

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of the current study and provides recommendations for teaching implications and future research regarding the intercultural approach in teaching English. These conclusions of the study are drawn based on the data analysis which is discussed in the previous chapter. Some recommendations are also provided in order to give information as well as guidance to conduct further research in the same issues.

5.1 Conclusion

As has been stated in the previous section, the purposes of this study were to find out how the intercultural language learning was implemented in an EFL classroom and what the students' responses to its implementation are. Regarding the implementation of intercultural language learning in the classroom, it was found that the teacher followed the principles of intercultural language learning, namely 1) Active construction, 2) Making connections, 3) Social interaction, 4) Reflection, and 5) Responsibility, as suggested by Liddicoat et al. (2003) and Liddicoat and Scarino (2013) as well as the other additional recommendations from Crozet and Liddicoat, (2002), Byram et al. (2002) and Corbett (2003). Relatively, in the six meetings, the intercultural language learning had been implemented properly and effectively with a greater involvement by the teacher and the students.

More specifically, the teacher frequently implemented the elaborations of the five principles of intercultural language learning in every meeting, even though there were some activities that were not implemented in some meetings.

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The teacher sometimes missed some activities. Although the principles are not sequenced steps, the principles mostly were implemented orderly from the first principle of active construction to the last one. However, in some cases, it was a combination and modification of all principles because there were some similar activities between a principle to another, especially the principle of active construction, making connection and social practice.

Furthermore, the principle of active construction was usually done in the beginning of a meeting. In this principle, the teacher frequently conducted activities related as suggested by Liddicoat et al. (2003) and Liddicoat and Scarino (2013). The teacher had a good role to successfully achieve the goal of this principle that was to make the students become an independent intercultural analyst based on their prior knowledge. The principle of making connection also had been often implemented by the teacher. The main activity done by the teacher was that he always encouraged the students to connect the new knowledge of the target language and culture with their existing knowledge of their own language and culture. Moreover, the activities on the principle of social interaction were the most implemented activities among all the principles. The teacher frequently conducted an interactive discussion and dialogue with students in every meeting. The teacher also guided the discussion so every student could express their opinions related to the intercultural topics.

Additionally, some activities were also done on the principle of reflection. In every meeting, the teacher always promoted a reflection of the students that they should be aware of the diversity among cultures without stereotyping. The teacher also encouraged the students to be active and critical students when seeing cultural problems. These activities were usually done in amongst the discussion or

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as a closing statement in the discussion. Finally, the principle of responsibility was conducted by the teacher, commonly at the end of a meeting. Like the principle of the reflection, this principle had similar activities, so the teacher sometimes combined the activities in both principles. The most important thing was that the teacher always told the students that they should be intercultural persons, not only during the teaching and learning but also in their environment in the future.

Regarding the students' responses to the implementation of intercultural language learning that was taken from the questionnaire and interviews, it was found that the students showed a greater interest in participating in the course. They said that learning English and its culture was interesting, and they experienced interesting activities to find new knowledge about language and culture. On the other hand, the students claimed that they have positive progress as well as good improvement of learning. They appreciated the teacher who had given greater involvement and guidance during the teaching and learning. They also enjoyed the activities done by the teacher in the classroom. They mentioned that they became more active and critical in expressing their opinions and perspectives in a discussion or conversation. The most important thing was that they claimed that they had become intercultural persons where they did not see and easily judged a cultural difference as a bad thing rather seeing it in different point of views either during the teaching and learning process or in their environment in the future.

However, there were some problems encountered by the students during teaching and learning in the classroom. In the earliest meeting of the course, some students faced difficulties in expressing opinions, especially in English. So they

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sometimes used *Bahasa Indonesia* in the discussion. This problem, actually, had been anticipated by the teacher by always encouraging them to speak and share their opinions, although there were some mistakes in their English use. Some students also found that they actually enjoyed the discussion, but they found it a little bit boring when the discussion was always done at every meeting.

5.2 Recommendation

In line with the conclusion above, the following recommendations for the teaching and future research are worth trying. The first, the implementation of intercultural language learning in this study was done on the subject of cross-cultural understanding in the level of undergraduate study. It is recommended that this approach should be implemented in every subject and at all levels of students including young learners. For example, the intercultural approach can be used in teaching the four skills of English that are reading, writing, speaking and listening. A teacher can select a target culture-related task in their teaching so the students will also learn the culture of the target language. It is important for students to know the target culture of a language that they learn to give them the intercultural competence as well as linguistic competence and to enable them to understand and accept people from other cultures.

The second, in implementing the intercultural language learning, a teacher should prepare and provide various activities and media in order that the students are interested in participating in the course. Discussion is the main activity that can be implemented, but there should be other activities to give various atmospheres in the classroom so the students will not be bored. In addition, authentic and 'inauthentic media', both written and spoken texts are also

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recommended to be used at every meeting. 'Inauthentic' media are used to involve many interpretations by the students than the native speakers would engage in.

The last, the recommendation is addressed to the future research. This study did not involve the assessment of students' performance in the teaching and learning process due to the limitation of time. Assessing the students' performance on the intercultural approach needs deeper comprehensive understanding and it also needs more time. In fact, the assessment of students is important to know their progress and development of understanding the materials as well as to know their improvement of their skills. Thus, it is suggested for the future research to include the assessment of students to get more comprehensive results of the study.

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