

Developing Culture-Based Procedures to Improve Students' Cultural Awareness in Verbal and Nonverbal

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Abstract: This research is intended to find out the significant effect of the culture-based procedures on students' cultural awareness in both verbal and nonverbal communication and how students improve their cultural awareness of English culture in both verbal and nonverbal communication. This research was quantitative and qualitative method. The instruments of this research used questionnaire and observation. The participants were 40 students of STKIP Muhammadiyah Pringsewu. The result showed there was a statistically significant effect of culture-based procedures on students' cultural awareness with the significant level ($0.000 < 0.05$). The observation results showed that students improve cultural awareness by imitating of verbal and nonverbal, making notes of verbal and nonverbal, looking up dictionary in making dialogue, and giving peer feedback to others as important components in learning activity. The researcher suggests that developing culture-based procedures is needed to improve the students' cultural awareness.

Keywords: *Cultural awareness, nonverbal, verbal.*

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh signifikan dari prosedur berbasis budaya terhadap kesadaran budaya siswa baik komunikasi verbal maupun nonverbal dan bagaimana siswa meningkatkan kesadaran budaya mereka terhadap budaya bahasa Inggris baik komunikasi verbal maupun nonverbal. Penelitian ini merupakan metode kuantitatif dan kualitatif. Instrumen penelitian ini menggunakan kuesioner dan observasi. Peserta ada 40 siswa STKIP Muhammadiyah Pringsewu. Hasil penelitian menunjukkan ada pengaruh yang signifikan secara statistik terhadap prosedur berbasis budaya terhadap kesadaran budaya siswa dengan tingkat signifikan ($0.000 < 0.05$). Hasil pengamatan menunjukkan bahwa siswa meningkatkan kesadaran budaya budaya dengan meniru verbal dan nonverbal, membuat catatan verbal dan nonverbal, mencari kamus dalam membuat dialog, dan memberi umpan balik kepada orang lain sebagai komponen penting dalam pembelajaran. aktivitas. Peneliti menyarankan agar mengembangkan prosedur berbasis budaya diperlukan untuk meningkatkan kesadaran budaya siswa dalam komunikasi verbal dan nonverbal.

Kata kunci: *Kesadaran budaya, nonverbal, verbal.*

INTRODUCTION

Cultural awareness is the term to describe the sensitivity between own culture and other cultures. The culture and language cannot separate each others. The understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture. To communicate internationally inevitably involves communicating interculturally as well, which probably leads teachers to encounter factors of cultural differences. Such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions. Bearing the points above it can be stated that a language is a part of culture and a culture is a part of a language. Most Indonesian English learners only lay stress on several superficial learning aspects such as the learning of pronunciation, vocabulary, and grammar but ignore the essential culture of English spoken countries.

Culture is a part of elements which should be taught in foreign languages. Culture is not only about grammatical rules but also cultural competence, for example, the knowledge of the conventions, customs, beliefs, and systems of meaning of other countries. An important aspect of learning any foreign language is learning its culture. As Chahak and Basirizadeh (2012: 522) asserted that teaching a foreign language is not only learning structure or learning new vocabulary and expressions but mainly incorporates, cultural elements,

which are not integrated with the language itself. Therefore, it is obvious that cultural awareness is quite crucial and necessary in English learning as Ritlyova (2009) as cited by Deneme, Ada, and Uzun (2011: 152) contended that students improved their perception of a foreign culture and their own culture by gaining awareness of a foreign language.

The objective of foreign language teaching should consider this cultural aspect in order to achieve and master the language rules and the ability to communicate with foreign speakers of that language. The cultural learning includes all the learning that enables a member of a family and community to behave appropriately within that group. Communication is not only transferring meaning or verbal but also gesture or body movements called nonverbal.

Two aspects of communication are important in learning cultures because as Liu (2016: 1), she states a communication style is a way people communicate with others, verbally and nonverbally. It means that communication can run well when including the verbal and nonverbal. Nonverbal has important role in communication, as McKay, Davis, and Fanning (2009: 59) state that in communication as much as 55% social meaning is the result of nonverbal behavior especially body movement.

Teaching English in Indonesia still focuses on listening, speaking, reading, and writing without considering the target culture both

verbal and nonverbal in communication. When students communicate, they get the cultural block in communication both verbal and nonverbal such as introducing themselves, asking for help, and using the gesture. Students cannot communicate well using verbal and nonverbal of target culture. In Indonesia, teaching culture in verbal communication, students just use the expression from the textbook, whereas the native speakers seldom use English expression like in the textbook.

Teacher should provide materials that can cover aspect in culture communication both verbal and nonverbal. The materials become important in teaching culture. It has to link with teaching procedures. In reality, teacher gets problems in formulating procedures of teaching culture. To solve this problem, the procedure of teaching culture should be created to make students understand easily.

According to Saville (1978: 32) states, teachers should both use and allow a variety of procedures, and be sensitive to which procedures are appropriate for which students, and to which differences in behaviors are due to cultural differences between groups and which to individual personality factors. The culture learning has often been considered in terms of the environment and experiences created by teachers for students. According to Brook (1968: 216), a specific goal from the early phases of language instruction onward teaching culture is, with all that this implies in terms of the preparation of classroom procedures.

According to Tomalin and Stempleski (1993: 9) state that studying culture with a task-oriented and cooperative learning approach adds a new dimension of achievement and understanding for the students. Several activities become important points in learning culture which indicate that students can more easily to improve cultural awareness by comparing, discussing, and practicing. So, this study tried to find out the significant effect of developing culture-based procedure to improve students' cultural awareness in verbal and nonverbal communication.

Culture-based Procedures is the steps of the learning process that includes of cultural values in each activity. Previous studies emphasized relating to cultural awareness, several researchers conducted it. Yeganeh and Raeesi (2015: 540) showed that students had positive attitude by learning through procedures of cultural awareness. Kozhevnikova (2013: 4465) she focused on creating material and applying cultural awareness approach. She found that significant effect of cultural awareness approach in learning culture.

Thus, this study was aimed to answer the following questions: (1) To what extent did the implementation of culture-based procedures affect the students' cultural awareness in verbal and nonverbal communication of English cultures? (2) How did culture-based procedures help students aware of English cultures in both verbal and nonverbal communication?

METHOD

This research was quantitative and qualitative method. The instruments of this research used questionnaire and observation. The participants were 40 students of STKIP Muhammadiyah Pringsewu. There are 40 items questionnaire in aspect of verbal and nonverbal communication. After doing try-out, the items are then statistically analyzed through SPSS to find out the validity. After eliminating items which have low score Cronbach's alpha correlation, there are 18 items which were chosen. Result of reliability was shown in Table 1 below:

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.747	40

The table shows that Cronbach's Alpha is .747 ($\alpha \geq .7$). It means that the internal consistency of questionnaire is acceptable. Therefore, the questionnaire is reliable to be used as an instrument.

The researcher used one class where the students received a pre-test

before treatments and they received a post-test after the treatments.

The research was conducted at STKIP Muhammadiyah Pringsewu for about three meetings. It started on May, 12nd 2017. It was held in the sixth semester. The population of this research was students of CCU class. The researcher administered try out test of questionnaire before the pretest. The treatments in class were held in three meetings. The observation conducted when students were learning culture. After that, the posttest was done. The results of the questionnaire were analyzed using paired sample t-test which computed using SPSS 23 program. The observation data were analyzed descriptively after the researcher reduced and translated the data.

RESULT AND DISCUSSION

As previously stated in the beginning, the students' cultural awareness improved in verbal and nonverbal communication. The results were shown in Table 2 below:

Table 2. Improvement of the Students' Cultural Awareness in Verbal and Nonverbal Communication

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-81.525	15.979	2.527	-86.635	-76.415	-32.268	39	.000

Table 1 showed that the improvement of the students' cultural awareness. Based on Table 1, the p-value was 0.00. It was lower

than 0.05 ($0.00 < 0.05$). So that H_1 was accepted. It could be concluded that there was a significant effect to improve the students' cultural

awareness in verbal and nonverbal communication of English cultures after being taught the cultural-based procedures. It is in line with the research conducted by Collins (2013: 49) which found that increasing of students' cultural awareness, such as intergroup cooperative learning, which can bridge an appreciation for cultural diversity and increase cross-cultural interactions. The procedure consists of conceptualizing cultural awareness such as using authentic video, studying in groups, and practicing communication in accordance with English culture. Using authentic video can also be very beneficial. The finding from

Kenza (2015: 112) that videos and the result go in parallel with the scope of our research since the topic is about the role of using authentic materials to raise student's cultural awareness.

Learners need to have extensive experience of watching video sitcoms. The authentic video reflects the authentic use of target language and brings extended context that motivates students and they achieve significant gains in overall cultural knowledge after watching videos from the target culture in the classroom.

Table 3. Mean Score of Pretest and Posttest in Verbal and Nonverbal

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest of Verbal	35.50	68.08	40	13.959	2.207
	Pretest of Nonverbal	32.58				
	Posttest of Verbal	76.63	149.60	40	6.372	1.008
	Posttest of Nonverbal	72.98				

From the results above, the researcher concludes that Culture-Based Procedures gives an improvement score on students' cultural awareness. There is a significant effect of students' cultural awareness after Culture-Based Procedures applied in the learning activity. It can be seen from the comparison of mean scores of pre-test and post-test which have improvements in verbal and nonverbal. The aspect of verbal from 35.50 to 76.63 and the improved was 41.13. The aspect of nonverbal

increased from 32.58 to 72.98. The improved of this aspect is 40.4. This finding is in line with the finding of Yeganeh and Raeesi (2015: 540) showed that students had positive attitude by learning through procedures of cultural awareness

The second question was culture-based proedures helped students in learning culture. The observation was conducted when the researcher was doing the treatment. In this case, observer focused on the students' activities in the classroom as shown below.

Table 4. Observation of Student's Activities

No	Procedures	How Students Learn	Meeting 1		Meeting 2	
			Freq.	%	Freq.	%
1	Watching Video	Imitating of Verbal and Nonverbal communication	23	58%	33	83%
2	Asking Questions					
3	Giving Example	Making Notes of Verbal and Nonverbal communication	30	75%	35	88%
4	Practicing of Example Dialogue	Looking up Dictionary in Making Dialogue	22	55%	35	88%
5	Creating Dialogue					
6	Practicing of Students' Dialogue	Giving Peer Feedback to Others	30	75%	31	78%
7	Performing of Students' Dialogue					

Table 4 shows how students learn culture when the researcher implemented culture-based procedures. Based on the observation data, overall, most of the students actively participated in learning activity using culture-based procedures. Then, there were seven points observed in learning process; watching video, asking questions, giving example, practicing of example dialogue, creating dialogue, practicing of students' dialogue, performing of students' dialogue. Referring to the two meetings, it can be seen that there were four things which helped students in learning culture using culture-based procedures.

First, in meeting 1, there was one thing helped students on the procedure of watching video and asking questions. There were 23 students (58%) who were helped by imitating of verbal and nonverbal. There was one thing helped students on the procedure of giving example. There were 30 students (75%) who were helped by making notes of

verbal and nonverbal. There was one thing helped students on the procedure of practicing of example dialogue and creating dialogue. There were 22 students (55%) who were helped by looking up dictionary in making dialogue. There was one thing helped students on the procedure of practicing of students' dialogue and performing of students' dialogue. There were 30 students (75%) who were helped by giving peer feedback to others.

The things which helped students in learning culture by several activities: (a) by imitating of verbal and nonverbal, students imitated what they had looked and listened from video. It can easily recall the words that they have already practiced imitating. It is in line with finding of Wencheng (2009: 57) states that imitation is an important way to master language materials. It can help students to memorize words, and cultivate the listening, speaking, and reading competence. Imitation is a great way to not only reinforce what you are hearing and lock it in

your memory bank but also help students remember the right accent and tone of the native speaker. (b) By making notes of verbal and nonverbal, note-taking makes it easy for students to see the picture widely and makes students have a good understanding of the lesson and memory. The exposure of mind map techniques and stacking notes is mind mapping. It is a kind of techniques that summarizes a problem, history, event or something that has a topic.

It is in line with Bohay (2011: 71) the finding showed that performance improved when people more actively engaged with the information, such as by taking notes. (c) Looking up dictionary in making dialogue. In this case, students could make dialogues by using the dictionary. It is in line with finding of Takahashi (2012: 118) knowledge that gained from the dictionary. The consultation might lead learners to better vocabulary use, which would be important in developing their writing skills. Students can find not only the meaning of word but also in making dialogue students use a dictionary when they are arranging sentences.

The dictionary becomes the supplementary element in learning English skills; listening, speaking, reading, and writing. It is very helpful because students are supported when they are learning in class especially in making dialogues. Students tend to use a dictionary because they do not have a good mastery of vocabulary. (d) Next procedure was by giving peer feedback to others. Students more deeply realized their mistakes from commenting friends. It is supported

by the finding from Wakabayashi (2013: 185) states that students who review peer texts improve their writing quality more than those who only review their own texts.

CONCLUSION

The students' cultural awareness in verbal and nonverbal communication improved. It is proved from the result of computation that shows the two tail significance level (0.00) is lower than 0.05 ($\alpha > 0.05$). There was a significant effect of culture-based procedures on the students' cultural awareness in verbal and nonverbal communication. The observation found the things helped students in learning English culture such as imitating of verbal and nonverbal communication, making notes of verbal and nonverbal communication, looking up dictionary in making dialogue, and giving peer feedback to others. The teacher should create culture-based procedure in teaching and learning culture to improve students' cultural awareness.

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