THE STUDENTS' ATTITUDES IN ONLINE CROSS CULTURE UNDERSTANDING CLASS

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Abstract

Online teaching is a way of teaching that integrates some technology to teach long-distance and it is facilitated with application and internet access. This research focuses on the student's attitudes in online cross-culture understanding classes. There are some procedures the researcher takes to collect the data, such as: preparing the questionnaire for the students to answer. The questionnaire is based on the data needed for describing the students' attitudes. Then the researcher distributed the questionnaire to each student through the WA group and email. After all the questionnaire is submitted then analyzed. The place for research is in an online cross-culture class at the University of Nusantara PGRI Kediri. This subject is taught in the seventh semester of the academic year 2020-2021.

Keywords: Cross Culture Understanding, Students, Online, Technology, Teaching way

1. INTRODUCTION

Recently learning and teaching are changing rapidly because the pandemic hit Indonesia. Learning and teaching have changed in many kinds of forms where teaching and learning in class are not suggested. The change that is adopted and accepted to promote academic activities is online. According to Asabere (2012), online learning aims to seek changes in the pattern of the whole. Online learning is known with many names and terms. Online learning has many definitions in the contexts related to its operationalization. Furthermore, online teaching is a way of teaching which integrates some technology to teach long-distance and it is facilitated with application and internet access by Bertea (2009).

In many countries, online learning and teaching is a big challenge since access to the internet is difficult and costly. In developing countries, the active and participative students, deemed for the interactive type of learning are minute while the teaching and learning through traditional methods are numerous (Andersson, 2009; 1-6). In the same context, developing countries have the least capability to apply modern practices in education. Several studies indicated that online learning and their adoption was widely affected by the students' attitudes. Many previous studies about teaching and learning online focus on providing materials online and some applications used. As we know many things involved in teaching-learning online, this study describes the students' attitudes viewed from the effectiveness, the accessibility of the internet and the students' expectation in mastering the materials. The students answered the questionnaire about those matters in an online cross-culture understanding class. The students live in various places and each place has its own problem about learning online, of course, all of them influence the students' attitudes.

This research focuses on students' attitudes in online cross-cultural understanding classes. As we know that the students' attitudes have an essential role in the process of teaching learning. The attitudes will give motivation to the teacher and students to complete the goal of teaching and learning. The attitudes online here are concerned with effectiveness in providing materials online, the applications used in online class and the accessibility of the internet. From the description above the researcher created the question related to those matters.

The participants in this research are all the students in the cross culture understanding class. They are in the seventh semester in the English education department.

Based on the description above, a question of the research is formulated as follows:
1. How is the effectiveness of the student learning online?
2. What are the challenges in online learning?
3. How do you overcome some problems with online learning?

In this research, the process of analyzing the data focuses on finding out the students' attitudes in online cross-culture understanding class viewed from three main issues: the effectiveness, the access to the internet, and finding the materials online.

This chapter discusses the theories that relate to the research. This research is describing the students' attitudes in online cross culture understanding classes. The research is conducted in cross culture understanding class, semester seven in the academic year 2020-2021.

A. Cross Culture Understanding

People who share a history, experience, and geography develop a culture. Culture is made up of all the ideas, beliefs, values, knowledge, language, and way of life a group of people shares. We express our culture through such things as foods, celebrations, music, art, laws, customs, rituals, and language. Culture is not taught. We learn our culture by living it. Our culture and life experiences determine how we make decisions. We decide what is right or wrong and respectful or disrespectful, based on what our parents and other important people in our life teach us. This code of behavior is passed on from generation to generation.

Changes occur very slowly. We use this code of behavior to help us decide how to think and act; e.g., in our culture, it is acceptable to eat French fries with our fingers, use a spoon to eat soup and eat our food from our own individual plate. We subconsciously apply this code when we come across something new. We use it to determine whether we think the unfamiliar is the "right" or "wrong" way to behave. Suppose you are from a culture where you learned to eat in a different way. Perhaps you learned that the right way to eat was not with a spoon or fork, but to use only the fingers of your right hand to take food from a shared common plate in the center of the table and to drink your soup from the bowl. If you saw North Americans eating, you might think about what you learned and think that people who eat as North Americans do have very bad manners. Culture is more than just manners. It is also the way we speak. In some cultures, people may speak in a way that North Americans think is too loud. They may also be very emotional in the way they speak, or they may stand very close together to talk. It is perfectly normal for the people of that culture, but we might think they are yelling at us or crowding us. On the other hand, they may think we are not very interested in talking to them. Unfortunately, people often think their own way is the right way. Thinking that someone else is wrong or disrespectful because they do not follow our customs and beliefs leads to cross-cultural misunderstanding. The road to cross-cultural understanding is more than realizing another culture is different from ours. The way to cross-cultural understanding is to learn to recognize individual differences and gain an appreciation, respect, and knowledge of other cultures that are different from our own. If you put on a pair of sunglasses with pink lenses, everything will take on a rose-colored tint. If the lenses are green, then the world will take on a green tint. Our culture acts as a lens through which we look at the world. We have a "tinted" view of the world so it looks more like what we already know. This acts as a filter, straining out the other's point of view and enhancing our own. Cultural filters can get in the way of understanding people from other cultures because they appear different. We cannot get rid of our cultural filters, but we can be open-minded about cultural differences. We can set aside our biases. This is more than just realizing that another culture is different from ours. Cross-cultural understanding means learning to value other cultures and respect their views. This comes when people move from thinking that "different" means "wrong," to think that there might be another way, to being tolerant and accepting.

1. The Role of Cross-Cultural Understanding in Language Learning

Cross culture understanding plays a significant role in communicating with people from different countries. Language and culture are inseparable. Therefore, when learners are learning a language, at the same time they should learn the culture of the country and the people of where the

language is from, in order to avoid miscommunication and misunderstanding. Cross cultural understanding simply refers to the basic ability of people to recognize, interpret and correctly react to people, incidents or situations that are open to misunderstanding due to cultural differences. Reynold (2004: 57) if we are to communicate successfully across cultures, we must recognize the power of language. Think of how language can be charged with feeling, how it can galvanize and cause upheaval.

The guidelines to use language effectively and sensitively to facilitate communication (see: Reynold,2004:63)

- Be aware

Non native speaker are often unfamiliar with idiom and confuse by the shades of meaning of words. Pretending to understand when you don't is often dictated by culture's desires to be courteous, to seek harmony and conversation-free relationship, and to avoid embarrassment. After all, needing to ask a question means that they didn't understand.

- Choose words carefully

Words are powerful: they can hurt or support. To communicate cross-culturally, avoid words that disrespect or belittle others. Remember that jokes can also wound, especially the kind that make fun of a people or their beliefs. Finally, remember that many cultures that communicate indirectly may find directness rude or threatening.

- Avoid idioms, slang, jargon, acronyms.
  These expressions are seldom taught at school or in formal language courses.

- Respect the basic rules of correct grammar and standard syntax.
  Most people who learn second languages know their grammar.

- Be polite and formal

Indonesian people are not as casual as other people from different countries. Be polite. Avoid informality.

- Avoid jokes and humor

Be ware of sharing the latest joke. Humor, often based on word play, puns, or shared cultural references, is one of the most difficult things to translate. Also, remember that laughter in many cultures signifies embarrassment or nervousness.

- Listen

Listening is a very powerful communication tool : it involves putting aside your own self-interest so that you can step behind another's eyes and see things from that perspective. This is a great compliment to the person with whom you're communicating as well as tangible proof of your commitment to understanding.

- Value Silence

Try to become more comfortable with silence. For example, many Asian cultures appreciate periods of silence and do not like to be hurried.

B. Attitudes

Learning is an individual action which confronts the learners with the risk of going to an unknown place in the end (Giordon,2008:165). For most of the teachers, a good student is the one who is eager to learn and has positive attitudes towards learning. Having learning expectation at a low level will reduce the motivation and consequently the success (Açıkgöz Ün,2007:230). In a study done by Burke & Williams, it is found out that the students who are much better motivated

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for learning both get more successful and tend towards the thinking skills (Burke &Williams,2008:115). Also, it is known that positive beliefs of students towards obtaining knowledge support their efforts to learn a subject (Kara, 2010:51). Learning is basically an individual performance. For that reason, positive or negative attitudes towards learning are valuable for the success of learning. Attitude is a tendency which is attributed to individuals and creates ideas, feelings and behaviors about a psychological object in an orderly manner (Çetin, 2006:37). According to Oncul (2000), attitudes which cause individuals to always behave in the same way to people, objects, events and foundations are constant and unchangeable beliefs, feelings and tendencies (Kara, 2010:54).

While the positive attitudes serve a better comprehension of the nature of learning for the learners, it also makes the students more open to learning, increases their expectations from learning process and reduces their anxiety levels. For instance, students having positive attitudes towards reading take more advantage of the advance organizers. Achievements of the students developing negative attitudes go down (Güngör & Açıkgöz, 2006:502). According to Buruner (1986), the desire of learning interpenetrates people. However, it is important that the intrinsic motivators of the learner, such as the learners' sense of wonder, high expectations, desire of sufficiency, support this process (Açıkgöz Ün, 2007:7). It is necessary to be eager and in need of learning in this process. It is important to know the ways of learning, develop expectations and have no anxiety for learning in order to be successful. Such a process will be followed by learning. Learning to learn is being able to produce new knowledge for the new situations by setting forth the available knowledge (Taşpınar, 2009:10). The effort of students made for learning is the most important way for them to reach knowledge. Because there is desire, openness, expectation, curiosity towards knowledge and meeting of needs in the nature of learners (Şimşek, 2007: 37). Learning means changing. Learners obtain information by structuring it in the mind, not in an unrefined way (Saban, 2000:126). Therefore, in the process of structuring information, being positive or negative of the way of accepting information, being open to learning or not, having high or low expectation levels and developed anxiety levels are all important factors. Extreme anxiety of the learners reduces their motivation levels, creates decrease in performance and thus it affects the self-confidence of individuals in a negative way (Senemoğlu, 2005:574). According to Fink (2003), learning needs and expectations of the learners can change. In this sense, the learners need to know what is necessary to learn and how they will make this process easier. Nowadays, learners' learning to learn, making effort for learning and high desire towards it are important focal points. In this context, it is one of the important roles of teachers to support the learners for developing positive attitudes towards learning. Brookfield (1985) states that the role of teacher is not only conveying knowledge but also simplifying the knowledge acquisition by building up learning desires for the students. Students need to be reinforced about learning to learn at university. Bringing in lifelong learning desires and skills must create the priority of supporting their being open to learning. Learning aims not to remember knowledge (superficial learning), but rather it aims to find out the knowledge, make effort for learning and most importantly be able to use the knowledge (learning deeply) (Wirth&Perkins, 2008). As the learner is the first responsible one to create understanding and knowledge, it is pretty significant to know what kind of attitude s/he has towards learning.

C. Online Learning

Definitions Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). For the purpose of this literature review, both hybrid or blended learning and purely online learning are considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the Internet, and hybrid or blended learning combines traditional face-to-face MERLOT Journal of Online Learning and Teaching Vol. 11, No. 2, June 2015 310 classes, learning over the Internet, and learning supported

by other technologies (Bliuc, Goodyear, & Ellis, 2007; Hoic-Bozic, Mornar, & Boticki, 2009; Osguthorpe & Graham, 2003).

D. The Benefits and Uses of Online Learning

The Benefits and Uses of Online Learning One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world-class education to anyone with a broadband connection. What has received most of the attention for online learning is the postsecondary education arena. The rising cost of postsecondary education and the importance of a postsecondary degree are well documented in the literature. The lifetime earning gap between high school graduates and college graduates is continuing to widen (Dynarski & Scott-Clayton, 2013). At the same time, the cost of college tuition is rising faster than inflation and the student loan debt is rapidly increasing. As of 2014, the total national student loan debt is over one trillion dollars (Finaid.org, 2014). Many scholars and educators believe that online learning can be an effective tool in combating the rising cost of postsecondary education by spreading the cost of a class over a much larger number of students compared to the traditional setting, dividing the cost by tens or hundreds of thousands of students as opposed to dozens (Bowen, 2013; Bartley & Golek, 2004; Jung & Rha, 2000; Koller & Ng, 2014; Tucker, 2007). Moreover, the marginal cost of a student in an online setting is negligible relative to the traditional setting, necessarily constrained by a number of factors such as the size and availability of the physical classroom. Intimately connected to this issue of cost and postsecondary education are the required credits to obtain a postsecondary degree. Traditionally, students have to earn most of the college credits at an institution before they are awarded bachelor degrees at that institution. The point of contention is how online classes will play a role in awarding credits or credentials, and many educators connected to online learning are hoping that there will be credit equivalency for some online classes. For instance, Daphne Koller and Andrew Ng, creators of Coursera, had worked with the American Council on Education to recommend credit-equivalency for some online courses (Koller & Ng, 2012). The goals of this endeavor are to increase completion rate, reduce time to degree attainment, reduce costs to postsecondary education, and offer more access to non-traditional students. As of 2013, the American Council of Education had approved five online courses for college credit (Kolowich, 2013). However, there is concern over whether colleges will accept the recommendation, and there is also concern about the dilution of a traditional degree due to the transition (Kolowich, 2013; Lorenzetti, 2013). Last but not least, there is the hope that online learning will be able to provide a world class education to anyone, anywhere, and anytime as long as they have access to the Internet. A number of websites and companies—Khan Academy, Udacity, edX, and Coursera are some of the most prominent ones—are built on this premise, and many well-respected scholars and entrepreneurs have high hopes and expectations for online learning, particularly for massive open online courses (Bowen, 2013; Fisher, 2012; Koller & Ng, 2012; Lewin, 2012; Selingo, 2013).

Central to this particular benefit—in fact, to most of the purported benefits of online learning—is the effectiveness of the online format in educating students. If online learning is generally less effective than the conventional face-to-face format, then some of the purported claims and benefits of online learning are highly suspect. Therein lies the crux of the issue, the fundamental concern of online learning and the focus of this paper: the effectiveness of the online format in educating students compared to the traditional format. To address this issue, the positive, negative, and mixed and null findings of the effectiveness of online learning as compared to the traditional format will be examined. The Positive Findings There are many studies that find positive statistically significant effects for student :

1. Flexibility

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Students have the freedom to juggle their careers and school because they aren't tied down to a fixed schedule. In a traditional classroom setting, class meeting times are set, and the student has no power over this, forcing them to work their schedules around these dates. Most people who choose online learning tend to have other commitments, and prefer this mode of learning as it gives them power over how they will delegate their time towards their different projects.

2. Networking Opportunities

Online education also provides students with the chance to network with peers across nations or even different continents. This often leads to other opportunities in terms of collaboration with other individuals in the implementation of a project. At the same time, it makes them culturally sensitive and able to fit into other environments easily given their exposure to other cultures.

3. Documentation

All the information that you will need will be safely stored in an online database. This includes things like live discussion documents, training materials and emails. This means that if there's ever anything that needs to be clarified, the student will be able to access these documents fast, saving valuable time. This is especially useful for individuals that need to carry out research for a project and submit their findings to a panel.

4. Increased Instructor - Student Time

Students in traditional classrooms may not get the personalized attention they need to have concepts clarified. Although class sizes are small at CCA, most colleges have classes of students that number in the hundreds. This is not a problem for this type of education because online guided discussions and personal talk time with their professors and lecturers is a hallmark of online classes. This increases the chances of a student performing well due to the time their instructors give them. This also enhances their problem-solving and communication skills, as well as knowing how to defend their arguments to superiors if needed.

5. Access to Expertise

An online college education might give students access to specialized degree courses that may not be available in an easily accessible or local institution of learning. Online classes allow the sharing of expertise that helps more people have access to education that is not readily available in certain geographic locations.

This type of education has grown over the last few years and has experienced mainstream acceptance. With an online class, you get to control your learning environment, which ultimately helps you develop a deeper understanding of your degree course. New models of learning are always springing up in the market, providing students with varied opportunities to fashion their education into something that fits them, not the other way around. It also provides individuals an opportunity to finish a degree they might have started and were unable to continue with for one reason or another. The future of online degree education looks promising and opens up education to a larger section of the population than ever before.

2. IMPLEMENTATION METHOD

Research method used in the research activity to describe research design, research procedure, place and time of the research, subject of the research, research instrument, technique of collecting data and technique analysing the data.

A. Research Design

There are many methods in designing the research. They are quantitative and qualitative. Research method can help the researcher to get data which are very useful in designing the research. The researcher uses qualitative approach. Qualitative research focuses on the meanings of experiences by exploring how people define, describe, and metaphorically make sense of these experiences Vanderstoep & Johnson, (2009: 165). It means that qualitative methods is a method that used to observe the natural setting as the direct source of data and researcher is the key instrument. This research describes the students' attitudes in online cross culture understanding

class.

B. Research Procedures

The researcher needs some procedures to do this research because the researcher wants this research get result as valid as possible. There are some procedures the researcher takes to collect the data, such as: prepare the questionnaire for the students to answer. The questionnaire is based on the data needed for describing the students' attitudes. Then the researcher distributed the questionnaire to each student through WA group and email. After all the questionnaire is submitted then analyzed.

C. Place and Time of the Research

In this part the researcher explain about the place of the research and the schedule of the research. The place for research is in online cross culture class in university of Nusantara PGRI Kediri. This subject is taught in seventh semester. This research is conducted in seventh semester in the academic year 2020-2021

D. Subject of the Research

The subject of the research was the seventh semester students in cross culture understanding class. The total number of the students are 47 students.

E. Research Instrument

In collecting the data, the researcher needs some instruments to ease in getting the data. The instruments used in this research is questionnaire. Neil, David & Akhito (2009: 15) stated that instrument design is a subtle and complex process calling for clear understanding of one's starting objectives and appreciation of the care needed at each step to achieve the desired result.

F. Technique of Analyzing the Data

The study employs descriptive analysis in which the data are not treated by statistical procedures. The results of the study is descriptive. It means that the researcher will describe directly based on the data from questionnaire.

In this research, the process of analyzing the data focus on find out of the students' attitudes in online cross culture understanding class viewed from three main issues : the effectiveness, the accessible of internet and finding the materials online. Reducing the data is the process of selecting, focusing, and arranging the data from the questionnaire and the researcher describe in paragraph, then draw the conclusion.

3. RESULTS AND DISCUSSION

The results of the data analysis about the effectiveness online cross culture understanding class, most of them do not like online learning, this is something new for the students. Most of students agree about finding more materials online help them to master materials but few them totally disagree because they cannot access the internet well. The question about make the students to be more punctual almost all students agree, the students more aware about limited time in completing the task given and when the students must submit the task online means the time is controlled by the system. In teaching learning process engagement among students is important beside helping in mastering the materials by discussing its also improving their social skills, unfortunately almost all the students disagree with online class give them more change in engaging with their classmates.

The access of internet takes the most essential part in online teaching learning. The internet is the only way to meet the academic expectation in teaching learning online, of course supported by some application for teaching and learning online. All the students agree that they possess smartphone even though few of them said that their smartphones are a bit left behind. More than half of students can access the internet well but few of them have difficulties in accessing internet. The difficulties are the signal and the cost. Some students who live in remote area, they have problem in accessing the internet even though they can reach the signal, but the signal is bad. This is the cause of teaching learning problem does not run smoothly and the engagement between the teacher and the students is not happening well. The other problem is the

cost, some providers have a special credit package with reasonable price but of them are not. When the students want to top up their credit, they will see the special offer and the provider that has a good signal in their area.

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