

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews several theories of literature related to the discussion of the study. The purpose of this chapter is to support the researchers' opinion as the basic of analysis to answer the research problem which were presented in chapter one. The subtitles explained including definition of International student, Intercultural Student, Intercultural Awareness, EFL teaching in Indonesia and previous study.

2.1 International Student

Students of college are defined as individuals who have completed high school and entered college. While International students are defined as foreign nationals who attend education in tertiary institutions in Indonesia (Ministerial Regulation Number 25 of 2005). According to Al-Quhen (2012), International students are students enrolled in a tertiary institution in the country they are visiting, where they are not refugees or immigrants. International students also means individuals where each individual is born in the world without having any understanding of what must be done and how to act in order to be accepted in society. In this case Thailand learners are people who enter into a new environment.

Someone who enters a new environment, it needs adaptation to both the environment and culture in the new place. As well as Thailand learners who come and study at Indonesian universities, especially in East Java. They must adapt to the environment and culture in which they live, which is clearly different from the

culture and environment of the place of origin. In addition, they also have to be able to interact with people in the environment so that the adaptation process can run well. According to Cohen (1985) adaptation is a process experienced by a group of ethnic groups entering an area that is still new to them, where their culture is physically separated from their needs. The group will adapt to the cultural and physical social environment in a new place. If the migrant ethnic want to live in a new place, usually they will adapt themselves to the socio-cultural environment of the local ethnic.

International students who live in countries with different cultures from their home countries will have difficulty in adapting to the new environment, interacting with people in their new environment, and accepting new values contained within the country. Adaptation difficulties faced by International students can be seen from six aspects in the Sojourner Adjustment Measure (Pedersen, Neighbors, Larimer & Lee, 2011), which are classified as positive factors and negative factors from adjustment. Positive factors include social interaction with the community in the destination country, cultural understanding and participation in the destination country, development and use of the language of the destination country, and identification of the culture of the destination country. While the negative factors include social interaction with individuals from the country of origin and homesickness, namely feeling uncomfortable in the new environment and want to immediately return to the original environment that has been well known.

In addition, in communication context, International students will find many obstacles that they will face. Such as obstacles in language, experiencing

culture shock, and other obstacles such as adjusting to the way of speaking, speech acts, behavior and so on. Of course this is not an easy one to deal with. It takes time and effort to adapt to the environment.

In Indonesia, there are many students from Thailand who live in various big cities to study. The reasons for their study in Indonesia are quite diverse, starting from environmental factor which is one of their considerations in choosing East Java as a place for them to study, or other factors including scholarships or just to look for new experiences, to the quality of higher education institutions, most of which are Muhammadiyah Universities to be entered. As stated by the Secretary General of the Southern Border Provinces Administrative Center (SBPAC) of Thailand, Suphanat Sirunthawinati was quoted in republika.co.id.

"Indonesia is the second country to become a higher education destination targeted by Southern Thailand learners, after Egypt. Most Thailand learners studying in Indonesia are studying in Muhammadiyah Universities (PTM). It is hoped that this will continue to grow in the future. "

Education is always the first priority of every individual because it can be one of the factors supporting a person's success in life. Many people study abroad to get more experience and knowledge. In East Java, there are quite a number of Thailand learners studying at Muhammadiyah Universities in several cities, including Gresik, Surabaya, Sidoarjo, Ponorogo, Jember and Malang. For the sake of completing their studies, these Thailand learners will stay and complete their recovery for approximately 3-5 years, the long domicile time has made them part of the East Java society for a while.

2.2 Intercultural Awareness

In today's world, Intercultural Awareness has become a criteria for successful Intercultural communication. Therefore, Intercultural Awareness is needed if foreign language learners want to achieve Intercultural communication competencies, which are now regarded as the main aim of foreign language learning (Han, 2013). According to Chen and Starosta (1996), Intercultural Awareness is one of the three interrelated components of Intercultural communication competencies. Intercultural Awareness refers to an understanding of cultural agreement that influence thinking and behavior, where self-awareness and cultural awareness are the two main components.

As well as the concept "culture" which use in some definitions and approaches, the concept of cultural awareness is different, it depends on the conceptualisation of culture it is derived from and reasons for its development, include a reflexive role, cognitive and affective, national or its relation to teaching English as a foreign language (Risager, 2000). According to Tomalin & Stempleski (1993), cultural awareness is a term to describe sensitivity to the impact of behavior caused by culture on language use and communication. Baker (2012) argues that cultural awareness is a conscious understanding of the role culture plays in language learning and communication, be that first language or foreign language.

According to Tomalin and Stempleski (1993), cultural awareness includes three qualities, awareness of behavior caused by one's own culture; awareness of other people's behavior caused by culture; and the ability to explain the point of view of one's own culture. Tomlinson and Masuhara (2004) have claimed that

increasing cultural awareness helps students enlarge their minds, increase tolerance and achieve cultural empathy and sensitivity. Based on Jandt (2007), to be competent in Intercultural communication, individuals must understand the social habits and social system of the host culture because understanding how a people think and behave is important for effective communication with them. However, cultural awareness is not always included in language teaching activities (Tomlinson & Masuhara, 2004).

For better understanding, it has been suggested that cultural awareness must develop into Intercultural Awareness (Baker, 2012). The use of the term "Intercultural" reflects the view that foreign language learners must get insight about their own culture and foreign culture (Kramsch, 1993). The basic definition of the term "Intercultural Awareness" is given by Baker (2011), Intercultural Awareness is a conscious understanding of role-based culture, practices, and frames of understanding can have Intercultural communication, and ability to put these concepts into practice flexible and context specific manner in real time communication. Chen and Starosta (1996) divided Intercultural Awareness into three levels: awareness of superficial cultural traits; awareness of significant and subtle cultural traits that contrast with ours; and awareness of how another culture feels from the insider's perspective.

Intercultural Awareness involved knowledge, skills, attitudes and values. As according to Byram (1997) and Byram et al. (2002), Intercultural communicative competence needs certain attitudes, knowledge, and skills to be promoted besides linguistic, sociolinguistic and discourse competence. Byram uses the French terminology because knowledge, skills and attitudes can be

described as different 'savoirs'. He proposed a model that consists of the following five factors or components:

1. **Savoir Apprendre** or the attitude, which refers to the ability to relativize one's self and appreciate others, include curiosity and openness, readiness to suspend disbelief about other cultures and belief.
2. **Savoirs** or knowledge of one's self and others, which means knowledge of the rules for individual and social interaction and consists of knowing social groups and their practices, both in one's culture and in the other culture.
3. **Savoir Comprendre** or the skills of interpreting and relating, the first skill set which describes an individual's ability to interpret, explain, and relate events and documents from another culture to one's own culture.
4. **Savoir Apprendre / Faire** or the skills of discovery and interaction, the second skill set which allows the individual to get "new knowledge of culture and cultural practices," including the ability to use existing knowledge, attitudes, and skills in cross-cultural interactions.
5. **Savoir S'engager** or critical cultural awareness, the last factor which describes the ability to use perspectives, practices, and products in one's own culture and in other cultures to make evaluations. It is the ability to evaluate critically based on the explicit criteria, perspectives,

practices and products in one's own country and other cultures and countries.

The bases of Intercultural Awareness and competence are seen and reflected in the attitudes of the Intercultural speaker and mediator (Byram, 2008). This means that the Intercultural speaker should not believe only to his or her own values, but he or she has to be able to see how the others, who have different values, beliefs and behaviors. Students or Intercultural speakers should also respect the others' values and have to accept their ways of acting and thinking without prejudice or discrimination because they make up an important component of the Intercultural communication understanding and success. Accordingly, this research stresses that EFL teaching should inspire a student to understand, explore and think about the world around him/her through learning a language, whether it was foreign or native but especially a foreign language.

So, from some definition based on some experts above, we can conclude that generally Intercultural Awareness is a learning process which make us become aware of our own cognitive growth, learning, and change related of cultural situations and cultural principles that come from Intercultural communication.

Based on the discussion above, in this study, the researcher chose the term Intercultural Awareness as the focus of the study because the researcher felt it most appropriated with the subject EFL Thailand learners in Indonesian universities. Therefore, this research will use the descriptive statistics of the participants' responses in terms of 3 themes: personal Intercultural experience, views of Intercultural Awareness, Intercultural Awareness and language teaching

and learning were analyzed. And descriptive statistics of the participants' responses were showed by six sub-themes in this section, those are: views and attitudes about Indonesia and world, personal Intercultural experience, aspects of Intercultural Awareness, Intercultural Awareness and language teaching, Intercultural Awareness in course design and personal experience in a language program, which all include things needed in Intercultural communicative competence and Intercultural Awareness. The researcher will use questionnaire as instrument in this research to investigate the significance of Intercultural Awareness in EFL teaching at Indonesian universities based on EFL Thailand learners' perception.

2.3 Perception

Perception and perspective are two words that connected with the way we perceive, understand and interpret things. Although these two words sound and look similar, but they are very distinct. Perception basically refers to the way we think about or understand something, but perspective is the way we regard something or our point of view. This is the main difference between perception and perspective. The same action can be interpreted differently by different individuals with different perspectives and perceptions. In other words, perception and perspective might differ according to different individuals. It happens because each person's brain interprets differently based on that individual's learning, memory, emotions, and expectations.

According to May and Chudler (2009), the perception is the awareness familiarity regarding what we senses. In fact, most attitudes, behaviors and adjustments are determined by their perceptions. Besides that, the process of

perception can be affected by many things such as experience, ability, and environment. According to Catherine, Ardys, Margaret, Nancy and Blosser (2009), there are two kinds of perception, the first is positive perception and the second is negative perception. Positive perception is the perception that present the positive response about something or it shows the agreement about something while negative perception is the perception that present the negative response or it shows the disagreement about something.

Measuring perception is almost the same as measuring attitude. Although the material measured is abstract, scientifically attitudes and perceptions can be measured, where attitudes towards objects are translated in a number system. Two methods of measuring attitudes consist of the Self Report method and the measurement of Involuntary Behavior.

Referring to the statement above, that measuring perception is almost the same as measuring attitude, then the attitude scale can be used or modified to reveal perceptions so that it can be seen whether someone's perception is positive, or negative about a thing or object.

In classroom context, learner's perception is needed to achieve learning outcomes. According to Chen and Hoshower (2003), in an evaluation of learning language, learners' perception is one of the main aspects. They stated that the perception of students is very important for the consideration success learn or a success strategy of learning. Moreover, Montague (1997) also said that learners' perception is the learner feeling about something.

Simply, perception is the way we think about or understand someone or something. In this case, this study would like to know EFL Thailand learners'

perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

2.4 EFL Teaching in Indonesia

English is taught and used as a foreign language in Indonesia. The fact that English is one of the most important International languages for communication and has been recognized by the Indonesian government since independence, therefore, the government has determined that English becomes a compulsory subject in secondary schools (Nurkamto, 2003). Furthermore, Lie (2007) also argues that the maintenance of English as a foreign language has been stable because it is taught officially in all secondary schools. Lie also stated that there was an increasing in several major cities in Indonesia to teach English from lower primary school level and even from kindergarten.

The purpose of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060 / U / 1993 February 25, 1993 and the Constitution on the National Education System Year 1989 that the ultimate goal of English language subjects in schools is to enable students to be proficient in English in the era of globalization (Rachmajanti, 2008). Meanwhile, Nurkamto (2003) claims that the purpose of teaching English in schools is to develop communicative competencies for students which will help students in their university education.

At the university level in Indonesia, EFL teaching is a department that are pretty much interested, not only local students but International students also study EFL teaching at Indonesian universities. The number of International students always increasing every year, one of majors that interested by

International students is EFL teaching. This is quite interesting for researcher to investigate about the significance of Intercultural Awareness in EFL teaching at Indonesian universities. In this study, the researcher will focus on finding out the perceptions of EFL Thailand learners toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

2.5 Previous Study

There were some previous studies that talked about Intercultural Awareness whereas none was working in Indonesia with the subject are Thailand learners in EFL teaching and learning in some Indonesian universities, those are, first, a research by Webb (2014), entitled “Cultural and Intercultural Awareness of International Students at an Australian University”. This research was focused to examine the issues concerning cultural and Intercultural Awareness of International students at an Australian university. In collecting the data of this study, the researcher used questionnaire to examine statements made by International students at an Australian university about their experience of living and studying in another country from the perspective of cultural and Intercultural Awareness questionnaire completed by students enrolled in Academic English subjects. The student sample consisted of 50 Chinese students and 50 students of other nationalities including European and Middle-Eastern students. The results of this research about the analysis of students’ perceived experience in studying and living in Australia supported the results of the previous studies exploring the experiences of students living in another country, which this research also indicate that students undergo a gradual process of building different levels of awareness, cultural and Intercultural Awareness of International Students sensitivity or

competence. The gap of Webb research and this research are in Webb research focused to examine the issues concerning cultural and Intercultural Awareness of International students at an Australian university, whereas this research will focus on investigation EFL Thailand learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

Second, a research by Hoa and Vien (2019), entitled “The Integration of Intercultural Education into Teaching English What Vietnamese Teachers Do and Say”. This research was focused to what extent upper secondary school teachers perceived and practiced Intercultural integration prior the educational reform. In collecting the data of this study, the researcher used questionnaire to 101 participants which is teachers and open-ended question to get in-depth information to descriptive and inferential statistics. The result of this research is the teachers agreed on the roles of Intercultural teaching but secondary to language teaching and teaching Intercultural knowledge was prioritized over developing students' Intercultural competence. The gap of Hoa and Vien research and this research are in Hoa and Vien research focused to in teachers' perception and practiced Intercultural integration prior the educational reform, whereas this research will focus to EFL Thailand learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

Third, a thesis entitled “Intercultural Awareness and Intercultural Communication Through English An Investigation of Thai English Language Users in Higher Education” by William Baker, the students of University of Southampton year 2009. This thesis focused on finding out the role of Intercultural Awareness in Intercultural communication through English. The

subjects chosen for this study were undergraduate Arts students at a government university in Thailand which English is taught at this university can be categorised as EAP (English for academic purposes). The first research instrument used a questionnaire to investigate participants' attitudes and beliefs regarding culture and language learning or use and in particular towards learning English language and English culture. The second research instrument used interview to gain personal information about the participants' language learning histories, their current language learning situations, and some of their attitudes and beliefs towards language learning and culture and more general attitudes towards other cultures. The results indicate that there is a complex and sometimes contradictory relationship between Intercultural Awareness and attitudes to and use of English, particularly in regard to academic or classroom uses of English. The gap between William Bakers' thesis with this research are William Bakers' thesis just focused on the role of Intercultural Awareness in Intercultural communication through English, whereas this research focuses more on investigation of EFL Thailand learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

The fourth, a thesis entitled "Views and Attitudes of Staff and Students towards the Significance of Intercultural Awareness in Foreign Language Teaching and Learning in an Australian University Context" by Yanjun Wang, the students of University of Tasmania year 2014. This thesis focused on investigation teachers' and students' beliefs and understandings of the significance of Intercultural Awareness in foreign language teaching and learning in a university context. The subjects chosen for this study were 319 participants,

including 290 students and 29 teaching staff. The first research instrument used a questionnaire and focused on teaching staff and students' perceptions of, and views on, the significance of Intercultural Awareness in foreign language teaching and learning. The second research instrument used interview to gain a deeper insight into participants' attitudes, and personal understandings, it also offered the opportunity for the researcher to explore in more depth the responses obtained from the questionnaire. The results of this study indicated strong recognition of the key role that Intercultural Awareness plays in foreign language teaching and learning. The findings suggested that language learners should cultivate Intercultural Awareness in the process of their language learning as it is considered the major goal of foreign language learning. The gap between Yanjun Wang's thesis with this research are Yanjun Wang's thesis the participants in his research were students and staff, whereas the participants in this research are EFL Thailand learners in some universities in Indonesia. Besides that in Yanjun Wang's research only focused in teachers' and students' beliefs and understandings of the significance of Intercultural Awareness in foreign language teaching and learning, but in this research focuses more on investigation of EFL Thailand learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

The last is a research by Wang (2019), entitled "Views and Attitudes of Intercultural Awareness in Chinese Teaching and Learning in Shanxi Provincial Universities Context". This research was focused to know academic staffs' and overseas students' perceptions toward the significance of Intercultural Awareness in Chinese teaching and learning as foreign language of Shanxi Provincial

universities. The participants of this research are 273 students and 52 staffs took part in the questionnaire and 25 of them accepted semi-structured interview. The result of this research is their views and attitudes to Intercultural Awareness impacted target language and culture teaching and learning. The findings also showed a strong correlation between intercultural experience, length of teaching and studying Chinese as foreign language and the enthusiasm in target language involved lectures or programs, regardless of age and gender. The gap of Wang research and this research are in Wang research focused to Intercultural Awareness in Chinese teaching and learning with participant overseas students and staff, whereas this research will focus to the significance of Intercultural Awareness in EFL teaching with participant EFL Thailand learners who study at Indonesian universities.

From those studies, it is concluded that this research and previous studies had a similarity and some differences. That similarity is in some of previous studies and this study has same purpose, which is to investigate learners' perception toward the significance of Intercultural Awareness. The differences between previous studies and this study are: (1) there is no research that talked about Intercultural Awareness was working in Indonesia (2) no one of the previous studies that focus on Thailand learners in EFL teaching at Indonesian universities as the subject (3) there is no previous studies that obtained the data through giving questionnaire only to investigate EFL Thailand learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities. This has aroused writers' interest to take part in this research and obtain the data through giving questionnaire to investigate Thailand

learners' perception toward the significance of Intercultural Awareness in EFL teaching at Indonesian universities.

