Integrating Multicultural Values in Teaching Speaking

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Abstract

To teach is to touch a life forever. Teachers and students are touching each other. Teachers facilitate and guide their students to achieve educational objectives. Teaching English means teaching the four integrated skills to the students, namely listening, speaking, reading and writing. Speaking is a difficult skill to teach, because learners have to master several different elements of language in order to say what they want to say, speaking is a process of transferring the information in a variety of contexts. In speaking activities students are expected to express their ideas and explore their though. There are four values of the multicultural education namely: (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth, in teaching process teacher should be able to integrate all the values in that process. Teacher should teach in a multicultural manner means that they have to creating classroom environment where students are respected, cared and encouraged to develop their potential. Speaking class is the appropriate class to promote the multicultural values; those values could be as a topic for the student's discussion, or as a theme for their role play. There are several steps of integrating multicultural values in speaking, the steps are as follows: (1) discussion multicultural values (2) exploring and elaborating multicultural value in group discussion, role play and problem solving activities. As a conclusion, we can use learning speaking to develop multicultural values for the students. Teaching and learning is our tools to change and build student characters.

Keywords: multicultural values, multicultural education, teaching speaking, awareness activities.

Introduction

Indonesia is the nation of plurality, which today is known as SARA (ethnic, religious, racial, and inter-group). Indonesia known for its diverse cultural richness, Cultural diversity of Indonesia is an asset that is very valuable to the community and the people of Indonesia, which if managed properly and intelligently, will be a supporting factor to be a large, advanced, and prosperous country. Indonesia's cultural diversity needs to be maintained and managed intelligently in order to provide positive support for the nation and the citizens of Indonesia to implement sustainable development programs.

In the field of education, cultural diversity of Indonesia is not only a cultural transfer process carried out to the students in their own country, but also need to be disseminated to the citizen around the world. In line with the development of this country, the spirit of unity has experienced up and down with tremendous of social dynamics. Pluralism of the nation provided outstanding contributions to the development of the community. At one point, the diversity of the nation would have spawned such a spirit of mutual cooperation established in community. But at other times, the plurality apparently has spawned disintegration in society with all the negative effects.

The phenomenon of inter-group conflicts, religious conflicts, conflicts between groups in society and conflict between students and fighting among students, these issues need to handling seriously. As a developing country, all phenomena must be learned as a valuable lesson, that the sense and the spirit of national unity and the country is not only to be spoken. Motto of one nation, one country, and one language should be implemented and embodied in the plans and activities. The spirit of national unity should be applied in all programs and

activities that are formulated in a rational and equitable plan as a reference in the administration of the country, particularly in the field of education.

In the development of education in the 1960's was born the concept or idea of multicultural education. Multicultural comes from the word that means a lot of cultural. The term multicultural is the opposite word of mono culture or one culture, but the term is not only related to the multicultural recognition of cultural diversity, but further emphasizes on the cultural diversity in equality (Suparlan,1999). Multicultural education system in Indonesia aims to make the students have a sensitivity in dealing with the symptoms and social problems. Social problems are rooted in differences in ethnicity, race, religion and values that occur in a community. In the world of education in Indonesia, the concept of multicultural education is rated as the most appropriate approach for the heterogeneous of Indonesia. It can be implemented both in substance and learning model that recognizes and respects cultural diversity.

The implementation of the education could not separately from the four pillars of education which has stated by Unesco, how our students can learn to live side by side and respect each other, they learning to know, learning to do, learning to be and learning to live together. Positive Situation encourages students to study in peace and develop their skills optimally. The conflict situation has been described previously made the educators have to work hard to create a positive educational environment. Regarding to those cases explained before, it would be necessary to integrate multicultural values in the educational process, in this case integrating the multicultural values in teaching speaking.

Discussion

Multicultural education and multicultural values

Multicultural against all the differences, as the movement for the recognition of entities in society that must be accepted, respected, protected and guaranteed its existence. Multicultural is a concept that is able to meet the challenges of the changing times. Multicultural is an ideology that appreciates the cultural differences, belief, that recognizes and encourages the establishment of cultural pluralism as a mode of social life. Multicultural as a bridge and a binder that accommodates the differences existed in the cultural, economic, social and gender. Multicultural education is defined in vary; some definitions depend on the cultural characteristic of diverse group, emphasis on social issues, especially related to oppression, power, politics and the relocation of economic resources, while others limit their focus on color difference. According to Gollnick multicultural education is education strategy in which the culture of learners utilized to develop effective classroom instruction and classroom environment (Gollnick, 2013). This is also in line with an understanding of culture, diversity equality, social justice and democracy. Local identity in multicultural education is the most important because everyone could see themselves in it, as well as see the diversity of others. In cultural center like the big cities, where the various ethnics group living in it, a meeting between cultures is an interesting issue. The results of this meeting led to a new creativity that enrich culture. Creativity and cultural dynamics of the system are needed to face the challenges that will occur in the future

Multicultural education has values that should be followed in the preparation of teaching and learning process, the values are: (1) acceptance and appreciation of cultural diversity, (2) respect for human dignity and universal human rights, (3) responsibility to the world community, and (4) respect for the earth. (Bennet,2 011). The fourth value is appreciating nature is based on understanding that everything in nature is interdependent, this philosophy build an understanding all life on earth is interconnected, so our actions will affect other living things. According to Pusch, multicultural education is a structural process design to enhance the understanding, accepting, and developing relationship with other groups of other cultures (Pusch, 1981). Ideally, multicultural education urged people to look at differences as a source of learning, and respect for differences in local, national or international, multicultural intends to

raise awareness of their own culture and understand that no one culture is better than another culture, then use the culture awareness to different culture environment.

Multicultural education is not just an ethnic program, an educational program, but merely an attempt to encourage learner understand and use multicultural understanding in their daily life. Multicultural education based on democratic values, belief to encourage cultural pluralism. The definition includes the dimension of the movement towards justice. Multicultural approach is the process of becoming multicultural and commitment to combat prejudice and discrimination. Multicultural education is not used separately in learning and teaching process but have to integrating to subject in that process. Speaking as a receptive skill in learning English appropriate to be integrating to the multicultural values. The paradigm of multicultural education is very useful to build solidarity between ethnic, religion and culture. The implementation of multicultural education will help the students to understand, accept and respect others of different ethnic cultures and personalities. In this context it can be conclude that the main goal of multicultural education is to promote sympathy, respect, appreciation toward different religion and culture. In multicultural education all elements of school have to support each other. The interaction between teachers and learners, school culture, curriculum and extracurricular activities must be transformed and redefined.

According to Banks multicultural education is a great concept that consists of multiple dimensions, the dimension can be used as a guide to scholl reform when trying to implement the multicultural education. The dimensions are (1) content integration, related to the ability of teachers to use examples, and content with themes consisting of varied cultures (2) the knowledge construction process, relate to the extent how teacher helps the students to understand, investigated and determine how multicultural assumption frame of reference, perfectives and biases within discipline influences the way which knowledge is constructed (3) prejudice reduction, to helps students develop positive attitudes toward different racial, ethnic and cultural groups (4) an equity pedagogy, teachers analyze teaching procedure and styles to determine the extent to which they reflect multicultural issues and concept (5)an empowering school culture, school culture and environment promote gender, racial and social class equity. All elements involved in school system will be mutually support in order to achieve the goals of multicultural education.

Teaching Speaking

Teaching English language skills covers receptive and productive skill. Speaking as a productive skill is a speech with the purpose of having the intention to be recognized by the speakers and the receiver, process the statements in order to recognize their intentions (Gert and Hans, 2008). Speaking a language is difficult for a foreign language learner because effective oral communication requires ability to use the language appropriately in social interaction. According to Nunan, teaching speaking is teaching learners to: (1) produce the English speech sound and sound pattern (2) use word and sentences stress, intonation pattern and the rhythm of the language (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter (4) organize their thoughts in a meaningful and logical sequence (5) use language as a means of expressing values and judgments (6) use the language quickly and confidently with few un natural pauses, which is called as fluency (Nunan, 2003). In other word speaking skill is not just the ability to say something but more on understanding to the social use of the language.

Furthermore to be able to learn a foreign language we also need to concern to the cause of barrier in speaking (Shumin, 2002). The barrier of adult to speak a foreign language are: socio cultural factor, thus to speak language, one must know how the language is used in social context, each language has its own rule to when, how and to what degree a speaker may impose a given verbal behavior on his conversational partner (Berns, 1990), the next is an affective factor, the affective factor related to emotion, self esteem, empathy, anxiety, attitude and motivation, some time when we use language we are too much consider about others judgment. Foreign language learning is a complex task that is susceptible to anxiety (Brown, 1994).

Awareness raising activities in speaking

Awareness activity help learner uncover the gaps of speaking, how learner become more skilful, because sometimes the lack of knowledge, could be a problem to change the topic or how to respond appropriately. Awareness is the concept comes from cognitivist learning theory it is preparation stage for the learner mental representation of the language. Thornbury proposes three processes in awareness:

- Attention; learner need to paying attention, the learner need to be carious, interested, and alert on target language
- Noticing, conscious registering of the occurrence of some event, many learner been taught a new word will be familiar with the experience of noticing everywhere.
- Understanding, there is no real awareness without understanding, understanding mean the recognition of a general rule (Thornbury,2005)

Teacher should be able to create class room activities where students have real life communication and allows students to practice their language. The most appropriate activities to increase awareness are working in groups, on this activities the students can work together to achieve the learning objectives. Group work makes the students working together, tolerance, and mutual respect. According to Brown group work should be well planned, there are seven rules that must be considered before implementing group work in the class room, the rules are: introduce the technique, the introduction should include the purpose of the group work, the second is justify the use of small groups for the technique, remind the students that they will get the opportunity to practice the language, the third is model technique, make sure the students know what they have to do, give the students specific information on what they have to do, divide class into groups, check the clarifications, make sure the students understand before they are starting the work, and the last set the task in motion, it is simply like saying like we can started right away (Brown, 2007). Various group works can improve learners' awareness, the group works are as follow:

A. Group discussion

Group discussion can be conducted for various reason, students can find the solution or share the ideas. Group discussion gives the learner to practice their language. In group discussion the learners divided into several groups, it would be better if the topics for discussion provided by the teachers. In group discussion the students are encourage to be active, asking and answering the questions, reply, giving reinforcement, provide the information and give clarification. Group discussion should be replace, every session so that the learners can work together with others, and are able to respect different ideas.

B. Role Play

Role play is a group work to help learner practice the language, learners are pretending they are in a various social context, variety social rules. In role play activities, the teacher give information to the learner such as who they are, what they think, and how they feel (Harmer, 1984). Role play gives the learners the opportunity to practice and perform the character they really like. It will promote their awareness.

C. Problem solving and decision making

Problem solving focus on the group solution of specified problems, focus more on students' cognitive. Some of the problems solving, is not the decision about what to do, other problem solving involve such decision. Decision making is a continuation of the problem solving, decision can be taken whether the end of the problems that have been discuss.

Integrating multicultural values in speaking

Integrating multicultural values in speaking has benefits, as we know that multicultural values is not a subject that can be taught separately, but have to taught integrated with other subject, integrating the multicultural values in speaking encourage the students to understand their own culture, by knowing their own culture the students can appreciate others cultures.

There are several steps of integrating multicultural values in speaking, the steps are as follows: (1) discussion the function of multicultural values in speaking (2) exploring and elaborating multicultural value in group discussion, role play and problem solving activities.

Before integrating multicultural values in speaking we have to determine first the function of multicultural value in speaking activities, whether used as an introduction, topic of discussion, or as exercises material. As an introduction multicultural values only introduce at the beginning of the activities. For example before the lesson begins, teacher tell the students about culture and customs, and introduce the cultural background of the students. As topic discussion teacher provide the students topic of discussion related to multicultural values. Multicultural values as material exercises, students learn to work in group, share their ideas, acceptance the difference and respect each other.

In speaking class multicultural values can be discussed so that the students recognize, and appreciate diversity, including cultural diversity. The following themes can be used as a topic of discussion, role play and problem solving:

No	Multicultural values	Theme
1	acceptance and appreciation of cultural diversity	culture: traditional clothes traditional houses wedding ceremony
2	respect for human dignity and universal human rights	welfare social life humans' rights
3	responsibility to the world community	peace and war environmental crisis
4	respect for the earth	pollution conservation wild animal

Trough the topics above, students are expected to understand better, promote the learner to cooperate, working each other, and tolerance to every kind of difference. These themes can be developed according the needs of the class.

Conclusion

We can use learning speaking to develop multicultural values for the students. Learning activities which are integrated to the multicultural values encourage students to appreciate and acceptance the different of culture and belief. The implementation of multicultural education will help the students to understand, accept and respect others of different ethnic cultures and personalities. Integrating the multicultural values in speaking class trough discussion or other activities not only promote sympathy, respect, appreciation toward different religion and culture but also their language awareness.

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