



Cross-Cultural Comparison based Syllabus for Cross-Cultural Understanding Class in English Department of Pancasakti University

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Abstract

This study was to design a cross-cultural comparison based syllabus for cross-cultural understanding class in English Department of Pancasakti University. This study used a Research and Development (R&D) model suggested by Borg and Gall (1983) encompassing four phases, exploration, development, field-testing, and dissemination. This study involved 47 third semester students who had attended CCU class in need analysis and 20 students of first semester for the trial. Data was collected by using questionnaire, document analysis, and classroom observation. English Education experts validated the syllabus prototype before trying it out to find out the feasibility and practicality of cross-cultural comparison based syllabus by using a pre-experimental design with one-group Pretest-Posttest design. Pearson Product moment SPSS 22 was used to find out the correlation between pretest and posttest. The try out data was supported by classroom observation rubric and students' feedback. The finding showed that the new developed syllabus was fit to use for cross-cultural understanding class in English Department of Pancasakti University proven by positive correlation and between pretest and posttest; supported by students' good behavior and satisfaction with the new developed syllabus in CCU class.

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INTRODUCTION

Learning English as a foreign language is not always corresponding with learning the culture of the target language (C2.) The use of local culture in teaching English serves dual purposes; supporting mastery of the target language (L2) while also enabling teachers to fulfil their obligation to teach about the local culture (C1) since preserving knowledge of the local culture as a means of fostering the spirit of Unity in Diversity (Bhinneka Tunggal Ika) is a national vision. Education has been seen as an appropriate forum to fulfill this goal. Local culture has been incorporated into various school subjects in the curriculum including English.

On the other hand, it has been suggested that language learning is enhanced by study of the culture associated with it (see, for example, Risager, 2007) but in fact, teachers can introduce cultural awareness of the target language and students' native language in the classroom. Kirkpatrick (2008) noted that Indonesian students tend to communicate in English when discussing local cultural information with foreigners who speak English. This suggests that an approach that is sensitive to local culture is beneficial for English language education in Indonesia. This approach taken by numbers of EFL textbooks in primary level has made use of local culture presented in English exposing students to English language since they develop vocabulary mastery to explain their own local culture.

Teachers of English Department in Pancasakti University vary in presenting logical, informative, and interesting perspectives on cross-cultural understanding. One teacher might present a two-country comparison cross-cultural perspective, and cultural differences are compared and observed. Another teacher may go in different direction and discuss various belief systems between Indonesia and other countries.

To achieve intercultural competence, cross-cultural comparison is a strategy in which learners first need to gain insight into the target language culture, and then reflect on their own

culture (that is, on its culturally determined values, behavior patterns and ways of thinking) in relation to other cultures (McKay 2002). Comparing students' cultural backgrounds with the target language's culture is not just to understand two divergent cultures and describe the similarities and differences between them. The purpose is to answer sociological questions by examining different societies. Byram and Planet (2000) argue that comparison makes the strange, the other, familiar, and makes the familiar, the self, strange, and therefore it is easier to reconsider.

Cross-cultural comparison can be an effective way to achieve intercultural competence and to study the target language and its culture. A contrastive approach sees language not as representative of an indicative culture, but a lingua franca through which cultures can be compared and contrasted. In this approach, no one culture is privileged above another, and classroom activity might involve comparing experiences, responses and cultural events (Corbett, 2003 cited in Spiro 2013, p.194).A number of studies conclude those minority groups students who have maintained cultural ties are more likely to succeed academically than those who have left their cultural ties (Espinoza (1971), Romano, et al (1971), Ramírez and Castañeda (1974), and Valentine (1971)).

Therefore, this study is to find out the feasibility and the practicality of using cross-cultural comparison based syllabus for Cross-Cultural Understanding Class with various cultural topics provided as a natural stimulus for language learning in a realistic context. By starting with a topic of interest and then discussing or explaining an issue or opinion, students will find out what they want to say and whether they can say it or not.

Culture has many definitions. One of importance is from Hall (1977), who states, "All 'countries' have their own identity, language, and systems of nonverbal communication, material culture, history, and ways of doing things" (p. 2). For some, it refers to an appreciation of good literature, music, art, and

food. Others define culture as a knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion belong to a group of people.

There is also another definition, which divides culture into two concepts (Moran, 2001). The first is called the “big C,” which is the traditional, objective culture (for example, food, theater, art, dance, or music). A cultured (big “C”) person knows the finer points of manners and customs, and can distinguish between the common and the refined. Then, there is “small c” which is the called the subjective culture. This has no existence except in human behavior. “Small c” culture is an abstraction produced by thought and can define characteristics such as body movement, how we live, how we learn, how we work, and how we express love, in response to similar events and experiences. Small “c” culture encompasses everything as a total way of life.

A significant focus of language education is intercultural language learning. It connects the study of culture to language and linguistic learning and sees them as integrated and holistic as Crozet & Liddicoat (2000) say “an acknowledgement and understanding of the links between language and culture as well as an understanding of how communication works across cultures.” In inter cultural language learning, language, culture and learning are fundamentally interrelated into a single educative approach (Liddicoat et al., 2003). Intercultural language learning requires students to reflect on the knowledge and assumptions they make about their own culture as well as those of the target language. It is the process of acquiring specific and general knowledge, skills, attitudes required for effective cross-cultural communication and interaction. It is a dynamic, developmental, and ongoing process engages the learner cognitively, behaviorally, and affectively (Paige, Jorstad, Siaya, Klein, & Colby, 2003, p. 177).

Inter cultural language learning encourages learners to compare and to look for cultural similarities and differences with the target culture in comparison with their own culture. Comparison here means finding

similarities and differences of the two cultures or more to build a bridge of understanding toward others’ culture. Cross-cultural comparison means comparing and contrasting two different cultures and the way they go about implementing and developing things.

Comparison with one’s own culture and the target culture draws on learners’ own knowledge, beliefs, and values and leads to increased cultural knowledge, understanding, and acceptance, which provides a basis for successful intercultural communication. Byram and Planet (2000) argue, “Comparison makes the strange, the other familiar, and makes the familiar, the self-strange and therefore easier to reconsider” (p. 189). With an understanding of their own culture as a starting point, learners gradually decenter from their own culture (Byram, 1989; Kramsch, 1993) and develop necessary skills and knowledge to achieve decentering (Liddicoat et al., 2003).

Finding one’s own “third place” between cultures is creating a third place in the foreign language classroom that presents a way of thinking beyond the usual dichotomy. It involves learners in “the turning inward of cultural information through self-reflection leading to enhanced understanding of the role of culture/language in the construct of worldviews in inter cultural language learning” (Crozet, 2007, p. 5). They infer, compare, interpret, discuss and negotiate meaning (Liddicoat et al., 2003) through this process that is referred to as the finding of a “third place” (Kramsch, 1993). In this process, Learners are not becoming an imitation native speaker, but a person who can stand between the two cultures seeing both in a new light up. Learners decenter from their first culture observe the target culture and occupy a third place where they can observe and reflect on both their own and the target culture (Byram, 1989; Kramsch, 1993). Kramsch indicates that this third place is the one where L2 learners synthesize elements of different cultures and establish their own understanding of the cultural differences between those cultures. It is on this unbounded and dynamic space where language learners bridge the gap between cultural differences and achieve their personal and

communicative goals (Crozet & Liddicoat, 2000). The purpose is not just to understand two random cultures and describe the similarities and differences between them. The purpose is to answer sociological questions by examining different societies.

Long interaction between original indigenous customs and multiple foreign influences has shaped Indonesian culture. Indonesia is located centrally along ancient trading routes between the Far East, South Asia and the Middle East, resulting in many cultural practices being strongly influenced by a multitude of religions, including Hinduism, Buddhism, Confucianism, Islam and Christianity, all strong in the major trading cities therefore a complex cultural mixture is resulted differently from the original indigenous cultures (Indonesiacorner.gunadarma.ac.id).

Indonesia has been influenced greatly by western culture in science, technology, and modern entertainment such as television shows, film and music, as well as political system and issues. The term "Western culture" has come to define the culture of European countries as well as those that have been heavily influenced by European immigration, such as the United States, according to Khan University. Today, the influences of Western culture can be seen in almost every country in the world.

In the modern-day Indonesian culture is a fusion of cultural aspects from Arabic, Chinese, Malay and European sources. Examples of cultural fusion include the fusion of Islam with Hindu in Javanese Abangan belief, the fusion of Hinduism, Buddhism, and animism Buddha, and the fusion of Hinduism and animism in Kaharingan; others could be cited. Ancient Buddhist and Hindu kingdoms can be found in Balinese dances, while Islamic art forms and architecture are present in Sumatra, especially in the Minangkabau and Aceh regions. Pencak Silat, a martial art combines Traditional art, music, and sport. India has notably influenced Indonesian songs and movies. A popular type of song is the Indian-rhythmical Dangdut mixed with Arab and Malay folk music.

Cross-cultural understanding means gaining an understanding of cultural differences

by building a bridge of two cultures or customs between countries. Building a bridge is Learners decenter from their first culture observe the target culture and occupy a third place where they can observe and reflect on both their own and the target culture (Byram, 1989; Kramsch, 1993). Learners should know their own culture, study cultural background of others, and respect other's value. To gain cross cultural/intercultural understanding, students need to have awareness that is the ability to identify differences and similarities by using cultural sensitivity. Cultural sensitivity is the ability to acknowledge, respect, tolerate, and accept cultural differences. Being culturally sensitive enables a person to approach interactions with people from different cultures in a respectful manner in interpersonal interactions.

One of the aims of the language classroom is the development of learners' intercultural competence. which may be defined as the ability to interact effectively with people from cultures other than one's own (Guilherme, 2000) or the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality (Byram, Gribkova, & Starkey, 2002).

To achieve intercultural competence, learners first need to gain insight into the target language culture, and then reflect on their own culture (that is, on its culturally determined values, behavior patterns and ways of thinking) in relation to other cultures (McKay 2002). In other words, in acquiring knowledge about and reflecting on the target language culture, learners need to be encouraged not simply to observe similarities and differences between the cultures, but they should also be able to analyze them from the viewpoint of the others, thus establishing a relationship between their own and other systems. Interacting effectively across cultures implies therefore the cross crossing of identities and the "positions" to which people are summoned as well as how they produce and "perform" these positions (Hall, 1996: 13-14).

In the context of foreign language education, the learner becomes an “intercultural speaker”, someone who has the ability to interact with others, to mediate between different cultural identifications, and to accept other perceptions of the world. In Byram and Zarate’s words, an “intercultural speaker” is someone who “crosses frontiers, and who is to some extent a specialist in the transit of cultural property and symbolic values” (Byram and Zarate, 1997: 11). However, Guilherme cautions that the “intercultural speaker” is not a cosmopolitan being who is floating over cultures, but someone who is committed to turning intercultural encounters into intercultural relationships (Guilherme 2000).

Syllabus

Stern (1992) introduces ‘cultural syllabus’ to be incorporated into second/foreign language education. There are many challenges regarding defining the concept of culture. Seelye (1984:26) refused to define culture, calling it ‘a broad concept that embraces all aspects of the life of man’, and Brown (1994) calls it the “glue” that

binds a group of people together. In order to have a better understanding of the term culture, Stern (1992:208) suggests that writers ‘have tried to reduce the vast and amorphous nature of the culture concept to manageable proportions by preparing lists of items or by indicating a few broad categories’.

Long and Crookes (1993:11-12) carry through with Wilkins’ syllabus types to identify structural, lexical, notional, functional, and most situational and topical syllabuses [as] synthetic,” and.. procedural, process, and task syllabuses [as] examples of the analytic syllabus type. Wilkins (1976: 1-2) described analytic and synthetic syllabi as proportional Syllabi that bolster second language curricula are never completely analytic or synthetic in nature. The total relationship of White, Wilkins and Long & Crookes’ ideas is shown in the following figure.

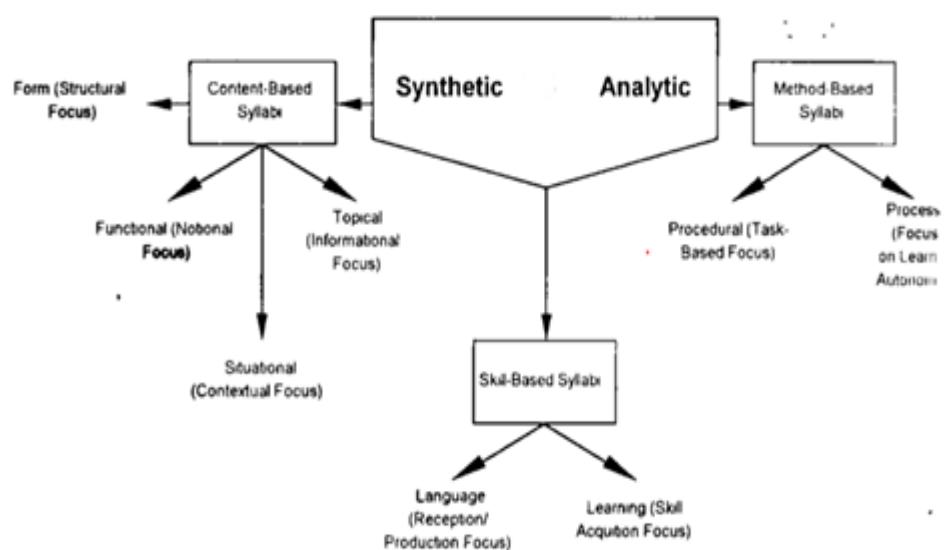


Figure 1. The total relationship of White, Wilkins and Long & Crookes’ ideas

This study used content syllabus in terms of situations, topics, themes, or other academic or school subjects. The stimulus for content syllabuses is the notion that, unlike science, history, or mathematics, language is not a

subject in its own right, but merely a vehicle for communicating about something else.

Topical or content-based syllabus is organized around themes, topics, or other units of content. With a topical syllabus, content

rather than grammar, functions, or situations is the starting point in syllabus design. Content may provide the sole criterion for organizing the syllabus or a framework for linking a variety of different syllabus strands together. "It is the teaching of content or information in the language being learned with little or no direct effort to teach the language separately from the content being taught" Krahne (1987; 65; cited in Richard and Rodgers 2006:204)

The advantages of courses based on content-based syllabuses are they facilitate comprehension. Content makes linguistic form more meaningful, content serves as the best basis for teaching the skill areas, they address students' needs, they motivate learners, they allow for integration of the four skills and they allow for use of authentic materials (Brinton, Snow, and Wesche 1989; Mohan 1986).

Bloom's Taxonomy in its various forms represents the process of learning developed in 1956 by Benjamin Bloom and modified during the 1990's by a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom's) to make it relevant to the 21st century. The revised taxonomy emphasizes what a learner 'Can Do.' The stages are now represented as verbs Create, Evaluate, Analyze, Apply, Understand, Remember.

In designing syllabus, it is important for students to remember a concept before understanding it. It is necessary to understand a concept before applying. Being able to apply a concept is an obligation before analyzing it. Being able to analyze a concept should be achieved before evaluating it. Remembered, understood, applied, analyzed, and evaluated a concept should be mastered before students can create.

In remembering level, teachers' role is to direct, examine and show whereas, students' role is to remember, recognize, retell and describe knowledge of major ideas. In

understanding level, teachers' role is to demonstrate, listen, question, compare, and contrast whereas, students' role is to explain, describe, outline, restate, translate, demonstrate, interpret, actively participate the information, grasp meaning of it, translate knowledge into new context interpret facts, compare, contrast the information given.

In applying level, teachers' role is to show, facilitate, observe, evaluate, organize, question whereas, students' role is to solve problems, demonstrate use of knowledge, calculate, compile, complete, illustrate and construct by using information effectively, methods, concepts, theories in new situations and solving problems using acquired skills or knowledge. In analyzing level, teachers' role is to probe, guide, observe, evaluate, act as a resource, question, organize, and dissect whereas, students' role is to discuss, uncover, argue, calculate, examine, investigate, break learned information into its parts to best understand information

In evaluating level, teachers' role is to clarify, accept and guide, whereas, students' role is to judge, select and justify by comparing and discriminating between ideas, assessing value of theories, presentations, making choices based on reasoned argument, verifying value of evidence, and recognizing subjectivity. In creating level, teachers' role is to facilitate, extend, reflect, analyze, and evaluate whereas, students' role is to design, formulate, plan, modify, create, and propose by using old ideas to create new ones.

METHODS

This study used a Research and Development (R&D) approach following the model suggested by Borg and Gall (1983:772) encompassing four phases for its implementation, i.e. exploration, development, field-testing, and dissemination.

observed in the following figure.

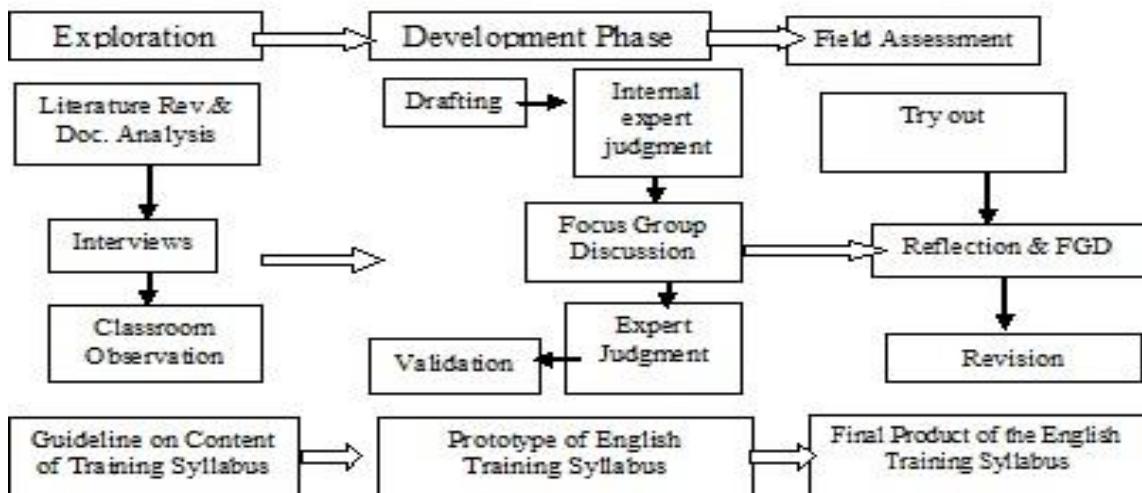


Figure 2. Observed

In the exploration stage, need analysis was conducted for 47 of third semester students who had attended cross-cultural understanding course at English Department of Teacher Training and Education of Pancasakti University starting from August to December 2015. I largely collected through questionnaire, and classroom observation (in which recording and note taking were done).

To know the quality of the existing syllabus, I analyzed through documents using two kinds of rubrics, a rating scale rubric to know its strength and weak points of the document, and a checklist rubric, a simple list of requirements to know the requirement of a syllabus was met. It was adapted from (Altman & Cashin, 1992; Bauer, Gabriele, 2008; & Grunert O'Brien, J., Millis, B., & Cohen, M, 2008).

To design the syllabus needed for effective cross-cultural understanding skills, a five-point Likert rating scale system with closed-end and open-ended questions written in English adapted from, (Bada, E. 2000; Brace, I. 2004; Foddy, W. H. 1994, Hinkle, D. E., Oliver, J. D., & Hinkle, C. A. 1985) was used. The questionnaire had two parts specifically designed to relate to the purpose of the study. The first part was composed of 9 items requesting information of satisfaction, acceptability, impact, helpfulness, effectiveness, cultural awareness, content,

outcomes, and overall rating of the existing syllabus in Pancasakti university. The second dealt with the current level of need such as suggestions of topics, materials, teaching learning process, assessment, and how well current syllabus meet the objective of the course for more effective cross-cultural understanding syllabus development.

To know teachers' teaching performance and students' feedback as the important elements in CCU class, students' appraisal was used adapted from Richard (2003). The observation in CCU classes was conducted by using Sorcinelli observation guide adopted from Weimer (1991). Each class had been observed four times by directly attending the classes and video tapping. The purpose of doing the observation was to know the implementation of the existing syllabus of CCU in the classroom as explained by Weimer (1991) used for collecting evidence of students learning during the instruction to improve teaching practice.

In the development phase, a prototype of cross-cultural understanding syllabus was constructed. Syllabus evaluation was done by 7 experts in English education. Focus group discussions were also conducted to familiarize the users with the syllabus and to get the feedback from internal teachers. Validation of the revised syllabus was conducted to assess the feasibility of the syllabus carried out by 5 experts

in English language teaching in Semarang State University (UNNES) before trying it out with students of English Department of Teacher Training and Education Faculty in Pancasakti University.

In field testing phase, the subjects in the trial to reveal the practicality and feasibility of the new developed syllabus were 20 students of first semester in cross-cultural understanding class in English Department of Pancasakti University starting from December 20, 2016 to January 9, 2017. The trial used pre experimental pretest and posttest design, I used a presentation model in which students were given the cross-cultural videos and handouts provided in the treatment of teaching and learning cross cultural understanding course. Students were also free to choose or browse their own cross-cultural videos adjusted to their level of understanding since they were still in the first semester. I collected data several means video recording, assignments, classroom observation rubrics, and notes. These data, coming from a variety of sources, can be triangulated to capture the efficacy of the syllabus. Pearson Product Moment SPSS 22 was used to know the correlation and significant difference between pretest and posttest.

There were three parts in both pre-test and posttest, Part A was multiple choices, Part B was essay test in the form of language use in short stories on intercultural conflict/misunderstanding and Part C was a rubric test. Part A and Part B was a knowledge test about cross-cultural understanding materials and Part C was cross-cultural self-awareness test to find out students' awareness level in cross-cultural understanding adapted from Marc McCulloch and Troy Behrens for ASCL Educational Services, Inc. (2005). I gave pre-test

in some way before the experimental run and posttest after it.

RESULTS AND DISCUSSION

The finding of exploration phase shows that the existing cross-cultural understanding syllabus needs to be developed. The new developed syllabus of cross-cultural understanding course based on the findings in the need analysis is topical or content-based syllabus since teachers suggest themes, topics, or other units for content that serve the best basis for teaching skill areas. The emphasis is incorporating students' cultural background into cross-cultural comparison to get the similarities and the differences between the two cultures and deepening students' appreciation of the other culture and its speakers, and expand their understanding.

Clearly, in field testing phase the finding shows that there is positive correlation between the results of pretest and posttest; it is proven by the significance value of the multiple choice test is 0,015 which is smaller than 0,05. Thus, Ho is rejected and it can be concluded that there is a correlation between pretest. The significance value of the essay test is 0,003 which is smaller than 0,05. Thus, Ho is rejected and it can be concluded that there is a correlation between pretest and posttest, and The significance value of cultural awareness test is 0,032 which is smaller than 0,05. Thus, Ho is rejected and it can be concluded that there is a correlation between pretest and posttest. It means the revised syllabus is fit to use in cross-cultural understanding class in Pancasakti University.

Table 1. Pretest Posttest Result

No	Name	Knowledge				Cultural awareness (32)	
		Multiple choice (10)		Essay (2.5-10)		Pre-test	Post-test
		Pre-test	Post-test	Pre-test	Post-test		
1	AK	4	5	15	20	19	20
2	IST	6	4	12.5	15	20	22
3	AS	7	6	5	5	22	20
4	ADJ	4	6	5	7.5	18	23
5	TS	4	6	5	7.5	18	20
6	NS	3	5	2.5	5	22	27
7	NU	3	4	2.5	10	23	24
8	AH	3	5	5	5	29	30
9	KR	3	4	2.5	12.5	19	18
10	MG	6	7	12.5	20	25	20
11	VL	6	6	10	10	26	21
12	MKBP	1	2	10	5	22	24
13	FH	5	4	7.5	10	24	21
14	AW	7	7	5	7.5	28	30
15	KRY	3	5	5	12.5	19	21
16	NB	7	5	5	5	18	25
17	NN	6	4	7.5	12.5	19	21
18	RP	5	6	10	7.5	21	27
19	LW	6	7	7.5	15	16	24
20	LN	3	6	5	5	19	19
Total		96	104			427	457

Multiple Choice Test

The table shows that for cognitive (knowledge) test in the form of multiple choice questions 3 students have lower posttest scores than pretest, 1 students has the same score for

pretest and posttest, and 16 students proves that their posttest scores are higher than pretest. To find out the correlation between the results of pretest posttest for multiple-choice test, I used Pearson Product Moment SPSS 22

Correlation between pre-test and post-test

Tabel 2. Correlations

		PreTest	PostTest
PreTest	Pearson Correlation	1	.537*
	Sig. (2-tailed)		.015
	N	20	20
PostTest	Pearson Correlation	.537*	1
	Sig. (2-tailed)	.015	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

According to Sugiyono (2010) there are several criteria to interpret correlation coefficient, as follows:

0.00 – 0.199 = very low

0.20 – 0.399 = low

0.40 – 0.599 = medium

0.60 – 0.799 = high

0.80 – 1.000 = very high

From the results above, it can be seen that the Pearson Correlation result obtained 0.537 without any minus sign. It means there's a positive correlation between pre test and post test. The correlation between pre test and post test in multiple choice can be recognized medium since 0.537 is in range 0.40 – 0.599.

Hypothesis test:

Significance a = 5%

H_0 = there's no correlation between pre test and post test

H_a = there's a correlation between pre test and post test

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

The significance value of the result is **0.015** which is smaller than **0.05**. Thus, H_0 is rejected and it can be concluded that there's a correlation between pre test and post test of multiple choice.

Paired T-test of a Multiple Choice test

Paired T-test is used in order to check the difference of two groups' paired data. In this case, the writer will check the effectiveness of treatment by comparing the pre-test and post-test score.

Tabel 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_MC	4.60	20	1.729	.387
	Post_MC	5.20	20	1.281	.287

Tabel 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_MC & Post_MC	20	.537	.015

Tabel 4. Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean		
Pair 1	Pre_MC - Post_MC	-.600	1.501	.336	-1.302	

Tabel 5. Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference	Upper	t	Sig. (2-tailed)			
		95% Confidence Interval of the Difference	Upper	t							
				Lower							
Pair 1	Pre_MC - Post_MC	,102		-1.788	19			.090			

Hypothesis:

H_0 : There is no significant difference in students cultural awareness from before and after treatment.

H_1 : There is a significant difference in students cultural awareness from before and after treatment.

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

The significance value of the result is **0.015** which is smaller than **0.05**. Thus, H_0 is

rejected and it can be concluded that there's a significant difference in students cultural awareness from before and after treatment.

Essay Test

In essay questions in the form of language use in short stories on intercultural conflict/misunderstanding, 2 students have lower posttest scores than pretest, 3 students have the same score for both tests, and 15 students prove better posttest scores.

Essay Correlations

Tabel 6. Correlations

		Pre_Essay	Post_Essay
Pre_Essay	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.003
	N	20	20
Post_Essay	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.003	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

According to Sugiyono (2010) there are several criteria to interpret correlation coefficient, as follows:

0.00 – 0.199 = very low

0.20 – 0.399 = low

0.40 – 0.599 = medium

0.60 – 0.799 = high

0.80 – 1.000 = very high

From the results above, it can be seen that the Pearson Correlation result obtained 0.622 without any minus sign. It means there's a positive correlation between pre test and post test. The correlation between pre test and post test in essay can be recognized high since 0.622 is in range 0.60 – 0.799.

Hypothesis test:

Significance a = 5%

H_0 = there's no correlation between pre test and post test

H_a = there's a correlation between pre test and post test

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

The significance value of the result is **0.003** which is smaller than **0.05**. Thus, H_0 is rejected and it can be concluded that there's a correlation between pre test and post test of essay.

Paired T-test of Essay

Paired T-test is used in order to check the difference of two groups' paired data. In this case, the writer will check the effectiveness of treatment by comparing the pre-test and post-test score.

T-Test

Tabel 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Essay	7.00	20	3.591	.803
	Post_Essay	9.88	20	4.831	1.080

Tabel 8. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Essay & Post_Essay	20	.622	.003

Tabel 9. Paired Samples Test

	Paired Differences			95% Confidence Interval of the Difference	
	Mean	Std. Deviation	Mean	Std. Error	
				Lower	Upper
Pair 1	Pre_Essay - Post_Essay	-2.875	3.828	.856	-4.667

Tabel 10. Paired Samples Test

	Paired Differences			95% Confidence Interval of the Difference	
	Upper	T	df	Sig. (2-tailed)	
				Lower	Upper
Pair 1	Pre_Essay - Post_Essay	-1.083	-3.359	19	.003

Hypothesis:

H_0 : There is no significant difference in students cultural awareness from before and after treatment.

H_1 : There is a significant difference in students cultural awareness from before and after treatment.

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

between the result of cross-cultural self-awareness in pretest and posttest.

The significance value of the result is **0.003** which is smaller than **0.05**. Thus, H_0 is rejected and it can be concluded that there's a significant difference in students cultural awareness from before and after treatment.

Cross-cultural Self-Awareness Test

The result of self-awareness in posttest has differences. There are 12 students are at conscious incompetence level and 8 students are at conscious competence level. To find out whether there is a positive correlation or not

Correlations Cultural Awareness

Tabel 11. Descriptive Statistics

	Mean	Std. Deviation	N
Pre_CA	21.3500	3.55816	20
Post_CA	22.8500	3.48342	20

Tabel 12. Correlations

		Pre_CA	Post_CA
Pre_CA	Pearson Correlation	1	.480*
	Sig. (2-tailed)		.032
	N	20	20
Post_CA	Pearson Correlation	.480*	1
	Sig. (2-tailed)	.032	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

According to Sugiyono (2010) there are several criteria to interpret correlation coefficient, as follows:

0.00 – 0.199 = very low

0.20 – 0.399 = low

0.40 – 0.599 = medium

0.60 – 0.799 = high

0.80 – 1.000 = very high

From the results above, it can be seen that the Pearson Correlation result obtained 0,480 without any minus sign. It means there's a positive correlation between pre test and post test. The correlation between pre test and post test in cultural awareness can be recognized medium since 0,480 in range 0.40 – 0.599.

Hypothesis test:

Significance a = 5%

H_0 = there's no correlation between pre test and post test

H_a = there's a correlation between pre test and post test

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

The significance value of the result is **0.032** which is smaller than **0.05**. Thus, H_0 is rejected and it can be concluded that there's a correlation between pre test and post test of cultural awareness.

Paired T-test of Cross-Cultural Awareness

Paired T-test is used in order to check the difference of two groups' paired data. In this case, the writer will check the effectiveness of treatment by comparing the pre-test and post-test score.

Tabel 13. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_CA	21.35	3.558	.796
	Post_CA	22.85	3.483	.779

Tabel 14. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1	Pre_CA & Post_CA	20	.480 .032

Tabel 15. Paired Samples Test

	Pair 1	Paired Differences			95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	
	Pre_CA - Post_CA	-1.500	3.591	.803	-3.181

Tabel 16. Paired Samples Test

	Pair 1	Paired Differences			T	Df	Sig. (2-tailed)
		Upper	95% Confidence Interval of the Difference	Lower			
	Pre_CA - Post_CA	.181	.19	.077			

Hypothesis:

H_0 : There is no significant difference in students cultural awareness from before and after treatment.

H_1 : There is a significant difference in students cultural awareness from before and after treatment.

H_0 is accepted if $H_0 > 0.05$

H_0 is rejected if $H_0 < 0.05$

The significance value of the result is **0.032** which is smaller than **0.05**. Thus, H_0 is rejected and it can be concluded that there is a significant difference in students cultural awareness from before and after treatment.

Table 17. Cross-cultural Self-Awareness Result

Total Score	Total Students		What It Might Mean	What You Should Do For Follow-Up
	Pre-Test	Post-Test		
32			You have the highest level of Awareness (Unconscious competence)	Keep it up!
24 to 31	5	8	You are on the right track! (Conscious competence)	Sharpen your weaker points and you will be even better!
16 to 23	15	12	So/so in the knowledge and awareness area (Conscious incompetence)	Take some time to practice developing your weak areas.
8 to 15			Need to improve your Cultural Awareness skills (Unconscious competence)	Spend some time with your teacher so you can develop a strategy on building your Cultural Awareness!

The findings show that there are 15 students whose awareness level is conscious

incompetence and 5 students are at the level of conscious competence in pretest. It means 15

students realize that differences exist between the way they and other people from different culture behave, though students understand very little about what these differences are, how numerous they might be, or how deep they might go. Five (5) students know cultural differences exist, they know what some of these differences are, and they try to adjust your own behavior accordingly.

Students' Feedback

Students' feedback had been done in the need analysis to prepare the material and syllabus and it was also conducted again in field testing to find out students' opinion about learning process during the implementation of a new developed cross-cultural understanding syllabus after conducting the experiment. The criteria in the questionnaire are based on students' suggestions in need analysis.

Table 18. Students' Feedback

No	Criteria	Rating Score (%)				Total
		50-59	60-69	70-79	80-100	
1	The use of cross-cultural video as the real world example is helpful to understand the materials.	1	2	13	4	20
2	The discussion is helpful to encourage participating in section and respond to others enrich students' knowledge of cross-cultural understanding		4	9	7	20
3	The discussion is helpful to enrich students' knowledge of cross-cultural understanding	1	3	6	10	20
4	The comparison of students' cultural background (Indonesian's culture) with other countries' culture improves cross cultural competence, knowledge, skill, attitude, and critical awareness.	1	5	8	6	20
5	Students' presentations improve their speaking skill	2	5	6	7	20
6	Summary/chapter report helps students' improving writing skill	1	3	11	5	20
7	Sources and textbooks of cross-cultural understanding, provided help students understanding about cross-cultural communication.		7	10	3	20
Total		6	29	63	42	140

The finding shows that 85% (17 of 20 students) agree that cross-cultural videos as the real world example is helpful to understand the materials. 80% or 16 students consider that the discussion is helpful to encourage participating in section and respond to others enrich students' knowledge of cross-cultural understanding.

80% of the total students think that the discussion is helpful to enrich students' knowledge of cross-cultural understanding whereas 70% of the students affirm that the comparison of students' cultural background (Indonesian's culture) with other countries' culture improves cross cultural competence,

knowledge, skill, attitude, and critical awareness.

65% of students say that their presentations improve their speaking skill. Presentation Makes students speak more English in the classroom. It increases student-talking time by asking other students to answer a student's question, by showing videos related to the topic of the class eliciting students' participation.

80% of students think that summary/chapter report helps students' improving writing skill. Summarizing force students to grasp the most important ideas in a text presented in discussion.

Only 65% of the students think that sources and textbooks provided help students understand about cross-cultural communication. It means that teacher should select or revise the text material recommended adjusted with the students' understanding level first semester students lack of vocabulary knowledge and grammar mastery.

I also provided questionnaire to know students' feedback to support the findings.

1. Students need to discuss some topics more deeply to make students have better understanding. The following topics suggested by students are:
 - a. Stereotyping across culture
 - b. High context and low context culture
 - c. Making initial across culture
 - d. Non-Verbal and Body Language in some countries
2. Students love to use simple materials, and to use mixed languages (Bahasa Indonesia and English) especially when

they find difficulties in understanding the meaning to understand well the material.

3. Students need teacher's real life experiences about cross-cultural understanding to make them more motivated.
4. Student centered method, presentation technique, and the media such as cross-cultural video in their presentation are preferable. They also need longer questions and answers session to explore the materials. Presentation is more interesting for them as it encourages them to study more about cross-cultural understanding. Native speaker of English are also recommended to make the class more appealing.

Observers' Perception about Class Participation

There were 13 meetings the first meeting was the introduction and twelve for teaching and learning process in cross-cultural understanding class. I invite two observers that are English Department lecturers to observe the class participation. I used class participation rubric to help their observation adopted from Jatkoswki, K. (2013). Assessing topic maintenance and turn taking. In J.D.Brown (Ed), *New Ways of Classroom Assessment*. (2nd Ed.). Alexandria, VA: TESOL and The Web Portal For Educators! (www.teach-nology.com).

Table 19. Class Participation Rubric

	At Target (3/3)	Approaching Target (2/3)	Below Target (1/3)
Level of Engagement in Class	Students proactively contribute to class by offering ideas and/or ask questions more than once per class and/or works consistently on group project the entire time.	Students proactively contribute to class by offering ideas and/or ask questions once per class and/or works on group project for most of the allotted time	Students rarely contribute to class by offering ideas and asking questions and/or works on group project only some of the allotted time
Listening Skills	12	Students listen when others talk, both in groups and in class. Students incorporate or build off the ideas of others.	Students do not listen when others in groups and in class, both in groups and in talk, both in groups and in class.
Behavior	5	7	Students almost never display disruptive behavior during class.
Preparation	10	2	Students are almost always prepared for class with assignments and required class materials.
	8	4	

Here are the observers' comments on students' behavior in the classroom in 6 meetings and they did not give any comments for the rest:

1. Mostly the students are listening and asking the questions (meeting 1).
2. Some students are listening but others are busy talking (meeting 2).
3. The students are active in the class in both asking and listening (meeting 3).

4. The students are listening and asking the questions during the presentation (meeting 4).
5. Most of the students listen well and proactively contribute to class (meeting 5).
6. Most of the students listen well and actively contribute to class and they are well prepared (meeting 6).

Based on the findings above it can be concluded that students' behavior toward the implementation of the new syllabus in cross-

cultural understanding class is good since the level of students' engagement is 100 % at target, students' listening skill is 42% at the target, and 58 % is approaching target. The students' behavior is 83% at target and 17% is approaching target, and the last one is students' preparation is 67% at the target, and 33% is at approaching target level. The conclusion is supported by the observers' comment that most of the students listened and participated in the class actively and they were well prepared.

CONCLUSION

Based on the need analysis, experts' validation, focus group discussion, try out, students' feedbacks, and observers' perception, as well as data analysis discussed in field testing phase, it can be concluded that the revised cross-cultural understanding syllabus by using cross-cultural comparison which activities are based on the subject matter being taught (content based syllabus) is valid, practical, and effective.

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