatically correct examples of sentences comprised of appropriate and relevant vocabulary (2010).

2. Reading novel/comic

1. I have got the novel written by Tere Liye. (EY2)
2. He reads either novel or comic. (FD2)

The students who have hobby of reading novel/comic use the words 'novel' and 'comic' in their sentences. The student also knows the author of certain novel, such as Tere Liye.

3. Writing novel

1. This is my novel. (DA4)
2. Lucia decided to buy either the dictionary or the novel. (DA5)

The students having a hobby of writing novel made two sentences. It seems that she has a good interest in it because the two sentences were made for different pattern. Pattern 1 concerns with adjective; and pattern 2 concerns with correlative conjunction 'both ... and'. Both sentences use the word 'novel'.

4. Drawing

Dried under the sun, the board is being painted over for the second layer of the colour. (FM5)

Drawing as a good hobby and a skill is possessed by one student. It needs more time and patience. The student expressed her habit or custom by the sentence above. The words used are 'dried, board, painted, layer, colour'. She practiced making a sentence by participle phrase, especially past participle as clause modifier.

5. Graphic design

1. The girl drawing the cat is Karina Rahmaniar. (RR1)
2. Being an artist, Witoko has to master the typography. (RR2)
3. I like to make lettering, and my brother likes to make typography. (RR3)
4. I tried to study design, and my friend tried to study film making. (RR4)
5. Broto wants to make a painting, so I help him buying some paint. (RR5)
6. Before I made the design, I went to alfamart to buy chocolate. (RR6)

7. After drawing the sketch, I want to make another sketch, but my brother came to my house. (RR7)

This student proves that he has a great interest and custom on graphic design. He is accustomed to expressing the sentences by using some terms related to it, such as 'drawing, typography, lettering, design, painting, sketch.

6. Listening music

1. She has beautiful voice. (DA6)
2. My favourite music is jazz. (DA7)
3. I listen to music both in the morning and in the night. (DA9)
4. Toni looked a rainbow. (FD5)
5. Either the child or the parents enjoy listening music. (AP2)
6. I love playing both violin and piano. (LA1)
7. Either the child or the parents enjoy watching music. (LA2)
8. My favourite song is the same as yours. (NN6)
9. Amanda reads a book. (IK1)
10. Lala cried during hearing music. (IK2)
11. She is the best singer. (IK3)
12. Her favourite singer is Meghan Trainor. (IK5)
13. That Anna can debut as a singer is her dream. (AV2)
14. I am listening music. (ES1)

The sentences concerning with a hobby of listening music contain some words, such as 'listen, music, voice, play, violin, piano, favourite, song, singer, etc.' One student uses the word 'Amanda' (datum 9) to show her interest in song which expresses someone whom is loved. Some students express their hobby of listening music by using the words 'jazz, beautiful, enjoy, debut, best, cried'. Most of the sentences use the pattern N+V+N. They also use the sentence pattern N+LV+SC. The tenses they used are simple present, present continuous, and simple past.

Someone who has hobby of listening music may have an assumption as Beethoven said that music is a mediator between sense life and soul life. Other may have as Mendelssohn said that music cannot be expressed by words, not because it is unclear, but because music says more appropriately than words.

7. Singing

1. Ana sings as sweetly as her coach does. (TH1)
2. She sings the best. (IK4)
3. The boy singing a beautiful song is my idol. (NN1)
4. The singing boy is my brother. (AR1)
5. She likes singing because singing is her hobby. (AR2)

There are four (4) students having a custom of singing. All of the sentences contain the word 'sing'. Datum (1) is in an absolute adverb degree of comparison. Datum (2) is in superlative degree of comparison. Data (3) and (4) are as a practice of making participle phrase. In datum (3) the word 'singing' is a post modifier of the noun 'boy', and in datum (4) the word 'singing' is as a pre-modifier of the noun 'boy'. In datum (5), the students practiced complex sentence which consists of gerund as object of the verb 'like' and as subject of subordinate clause. Actually there are seven (7) students who have a hobby of singing, but there are only four (4) students who made sentences related to their hobby. All of the students are Javanese.

8. Dancing

1. The event will be held not only for today but also tomorrow. (DN1)
2. She dances as energetically as her teacher does. (DN2).

There is only one student having a dancing hobby. The first datum concerns with the sentence applying correlative conjunction 'not only ... but also'. Whereas, the second datum concerns with absolute adverb degree of comparison. The words related to 'dancing' which were used are 'event, dances, energetically'.

9. Watching television

1. The store gives the customers a discount. (FD1)
2. Latri notified Bella about disaster. (FD3)
3. Optimus Prime is the leader of the Auto bots. (FN1)
4. This film is too boring. (FN2)
5. Both Tina and Jane like to watch horror movies. (FN5)

There are two (2) students having a hobby of watching TV. They made four (4) sentences. As the result of watching TV, they know some words such as 'discount, disaster, Optimus Prime', horror movies. Datum (1) uses the basic sentence pattern N+V+N+N (S+P+IO+DO). Datum (2) uses the basic sentence pattern N+V+N (S+P+DO). Datum (3) and (4) use the basic sentence pattern N+LV+SC (S+P+C). Datum (5) uses correlative conjunction 'both ... and'.

10. Watching movie

1. Conjuring is the most interesting film. (KF1)
2. Both Indri and Sella like horror film. (KF2)
3. Willy saved Putri's book. (NN3)
4. Michele is the teacher. (NN4)
5. Nick wants to be architect. (NN5)

Three (3) students have a hobby of watching movie. One student did not express her hobby in making sentences. From watching movie, 1 student knew conjuring and horror film; 1 student knew the names of Willy, Michele, and Nick.

11. Photography

1. A darkening sky may bring showers. (AN1)
2. A blooming flower is like a rainbow. (AN2)

One student has a hobby of photography. She expresses her hobby through the sentences which show the scope of photography by using the words 'sky, blooming, flower, rainbow'.

12. Cooking

1. The chief cooked us a pizza. (FD2)
2. Ditin cooked at the kitchen. (FD4)
3. Riyani cooks as well as Fitri. (FN4)
4. Either Jack or Janet eats the pizza. (FN6)
5. My mother teaches us how to bake a cake. (LA5)
6. They liked noodle. (AM1)
7. Bagus brings me some cakes. (AM2)
8. My mother is cooking soup for grandmother. (AM3)
9. Wanda both eats and makes noodles. (AM6)
10. My mother always cooks in the kitchen everyday with a new hot plate. (FD1)
11. She cooks both *sate* and noodle. (FD3)

12. I cook the rice both in the morning and in the night. (FD5)
13. Putrid cooks pizza. (NN1)
14. Sinta eats noodle. (NN2)
15. She cooks fried rice the most deliciously in her house. (NN8)
16. I'm better at cooking than my sister. (DF1)
17. Dian not only eats but also makes a bowl of noodle. (DF2)
18. She is not only cooking but also eating chicken soup. (IK6)
19. Jane makes either cake or doughnut. (IK7)

Out of 36 students, 8 students have a cooking hobby. They produced 19 sentences. It cannot be denied that naturally women should be able to cook. Therefore, most of students are accustomed to cooking. The most familiar word for them is 'cook'. Kinds of food can be found in the data, such as 'pizza, cake, *sate*, noodle, soup, fried rice, doughnut'. The other related words are 'chef, kitchen, hot plate, delicious, eating'. The construction applied are absolute adverb degree of comparison (datum 3), superlative adverb degree of comparison (datum 15), comparative adjective degree of comparison (datum 16), correlative conjunctions (data 4,9,11,12,17,18,19); basic sentence patterns N+V+N+N (data 1, 5, 7), N+V+C (data 2, 10), N+V+N (data 6, 8, 13, 14).

13. Playing football

1. Both volley and football are popular in Indonesia (MD1)
2. The club will give whoever wins the race a gold cup. (AW1)

Two (2) students have a hobby of playing football. As they like playing football, they made sentences with the word 'football' and 'club'. One student practiced making a sentence using adjective, namely 'popular' (datum 1), Descriptive adjectives usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, colour (Frank, 1972), and the other student made practiced basic sentence pattern N+V+N+N (datum 2) and a noun clause as an indirect object.

14. Playing volley ball

One student has a hobby of playing volley ball, but he does not express it in his sentences.

15. Playing badminton

One student has a hobby of playing volley ball, but he does not express it in his sentences.

16. Swimming

1. I see an old woman swimming in the swimming pool. (EY1)
2. Budi likes swimming, but Agus likes hiking. (HR1)

Five (5) students have a swimming hobby. However, only 2 students who made sentences based on their culture. They used the word 'singing' in their sentences. In datum 1 the sentence applied participle phrase (the first 'swimming') reflected in the function of noun modifier, especially as post-modifier; while the second 'swimming' is as a gerund. Datum 2 contains the word 'singing' as object of the verb 'like'.

17. Cycling

One student has a hobby of cycling, but he does not express it in his sentences.

18. Climbing

The fog climbs down the hill in the morning. (DW1)

Two (2) students have a hobby of climbing. One student expressed her hobby in one sentence above. The word used which is related to her hobby is 'climbs'. The other student did not touch her hobby in the sentences. She focuses her sentences on the patterns which should be applied.

19. Travelling

1. The three of us got into the boat rented for a fishing trip. (QA1)
2. What will you do if you get lost in an island and you are alone with nobody else? (NK1)

Four (4) students have a hobby of travelling. Two students did not express their hobby in making sentences. From travelling, 1 student knew the condition of someone who gets lost somewhere, in this case she made it in conditional sentence; 1 student used the word 'trip' and knew the words 'boat, rent, fishing'.

Based on the explanation above, the writers can count the number of students who considered their hobby in making sentences and those who did not. To make the explanation clearer, the

writers present the number on table below. Here is the number of them.

When the writers see the table above, it seems that the number of students who considered their hobbies in building sentences is more than those not. As the result, it can be said that the teaching and learning of structure needs to explore the students' experiences, interests, and cultures. As stated by Warren in the conclusion of his article "Therefore, identifying instances of positioning or categorization as experienced teachers engage in them is important to English language teacher preparation because it is in these moments that teacher educators have the opportunity to help inservice teachers challenge their linguistic practices" (Warren, 2018). It is also supported by Yilmaz's statement in the finding of his research (2016) that students' achievements will increase and it will be more likely that they will become citizens of world if they can study at school that enables them to protect and live their cultures and preserve the heterogeneous concealed under the homogeneousness through individuals coming from different cultures.

The next discussion concerns with the number of sentences made by students based on their hobbies individually. From the computation, the writers know that there are 9 students who did not touch their hobbies in making sentences. They just tended to apply the sentence patterns. However, the writers can state that this research is successful, because 75% of students (27 students) did what the writers instructed. They made sentences based on the patterns which should be mastered and their customs or hobbies. In this study the students practised some sentence pattern, such as adjective and adverb degrees of comparison, correlative conjunctions, basic sentence patterns: N+V+N, N+V+N+N, N+LV+SC, participle phrase, noun clause, etc.

Accelerated learning method in learning foreign language was proposed by Ahimsa (2006). The result of this method is considered to result the best. It can be done by using multi senses and multi intelligence. This method says that theory is brought to the real life. Based on this method, this study is appropriate enough to show that learning structure cannot be separated from everyday life.

This opinion may relate to what (Yuan, 2018) stated that the results offer guidance for creating a pathway of establishing school cultures and academic environments within teacher education programs where “students of every cultural and racial background feel welcome and are encouraged to reach their highest potential, as well as receive academic achievements” (Bennet, 2004).

CONCLUSION

Based on the Analysis of data, the writers conclude the study that students’ multicultural background needs to be developed in structure courses. It is done by asking the students to inform their hometown, their mother tongue, the language they master, their parents’ address and languages, and their hobbies. Having known those data, the writers get them to make sentences by applying their habit, custom, or hobby besides focusing on the formulas or patterns. This way can be called contextual instruction proposed by *Direktorat Akademik Direktorat Jenderal Pendidikan Tinggi* (2008). Contextual instruction is a learning concept which helps a lecturer relate the subject content to the daily real life and motivate the students to make relatedness between knowledge and its application in daily life as the members of society, professional or managerial agents, entrepreneurs, and investor.

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