

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Cross Cultural Understanding in the English Language Classroom

Based on the Ministry of Education and Culture, the competence of crucial English subjects is the capability to communicate in three discourses: interpersonal, transactional, and functional.¹ At the functional literacy stage, English language teaching uses various forms of text that contain the context of personal life, socio-cultural, academic, and profession. Furthermore, the Ministry of Education and Culture stated that ingraining socio-cultural values into English learning develop the nation's character.

For foreign language learners, promoting cultures is difficult, they need to consider who they are and how others understand them, which represent their hometown, ethnicity, and religion.² To get satisfactory learning outcomes, students can share cultural knowledge through native speakers or at least with teachers who have competence in understanding cross-cultural contexts.³ Other opinions also mention that cultural teaching can be done through theory activities that involve dialog and criticism.⁴ Dialog in this context is not a conversation, but has the meaning that when we talk (especially about culture) there will be people who respond so that there will be a phenomenon of mutual understanding and engagement. Whereas criticism in the context of language learning intends to realize critical awareness, meaning that students can read the realities of the world from their own point of view rather than following other cultures so that assimilation occurs. In other words, students can maintain their

¹ KEMENDIKBUD, "Pedoman Guru Mata Pelajaran Bahasa Inggris," *Pusat Kurikulum Dan Perbukuan Badan Penelitian Dan Pengembangan Kementerian Pendidikan Dan Kebudayaan*, 2014, 1–103.

² Bee Bond, "International Students: Language, Culture and the 'Performance of Identity,'" *Teaching in Higher Education* 24, no. 5 (2019): 649–65, <https://doi.org/10.1080/13562517.2019.1593129>.

³ Nannette Evans Commander et al., "Promoting Cross-Cultural Understanding of Education Through Online Discussions," *Procedia - Social and Behavioral Sciences* 46, no. 2005 (2012): 4632–42, <https://doi.org/10.1016/j.sbspro.2012.06.310>.

⁴ Deoksoon Kim, "Learning Language, Learning Culture: Teaching Language to the Whole Student," *ECNU Review of Education* 3, no. 3 (2020): 519–41, <https://doi.org/10.1177/2096531120936693>.

own culture while learning about other cultures. Hence, cross-cultural understanding in English language classrooms is complex yet fundamental so that there is no culture shock or even identity crisis afterward.

Cross-cultural understanding is apprehending people from various cultural environments/cultures of the people so we can construct our mindsets and worldview more tolerable and generous toward strange ways that other citizens of another country may deliver.⁵ In accordance with the explanation about cross-cultural understanding, there have been several previous studies on methods or curricula that support the teaching of cross-cultural understanding, for example in a study entitled Teaching "Cross-cultural Communication" through Content Based Instruction: Curriculum Design and Learning Outcome from EFL Learners' Perspectives, mentioning that through the Content Based Instruction (CBI) approach, language teaching does not only focus on discussing language as an object of learning but can also obtain content information and knowledge that exists in the target language.⁶ More specifically, Chia-Ti uses cross-cultural communication as an extracurricular to find out students' perspectives on understanding content in the target language. In addition, Rajprasit, in his research, suggests that in modern times, we can improve skills, knowledge, and attitudes about cultural awareness that encompass more cultural targets other than American and British learning activities. Overall, cross-cultural knowledge and understanding have increased with increased critical thinking skills through technology that supports learning activities, such as asynchronous online discussion (AOD).⁷ In an asynchronous online discussion, students communicate with one another and educators via text messages. AOD allows them to explore perspectives, negotiate meanings, construct knowledge, and share ideas. This study has provided that using AOD for

⁵ Umi Pujiyanti and Fatkhunaimah Rhina Zuliani, *Cross Cultural Understanding : A Handbook To Understand Others ' Cultures*, 1st ed. (Yogyakarta: CV. Hidayah, 2014).

⁶ Chia-Ti Heather Tseng, "Teaching 'Cross-Cultural Communication' through Content Based Instruction: Curriculum Design and Learning Outcome from EFL Learners' Perspectives," *English Language Teaching* 10, no. 4 (2017): 22, <https://doi.org/10.5539/elt.v10n4p22>.

⁷ Krich Rajprasit, "Critical 'intercultural Awareness' Enhancement: Effects of Using Asynchronous Online Discussion with Thai Tertiary Students," *Indonesian Journal of Applied Linguistics* 10, no. 1 (2020): 118–31, <https://doi.org/10.17509/IJAL.V10I1.25020>.

critical intercultural awareness enhancement could increase students' linguistic competence outcomes.

2. Cultural Values in English Language Teaching Setting

English language teaching needs teachers whose not only teach students sets of language skills but also play pivotal roles in guiding students to develop a profound understanding of the socio-historical and socio-cultural values upheld by their society members (e.g., asking questions as proportional to students' level thinking)⁸ towards themselves, their own culture, other cultures, and values through language or in other words teachers need to gain cultural competences.⁹ Cultural competence extends beyond language skills; it's the ability to effectively engage with diverse cultures, which is crucial in educational settings.¹⁰ In our interconnected world, it involves not only understanding but also respecting cultural differences. It requires teachers to interpret gestures, values, norms, and perspectives with empathy, ultimately fostering harmonious cross-cultural interactions in the classroom. Teachers can employ various strategies and techniques to help learners develop critical perspectives and attitudes. One approach is integrating critical language awareness (CLA) into the curriculum, teaching learners to analyze and critique language use in social contexts through critical discourse analysis (CDA) and critical thinking skills.¹¹ Critical Language Awareness (CLA) is an approach that helps students examine language, identity, privilege, and power.¹² Teachers can integrate CLA into the curriculum using instructional pathways such as sociolinguistics, critical academic literacies, media/discourse analysis, and communicating across

⁸ Katy Finch et al., "Teaching Modern Foreign Languages in Multilingual Classrooms : An Examination of Key Stage 2 Teachers ' Experiences an Examination of Key Stage 2 Teachers ' Experiences," *The Language Learning Journal* 0, no. 0 (2018): 1–15, <https://doi.org/10.1080/09571736.2018.1448432>.

⁹ Handoyo Puji Widodo et al., "Incorporating Cultural and Moral Values into ELT Materials in the Context of Southeast Asia (SEA)," *English Language Education* 9 (2018): 1–14, https://doi.org/10.1007/978-3-319-63677-1_1.

¹⁰ Narayan Gopal Krishnan, "Cultural Competence and Beyond: Working Across Cultures in Culturally Dynamic Partnerships," *International Journal of Community and Social Development* 1, no. 1 (2019): 28–41, <https://doi.org/10.1177/2516602619826712>.

¹¹ Sami Abdullah Hamdi, "Education Sciences Developing Critical Perspectives among EFL Learners : Insights from Language Educators," 2023.

¹² Leah Shepard-Carey and Anuradha Gopalakrishnan, "Developing Critical Language Awareness in Future English Language Educators across Institutions and Courses," *Language Awareness* 32, no. 1 (January 2, 2023): 114–31, <https://doi.org/10.1080/09658416.2021.2002881>.

difference.¹³ They can also adapt CLA pedagogy to their teaching context and students' individual needs. Another strategy is to create classroom activities that promote critical thinking, such as the "This or That" game, where learners are presented with questions and asked to state their preferences, encouraging reasoned judgments and consideration of different perspectives.¹⁴ Moreover, many other examples of activities can promote critical thinking in ELT: debates¹⁵, discussions¹⁶, and playful design jams¹⁷. These activities encourage students to ask questions, analyze information, and think critically about the world around them. Teachers should also receive appropriate professional training to incorporate CLA into their teaching effectively.¹⁸ By utilizing these strategies and techniques, teachers can facilitate the development of learners' critical perspectives and attitudes toward language use in social contexts.

Furthermore curriculum materials such as workbook, textbook, teacher guides and supplementary materials for English education in Southeast Asia should prioritize cultural identity development.¹⁹ Among these materials, textbooks are vital with specified competencies and procedures that facilitate language

¹³ Shawna Shapiro, *Cultivating Critical Language Awareness in the Writing Classroom*, 2022, <https://doi.org/10.4324/9781003171751>.

¹⁴ Weijie Mao et al., "Effects of Game-Based Learning on Students' Critical Thinking: A Meta-Analysis," no. 3663 (2021), <https://doi.org/10.1177/07356331211007098>.

¹⁵ Xinya Chen et al., "Exploring Debaters and Audiences' Depth of Critical Thinking and Its Relationship with Their Participation in Debate Activities," *Thinking Skills and Creativity* 44 (2022): 101035, <https://doi.org/https://doi.org/10.1016/j.tsc.2022.101035>.

¹⁶ Catalina Cort et al., "Computers in Human Behavior Promoting Critical Thinking in an Online, Project-Based Course" 119, no. October 2020 (2021), <https://doi.org/10.1016/j.chb.2021.106705>.

¹⁷ Tang Tang, Valentina Vezzani, and Vikki Eriksson, "Developing Critical Thinking, Collective Creativity Skills and Problem Solving through Playful Design Jams," *Thinking Skills and Creativity* 37, no. March (2020): 100696, <https://doi.org/10.1016/j.tsc.2020.100696>.

¹⁸ *Southeast Asia Teachers Competency Framework (SEA-TCF)*. (Teachers' Council of Thailand, 2018), <https://books.google.co.id/books?id=zkEdyAEACAAJ>.

¹⁹ Marsuki Marsuki, "Pengembangan Buku Ajar Bahasa Inggris Berbasis Kurikulum 2013," *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2016): 74, <https://doi.org/10.18860/ling.v10i2.3260>.

learning.²⁰ In reality, textbooks play a crucial role in shaping the practice of English language learning and dictate which cultures are esteemed and acquired through the texts, thus serving as curriculum artifacts that aid in language acquisition. The textbook classifies culture into three distinct categories: target culture materials, source/local culture materials, and international target culture materials²¹.

In the Indonesian educational context, "global coursebooks," which are textbooks focused on the target culture, are extensively utilized in universities.²² The prevalence of these global coursebooks can be attributed to educators' trust in their linguistic precision, as they can select these textbooks independently. While using global coursebooks offers evident benefits like linguistic accuracy and a diverse range of topics and genres, educators often need help actively involving themselves with the cultural elements integrated into these textbooks.²³ This challenge is likely linked to educators' need for more familiarity with English-speaking nations' ideological and cultural facets, such as American and British cultures.

Meanwhile, at the high school level, textbooks tend to incorporate a more extensive range of content that encompasses local Indonesian culture and delves into the cultures of the target English-speaking countries, such as the United States and the United Kingdom.²⁴ Additionally, some portions of these textbooks introduce students to the rich tapestry of international cultures, including those of countries like India, Singapore, Italy, and many others. Furthermore, based on the "Kurikulum Merdeka" (Independent Curriculum), the English language learning

²⁰ Firman Parlindungan, Irfan Rifai, and Afida Safriani, "The Representation of Indonesian Cultural Diversity in Middle School English Textbooks," *Indonesian Journal of Applied Linguistics* 8, no. 2 (2018): 289–302, <https://doi.org/10.17509/ijal.v8i2.13276>.

²¹ Laila Ulsi Qodriani and Muhammad Yuseano Kardiansyah, "Exploring Culture in Indonesia English Textbook For Secondary Education," *JPI (Jurnal Pendidikan Indonesia)* 7, no. 1 (2018): 51–58, <https://doi.org/10.23887/jpi-undiksha.v7i1.13692>.

²² Parlindungan, Rifai, and Safriani, "The Representation of Indonesian Cultural Diversity in Middle School English Textbooks."

²³ Molly Xie Pan and Yan Zhu, "Researching English Language Textbooks: A Systematic Review in the Chinese Context (1964–2021)," *Asian-Pacific Journal of Second and Foreign Language Education* 7, no. 1 (2022): 30, <https://doi.org/10.1186/s40862-022-00156-3>.

²⁴ Tahan H J Sihombing and Mai Xuan Nhat Chi Nguyen, "Cultural Content of an English Textbook in Indonesia: Text Analysis and Teachers' Attitudes," *Asian Englishes*, n.d., 1–23, <https://doi.org/10.1080/13488678.2022.2132131>.

curriculum places a strong emphasis on reinforcing the "Pancasila" learner profile. This profile focuses on strengthening the character of students, encouraging qualities such as faith and noble morals, critical thinking, independence, mutual cooperation, and global diversity appreciation.²⁵ These character traits are cultivated both directly and indirectly through contextualized learning experiences that enable students to interact effectively with their social and natural environments. This approach not only promotes linguistic competence but also nurtures well-rounded individuals who are not only proficient in English but also equipped with the values and skills necessary to thrive in an increasingly interconnected and diverse world.²⁶

In conclusion, English language teaching extends beyond language skills to encompass the development of cultural competence. Educators play a crucial role in guiding students towards self-awareness, an appreciation of their own and other cultures, and respect for diverse values through language. Cultural competence involves understanding and respecting cultural differences, requiring teachers to employ strategies like Critical Language Awareness (CLA) and activities that encourage critical thinking and empathy. Textbooks are significant in shaping English language learning, but educators may face challenges in engaging with cultural elements. In Indonesia, high school textbooks embrace a wide range of cultural content, aligning with the "Kurikulum Merdeka" that emphasizes character development and global diversity appreciation. This holistic approach prepares students for an interconnected and diverse world.

3. Cultural Values as Pedagogy

Pedagogy, as the art of teaching and a reflection of societal values, draws from two paradigms: the traditional view of learning as a cognitive acquisition of undisputed knowledge and the contemporary perspective of learning as a social construct in communities.²⁷ As an example of the contemporary perspective

²⁵ Kementerian Pendidikan and D A N Teknologi, *FOR NUSANTARA Buku Panduan Guru*, 2022.

²⁶ Rosina Fransisca J. Lekawael, - Emzir, and Zainal Rafli, "The Cultural Values in Texts of English Coursebooks for Junior High School in Ambon, Moluccas-Indonesia," *Advances in Language and Literary Studies* 9, no. 2 (2018): 24, <https://doi.org/10.7575/aiac.all.v.9n.2p.24>.

²⁷ Rajendra Kumar Shah and Sanothimi Campus, "Conceptualizing and Defining Pedagogy," *IOSR Journal of Research & Method in Education (IOSR-JRME)* 11, no. I Ser. II (2021): 6–29, <https://doi.org/10.9790/7388-1101020629>.

paradigm in pedagogy, the research titled "Culturally Sustaining Pedagogy in Action: Views from Indonesia and the United States" by Tabitha Kidwell explicates that the teaching of English in Indonesia should transcend mere language instruction, evolving into a tool for self-expression and sharing life experiences.²⁸ This approach enables individuals to enhance their linguistic skills while preserving their cultural heritage. This paradigm emphasizes the importance of integrating cultural context into the educational framework, promoting a holistic learning experience that values linguistic diversity and cultural identity.

By recognizing the significance of language not only as a means of communication but also as a vessel for cultural expression, this perspective advocates for a pedagogical approach that empowers learners to engage with English as a medium for cultural exchange and self-representation. Encouraging students to use English as a platform to articulate their unique cultural narratives fosters a deeper appreciation for linguistic and cultural diversity, fostering a sense of pride in one's heritage while simultaneously nurturing language proficiency.²⁹

This paradigm shift in pedagogy represents a departure from the traditional approach of viewing English as a detached foreign language, instead highlighting its potential as a dynamic tool for cultural preservation and expression.³⁰ By incorporating cultural elements into language learning, educators can create an inclusive and empowering environment that celebrates the rich tapestry of linguistic and cultural traditions. This approach not only fosters a more meaningful and relevant educational experience but also equips students with the necessary skills to navigate a globalized world while maintaining a strong connection to their cultural roots.

In addition, according to Leonel Lim in his research titled "Culturally Relevant Pedagogy: Developing Principles of Description Analysis," the approach of Culturally Relevant

²⁸ Tabitha Kidwell and Luis Javier Pentón Herrera, "Culturally Sustaining Pedagogy in Action: Views from Indonesia and the United States," *Kappa Delta Pi Record* 55, no. 2 (2019): 60–65, <https://doi.org/10.1080/00228958.2019.1580982>.

²⁹ Anca Sirbu, The Significance Of Language As A Tool Of Communication, 2015, <https://doi.org/10.21279/1454-864X>.

³⁰ Sergey V Bobryshov et al., "Paradigmatic Shifts in Education: Causes, Effects, and Risks BT - Digital Education in Russia and Central Asia," ed. Elena G Popkova and Bruno S Sergi (Singapore: Springer Nature Singapore, 2022), 397–405, https://doi.org/10.1007/978-981-16-9069-3_44.

Pedagogy (CRP) in North America aims to not only enhance academic achievement but also promote cultural affirmation among students.³¹ CRP entails a comprehensive framework that encompasses various dimensions, including curriculum content, instructional techniques, learning structures, classroom ambiance, classroom management, student-teacher dynamics, and performance evaluation.³²

In the North American context, CRP serves as a transformative tool that not only supports students in achieving academic excellence but also empowers them to embrace their cultural identities. By intertwining culturally relevant content and teaching strategies, CRP cultivates a more engaging and empowering learning experience, fostering a deeper understanding and appreciation of diverse cultural heritages. It acknowledges the importance of fostering strong student-teacher relationships built on trust and mutual respect, creating a conducive atmosphere for collaborative learning and personal growth.³³

Moreover, CRP highlights the importance of a comprehensive performance assessment system that acknowledges the diverse strengths and talents of students. By embracing a multifaceted approach to evaluation, CRP ensures that students' cultural backgrounds are taken into account, enabling a more holistic and inclusive evaluation process that celebrates their unique perspectives and contributions. This emphasis on holistic assessment not only promotes a more equitable educational environment but also encourages students to take pride in their cultural heritage while striving for academic excellence.³⁴

According to Thomas S. Dee in *The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum*, the implementation of ethnic studies as a form of culturally relevant pedagogy in San Francisco, California, has yielded a

³¹ Leonel Lim, Michael Tan, and Eisuke Saito, "Culturally Relevant Pedagogy: Developing Principles of Description and Analysis," *Teaching and Teacher Education* 77 (2019): 43–52, <https://doi.org/10.1016/j.tate.2018.09.011>.

³² Awilda Hernandez, "Closing the Achievement Gap in the Classroom Through Culturally Relevant Pedagogy," *Journal of Education and Learning* 11, no. 2 (2022): 1, <https://doi.org/10.5539/jel.v11n2p1>.

³³ Tiffany Cook Hunter, "Practising Culturally Relevant Pedagogy: A Literature Review of Classroom Implementation," *BU Journal of Graduate Studies in Education* 7, no. 2 (2015): 76–84.

³⁴ Guri A. Nortvedt et al., "Aiding Culturally Responsive Assessment in Schools in a Globalising World," *Educational Assessment, Evaluation and Accountability* 32, no. 1 (2020): 5–27, <https://doi.org/10.1007/s11092-020-09316-w>.

profound impact on students' enthusiasm for the teaching and learning process. This approach has proven effective in engaging students in their educational pursuits. Ethnic studies, as a component of culturally relevant pedagogy, focuses on integrating diverse cultural perspectives into the curriculum to make education more inclusive and reflective of students' backgrounds. In San Francisco, incorporating ethnic studies has significantly increased students' excitement and interest in the learning experience. The massive effect can be attributed to the program's ability to resonate with the diverse student body, acknowledging and celebrating their unique cultural identities. By incorporating content relevant and relatable to students' experiences, ethnic studies has made the educational material more meaningful and engaging.³⁵

Furthermore, the impact extends beyond the traditional classroom setting. Students exposed to ethnic studies have reported a heightened sense of cultural pride and awareness, fostering a positive and inclusive school environment. This increased cultural consciousness enhances the learning atmosphere and promotes a deeper understanding and appreciation for diversity among students.

In conclusion, the evolving landscape of pedagogy reflects a shift from traditional cognitive-focused education to contemporary, culturally responsive paradigms. Examples such as culturally sustaining pedagogy in Indonesia and the United States, culturally relevant pedagogy in North America, and ethnic studies in San Francisco showcase the transformative impact of integrating cultural context into education. These approaches prioritize linguistic diversity, cultural identity, and the recognition of language as a dynamic tool for cultural expression. Culturally Relevant Pedagogy goes beyond academic achievement, fostering cultural affirmation through inclusive content, teaching strategies, strong student-teacher relationships, and holistic assessment. The implementation of ethnic studies in San Francisco exemplifies the tangible benefits of culturally relevant pedagogy, engaging students and cultivating cultural pride and awareness, ultimately creating a positive and inclusive learning environment. These progressive pedagogical approaches prepare students to navigate a globalized world while celebrating their diverse cultural heritages.

³⁵ Thomas S. Dee and Emily K. Penner, "The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum," *American Educational Research Journal* 54, no. 1 (2017): 127–66, <https://doi.org/10.3102/0002831216677002>.

B. Previous Research

Most previous studies showed that the method of teaching culture in English language teaching was different according to the classroom situation.

1. Cross Culture Understanding in EFL Teaching: An Analysis for Indonesia Context

Andri Maulana conducted a study with the objective of suggesting a holistic teaching approach that integrates cultural content along with its contextual background. Employing a qualitative method, the research involved scrutinizing literature from diverse sources, both in print and electronic formats, including books, journals, and scientific articles. Selection of pertinent data adhered to specific criteria derived from the search results. The literature review process encompassed activities such as data collection, reduction, presentation, and drawing conclusions. The study emphasizes the importance of cultural understanding for enhancing the communicative competence of English foreign learners. Moreover, it aspires to serve as a valuable resource for English language teaching within the Indonesian context³⁶.

2. The Cross-cultural Education in College English Language Teaching³⁷

Conducted by Wang Yingyu, this study examines the distinctions in communication between Chinese and Western cultures, focusing on the challenges within the development of cross-cultural communication competence among students in present-day college English teaching. The research proposes strategies for cross-cultural education intending to enhance the cross-cultural communication skills of today's college students and offer insights for future studies in this field. The study adopts a case study approach within the Chinese context.

³⁶ Andri Maulana, "Cross Culture Understanding in EFL Teaching: An Analysis for Indonesia Context," *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 2 (2020): 98, <https://doi.org/10.29300/ling.v6i2.3460>.

³⁷ Wang Yingyu, "The Cross-Cultural Education in College English Language Teaching," *Frontiers in Educational Research* 6, no. 14 (2023): 6–11, <https://doi.org/10.25236/fer.2023.061402>.

3. The Influence of Cultural Context on English Teaching³⁸

Conducted by Gilmer Javier Ordóñez Procel and his research team, this study thoroughly examined empirical and theoretical literature published in the last five years. The analytical framework comprised diverse categories, such as Cultural Integration, Cultural Intelligence, English as an International Language (EIL) and English as a Lingua Franca (ELF), Culturally Responsive Assessment, Learners' Identities, Language Policies, Context-Specific Methodologies, Intercultural Communication, Technology in Cultural Exposure, and Challenges in Culturally Responsive English Language Teaching (ELT). The findings underscore the significant influence of cultural context on both the processes and outcomes of English language teaching. This literature review integrates scholarly works to delve into the intricate relationship between cultural context and ELT. The article concludes by offering recommendations for culturally responsive ELT practices and policies while advocating for further research in underrepresented regions.

C. Theoretical Framework

English as a Foreign Language (EFL) teaching relies heavily on the role of EFL instructors. They play a crucial part in shaping the learning process and choosing instructional materials. The unique perspectives, values, backgrounds, and experiences of EFL educators influence how students learn English. Their job goes beyond just teaching language – they also bring in cultural insights, teaching methods, and various learning strategies. The teacher's theoretical approach, communication methods, and ability to adapt to changing educational trends are key factors in creating the EFL learning environment. Handling the interplay between language and culture in the classroom is essential for a comprehensive language learning experience. Recognizing the impact of EFL teachers emphasizes the need for continuous professional development and reflective teaching practices to enhance the effectiveness of EFL instruction.³⁹

³⁸ Gilmer Javier Ordóñez Procel et al., "The Influence of Cultural Context on English Teaching.," *Ciencia Latina Revista Científica Multidisciplinar* 7, no. 4 (2023): 784–800, https://doi.org/10.37811/cl_rcm.v7i4.6920.

³⁹ Adi Suryani et al., "English Teaching in Social and Cultural Contexts: Language Teachers As Cultural Managers," *LLT Journal: A Journal on Language and Language Teaching* 23, no. 2 (2020): 273–92, <https://doi.org/10.24071/llt.v23i2.2470>.

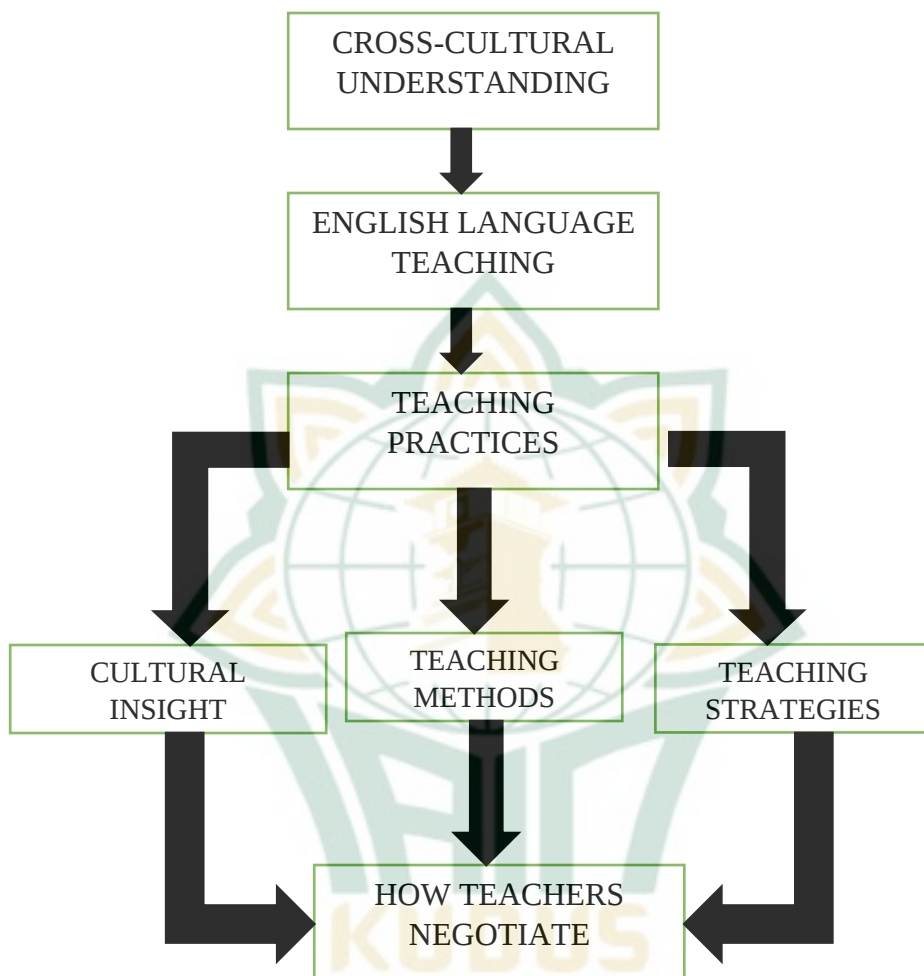


Figure 2.1 Theoretical Framework