

*Original Research Article*

**THE STUDENTS' RESPONSE TO CROSS-CULTURE BASED INSTRUCTION IN TEACHING LISTENING COMPREHENSION AT INDONESIAN ISLAMIC HIGHER EDUCATION**

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**Abstract**

The present study explores the students' response to the cross-culture based construction in teaching listening comprehension at Indonesian Islamic higher education. This research used qualitative approach with case study design. In collecting the data, the researcher used questionnaire and gave to the 34 students as the respondents by purposive sampling. They were from English language program at fourth semester. The result showed that most of the students stated that they were motivated and interested in cross culture - based instruction in learning listening comprehension. Learning listening by using cross culture based instruction make them enjoyable and they can remember the new word. It can be concluded that cross culture -based instruction is useful since the lecturer choose the appropriate material and strategise in teaching listening comprehension.

Comment [MI2]: Not validated and no reliability index

Comment [MI3]: No recommendation and the abstract must be the summary of work.

Keywords; listening comprehension, cross cultural instruction

**1. INTRODUCTION**

In daily communication, we spend much our time listening than other activities (speaking, writing, and reading), but it is considered to be difficult to learn because it requires more than just an ability to listen. This is supported by Rivers, (1979) "we spend much of our time through listening skills. It is estimated that the time adults spend in communication activities 45 percent is devoted to listening; moreover, Nunan as cited by Nation and Newton (2009) confirms that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening. More stated by Rivers that Only 30 percent to speaking, 16 percent to reading, and more than 9 percent to writing".

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Listening is a very important role either in daily life or education pedagogy. Listening is received by a child as an initial stage to learn the mother language. Cahyono & Widiati (2009), and Underwood & Buck in Nurkholida, (2018) asserted that It should be prior to developing speaking, writing, and reading skills. It is argued by Khuziakmetov & Porchesku, (2016) that listening is a leader among all other kinds of speech skills (speaking, reading, and writing) and it provides the basis for their development. Supporting the ideas, Ahmadi,( 2016) also confirm that if learner

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wants to communicate with a native speaker, they should first learn to understand in real language situation to comprehend the main point of what the speaker is telling.

In addition, Owolewa, *et all* (2017) point out that;

listening is the medium through which children, young person, and adults receive a large portion of their education, their information, their ideals, sense of values, appreciation of human affairs, and their understanding of the world.

Despite its importance, many teachers don't pay attention more to this skill.

They prefer to pay attention to vocabulary, grammar, and speaking. It is also supported by Khuziakmetov & Porchesku,( 2016) in a statement that learning was taken for granted for a long time, little research was done, and it was given little pedagogical attention. It causes the students' ability in listening skills to be lower and they are very difficult to comprehend the messages of what the speaker says. In addition, there are also many problems usually faced by their students as they are listening in the classroom. according to Graham in Nurkholidia (2016) that continuing difficulty in developing listening skills may lead to a sense of passivity, lack of motivation, and less effectiveness.

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Based on teachers' perspective in IAIN Bone that the potential problem faced by their student is usually due to English is not their own language, the recorded material sometimes fast speed, and they cannot catch the actual sounds, so the researcher, consider that maybe they also do not have many opportunities learn listening as well as other skills. They only learn to listen for two semesters. That is the third semester (basic listening) and fourth semester (critical listening). In addition, the teachers used teaching reference or material, don't meet the students' need and it's not interesting and attractive. They use listening textbook as the primary as reference or material in teaching listening.

To solve these problems, the teachers have to focus on the appropriate material. Having good material will lead students to more be motivated and interested in

Fig 1. Teaching listening



learning English especially listening skills. Choosing the appropriate material is a teacher's responsibility in order to make the students have higher motivation, and make the teaching process more effective. Teaching materials are a key instrument in most language courses.

Culture is one of the materials that have an important role, since it can be found and implemented in all aspects of our life. Teach culture leads us to get information about cultural behavior (what people do), cultural artifacts (what people make and use as clothes and tools), and speech messages (what people say). Culture education itself involves many terms that are multicultural, cultural diversity, intercultural, and cross-cultural. Multicultural refers to the existence of multiple cultures such as African, American, Asian, European, and Middle Eastern. According to Hanum, in Arifin, *et al* (2019) Multiculturalism is the flow or understanding of many cultures means leads to cultural diversity. Indonesia is well known for its multiple cultures. They are Javanese, Sundanese, Buginese (Torajan, Mandarish, makassares, luwuks, pure Bugenese), Dayak, Batak, Betawi, Banjares, Tionghoa, Ambonese, Balinese. While cultural diversity refers to the existence of different cultures or ethnicities within a group or organization.

Different culture on one side has an advantage and beneficial in the teaching and learning process. Teachers can explore the material about the students' experience in culture. On another side it has also weakness and challenging. Different culture apparently causes many cases such as culture shock, misunderstanding, stereotyping, discrimination and racism. It is due to different races, religions, politics, economic, and gender.

Therefore, to teach culture especially cross-culture, the teacher or the lecturer have to use the classroom for the best place. It is supported by Robinson (1988) by statement that schooling may also function to change culture, to diversify class structures, and lessen conflict. It can be also linked with language teaching. In other words, it can be integrated that means teaching a foreign language means also teaching a foreign culture. but many teachers don't focus or never include culture when they teach the language skill in the classroom

Some researches inform us the importance and the relationship of listening and culture from the previous studies as follows;

Namaziandost, et all (2018) in his research under the tittle "The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender", explore the relation between listening and culture.in this research, this study examined the impact of using cultural materials on listening comprehension among male and female Iranian EFL learners. The findings proposed that the participants performed differently on the post-test showing that culturally oriented language materials enhance the Iranian EFL learners' listening comprehension. Furthermore, the results indicated that the male learners did better than female ones on the posttest.

Regarding the significance of culture, moreover to teaching and learning listening and based on the previous research, so the current researcher is interested to focus the study on cross culturally based instruction in teaching listening comprehension in Indonesian Islamic Higher Education.

## **2. Literature Review**

### **a. Culture and Language**

According to Janusik and Imhof (2016), culture consists of practices and values. The practice is the way things are done, and values are a judgment about ways things should be done. In addition, Hofstede (2014) confirms that culture only exists by comparison, and interesting to compare the result of the listening concepts. The same way stated Saville-Troike in Chia-Lhin Hsin (2016) , culture carries meaning and cultural meanings are expressed through patterns of behavior, e.g., language. In order to communicate successfully across language and cultures, one must understand culturally different forms of interaction and people's values and think.

Robinson (1988) claimed that there is a various definition of culture, such as 'teacher definition, behaviorist definition, functionalist definition, cognitive definition, and symbolic definition. Further the sum up that bilingual and second language educators most frequently conceive of culture in the categories of ideas, behaviors, or products which are shared by members of a given group. While behaviorist treats culture as observable actions and /or events. Less applied are cognitive and symbolic concepts of culture which are non-observable and internal to the cultural actor or learner. The symbolic definition of culture focuses neither on external events nor the internal mechanism for organizing *per se*, but rather on the meaning which results from the dialectic process between the two.

Language is only one of many semiotic systems with which learners make sense of the world expressed in different languages and culture is not one worldview, shared by all the members of a national speech community, it is multifarious, changing and more often than not, conflictual. Kramsch in Nunan (2010). While cultural meanings are inscribed within the linguistic system and language itself both reflects and shapes cultural practice.

Seyle (1994) explores the relationship between culture and language as follows:

- a) Language is a logical and social instrument. It means that language cannot be divorced from the society that uses it.(Dewey 1987)
- b) Action and speech are thoroughly mixed. It means that language is not even usually in the form of connected discourse such as sentences or paragraphs.(Chao 1968)
- c) Social context and consequence of the switches between two or more languages show the social classes of the member. It means that the using of formal and informal languages differ between the higher and lower classes.

**Comment [M19]:** Use recent citations

Related to relationship between language and culture will clear if we discussed by sociolinguistic approach. It will lead us to know how the structure and meaning of certain language influence certain culture and how the effect of culture toward the use of language.

**Comment [MI10]:** Check the spelling

According to Utami (2008), There some items related to language and culture that should be discussed to show the relation between language and culture, they are; the Whorfian hypothesis, color terminology, kinship system, folk taxonomy, prototype theory, taboo and Euphemism.

**Comment [MI11]:** Use recent citations

**Comment [MI12]:** lowercase

### The Whorfian Hypothesis

The Whorfian hypothesis is named after the two American linguists; Edward Sapir with his student Whorf Benyamin Lee formulated it. They introduced and acknowledged the linguistic determinism as the strongest claims of the relationship between language and culture. They claim that the structure of a language determines the way in which speakers of that language view the world. They also stated that our thinking and behavior casually depends on the structure of our language. It is different with the weaker claim and the weakest claim. The linguistic relativism as the weaker claim which is actually also known as the sapir-whorf hypothesis view that culture requirements do not determine the structure of language but they certainly influence how a language is used. Even the weakest claim state that there is little or no relationship between language and culture. And that language only influences memory.

### Kinship System

Utami (2008) confirm that kinship is the one of the most basic principle for organizing individuals into social groups, roles, categories, and geneologi. Further she stated that this is important in social organization, because we as human are usually use it and it in our daily live. We will have high confidence to communicate with other speaker from another language if we know their kinship system.

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**Comment [MI14]:** Check spelling

**Comment [MI15]:** Check spelling

Another various of kinship in social communication, we will find the people use the English words "brother, sister, uncle, aunt, grandfather, grandmother", in Indonesian words "saudara, saudari, paman, bibi, kakek, nenek", in bugenese words " padarane, padakkunrai, amure( these both are for uncle and aunt), lato, and nenek". These words are usually used by the people to call another who are not their family, but this is only to make good relationship between them and to make their utterances more politeness.

### Color terminology

**Comment [MI16]:** Should be in sentence case (and bold)

Color terminology has also been used to explore the relationship between different language and cultures. Two points about colours terminology seem particularly interesting. One is the existence of such an order in the development of terms as that indicative above, like the fusion of two or more colors. And the second point is that, if any language speakers are asked to identify the part of spectrum, they find one system of such identification much easier to manipulate than another. Cross cultural comparison of such things as color terms were used by Shapir and Worf as evidence of hypothesis that states language predetermines what we see in the world around us.

**Comment [MI17]:** Check spellings and recast the paragraph

A color circle, based on red, yellow and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colors in 1666. In reality, any color circle or color wheel which presents a logically arranged sequence of pure hues has merit.

There are also definitions (or categories) of colors based on the color wheel. We begin with a 3-part color wheel.

**Primary Colors:** Red, yellow and blue

In traditional color theory (used in paint and pigments), primary colors are the 3 pigment colors that cannot be mixed or formed by any combination of other colors. All other colors are derived from these 3 hues.

**Secondary Colors:** Green, orange and purple

These are the colors formed by mixing the primary colors.

**Tertiary Colors:** Yellow-orange, red-orange, red-purple, blue-purple, blue-green & yellow-green

**Folk taxonomies**

Folk taxonomies are the practice and science of classification of natural languages that can be formed on the basis of different underlying principles (different closeness notions, respecting different properties and relations between languages). (Utami; 2018). She further divide the important classifications are:

Paying attention of the historical evolution of languages results in genetic classification of languages- which based on genetic relatedness of languages.

Paying attention to the internal structure of language (grammar) result in a typological classification of languages –which is based on similarity of one or more components of the the language’s grammar across languages.

Respecting geographical closeness and contacts between language-speaking communities result in area grouping of languages.

Some anthropologist stated that race is a part of folk taxonomies, one of the studies which is the most popular and have the most to the folk taxonomies is Emile Durkheim's the elementary forms social culture used in daily conversation.

Basically, each nation and language have categories and identification for folk taxonomies. In Buginese and Indonesian have specific folk taxonomies with "rice" and "fall". The example of folk taxonomies can be seen as below:

Table 1. Example of folk taxonomies

Buginese	Indonesian	English
'Ase"	"Padi"	"Rice", "Paddy"
"Bare"	"Beras"	"Rice"
"Nanre"	" Nasi"	"Rice", "cooked rice".

### **b. The Importance of Listening**

Listening is one of the four language skills. It is considered the receptive skill and also usually called passive skill, as it involves responding to language than produce it. Listening involves making sense of the meaningful (having meaning) sounds language.

The Council of Chief State officer (CCSSO, U.S., 2009) defines listening in terms of the ability to understand the language of the teacher used in instruction, comprehend the important details, abstract pertinent information, and to keep abreast with the training modules through which teachers provide information.

The importance of listening to language learning can hardly be overestimated through reception. We internalize linguistic information which we could not produce language. In classroom students always do more listening than speaking listening competence is universally "larger" that speaking competence.

The success in life often depends on how well we listen, either in our mother tongue or in a foreign language. When we don't listen well, misunderstanding will occur in communication. Communication means to reach outside of if oneself to share ideas, feelings or impressions or doubts. As Owen (2017) declare five reasons of why listening is important as follows; a) listening is an active process b) The "Silent Period" Is Golden

Backer in Alrawashdeh1 & Al-zayed (2017) clarifies that the following reasons why teaching listening comprehension are important:

1. Listening is used more frequently than any other form of verbal communication.

2. Listening is important to the development of the other skills (Reading, Writing and Speaking).
3. Listening is the bedrock for developing communicative competence, improve language usage and help vocabularies.
4. Pronunciation of words learned exclusively through listening.
5. Successful listening helps to overcome linguistic barriers in lectures as in certain subject matter.

### **c. The Importance of Culture in Teaching Foreign Language**

Mao (2009) views that to achieve a better understanding of the English language and also to ensure a successful cross-cultural communication in the real situation, it is imperative to reconsider the importance of cultural factors in EFL classrooms and to include the teaching of English that is to teach culture within and beyond the language.

Gilmore (2016) in Communication MDR stated that for its intrinsic value, culture provides important social and economic benefits. With improved learning and health, increased tolerance and opportunities to come together with others, culture enhances our quality of life and increases overall well-being for both individuals and communities. One of the importance of culture here will be discussed is focusing on learning, means that culture has important role to the language skill or language learning especially second language learning.

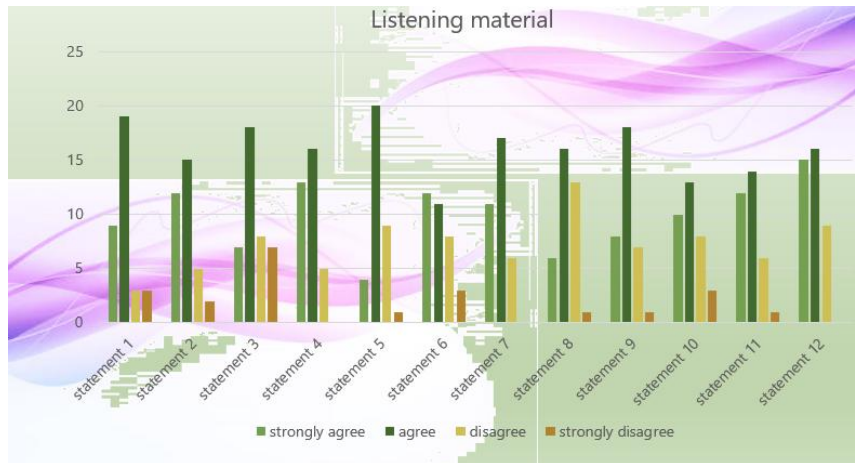
McKay in Verbova (2006) claimed that culture influences language teaching in two important ways: linguistic and pedagogical. Linguistically, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because the cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials.

According to Ahmed (2017) adopting cultural within the material is beneficial both to the learner and to the teacher, they are as follows:

- a) Learners can automatically make a relationship with materials because of familiarity,
- b) They can express themselves at ease,
- c) They can develop new vocabulary through further explanation or description,
- d) The teacher may not have to provide extra information for the acceptability of the materials,
- e) They feel encouraged to relate their personal experience with the materials,
- f) They can also improve language skills through the consciousness raising process.

### 3. RESULTS AND DISCUSSION

#### A. students' response about listening material



**Figure 2. students' response about listening material**

After observing the implementation of teaching listening based on cross culture both in classroom (by offline) and out of classroom (by online), in order to find out deeply on the effectiveness of the cross culture at particularly in Indonesian Islamic higher education, the researcher conducted the last evaluation stage to find out students' response after several implementation of the cross-cultural based instruction through distribution of questionnaire.

To summarize the students' response about cross culture based instruction in teaching listening comprehension, it can be stated that most of the students are interested to learn listening based on cross cultured instruction, and it also proof that it is required the principle of good material.

As the result of the students' response it shows that a) most of the students (9 students are strongly agree and 19 students are agree) stated that learning listening comprehension based on cross culture is a modern way of learning, b) most of the students ( 15 students are strongly agree and 15 are agree) stated that learning listening comprehension based on cross culture is convenient to learn, it can review the lesson anywhere and anytime, c) most of the students (7 students are strongly agree and 18 students are agree) stated that learning listening comprehension based on cross culture is the way to

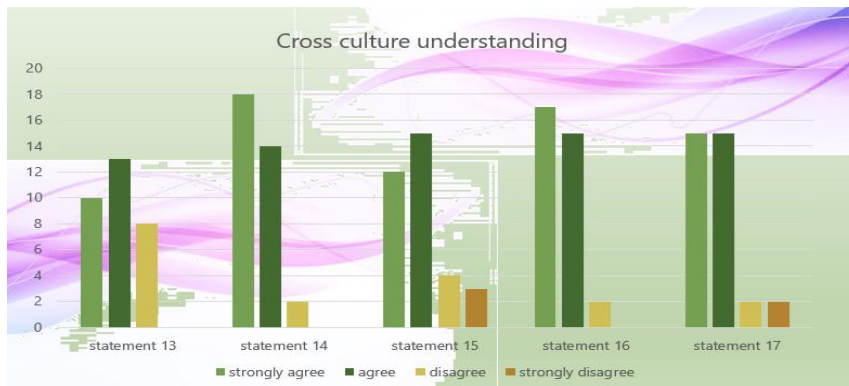
enhance your self-directed learning, d) most of the students (13 students are strongly agree and 16 are agree), stated that learning listening comprehension based on cross culture is enjoyable. e) most of the students ( 20 students are agree and 4 students are strongly agree) stated that learning listening comprehension based on cross culture don't make the students feel isolated or alone, f) most of the students (12 students are strongly agree and 11 students are agree) stated that learning listening comprehension based on cross culture is useful in learning English, g) most of the students (17 students are agree and 11 students are strongly agree) stated that learning listening comprehension based on cross culture helps you remember more new English words, h) most of the students (16 students are agree and 6 students are strongly agree) stated that learning listening comprehension based on cross culture has clear explanation of contents and exercises, i) most of the students (18 students are agree and 8 are strongly agree) stated that learning listening comprehension based on cross culture has the appropriate contents with learning objectives, j) most of the students (13 students are agree and 10 students are strongly agree) stated that learning listening comprehension based on cross culture is easy to understand the lessons, k) most of the students (14 students are agree and 12 are strongly agree) stated that learning listening comprehension based on cross culture is satisfied, l) most of the students (15 students are strongly agree and 10 students are agree) stated that lecturer listening comprehension based on cross culture is very good .

Based on the students' response, it proofs that implementing cross culture- based instruction in teaching listening comprehension and choosing the convenient material are very important. So, the researcher is interested to discuss about why the teacher have to choose the appropriate material in teaching and what requirement that should be in material.

According to Lopez (2016),. Cross cultural training helps people to understand how to listen, what to listen for and how to interpret what they hear within a much broader framework of understanding. By becoming good listeners, people naturally become good communicators.

**Comment [MI18]:** Relate the paragraph to the results of your findings

## B. Students' response about Cross culture understanding



**Figure 3. students' response about cross culture understanding**

## 4. CONCLUSION

Cross culture – based instruction means that the lecturer implemented the teaching listening based on the procedure of listening stage namely preparation, pre-listening, while- listening, and post listening. From the pre-listening the lecturer give the students prior knowledge about cross culture understanding. For while listening, the lecturers ask to students compare the another culture and buginese culture.

The result of this study showed the varied of students' responses to the implementation of cross-culture based instruction both about listening material and students' cross culture understanding, can be categorized into three; students highly positive response, students' moderately positive response, students' lowly positive response. Based on the data findings the

researcher claims that the students' response can be categorized as highly positive response.

## 5. SUGGESTION

Based on the findings, there are still only 2 lecturers who inserted cross-culture in the teaching of English subject, namely listening skill, so the researcher recommend to all lecturers in IAIN Bone can also insert cross-cultural education to enhance the student's comprehension of the cultural awareness and cultural diversity as well as they can be motivated in learning listening skill.

3. It is still limited cross cultural material which is adopted by lecturer from youtube, it is better for lecturer to create own material related to cross cultural education.
4. The lecturers should apply some or the various technique and strategies in teaching listening skill even more for cross cultural instruction in order to make the students be more actively and motivated to learn listening comprehension

**Comment [MI19]:** No recommendations based on your findings

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*Alrawashdehl & Al-zaycd, 2017 Difficulties That English Teachers Encounter while Teaching Listening Comprehension and Their Attitudes towards Them.*

**Comment [MI20]:** Italicize all journals

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