Teaching Techniques and Instructional Media in Presenting Intercultural Awareness in English Class of Primary School Students

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Abstract

This current research was investigated the teaching technique and instructional media used by Practice Teachers of English class for Primary School students in presenting the intercultural awareness to the EYL students. The researchers chose to use a qualitative research design because it was intended to get the picture about the teaching technique and instructional media used to present the intercultural awareness of EYL course done by practice teachers in English Department of the University of Muhammadiyah Malang (so forth UMM). The descriptive research design was supported by the ethnographic approach in which the researchers took part intensively to the phenomenon being investigated. The data were the teaching techniques and instructional media used by the teachers in teaching within 10 meetings. The subjects were 36 teachers who observed in 9 times. The instrument used was an observation by conducting the video recording, note taking, and documentation. The findings showed that; 1) among all techniques evaluated, 16 of them had been used and immersed intercultural awareness in the material being taught and developed. There were 16 techniques applied by practice teachers in presenting the intercultural awareness. There were describing and explaining culture, experiencing the culture through language use, dialogues, skits, and mini-dramas, drama games, masks and puppets, role play and simulation, songs and dances, etc, 2) the instructional media used by practice teachers to support the teaching technique in presenting the intercultural awareness were 22 (twenty two) instructional media. They were; flashcard, videos and films, realia, puppets, big books, puzzle, picture card, power point, real things, stereofoam of fruit, magic quiz, and worksheet, etc.

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1. Introduction

Teaching English to children requires us to see how children naturally develop their first language so that we can present developmentally appropriate programs which enable them to learn English in a good way. In developing their first language, children are in a setting where they are immersed in the daily use of the language as a means of communication. Every day children hear and know how the language is used and learn how to use it from the materials instruction. This context and understanding give children endless input, and the number of comprehensive input children get will determine the amount of the language they acquire. It simply means that teaching technique selected by the teachers should fulfill their needs in learning and develop their curiosity. Otherwise, teachers should select good teaching technique based on the student's characteristics, student's interest, and student's style of learning.

On the other side, the use of instructional media can't be separated from the teaching technique. Instructional media used by teachers in class will support the teaching-learning activities. Instructional media is as a medium or connector of interaction that sends information from teachers to students, on the other hand, it is used to transfer and deliver messages from course to create conducive situation and condition which help learners to do teaching-learning process effectively. Hence, study about teaching technique will automatically study about instructional media because media functioned as the tool of teaching technique.

Considering the above description, this research tried to investigate the teaching technique and instructional media used by Practice Teachers of English class for Primary School Students course. This idea was derived from the program of English Department which running an English course for Primary School students in UMM. This program was held in every semester as an apprenticeship program of English for Young Learners (EYL) subject in English Department of UMM. In addition, that subject is one of the elective courses offered by English Department beside Translation, English Business, and American Studies. EYL, and other elective subjects is divided into two levels, namely EYL 1 and EYL 2. The EYL 2 is the subject containing apprenticeship program. The students whom responsible to do the EYL teaching practice were seventh-semester students who took EYL 2 course. The students of teaching practice were the Primary School students. As an extra course for children, EYL class was held on every Sunday and have totally 10 meetings in which each meeting takes 90 minutes. The classes were divided into 6 groups from the 1st to the 6th graders of Primary School levels.

Previous research has been done before by Sabilah, et.all (2012) about the intercultural awareness of EYL materials used by practice teachers at EYL Course at English Department of UMM. It was found that some materials for teaching EYL had immersed intercultural awareness. Among 40 lesson plans evaluated, 13 of them had immersed intercultural awareness in the material being taught and developed. The material that showed intercultural awareness were those of foods, pets, clothing, birthday, idol, time, public places, animals place of living, and events at the restaurant. Those materials were implemented through instructional media, activities (songs, role play), and students' worksheets.

Therefore, to achieve grand research, a researcher should start from doing some grounded research first. Since the previous research still focused on the presentation of the material of intercultural awareness in EYL class, then this current research emphasized on teaching techniques and instructional media in presenting the intercultural awareness to teach English for Primary School students. These types of research were urgent to conduct because they were the essential components of teaching and learning process. Another reason why this research was necessary to conduct was that it was assumed that the description about the intercultural awareness on the students might bring them to the holistic understanding of foreign language learning. The complete process of acquisition of target language will lead them to the comprehensible input (Brumfit; 2003). Above all, the research purposes were to know the teaching techniques and the instructional media in presenting the intercultural awareness of the English class for Primary School students at English Department of the University of Muhammadiyah Malang.

2. Research Methods

2.1 Teaching Technique in Presenting Intercultural Awareness in English Class

There are some teaching techniques or classroom activities that can be done by the teacher to present intercultural awareness in English class.

a) Describing and Explaining Intercultural: In the past, the most common method for developing intercultural awareness was exposition and explanation. Teachers have talked about the target language speaking community or communities. Their history, literary, scientific or artistic achievements were told. They could be supported by visual materials.

b) Experiencing the Intercultural through Language Use: Through language use, students become conscious of correct levels of discourse and behavior: formulas of politeness and their relation to the social attitudes of people, appropriateness, turn-takings, etc are considered here. Gradually, learners begin to perceive the expectations of the society and the values. From the beginning, the teacher should orient the thinking of learners.

c) Dialogues, Skits and Mini Dramas, Drama Games: One of the most common devices used in the early stages is dialogues. A carefully constructed dialogue lends itself to acting out culturally based situations. Each dialogue should be constructed to demonstrate behavior culturally appropriate for speakers of that language. As the students become familiar with the dialogue and act it out, they learn through role-playing how to interact with all kinds of people. Drama games are usually utilized for young learners, but they are also applicable for older learners since they can be used with them only with a few minor changes. Picture making, dubbing, ear to ear, Simon says that and walking is among the well-known drama games. They have a very significant motivating effect in addition to their skill development and cultural awareness development duty. Young learners just learning a new language may be affected by such a situation positively. So, they will have a kind of positive intuition about the target language. These kinds of games also meet the needs of young learners who require some activities to spend their energy.

d) Masks and Puppets: Masks and puppets may be of great use especially for Primary School students. These devices protect the participants from violating their own codes of behavior or appearing foolish to their peers because it is clear that it is not they but the modeled characters that are responsible for what is expressed or performed. Social attitudes and implicit values of another culture can often be achieved by use of masks in the role-playing or by representing through puppets.

e) Role Play and Simulation: Roleplay is perhaps the most well known intercultural awareness developing activity among all the others. It can be applied in any class easily, and only with a few simple modifications, it can be used for different levels. Roleplay, like other drama activities, involves an element of 176'let's pretends in the target culture. That is to say, they either can play themselves in imaginary situations, or they can be asked to play imaginary people in an imaginary situation. Both of these two pretending situations can easily be utilized in class as an intercultural awareness developing activity. These activities give the students a chance to get up and move after long lecture hours which may be very boring for them and are familiar with the culture of the target language. Simulation is really a large scale role play. Or, simulation can be defined as "an activity where the learners discuss a problem, perhaps a series of problems, with a defined setting." (Byren, 1990:125). That is to say, in addition to roleplay, in simulation, some background information is given in addition. The intention is to create a much more complete and complex world in target culture such as a business company, a television studio, the office of the government... etc. In the simulation, in contrast to role play, the number of the participants is much higher. For example, in a role-play activity, there are usually two, three or at most four or five students taking place.

f) Songs and Dances: Songs and Dances help a lot about intercultural learning. The reason is that dances and songs have codified cultural fragments in their structure. Since they have joy and fun, intercultural is presented between the lines. Songs and dances also help learners see different worldviews and traditions. Thus, sympathy for foreign and local cultures are actualized.

g) Native Speakers in the Class: If possible, gathering with native speakers in class helps a lot. When the learners have such an experience, they have the chance of getting the direct intercultural equipped language. So, they use their linguistic competence with intercultural and discourse competence.

h) Using the Bulletin Board and Keeping up with the News: Other means of making life in the country or countries where the language is spoken seem real and contemporary is the keeping of an up-to-date bulletin board in the foreign language classroom. By the help of the news, cultural events, and

achievements of the countries presented on the board, the learners will be exposed to the target culture. Proverbs, comic strips, carefully selected jokes may be exhibited on the board. The daily news is a rich source of cultural information. What happens in the target language speaking community or communities may be interesting for learners. Discussions on the news are of great use. Television, radio, newspapers and finally internet have great influence on the development of intercultural awareness of the foreign language learners.

i) Using Pictures, Films, Filmstrips, and Video: Pictures are speaking materials in fact. They present a lot more than many other devices as far as culture is concerned. Suitable pictures with authentic setting are available for language classes for a variety of countries. Pictures, like other visual materials, let learners see the target language speaking societies in their settings. So, some concepts become more concrete. The same thing applies to films and filmstrips or video. They make a war away culture concrete and reachable. (http://www.jlls.org/Issues/Volume1/No.2/firataltay.pdf)

2.2 Instructional Media in Presenting Intercultural to English Class

To achieve a successful teaching intercultural awareness, a teacher needs instructional media. Fenner et al. (2001) point out that teaching intercultural awareness may use various media such as web pages, TV, broadcasts, films, leaflets, and posters. In addition, Vrbová (2006) adds text and email as media to teach intercultural awareness.

Media for teaching English for Primary School students have already been available to us. To utilize them for teaching in class requires the teacher creativity. To choose the media, the teacher has to pay attention to their functions in supporting the children learning. Some examples of instructional media that can be used to present intercultural awareness in English class are; Flashcard, Videos and Films, Realia, Puppets, and Big Books.

The researchers revealed a qualitative research design and were intended to get the picture about the teaching technique and the instructional media to present the intercultural awareness of English class done by practice teachers of English Department at UMM. The descriptive research design was supported by the ethnographic approach in which the researchers took apart intensively to the phenomenon investigated. The data were the teaching techniques and the media used by the teachers in teaching within 10 meetings. The subjects were English practice teachers of English Department, they were 36 teachers. The teachers were those who teach intercultural topics that can be identified from their syllabus.

The observation was conducted using video recording and note-taking. In order to achieve the validity of the results, this research used triangulation method. The procedures of research were as follows: 1) identified the intercultural awareness teaching technique used by the practice teachers, 2) selected the necessary data related to the topic being investigated, 3) sorted out the data into table of data presentation, 4) analyzed the data to find out the answer of the problem statements, 5) presented the results descriptively, and 6) drawn the conclusion.

3. Results and Analysis

3.1 Teaching techniques in presenting the intercultural awareness of the EYL course at English Department of UMM

Based on the observation conducted for 46 times, there were sixteen techniques applied by practice teachers in presenting the intercultural awareness. They were; describing and explaining culture, experiencing the culture through language use, dialogues, skits and mini-dramas, drama games, masks and puppets, role play and simulation, songs and dances, native speakers in the class, using the bulletin board and keeping up with the news, using pictures, films, filmstrips and video, experiment, snake ladder game, flash card, games, outdoor activity, craft and diorama, making poster. The explanations are presented below.

Describing and explaining culture technique was applied to teach several topics of intercultural materials, they were; animal (animals which are not living in Indonesia), alphabet (how to pronounce the alphabets and numbers), school environment (school yard and library), time (differentiating between a.m and p.m), fruits (differentiating between Indonesian and English pronunciation in pronouncing durian, avocado, papaya, cherry, and strawbery), daily activity (kinds of foreigner breakfast food such as bread and sandwich, burger, and pizza), house, modern market, shopping food and drink (the different way to shop in Indonesia and western countries), transportation (tram, bullet train, metro train, and cable car).

Technique of experiencing the culture through language use was applied to teach several topics such as house, shopping foods and drinks (vocabulary in shopping like take away, main course, appetizer, dessert), hospital (simulating between Indonesian patient and doctor), animal (naming animal from Indonesia and other countries

and animal fair), Javanese restaurants (mentioning kinds of food from various places in Java), weather and season (wearing winter, summer, and spring clothes).

The technique of using dialogues, skits and mini-dramas, drama games was applied to teach topics such as animals (outdoor activities using mime story) and Like and Dislike food (chain dialogue in a big circle).

Masks and puppets technique was applied to teach topic about animals (mask of various animals around the world).

Role play and simulation technique was applied to teach topics such as animals (do like various animals in the world can do), asking and identifying fruits (circle simulation about various fruit).

Songs and dances technique was applied to teach many topics such as things in the classroom (song about things in class), family member (one and one song), alphabat and number (singing an alphabet song, household items (a little teapot song), playing music about game, song about daily activities, asking and identifying fuits (song about fruits), traveling, daily activities, direction, clothes, my family, shopping foods and drinks (hot cross bun; the food from western), sport (doing gym outside the class).

The technique of presenting native speakers in the class was applied to teach cooking time (How to make a noodle). The technique of using the bulletin board and keeping up with the news was presented to teach many topics such as household, profession and the duty, daily activities, shopping foods and drinks, recreation places, community helpers, hospital, animal, and newsletter.

Technique of using pictures, films, filmstrips and video was presented to teach topics like pictures of things, family photo, pictures of animals, introducing a song through the video, picture of sun and moon, the video of playing toys and kinds of toys pictures, picture and text of daily activity, video of cooking food, flip card, filmstrip about the grandfather, video of conversation between customer and cashier, showing picture about sports, big pictures showing some places.

Besides, it was also found several additional techniques which are not mentioned in the theory, they were experiment to teach colour; snake ladder game to teach fruits; flash card to teach clothes; games to teach day, date and time ; outdoor activity to teach recreation places; craft and diorama was to teach animal (animal craft was used to stimulate students using communicative English when they are finishing the activity) and schoolyard diorama was to present school environment and making poster was to teach animal.

3.2 Instructional media in presenting the intercultural awareness of the EYL course at English Department of UMM

Based on the observation conducted at 46 times, there were 22 (twenty-two) media applied by practice teachers in presenting the intercultural awareness. They were; flashcard, videos and films, realia, puppets, big books, puzzle, picture card, power point, real things, styrofoam of fruit, magic quiz, worksheet, snake and ladder game, board game, family chart, a big watch, script, craft, roulette, poster, diorama, treasure hunt route, and map.

Flashcard was presented to teach numbering. Video and films were used to teach some topics like animals (especially about animals and their activities), alphabet (alphabet song), cooking time (a demo of cooking), selling and buying (a video of selling and buying). Realia was presented to teach many topics such as things in the classroom (clock, globe, eraser, marker), things in the bedroom, my toys (kinds of toys), fruits, Public places (the miniature of tennis field), school environment (going to UMM garden), medical equipment, school's equipment. Puppets were used to teach two topics like clothes and tourism places. While the big book was applied to teach lovely bedroom (a song about lovely bedroom).

Besides, there were many additional instructional media found to teach intercultural awareness which is not mentioned in the theory. Here are the details: Puzzle was used to teach daily activities (arranging pictures and sentence about daily activities) and direction (floor puzzle for direction). Picture card was applied to teach things in the classroom (chair, flag, and table) and transportation. Powerpoint was used to teach family members and characteristics of community helpers. The poster was used to teach community helpers and diorama was used to teach animals (a mini zoo which consists of animals from all around the world. The magic quiz was to teach household. The worksheet was to teach My Birthday. Snake and ladder game was applied to the teaching profession. The board game was to present traveling/transportation. The family chart was to teach my family. A big watch was used to teach day, date, and time. The script was used to teach shopping. The craft was to teach recreation places. Roulette was to teach public places. While treasure hunt route and map were to teach tourism places.

From the results of the observation towards the teaching technique and instructional media, it can be noted that not all techniques that suitable to use in teaching the intercultural materials are presented. The researcher

found 16 teaching techniques used to teach cultures, such as Things in the classroom (song about Things in class), Family member (One and one song), Alphabat and number (singing an Alphabet song, Household items (a little teapot song), Playing music about game, Song about daily activities, Asking and identifying fruits (song about fruits), Traveling, Daily activities, Direction, Clothes, My family, Shopping, Foods and drinks (Hot Cross Bun; the food from western), and Sport (Doing gym outside the class).

The most dominant techniques used were pictures, films, filmstrips and videos (23%), songs and dances (18%), describing and explaining cultures (12%), and role plays and simulations (12%). It seems that those techniques were chosen by practice teachers because they were easy to prepare and to present in class. They were easy to find the pictures from many resources such as from magazines, books, leaflets, brochures, internet and other sources. Besides, the practice teachers also very easy to download many kinds of films and videos from the internet too, as a result, this technique also used more by the class and the students were very happy with the activities.

As cited from the expert, Spelleri Maria in Bouma, Erin (2005) there are at least 5 classroom activities and approaches that are enthusiastically ideal for young English as a Second Language leaerners, they are: 1) drama and role play, especially if costumes and props are used, 2) using a ball to pass around, or an egg timer to turn dull classes into games or competitions, 3) doing a project that raises awareness of other children in the world, 4) take photos in class on occasion for instant gratification and classroom fun, and 5) give children some "power" and choices such as; let the kids take attendance, call the class to order, dismiss the class, sometimes choose between lesson alternatives, etc. Then, based on those active learning, it seems that the result of this study already fulfills the requirement of practical teaching to the EYL class. The practice teachers used various teaching techniques already, although in some circumstance there is still lack of detailed procedure.

So far, there was no serious chaos in class, but still necessary for teachers to cope some trivial problems to get better improvement. Mostly the intercultural materials were implemented through instructional media such as;flashcards, videos and films, realia, puppets, big book, puzzle, picture card, power point,magic quiz, worksheet, snake and ladder game, board game, family chart, a big watch, script, craft, roulette, poster, diorama, treasure hunt route, and map. The most dominant ones were realia (27%), powerpoint presentation or ppt program (15%), and videos and films (13%).

Realia was the most dominant one because this media was easy to find, concrete, and easy to introduce. The students also get easy to understand and memorize a certain vocabulary by looking at the realia, it was indicated by the test given by the teacher in the next day that students still understood the words well. Budden (2006) indicates that the main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For example, if a teacher is going to teach vocabulary of fruit and vegetables, it can be much more effective for students if they can touch, smell and see the objects at the same time as hearing the new word. In addition, realia is a real object which is available everywhere and provides a concrete learning experience for students.

In addition to realia, practice teachers were also very familiar with the ppt program, they can make it interestingly in the presentation and make the students happy with, that was the reason of using the ppt more. Weimer (2102) explains that 95 % of teachers apply power point in teaching-learning activities in all classes. It is also useful to oversimplify the material since what students need to know is reduced to a bulleted list of five items described in five words or less.

Film and video according to Heinich, Robert, et.al. (1982) can be categorized into teaching technique and instructional media. This media was also used many times by the teachers from first to sixth graders because they were easy to get from the internet, easy to present, and the most reasonable was because the students love this presentation much. The students learning English with joyful and relax, they felt that learning English was not difficult but fun. Many scholars discussed that video can give the potential impact of using videos in foreign language study. The way it works to contribute to the language development is it can be the source that can be listened and watch at the same time.

As it provides audio and audio service, it can help people improve their listening skills. In the context of intercultural activities, Heron, Cole, and Corrie (in Gromik; 2008) also offer evidence that showing video in the classrooms allows instructors to expose language learners to authentic cultural information. It means that video is a good technique as well as media to present intercultural awareness material.

In addition, the use of instructional media in teaching and learning process can generate new desires and interests, and stimulation of learning and even bring a psychological effect on young learners. The use of instructional media at this stage of learning orientation will greatly assist the effectiveness of the learning process

and the delivery of messages and content. In line with the developments in technology, computers can be used as a learning tool. Computers as learning media utilization include presenter information, simulation, training, and learning games. On the other hand, in its development, edutainment-based media is expected according to student characteristics such as level of intelligence, maturity, and mastery of prerequisite material that can deliver the students to master basic competencies.

In teaching English to Primary School students, because they love learning with fun, the edutainment is also recommended to use. The edutainment-based media created is expected to increase students' ability to learn independently and solve problems. In the use of this medium, students can decide what he would do. Thus, they will learn to analyze, look at the problem and find an alternative which is a troubleshooting step. The existence of taking such action, the ability of students to solve problems will increase.

Characteristics and capabilities of each media need to be considered by the teachers so that they can choose which media in accordance with the conditions and needs. For example, audio cassette media, an auditory media that teaches topics such as verbal learning pronunciation of the foreign language. In teaching a foreign language teaching, the instructional media is considered appropriate because if it is directly given without accurate common inaccuracies in pronunciation repetition and so forth. The making of this audio cassette media including easy, requiring only a tape recorder and speakers who can speak a foreign language, while the utilization using the same tool.

According to Seelve the children who were taught with intercultural awareness, they could build bridges from one cognitive system to another (Seelye, 1968). So, it is necessary to integrate all materials taught to EYL with the cultural understanding through the using of various and appropriate techniques as well as the instructional media to get the better results. Therefore, the techniques and the media implemented must suitable with the children characteristics. From the research results, the researcher can underline that there are no serious problems with the teaching of English for Primary School students (practice teachers) in selecting and implementing the techniques and media. They are already competent with the knowledge about the principle of EYL teaching. It proved by their abilities in preparing good techniques and supporting media to teach the students.

4. Conclusion

Based on the findings, it can be summarized that among all techniques evaluated, 16 of them had been used and immersed intercultural awareness in the material being taught and developed. There were sixteen techniques applied by practice teachers in presenting the intercultural awareness. There were describing and explaining culture, experiencing the culture through language use, dialogues, skits and mini-dramas, drama games, masks and puppets, role play and simulation, songs and dances, native speakers in the class, using the bulletin board and keeping up with the news, using pictures, films, filmstrips and video, experiment, snake ladder game, flash card, games, outdoor activity, craft and diorama, making poster.

The instructional media used by practice teachers to support the teaching technique in presenting the intercultural awareness are 22 (twenty-two) media. They are; flashcard, videos and films, realia, puppets, big books, puzzle, picture card, power point, real things, styrofoam of fruit, magic quiz, worksheet, snake and ladder game, board game, family chart, a big watch, script, craft, roulette, poster, diorama, treasure hunt route, and map.

All in all, the techniques and the media used to teach intercultural to teach English for Primary school students had immersed correct understanding. The teaching techniques developed for upper levels implemented more various than that of for lower levels. It might due to the reason that upper-level students are more aware of other cultures and they have more knowledge of the culture of the target language. By developing and implementing culturally aware materials, the practice teacher had accomplished their tasks to help students become culturally aware without tearing them from their own culture.

This research was a qualitative study that explored the teaching techniques and the media used in teaching the intercultural awareness in English class for Primary School students. The samples are relatively big because this research involved many subjects, they are all students from first to six graders of Primary School (more or less180 students) and 58 practice teachers. Therefore, the research results can be generalized toward all the population includes. The ideal in education is twofold: First, teachers need to help all students learn how to function within society without tearing them away from their own cultural beliefs and values. Second, teachers need to realize that students learn in different ways and how they learn depends a lot on their cultural backgrounds. The teacher must take this variability of developing technique and media in teaching intercultural into account. A teacher who can accomplish both of these tasks is one that would qualify as being culturally aware.

Acknowledgments

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