# DEVELOPING CULTURE-BASED PROCEDURES TO IMPROVE STUDENTS' CULTURAL AWARENESS IN VERBAL AND NONVERBAL COMMUNICATION

**(A Thesis)**

**By**
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM**
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**BANDAR LAMPUNG**
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Submitted in a partial fulfillment of
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# ABSTRACT

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

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This research is intended to find out (1) the significant effect of the culture-based procedures on students' cultural awareness in both verbal and nonverbal communication and (2) how students improve their cultural awareness of English culture in both verbal and nonverbal communication. This research used a mixed method. The participants were 40 students of STKIP Muhammadiyah Pringsewu. The data were collected through questionnaires of verbal and nonverbal communication of English culture, and observation of how students learned English culture. The questionnaires were analyzed by using paired sample t-test which was computed by using SPSS 23 program. The observation data were analyzed descriptively after the researcher transcribed and grouped the data.

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). It means the hypothesis was accepted. Furthermore, the observation results showed that students could comprehend, be aware, and practice of English culture both verbal and nonverbal communication by imitating of verbal and nonverbal, making a note of verbal and nonverbal, looking up the dictionary in making dialogue, and giving peer feedback to others as important things that helped them in learning English culture. In overall, students were fairly aware of English culture, especially in the area of cultural perspectives and practices in both verbal and nonverbal communication. The developing culture-based procedures really helped students to improve perspective and practice of English culture in both verbal and nonverbal communication. The researcher suggests that developing culture-based procedures facilitated students to improve their cultural awareness in verbal and nonverbal communication.

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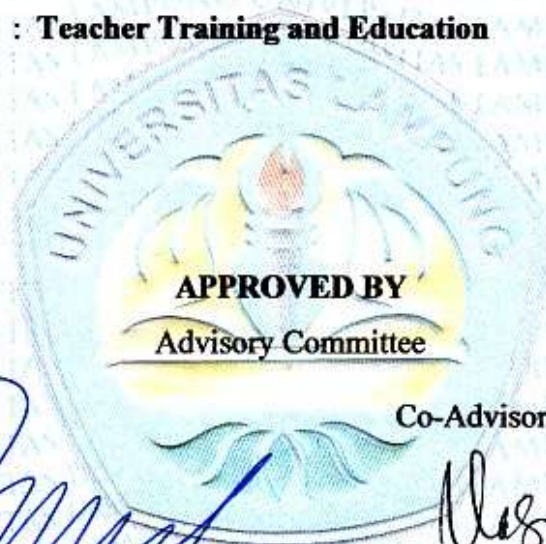
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Bandar Lampung, 19 Desember 2017
Yang membuat pernyataan,

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# CURRICULUM VITAE

The writer's name is Lutfan Adli. He was born in Pringsewu on July 1st, 1991. He is the second child from the harmonious couple Tuharto, M.Pd., and Siti Halimah. He has one sister.

He started his education at Elementary School in 1997. Six years later in 2003, he graduated from Elementary School, SDN 1 Sidoharjo. Three years later in 2006, he graduated from Junior High School, SMP N 3 Pringsewu. In 2009, he graduated from Senior High School, SMA N 2 Pringsewu. In the same year in 2009, he was accepted at English Education Study Program of Language and Art Education, Teacher Training and Education Faculty, STKIP Muhammadiyah Pringsewu. In 2014, he graduated from S1 English Education of STKIP Muhammadiyah Pringsewu.

Before obtaining bachelor degree from STKIP Muhammadiyah Pringsewu, he worked as an English teacher in several private courses. Since 2016, He works as an English teacher at SMP Muhammadiyah Pringsewu until now.

# DEDICATION

This Thesis is proudly dedicated to:

- ❖ My great father Tuharto, M.Pd., and my gorgeous mother Siti Halimah.

- ❖ My lovely sister (Filzdah Atika Maya Kosala, S.Pd.).

- ❖ My beloved grandfather and grandmother (Djumah and Suwarni).

- ❖ My beloved aunty (Sudarni, S.Pd., Muslihatun, S.Pd.).

- ❖ My beloved uncles (Agus, Sartono, Sutopo, Said, Abdul Ghofir).

- ❖ My beloved cousins (Ika Trisnawati Ramadhani, S.P., Dwi Ratnawati, S.Pd., Andri Lestari, S.I., Listia, Ani, Heri, Riki) and all my cousins that could not be mentioned one by one.).

- ❖ My friends of English Education Study Post Graduate Program 2014.

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- ❖ My beloved Advisors ( Prof. Ag. Bambang Setiyadi, Ph.D., and Mahpul, Ph.D.).

- ❖ My beloved lecturers who have taught me.

- ❖ My beloved Almamater, University of Lampung.

# MOTO

*"Focus on the afterlife then the success of the world will follow"*

*(The Writer)*

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is given to his beloved sister, Fildzah and others who cannot be mentioned one by one. Hopefully, this thesis will give positive contribution to education development. The writer is completely aware that this thesis is far from the perfection. Therefore, constructive input and suggestion are expected to compose better paper in the future.

Bandar Lampung, 2$^{nd}$ December 2017

The Writer

Lutfan Adli

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# I. INTRODUCTION

This chapter is divided into six subchapters. They are background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

## 1.1. Backgrounds of the Research

English is one of the most widely used languages in the world. Nowadays, English learning has been paid more attention the rapid development of economic globalization and science. However, not all the English learners can reach a certain point of cross-cultural competence merely through English learning. Most Indonesian English learners only lay stress on some superficial learning aspects such as the learning of pronunciation, vocabulary, and grammar but ignore the essential culture of English spoken countries. Therefore, it is obvious that cultural awareness cultivation is quite crucial and necessary in English learning as Ritlyova in Deneme (2011: 152) contended that students improved their perception of a foreign culture and their own culture by gaining awareness of a foreign language.

Teaching 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. Teaching a foreign language is more than developing learners' linguistic and communicative competence in the target

language. It also involves transmitting knowledge about the target culture or the country in which the language is spoken. 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.

In learning culture there is a term cultural awareness. It is the sensitivity of students own culture and target culture. It becomes aspects that are considered after students have already known cultural understanding in learning target culture. Teaching culture has three stages which have to be mastered by students. They are cultural understanding, cultural awareness, and cultural competence. Culture is closest with society when students learn a foreign language, they necessity learn the community, the culture, attitude, and behavior in communication. The culture in every country is different from others. This problem rouses why cultural awareness is important in language teaching as language and culture are two inseparable in language teaching. According to Tavares and Cavalcanti in Yeganeh and Raeesi (2014: 535), the aim of teaching culture is to heighten students' awareness and to develop their curiosity towards both the target and home culture. The students' cultural awareness can be improved by comparing culture of students own culture and target culture.

The cultural awareness is not only changing the perspective but also changing of practice. So, it is the main point in learning the foreign language, by learning

foreign cultures, the communication is important as a tool to communicate with other culture. In communication, there are two aspects; verbal and nonverbal. When students learn a language, of course, the objective is to communicate. There is what we call as language is a means of communication. Therefore, if language learner understands culture of target language, they are able to mastering the language rules and the ability to communicate with foreign speakers of that language. The cultural learning has to include 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), who states that; communication style is people's a way to 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. It means that communication by using nonverbal is dominant when someone communicates than verbal.

According to the explanation above, communication brings two aspects that cannot be separated. They are verbal and nonverbal. Teaching English in Indonesia still focuses on listening, speaking, reading, and writing without considering the target culture and does not touch English 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 differences in culture. The culture block is students' problem in learning the culture. In the field, 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. As 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. 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. In teaching culture, a procedure has the main role to improve cultural awareness and learning activity in the classroom by focusing on form. It means that students learn the language not only in meaning but also in the forms.

Relating to the statement above, the procedures in teaching cultural awareness should be combined from several approaches. As Tomalin and Stempleski (1993: 9) state 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 improve cultural awareness by comparing, discussing, and practicing. Teaching cultural awareness without procedures is meaningless. Teachers have a position as facilitators in teaching culture by looking at students' level as Saniei (2013: 14) says that in language instructional materials will help learners to get familiar with the target culture, and performing these tasks should involve the cultural values of the target language, accompanied by the native ones, designed for every level. Teaching culture not only provides the procedures and materials but also the teacher should consider students' level to improve students' cultural awareness.

Relating to cultural awareness, several researchers (Chantamala, 2009: 978) (Genc and Bada, 2005: 73), and (Tsou, 2005: 39) generally applied and combined intercultural approach to improve students' cultural awareness in their research. Chantamala conducted a research to examine the effects of Cultural Experiential Instruction on the English oral communication ability of lower secondary school students. She applied of intercultural approach in teaching culture. Students improved their English oral communication after receiving Cultural Experiential Instruction.

Genc and Bada studied the effects of culture learning on 38 students and their opinions on the culture class during in Turkey. They applied of intercultural approach in teaching culture. The culture learning in a language class helped raise students' cultural awareness on target cultures and their own culture of them showed the feeling of such awareness.

Again, Tsou conducted the combination of an anthropology process and task-oriented approach were applied to conduct the culture lessons in elementary Taiwanese EFL classrooms for one semester. In each lesson, students were asked to discuss, in their native language, what they already knew about the topics to be studied in both their home culture and the target culture. The students gained higher score on language proficiency test for four communicative language skills including listening, speaking, writing, and reading and their cultural knowledge had increased. Also, the students in her study found English interesting as they had positive opinions toward cultural and language learning.

Based on the previous research, some researcher did the research to improve students' cultural awareness by creating material and applying method in teaching culture. But, they neglected procedure as the core in teaching culture. There are several learning steps needed in teaching cultural awareness by considering students' level. According to Tomalin and Stempleski (1993: 9) state that in developing cultural awareness teachers have to apply group working, sharing and discuss new culture in the classroom activity, and compare target culture with

students' own culture. If the teacher just applies the procedure of cultural awareness, researcher realizes that there is something less in teaching. "The teacher is also a guide and advisor: on the one hand, the teacher organizes the classroom activities, on the other hand, the teacher may also provide guidance for further individual study" (Boghian, 2006: 977).

Teaching culture has to change students' perspective and practice. To reach them, teachers should create procedures of teaching for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students. As Saville (1978: 32) states, teachers can make positive use of the internal social organization of the class as an instrument in management procedures, with leaders given responsibility for collecting playground equipment or other tasks which may require some authority.

Thus, this research focused on developing procedures of teaching culture to improve students' cultural awareness. The procedure of teaching culture is from previous research has done on the primary level, those do not give guarantee for the lecturer because of students in a class, there are many different levels and "the activities in the materials should involve the cultural values of the target language designed for every level." (Cakir, 2006: 159). Furthermore, the lecturer should create a variety of instructional methods whenever. It means that the teacher must create procedures as good as possible in teaching cultures.

Researcher intends to focus on students' cultural awareness in communication both verbal and nonverbal in several situations on the university level. As

Shemshadsara (2012: 96) the goal of the convention is to help students recognize and understand how people in a given culture typically behave in common situations. Creating the procedures in teaching culture give benefits for students in university level. Besides that, by using the authentic materials is needed in Indonesian contexts if education compasses to communicative teaching.

This research examined developing culture-based procedures to improve students' cultural awareness in verbal and nonverbal communication. The researcher believed that students could develop their cultural awareness by using procedures and materials provided and applied in the classroom.

## 1.2. Research Questions

As the concerns of this research, the main problems are formulated as follows:

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?

## 1.3. The Objectives Of The research

Based on the formulation of the problem, the writer formulated the objectives of research as follows:

1) To find out to what extent the implementation of culture-based procedures affect the students' cultural awareness in verbal and nonverbal communication of English culture.

2) To find out how culture-based procedures helped students aware of English culture in verbal and nonverbal communication.

**1.4. The Uses of the Study**

The research is expected to provide some significances and benefits as follows:

1) Theoretically, the result of the study is expected to improve students' cultural awareness. This study is also expected to give a practical contribution to teach culture to improve students' cultural awareness in EFL classroom settings. Later, it can be adopted as one of the ways to improve cultural awareness for the similar problems at the university level.

2) Practically, the result of the research can give input to improve students' cultural awareness and competence not the only in verbal but also nonverbal skills. For English teacher, it can extend and widen the insights and knowledge about how to create the procedure of teaching cultural awareness in teaching culture. Then, it can also be used as an optional teaching model for different types of communication and can give the view to the other researchers that this research has a contribution to improving students' cultural awareness. Furthermore, it can be used as references and provide certain information and knowledge in order to conduct a research on a related topic. Finally, this research can also be used as a kind of teaching procedures dealing with cultural awareness for the class.

**1.5. The Scope of the Study**

The research focused on developing culture-based procedures to improve students' cultural awareness according of verbal and nonverbal communication at STKIP Muhammadiyah Pringsewu. The researcher found out the effect of culture-based procedures and what things make students could improve their cultural awareness. The researcher assigned the level of students' competence as the point in teaching culture. The material of cultural awareness was suited based on English culture for communication. This research was conducted to the sixth-semester students in English Education Study Program of STKIP Muhammadiyah Pringsewu Lampung. The researcher developed culture-based procedures in improving students' cultural awareness.

**1.6. Definition of Terms**

1. Authentic materials are the materials that have been produced to fulfill some social purpose in the language community, not for pedagogic purposes.

2. Verbal communication is speaking orally to transfer what the speaker intends.

3. Non-verbal communication is conveying emotions, feelings, and messages through actions and expressions rather than words.

4. Cultural awareness is the term to describe the sensitivity between own culture and other cultures.

## II. LITERATURE REVIEW

This chapter explains the concept of Verbal Communication, Nonverbal Communication, Type of Nonverbal Communication, English Gestures and Postures, Concept of Culture , The Role Language to Culture, Foreign Language Teaching and Culture , The stages of Teaching Culture, Concept of Cultural awareness, Authentic Materials for teaching culture , Developing of Culture-Based Procedures, Previous Studies of Cultural awareness, Theoretical Assumption, and Hypotheses.

### 2.1. Verbal Communication

Verbal communication is communication delivered by using words. Verbal communication means sharing things by means of words. What is shared here can vary: it might be information, feelings, thoughts, support, and memories. Verbal communication takes place through face-to-face conversations, group discussions, interview, radio, television, calls, memos, letters, reports, notes, email etc. The verbal sign is important when communication. According to Team FME (2013: 26) stated that words need to present a logical description of the action someone needs to take place to achieve your objective of performing your role. Verbal communication is a social function of language can include functions like greeting people, bidding farewell to people, giving a command or order, asking a question,

making a request, advising, offering a suggestion, expressing agreement or disagreement, accepting or declining an invitation, expressing wishes, thanks, apologies, regrets, condolences, sending seasonal greetings, offering help, giving instructions, expressing obligation, expressing the necessity for doing something, expressing certainty. Under each function have multiple sub-functions. For example, under the function request has a request for permission, request for help, a formal request, informal request, etc.

Verbal communication is also cultural, much in the way that it is relational. Verbal communication influences culture, and culture influences verbal communication. Whenever you communicate verbally, cultural assumptions are presumed involving appropriateness and meanings within a given society or group. When discussing culture, people are not only talking about nation but also included in discussions of culture are any groups of people who share distinct meanings and styles of speaking.

### 2.1.1. Verbal Communication is Expressive

Verbal communication helps someone meet various needs through our ability to express ourselves. Someone use verbal communication to ask questions that provide us with specific information. We also use verbal communication to describe things, people, and ideas. Verbal communication helps to inform, persuade, and entertain others. It is also through our verbal expressions that our personal relationships are formed. At its essence, language is expressive. "Verbal

messages convey meanings the speaker has encoded into the words of an utterance" (Krauss, 2002: 1)

So, verbal communication is the process of exchange of information or message between two or more persons through oral words. It serves as a vehicle for expressing desires, ideas, and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people.

## 2.2. Nonverbal Communication

Nonverbal communication is communication using without words. According to Fiske (1990: 67), non-verbal communication is carried on through presentational codes such as gestures, eye movements, or qualities of voice. When someone speaks only with our mouth but they communicate with whole bodies. In fact, experts say that more than half of all communication is nonverbal. To understand other people, the interlocutor must learn how to read their body language as well as interpret the words. Even if someone remained silent and someone attributed meaning to your silence, communication would have taken place. On the other hands, gestured or smiled and no one perceived these movements, then communication would not have taken place. This does not mean that both sender and receiver have to give the same meanings to the signals (the gestures, the smile). It merely means that for communication to be said to have occurred, someone must send and someone must receive the message signals. Nonverbal

messages may communicate specific meanings, just as verbal messages do. They may also meta-communication, or communicate about other messages.

Nonverbal communication can be inferred that communication does not use words to express feeling and emotion. It includes facial expressions, the tone and pitch of the voice, gestures displayed through body language.

## 2.3. Type of nonverbal communication

### 2.3.1. Gestures

Gesture is the movement of bodies that have meaning in communication. It becomes importance aspect in communication across culture. "The hand and arm are the main transmitters of gesture, but gestures of feet and head are also important" (Fiske, 1990: 69). Hand gestures in different cultures may imply different meanings. It is really important to understand the meaning of different gestures when someone travel to other countries or learn another language as well. Many times speakers tend to use our hands to explain our needs and thoughts. The same hand gesture may mean something quite different and offensive to feelings. These gestures are most helpful when one is speaking to someone with no language in common. The meanings of hand gestures in different cultures may translate into different things. Before students communicate with people in different cultures, students need to understand the meaning of gestures. Those considered as good gestures in one country may be termed as an offensive gesture in some countries.

The thumb up sign in most American and European cultures meaning things are going according to plans or something someone approve of. However, the going good sign translates into a rude and offensive gesture in Islamic and Asian countries. In Australia, it means OK, but if someone move it up and down, it is considered as a grave insult. The thumb down sign obviously means the opposite of thumbs up sign. It is an indication something that is bad or something that someone do not approve of. It also indicates that something or someone has failed. The thumbs down sign are not used as often as the thumbs up sign. This is a rude hand gesture and an arrogant way to indicate failure if a person is from a different cultural background. Therefore, Part of the body, especially hand has the main role in communication without a word. Hand gestures are a very important part of the body language gestures.

### 2.3.2. Posture

Posture is the position of the body that has meaning. It is a rich channel for conveying nonverbal information. From time to time postural messages are obvious. If someone sees a person drag through the door or slump over while sitting in a chair, it is apparent that something significant is going on. But most postural cues are more subtle. For instance, the act of mirroring the posture of another person can have positive consequences. Posture can signal whether or not people are paying attention, the degree of status in the encounter, and even how much they like or dislike each other. Posture can also reveal religious practices (sitting, kneeling, bowing, etc.), feelings of submissiveness, and even sexual intentions. Researcher infers that posture is the position and movement of your

body. "The powerful way to create a rapport with others by intentionally matching their body language and posture" (Allan and Pease, 2004: 254).

Therefore, posture can be inferred that a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate particular messages.

## 2.4. English Gestures and Postures

### 2.4.1. The Shoulder Shrug

Shoulder shrug is the gesture to show that someone asks an opinion. According to Allan and Pease (2004: 20), shoulder Shrug is a good example of a universal gesture that is used to show that a person does not know or does not understand what you are saying. In English, people used that gesture to ask an opinion about her/him. It is a multiple gesture that has three main parts exposed palms to show nothing is being concealed in the hands, hunched shoulders to protect the throat from attack and raised brow which is a universal, submissive greeting. The Shoulder Shrug shows submission.
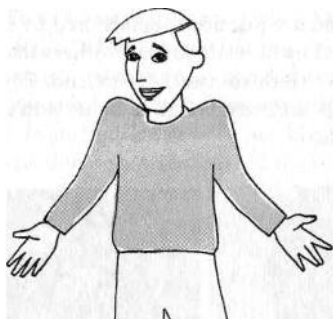


Just as verbal language differs from culture to culture, therefore somebody language signals can also differ. Whereas one gesture may be common in a particular culture and have a clear interpretation, it may be meaningless in another culture or even have a completely different meaning.

### 2.4.2. Keeping Hands in the Pockets

Body language is a great guide to read someone's personality. But, it is just that, a guide, that may or may not be 100% effective. This is because it depends on many factors, such as the situation, the individual observed, that Individual's feelings, etc. In this particular case, someone's hands inside the pockets may mean that the individual is feeling cold or is not comfortable with the situation.

Someone is feeling insecure and is trying to feel protected by concealing himself (his hands) inside his pockets. Keeping their hands in their pockets is a favorite ploy of men who do not want to participate in a conversation. According to Allan and Pease (2004: 34) that the palms were originally like the vocal cords of body language because they did more talking than any other body part and putting them away was like keeping one's mouth shut.

### 2.4.3. Palm Power

Palm gestures can be quite confusing. People use them a lot on daily basis but we hardly think about what are we doing or why. One of the least noticed, but most powerful, body signals is given by the human palm when giving someone directions or commands and in handshaking. When used in a certain way, Palm Power invests its user with the power of silent authority.

Palm up = non threatening          Palm down = authority

When the palm is turned to face downwards, someone will project immediate authority. "The other person will sense that someone has given them in order to move the item and may begin to feel antagonistic towards you, depending on your relationship with him or the position you have with him in a work environment"(Allan and Pease, 2004: 37). Turning the palm from facing upwards to facing downwards completely alters how others perceive.

British, Australian, New Zealander, German and American colleagues will usually shake hands on meeting, and again on departure. "Handshake with both palms remaining in the vertical position and this creates a feeling of equality and mutual respect because neither is prepared to give in to the other" (Allan and Pease, 2004: 45).

### 2.4.4. The Double Arm Grip



The double arm actually has to mean in particular country. "The double arm grip is feeling insecure and not buying what someone selling. It means that someone will not disturb, dislike to condition or other people" (Allan and Pease, 2004: 96). The double arm grip is characterized by the person's

hands tightly gripping their upper arms to reinforce themselves and avoid exposure to the front of the body. Sometimes the arm can be gripped so tight that the fingers and knuckles can turn white as blood circulation is cut off. It is a person's way of comforting himself with a form of self-hugging.

### 2.4.5. Ok Sign

The hand gesture performed by connecting the thumb and index finger into a circle (the O), and holding the other fingers straight or relaxed in the air, is a commonly used form of nonverbal communication. In many parts of the world, it is synonymous with the word OK, denoting approval, agreement, or that all is well. In other contexts or cultures, this same gesture may have different meanings or connotations, including negative or offensive ones. According to Allan and Pease (2004: 109) say that Europe and North America use this sign to indicate OK.

### 2.4.6. Thumb Up
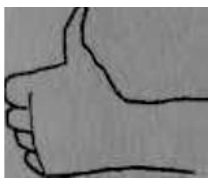
A thumb signal, usually described as a thumb up, is a common hand gesture achieved by a closed fist held with the thumb extended upward in approval respectively. According to Allan and Pease (2004: 110) say that the thumb up to indicates good, OK, and up yours. In English culture, thumb up used to show approval of something.

### 2.4.7. The Neck Scratch

The neck scratch is one of the gestures that one often uses in communicating of English culture. It is accompanied by a slight tilting of the head. This gesture is done when a person does something they believe is wrong, immoral or embarrassing. Someone also do it in situations when someone mentions something negative about us or when someone was caught in the middle of an embarrassing situation in public. The index finger usually of the writing hand scratches the side of the neck below the earlobe. Observations of this gesture reveal the person scratches an average of five times. Rarely is the number of scratches less than five and hardly ever more than five. According to Allan and Pease (2004: 153) say that this gesture is a signal of doubt or uncertainty and is characteristic of the person who says, I am not sure I agree. It can be concluded that the neck scratch is a gesture that indicates a person is ashamed of what he/she says or does.

### 2.4.8. The Eyebrow Flash

The eyebrow flash is most effective when it takes place between people who are already acquainted, but it can also be effective amongst potential suitors. The eyebrow flash can express interest and curiosity in someone of the opposite sex and can even make someone believe that you have already met and so create familiarity. That being the case, the eyebrow flash can also be taken as offensive, create anxiety or even hostility, and put people off if no

natural attraction is present. Therefore, the eyebrow flash can be risky, but with someone with nothing to lose, can be neatly rewarded. This gesture is a long distance 'hello' greeting signal which has been used everywhere since ancient times in particular culture.

 According to Allan and Pease (2004: 171) say that this is an unconscious signal that acknowledges the other Person's presence and is probably linked to the fear reaction of being surprised, or saying, I am surprised and afraid of you, which translates to I acknowledge you and am not threatening. From the explanation above, the eyebrow flash is used by native speaker of English when they tell someone to go or get something.

## 2.5. Concepts of Culture

The term culture can have different meanings. Some language teachers use the term to refer to cultural products (e.g., literary works or works of art). Others use it to refer to background information (e.g., facts about the history or geography of countries where the target language is spoken). The culture is defined earlier as the symbols, language, beliefs, values, and artifacts that are part of any society. Traditionally, the concept of culture has been defined into two categories, "capital C culture" and "small c culture". According to Tomalin and Stempleski (1993: 8) stated that he "culture with capital C" includes the study of literature, art, music and so forth which are related to the history of civilization. On the other hand, the "culture with small c" refers to the study of people's customs, manners, and beliefs which represent the behavioral patterns or lifestyle of the people.

The foreign language teaching profession in the United States published a comprehensive set of standards for foreign language education, including standards for culture. They based their definition of culture on three interrelated dimensions, the three poles of an equilateral triangle: products, practices, perspectives. The three components of culture, they are products, practices, perspectives. They reflect a similar triangular concept, described in different words by other scholars who have defined culture.

According to Brown in Cakir (2006: 155) culture is deeply ingrained part of the very fiber of our being, but the language the means for communication among members of a culture is the most visible and available expression of that culture. Culture has an identity for the members of the society or group members. Culture influences worldview of its members and the members influence the culture.

In conclusion, culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music, and arts. The researcher infers that culture as shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization. Thus, it can be seen as the growth of a group identity fostered by social patterns unique to the group.

## 2.6. The Role Language of Culture

Language plays an important part in the means with which different cultures interact with each other and with others. Several researchers have argued that

languages should be preserved not only to retain culture. Language is more than culture. But likewise, culture is not the only language.

Every language can represent the role of culture through its own reflection of reality it presents. According to Cakir (2006: 154) stated that bearing the points above it can be stated that a language is a part of the culture and a culture is a part of a language. It is obvious that language plays a paramount role in developing, elaborating and transmitting culture and language, enabling us to store meanings and experience to facilitate communication. The function of language is so important in communication that it is even exaggerated by some scholars.

In sum, Language serves as a tool that embraces one's identity and operates as a mean of uniting a cultural community that shares the same collective identity. In the process of identity formation, language functions as a tool that holds the cultural identity that the language resembles. The language also works as a mean of connecting a cultural community that shares the same collective identity. Collective identity refers to the sense of belonging when an individual identifies themselves with a group or nation.

Therefore, Language is an important part of culture. It is the primary vehicle by which a culture transmits its beliefs, values and norms. Then, language is influenced by culture. Language is one of the most important carriers of culture and reflects the latter. If there is no language, culture would not be known. On the one hand, culture is the basis and one of the most important attributes of language

and exerts great influence on the latter. If there is no culture, language will be like water without a source or a tree without roots.

## 2.7. Foreign Language Teaching and Culture

As language teachers, they must be interested in the study of culture not because they necessarily want to teach the culture of the other country but because they have to teach it. A teacher who views culture as an integral part of a syllabus, as Craves in Saniei (2012: 10) emphasizes, might incorporate into the instructional materials the development of awareness of the role culture plays in human interaction, how to understand and interpret the cultural aspects of language, and the development of skills in behaving and responding in culturally appropriate ways in addition to knowledge of the target culture.

Foreign language educations should include fore fundamental components, namely, language learning, language awareness, culture awareness and cultural experience. By combining the use of learners first language and foreign language through comparative and new cultural experience, will provide an integrative approach for teaching and learning language and culture. The teaching of culture in foreign language has taken two main directions: one has focused on cultural information, statistical information, institutional structures and facts of civilization, highbrow information. The classics of literature and arts, the foods, fairs, and folklore's of everyday life, the other has been to situate culture within an interpretive framework, taken from cultural anthropology, using universal categories of human behavior and procedures for making sense of foreign reality.

In foreign language teaching, teachers usually focused on the language points while neglected the importance of culture introduction in language teaching, so most students know a great many of words and grammar knowledge well, but they lacked the ability to use the language properly. According Cakir (2006: 156) stated that the teaching of the target culture has to serve the development of cross-cultural communication it is inevitable that the way of thinking and expressing influenced by the native culture will be unconsciously transferred to the target language during the intercultural communication. That is the cultural transfer. As a matter of fact, the most difficult thing for the language learners to deal with in their study of the foreign language is not the linguistic forms or grammar, but the cultural difference. When such students communicate with foreign people, they may make a lot of mistakes. For example, when they meet foreigners, they may ask questions like 'how old are you, are you married, how much do you earn'. Such questions made foreign people embarrassed, because they do not ask these questions in their own country. Learning culture in Indonesia should be consider several aspect to gain students' cultural awareness.

Learning culture starts from the controlling process, learners learn the dominant language knowledge through practicing and exercising, dominant language knowledge changes to recessive language knowledge. Through culture information introduction, the second language learner will focus on the contrast between the native language and the second language and practice, so the culture knowledge of the second language will become the recessive knowledge for the

second language learners. So the intercultural communication can be made smoothly.

## 2.8. The Stages of Teaching Culture

In teaching a culture, teacher has to consider three stages. They are cultural understanding, cultural awareness, and cultural competence.

**Figure 2.1. The Stages of Teaching Culture**

Cultural Understanding → Cultural Awareness → Cultural Competence
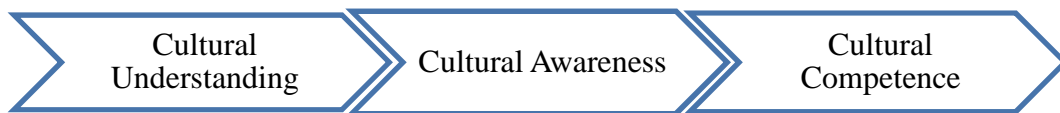
The first stage is cultural understanding. Actually in learning culture, understanding or comprehending is the beginning process to reach of cultural awareness and also cultural competence. Cultural understanding is looking at a culture, meaning, or level of understanding when looking at the true meaning of culture. This phase, someone can understand what he or she already has learned or comprehended. According to Galloway in Shemshadsara (2012: 96) has proposed a framework for building cultural understanding based primarily on process skills, but incorporating both factual and sociolinguistic content. She suggests organizing instruction around four primary categories of understanding:

1) The convention is the goal of this type is to help students recognizes and understand how people in a given culture typically behave in common situations. Galloway identifies two types of conventions: (1) context determined conventions, which includes extralinguistic behaviors that are characteristics in a

given situation and (2) function-determined conventions related to sociolinguistic formulae or conventional utterances that are used to perform tasks in context. For example, if one were teaching about foods, the teacher might focus on such context-determined factors as mealtimes, types of food, conventions of etiquette as well as on appropriate expressions associated with accepting and declining invitations, making reservations at a restaurant.

2) The connotation is the category of connotation deals with the many culturally significant meanings that are associated with words. As students examine their own networks of association they can begin to discover that the underlying meanings of words are determined by their cultural frame of reference.

3) Conditioning, the third category of cultural understanding has to do with the fact people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs to learn how to interpret behaviors that are different from their own without making judgments based on their own standards. Students need to learn how to interpret behaviors. If the students begin to expect cultural differences as natural and inevitable and realize that there are indeed a variety of possible differences to the universal need for food, shelter, social contact, and the like, they may begin to view the other culture more emphatically.

The second stage is cultural awareness, it is the ability of a person to look beyond his own self and be aware of cultural values, cultural habits that enter.

Furthermore, one can assess whether it is normal and acceptable to the culture or may be unusual or unacceptable in other cultures. It is, therefore, necessary to understand the different cultures of her and realize her beliefs and customs and be able to respect. Tomlinson and Masuhara in Shemshadsara (2012: 95) claim an increased cultural awareness helps learners broaden the mind, increase tolerance and achieve cultural empathy and sensitivity. Implications of cultural awareness of understanding the need to consider culture, important factors in dealing with certain situations. At a basic level, cultural awareness is information, giving meaning to humanity to know about culture. The principle of the task of gaining an understanding of cultural awareness is to gather information about culture and transform it through additions in progressively giving meaning as an understanding of culture.

The last stage in learning culture is cultural competence. It is the ability to interact effectively with people of different cultures. In practice, both individuals and organizations can be culturally competent. Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. According to Byram in Saluveer (2004: 14) stated that intercultural competence involves five elements: (1) attitudes: curiosity and openness, suspending disbelief about one's own and other cultures, (2) knowledge: products and practices of one's own and the other culture, societal and individual interaction, (3) skills of interpreting and relating: interpreting documents or events from the other culture and relating them to the documents from one's own culture, (4) skills of discovery and interaction: an ability to acquire new knowledge and

operate knowledge, skills and attitudes in real-time communication and (5) critical cultural awareness education: an ability to evaluate critically practices and products of one's own and the other culture.

Cultural competence is having an awareness of one's own cultural identity and views about the difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom.

So, teaching culture has to consider three aspects, they are cultural understanding, cultural awareness, and cultural competence. The successful of teaching culture if the students can comprehend three aspects of learning the culture. It will give new knowledge to students if these aspects can cooperate with subject English.

## 2.9. Concept of Cultural Awareness

Cultural awareness is based on knowledge of the other as well as one's own culture. However, it should not be simply seen as the concept is much larger. Tomalin and Stempleski (1993: 5) define cultural awareness as sensitivity to the impact of culturally induced behavior on language use and communication. They add that it includes awareness of one's own culturally-induced behavior,

awareness of the culturally-induced behavior of others and lastly, an ability to explain one's own cultural standpoint. According to Tomalin and Stempleski (1993:5), cultural awareness encompasses three qualities:

1. Awareness of one's own culturally-induced behavior

2. Awareness of the culturally-induced behavior of others

3. Ability to explain one's own cultural standpoint

Comparison forms a basis for understanding and helps learners to perceive and cope with difference. Tomlinson and Masuhara in Saniei (2012: 11) say that the activity of cultural awareness is referring to the totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, or circumstances. They claim that it consists of perceptions of one's own and other people's cultures which are internal, that is they develop in the mind; dynamic, that is they are constantly being added and changed; variable, that is modified from experience; multi-dimensional, that is represented through sensory images and mental pictures; and, lastly, they are interactive, that is they are interrelated and influence each other. While cultural knowledge is mostly gained from other people, cultural awareness is gained from personal experience either directly through visits to foreign countries or indirectly through music, films, video, and literature.

In conclusion, cultural awareness has great influence on English learning. Language and culture have close relationships. First of all, English is a part of the culture, it is not only expressing ways of culture, but also a part of the culture

composition. Secondly, language is the carrier of culture. Culture has different implications that include a nation's religion, custom, and beliefs, and language takes advantage of its unique function showing the formations of culture from abstract to specific.

## 2.10. Authentic Materials for Teaching Culture

Authentic materials are a source of materials come from the target language. Use of authentic materials is rewarding and stimulating for both learners and teachers and should be used as far as possible. It is commonly used with higher level students but can be equally used with lower levels. Authentic materials do not include only newspapers and literature but also materials such as web pages, TV broadcasts, films, leaflets, posters, basically anything is written in the target language and used unedited in the classroom. The same material can be used in classes of various levels provided that the task is graded to learner's abilities and interests. According to Al-Azri and Al-Rashdi (2014: 249), authentic texts will bring them closer to the target language culture, and therefore this will result in them making the learning process overall an even more enjoyable and thus, motivating. Using authentic materials is relatively easy and convenient way of improving learner's general skills as well as confidence in real situations.

### 2.10.1. Video

The authentic video is the good material to teach culture in English foreign language. "English teachers all over the world cry out for materials which can make English come alive for their students. TV, video, and the newer video

related technologies provide just such a resource" (Tomalin and Stempleski, 1993: 8). The advantages of using video in the EFL classroom are many and obvious authors point out "videos increase oral comprehension stimulate student interaction and communication with other classmates promote cross-cultural awareness and are adaptable for use with students at any English language proficiency level rice. According to Stempleski (1987: 4) assumes that it is real in the sense that it is intended for native speakers and people already familiar with the language. Movies and series, as authentic materials, could be used as the medium of the study of the culture for the development of cultural awareness. Movies and Series offer students a chance to see behaviors that are not seen in texts. So, the authentic material is the main source of teaching culture because the authentic material is the product of culture.

## 2.11. Developing Culture-Based Procedures

The culture-based Procedures is the steps of the learning process that includes of cultural values in each activity. It designs to improve students' cultural awareness that is created by adopting some concept teaching culture relating cultural awareness and Tomalin & Stempleski (1993:9), they state that the procedures can be combined both task and cooperative approach such apply group working, discuss and share, and comparing culture.

This is the culture-based procedures following:

1. Starting learning by watching the authentic video of English culture in communication both verbal and nonverbal.

2. Asking students relating the topics of English and Indonesian culture in communication both verbal and nonverbal.

3. Giving correctly example what, why, how English English culture and Indonesian culture in communication using verbal and nonverbal.

4. Contributing students' personal experiences into Indonesian culture both verbal and nonverbal communication.

5. Working in a group to discuss, creating dialogue and share between the students own culture and the target culture.

6. Contributing students' personal experiences into English culture both verbal and nonverbal communication.

7. Giving feedback.

8. Giving reinforcement.

**Figure 2.2. Process of Creating Culture-Based Procedures**

Framework for designing activities in Intercultural Approach (Corbett, 2007) in (Choeichaiyapoom, 2013:40)

1. Goals          4. Learner's role
2. Input          5. Teacher's role
3. Activities     6. Settings

Framework for designing activities in Intercultural Approach (Corbett, 2007) in (Choeichaiyapoom, 2013:40)

1. Goals          4. Learner's role
2. Input          5. Teacher's role
3. Activities     6. Settings

The activities in teaching cultural awareness (Tomalin and Stempleski, 1993: 9)

1. Apply group working
2. Discuss and share
3. Comparing cultures

**Culture-Based Procedures**

**2.12. Previous Studies of Cultural awareness**

There have been many studies conducted concerning the developing procedures in teaching culture to improve students' cultural awareness. However, the researcher will only review the following studies which focus on the invention of the framework from the aim in teaching culture, since this study is just going to be conducted in that domain.

First, Genc & Bada (2005: 73) studied the effects of culture learning on 38 students and their opinions on the culture class during 2003-2004 in Turkey. The data from their study was collected for three months following the completion of the 28-hour culture course. During this course lecture-type sessions, research project presentations were conducted and the participants made an assessment of the course by responding to a questionnaire. The five-item questionnaire used in the study aimed to assess language skill, cultural awareness (of both native and target cultures), and attitude towards the target culture. The results revealed that all of the students showed the contribution of this course to their language skills, which can be implied that culture learning promotes students' communication ability. Second, culture learning in a language class helped raise students' cultural awareness on target cultures and their own culture as 68.4% of them showed the feeling of such awareness. Finally, students' attitude towards target cultures changed after learning those cultures as the result of 28 students or 73.7% stated.

Similar to Chantamala (2008: 978) which investigated the effect of Cultural Experiential Instruction on English oral communication ability. The research

applied of intercultural approach in teaching. The researcher conducted her study with Grade 8 EFL classroom which could help students develop cultural behaviors, gather cultural information, discover cultural explanations, and build up their self-awareness. The study was conducted for ten weeks with seven lessons in the second semester of the academic year 2007. The quantitative data was collected for assessment from a pre/post English oral communication test and students' interview. The results showed a large effect on students' oral communication ability. They gained higher posttest mean scores than pretest mean scores and showed positive opinions towards the instruction.

Additionally, several studies examined the effects of cultural instruction on various language skills. In Tsou (2005: 39)'s study, the combination of an anthropology process and task-oriented approach were applied to conduct the culture lessons in elementary Taiwanese EFL classrooms for one semester. In each lesson, students were asked to discuss, in their native language, what they already knew about the topics to be studied in both their home culture and the target culture. After each lesson, additional information about the topic was often provided as supplementary materials for her students. Before and after the instruction, students were assessed on two different measures: English proficiency test (STYLE, Saxoncourt Tests for Young Learners of English, Level 1) and culture knowledge questionnaire. The test is a series of listening and reading-based comprehension tests for children. After the instruction, the students gained higher score on language proficiency test for four communicative language skills

including listening, speaking, writing, and reading and their cultural knowledge had increased. Also, the students in her study found English interesting as they had positive opinions toward cultural and language learning.

## 2.13. Theoretical Assumption

The framework presents the culture-based procedures to improve students' cultural awareness. The starting point is from the experts' suggestion in teaching cultural awareness. The procedures cover the point of teaching cultural awareness in both verbal and nonverbal communication by English culture. The linear model is chosen to demonstrate how all the previous stages have an impact on the following components and the learning process.

a) The culture–based procedures are the key to the improve students' cultural awareness in both verbal and nonverbal communication by consider tasks and cooperatives for cultural exploration, which will consequently ideally improve students' cultural awareness.

b) By applying culture-based procedures in teaching culture will help students in how they learn in the classroom to improve students' cultural awareness. Hence, the culture-based procedures are designed to develop one or several of the cognitive and affective components of culture such as knowledge, practice, and perspective. And the ultimate goal for the framework is the development of students' cultural awareness. It is the desired outcome of the process where authentic materials provide the topics and enable the design of

authentic cultural tasks which ideally allow profound and critical cultural reflection.

## 2.14. Hypotheses

The hypotheses of the research are formulated as follows.

Hi:   The implementation of cultural-based procedures affect the students' cultural awareness in verbal and nonverbal communication of English cultures.

Ho:   The implementation of cultural-based procedures do not affect the students' cultural awareness through verbal and nonverbal communication of English cultures.

The criteria of the hypothesis are explained as follows.

1. If the value is lower than 0.05, hypothesis alternative (Hi) is accepted. It means there is a significant effect to improve the students' cultural awareness in verbal and nonverbal communication of English cultures after being taught the cultural-based procedures.

2. If the value is higher than 0.05, hypothesis null (Ho) is accepted. It means there is no significant effect to improve the students' cultural awareness in verbal and nonverbal communication of English cultures after being taught the cultural-based procedures.

# III. METHODOLOGY

As indicated previously, several aspects will be discussed in this section, the research design, the setting, the population and subject, data collecting procedure, data collection techniques, and the data analysis.

## 3.1. Research Design

The design of this study is quantitative and qualitative. According to Cresswell, (2012: 16) qualitative research is best suited to address a research problem in which researchers do not know the variables and need to explore. "Qualitative research is procedural research which produces descriptive data such as written words or oral from human and its attitude can be observed thus the objective of this research is comprehensible individual and their background" (Setiyadi, 2006: 219). This study is to find out and describe of developing the procedure of cultural awareness. Qualitative research design has characteristics as the fundament by the researcher. They are:

a)  Researcher as the primary instrument to go to data source directly.

b)  Implementation of data is gathered in research tend to describe with words than a number.

c)  Explain that the result of research more stressing on process than the equal.

d)  By inductive analysis, the researcher tells the activities in observing.

e)  Tell the finding as for the essential from a qualitative approach.

Coming from the characteristic, so can be inferred that the researcher as the key instrument who conduct of process of research directly and interviewing, gathering data as the material that has relation with students' cultural awareness and authentic material in learning the process. The researcher applied some steps such as gathering data, tabulating data or analyzing data, and concluding.

## 3.2. Setting

This study took place in the English program of STKIP Muhammadiyah Pringsewu. The researcher chose this site based on two reasons. First, it was college level which was relevant to the context and level in which this study was conducted. Second, there was an easy access to the site since both the lecturer and the students were cooperative with the researcher. Therefore, there was no difficulty in clarifying the obscure information from the participants. Furthermore, the research in this study was the developing students' cultural awareness by creating the cultural procedure. It was used because the lecturer taught the students English culture when this study was conducted.

## 3.3. Population and Subject of the study

The population of this study was the sixth semester students of English study program enrolling in CCU class. This research used purposive sampling. "In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012: 206). There were 40 students involved in this study, whose names were pseudonyms and were chosen for three reasons. First, they were involved because the lecturer provided

them with the materials used by the lecturer which was relevant to the focus of this study. Second, all of the students were between 19-21 years of age while English was a foreign language for them, meaning that this study was undertaken in an EFL context.

## 3.4. Data Collection Procedure

In doing the research, there were some procedures done. They were as follows:

### 3.4.1. Preparing authentic materials

This research used the authentic materials in learning the process. Product culture is one of the materials and behavioral culture (convention) on video in particular situation. The video was taken based on students' level on the sixth semester in order to students could more easily understand what meaning of the video. The video was downloaded from the internet because it provided many cultural aspects. Using authentic video can be also very beneficial if it is compared with English culture. Authentic video material, especially that which represents what goes on in a non-ELT environment is a rich and exciting source of video for teaching English. Learners need to have extensive experience of watching feature films, TV shows, and sitcoms. The authentic video reflects an authentic use of target language and brings extended context motivates students and they achieve significant gains in overall cultural knowledge after watching videos from the target culture in the classroom.

### 3.4.2. Creating Procedure

This research used task which was adapted from the concept of cultural awareness from Tomalin and Stampleski's book for the teacher in EFL class to teaching cultural awareness. The task and cooperative approach contained a source of produce culture, everyday life, and pattern communication in the certain situation. It facilitated students to know native culture by comparing their own culture and the target culture. In learning process, students were divided into four or six students in one group to do the task provided by the teacher.

### 3.4.3. Focus Students Activities

Source of data focused on student activities. The activities of students in the classroom become important. From the student activity, researcher knew where the activities helped students in learning English culture in communication both verbally and nonverbally. During treatment, there was a focus group taking place during the fourth week of the program and consisted of placing the 40 participants in 9 groups. The participant did it. Results were recorded, transcribed, and immediately analyzed.

## 3.5. Research Instruments

### 3.5.1. Verbal and Nonverbal Questionnaire

This research used questionnaire, especially in nonverbal behavior. It was designed by adopting aspects of verbal and nonverbal. The number of the item was 12. The questionnaire was made by focusing on learning using video

verbally and nonverbally. It was used to measure second research question by giving in the pre and post-test after students got treatments.

### 3.5.2. Trialing the Instrument of Questionnaire

The trial of the questionnaire was conducted to make sure that the questions were ready for the participants' answer to their difficulty. The process was trialed two times.

The first trial of the questionnaire was an informal situation. The researcher used six participants to know whether the questions were difficult or easy. It was found that the participants did not feel hard to understand the questions both verbally and nonverbally. The participant explained that these questions related to communication using verbal and nonverbal. The researcher tried to ask question number 4 of verbal, "Does American say "that is my utterance" to stress her/his argument?" The participants replied it was clearly questioned. Then, the question number 5 of nonverbal, "Does American show finger cross to indicate good luck?" the participants replied it was clearly questioned, we knew that was finger cross represented good luck. The researcher intended to use the questionnaire to the large class to make sure it was ready to use or no.

In the second trial, the researcher calculated the participants' answer using SPSS. It was put into a trial on the seventh semester. They were 40 participants. The questionnaire of verbal contained 20 items before tested to participants. After doing a trial, the items were selected 18 items. Item number 3, "Does American say "I am fine" when she/he tells condition?" and 12 "Do

American say "thanks for coming" when she/he describes thanking for someone comes?" were omitted after it was analyzed. The questionnaire of nonverbal contains 20 items before tested to the participant. After doing a trial, the items were selected 18 items. Item number 3 and 18 were omitted after it was analyzed.(see appendix)

### 3.5.3. Reliability and Validity Analysis

After having item analysis of trial through SPSS, there were items that should be omitted in this research. The items had criteria 0,5% and 0,1% to be selected before used. It was from trials score.

### 3.5.4. Reliability Analysis of the Instrument of Verbal Questionnaire

The trial of a questionnaire was intended to construct the verbal test. In sum, there were 20 items of an aspect of each verbal and nonverbal communication. The items were then statistically analyzed through SPSS to find out the reliability. After eliminating items which had low score Cronbach's alpha correlation, there were 18 items which were chosen. It was used to measure internal consistency so that the questionnaire consisted of items which had high reliability. The standardized Cronbach's Alpha was defined as follows:

| Cronbach's Alpha | | Internal Consistency |
|---|---|---|
| .9 | | Excellent |
| .9 > | .8 | Good |
| .8 > | .7 | Acceptable |
| .7 > | .6 | Questionable |
| .6 > | .5 | Poor |
| .5 > | | Unacceptable |

After eliminating items which had negative and low score Cronbach's alpha correlation, there were 18 items which were chosen.

**Table 3.1. Reliability Statistics of the Questionnaire**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .747 | 40 |

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

### 3.5.5. Validity Analysis of the Instruments

In order for the instruments to have preferred validity, it was constructed by considering three kinds of validity, namely face validity, content validity, and construct validity. To fulfill face validity, the instrument should have clear instructions, it should be readable, well-arranged, and have no mistake in spelling. To fulfill content validity, the instrument should involve materials which were taught to the students, such as concept cultural awareness, verbal, and nonverbal communication. To fulfill construct validity, the instrument should measure what to measure. It means that the instrument should measure students activity and practice of verbal and nonverbal communication.

After the questionnaire was constructed, the researcher asked judgment from the expert about the quality of the instrument. The expert was someone who had been experienced in teaching CCU for university students and thus his

credibility was not questionable. Therefore, instruments in this research are expected to have good face validity, content validity, and construct validity. Furthermore, the instruments also contain verbal and nonverbal aspects of communication. More importantly, the instruments measure what to measure, such as measuring students' activity in practicing verbal and nonverbal in communication.

### 3.5.6. Normality test

Normality test is used to find out the data that will be tested before T-test. the criteria of normality test:

Hi: accepted if the significance score is higher than 0.05. That indicates that the data is normal.

Ho: rejected if the significance core is lower than 0.05. That indicates that the data is not normal.

From the result of normality test, the researcher gets the score follow.

**Table. 3.2. Test of Normality**

| Tests of Normality | | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-Test | .169 | 40 | .006 | .932 | 40 | .180 |
| Post-Test | .142 | 40 | .042 | .966 | 40 | .276 |
| a. Lilliefors Significance Correction | | | | | | |

The participant of this research is 40 students. It indicates that measuring normality by using Shapiro-Wilk. The significance score both pre-test and post-test are more than 0.05. So the data is normal that the indicating the data can continue in T-Test.

### 3.5.7. Observation

This instrument was to measure or to know the students' activity in the classroom. It was applied by the researcher when students were learning using video, task, and practicing dialogue. Observation was made by adopting the features of culture procedures on expert. So, researcher helped by observer giving checklist and noted when students were learning. After that, it was compared with activity and the theory.

### 3.6. Research Procedure

The procedure of this research as follows:

1. Determining subject of the research

   The subject was selected by purposive sampling in the sixth semester in CCU class to learning the American culture in communication both verbal and nonverbal.

2. Trialing the questionnaire

   The questionnaire was tested to class before it was used to measure students' cultural awareness on pre-test and post-test. It was the process of selecting of question to find out if was appropriate to use or not. After getting the fix questionnaire, it was ready to use.

3. Pre-test

   The pretest was administered before students got the treatment. This phase was to find the increasing students cultural awareness especially on native

culture in communication. The questionnaire was used to find out the pretest score.

4.  Preparing the procedure

    The procedure in this research was cultural awareness approach and developing the procedure in teaching. The procedure of teaching was developed by applying suggestion from Tomalin and Stempleski in teaching cultural awareness in EFL setting.

5.  Giving treatment

    The treatment was conducted by applying cultural procedure. The procedure contained students' activities in learning American culture. Some aspects of the procedure were developed to make sure that this task was used.

6.  Observation

    Observation this phase was to observe the students activity when they learned American culture both verbal and nonverbal by helping observer to observe. The observation focused on checklist data and made a note what the students' activities and teacher's activity.

7.  Post-test

    Posttest was conducted after students got pretest and treatment. It was to make sure whether students' cultural awareness increased or not. it was compared to pretest score.

8. Analyzing data

The data of questionnaire were analyzed by using t-test. For the observation sheet, students' activities were noted and recorded. After that, the data were described based on the data and compared with theories.

## 3.7. Data Collection Techniques

This study employed multiple data gatherings over a three meeting period. The lecturer met their class a time in a week and taught them for a total of three hours per week. The methods used in this study included classroom observations, procedure, and questionnaire.

### 3.7.1. Questionnaire

Using questionnaire this research was to make easier for the researcher in measuring verbal and nonverbal of the native culture. The questionnaire was made by considering aspects verbal and nonverbal on video that students learned. This questionnaire was used on the pre and post test to know if students could improve or could not after taughtby using task, video, and group discussion. The questionnaire contained the aspect verbal and nonverbal that students learned based on American culture in communication.

### 3.7.2. Classroom Observations

Classroom observation was intended to find out the research question in learning English culture. "Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site" (Creswell, 2012: 213). The researcher took a role as a nonparticipant observer.

"A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants" (Creswell, 2012: 214). Observation was undertaken a time in a week to note the detailed classroom from students activities when they learned the culture and make checklist data on students' activities in class especially in answering questions which were provided by the lecturer. The observation, researcher focused on the students' activities in the classroom by making a checklist from procedural teaching.

## 3.8. Data Analysis

Data analysis was conducted simultaneously during the study as this was a qualitative study. In this study, the inductive analysis was used as this study involved a discovery of categories and patterns which emerged from the data rather than being imposed on the data prior to data collection. The data analysis will be discussed below. Data analysis technique used in this research is descriptive technique by making the picture done by (1) data reduction or simplification (data reduction), (2) exposure/data presentation (data display), and (3) drawing conclusion.

### 3.8.1. Students Questionnaire

The questionnaire was created to better understand verbal and nonverbal communication toward learning American English culture. The researcher collected data and compared to the observation data that the observer collected after the cultural activity. The questionnaire had two sections and investigated

students' perceptions of verbal and nonverbal communication. It was related to students' activity in learning, discussing, and practicing verbal and nonverbal communication because if they wanted to learn more or felt capable of performing certain skills, it meant they wanted to communicate with members of the other culture. The questionnaire did not show evidence of the reasons why they would communicate with members of the other culture because those topics were the subject of English when they would discuss regular classroom activities in comparison to the cultural awareness approach that could answer the research questions.

### 3.8.1.1. Analysis of Verbal and nonverbal Questionnaire

The participants' questionnaire was analyzed in terms of verbal and nonverbal. To do this, first, the questionnaire of verbal and nonverbal were administered and calculated for the various type of verbal and nonverbal. These verbal and nonverbal were adapted from Cenage (2009: 44-45). It entailed the use of multiple aspects of verbal and nonverbal.

**Table 3.3. Types of Verbal Expressions**

| No | Type | Description | Example |
|----|------|-------------|---------|
| 1 | Thought | Conclusion about or judgment of experiences | "Students today have much less respect for authority." |
| 2 | Feeling | Communicating emotions | "I feel at peace when we're together." |
| 3 | Need | Stating wants or requesting help or support | "I'm saving money for summer vacation. Is it OK if we skip our regular night out this week?" |

**Table 3.4. Types of Nonverbal**

| No | Type | Description | Example |
|----|------|-------------|---------|
| 1 | Gesture | A movement of part of the body, especially a hand or the head, to express an idea or meaning. | "Alex made a gesture of apology" |
| 2 | Posture | The position in which someone holds their body. | "he stood in a flamboyant posture with his hands on his hips" |

### 3.8.1.2. Calculating Verbal and Nonverbal Questionnaire

To measure the questionnaire, researcher adopted Linkert's scale (5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree). The questionnaire divided two parts verbal and nonverbal. Every part has 18 items both verbal and nonverbal. So, the total item of the questionnaire is 36 items both verbal and nonverbal. Students get the maximum score if they answer all items strongly agree with score 200. Students get minimum score if they answer all items by strongly disagree, so the score is 40. The detailed scoring describes below.

**Table. 3.5. Calculating Mean Score of Verbal and Nonverbal**

| Percentage | Answer | Description | |
|------------|--------|-------------|---|
| 0% - 19.99% | 1 | Strongly Disagree | The minimum score is 40 The maximum score is 200 |
| 20% - 39.99% | 2 | Disagree | |
| 40% - 59.99% | 3 | Neutral | |
| 60% - 79.99% | 4 | Agree | |
| 80% - 100% | 5 | Strongly Agree | |

From the data obtained above then processed by multiplying each point answer with the weight that has been determined with the table weighting value.

Then the results of calculation of respondents' answers as follows:

 Question number 1

a) Respondents answered strongly agree (5) = 25 x 5 = 125

b) Respondents answered agree (4) = 10 x 4 = 40

c) Respondents answered neutral (3) = 1 x 3 = 3

d) Respondents answered disagree (2) = 2 x 2 = 4

e) Respondents answered strongly disagree (1) = 2 x 1 = 2

   So, the total Score = 125 + 40 + 3 + 4 + 2 = 174

To get the result of interpretation, the researcher has to know the maximum score (X) and minimum score (Y) for the item assessment with formula as follows:

**Table. 3.6. The formula of Maximum and Minimum Score**

| |
| --- |
| Y = Linkert's highest score X number of respondents (Highest score is 5) |
| X = Linkert's lowest score X number of respondents (Lowest score is 1) |

The maximum score is 5 x 40 = 200, whereas the minimum score is 1 x 40 = 40. So, if the total score of respondents is 174, then the result of the resulting value by using the Index % formula.

**Table 3.7. The Index % Formula**

| |
| --- |
| Index % formula = Total Score / maximum score x 100 |

The example:
= 174/ 200 x 100
= 87% Categories STRONGLY AGREE

From the above results, it can be concluded that respondents STRONGLY AGREE.

After getting the data, researcher measured T-test by using SPSS program to analyze the data. The steps measure pair sample T-test by comparing pre and post-test score. The researcher had to complete regulation that the data was normal. After the data was normal, it could be calculated by T-test. The criteria of Normality and Hypotheses bellow.

1.  Normality data

The data have a normal distribution if the significance score is more than 0.05 (sig > 0.05). It indicates that the data is normal. This research has 40 students as the participant. So, the calculation of normality is by using significance score of Shapiro-Wilk. If the significance score is less than 0.05 (sig < 0.05) the data is not a normal distribution.

2.  T-test

In calculating of T-test, the researcher compared between pre-test and post-test from students' total score by using SPSS. After researcher got the data, the category of accepted if the significance score is more than 0.05 (sig > 0.05). It indicates that the pre and post-test score is different. If the significance score is less than 0.05 (sig < 0.05) it indicates that the pre and post test is similar.

**3.8.2. Classroom Observations**

The analysis of the classroom observations involved two stages. First, the data were collected by observation in the classroom. Second, the data were compared to theories and previous finding to answer the research questions. At

the beginning, the researcher was accompanied by an observer. The steps of the observer can be explained below.

1. Observer looked around the classroom to find out the strategic place to observe the students' activity.

2. Observer started to do her task when the researcher was playing the video of American culture communication. An observer noted the students' activities when they were studying. The note contained the students' activities from the first until the last procedures. The activities of students here meant that the students' activities helped them in learning American culture communication both verbally and nonverbally, for example; looking up a dictionary, imitating, repeating gestures and utterances. From those activities, a researcher could now that in learning culture students were not only followed the procedure but also there were the activities that helped them.

# V. CONCLUSIONS AND SUGGESTION

This chapter is divided into three subchapters. They are the conclusions, suggestions, and limitation of the research.

## 5.1. Conclusions

Based on the finding of the research, it can be concluded that:

1. The culture-based procedures was a statistically significant effect of culture-based procedures on students' cultural awareness with the significant level ($0.000 < 0.05$). It means the hypothesis was accepted and the gained mean score of students' cultural awareness in pretest was 68 and the mean score of posttest was 149. By implementing culture-based procedures, the students improve their cultural awareness.

2. The culture-based procedures conducted in the teaching and learning process helped students to learn English culture in both verbal and nonverbal communication. It is proved from the observation that the things which help students in learning culture by imitating of verbal and nonverbal, making notes of verbal and nonverbal, looking up dictionary in making dialogue, and giving peer feedback to others. The developing culture-based procedures really helped students to improve perspective and practice of English culture in both verbal and nonverbal communication.

**5.2. Suggestions**

Based on the finding of the research, it can be suggested that:

1.  English teachers have the main roles in teaching cultures. Therefore, they should create good procedures in teaching English culture by considering concept of cultural awareness and students' level. The procedure can be adapted or mixing the concept of teaching cultural awareness which core is a group working, discuss and share, and comparing culture. It can help the students to learn things and absorb information better.

2.  Variation of students' activities can be created by adding games to give the students more enthusiasm for studying. Therefore, it is advisable for English teachers to use multimedia and different approaches to teaching if the teacher will teach English culture in primary school.

3.  For the further researcher who investigates the developing students' cultural awareness relating English verbal and nonverbal communication, it is advisable that the researcher considers concept of culture from the others theories to make procedures in teaching English culture implemented in different levels. Therefore, the effect of previous treatments given to the students can be minimized.

**5.3. Limitation of The research**

The allocated time in lesson plan of this research was too short when it applied to teaching CCU subject. It needed to formulate of the allocated time in the lesson plan for teaching culture. For further research, it is suggested that the developing

students' cultural awareness focuses on verbal and nonverbal aspects of English culture is done at the university level. The result of this research shows the implementation of culture-based procedures affects significantly on students' cultural awareness. It implies that the students were getting better because of the treatments which were given to them. Therefore, it is better for the next researcher to formulate more time in doing research and focuses on other aspects of English culture.

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