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DEVELOPING CROSS CULTURAL UNDERSTANDING MATERIALS BASED ON PROBLEM SOLVING SKILLS IN ENGLISH DEPARTMENT OF PNM

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ABSTRACT

This research was aimed to develop CCU materials for students of English Department. This materials was hoped could support students needs and it could be link and match with workforce and industry. So that the students can get the benefits maximally especially in understanding intercultural communication and communication skills in Cross Cultural Understanding course. This research applied research and development as explained by Thiagarajan (1974). He defined that Research and Development was a research method which use 4D models those are Define, Design, Develop and Disseminate. The research showed that in the define stage it was conducted need analysis towards 29 students by sharing questionnaires to know the indicator of learning objectives based on learning outcome. In the design stage, the CCU materials contains 10 chapters, 170 pages. The next stage was development, it was aimed to produce a textbook which was based on students need and by using problem solving skills. There were two steps namely expert validation or judgement and product testing. After conducting the limited test and implementation of the product, then we come to the last stages that is disseminates. In this stage, researcher disseminate the product to the users of the textbook. Before that there were some steps which had been done, first contacting the publisher of the book to get ISBN. Then the second one was after getting ISBN the textbook was ready to be copied and shares to the users.

Key words: *Cross Cultural Understanding, Problem Solving Skills, Research and Development*

1. BACKGROUND

Cross cultural understanding is one of the compulsory course which must be taken by the students in English Department of PNM. Based on the learning outcome of CCU in English Department, this course has purpose to prepare the students to be able apply the concepts and procedures of CCU which is used in communication, life, language and texts, in the field of tourism and journalism and another field which has relation with this course. Consequently the lecturer should prepare the lesson plan appropriately, conduct and manage the learning process in order to meet their specific needs.

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Recently there are few course books offered to fulfil the students need. Some books which usually uses is about CCU materials in general matter. It does not meet the students need. Especially for English Department of PNM that focuses in Journalism and tourism field. This statement is coherence with Cunningsworth (1995) which he says that there is no course book designed for a general market will absolutely match with specific learners. Therefore there will never be perfect teaching learning materials that can be used anywhere, anytime for the same level of students. As the consequent, English materials should be more specific based on the students' need.

Based on the description above, it is necessary for the researcher to purpose a possible solution which may bridge the gap between the general CCU they have been learning and the specific needs of students for their career in the field of journalism and tourism. Therefore, the researcher is going to develop the CCU materials for English Department students by using Problem Based Learning.

2. LITERATURE REVIEW

A. Cross Cultural Understanding

1. Definition of Cross Culture Understanding

Benner, Benner & Allen in Eliawati (2018) states that cross cultural understanding is the ability to move from an ethnocentric attitude to one that respects other cultures, eventually leading to the ability to behave appropriately in a culture or cultures different. Cross cultural understanding is basically like having a dual role. Corbett (2003) stated that the understanding of cultural understanding is an ability that positions language learners in the position of a messenger or diplomat, who is able to see and communicate with different cultures through the point of view the person who has the communication skills.

2. The Importance of Cross Cultural Understanding

Learning cross-cultural understanding is very important since communication, language, and culture cannot be separated (Tomalin and Stempleski in Hikmatulloh, 2020). If we do not understand culture, we will not be able to understand text fully (Sadtono, 1999). Shaules and Abe (1997:24) suggest that 'learning to speak another language is also learning how to change our way of looking at the world, and our way of thinking and interacting.

Cross cultural Understanding role in teaching English as Foreign Language has significant influence. Hikmatulloh and Syafi'i (2020) explained that at least there are some goals for the students, those are:

- a. To prepare the students who come English teacher
- b. CCU is needed for whom wants to go overseas for studying or another purposes.
- c. CCU is needed for the one who will apply English as a tool of communication in their jobs or career

CCU plays a significant role in intercultural communication. Between language and culture can not be separated. Learning language itself automatically learner should learn the culture of the country and the people where the language is from. If learners do not study integratedly there miscommunication and misunderstanding.

B. Problem Solving Skills

1. Problem Solving Skills Definition

OECD (2012) stated that problem solving skills is the ability to overcome the problem in effective manner without any trouble. It involves the ability to identify and

define the problem, generating alternative solutions, evaluating and selecting the best alternative, and the implementing the selected solution.

2. Strategies to improve Problem Solving Skills

Abazove (2016) suggested 5 strategies to improve Problem solving skills which is called IDEAL. It stands for Identify, Define, Examine, Act and Look.

a. Identify the problem

The definition of problem skills is the ability to identify the nature of a problem, deconstruct it (break it down) and develop an effective set of actions to address the challenges related to it. Indeed, in some challenging situations many students are overwhelmed with emotions and see just big obstacles, barriers or trouble. However, great problem solvers try usually to identify the very roots of the problematic situation – the nature of a particular problem, which can be clearly distinguished, addressed and ultimately solved. It is not enough to say that the situation is bad or out of control, as this is very abstract and unhelpful. It is more important to clarify where those problems and challenges come from. Albert Einstein once said: “The formulation of the problem is often more essential than its solution, which may be merely a matter of mathematical or experimental skill.”

b. Define the main elements of problem

The next step in problem solving – and in learning problem solving skills – is an ability to break down the problem into small pieces, or smaller and more manageable parts by defining the main elements of the problem. It is an essential step and a skill to develop both psychologically and managerially. Instead of facing a giant, scary, impossible-to-climb monster-mountain, you have to learn how to define smaller roads among the hills and rocks. When you break down a big problem into smaller elements – then you are no longer facing an impossible task, and can tackle making several very concrete steps to achieve the goal – to solve your problem

c. Examine possible solution

Finding possible solutions is a very tricky step in the problem solving process, as on the surface it looks like most of the work is already done and the ultimate goal is so close. In reality, the students should not just look for simplistic ways to address the elements of the problem. They should find the most effective ways and turn them into an opportunity to make a strong success story. Steve Jobs often liked to suggest that when his team was confronted with a problem they had to search for “an elegant, really beautiful solution that works.” Here students also have to remember that there are risks and factors that are not easy to foresee (but possible to try to predict). In order to become more effective, students need to master creative approaches to searching for solutions, with the aid of techniques such as a problem solving tree. In this tree for every branch (a problem element), students have to develop several leaves (possible solutions). An important part of this step of the problem solving process is to create logical links between different potential solutions, thus reinforcing solutions and creating synergies

d. Act on resolving problem

Developing a step-by-step execution plan and acting effectively and decisively is the final touch in the problem solving process. This is also an important skill as it doesn't matter

how effectively students identify the problem, define its elements and examine possible solutions, everything would boil down to the ability to perform concrete steps to execute the action plan. Within this problem solving formula students should also master such skills as monitoring and evaluating the entire action implementation process and – if it is group undertaking – learn how to delegate certain parts of the work to each other or to external stakeholders.

e. Look for lesson to learn

At the moment when the problem is solved, I suggest that students sit down with all their problem solving trees and action plans, either alone or together if it is a group project. This is the moment to look back and see if there is a need to tune up the work that has been completed. Especially valuable is taking the time to evaluate the entire process and formulating the lessons to be learned so the next problem solving project more effective and produce even more elegant solutions

C. Material Development

1. Definition

Learning material development is one of the important factors in most ESL classroom. Nunan (2003) explained that teaching materials are often the most substantial and observable component of pedagogy. He then stated materials development is basically dealing with selection, adaptation, and creation of teaching materials. Practically, it focused on evaluation, adaptation of published materials and creation. Tomlinson (1998) stated that materials development refers to anything which is done by writers, teachers or learner to provide sources of language input and to make use of those sources in ways which maximize the likelihood of intake: in other words the supplying information about and or experience of the language in ways designed to promote language learning. In doing so, materials developers, including teachers, may bring pictures or advertisements in the classroom, compose a text book, design a student worksheet, read a poem or an article aloud. Therefore whatever they do to provide input, they also take into account any related principle to make the learner able to learn the language effectively.

2. Principles in Materials Development

There are some various points of view from the expert related to the principles in materials development. First Nunan (1988) explained that there are at least six principles;

- a. Materials should be clearly linked to the curriculum they serve
- b. Materials should be authentic in terms of text and task
- c. Materials should stimulate interaction
- d. Materials should allow learners to focus on formal aspects of the language
- e. Materials should encourage learners to develop learning skills and skills in learning
- f. Materials should encourage learners to apply their developing skills to the world beyond the classroom

Meanwhile Bell and Gower (2011:142-146) stated that there are 11 principles;

- a. Flexibility
- b. From text to language
- c. Engaging content
- d. Natural language

- e. Analytic approach
- f. Emphasis on review
- g. Personalized practice
- h. Integrated skills
- i. Balance of approach
- j. Learning to learn
- k. Professional respect

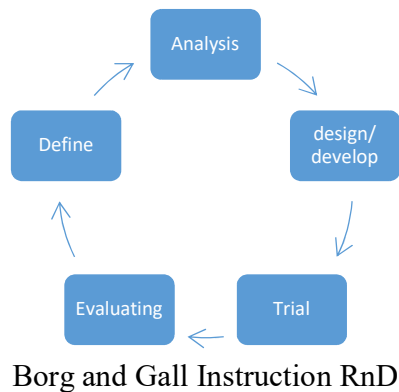
2. RESEARCH METHODOLOGY

This research conducted as a research and development in ELT. The purpose of this study is to find the appropriate teaching materials such as a standard hand book for Cross Cultural Understanding course. This research is needed to be conducted because there is a problem related to teaching materials in which does not meet the students' need and learning outcomes of English Department of PNM. This case is found by the lecturer during teaching learning process. As stated by Borg and Gall (1983:772), he defines R&D is a process used to develop and validate educational product. The steps of this to develop and validate educational product. The steps of this process are usually referred to as R & D cycle, which consist of studying research findings pertinent to the product to be developed, developing the product based on the findings, field testing it in the setting where it used eventually, and revising it to correct the deficiencies found in the field testing stage. In more rigorous program of R&D, this cycle is repeated until the field test data indicate that the product meets its behaviorally defines objectives.

A. The Procedures of the Research

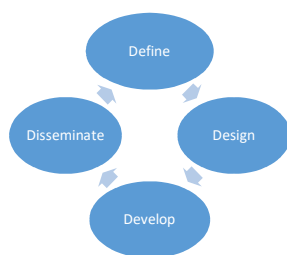
In doing the research, the researcher takes some steps which called as the cycle of the research and development. The cycle consist of learning the research discovery related to the developed the product, anddeveloping the the product based on the finding, doing the experiment of the product and revising the less of the product. As stated by Sugiono (2012: 297) this research and developement was the research methos used to find certain products, and test the effectiveness of the products. The other definition of this research is the process to develop a new product or revise the existing product. In this case is the learning material or modul.

As the subject of this research is CCU learning materials/ modul based on problem solving skills. This research has a process to develop and validate educational product as metioned by Borg and Gall in Sukmadinata (2005). All stepss are cycled, and the next steps are always based on the previous results. As seen in the following figure.



Borg and Gall's cycle states ten steps of development. They are: (1) *Research and information collecting*: includes needs, literature review, small scale research studies, and preparation of report. (2) *Planning*: includes defining skills to be learned, stating and sequencing objectives, identifying, learning activities, and small scale feasibility testing. (3) *Development of preliminary form of program*: includes preparation of instructional materials, procedures, and evaluation instruments. (4) *Preliminary field testing*: it is given to a few individuals from the target population. It includes interview, observation, questionnaire, and analyzing data. (5) *Main program revision*: it is made based on the result of preliminary field test. (6) *Main field testing*: it is given approximately twice as many as in preliminary field test. Pre and post program quantitative data on participants collected; result examined with respect to program objectives and compared to control or comparison group. (7) *Operational program revision*: it is based on the results of main field test. (8) *Operational field testing*: it is given to a few individuals from the target population. It includes interview, observation, questionnaire, and analyzing data. (9) *Final program revision*: it is made based on the result of the operational field test. (10) *Dissemination and implementation*: presenting and implementing the program.

The other Research and development method was purposed by Thiagarajan (1974). He defined that Research and Development was a research method which use 4D models those are Define, Design, Develop and Disseminate.



This method was chosen because it aimed to develop a product namely textbook for CCU lecturing. Then developed textbook would be tested the qualification by validity test and trial the product to know how far the textbook improve students achievement in the last semester. The detail steps would be explained into 4 stages below.

1. Define stages

In this stage the researcher needs to identify the teaching learning process which would be developed especially anything related to textbook development. Collecting some needed informations to know the students conditions or problem faced by both students or lecturers.

In this stage we also conducted need analysis on teaching objectives. It was done to know the indicator of learning objectives based on learning outcome for English department (*Capaian Pembelajaran Prodi*) and CCU lecturing (*Capaian Pembelajaran Mata kuliah*). The researcher also shared the questionnaire towards 29 students to know what they actually need and expect in CCU classroom.

2. Design stages

After conducting need analysis from define stages, the next is design stage. In this stage the textbook designed to teach CCU based on students need by using problem solving skills approach. Researcher wrote down the textbook draft and shared to the experts of ELT and CCU lecturers to get some inputs. Researcher shared 35 items questions on questionnaires and some comments related to the writing techniques and font. These inputs could be a benefit for improving the quality of textbook. Based on the expert judgment the quality of the draft was good enough but it needs some improvement on the content and additional some visual aids or animations in every chapter in order that it can be attractive to be read by the students.

3. Develop stages

In this stage development was aimed to produce a textbook which was based on students need and by using problem solving skills. There were two steps namely expert validation or judgement and product testing.

a. Expert judgement

Expert judgement or expert validation was aimed to get some improvement or some additional inputs to make the textbook better. The draft was shared to the experts and CCU lecturers followed by delivering some questionnaires and comment sheets. After finishing reading the book, they were asked to fill out the questionnaire and comment sheet via google form. Then the data was analysed by using $\text{pearson}(\text{array1};\text{array2})$ in the excel form manually to get the valid score. The average score then compared to the r-table in the statistical form. If the average score was higher than r-table means it was valid, if the r-table was higher than r-count(average score) it was invalid. Experts also gave some comments for improvement the first draft, then the second draft was developed.

b. Product testing

After getting some inputs from the ELT expert and CCU lecturers as the content analyser, then researcher developed second draft. After finishing revised the second draft then the product was applied in the CCU classroom for 5 meetings. In this step, it was also conducted the achievement test to know the result of teaching learning process. Whether there was any improvement or not.

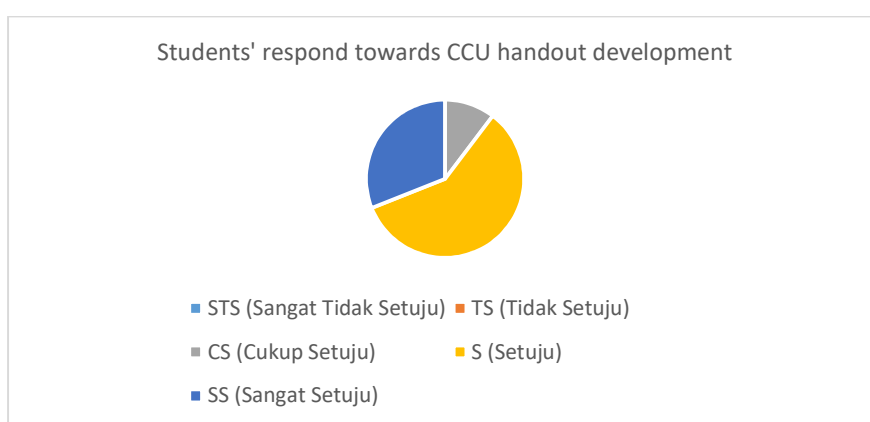
4. Disseminate stages

After conducting the limited test and implementation of the product, then we come to the last stages that is disseminates. In this stage, researcher disseminate the product to the users of the textbook. Before that there were some steps which had been done, first contacting the publisher of the book to get International Serial Book Number or ISBN from National Library (perpusnas) RI. Then the second one was after getting ISBN the textbook was ready to be copied and shares to the users. The last step was registering the product to be patented in the *Dirjen Hak atas Kekayaan Intelektual Kementrian Hukum dan HAM RI*.

5. FINDING AND DISCUSSION

1. Define Step

To define the students' need, researcher conducted need analysis towards 29 students which has learned CCU and interviewed some lecturers of CCU class. Based on the result of questionnaire spread out to the students, it provided data 0 % students who were strongly disagree (STS) and disagree (TS) if there will be a hand out to be developed, 10.3% students who were slightly agree (CS) if CCU handout was developed, 58.6% students agree (S), 31% students were strongly agree (SS) if there is a good hand out to be developed to help them learning CCU. As seen in this table below. The values of the option given vary from 5 for the most favourable to 1 for the least favourable. For the middle point of value namely score 3 means that they were in between agree and disagree.

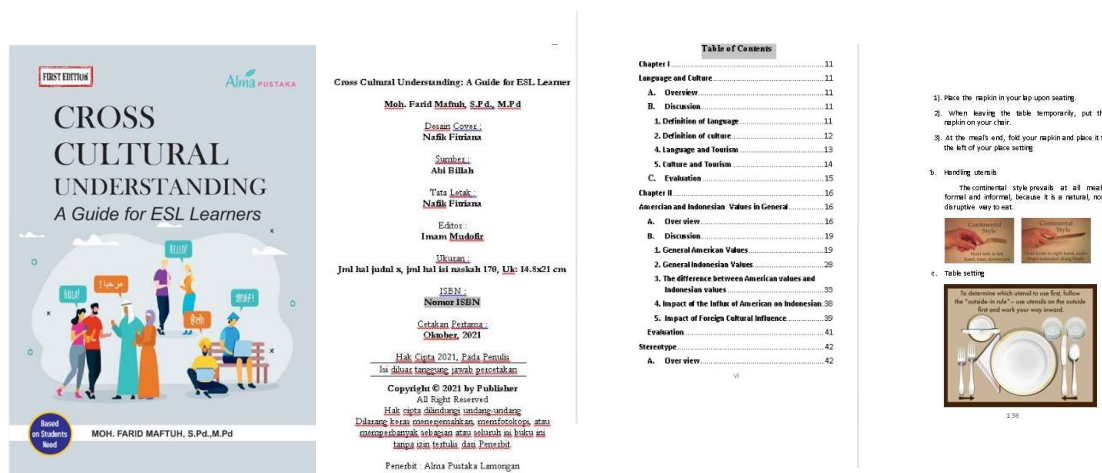


Open ended questions conducted towards CCU Lecturers and the result shows that they did not find hand out which was really relevant with learning outcome of English Departments and CCU for EFL itself. The availability materials either for teaching or learning was very limited. Based on the data above it can be concluded that students and lecturers need a relevant teaching learning materials in which instantly can be applied in the teaching learning process. It is a hand out which was designed based on students need that can help students solve their problem in learning CCU.

2. Design Step

The result of Design stage is CCU handout based on problem based learning. The result of this book design contains 10 chapters, 170 pages. Chapter I talked about language and culture, chapter II discussed about American and Indonesian Values in General, Stereotype was discussed in the third chapter. Then continue to the fourth chapter, it was about Intercultural communication or cross cultural communication. Chapter V was about Non verbal Communication and culture shock was in the chapter VI. Chapter VII talked about Cultural Conflict. Male and female relationship between in Indonesia and America would be in the chapter VIII. The next is chapter IX learns about table manner in across western countries and the last chapter was hotel tour.

This figures show the appearance of the book.



3. Development Step

The result of teaching material development after finishing design the book was developing material or textbook by testing the validity. There were some aspects which were tested. Those are content aspect, material presentation aspect, language use aspect, typography aspect. The data obtained by using questionnaire. Then it was analyzed by using pearson(array1;array2) in excel manually. Questionnaire was shared towards 8 respondents from English lecturers and 29 from students as the user of the book developed. Below is the result of data display.

a. Validity Test

1). Content Qualifications of CCU Textbook Material Aspect

This book was already verified and validated by ELT expert and CCU lecturer. The results showed that the average of r-count from 10 statements were higher than r-table, so it can be said that the criteria was valid. This data was supported by the result of interview, the ELT expert also gave a comment, as Ms IP said, “*Dari segi isi saya sudah tdk bisa komentar pak, luar biasa. Mgkin yg perlu disempurnakan adalah bagian teknis saja, seperti font yg digunakan ngkin lebih baik disamakan, misal di daftar isi ada yg belum TNS, juga utk halaman juga lebih baik TNS saja supaya seragam. Keren pak farid dan tim 🤔🤔🤔*”. It means that she appreciated very much for developing this book. She could not give a specific comment anymore because the content of the book was strongly good. She amazed after reading the book. However she also give a little comment it was related to the use of font. She found that the use of font on the table of content was not the same as in the whole content of the book.

2). Presentation of CCU Textbook material Aspect

This book was already verified and validated by ELT expert and CCU lecturer. The result showed that the average validity test results of CCU textbooks for each statement(10 statements) was $> 0,7067$ which are categorized as valid so this affects the average overall aspect of the material obtained it is categorized as valid. Thus, from the presentation of CCU Textbook material aspect have met the criteria for teaching and

learning process in CCU class. Beside that the respondents also gave a comment to add some relevant figures to make the book more attractive. As Mr. MA said, "*Bisa ditambahkan animasi yg menarik dan relevan*". This suggestion was already followed up by revising the contents.

3). Language Use of CCU Textbook material Aspect

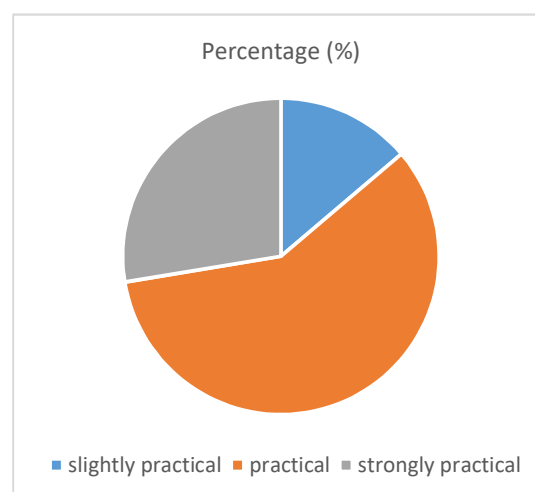
This book was already verified and validated by ELT expert and CCU lecturer. The result showed that the average validity test results of CCU textbooks seen from language use aspect for each statement $> 0,7067$ which are categorized as obviously valid so that this affects the average overall aspect of the material obtained, with criteria valid. Thus, from the aspect material, CCU textbooks have met the criteria for use in mathematics English lectures.

4). Writing Typography of CCU Textbook material Aspect

This book was already verified and validated by ELT expert and CCU lecturer. The result showed that the average validity test results of CCU textbooks seen from writing typography aspect for each statement $> 0,7067$ which are categorized as obviously valid so that this affects the average overall aspect of the material obtained, with criteria valid. Thus, from the aspect material, CCU textbooks have met the criteria for use in mathematics English lectures.

b. Practicality test

CCU hand out which was already tested the validity then it was applied towards CCU classroom until 5 meeting. Then practicality test was conducted by sharing the questionnaire via google form towards 29 students as the user of the book. The result of the data obtained was 13,8% students said that it was slightly practical, 58,6% students stated that the book was practical to be used in learning, then 27,6% students said that the CCU hand out was strongly practical used as media of learning. No one said that it was strongly not practical or not practical (0%). As seen in this pie chart below;



Then to know how well the book can help students understand better, researcher conducted pre test and post test. Pre test conducted after learning CCU by using the other teaching materials for 5 meetings (1st meeting till 5th meeting). Then in the second part of semester the students given post test after 5 meetings or in the 6th meeting until 10th meeting to know the result of learning after using CCU textbook based on problem solving skills applied. The table below shows that the average of pre test score(mean) is 73,18 and for the average of post test score (mean) is 82,28. There was a significance improvement between pre test result and the post test result. To hide the identity of students the complete name was written innitially. This is due to privacy of students. Actually there is 29 students, however due to one of them was getting sick so she was unable to join either pre test or post test.

5). Disseminate stages

In this stage, the researcher submitted the product in the form of CCU textbook which has been ready to copy based on the need. Then it was registered to the National Library database or Perpustakaan Nasional by the publisher to get the International Serial Book Number (ISBN). After that the textbook also registered to the DJKI to get the patent of the product in order that the product will not be copied or spread out without any permission or something that is not expected in the future. Then finally the product would be shared to the students and or the lecturers who teaches the CCU lesson or needs it as a reference.

6. CONCLUSSION AND SUGGESTION

Textbook plays important role which can be replaced with the other things in teaching learning process. Based on the finding, some information gained to develop the draft of CCU textbook which can be implemented as teaching material to get beter result of learning and help students to understand the materials better and effective. Problem solving skills in teaching CCU was choosen as approach to be applied in developing the prototype. Then the researcher conducted need analysis on the learning outcome both for English Department or CCU Lecturing itself. Finally it was gotten that there were 10 chapters of discussion in the unit design. Those are the first chapter talked about language and culture, the second chapter discussed about American and Indonesian Values in General, Stereotype is discussed in the third chapter. Then continue to the fourth chapter, it is about Intercultural communication or cross cultural communication. Chapter V is about Non verbal Communication and culture shock is in the chapter VI. Chapter VII talks about Cultural Conflict. Male and female relationship between in Indonesia and America would be in the chapter VIII. The next is chapter IX learn about table manner in across western countries and the last chapter is hotel tour.

After the draft was completed, expert validation was conducted to get some inputs and evaluation also suggestion. They would be used to revise the draft. Based on the expert judgement, the product developed was categorized into excellent and it has fulfilled the criteria of good teaching materials. Some lecturers also appreciaed very much for developing this valuable textbook because it will help them in the teaching learning process.

After through expert validation, the draft was implemented out in the CCU class. The prototype was tried out to get the better result. It was implemented until 5 times or in 5 meeting in the CCU class. After knowing the result of learning achievmnt was better than before. It can be shown by comparing the result of pre test and post test. The result was improved

significantly. Then the product was successfully developed. The last stages were dissemination of the product. The researcher then contacted the publisher to get the ISBN and then registered the textbook in the HKI to get patent number. The product was ready to be copied as much as possible in order that it can be shared to the students or user.

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