USING FILM IN FOSTERING INTERCULTURAL AWARENESS FOR HIGH SCHOOL STUDENTS IN THE EFL CLASSROOM

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Abstrak:

Dalam belajar Bahasa Inggris sebagai Bahasa asing yang mendunia, siswa Sekolah Menengas Atas (SMA) perlu mengetahui budaya asing yang berbeda dari budaya mereka sendiri untuk secara aktif terlibat dalam proses akulturasi dan akuisisi yakni, norma sosial dan aspek budaya yang tidak bisa dihindari. Kesadaran antarbudaya harus diimplementasikan dalam proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui teknik mengembangkan kesadaran antar budaya siswa di kelas EFL. Hal ini didasarkan pada pertanyaan penelitian: Bagaimanakah kesadaran antar budaya melalui film di kelas EFL? Penggunaan film sebagai media pembelajaran telah dikemukakan memiliki banyak kontribusi dalam latar pendidikan. Penelitian ini menggunakan penelitian kualitatif berupa studikasus. Data diperoleh dari pengamatan umpan balik siswa melalui penulisan tanggapan mereka setelah menonton '*Freedom Writers Diary* dalam bentuk jurnal penulisan (journal writing)'. Hasil penelitian menunjukkan bahwa siswa menemukan film sangat bermanfaat dalam pembelajaran. Pertama, film memberikan nilai hiburan. Kedua, mereka lebih dapat memahami perbedaan antar budaya melalui film daripada menggunakan buku teks. Ketiga, film dapat memperkuat emosi siswa dan yang pada akhirnya mendorong mereka untuk memahami topik, terutama untuk mendapatkan kesadaran antar budaya daripada buku teks mereka. Penelitian lebih lanjut perlu menguji aspek-aspek kesadaran antarbudaya yang dapat diperoleh siswa dari film.

Kata Kunci: *film;kesadaran antar budaya,; siswa SMA, kelas EFL; journal writing*

I. INTRODUCTION

The existence of various social groups in the society, of course, accompanied by worldwide cultural diversity, has led to the importance of global communication between countries and the people. That is why it is undoubtedly to understand other cultures which are different from their own is considered to be necessary.P.M. Ribeiro (2016)points out the importance of Intercultural Awareness and intercultural communication as the manifestation of being sociable and knowledgeable in the society. And English is intercultural communication language for non-native speakers (Kusumaningputri & Widodo, 2018).

This can be reinforced by the fact thatthe textbooks of English for high schools put cultural awareness after the topic discussed. Nevertheless, as Baranauskiene (2012) asserts, the aspects of intercultural awareness are not sufficient and successful to get knowledgeable intercultural from the texts. Kusumaningputri & Widodo (2018) suggest teachers to interlace both the use of the language in daily speaking and academic setting to get along with the culture in ideas and social practices. Those are expected to be in the syllabus and pedagogical tasks.

On the other hand, high school students tend to be lack of cultural content knowledge. They would rather study the text types and grammar than understand the cultural differences among them. This can be uncontrolled by the teacher that students may have self-interpretation (Kiss & Weninger, 2017). Therefore, Halliday & Hasan (1989)note, there is no exclusion for people communicating in dissimilar communication setting due to the situation and culture.

The reason of using film is that viewed from many researchers. (Bueno, 2009; Pegrum, 2008; Roell, 2010) explain the film content draws particular social situations, but very rich in cultural knowledge, the practice of language and cultural medium for foreign language learners. Still and all, there have been comparatively few studies in using film conducted for university students of intercultural business communication in the EFL Asia curricula by (Briam, 2010; Cardon, 2010; Mallinger & Rossy, 2003). In addition, the research on EFL learners' intercultural experiences the insights adoption has been relatively little evidence (Baker, 2012).

To make known, not all films are appropriate to study for educational setting.

Freedom Writers Diary is selected-film as it is thought to inspire students how important to get intercultural knowledge in foreign language learning. This amazing film was introduced in 2007 starred by Hilary Swank and Patrick Dempsey, winners of academy awards. The director of the film is Richard La Gravenese collaborated with Michael Shamberg, Stacey Sher, and Danny Devito as producers.It is a based-true movie of an inspiring teacher, Ms. Erin Gruwell acted by Hillary Swank, Imelda Staunton as Margaret Campbell, and April Lee Hernandez as Eva Benitez.

The film began with the crowded, radical and chaos situation happening in Los Angeles in 1992. Erin Gruwell did not have choice to teach English at Wilson High School in Long Beach, California.She was first surprised and shocked to get the facts that the students mostly involved in racial gang wars, juvenile delinquents and underprivileged students culture of the time. She tried hard to control them by strategies to understand them even they first ignore her very often. In a hope to make them aware of being in various culture, *Freedom Writers Diary* is believed to represent some cultural knowledge for high school students with different custom backgrounds to develop their intercultural awareness in the EFL Classroom.

It is recommended to make students develop their ideas and thoughts after watching the film in journal writing. Journal writing is believed to be effective method for non-native speakers and suggested for teachers to use for teaching writing and students to be more concerned and systematic writing (Hashemi & Amerian, 2011). In addition, it is advantageous for students to give and accept their feedback through writing (Breeze, 2017). Some studies by (Collins, 2001; Jago, Shea, & Scanlon, 2011), find students are motivated to understand what they write for their peers. This cultural task on a concrete writing activity by answering the guided-questions after watching the selected-film is certainly a suitable strategy for the study.

Considering the study of intercultural awareness in educational setting is more often conducted for university students than high school students, this study is expected to be beneficial. There is potentially found the elements of culture interpreted in wrong way. The problems which possibly appear are the failure of socio-pragmatics lead to the major causes of ignorance other cultures, the stereotypes encounter to the negative opinion, identity affects anxiety, and narrow minded attitude. Simply explanation, Samovar, Porter, McDaniel, & Roy (2012)draw intercultural meeting potentially brings identity to emerge anxiety, misunderstandings and also conflicts. Besides, cultural awareness of identity embroils the intercultural communication (Galante, 2015; Samovar et al., 2012). Students are recommended

to realize the different cultures they have in the community (Scollon, 2001, p. 57). Meanwhile, Cardon (2010)claims the stereotypes and attitudes are common problem in the cultural diversity. It is assumed that individuals prone to regard stereotypes worthwhile and some others are unbeneficial whether aware or unaware.

The underlying concept of Intercultural Communicative Competence (ICC) in reaching intercultural awareness. ICC accommodates other culture's ways, building communication encouragement with the participants of other cultures, and communication the foreign language to be knowledgeable and aware. Politeness is one of the phenomenon which creates distinguishes in beliefs, behaviors, and meanings. Therefore, well-maintained relationship can overcome this problem (Byram, 1997).

In regarding to the use of film to foster students' intercultural awareness in the EFL classroom, the pragmatics is correlated in human communication, especially in language teaching. Ishihara & Cohen (2010) emphasize it in their journal article. Moreover, foreigners with good pragmatics knowledge may not find any difficulties to get in touch with the native speakers (Bardovi, 2001).

Hence, the study correlates the theory by (Byram, 1997) about ICC and (Leech, 1983) about pragmatics. Byram (1997) mentions social identity and social groups, social interaction and levels of formality, beliefs and behaviors, socio-political institutions, national history and geography, national heritage and stereotypes as the intercultural input. Leech (1983) emerges pragmatics is classified into socio-pragmatics and pragma-linguistics. Socio-pragmatics relates to the participants' interpretation and performance of communicative action dealing with their social perception. This is called as '*the sociological interface of pragmatics.*" Pragma-linguistics puts communicative acts resources and interpersonal meanings. However, Ishihara & Cohen (2010) suggestsocio-pragmatics is best suitable for the teaching of pragmatics cultural aspects. Learners know the meaning and linguistic form about the expressions they utter in the classroom. Therefore, this study prefers using socio-pragmatics to pragma-linguistics.

To go further point, the studies which have not been developed in the study are the use of films in the intercultural context for high school students since pedagogical use of films is well-implemented only for university students in related with intercultural business communication(Briam, 2010; Cardon, 2010; Mallinger & Rossy, 2003) and the study of aspects of intercultural awareness using a film for high schools level not yet conducted as (Baranauskiene, 2012) implements it using text for university level. Besides, writing is also recommended to minimize teacher talks and

motivate students to practice it.Therefore, this study attempts to answer the research question '*How is intercultural awareness developed through film in the EFL classroom?"*

II. REVIEW OF RELATED LITERATURE

1. Defining Film Towards Intercultural Awareness

To discuss film, it is not simply to define as a 'hear' and 'see' activity. Students learnt how to reveal their ideas and be visual literate through words and statements as films acted as text books (Hekmati, Ghajar, & Navidinia, 2018). The previous study by (Troung & Tran, 2014) believe that teaching the language and intercultural competence using textbook material is not appropriate and sufficient, whereas a reality sense of the target culture is contributed by the existence of film (p.208).

Furthermore, a statement that "film, like all art forms, encourages the audiences many kinds of intellectual and emotional responses" (Sturm, 2012). Therefore, students are able to response based on their intellectual, feeling and emotions when they experience investigating the plot, and characters at some level. Some fundamental roles for using film in the EFL classroom are believed to be a good point of achieving new intercultural knowledge. Students first have the opportunities to share their opinions even though they are different with others in the film discussion as they have all seen it. Students feel free to open up for listening and asking questions. Second, film is considered to be quite secure as students are not engaging in the plot. Truong & Tran (2014) have simply shown an increased interest in the ability to engage with and perform in an intercultural appropriate attitude in order to build up their characters (p.209). They have attempted to explain that students require to become intercultural speakers and competent communicators as (Byram, Gribkova, & Starkey, 2002) mentioned. L2 students require to increase the ability to determine the values and social norms which affect their intercultural aspects in communication. This is explained clearly by (Truong & Tran, 2014), including the emotional tone variations and non-verbal codes which convey the achievement of target language.

Meanwhile, the debate of this matter is conveyed. Aitken (2012) argues that film reduced the real values in the sense that film is supposed to offer real situations and encounter to particular cultural aspects of life such as ways of socializing and sharing traditions with others. The situation of people who come from different cultures run to be individuals in the film, and in concrete cultural aspects are possibly shown in action.

In accordance with (Aitken, 2012) the basic values of life is family values. As a fundamental value, they may affect severe intercultural conflicts in today's multicultural word. The definition of values, is the main degree in actions when teaching a foreign language. They correlate what Egan says in (Aitken, 2012) that "imagination builds on something known; it is impossible to imagine something completely unknown," which can be the basis on why students are interested in the life narratives compared to their imagination to decide conclusions related to uncommon attitude. However, it is challenging for language teachers who prioritize professionalism to have an effort to encourage students to open their mind to other cultures and stimulate them to ask question rather than persuade them to summarize or use stereotypes to easily answer. By this research project, film could be the right tool to accommodate learning intercultural awareness. The reason why the films are selected because not all of them are proper film to be the tool of teaching and learning (Aitken, 2012), which is aimed at the effort to raise or trigger student's emotions and acquire students' trajectory of life narratives. The investigation of the film is challenged students to answer how intercultural awareness is developed through film in the EFL classroom.

2. Defining Terms in Intercultural Awareness: 'Culture, Language, Communication and Intercultural' to the Concept of ICC

Prior to discussing intercultural awareness, the fundamental definition of it based on the two terms "*communication*" and "*intercultural*". *Communication* means the activeness of people communicate and interact with the language. *Intercultural* is the reflection of human behavior not only with certain national contexts but also local contexts to engage with communication interaction among people who are from different cultures, can be seen from their social identity, and social groups, beliefs and behaviors, national history and geography and stereotypes (Baranauskiene, 2012).

The topic of culture and language has gained its importance in defining clearly before discussing intercultural awareness as it is part of Intercultural Communicative Competence (ICC). Thus, it is not simple to teach language without comprehensive cultural content (Baker, 2012).Nieto (2010, p. 137) point out culture interprets various aspects, "the other," traditions and values. Culture is defined as "dynamic; multifaceted; embedded in context; influenced by social, economic, and political factors; created and socially constructed; learnt; and dialectical." Sercu (2005) adds that a person who comprehends a number of cultural characteristics and competencies, is surely able to get intercultural experience. In any case, Alfred, Byram, & Fleming (2003)claim that a potential for questioning the taken-for-granted in an individual and environment is created in a range of ways otherness experience.

In respect with the overview of communicative competence in which Byram (1997, p. 34), suggests the model of Intercultural Communicative Competence (ICC). They include five "knowledge" or "saviors:"

1. Attitudes relativizing self, valuing other (*savoir etre*)
2. Education: political education, critical cultural awareness (*savoir 's engager*)
3. Skills: discover and/or interact (*savoir aprendre/faire*)
4. Knowledge of self and other; of interaction: individual and societal (*savoir etre*)
5. Skills interpret and relate (*savoir comprehendre)*

Those five models fulfill the key dimension in respect of the culture, for example, empathy, curiosity, critical awareness, cultural relativism and cultural identity(Byram, 1997). The critical analysis is fully expected to gain effective communication, for instance, valuing the use of body language (e.g. contact, closeness, and gesticulation). Therefore, ICC makesnumerous studies of intercultural learning to discuss identity as integral dimension with educational projects in the English classroom (Galante, 2015), stereotyping across cultures (Cardon, 2010), from cultural awareness to intercultural awareness (Baker, 2012), and cultural learning in the EFL classroom (Kiss & Weninger, 2017).

Moreover, Byram (1997) states the researchers focus on the following elements of analysis: social identity, beliefs, behaviors, socio-political institutions, national history, national geography, formality, and politeness as well as (Baranauskiene, 2012) implements the study. Social identity first analyzes individual's knowledge to adapt with other member's value and emotional meanings. Second, learners notice belief and behavior can change the members or the groups. Third is other countries knowledge and identities carried by an interlocutor from another country, include socio-political institution. Fourth, knowledge of history as well as geography of the country and formality and politeness in daily situations.

3. Managing the Culture Biases Toward Intercultural Awareness

To manage the culture biases, the concept of identity plays an important role in intercultural communication. In book written by (Samovar et al., 2012), the theoretical of identity is defined to draw to make easily understand the confusion views of its definition. They mentioned some theoretical definition of cultural identity by Gardiner and Kosmitzki (behaviors, beliefs, and attitudes separate and distinct individuals), Ting-Toomey (self-image of family, gender, cultural, ethnic, and the process of individual socialization), Martin and Nayakama (introduced the concept of 'who we are' to define it in broaden sense.

The next possible culture bias is stereotyping. It carries positive and negative views. Therefore, it is required to be classified and characterized dealing with a social groups of people. The positive stereotypes, for instance, hardworking, well-mannered and diligent. Adler reminds the negative stereotypes can be existing in intercultural communication. To avoid the negative stereotyping, Ting Toomey and Chung shared the methods of controlling stereotypes.

4. Socio-Pragmatics in General Pragmaticsin Intercultural Awareness Study

Byram (1997) shares the concept of culture which is correlated with ICC to promote intercultural awareness for the context of English use dynamically. Meanwhile, the pragmatics can be intertwined with ICC. Byram & Phipps (2003) define learning language is related to pragmatically culture.

Bardovi (2001) assumes that there is perhaps failure in interaction with the native speakers. To avoid this, foreigners are supposed to be well-prepared with the pragmatics knowledge beside intercultural communicative competence. There are two classifications in general pragmatics: socio-pragmatics and pragma-linguistics (Leech, 1983). *Pragma-linguistics* relates to communicative acts resources include the strategies like formality and informality which can exemplify communicative acts. *Socio-pragmatics* refers to socio-cultural environment and the communicative action, for instance, declining unwanted invitation(Kasper, 2001, p. 51). Ishihara & Cohen (2010) add that socio-pragmatics is the use of expressions suitable context. Crystal (1985) examines socio-pragmatics dealing with the conditions on language use from the social situation.

5. Defining Journal Writing

For this reason, the researcher decides to center this cultural task on a concrete writing activity in journal writing. Hashemi & Amerian (2011)believe that journal writing is effective method for non-native speakers and recommended for teachers to use for teaching writing. Journal writing is generally writing regularly in a writing log about daily experiences, and recording observation and thoughts, reflections and perceptions on different topics. Breeze (2017) mentions that journal writing is beneficial for students to give and accept the real feedback on their writing. It is commonly known that students find it encouraging to know what they are writing for their peers, as well as the teacher. Meanwhile, (Collins, 2001; Jago et al., 2011) have implemented composition instructions toward their students as their best teaching experiences. Collins (2001) comments that he has successfully convinced his students at Dominican College to give vital feedback on each successive draft of the text book.

III. Research Methods

This study used qualitative research design proposed by (Ary, Jacobs, Sorensen, & Razavieh, 2010). The study provided students' responses in journal writing after watching Freedom Writers Diary. This engaged human as the context bound which concerns for context and meaning (Ary et al., 2010, p. 443). It was also a case study for it focused a single unit or occurrence to examine. Therefore, the subject of the study involved the first year high school students of Surabaya in an EFL classroom. The participants were freshmen year students of totally 36 participants of tenth grader which consisted of 22 females and 14 males in the research. The reason of the chosen site was that the providing text books of English, had cultural awareness in particular topics. In this study, the data were gained from observing the teaching and learning process of students' journal writing after watching the film.

IV. RESULTS AND DISCUSSIONS

The observation engaged with the teaching and learning process which include the teacher's and students' activities, the material and media used.This is descriptive qualitative.

Due to the teaching and learning process, there were three steps dealing with the teacher's activities. Those also explained the activities the students had in the EFL classroom. Instead of giving the topic directly, the teacher asked one of the students to lead the pray. The teacher then asked few questions whether they have ever watched the film and the benefits of it. Students could write their responses after watching the film freely without guided questions. The teacher showed the text book of English. That was the step which was called *pre-viewing activity*. Students paid attention and did what the teacher instructed. They opened pages which put cultural awareness in it. The teacher explained that it was really important to study the other cultures which are different to them. The second step wasthe teacher convinced the students that one of the way to study culture diversity was by film as potential and popular medium culture. The teacher told the purpose of the study. The teacher also asked them to put their mobile phones and other books in their backpacks because the film would be watched. The teacher told the title of the film was *Freedom Writers Diary*. All supporting media like LCD, the film, laptop, and sound were ready. Students then watched the film. The activity was called *viewing activity*. The film was played twice. The first play was without instruction after watching the film. The second play, students have been asked to write their responses as a part of their journal writing for a day continued. The second day watched the film. The third day,students continued little part from *Freedom Writers Diary* and directly wrote their responses after watching it as *the post viewing activities*.The feedback was that the teacher read students' journal writing.

Since the study has been interested in developing intercultural awareness through film in the EFL classroom, 36 students wrote their responses after watching the selected-film provided by the teacher as their journal writing. Regarding with students' feedback after watching *Freedom Writers Diary*, their first responses to the film were unpleasant and uncomfortable to see the scene of kissing, rude words, gang'sviolence, getting guns freely, unrespect students to the teacher, racism, and the school reaction to the cultural diversity. In their journal writing, students could write freely their experiences after watching *Freedom Writers Diary* although there were some grammatical errors in their writing. The writer can develop ideas on a particular topic or event as it is considered to be a more concerned and systematic(Hashemi & Amerian, 2011). They viewed the content of the film could bring them to stereotyping both constructive and destructive. They tend to positive attitudes, but neglect the negative sides. There were two important aspects to be aware was being open to a new information and evidence and being aware of your feeling uncomfortable in your zone (Samovar L. A., Porter, McDaniel, & Roy, 2012)They agreed that this film carried out many advantages. Firstly, films provided entertainment value. Secondly, they were well-thought of a reward that could carry students to a next higher step in target topic than traditional textbooks would. Thirdly, films might strengthen students' emotions and lastly encourage them to deal with the topics, especially to gain intercultural awareness than their textbooks. The similar view is conveyed by (Sturm, 2012) who argues that film create students' emotions and perhaps trigger the perceptions or responses, which bring students to the more knowledge on the importance of being aware in their own and other cultures.

For further research, it is recommended to conduct the study which investigates the aspects of intercultural awareness students elicit through film in the EFL classroom. Due to the complex definition of culture, therefore, the twofold qualitative research design for the further research can use the theory of ICC by (Byram, 1997) and socio-pragmatics by (Leech, 1983) to make clear the intercultural awareness meanings previously explained.

V. CONCLUSION

As a conclusion, teaching foreign language is not complete without teaching culture. This is very crucial as people have been living in social groups which have different cultures from their own globally. And English should be learnt as well as knowing foreign culture. This aims at avoiding misunderstanding and managing cultural biases which may happen during the intercultural

learning. The culture biases, for instance, stereotyping which can be dysfunctional, and recognizing identity in the society.

To anticipate this, the use of film has many benefits for intercultural knowledge. Film is identically known as audio and visual media which is popular medium to introduce culture. Viewing the existence of text book of English which put cultural awareness and high school students ignore other people' s culture, it is very required to them gaining intercultural awareness.

The research used descriptive qualitative research design as it is also a case study. there is an effort to answer the research question: *How is intercultural awareness developed through film in the EFL classroom?* The observation was conducted during the teaching and learning process. The teacher did three stages: *pre-viewing activities, viewing activities, and post viewing activities.* Students gave their feedback by writing their responses as part of their journal writing after watching *Freedom Writers Diary,* based-true film of Wilson High School in Long Beach, California, 1992.The findings showed that students indicated uncomfortable and unpleasant to the scenes which encountered to gang-violence, racism, kissing, rude words, getting guns freely, unrespect students to the teacher, and the school reaction to the cultural diversity. Students felt free to express their thoughts and emotions in their journal writing, even though some grammatical errors are in their written-responses. Yet, they learnt positive sides from the film and threw the negative sides.Above all, students preferred to film rather than the text book to get cultural knowledge and gain intercultural awareness because it provided them more advantages to study foreign cultures from the film. Further study is suggested to investigate aspects of intercultural awareness high school students elicit from the film. The two theories by (Byram, 1997) about Intercultural Communicative Competence (ICC) and socio-pragmatics by (Leech, 1983) are recommended as they are inseparable basically theories to deal with intercultural awareness.

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