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4<sup>th</sup> ENGLISH LANGUAGE TEACHING, LITERATURE, AND TRANSLATION  
International Conference 2015

# Conference Proceedings

*“Perspectives in English Language Teaching,  
Literature, and Translation”*

*Unnes in collaboration with  
AWEJ, RELO, and The University of Auckland*



**Faculty of Languages & Arts  
State University of Semarang**



**ELTLT**

**CONFERENCE PROCEEDINGS**

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## Preface

ELTLT conference is one of a bridge that channels bond amongst academics, especially the expertise of English language teaching, literature, and translation. Last year, we discussed about The Global Trends in English language Teaching, Literature and Translation. Right now, we discuss about Perspectives in English Language Teaching, Literature, and Translation.

As the chair of the 4th English Language Teaching, Literature, and Translation International Conference 2015, I would like to extend our sincere gratitude to all presenters, especially a representative speaker from AWEJ, Dr. Joseph G. Mallia from the University of Malta, Malta, besides that, thank you to Jennifer Uhler from RELO and Dr. John Hope from The University of Auckland, New Zealand for accepting the invitation to speak as the keynote speakers. At present, we have 3 keynote speakers and 117 presenters from abroad and domestic. Besides that, we also have many participants not only abroad but also domestic.

We would like to do best for the smooth of the programs. The committee would also like to thank the rector of State University of Semarang, Prof. Dr. Fathur Rokhman, M.Hum. and the Dean of Languages and Arts Faculty, Prof. Dr. Agus Nuryatin, M.Hum. for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 5<sup>th</sup> ELTLT next year

**Bambang Purwanto, S.S., M.Hum**

Chair of ELTLT Committee

Faculty of Languages and Arts

State University of Semarang



## Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTTLT 2015.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, October 2015

**Prof. Dr. Agus Nuryatin, M. Hum**  
The Dean of Languages and Arts Faculty  
State University of Semarang





## Welcome from the Head of English Department

We are privileged to organize this annual conference on English Language Teaching, Literature, and Translation. This year is our 4<sup>th</sup> year, and we have learned a lot from our previous experiences, and so we are now doing our best to minimize weaknesses. We have received quite a lot of abstracts, a lot more than the previous years. This means that more academics are interested in our conference and trust us as organizer of the conference. We are happy that we can accommodate most proposed papers for presentations. However, with regrets, we had to reject some due to time constraints and limited quota. We do hope that next year we can accommodate more.

I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I also wish that this annual ELTLT conference could serve as a bridge that connects academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

**Dr. Issy Yuliasri, M.Pd**

Head of English Department

Faculty of Languages and Arts

State University of Semarang (UNNES)



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# STUDENT-CENTERED LEARNING AND CROSS CULTURAL UNDERSTANDING IN LEARNING INTRODUCTION TO LITERATURE TO IMPROVE THE STUDENTS MORALITY AND MULTICULTURAL VALUES

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## Abstracts

Previously the paradigm change was done from the teacher centered to the student centered in teaching learning process. It was expected to be able to encourage the students to be involved in building their knowledge, attitude, and character. Besides that, English learners did not understand about the native culture and morality values to the language that they are learning. Cross cultural understanding knowledge is very useful to improve the students' ability in recognizing the dissimilarity culture and live together in the middle of the dissimilarity culture. This research was based on the qualitative research principle. The research type used was qualitative study by using action research design. Subject of this research was the fourth semester students who have programmed Introduction to Literature in English Study Program at Palangkaraya State Islamic Institute in academic year 2014/2015, consisted of two learning group. Based on the research findings, by implementing of student-centered learning and cross cultural understanding, it showed that they can increase: (1) the students' readiness, being active, seriousness in analyzing English literature text; (2) the students' performance in doing of tasks given to each students to be able to share their understanding about English literature text to the other students; (3) the students' learning quality, academic achievement, interest, response in learning of Introduction to Literature related to literature text analysis concept mastering; (4) the students' morality and multicultural values. It could be seen from the students' study result, literature text analysis result, and the students' character.

**Keywords:** cross cultural understanding, student-centered learning, morality and multicultural values

## Preface

Learning foreign language, Arab and English for instance, principally is to master the vocabulary and language structure. Vocabulary is use as ammunition, as conversation content, while structure elaborates certain principles which distinguish from other language. Obstacles that often occur to foreign language students are in increasing the vocabulary and use accurately and correctly to the grammar of the language they studied. The longer learning a language, learners will engaged to various difference of sentences structure. This means, only mastering foreign language grammar is not enough, thus vocabulary is needed.

The real fact shows that vocabulary material and foreign language grammar has been taught verbal-written using LCD projector as medium. But the point still, teacher still holds important role in learning activity and students only receive material presented by teacher. Students only listening to the teacher presentation, take notes, then try to apply foreign language grammar using the vocabulary they mastered. After the presentation finished, question-answer is held, then drill given to all students. Drill that is mentioned is to activate their speaking skill using the correct structure. When the class dismissed, the students' memory of vocabulary and grammar is also dismissed. Then on the next meeting, the teacher will review the grammar that been given, only few of the students were able to answer it completely. The grammar concept is not satisfying for the teacher. Therefore, it is necessary to fix the learning method that has been conducted all this time.

Learning method that is mentioned on previous paragraph is felt still far from perfect. Teaching and learning process still often going on one way, so that students become inactive. Such inactivity led the understanding of grammar concepts less rapid and durable. Analysis the ability of students also become very less. Students are less able to apply and analyze foreign language grammar given to them. This condition is exacerbated by the limited number of vocabulary. When linked to the ability of students to analyze discourse in foreign languages, especially the ability to analyze the use of foreign language grammar, obviously felt very less and need to gear more intensively.

The learning of foreign language particularly grammar so far still focus on teacher (teacher centered learning). Many students that is less enthusiastic when the learning process is

ongoing. On discussion activity only few are involved. This serious matter really needs solution. Thus, this core idea that encourages the necessity of the implementation of student centered learning method for the students.

To fix the education system includes the learning method, a curriculum change is held. One of the changes of Competency Based Curriculum (CBC) according to National Education Minister Decree (Kepmendiknas) No. 232/U/2000 is learning pattern which originally Teacher Centered Learning (TCL) become Student Centered Learning (SCL). Of many changes in this curriculum, the changes in learning method are TCL approach became SCL approach. In fact, foreign language learning in formal school and lectures in university is mostly in the form of one way presentation from teacher or lecturer. This method limits the active role of students, as if the teacher becomes the only source of knowledge for the students. On TCL model, the active role of students in class becomes limited. Improvements of this method are question-answer discussion but still promoting teacher's role in learning. The knowledge is considered to be done and teacher does the transfer of knowledge. Therefore, on GPPP and SAP, the description given is activity that needs to be done by teacher as the main actor of learning, as for the students, the instruction is in the form of clue of things that has to be followed in the learning.

SCL paradigm, teacher only as facilitator and motivator which provide learning strategies that enabled students (and teacher) choose, discover and arrange knowledge and developing skills (method of inquiry and discovery). Paradigm changes in process of learning that originally centered on teacher become learning that centered on students may encourage students to participate actively in building knowledge, attitude and behavior. Through learning process with the active participation of students this means teacher do not take away students' right to learn in real way. On SCL process, students have the opportunity and facility to build knowledge by themselves so that they will gain deeper understanding, and eventually could increase students' quality.

Moreover, recent condition, foreign language students do not understand origin culture and morality values in language they studied. They do not even master their own origin culture. Knowledge regarding culture and morality values is really important when students learn



foreign language. Cross-Cultural Understanding (CCU) use to improve skill to know difference between culture and the ability to learn to live together in the midst of the difference can be established, nurtured, and developed with a various activities, boldness, and preferences such as overseas culture, cross-cultural awareness and cross-cultural learning.

The problem of foreign language learning goes so far, focusing on learning language in context of foreign language origin culture. Students learn foreign language by pay attention to the context of foreign language culture originally. Learn a language cannot be separated from learning how language is used in daily life, especially how the language influenced and engaged to form the culture of native speaker. This thing indicates that someone who learn certain language without understanding its culture potentially become “dumb fluent” (Bennet, J. M., Bennet, M. J., & Allen, W 2003:237-270).

Cross-cultural happen when human with its culture relate with other human that come from other culture, interact and even influence each other. Cross-cultural is a term that most use to describe situation when a culture interact with other culture and influence each other whether positive or negative, as happens in tourist activity, where tourist ascertained interact and impact both positive or negative to local community. Culture difference occurs due to its dynamic and evolves so that need various approach to understand culture as to assimilate, integrate and realize cross-cultural (Aristana 2011).

Cross-Cultural Understanding creates value to determine which is right and acceptable by other culture. Cross-cultural make human able to communicate well and eventually, cross-cultural could strengthen one human being to other human being and give uniqueness on to the human being personally and society. By sharing experience and knowledge, human and other human form to understand and complete so that created peace and harmony of live through cross-cultural.

Language is one form of cultures. Culture cannot be separated from language. Fishman (quoted from Risager 2006) formulate three close relations between language and culture that is language is culture’s “part”, “index”, and “symbolic”. As “part” of culture, language plays important role as bridge in cultural understanding, especially to those who want to learn a lot

about the culture. As culture's "index", language reveals way of thinking or organize experience in particular culture. As culture's "symbolic", movement and conflict of language utilize language as symbol to mobilize population in defend (or attack) and support (or reject) cultures which relates to it.

Karmsch (quoted from Risager 2006) saw connection between language and culture, view language on its function to express, perform, and symbolize reality culture. Through language medium, human being is not only articulates experiences, facts, ideas and events to one another, but also deliver attitudes, beliefs, and perspectives. Language also performs culture reality by help human to create experience. Those experiences become meaningful when language is as the medium. Kramschr (quoted from Risager 2006) said that culture experience also symbolized by language. Language becomes culture's symbol because, as a mark system, language contains culture value. Human being is able acknowledge and differentiate one to another more less though observation process on how the usage of language.

Understanding the relation between language and culture become important in teaching second and foreign language. As stated by Liddicoat, Scarino and Kohler (2003), language is not merely structural, but also communicative and social nature. Learning new language, moreover, become more complicated regarding the complexity formed by the linkage between linguistic forms and its sociocultural aspects.

The trend of language teaching (especially foreign language) nowadays promoting the development of language skill communicatively has encouraged language teachers to build Cross-Cultural Understanding (CCU) to the students. CCU becomes important thing because basically human primarily practice through language. When it is related to cross language communication, CCU becomes bridge between cultures from language students with targeted language.

Signification to the CCU concept is diverse. Karmsch (quoted from Crozet, C., & Liddicoat, A. J. 1999:113-125) declared that each time we use language simultaneously we practice culture. Become competent in intercultural be like in "third place". This "third place" like a place (to be precise: position) where language learner can act like an "outsider" and "insider"

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simultaneously, have “etic” perspective (as outsider) and also “emic” perspective (as insider) to their culture and culture of the language they learned.

CCU appears when language learner able to bring the culture sensitivity, which marked with the changes from being “see reality only from their own culture point of view” heading to “realize that so many point of view in this world”. Bennet, Bennet & Allen (2003), relate to this, stated that CCU is the ability to move from “ethnocentric” behavior toward respect other culture behavior, so that finally lead the ability to behave appropriately in a culture or any different cultures.

Developing CCU on language learners is challenging task for teachers. This requires teachers not merely to have strong understanding concept but also to creatively think effective ways on how ideal things from the concepts can be applied in class. There are several strategies proposed by expert regarding to the CCU development efforts.

Liddicoat (2004:17-23) proposed a main frame that contains four activities related with culture, namely (1) study and understand a culture practice, (2) comparing culture practice, (3) explore culture, (4) positioned themselves in “third place” between two (or more) cultures. Liddicoat (2004) also mentioned several strategies that might be able to be done, there are teaching culture explicitly, integrate culture into four language skills, teach culture from the beginning of language teaching, teaching bilingually, involving intercultural exploration, and help learners to keep learning.

Nowadays SCL and CCU method consider being more in line with the present external condition which become challenge for students to be able to take decision effectively on the problems they face. Through the implementation of SCL and CCU, thus students must participate actively, constantly challenged to have criticize ability, able to analyze and find solutions of their problems. Challenge of teachers as students’ learning companion to be able to apply student centered learning to understand about concept, mindset, philosophy, commitment method, and learning strategy. To support teacher competency in student centered learning requires knowledge improvement, understanding, expertise, and skill of the teacher as facilitator in student centered learning. Teacher’s role in student centered learning

shifted from teacher become facilitator. Facilitator is a person who facilitates, to facilitate learning process of the students. Teacher becomes learning partner which function as guide (guide on the side) for the students. Through this article, we will discuss on The Blend of Student Centered Learning and Cross Cultural Understanding in English Learning to Increase Students' Morality and Multicultural Values.

## **Learning Method**

According to Pringgawidagda (2002:20), the understanding of learning process is process to achieve or gain knowledge about subject or skill that is learned, experience, or instruction. And relatively constant behavior changes and as practice result that is repeated. The notion of learning by Tho'imah (1989:45) is type of event or activity to gain several learning experience which deliver through material or specific knowledge, and some skill also direction to pupils and students.

From above understanding, it can be concluded that learning is process to deliver information or knowledge from teacher and lecturer to pupils and students about some materials, skills learned, and experience with certain method practically to acquire science and knowledge.

Referring to Indonesian general dictionary (Poerwadarminta 1989:1035), technique or method is way to make something or do something with regard to art. While learning is process in which there are interaction activity between teacher-student and reciprocal communication that takes place on educative situation to achieve learning goal (Rustaman 2003:4). In learning process teacher and student are two components that cannot be separated. Between these two components should be established mutual support interaction so that students' learning result could be achieved optimally.

Regarding to Hasibuan (1988:54), effective learning method is learning method in which occurs two-way interaction between teacher and student, teacher does not have merely become dominant part. On learning technique, teacher cannot be only act as informant but also has duty and responsible as implementer that must actively create situations of leading, stimulating, and mobilizing students. Furthermore, teacher must create students' courage to deliver ideas or ask questions. Due to learning is not merely information delivery activity to

the students, but rather a process that requires role change of a teacher as informant and becomes learning manager which aim is to educate students to be actively participating. Thus, changes occur in the behavior of students in accordance with the objectives that have been set in general.

From the above sources it can concluded that learning technique is operationally implement of method that specifically use for teaching something to someone in the same corridor.

### **Learning Model Student Centered Learning (SCL)**

Student-Centered Learning emphasizes to interest, need and individual's ability. SCL is a learning model that explores the intrinsic motivation to build society that likes and always learning. This learning model also able to develop human resources quality which community needs such as creativity, leadership, self-confidence, self-reliance, self-discipline, critical thinking skill, communication skill, and work in teams, technical expertise, also global insight to be able to adapt on changes and development.

These are SCL notions in several literatures. SCL, according to Rogers (1983), is result of strength movement transition in learning process, from teacher strength as expert becomes students' strength as learners. This change occurred after plenty hopes to modify the learning atmosphere that made students become passive, bored and resistant. SCL, according to Kember (1997), is a pole of learning process which emphasizes students as knowledge builder whilst the other pole is teacher as agent who gives knowledge. Meanwhile, according to Harden and Crosby (2000), SCL emphasis on students as learner and what is done by students for success compare to what is done by teacher.

Those various definitions it can be understood that Student Centered Learning (SCL) is a model of learning that placed students as center of learning process. This learning process is different from learning model Instructor Centered Learning emphasizing on knowledge transfer from teacher to students that relatively passive. In implementing Student Centered Learning concept, students are expected to be active and independent participant in their learning process, which responsible and have initiative to identify their learning needs, discover information resources to acquire answer to their needs, build and present knowledge

based on the need also sources that have been found. In certain limits students can choose for themselves what will be learned.

Assuming that every student is unique individual, process, material and learning method will flexibly adapted to the interest, talent, speed, style and learning strategy of each students. The availability of this free choice is aims to explore the intrinsic motivation inside them to learn according to their individual needs, not need to unify. Instead of the knowledge transfer, learners are more geared in learning the skills learn how to learn as problem solving, critical thinking and reflective as well as the skills to work in teams.

### **Psychological Principles Of Student Centered Learning (SCL)**

One of the provisions for the teacher to be able to implement the role as facilitator is to understand the principles of student centered learning. There are five important factors to be considered in psychological principles of student centered learning, namely: (a) metacognitive and cognitive factor that describe on how students think and memorizing, also describing factors that involve in establishment process of information meaning and experience; (b) affective factor that draw on how belief, emotion, and motivation which influence the way of someone in receive learning situation, how many person learning, and their effort to follow the learning. Someone's emotional state, their beliefs on their personal competence, their expectation of success, personal interest, and learning objective, all of it influence students' motivation to learn; (c) developing factor that draw physical condition, intellectual, emotional, and social was influenced by unique genetically and environmental factor; (d) personal and social factor that describe on how others play role in learning process and ways of people learning in team. This principle reflects that social interaction, and people will learnt each other and able to help each other by sharing individual perspective; (e) individual difference factor that describe on how unique individual background and capacity of each has effect on learning. This principle helps explain why individual learning something different, different timing, and in different ways.

Teacher who applies SCL must have as the following characteristics (1) recognizes and respect uniqueness of every students to accommodate students' thoughts, their learning style, improvement level, ability, talent, self-perception, as well as students' academic and non-

academic need. (2) Understand that learning is a constructive process, thus must be convinced that students are asked to learn something relevant and meaningful to them. Besides try to develop learning experience where students can actively create and build their own knowledge also relate what they already knew with the gained experience. (3) Create positive learning climate by giving chances to students to talk personally, understand students perfectly, create comfort environment and stimulate students, supportive, recognize and respect the students, and (4) start the learning with basic assumption that all students with their own conditions willing to learn and want to do best, as well as has the intrinsic interest to enrich their lives.

Teacher that uses SCL tends to create learning environment with characteristics as follow. (1) Warm class, supportive. In this nuance, teacher allows students to know them and then likes them. If teacher is liked by students, they will work hard for the person the likes. (2) Students are asked to do useful thing. Teacher need to explain the benefit they get if they did what have been asked by teacher. This information will be useful if related directly with life skill that needed by students, therefore students pushed to do it and teacher believe that the thing is really useful or needed by the students' future job. (3) Students are always asked to work on the best they can do. The quality condition of the work which include therein are students' knowledge regarding to the teacher and what their expectation also beliefs that the teacher do care to help, believe that the task given by the teacher is always useful, strong willing to try to work on the task very well, and know how the work will be evaluate and the quality is increased. (4) students are asked to evaluate their work. Self evaluation is necessary to measure the work quality that is done by students, all students must know that their work will be evaluate and based on the evaluation result students would know how their work quality can be improved also can repeat its process until the best quality is achieved. (5) good work quality is always cause happy feeling. The students would feel glad when the result of the work is good quality, and thus the parents and teachers. This happy feeling also as incentive to quality improvement, and (6) good quality work is never destructive. Good quality work is never achieved through destructive work such as drug abuse (although sometimes cosidered cause happy feeling) or hurt someone else, cause damage on environment.

## **Cross Cultural Understanding (CCU)**

Understanding foreign culture through cross-cultural not necessarily to get used to live with the culture, but to get to know and understand culture itself (Hexelschneider, 2002:20). In other words, Quasthoff (2003: 88) stated that with cross-cultural understanding students are able to show foreign culture and their own culture, so that they are embedded evaluative and tolerant behavior toward foreign culture.

In this cross-cultural process, culture itself function as point of view guidance (Werner in [www.intercultural-network/werner](http://www.intercultural-network/werner)). Therefore someone could have a third culture perspective, which can simultaneously act as psychological bridge between their own and foreign culture, namely (1) have the cultural sensitivity; (2) do not judge; (3) tolerant to uncertainty and anomaly; (4) understanding others perception; and (5) show empathy and respect (Gudykunst dan Kim quoted from Alwasilah 2004:14). These point of views obtained the description that cross-cultural understanding is student evaluative point of view and tolerant toward foreign culture or student understanding about foreign culture that based on understanding of their own culture.

CCU appears when language learner able to bring the culture sensitivity, which marked with the changes from being “see reality only from their own culture point of view” heading to “realize that so many point of view in this world”. Bennet, Bennet & Allen (2003), relate to this, stated that CCU is the ability to move from “ethnocentric” behavior toward respect other culture behavior, so that finally lead the ability to behave appropriately in a culture or any different cultures.

Cross-cultural understanding is basically like having double role. Corbett (Corbett 2003:1-30) stated that cross-cultural understanding is beyond the ability to copy native speaker. Cross-cultural understanding is the ability to position the language learners on position of a “diplomat”, which able to see different cultures through someone “knowledgeable” point of view. With cross-cultural understanding, language learners may wisely explain to anyone with the same culture what is inside the targeted cultural and vice versa.



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## Cultural Learning Through Language And Intercultural Competence

There is some misunderstanding that must be exposed, especially in accordance with the teaching cultural elements. Due to culture is proceeding and developing in long period (as long as human being exists) then there is sense of apathy from many parties who think that culture cannot be taught ([www.sudutsastra.com](http://www.sudutsastra.com)). In this case should be understood that the effort of teaching culture element in foreign language does not mean as effort to teach culture, because the real target of culture element teaching is to embed cross-cultural sensitivity or awareness aimed to learners to have competence in intercultural (Mulyadi, 2008:23).

How the linkage language and culture, at least there are two viewpoints appeared. First, viewpoint that is known as Worf hypothesis – Sapir said that language affect culture (Wardhaugh 1992). Language is seen to affect the way of thinking and language society behavior, which also known as linguistic determinism (Yule 1990:196). What is done by language society is affected by its language nature. Second, on opposite of the first hypothesis, this hypothesis holds that culture affect language. Society behavior when speaking language is influenced by society culture itself or in other words language reflects the culture.

Aside from those viewpoints, no need to find the causality relations, obviously both hypotheses agreed that language and culture are strongly connected or bond. Language and culture always have relations when society practices communication. Therefore, when speaker communicate, at the same time the person is using its cultural institution.

Seeing the relations between language and culture, Kramersch (1998, quoted from Risager 2006) view language on its function to express, perform, and symbolize reality culture. Through language medium, human being is not only articulates experiences, facts, ideas and events to one another, but also deliver attitudes, beliefs, and perspectives. Language also performs culture reality by help human to create experience. Those experiences become meaningful when language is as the medium. Kramersch (quoted from Risager 2006) said that culture experience also symbolized by language. Language becomes culture's symbol because, as a mark system, language contains culture value. Human being is able

acknowledge and differentiate one to another more less though observation process on how the usage of language.

Understanding the relation between language and culture become important in teaching second and foreign language. As stated by Liddicoat, Scarino and Kohler (2003), language is not merely structural, but also communicative and social nature. Learning new language, moreover, become more complicated regarding the complexity formed by the linkage between linguistic forms and its sociocultural aspects.

### **Multicultural and Morality Values**

Multiculturalism comes from multi (plural) and cultural (about culture). Multiculturalism implies the recognition to the reality of culture diversity, which means includes traditional diversity such as diversity of tribe, race, or religion, as well as diversity of live forms (subcultural) that continuously appear in every phase of society lives.

The term of multiculturalism is positively accepted by Indonesian society in general. This certainly has something to do with the reality of pluralistic Indonesian society. The plurality of Indonesian can be seen from facts that spread in Indonesian archipelago that consist of 13,667 islands (although some is uninhabited), divided into 358 tribes and 200 sub tribes, embrace diverse religions and beliefs, and cultural history mixing of a wide range of cultural influences, such as the original archipelago culture, Hindu, Islam, Christian, as well as modern Western. Ordinary people recognize multiculturalism in form of descriptive, which illustrates the reality of multicultural in the society (Heywood 2007).

According to Parekh (2001), there are three components of multiculturalism; the culture, culture plurality, and particular way to response the plurality. Multiculturalism is not pragmatic politic doctrine, but the perspective of human life. Almost all nations in the world are composed from diverse cultures, which mean difference as principle, and human moves from one place to another on earth become more intensive, thus multiculturalism should be interpreted to multicultural policies as the cultural diversity politic management of citizen.

Moral is something to be conveyed by communicator to the reader, which is the meaning that contain in a literary work and the meaning that being suggested through story (Nurgiyantoro 2005:321). This means author convey moral messages to the readers through literary work whether directly or indirectly.

Franz Magnis Suseno deciphers morality as whole norms, values and attitude of a person or a community (1993:9). Morality is a quality in human actions to the individual said that the action was right or wrong, good or bad, or in other words, morality includes a notion of good and bad human actions (Poespoprodjo 1988:102).

Morality is a heart attitude which revealed in the external work (given that the action is an expression completely from the heart), morality there when people take a good attitude because aware of the obligations and responsibilities and instead from looks for profit. Morality as attitude and good deeds are truly selfless. From the definition mentioned, can be described that morality is provisions decency that bind human social behavior for the realization of the dynamic life in the world, the rules (norms) was determined by consensus of the collective, which is basically a moral described commonsense objective.

## **Research Method**

The design of this study is using a model developed by Kemmis & Mc Taggart which a development of the basic concept developed by Kurt Lewin. The difference lies in unification of action component (Acting) with observation (Observing). Kemmis & Mc Taggart develops from planning (Plan), actions (Acting) and observation (Observing) and reflection (Reflecting). The principles of action research are as follows: (a) real activity in routine situations; (b) The existence of self-awareness to improve performance; (c) SWOT as the rationale; (d) empirical and systemic efforts; (e) follow the SMART principle in planning (Arikunto 2010:6-9).

This study rests on the principle of self-awareness to enhance and improve performance. This research is qualitative. A qualitative approach is a process of research and understanding that based on a methodology which investigates a phenomenon of social and human problems. In this new approach, researcher created a complex picture, researching words, a detailed report

of the views of respondents, and conducted a study on the natural situation (Creswell 1998:15). Bogdan and Taylor (quoted from Moleong 1995:3) argued that qualitative methodology is a research procedure that produces descriptive data in the form of written words or spoken from the people and observed behavior. Qualitative research is a study that displays data in the form of verbal and data are expressed without the use of statistical techniques (Ainin 2007:11).

This qualitative research then use the class action study design (hereinafter abbreviated as PTK). Action research is a real-world practice interventions aimed at improving the practical situation. Certainly actions research carried out by the teacher or lecturer is intended to improve the learning situation which is their responsible and the research conducted is called PTK. PTK can gain practical benefits such as improvements in students' learning problems and teacher difficulties in learning process. PTK is a scrutiny of the activities that had been raised and occurs in a classroom (Arikunto 2006:91). This research is a problem-solving activity that consists of four basic components: planning, acting, observing, reflecting. Relationship of four components showed sustained repetitive activities (cycle). In this study, researcher used a method of action research designed in two cycles.

The subjects were fifth semester English Department students who take Introduction to Literature subject consisted of two classes on Tadris English Department of IAIN Palangkaraya, in academic year 2014/2015.

### **Research Result and Discussion**

Data obtained from this research is qualitative and quantitative data, including the application of a mix of methods SCL and CCU in Introduction to Literature class. After making observations, which lasted from May 17, 2014 and May 24, 2015 obtained differences are very different from previous meetings that have not been using a combination of methods SCL and CCU. Previous method used is the usual form of presentation. Students sit, listen, take notes, and do the exercises. Students mostly only listen, while understanding the examples given. Presentation of activities undertaken to provide understanding of concepts related to the concept English grammar studied. This activity has yet to make students enthusiastic in participating in the learning process. Learning is still going in the same direction and not dynamic. Students were not showing meaningful creativity yet. Learning process be expected is still not satisfactory.

Therefore, before the students are invited to make simple literature analysis, especially the use of cross cultural understanding to analyze English novels or English short stories, then first of all, students are given clear information related to the material that will be presented to the next meeting. Provision of this information is important because in the blend method of learning with SCL and CCU students are invited to try to explain and present the understanding related to the material being studied. Concept developed was students must be willing to share their understanding toward related how to use literature theories and cross cultural understanding to analyze English novels. All students are given the opportunity for a presentation related to the understanding they have done at home or in the dorm. Therefore, a lecturer in this case is no longer explaining more but more students will spoke in front of their friends. The principle of learning with a blend of SCL and CCU method is student-centered learning. Changes that occur can be seen from the results of pre-quiz and post quiz related to the implementation of the SCL and CCU blend method in learning Introduction to Literature.

**Table 1 Pre-Quiz and Post-Quiz Data Result**

**Material: Cross Cultural Understanding**

<b>Student No.</b>	<b>Pre-quiz</b>	<b>Post Quiz</b>
A	60 (C-)	72 (B)
B	61 (C-)	75 (B)
C	62 (C-)	76 (B+)
D	64 (C-)	76 (B+)
E	66 (C+)	76 (B+)
F	67 (C+)	76 (B+)
G	67 (C+)	77 (B+)
H	68 (C+)	77 (B+)
I	68 (C+)	77 (B+)
J	68 (C+)	77 (B+)
K	69 (C+)	78 (B+)
L	69 (C+)	79 (B+)
M	69 (C+)	80 (B+)
N	70 (B)	80 (B+)
O	70 (B)	81 (A)
P	71 (B)	81 (A)
Q	73 (B)	82 (A)
R	74 (B)	84 (A)
S	76 (B+)	85 (A)
T	76 (B+)	86 (A+)
U	76 (B+)	87 (A+)
V	77 (B+)	88 (A+)
<b>Total</b>	<b>1521</b>	<b>1750</b>
<b>Mean</b>	<b>69</b>	<b>80</b>

*(Source: Quizzes Data Result)*

Based on the results obtained from pre-quiz, the tendency of pre-quiz results before applying a mix of methods SCL and CCU seen that, the result of prequiz, **25 students got C (57%)** and **19 student got B (43%)**. After implementing of SCL and CCU, previously **25 students got C increasing B** and **17 students got B increasing A (27 students got B (61%) and 17 students got A (39%))**. The average value of pre-quiz is 69 while the average value obtained on post quiz is 80. The increasing value of pretest to posttest score was **13%**. It has occurred the significance improvement in applying of SCL and CCU in learning English Literature analysis. They gave the dynamic change. The first condition of the students were silence, listening, sitting, and chatting with her/his friends, inactive only, becoming more enthusiastic students in understanding and try to applying their CCU in learning English literature analysis.

Based on the average of pre-quiz to post quiz increase significantly and application of blending methods of SCL and CCU in Introduction to Literature provides a dynamic change from previous students that only silence, listen, sit and chat with friends, inactive, become students which more enthusiastic in understanding and tried to apply their understanding toward related how to use literature theories and cross cultural understanding to analyze English novels. The change occurred could be seen based on the pre-quiz and post-quiz. They related to the implementation of SCL and CCU in learning English Literature analysis to be able to improve the students' morality and multicultural values.

**Table 2 Observation Result 1**

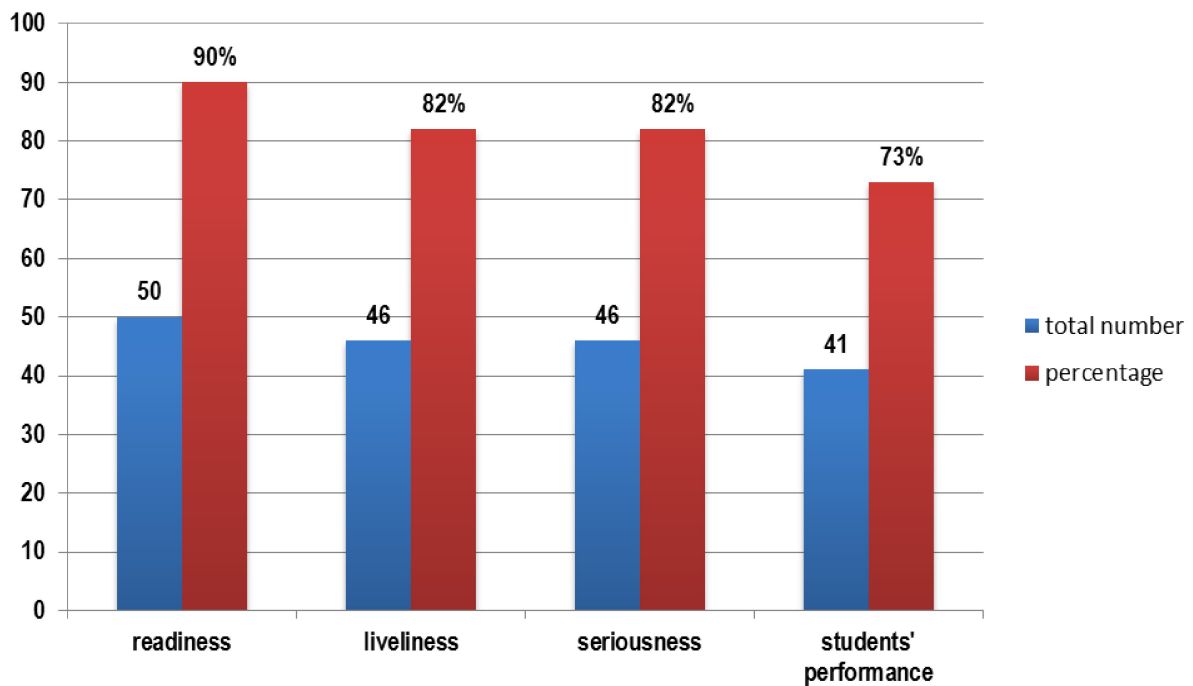
readiness	50	90
liveliness	46	82
seriousness	46	82
students' performance	41	73

It appears that the results of the observations related to the readiness of the students is very clear that the average readiness is 90% which indicates that the students will be better prepared when the matter will be submitted to the next meeting presented and delivered to students so that they are better prepared to understand the concept and how to use them in English literature analysis. The principle of blending SCL and CCU methods are challenging students to be more active because the students will be invited to come forward to share their

knowledge and understanding to their friends. This is the important point that the blending of SCL and CCU method in Introduction to Literature can improve the readiness of students in learning so that learning becomes meaningful.

While the observation result related to students' activeness and seriousness appears that the average reached 82%. This shows that the blend method of SCL and CCU can increase the students' seriousness and liveliness in understanding the concept of related how to use literature theories and cross cultural understanding to analyze English novels. In addition, also, the performance of students in the presentation also looks very good with average 73%. The observation result can be seen in the following diagram.

**Diagram 1. Observation Result 1**

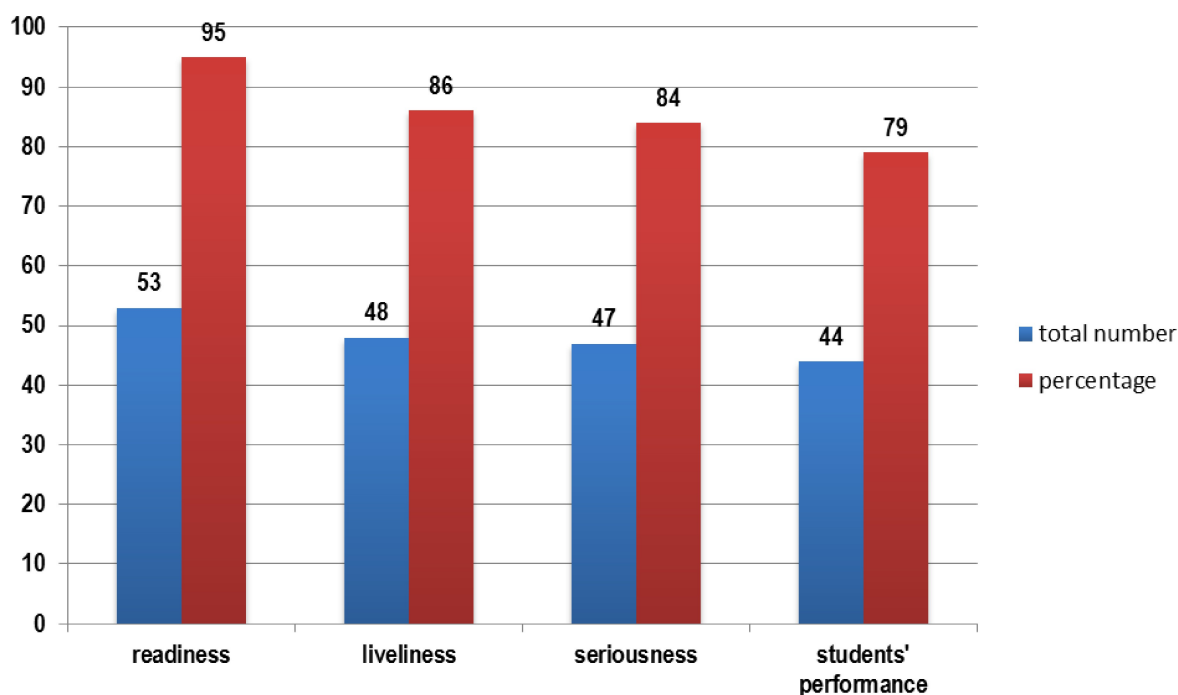


The quality of learning and academic achievement in learning Introduction to Literature improves after the application of SCL and CCU.

**Tabel 3 Observation Result 2**

readiness	53	95
liveliness	48	86
seriousness	47	84
students' performance	44	79

Based on observation result can be described that from the first to the second cycle has increased significantly. In the aspect of readiness of students of the first cycle there is an increase of 90% to 95%, as well as aspects of the activity and the seriousness of the students experienced a significant rise from the first cycle of each 82% increase to 86% and 84%. From the aspect of student performance also increased from the first cycle of 73% to 79%. Improving the quality of learning is not only seen from several aspects in terms of the results of observation. In principle, blending method and CCU SCL remains emphasize the learning process should be meaningful to the learners. To support this observation results related to improving the quality of learning and the quality of students' academic achievement, it can be seen the quizzes result of the first cycle and the second cycle as follows. The observation result can be seen in the following diagram.



Based on the results of the quiz in the first cycle and the second cycle results show that the academic quality of the students in understanding how to use literature theories and cross cultural understanding to analyze English novels is increasing. It is seen from the increase of average value from the first cycle the students' average value is 77.8% has increased to 84.5%. Improving the quality of learning is the core objective of the action taken in this study. Based on the quiz results of the first and second cycle, it can be stated that the application of mix methods of SCL and CCU in learning Intorduction to Literature can improve the quality



of learning and improve the quality of students' academic related to how students understanding the concepts to use literature theories and cross cultural understanding to analyze English novels. Based on the quiz result of the first and second circle, could be stated that the implementing of SCL and CCU in learning of Introduction to Literature could increase the student academic qualities and students multicultural values in analyzing of literary text.

Students' response and interest in learning Introduction to Literature after the application of blending methods of SCL and CCU can be seen on the questionnaire given to the students. Questionnaires were given to uncover how the students' response and interest related to the implementation of the SCL and CCU blend method in Introduction to Literature teaching courses with material modals and main verbs.

No	Students Statements	1	2	3	4	5
1.	The blend method of SCL and CCU increase willingness to understand structure concepts.	11	7	-	-	-
2.	The blend method of SCL and CCU increase learning interest to learn structure concepts.	14	4	-	-	-
3.	The blend method of SCL and CCU increase the mastery of grammar concepts that being studied.	12	6	-	-	-
4.	The blend method of SCL and CCU increase the will to learn.	9	9	-	-	-
5.	The blend method of SCL and CCU inspire in learning the concepts and examples of structure.	8	10	-	-	-
6.	The blend method of SCL and CCU give good result in learning Introduction to Literature.	6	12	-	-	-
7.	The blend method of SCL and CCU is beneficial in learning Introduction to Literature.	15	3	-	-	-
8.	The blend method of SCL and CCU develop active learning.	15	1	1	1	-
9.	The blend method of SCL and CCU encourage students in improve their multicultural and morality values.	9	8	-	1	-
10.	The blend method of SCL and CCU useful in improve multicultural and morality values.	10	8	-	-	-
11.	The blend method of SCL and CCU make learning process take places naturally, real activity and experience by themselves not just from what teacher told.	5	12	1	-	-
12.	The blend method of SCL and CCU encourage the students to improve their multicultural and morality values.	8	9	1	-	-
13.	The blend method of SCL and CCU increase learning appreciation from their friends.	7	10	1		
14.	The blend method of SCL and CCU encourage you to make your own understanding related to its implementation in real life.	8	8	1	1	-

15.	The blend method of SCL and CCU can develop their own knowledge through active participation in learning process.	16	2	-	-	-
16.	The blend method of SCL and CCU build the learning awareness; develop culture sense and knowledge, morality values, and courage.	6	12	-	-	-
17.	The blend method of SCL and CCU arise curiosity and ability in language.	7	11	-	-	-
18.	The blend method of SCL and CCU build your personal into independent learner and able to share with others.	14	4	-	-	-

Desc: 1: Strongly agree; 2: Agree; 3: Abstain; 4: Disagree;

Questionnaire data related to the students' response and interest in learning Introduction to Literature shows that the final statement of the students stated that the learning model SCL mix with CCU can build a personal become independent learner and can share with others. Of 18 students there are 14 students who stated strongly agree and 4 students agree. Meanwhile, there are 11 people who strongly agree and 7 concur associated with learning models CCU blend with SCL method can improve the willingness to understand the structure concepts.

Then, there are 14 students who strongly agree and 4 students who agree associated with blend method of SCL and CCU can improve the learning interest in studying structure concepts. This indicates that the application the method preferred by students in understanding the concept of English grammar, especially in understanding the use of modals and main verbs in English simple sentences. There are 12 students who strongly agree and 6 agreed related to the use of this learning model can improve the mastery of grammar concepts being studied. There are 16 students who strongly agree and one student agree, and one student abstain associated with learning by using SCL learning model can develop active learning method.

There are 15 students who strongly agree and 3 agree in learning by using blend learning method of SCL and CCU can provide advantages in learning Introduction to Literature. There are 16 students who strongly agree and the two people who agree associated with the method can build their own knowledge through active involvement in the learning process. This shows that the interest and response of the students related to the application of mix method of CCU and SCL is very significant because more than 85% stated strongly agree with the method.

SCL and CCU could build the students becoming the independent learners and could share with the other students, **34 students (77%) was strong agree** and **10 students (23%) was agree**. **28 students (64%) was strong agree** and **16 students (36%) was agree** with SCL and CCU could increase the students' willingness in analyzing of literary text to improve the students morality and multicultural values.

**25 students (57%) was strong agree** and **19 students (43%) was agree** with SCL and CCU could increase the students' interest in analyzing of literary text especially in understanding about literary terms and text to improve the students' morality and multicultural values.

**20 students (45%) was strong agree** and **24 students (55%) was agree** related to learning model applied that could increase the students ability and understanding of the literary concept and theory. **30 students (68%) was strong agree**, **12 student (27%) was agree**, **2 student (5%) was abstain** related to SCL and CCU could increase the students' way to be the active learners.

**28 students (64%) was strong agree**, **14 students (31%) was agree**; and **2 student (5%) was disagree** if SCL and CCU could motivate in improvement of the students' morality and multicultural values.

**30 students (68%) was strong agree** and **14 students (32%) was agree** if SCL and CCU could increase the students' morality and multicultural values. **22 students (50%) was strong agree**, **20 students (45%) was agree**, and **2 student (5%) had no option** in implementing of SCL and CCU could increase the students morality and multicultural values.

### **Conclusions and Suggestions**

Based on description of the results of processing and research data discussion, can be concluded that with the implementation of blend method of SCL and CCU in learning Introduction to Literature (1) may increase the readiness, liveliness, and the seriousness of the students in understanding the concept of literary tex, especially how to use literature theories

and cross cultural understanding to analyze English novels; (2) can improve student performance related to the tasks given to each student to be able to share its understanding of the concept of literary text and theories; (3) can improve the quality of learning, academic achievement, as well as the interest and response of students in the learning Introduction to Literature, particularly related how to use literature theories and cross cultural understanding to analyze English novels; and (4) can increase cross-cultural understanding, increase in the values of students' morality and multicultural who appear in the results of learning, portfolios, and students behavior.

Thereby improving the quality of learning Introduction to Literature, with a blend of SCL and CCU method is very good because it has been able to improve cross-cultural understanding, increase in the values of students morality and multicultural.

Based on the conclusions outlined above, there are some alternative suggestions that can overcome the problems in students' lack of interest and responses related to learning Introduction to Literature, especially in understanding the concept of how to use literature theories and cross cultural understanding to analyze English novels are: (1) use a mix methods of SCL and CCU; (2) Using a wide variety of learning methods; (3) as for further study in the use blend method of SCL and CCU can be carried out more than two cycles and each cycle is more than two meetings; (4) The combination of SCL and CCU method can be applied to other subjects.

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