

THE INFLUENCE OF USING CCU (CROSS CULTURE UNDERSTANDING) MATERIAL TO THE STUDENTS' SPEAKING ABILITY

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ABSTRAK

This research is carried out in order to find out how far the influence of using CCU material to the students' speaking ability. The researcher had outlined the problem in this research that focused on speaking abilities. It is related on the problem identification that the students speaking ability is bad, they get the difficulties to speak well and they are also not interested about the learning method in the class. They always feel bored in speaking subject. In this research the writer takes all the eleventh grade students as the object of this research, they are 90 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMA Negeri 3 Padangsidempuan. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}). After analyzing the data, it has been got that the value of r_{XY} is 0.79. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. The conclusion of the research is Cross Culture Understanding Materials is one of the material can be used in learning speaking

Kata Kunci: cross culture understanding, speaking

INTRODUCTION

The world's languages have a significant impact on how people live. Humans are able to communicate with others through using languages to convey ideas, speed up the thinking process, and recall data. (Klein, 1991)

One of the most significant subjects taught in practically all schools worldwide, including Indonesia, is English. The fact that English is becoming an international language is crucial. Based on the curriculum, language learning goals at school is students are able to use language. Skills that includes four aspects: writing, reading, speaking and listening.

Language skills are taught to the students to be able to listen, speak, read and write well.

Due to the fact that global communications are becoming more advanced all the time, students nowadays must be able to use and apply the English language in their daily lives and social interactions. The fact that English is the language of commerce and of worldwide communication is one of the primary reasons why students today study English. Students are now aware of how important English language skills are for job development and communication in global business.

All employment applications won't be accepted if you can't speak English. Science, technology, and cultural information are all frequently exchanged using English through spoken and visual media. According to Harmer (2001), English has spread throughout the world. It implies that persons who speak various languages can communicate verbally or in writing using English. To interact and exchange information, they use English.

Because they never frequently practice speaking English, the majority of students find it challenging to speak up when they wish to ask a question or respond to one from the teacher. The majority of students consequently behave passively in class. By encouraging kids to talk, teachers can assist them resolve this issue. Because of this, teachers should employ engaging teaching strategies that motivate pupils to actively participate in class. Students and students must participate in the teaching and learning process in addition to the teacher and students. The teacher should inspire pupils to address these issues and devise the best methods of stimulating them so they would be motivated to practice speaking.

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This issue also occurred when the author conducted a pre-survey on May 6, 2018. Many students still find it difficult to share their minds in class, and some students' inert behavior leaves them bored. Even though they believe they can speak English well, they only list themselves as listeners. Naturally, the class does nothing to aid in their improvement. The evidence demonstrates that teaching speaking does not produce satisfactory results.

In order for pupils to learn effectively and efficiently and reach the desired outcome, teachers must have a strategy. So, achieving the objectives requires the appropriate teaching approach. Even if the teacher has employed a number of approaches that are deemed appropriate to speed up the teaching and learning activities and make it simpler for students to understand the lesson, many students still struggle with learning English.

The researcher wants to increase the students' Speaking Ability by using CCU material among the eleventh grades of SMA Negeri 3 Padangsidimpuan.

THE REVIEW OF LITERATURE

From some definitions of speaking literature, it can be concluded that speaking is always related to communication. Speaking is one way to communicate. The people can share information, knowledge or ideas. Speaking skill itself can be stated as the skill to use the language accurately and express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

Cross-Cultural Knowledge (CCK) is a prerequisite for cross-cultural understanding. The inability to appreciate other cultures often stem from the absence of knowledge about them. Respect and appreciation of a culture will happen and grow if people are familiar with the respected characteristics, values, beliefs and behaviors in the culture.

With adequate CCK, people will develop Cross-Cultural Awareness (CCA), i.e. they will show understanding and appreciation, which may be accompanied by changes in behavior and attitudes towards the culture.

Cultural elements can be classified into three aspects: cultural knowledge, patterns of

behavior, and artifacts. Thus learners of English have to understand the differences of cultural elements viewed from the point of knowledge (the do,,s and the don,,ts in line with the norms adhered by the intended community), patterns of behavior (e.g. how a person gives something to another, should be with the right hand, should be with the left hand, or either one is equally acceptable), and objects of culture owned, recognized and respected or valued by the community (building design or architecture, clothing, furniture, household utensils, ornaments, souvenirs, etc.)

This research is quantitative research. This research is aimed to knowing the influence between independent variable and dependent variable. There are two variables in this research; they are independent variable (X) and dependent variable (Y). The independent variable (X) is Using Cross Cultural Understanding (CCU) and dependent variable (Y) is speaking ability. In short CCU is a teaching material to improve speaking ability of the students. The theoretical framework in this research is "if CCU material is applied perfectly in the English teaching and learning process, so the students' speaking ability will be good. Whereas, if CCU material is not applied perfectly in the teaching and learning process, so the students' speaking ability will be bad.

THE RESEARCH METHODOLOGY

In conducting a scientific research, a researcher can't be freed the method used in it. Because this research is assumed as a scientific research, so that in this research the writer applies the scientific method. And in order to find out about how far the influence of the using CCU material to the students' speaking ability of the eleventh grade students of SMA

Negeri 3 Padangsidempuan in 2021-2022 is, the writer applies the correlational research. It is relevant to the statements of L R Gay (1988) that states : “Correlational research involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. Degree of relationship is expressed as a correlation coefficient. If a relationship exists between two variables, it means that scores within a certain range on one measure are associated with scores within a certain range on another measure.

For collecting the needed data, the writer applies the library research and field research. The library research is applied based on the needs of the data from the library, in this case the needs of the books as the sources of theories and informations, whereas the field research is used based on the needs of data from the field, in this case from the SMA Negeri 3 Padangsidempuan.

The writer uses population sample and takes the whole number of the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2020 - 2021 students as the sample of this research. They are 90 students.

For getting the data about the methods applied by the students in learning the writer uses the questioners to the students. The result of questioners then scored in order to get the quantitative data about the methods applied by the students in learning. And in order to get the data about the students’ students’ speaking ability the writer applies the written test to the students.

After getting the data, both of the data of the using CCU material and the data of the students’ students’ speaking ability in English, the next step used by the writer is analyzing it by using the statistical analysis. It is done, because the collected data is the quantitative

data, they are the scores of the students’ methods in learning and the scores of the students in listening. The statistical formula used is the formula of Pearson’s Product Moment Correlation as follows :

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} = the influence of the using CCU material to the students’ students’ speaking ability

X = the scores of the using CCU material

Y = the scores of the students’ students’ speaking ability

N = the number of sample

The statistical analysis is applied in order to find out how far the influence of the using CCU material to the students’ speaking ability of the eleventh grade students of SMA Negeri 3 Padangsidempuan in 2021-2022 is. In this case the writer consults the value of r_{xy} to the table of Interpretation of correlation. The table of interpretation will show us about how far the influence of using CCU material to the students’ students’ speaking ability is. And in order to know about how far the using CCU material and the students’ learning achievement, the writer uses the formulation of mean score or the average score (M).

THE RESULT OF RESEARCH

In this research, there were two variables there are independent variable and dependent variable. Independent variable (X) was CCU material and dependent variable (Y) was the students’ speaking ability. Based on the data analysis, the researcher concluded that CCU material was an alternative material that had influence on the students’ speaking ability. By information this, it could be seen by the result of the test. Students of the eleventh graders of

SMA Negeri 3 Padangsidempuan had done test where by before holding the test, the researcher gave them certain treatment that consisted of Cross Cultural Understanding Material.

Before conducting the research, the researcher gave pre-test in order to find out the students' speaking ability before the treatment. The result showed that the highest score was 85 and the lowest score was 55 with the average 59,8. After finishing the treatment, the researcher gave post-test. The result showed that the highest score was 90 and the lowest score was 60 and the average was 77. In conclusion, the result of this research was r_{XY} value is 0.79 which revealed that H_a was accepted and H_o was rejected.

In other words, there was a positive and significant effect of using CCU material on the students' speaking ability at the eleventh graders of SMA Negeri 3 Padangsidempuan. By using CCU material as an alternative technique, the students learnt such make speaking ability in learning English. And more, there is a positive and significant effect of using CCU material on the students' speaking ability after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of speaking ability.

CCU material could be a solution for teaching learning process especially in speaking because it made the students more active while learning. Too, they were given much more opportunities to explore all their ideas. By using this material, teaching and learning process was more interesting, enjoyable and fun because the material included culture topic around their daily live and their environment so that the students might active during learning process.

This research was conducted only at the eleventh graders of SMAN 3 Padangsiimpuan with the purpose to see whether there was any positive and significant effect of using CCU material on the students' speaking ability. In other words, the result of this research could not be generalized. Consequently, the result might be different if it was conducted in any other circumstances.

THE CONCLUSSIONS

Cross Cultural Understanding (CCU) is one of the materials in learning speaking to improve speaking ability. Based on the analysis and result of the research, the researcher can conclude that the CCU material has a positive effect on the students speaking ability. It can be used as the technique in learning speaking ability and it can improve the learning speaking ability. It can be seen from the value of r_{XY} is 0.79. The data confirmed that IS is high correlation". Therefore, it can be concluded that H_a is accepted and H_o is rejected. So, there is an influence of CCU material toward the students' speaking ability at the eleventh grader of SMA Negeri 3 Padangsidempuan

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