THE IMPLEMENTATION OF VIDEO VIEWING TO TEACH TARGET LANGUAGE CULTURE FOR MANAGEMENT STUDENTS AT STIE DR. MOECHTAR TALIB

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Abstract

The pusposes of the research was to investigate the students' perception on the implementation of video viewing to teach target language culture for management students at STIE "Dr. Moechtar Talib" in East Jakarta. The students were in the first year (semester one) during a period of two months in which this study was conducted. The researchers used survey method in this study. Data collection were conducted by taking the test and distributing questionnaires. The data were processed and analyzed by using statistic descriptive, normality test, linearity test, Homogenity test, and hypotheses test. Statistic test uses t test and F test. The research was conducted on 15 November 2014 until 5 February 2015. The research shows that there is not an effect of students perception on the imlementation of video viewing to teach target language culture towards students' target language competence with the regression analisis: $\hat{Y}$ = 88,007 - 0,230 X. Whenever there is a rise in the value of students perception on the imlementation of video viewing to teach target language culture, there will be a decrease in students' target language competence for 0.230.

Keywords: video viewing, target language culture

PENERAPAN TAYANGAN VIDEO UNTUK MENGAJARKAN BUDAYA BAHASA TARGET KEPADA MAHASISWA JURUSAN MANAGEMENT STIE DR. MOECHTAR TALIB

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penerapan tayangan video untuk mengajarkan budaya bahasa target terhadap kemampuan budaya bahasa target mahasiswa jurusan manajemen STIE Dr. Moechtar Talib di Jakarta Timur. Para mahasiswa ini adalah mahasiswa tahun pertama semester I dan sudah kuliah selama dua bulan pada saat penelitian ini dilaksanakan. Peneliti menggunakan metode survey dalam penelitian ini. Pengumpulan data dilaksanakan dengan pemberian tes dan penyebaran kuesioner. Data penelitian diolah dan dianalisa dengan menggunakan statistik deskriptif, uji normalitas, uji homogenitas, uji linearitas, dan uji hipotesis. Uji statistik menggunakan t tes dan F tes. Penelitian dilaksanakan mulai dari tanggal 15 November 2014 sampai dengan 5 Februari 2015. Penelitian menunjukkan bahwa tidak ada pengaruh persepsi siswa pada penerapan tayangan video untuk pengajaran budaya bahasa target terhadap kemampuan budaya bahasa target mahasiswa dengan analisa regresi $\hat{Y}$ = 88,007 - 0,230 X. Manakala ada kenaikan nilai persepsi mahasiswa terhadap penerapan tayangan video untuk pengajaran budaya bahasa target akan ada penurunan nilai dalam kemampuan budaya bahasa target mahasiswa sebesar 0.230.

Kata kunci: tayangan video, budaya bahasa target

INTRODUCTION

In teaching and learning language we cannot avoid culturally bound. The purpose of language is to express the meaning of the culture in which it operates, and of course this must be done in culturally acceptable ways. Language and culture are inseparable. In learning a foreign language and to be able to communicate in the target language, one needs to be aware of the target language cultural background. It is important for learners to understand and perceive other cultures as well as their own.

In order for teaching and learning process can work well, students should be encouraged to utilize all the tools senses. The lecturer tried to show the stimulus (stimulus), which can be processed in many senses. The more sensing devices used to receive and process information, the more likely the information is understandable and can be maintained in memory. The use of teaching media in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities, and even brought psychological influences on students. Thus, students are expected to be able to receive and absorb easily and good messages in the material presented.

Above all, not all kinds of media can be used effectively in class. Teachers have to realize the most appropriate media for their students. In the other word, the use of media must be in line with the materials or topics and the students' needs. Thus, teacher needs to know students' perception before deciding what the most suitable media is, in order to make the students comprehend the material in teaching learning process.

Based on the explanation above, the researchers choose video viewing to teach target language culture and even though the teaching and learning is not in English Department, but the awareness of the culture in the target language should be introduced and implemented in non-English department. So here the researcher will do the research on how to implement target language culture through video for Management students and would like to find out the students perception about the effectiveness of that media in the teaching learning process. The researcher is going to conduct the research in STIE "Moechtar Talib" in Central Jakarta.

DISCUSSION
Theoretical Review

The literature review in this research will describe many theories from the experts and then the theories will be elaborated as the guidance in this research. The things address concept of the target language culture, some techniques for teaching target language culture, video viewing, and implementing video viewing in the classroom.

The Target language Culture
The target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn. As all we know, knowing a language goes beyond the knowledge of grammatical rules, vocabulary items and pronunciation of these items. Successful language learning requires language users to know that culture underlying language in order to get the meaning across. Also, Tseng (2002: 10) suggests that culture effects changes in individual

perception and is vital for expanding an individual's perspective of the world.

The reason for the use of cultural content in classroom is that it will foster learner motivation (McKay, 2000:7). She, like many other experts, believes that there should be a variety of culture in the materials and not only an overload of western culture in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learner interest towards contents and thus towards language, that is highly desirable. But overuse of cultural material in the language classrooms will constitute problems not for students but also for the teachers and decrease the motivation.

McKay identifies three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. For her, the best one is international target language materials, which supposedly covers a variety of knowledge from different cultures all over the world using the target language (McKay: 9-10). That will most probably increase the learners' interest rather than imposing only one culture all the time and prevent learners from having the fear of assimilation into a specific culture, and help them respect other people's cultures. Students' own culture should be discussed together with target culture. There are a lot of activities we can use in our classrooms in order to create interest towards the target language by using cultural content. The key point is that we should create a relaxing environment where our students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities. This

will ensure that students are doing something with a purpose in their mind.

Jordan (1997: 105) lists sources of cultural information:

1. Newspapers: these are a good source of cultural information: local papers will give more of a flavour of everyday life in towns.
2. Video: a number of published ELT video tapes are a good visual source of cultural information. (Today, we have CD/DVD versions of these video tapes, which provide us with better quality.)
3. Talks/discussions: some topics may be suitable for giving information to students in a plenary session.
4. Role play/dramatizations: these can be used to initiate discussion and introspection

There are some advantages of teaching target language culture in the English classroom. Kitao (2000: 15) giving reference to several authors lists some of the benefits of teaching culture as follows:

1. Studying culture gives students a reason to study the target language as well as rendering the study of L2 meaningful (Stainer, 1971).
2. From the perspective of learners, one of the major problems in language teaching is to conceive of the native speakers of target language as real person. Although grammar books gives so called genuine examples from real life, without background knowledge those real situations may be considered fictive by the learners. In addition providing access into cultural aspect of language, learning culture would help learners relate the

abstract sounds and forms of a language to real people and places (Chastain, 1971).

3. The study of culture increases learners' not only curiosity about and interest in target countries but also their motivation.

4. Besides these benefits, studying culture gives learners a liking for the native speakers of the target language. Studying culture also plays a useful role in general education; studying culture, we could also learn about the geography, history, etc. of the target culture (Cooke, 1970).

Therefore, it may be sufficient to suggest that if second or foreign language teachers are not aware of culture in the language classroom, they may run the risk of being ill-prepared to help their learners to learn to use the target language in a culturally appropriate manner. As a result, learners may not be able know sufficient cultural knowledge of the target language, which may potentially lead them to regrettably experience miscommunication or misunderstanding

Some Techniques for Teaching Target Language Culture

Authors such as Byram (1989), Byram and Esarte-Sarries (1991), Byram and Morgan (1994), and Morgan and Cain (2000) have pointed out that one of the dimensions that is often ignored in foreign language teaching is the learning of cultural awareness and understanding. Hughes (1986: 162-169) provided some techniques for teaching cultural awareness:

1. Comparison method
   The teacher using the comparison method begins each discussion session with a presentation of one or more items in the target culture which are distinctively different from the students" culture, and the discussion then focuses on why these differences may cause problems.

2. Culture assimilators
   The students are then presented with four possible explanations from which they are asked to choose the correct one. If the wrong choice is chosen, they are asked to seek further information that would lead them to the right conclusion.

3. Culture capsule
   The teacher gives a brief presentation that show one essential difference between an American and a foreign custom, which is accompanied by visuals illustrating the difference, and a set of questions to stimulate class discussion.

4. Drama
   Drama is a technique especially useful for directly involving students in cross-cultural misunderstandings by having selected members act out a series of short scenes including a misinterpretation of something that happens in the target culture, and the cause of the problem is typically clarified in the final scene.

5. Audio motor unit or Total Physical Response
   Audio motor unit or Total Physical Response utilizes a carefully constructed list of oral commands to which the students respond. The commands are arranged in an order which will cause students to act out a cultural experience.

6. Newspapers

   The teacher asks students to compare a given item in the foreign newspaper with its equivalent in their newspapers.

7. Projected media

   Projected media, films, filmstrips, and slides can be used by the teacher to provide cultural insights as well as various classroom activities.

8. The culture island

   The teacher maintains a classroom atmosphere that is essentially a culture island through the use of posters, pictures, a frequently changing bulletin board to attract students" attention, elicit questions, and comments.

Video Viewing

Oguntuase (2008: 87) defines video as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literacy, dramatic, musical and artistic works.

Fatunmbi (2005: 56-64) discovered that there is improvement in teaching process through the use of video. There is every tendency that learners would not forget easily what they learn via video, because they do not only hear it, but they see it. According to him (2005: 64), video can be used to provide real experiences in almost all field of learning. It can be made to repeat information and demonstration as many times as possible, thereby, learning is made easier, realistic and concrete for learners. It allows for self-instruction. It provides a cheap and fast way of disseminating educational information and practical skills.

DVD is one of the integrated instruments in English. It presents not only sounds, utterances, sentences, and gesture, but also culture. DVD can keep learners' attention to listen to the presented material. Moreover, it can be designed based on their level of age or interest. Jeremy Harmer said that by video viewing the learners can see how different people stand when they talk each other, the dresses, and food they eat. Based on that, the writer tries to apply video viewing to teach target language culture for management students.

One of the interesting lessons in the language classroom room is video viewing, just like audio visual material, film can be used as a tool which will make the learners know about the foreign language setting. Richards and Renandya (2002: 76) said that audiovisual such as a film is needed in English classroom because of the lack of opportunity in foreign language settings to interact with native speakers, the need for exposure to many kinds of scenes, situations, and accents as well as voices is particularly. Critical Video can be played to have the learners what they have viewed, and it can be used to improve the learners' speaking ability in story telling session.

Video viewing will be interesting for the learners' classroom activity, and the instructor can add the knowledge of the learners to know the learners' understanding of video viewing to introduce the target language culture like the writer wrote above.

On the other hand, there are some disadvantages of using video viewing to teach target language especially for listening skills. Jeremy Harmer (2007:

144) thinks that video is danger if the students may treat it rather as they treat watching television-e.g. uncritically and lazily. There may well be occasion when it is entirely appropriate for them to watch video in a relaxed way, but more often we will want them to engage, not only with the content of what they are seeing, but also the language and other features.

Implementing Video Viewing in the Classroom

Jeremy Harmer (2007: 308) introduces techniques which are designed to awaken the student's curiosity through prediction so that when they finally watch the film sequence in its entirety, they will have some expectations about it.

1. Fast forward: the teacher presses the play button and then fast forwards the DVD or video so that the sequence shoots past silently and at great speed, taking only a few seconds. When it is over, the teacher can ask students what the extract was all about and whether they can guess what the characters were saying.
2. Silent viewing (for language): the teacher plays the film extract at normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays it with sound so that they can check to see if they guessed correctly.
3. Silent viewing (for music): the same technique can be used with music. Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is then shown again, with

sound, students can judge whether they choose music conveying the same mood as that chosen by the film director.
4. Freeze frame: at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what a character will say next.
5. Partial viewing: one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view. Alternatively, we can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

Richards and Renandya (2002: 103) also mention some techniques to play the video (VCD) in the classroom:

1. Previewing, the teacher will tell the title of the film and let the learners guest what film it is. And the teacher will help the learners by the key words in the film.
2. Viewing, when the learners start to watch the film let the learners try to understand the target language culture along viewing the film.
3. After viewing ask the learners if some of them want to ask the difficult words or want to find in their dictionary.
4. Then, discussing the culture in the video to understand the target language.

Research Method

The research employed a quantitative research design to find out the effects of students' perception on implementing video viewing towards students' target language culture. It means there is one independent variable and one dependent variable; variable X_1 as the first independent variables (students' perception on implementing video viewing) which has interconnected and influenced the variable Y as the dependent variable (students' target language culture).

The method employed in this research is a survey method by using Linearity Regression. We gave special treatment related to the video viewing about target language culture for about two weeks. After that we gave them a multiple-choice test about target language culture which has already played in the video.

Besides test we also gave them questionnaire to find out the students' perception on the implementation of video viewing to teach target language culture. This method is conducted to get and determine the effect of students' perception on the implementation of video viewing to teach target language culture towards students' target language culture competence.

Research Findings

There are some following descriptions can be drawn on the basis of this research. Based on the analysis of data, whole of the result of the research can be stated as follow:

a. The Description of Data
Data of students' perception of video viewing to teach target language culture are taken from a questionnaire. The questionnaire consists of 20 items. Out of 34 respondents, it is known that the scores are in the range 72 to 95. Meaning that the minimum score is 72 and the maximum score is 95. In addition, mean (average of all scores in the data set) is 80.97, median (score at centre of distribution) is 79.50 and mode (most frequently obtained score in the data set) is 79. Furthermore, the tendency of respondents to answer the students' perception on video viewing to teach target language culture questionnaire is in the position 79.50. That score is then strengthened from percentile which is in the middle position (50%) that is 79.50. Meanwhile, standard deviation is 5.179 and variance is 26.828.

Data of student's target language competence is taken from a test. The test consists of 30 problems in the multiple-choice form. Out of 36 respondents, it is known that the scores are in the range 60 to 80. Meaning that the minimum score is 60 and the maximum score is 80. In addition, mean (average of all scores in the data set) is 69.4, median (score at centre of distribution) is 69.00 and mode (most frequently obtained score in the data set) is 65. Furthermore, a total number of respondents are 36, mean is 69.42 and standard deviation is 5.304. The standard deviation forms a normal curve. From the distribution table, histogram, it can be concluded that students target language competence score data in this research tend to have a normal distribution.

b. Normality Test
According to Kolmogorov-Smirnov (K.S Liliefors), the normality test has index 0.890, standard deviation 5.179 and significance 0.407. If P is higher than 0.05 (P > 0.05), as a result, H_0 is accepted. On the contrary, if P is lower than 0.05 (P < 0.05), as a result, H_0 is rejected. Therefore, obtained index from Kolmogorov-Smirnov should be P is higher than 0.05 (P > 0.05). In other words, Ho is accepted. Meaning that spreading of variable scores from Kolmogorov-Smirnov are stated normal.

Furthermore, the normality test of students' target language competence has index 0.785, standard deviation 5.304 and significance 0.569. If P is higher than 0.05 (P > 0.05), as a result, H_0 is accepted. On the contrary, if P is lower than 0.05 (P < 0.05), as a result, H_0 is. Therefore, obtained index from Kolmogorov-Smirnov should be P is higher than 0.05 (P > 0.05). In other words, Ho is accepted. Meaning that spreading of variable scores from Kolmogorov-Smirnov are stated normal

c. Homogenity Test
Based on the table 4.13, it points out that $\propto$ = 0.05 is lower than Sig score (0.05 < 0.204), as a result, H_o is accepted. Meaning that the results of vocabulary mastery test out of 4 schools are homogenous.

d. Linearity Test
Based on Anova test, F is 0.818 with significance probability level 0.655 (Sig=0.655). Since 0.655 is lower than 0.818 (0.655 < 0.818), therefore to predict the effects of students'

perception on the implementation of video viewing to teach target language culture towards students' target language competence, the regression formulation can be used to analyze it. In other words, the data can be analyzed by using linear regression analysis.

e. Hypothesis Test
Hypotheses test shows *Sig* figures = 0.189, and $t_{observed}$ = -1.341. Since significance grade is lower than *Sig* score (0.05 > 0.189), it is a proof that H_o is accepted. It means that there is not a significant effect of students' perception on the implementation of video viewing to teach target language culture towards students' target language competence.

CONCLUSION

Successful language learning requires language users to know that culture underlying language in order to get the meaning across. The reason for the use of cultural content in classroom is that it will foster learner motivation. Learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learner interest towards contents and thus towards language, that is highly desirable. But overuse of cultural material in the language classrooms will constitute problems not for students but also for the teachers and decrease the motivation.

Another advantages is that teaching target language culture gives students a reason to study the target language as well as rendering the study of L2 meaningful. On the other hand, if foreign

language teachers are not aware of culture in the language classroom, they may run the risk of being ill-prepared to help their learners to learn to use the target language in a culturally appropriate manner. As a result, learners may not be able know sufficient cultural knowledge of the target language, which may potentially lead them to regrettably experience mis-communication or misunderstanding.

One of the interesting lessons in the language classroom room is video viewing, just like audio visual material, film can be used as a tool which will make the learners know about the foreign language setting. Besides some advantages of video viewing, it also has some disadvantages like: the job of the teacher will be reduced. As we know, students need their teacher with them to understand such information.

However, when teacher use videos most of the time, the students may need to understand something they don't understand in the video and then the video will continue and the students have a misunderstanding of that thing. That means the explanation of the teacher will only depend on the video and not on the teacher's experience. Therefore the teachers should consider these advantages and disadvantages of using video viewing before deciding to implement it in the classroom.

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