

CHAPTER IV

FINDINGS AND DISCUSSIONS

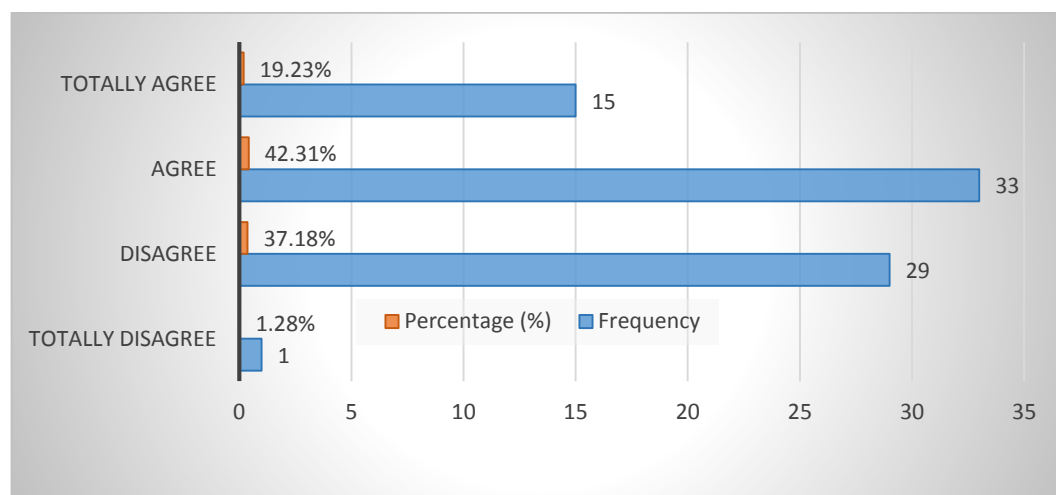
This chapter presents the findings and discussion. The findings are designed to answer the research problem about students' perception on International Events in providing Cross-Cultural Understanding experience at Antasari State Islamic University Banjarmasin and the discussion of the findings of this research.

A. Findings

There are two questions that have to be answered in this research. The first question is about how International Events helps students to learn other cultures. The second question is about the cultural aspects at International Events which provide cross-cultural understanding experience. Both data are looked for by interview technique to know about students' perception on International Events in providing Cross-Cultural Understanding experience at Antasari State Islamic University Banjarmasin.

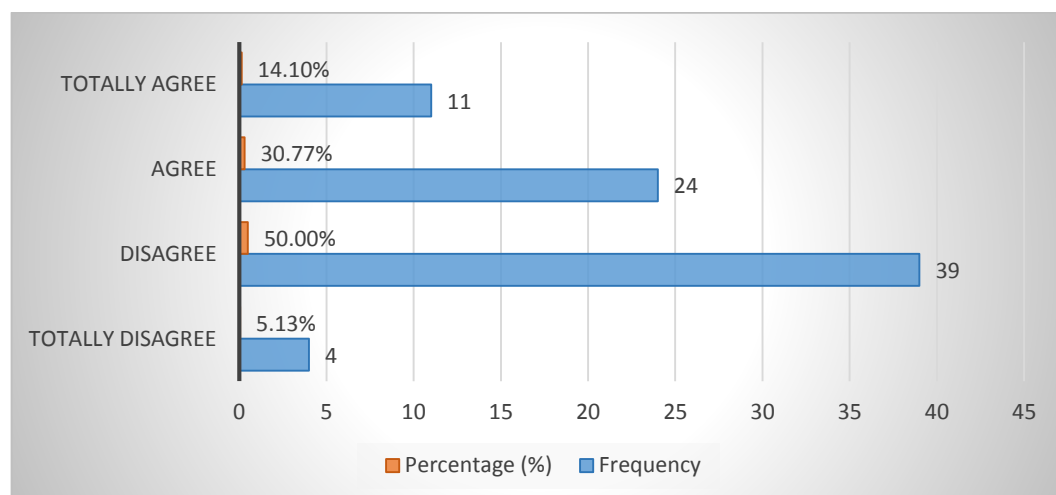
Before, the researcher will show about International Events in general through charts based on questionnaires below:

Chart 4.1 Each country which presented by each class using English in their country.



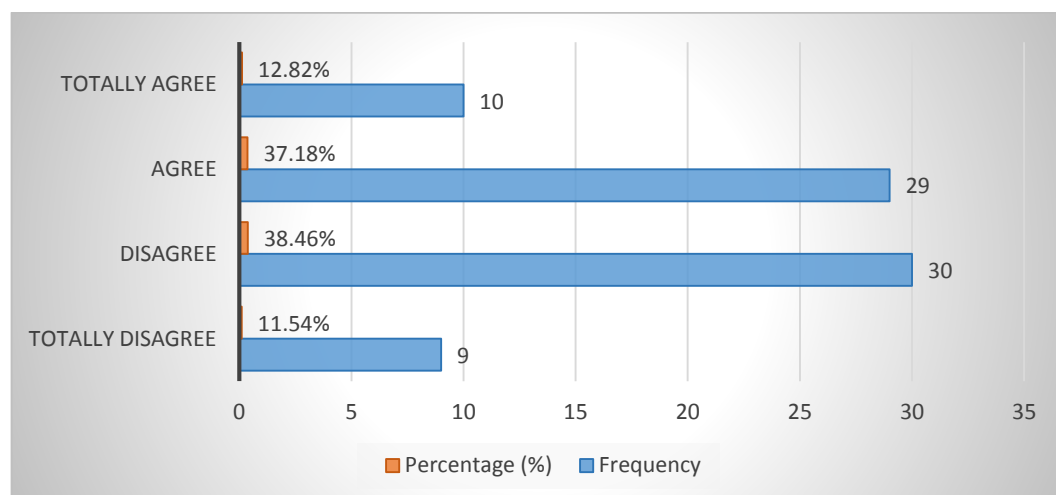
The chart above shows that there are 15 (19,23%) students who are totally agree, 33 (42,31%) students who are agree, 29 (37,18%) students who are disagree, and 1 (1,28%) student who is totally disagree that each country which presented by each class in International Events using English in their country. This shows that the country they presented in International Events have to be the country which is familiar with English. It could be the country with English as their first language, second language, or foreign language.

Chart 4.2 The country which presented by my class has many languages.



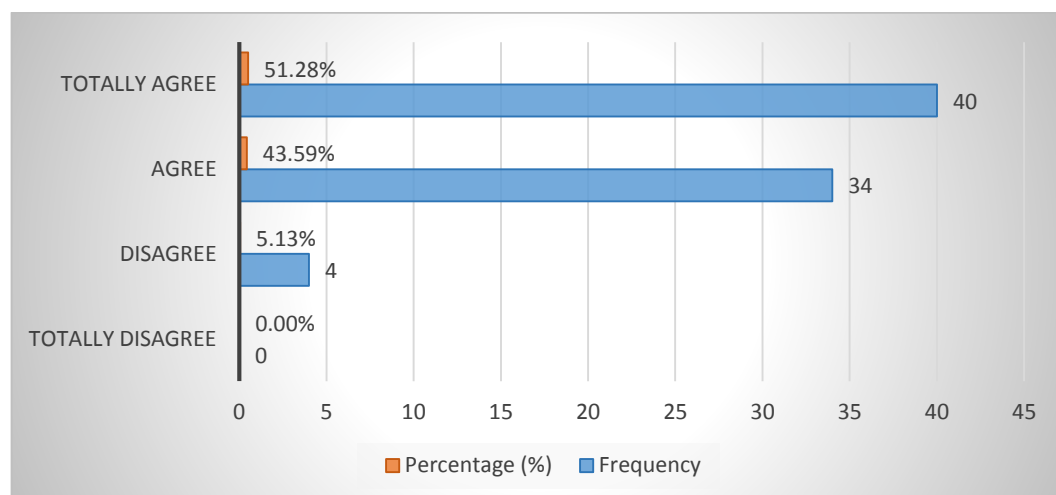
The chart above shows that there are 11 (14,10%) students who are totally agree, 24 (30,77%) students who are agree, 39 (50%) students who are disagree, and 4 (5,13%) students who are totally disagree that the country which presented by their class has many languages. This indicates that most of the countries presented in International Events do not have many or various languages in their country. There are some countries that have various languages, but the most important one is the country needs to be familiar with english.

Chart 4.3 Language of the country which presented by my class was studied/introduced in Cross-Cultural Understanding.



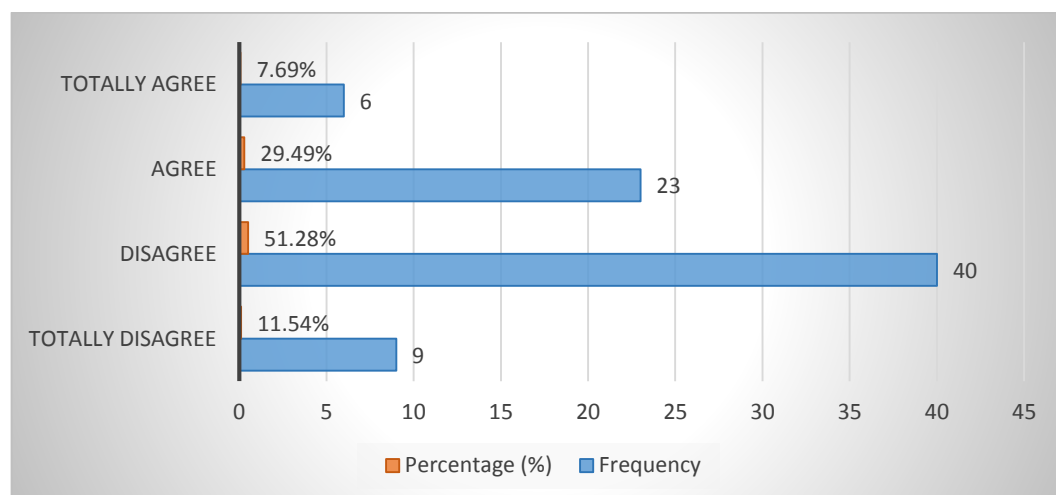
The chart above shows that there are 10 (12,82%) students who are totally agree, 29 (37,18%) students who are agree, 30 (38,46%) students who are disagree, and 9 (11,54%) students who are totally disagree that the language of the country which presented by their classes was studied/introduced in Cross-Cultural Understanding Course. This indicates that the languages of countries presented in International Events did not learn in class of Cross-Cultural Understanding, most of students did not learn languages of countries presented in International Events during Cross-Cultural Understanding course.

Chart 4.4 During the International Events, my class performed an art/literature performance.



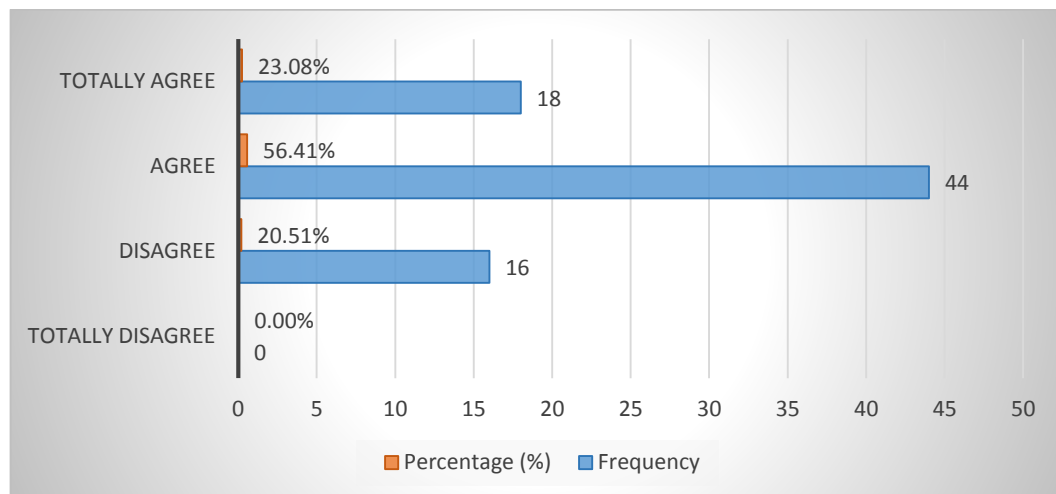
The chart above shows that there are 40 (51,28%) students who are totally agree, 34 (43,59%) students who are agree, 4 (5,13%) students who are disagree, and no students who are totally disagree that during the International Events, their classes performed an art/literature performance. This indicates that each classes showed an art/literature performance in International Events.

Chart 4.5 Art/Literature of the country which presented by my class was studied/introduced in the Cross-Cultural Understanding course.



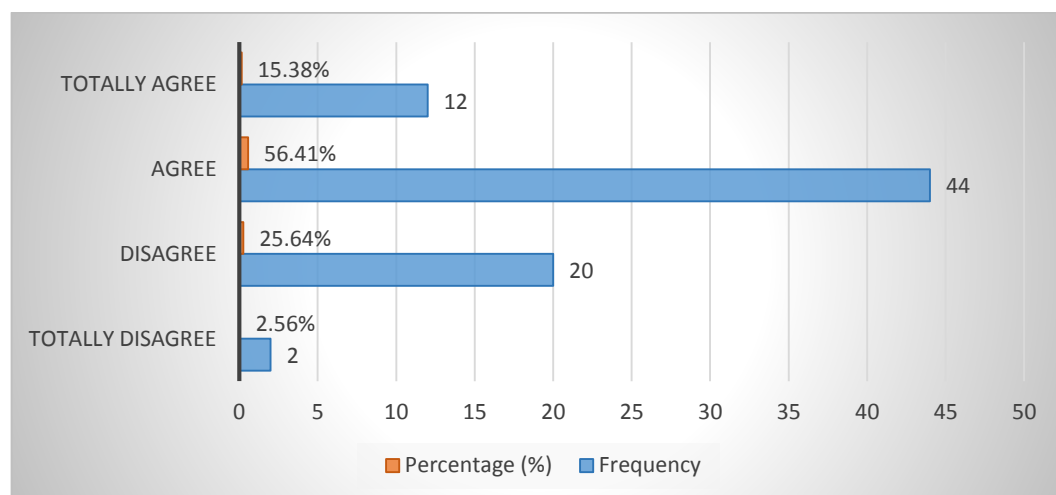
The chart above shows that there are 6 (7,69%) students who are totally agree, 23 (29,49%) students who are agree, 40 (51,28%) students who are disagree, and 9 (11,54%) students who are totally disagree that art/literature of the countries which presented by their classes was studied/introduced in the Cross-Cultural Understanding Course. This indicates that most of the art/literature of the countries which presented in International Events did not learned in Cross-Coultural Understanding class and during preparation for International Events, students needs to find out independently about the art/literature of the country they will show in International Events.

Chart 4.6 The country which presented by my class has various religion.



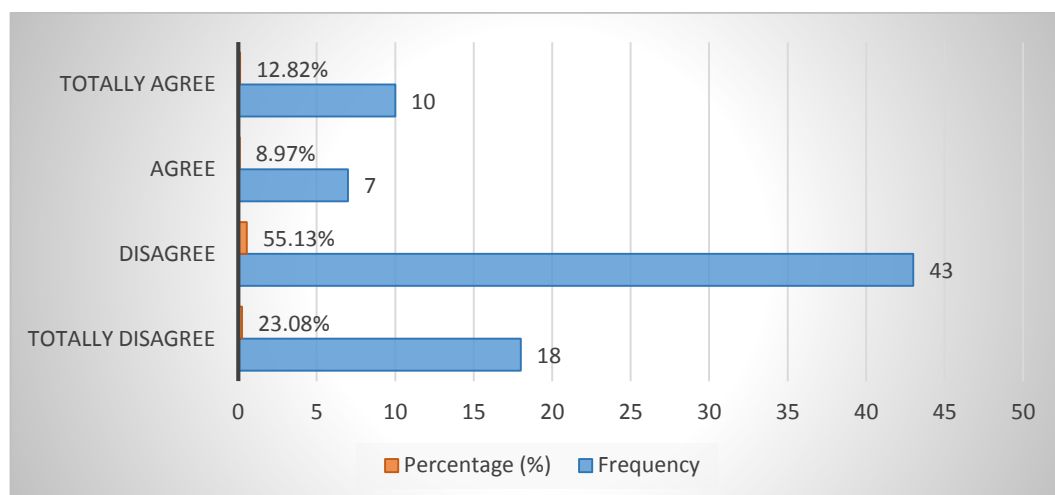
The chart above shows that there are 18 (23,08%) students who are totally agree, 44 (56,41%) students who are agree, 16 (20,51%) students who are disagree, and no students who are totally disagree that the country which presented by their class has various religion. This indicates that the countries presented in International Events have religious diversity.

Chart 4.7 The country which presented by my class has a high level solidarity between religions.



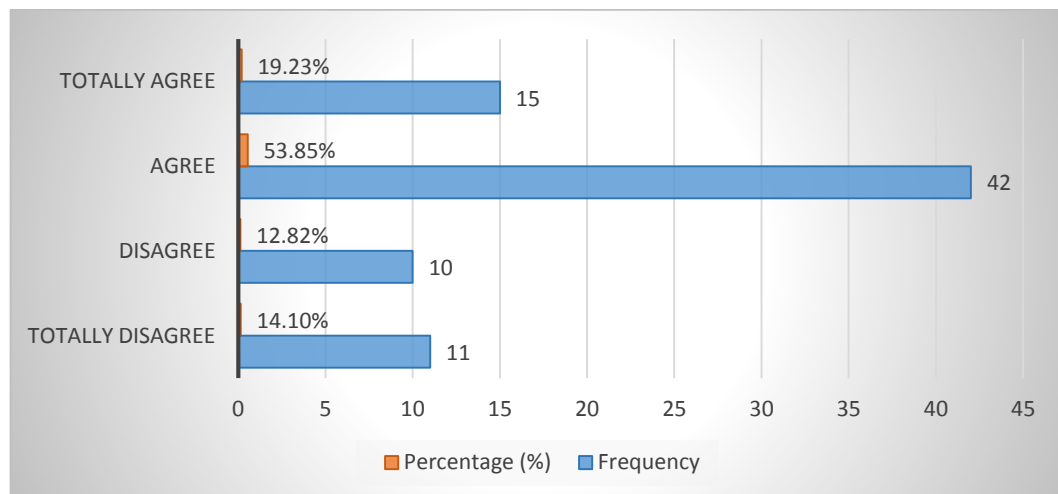
The chart above shows that there are 12 (15,38%) students who are totally agree, 44 (56,41%) students who are agree, 20 (25,64%) students who are disagree, and 2 (2,56%) student who is totally disagree that the country which presented by their classes has a high level solidarity between religions. This indicates that most of the countries presented in International Events has a high level religious solidarity.

Chart 4.8 Most of citizens of the country which presented by my class are moslem.



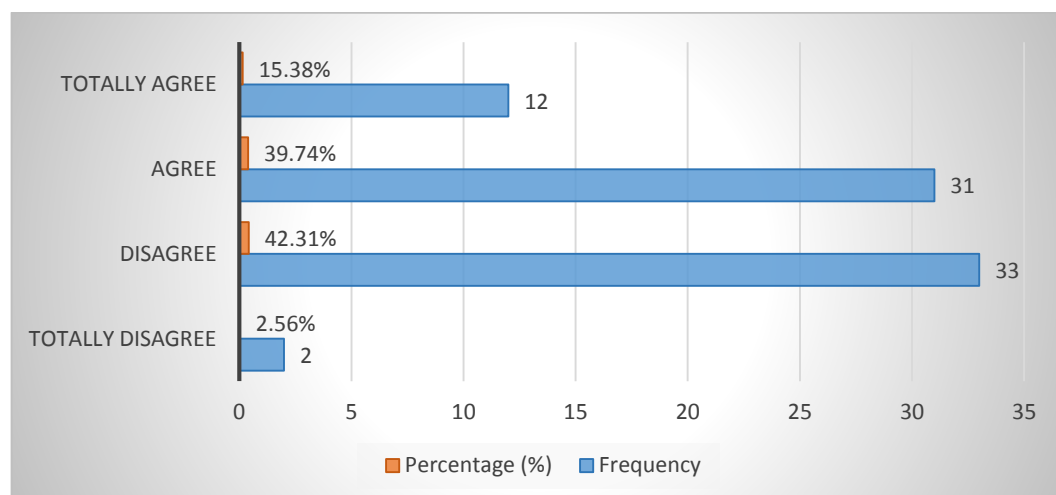
The chart above shows that there are 10 (12,82%) students who are totally agree, 7 (8,97%) students who are agree, 43 (55,13%) students who are disagree, and 18 (23,08%) student who is totally disagree that most of citizens of the country which presented by their classes are moslems. This indicates that most of citizens of the country presented in International Events are not moslems.

Chart 4.9 Moslems are minority in the country which presented by my class.



The chart above shows that there are 15 (19,23%) students who are totally agree, 42 (53,85%) students who are agree, 10 (12,82%) students who are disagree, and 11 (14,10%) student who is totally disagree that moslems are minority in the country which presented by their class. This indicates that most of moslems are minority in the countries presented in International Events.

Chart 4.10 Citizens of the country which presented by my class are grouped based on their social status.



The chart above shows that there are 12 (15,38%) students who are totally agree, 31 (39,74%) students who are agree, 33 (42,31%) students who are disagree, and 2 (2,56%) student who is totally disagree that citizens of the country which presented by their classes are grouped based on their social status. This indicates that most of the countries presented in International Events are grouped their citizens based on social status.

The following, the researcher will describe those students' perception on International Events in providing cross cultural understanding experience based on the result of interview and questionnaire.

1. International Events helps students to learn other cultures

Based on the interview and questionnaire, the researcher found several statements about how International Events helps students to learn other cultures :

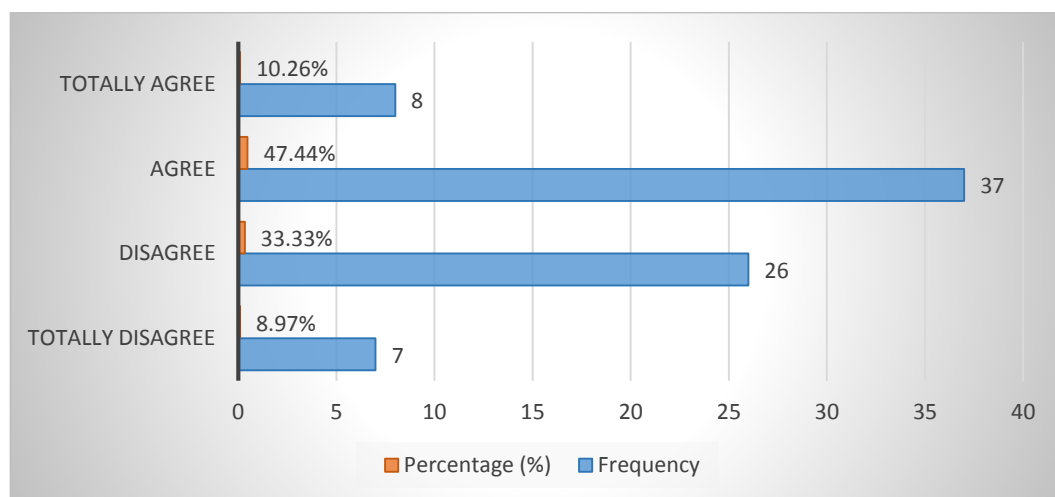
a. Art Performance

Based on the interview result had been conducted, interviewees state that through each performance of classes always shows the identity of each countries. Each class of English Education Department should presents an art performance of their country that had been chosen before the events started. During the performances, besides enjoying the art performances of each country, students could learn and understand other countries' cultures as well. Not only the theory that they had been studied in classes, but also the real demonstration of art that they could show and watch during the International Events. And also for each class that will show an art performance they certainly have to learn and be able to show it, if they do not know they will certainly find out. This indirectly forces students to find out and be able to display the art of the country. Also, students could see some traditional clothes used by certain country during the performances. One of the interviewees, Rossy May Yanti said *“During the performances, each classes will show the art performance and*

it gave us information such as language and traditional clothes, beside just entertained us.”

When the researcher asked the interviewees about the preparation, if there is anything helpful that they learned in Cross-Cultural Understanding course to show in International Events, one of the interviewees, Raka Cakra Buana said *“Aproximately helpfull, we learned about diversity then we know the culture of certain counties, what the language is and about the traditional clothes the we knew it already.”* But, the other interviewees, Zainah said *“About the country which presented by my class, almost nothing. Because, what we learned in Cross-Cultural Understanding class focused on the country that our lecturer had visited, for examples America, Canada and France.”* And the other interviewee, Verisya Nurjannah added *“we are searching on youtube to find out and decide what are we going to show.”* This shows us that sometimes what they learned in class are just not enough, they cannot only depend on what they learned in class, sometimes they need to find out independently what they need to know and through International Events they are uncoincidentally forced to find out about the culture of certain countries.

Chart 4.11 Before the preparation for performing an art/literature performance, I did not know the art/literature of the country which presented by my class.



The chart above shows that there are 8 (10,26%) students who are totally agree, 37 (47,44%) students who are agree, 26 (33,33%) students who are disagree, and 7 (8,97%) students who are totally disagree that before the preparation for performing an art/literature performance, they did not know the art/literature of the country which presented by my class. This indicates that most of students did not know the art/literature of the countries which presented by their classes before, and this is related to the statement before that they need to find out independently about the art/literature of the country they will show in International Events.

b. Country Presentation

Based on the interview result had been conducted, interviewees state that a little more through country presentation students will understand about other countries, especially about the country they present. Students will understand the form of government, condition, customs and tradition of other countries as well. One of the interviewees, Rossy May Yanti said “*During the presentation of the country we use Arabic.*” This shows us that there are several students that are tried to show that they do not only mastering English, but also another language.

c. Bazaar

Based on the interview, interviewees state that committee of International Events will provide a stand for each class to show typical food or souvenir of each country. Students will be able to learn and know the typical things or objects of each country through visiting stands in bazaar. Students can also ask about certain countries in each stand, because stands are provided to present the characteristic of each country. Each classes will show their best in decorating their stands related to the country they present. Students of certain classes will also stay at the

stand, to answer the question about the country they present or only to sell typical food or things of each country.

Usually, especially for the first day of International Events, students will wear typical dress or costume related to certain countries' cultures at their stand. Even, some of them rent out the dress or costume to take pictures during the International Events. This will help students to learn and know the typical dress or costume of certain countries.

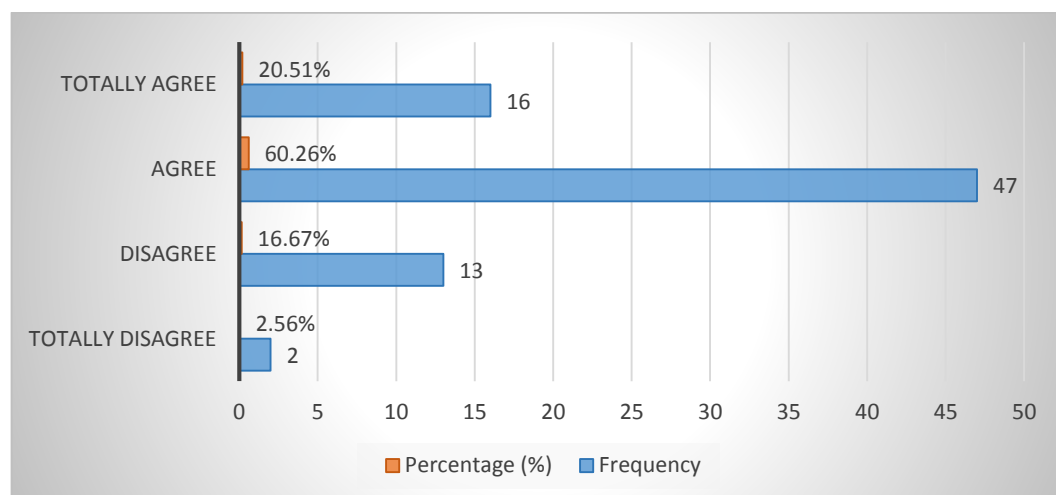
2. Cultural aspects at International Events which provide cross-cultural understanding experience

Culture combines a lot of elements to create a unique way of living for different people. Besides culture has some characteristics to draw, culture also has at least seven elements, namely social organization, customs and tradition, religion, language, arts and literature, forms of government, and economic system (Brown, 2001, p.27). Based on the interview, the writer found some statements about the aspects of culture that students can learn in International Events. Interview was held on February 22nd 2019:

a. Language

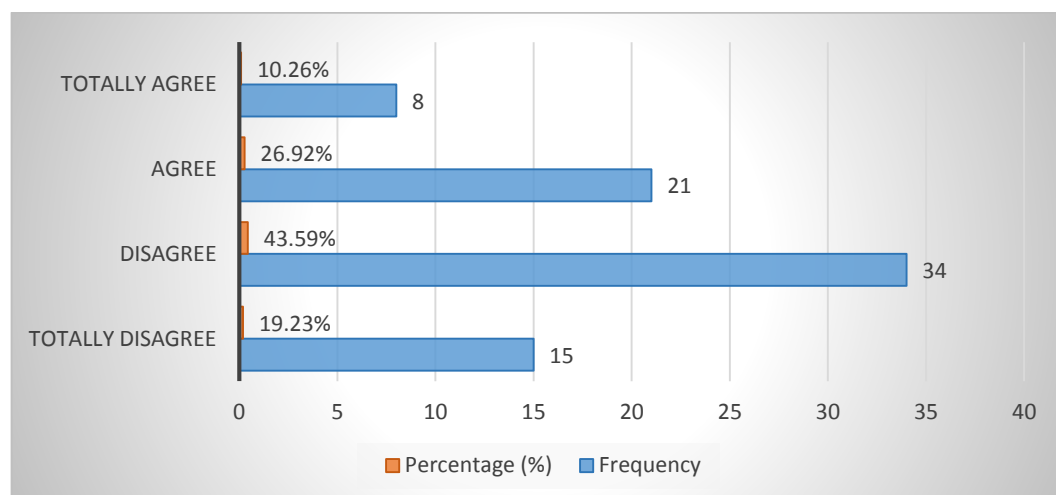
Interviewees state that language is one of the aspects of culture that students can learn in International Events. During the events, students are required to speak English to communicate. Unfortunately, students can't really learn languages of certain countries, International Events only facilitates students to speak English. But, considering this event is intended for English education department students and English as a universal language that every country can use to communicate, this is certainly enough to improve students' English language skill. But, one of the interviewees, Rossy May Yanti said "*During the presentation of the country we use Arabic.*" This shows us that there are several students that are not only mastering English, but also mastering another language and try to show it in International Events by doing presentation of the country using certain language.

Chart 4.12 During the International Events, the language used for communication is English.



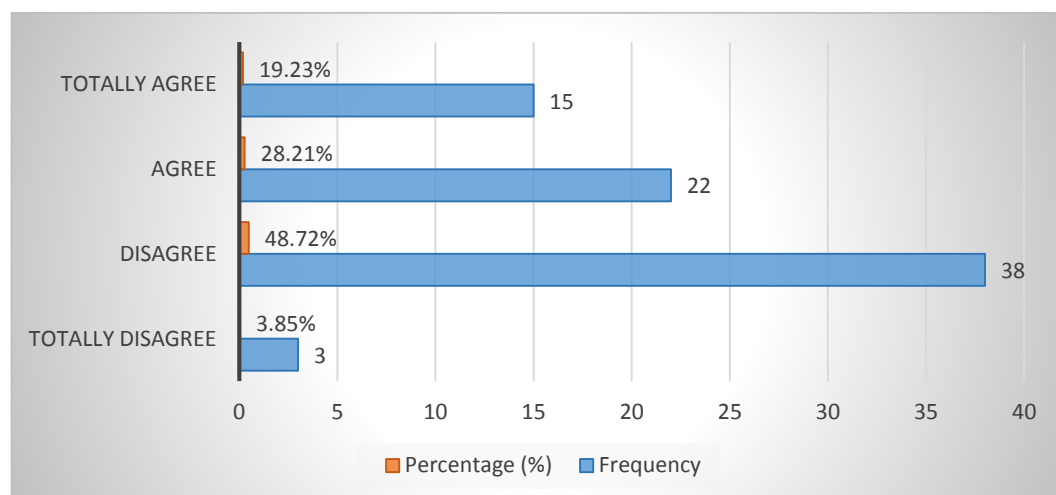
The chart above shows that there are 16 (20,51%) students who are totally agree, 47 (60,26%) students who are agree, 13 (16,67%) students who are disagree, and 2 (2,56%) students who are totally disagree that during the International Events students are using English for communication among them. This indicates that most of students use English for their communication during International Events. But some of them still did not use English during International Events.

Chart 4.13 I mastered the language of the country which presented by my class.



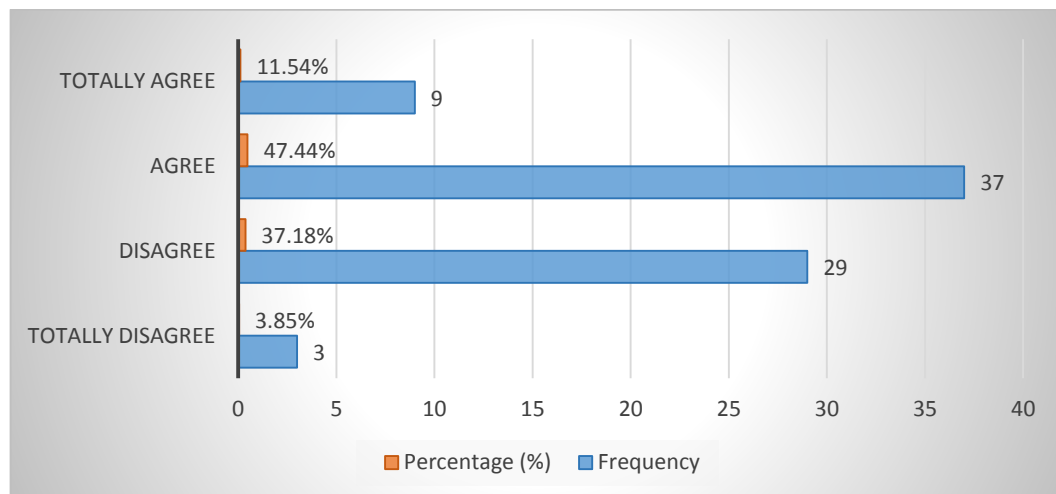
The chart above shows that there are 8 (10,26%) students who are totally agree, 21 (26,92%) students who are agree, 34 (43,59%) students who are disagree, and 15 (19,23%) students who are totally disagree that they mastered the language of the country which presented by their class. This indicates that most of students do not master the first language of the country which presented by their classes.

Chart 4.14 The country which presented by my class uses english as a first language.



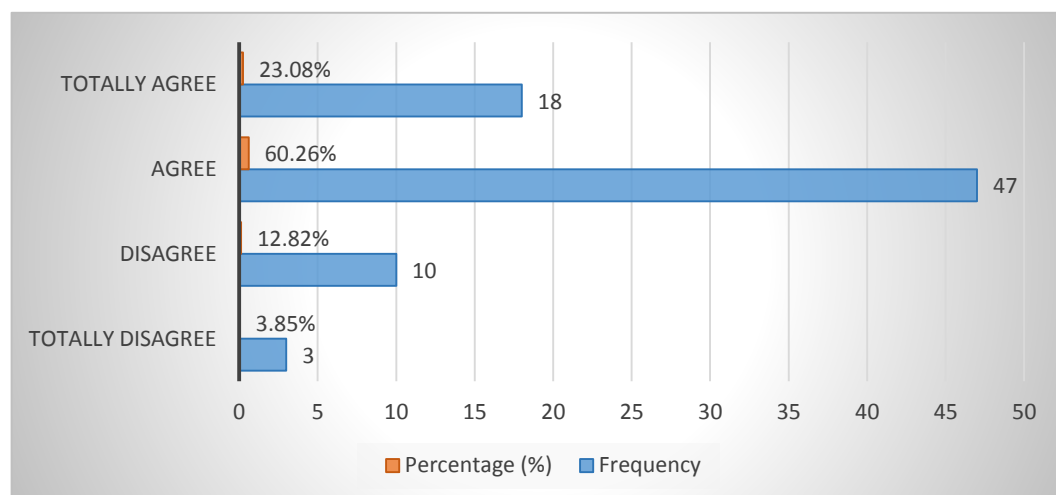
The chart above shows that there are 15 (19,23%) students who are totally agree, 22 (28,21%) students who are agree, 38 (48,72%) students who are disagree, and 3 (3,85%) students who are totally disagree that the country which presented by their classes use english as a first language. This indicates that most of the countries presented in International Events do not use English as their first language. But, still there are several countries that using English as their first language presented in International Events.

Chart 4.15 The country which presented by my class uses english as a second language.



The chart above shows that there are 9 (11,54%) students who are totally agree, 37 (47,44%) students who are agree, 29 (37,18%) students who are disagree, and 3 (3,85%) students who are totally disagree that the country which presented by their classes uses english as a second language. This indicates that the countries using English as their second language are more than the countries do not use English as their second language.

Chart 4.16 The country which presented by my class uses english as a foreign language.



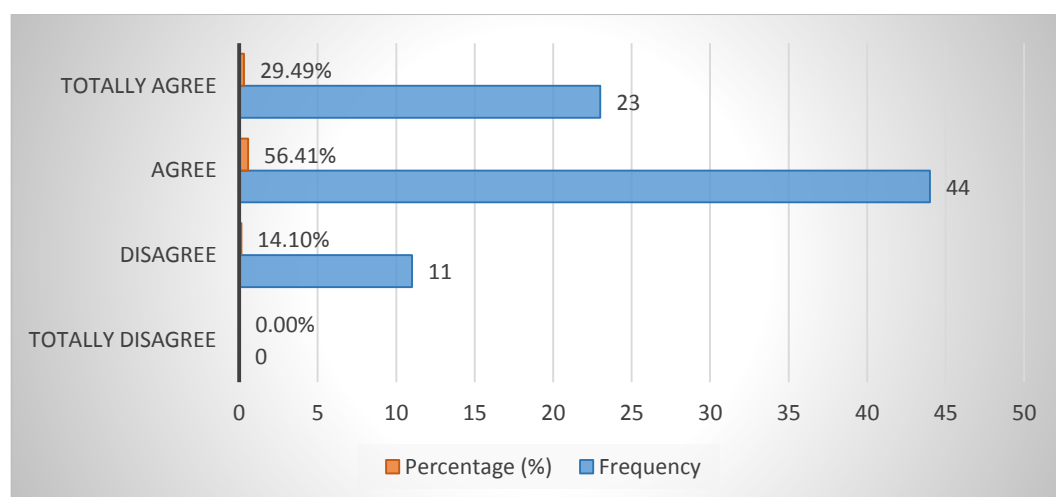
The chart above shows that there are 18 (23,08%) students who are totally agree, 47 (60,26%) students who are agree, 10 (12,82%) students who are disagree, and 3 (3,85%) students who are totally disagree that the country which presented by their classes uses english as a foreign language. This indicates that most of the countries presented in International Events use English as their foreign language, and more than the countries do not use English as their foreign language.

b. Art and Literature

During the first day of International Events students will show art performances. Through art performances, art and literature has become the most fun and interesting aspect that International Events gave. Students will compete to show the

best performing arts creatively. Students indirectly forced to find out the art/literature of the country before the show it in International Events. One of the interviewees, Verisya Nurjannah said “we are searching on youtube to find out and decide what are we going to show.” This is because what they learned in Cross-Cultural Understanding class is just not enough, what they learned in Cross-Cultural Understanding class are too general and they need to find out more specific in another sources about the country they will present.

Chart 4.17 I feel more understand the art/literature of the country which presented by my class by performing it in International Events.



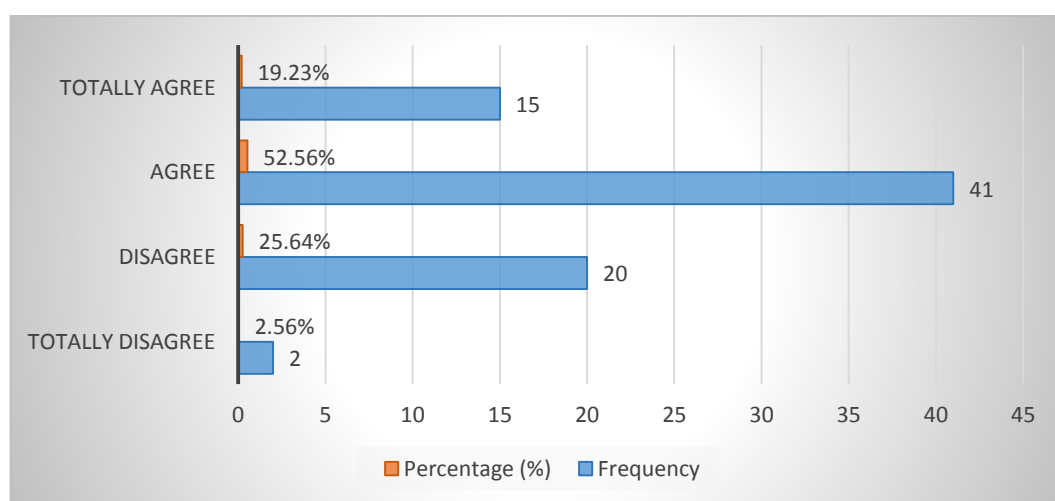
The chart above shows that there are 23 (29,49%) students who are totally agree, 44 (56,41%) students who are agree, 11 (14,10%) students who are disagree, and no students who are totally disagree that they feel more understand the art/literature

of the country which presented by their class by performing it in International Events. This indicates that most of students feel more understand about the art/literature of the country that presented in International Events than just reading or learning without performing it.

c. Customs and Tradition

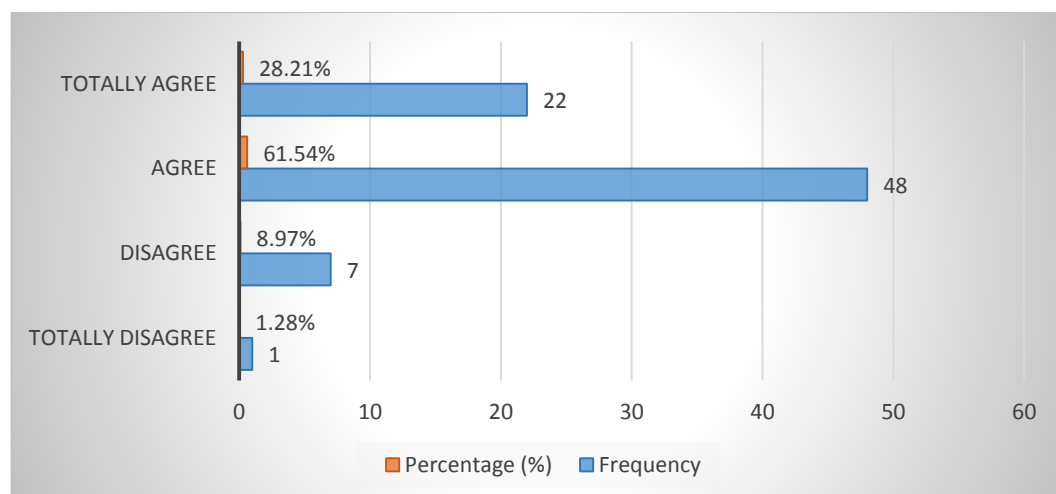
Student understanding about customs and tradition of certain country showed implicitly during the presentation. Through how they greet people using typical greeting of certain country. Also, during art performances some students show how is the tradition of certain country.

Chart 4.18 I know the customs and traditions of the country which presented by my class.



The chart above shows that there are 15 (19,23%) students who are totally agree, 41 (52,56%) students who are agree, 20 (25,64%) students who are disagree, and 2 (2,56%) students who are totally disagree that they had already known the customs and traditions of the countries which presented by their classes. This indicates that most of students know about customs and tradition applied in the countries which presented by their classes.

Chart 4.19 The country which presented by my class has a very strong customs and traditions in their citizens daily lives.



The chart above shows that there are 22 (28,21%) students who are totally agree, 48 (61,54%) students who are agree, 7 (8,97%) students who are disagree, and 1 (1,28%) student who is totally disagree that the countries which presented by their classes have a very strong customs and traditions in their

citizens daily lives. This indicates that the countries presented in International Events have strong customs and traditions in their citizens daily lives.

B. Discussions

International Events divided into three parts. First, English Competition for senior high school students. Second, International Cultural Festival that followed by English Education Department students which present various countries all around the world. In International Cultural Festival, students will wear typical dress or costume related to certain countries' cultures to participate in parade, showing art performance and presenting the country. And the third, International Bazaar which each classes of English Education Department that present various countries all around the world will represent the country in a stand. Students will decorate their stand related to certain countries and selling typical foods or things of the country.

Based on the questionnaire and interview, in findings, the writer found several statements about the ways that support how International Events in helps students to learn other cultures. The first way is through the art performances, each class of English Education Department should presents an art performance of their country that had been chosen before the events started. Long before the International Events started, students will have a preparation. Also students need to find out and learn about the art and

literature of certain country to show their best performance in International Events. This exactly helps students to learn other cultures. Through art performances, students could learn about art and literature of certain country. Students will also learn about the typical dress or costume and show it to the other classes.

The second, Country Presentation. After the performance, students need to have a presentation about their country. Before the presentation, students certainly have to find out and learn about the country they will present. By presenting their country, students will share their knowledge about their country. Students will understand the form of government, condition, customs and tradition of other countries as well.

The third, students could learn about other countries' culture by visiting stands in international bazaar. Students could ask about certain countries in each stand. Stands are provided to present the characteristic of each country. Each classes will show their best in decorating their stands related to the country they present. Students of certain classes will also stay at the stand, to answer the question about the country they present or only to sell typical food or things of each country.

Through all that ways in providing cross cultural understanding experience, the researcher found some aspects of culture that is can be learned in International Events. In accordance with the theory of Brown (2001) that there are 7 elements of culture; social organization, customs and tradition, religion, language, arts and literature, forms of government

and economic system. International Events provided three of seven elements of culture in international events, they are; 1) Language, 2) Art and Literature, 3) Customs and Tradition and 4) Religion.