

BAB V

CLOSURE

A. Conclusion

This study aims to explore the intercultural sensitivity of English language students after attending a Cross Cultural Understanding (CCU) class. Based on the findings discussed earlier, it can be concluded that after attending the CCU class, there was prejudice, a tendency to compare one's own culture with other cultures, as well as positive and negative stereotypes of participants towards cultural differences. Despite having gained knowledge about culture, participants showed prejudice, a tendency to compare their own culture with other cultures as well as stereotypes towards race, food, customs, religion, gender roles and dress codes which are cultural characteristics.

B. Suggestion

1. For Lecturers

Through this research on exploring intercultural sensitivity, it can be seen that despite having attended CCU classes, students still have prejudices and negative stereotypes towards cultural differences. It is recommended that the discussion of the cultural Iceberg be one of the topics intensely discussed in the classroom as an effort to improve students' intercultural sensitivity.

2. For Students

To achieve success in intercultural communication, students must improve their intercultural sensitivity. Students should see the CCU class as an opportunity to increase their intercultural sensitivity by not only seeing the CCU course as one of the required courses. But also understand that the cultural elements taught in CCU courses are a form of manifestation of a culture based on other layers such as religion and belief. By understanding that the characteristics of a culture are based on values and beliefs that are crucial for a community group, it is hoped that it can foster a sense of respect and tolerance for existing cultural differences. So that intercultural communication can be well established, without causing negative stereotypes that have the potential to develop into acts of discrimination and violence.

3. For Researchers

Still around the topic of this research, that is exploring the intercultural sensitivity of English education students, there is still more that can be explored for other researchers related to this topic. For example, factors that influence students' intercultural sensitivity, or other theories about intercultural sensitivity. For instance, Dr. Milton Bennet's theory of the six stages of intercultural sensitivity and many more. So, there are still possibilities to research on this topic.