

TEACHING CROSS CULTURAL UNDERSTANDING BY USING FILM TO INCREASE STUDENTS' CULTURAL AWARENESS

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Abstract

The objective of the paper is that how English Language Lecturer can teach about culture because language is embedded in culture and therefore cannot be understood apart from culture. Learning language means learning culture of the language because a language is a part of culture. Cross Cultural Understanding deals explicitly with different aspect of culture, how and why misunderstandings occur and how to negotiate a culture different from one's own and deals with such misunderstandings. Culture and communication (using language) are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted (Samovar, Porter, & Jain, 1981). Culture is a broad concept that embraces all aspects of human life. It includes everything people learn to do. It is everything humans have learned. Culture shapes our thoughts and actions, and often does so with a heavy hand according to Brooks (1975). We should realize that knowing the language, as well as the patterns of everyday life, is a prerequisite to appreciating the fine arts and literature, therefore we need a balanced perspective of culture when designing curricula. As a strategy to help students to understand the process of transferring the message is watching the eastern movies (films). Many examples of using literature and movies (films) can be found to teach about culture. By watching movies is one of quick process for understanding what, why, how, habit, and values etc of others culture was explored.

Keywords: Cross Cultural Understanding; Film; Increase

A. INTRODUCTION

Cross Cultural Understanding is one of the subject for the English student at English Department, Faculty of Education and Teacher Training, State Institute for Islamic Studies Imam Bonjol Padang. In understanding cross cultural norms of certain communities is important to help one avoids misperception in producing certain expression. This is because language is a system by which people communicate to one another.

For communication and interaction and get information, language is an effective tool to be used to know about other people, society and other group. Thinking about language, people usually think of mastering vocabulary. Mastering vocabulary means that they know all the words in the language which they use. Language helped people in understanding each other, studying about cultures and the world around them. Without language, people will get confused with another.

Learning language means learning culture of the language because a language is a part of culture. Language is embedded in culture and therefore cannot be understood apart from culture. Culture is a broad concept that embraces all aspects of human life. It includes everything people learn to do. It is everything humans have learned. Culture shapes our thoughts and actions, and often does so with a heavy hand according to Brooks (1975).

Most students' definition of culture included behavior, specific place and identity. Few included belief, values or environment. We should realize that knowing the language, as well as the patterns of everyday life, is a prerequisite to appreciating the fine arts and literature, therefore we need a balanced perspective of culture when designing curricula. As a strategy to help students to understand the process of transferring the message is watching the eastern movies (films). Many examples of using literature and

movies (films) can be found to teach about culture. By watching movies is one of quick process for understanding what, why, how, habit, and values etc of others culture was explored.

From the statements above, it is clear that by watching the western movies can help students to study cross cultural understanding to understand culture. This is the reason why the writer choose the topic of the paper. The writer wants to discuss a way in easy to understand and building students' cultural awareness in learning English by watching western movies or films.

B. THEORETICAL REVIEW

Teasley and Wilder (1997), assert that few students, if any, have had formal training in film analysis, whereas students usually come to the English classroom with different levels of reading skill. Using film as a text in the English classroom helps to level the playing field as most students are equally inexperienced in film analysis.

Pirie (1997), Film can benefit struggling populations, it falls sort of challenging of level students. Vetrie (2004), notes that the students with low motivation are more willing to think, talk, and write about films than a bout a book, regardless of which skill in Bloom's taxonomy are being employed. Film can also be utilized as a tool to help students to understand how literary devices are used in prose.

Choo (2006), mentioned that media are effective as a flat form for the application of literary skills. They can also apply plot sequencing and narrative techniques in the production of short film. While using films, it put struggling readers at less of a disadvantage and incorporates elements of English language and literature.

Muller (2006), using films favor students with a strong grasp of narrative analysis skill, for it focuses mostly on the elements that films shares with literature, not on the unique ways a film expresses its narrative. Films as a literature approach ignores the facts that a directors has created a film text as related to their life expressions. A language is a part of a culture and culture is a part of language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture (Brown, 1994).

Machali (2000) states translation is an effort of "shifting or changing" the text in source language into the equivalent text in target language.

In different societies, and different communities, people speak differently. These differences reflect different cultural values, or at least different hierarchies of values. (Wierzbicka 1991).

Teaching English as a Second and Foreign Language that are solely language oriented cannot fully assist the students to understand and to adapt to important cultural differences of other countries (Levine, Deena R and Mara B. Adelman, 1982).

Methodology refers to what goes on in the classroom and to what the students have to do in the classroom. It is believed that advances in language teaching stem from the independent efforts of teachers in their classroom. This independence is not brought about by improving fixed ideas and promoting fashionable formulas. As important thing to be considered is the relationship between the method and the student's ability and the place and nature of language practice.

Harmer, J (1991) says that if we want to build students' competence in communication, we need to lead them to integration of four skills, showing how in real life one skill cannot be performed without another.

Wahyudi (2013) stated that British or English Cultural references are not known or familiar to the learner and hence many times they don't understand the matter as it viewed. The cultural aspects includes all such factors like geography, topography, climate, history, religion, and personal relationship, habits of thought, social values, moral codes, arts, sports, and entertainments and so on.

C. DATA ANALYSIS AND DISCUSSION

A classroom observation was done to 43 students in undergraduate program of English at Faculty of Education and Teacher Training, IAIN Imam Bonjol Padang academic year 2014/2015. The observation and interviews did in one semester to class A. There are 10 films had been watched. The titles are: (1) *Akeelah and the Bee*; (2) *Mars need Mom*; (3) *White House Down*; (4) *Princess of Costa Luna*; (5)

Lemonade; (6) *Nanny Mc Phee*; (7) *Hellen Keller*; (8) *The Karate Kid*; (9) *Journey to Dinosaur Island*; and (10) *Dr. Seuss the Lorax*.

All students watched the films out of classroom/at home.. They divided into small group with around 4 and 3 members. It will be discussed in class for the next meeting. It studied and discussed about Culture, Values, Habits, Customs, Beliefs, Characters, Language Expression and the misunderstanding (slang word). It also discussed about education and school levels; kindergarten, Elementary School, Junior High School, Senior High School, College, Universities both public and private. They discussed about 13 Universal Differences with Western included Universal, Traditional, Personal. The discussion brings some definition about the process of cultural, the concept of the self, Locus of time and the circle of Relation and some ethics. It discussed about ethic in Work, in Dining Room, ethic in Dressing, in Bathroom, public facilities time for visiting and Family Relationship to avoid misunderstanding.

From all activities students can study the Cross Cultural Understanding clearly and lack of misunderstanding and culture shock.

To find out the knowledge/under stable of the students achievement, writer measured by asking some question for evaluating. Mid Test, Final Test and Final Task.

Examples:

1. MID TEST 2014/2015

- Subject : CROSS CULTURAL UNDERSTANDING (CCU)
Lecturer : Dra. Hj. Luli Sari Yustina, MPd
Questions :
1. *There are some theorists describe about Culture. What's Culture based on your readings, learning and your experience?. Give example.*
 2. *Culture consists in patterned ways of thinking, feeling, and reacting. Explain and Describe your answers from this passage above by giving examples*
 3. *Culture consists of concepts, values, and assumptions about life..... Explain and Describe your answers from this passage above by giving examples*
 4. *There are 13 Cultural Categories. Mention some categories that similar to our country and give example*

2. FINAL TEST 2014/2015

- Subject : CROSS CULTURAL UNDERSTANDING (CCU)
Questions :
1. *How and when is "thank you" used in America?*
 2. *How do people refuse invitations?*
 3. *Why do you think a foreign student should be familiar with the culture of the people whose language he is learning?*
 4. *What should a foreigner learn about non-verbal communicative in your country before going there?*
 5. *Culture is really an integral part of the interaction between language and thought. Explain.*
 6. *Why do Americans value time?*
 7. *When does culture shock happen?*
 8. *In America, when your friend says, "Let's go to dinner" he means that.....*
 9. *Do people change because of their experiences in foreign countries? If so, how?*
 10. *Attitudes toward work in America have been greatly influenced by the work ethic. Explain*

3. FINAL TASK

Subject
Questions

CROSS CULTURAL UNDERSTANDING (CCU)

1. a. *What's Culture? (Give 10 definitions!)*
b. *Mention about:*
 1. *Custom*
 2. *Value*
 3. *Beliefs*
 4. *Behaviors*
 5. *Habits*
 6. *Habits and character*
 7. *Universal*
 8. *Cultural*
 9. *Traditional*
 10. *Personal*
2. a. *Why is culture important to study? Give example!*
b. *Mention about:*
 1. *The process of cultural*
 2. *The concept of the self*
 3. *Locus of time*
3. *Explain the different an educational principal in your country and host country in your paper!*
4. *Explain the habits of young man in free time! (good and bad habits)*
5. *Explain the social relationship about:*
 - a. *The Circle of Relation*
 - b. *Rules of the House*
 - c. *The Bathroom, Eating and Dress Etiquette*
 - d. *The Limit of Friendship*
 - e. *Romantic Relationship*
 - f. *How to dressed people*
 - g. *History of education*

After giving some questions, I also interviewed the students about the way they learned Cross Cultural Understanding (CCU) by watching movies or films.

After answering, discussed some questions and interviewed, students stated that they wanted the films presented on the lecture (class) in knowing some aspects and some in out the class (at home). They mentioned that films is a good media in learning CCU because they know how implemented and it showed the positive response.

From the Result of the questionnaire, it seems that students were benefited by usage of film as media to be used. They felt they could understand people behavior as a real life. As Choo (2006), stated film can be utilized as a tool to help students understand the culture of the people when they were presented in auctioning. The statement is also supported by Wahyudi (2013), who states that British or English Cultural references are not known or familiar to the learner and hence many times they don't understand the matter as it viewed. The cultural aspects includes all such factors like geography, topography, climate, history, religion, and personal relationship, habits of thought, social values, moral codes, arts, sports, and entertainments and so on.

D. CONCLUSION

With regard to finding, from the previous discussion, the writer would like to conclude that language reflects to the culture of it users. Learning English language cannot be divorced from learning the culture of the societies. One of the way to have less misunderstanding and communication, films and watching the films for understanding the actions help the students to understand the meaning based their daily life or real life. It suggested that students always keep watching western film that controlled by the teachers and the teacher can select the appropriate media to teach English especially culture or Cross Cultural Understanding (CCU) and also should determine clear instructional goals for teaching the subject.

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