

ABSTRACT

Yusnari. Erpi. 2019. “The Correlation between Lecturer’s Use of Learning Resources and Her Students’ Active Participation in Improving the Students’ Understanding in Cross-Cultural Understanding (CCU) at the English Department of Bung Hatta University”.

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The aim of this research was to find out whether there is a correlation between the lecturer’s use of learning resources and her students’ active participation in improving the students’ understanding of Cross-Cultural Understanding (CCU) at English Department Bung Hatta University.

This research was correlational research. The total number of population was 23 of the third-year students at the English Department of Bung Hatta University. The researcher used the total sampling technique to select the sample, so the total number of samples was 23 students. To collect the data, the researcher used a set of questionnaire to identify lecturer’s learning resources and students’ active participation and to identify the students’ improvement in Cross-Cultural Understanding the researcher used CCU test. To make the instruments reliable, the researcher gave try out the test to the students out of the sample. It was found that reliability index of the learning resources questionnaire was 0.78 (Appendix 12), reliability index of the students’ active participation questionnaire was 1.00 (Appendix 16) and reliability of CCU test was 0.91 (Appendix 8)

The result of analyzing data showed that lecturer’s use of learning resources in CCU was in moderate level (86.96%) (Appendix 30), the students’ active participation in CCU subject were in moderate level (43.48%) (Appendix 27) and the students’ understanding in CCU were at a moderate level (56,52%) (Appendix 24). This study shown a coefficient correlation between the variables which the coefficient correlation between lecturer’s use of learning resources and the students’ understanding in cross-cultural understanding was 0.709 (Appendix 31), coefficient correlation between students’ active participation and the students’ understanding in cross-cultural understanding was 0.954 (Appendix 32), coefficient correlation between lecturer’s use of learning resources and students’ active participation was 0.530 (Appendix 33), and the coefficient correlation between three variables was 0.78 (Appendix 33).

This research concluded that there was a significant correlation between the three variables. Last but not least, the researcher suggests that English lecturers to creatively using various learning resources in the classroom to increase student participation in the classroom. For the students, the researcher suggests being more actively participated in the learning process to increase their skills that will be used in the future. For the other researcher, the researcher suggests to still find out how to increase students’ level in CCU.