CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, hypothesis, purpose of the research, significance of the research and definition of the key terms.

1.1 Background of the Problem

Education is an important thing in this challenging era. As time flies very fast, we not only face the problem of globalization arise but also problems in the education world as well. There are several changes in the education system as long as the era changed. To make the learning process become more attractive, the lecturer may use strategies like using various learning material in the learning process to attract the student. The learning material consists of text, audio, video and other several materials that helping teacher in the learning process.

Dirman & Juarsih (2014) states that learning material is one of the segments of the learning framework that holds significance job in aiding the student to accomplish core and basic competencies. They additionally state that learning material contains information, aptitudes and demeanor or qualities that understudy must learn. Learning material should be chosen appropriately, so it may be ideally enabled the understudy to accomplish particular abilities. The ability to arrange good learning material is part of the task of carrying out the learning process. The success of the learning process is determined by how many students master the learning material in the curriculum.

Maina (2010) states that educators' principle destinations ought to improve scholastic exhibitions and adequacy in understudy advancement. Kapur (2018) add the determinants of academic execution of the understudy consolidate class speculation, class task, home-work task, test, assessments, and backing in contentions or diverse accessions. With the usage of different learning resources will increase understudy investment in the homeroom. Is it, the institution of another educational program that trades from instructor focused to understudies focused that expects understudy to be progressively dynamic through the learning procedure.

Abdullah, Bakar & Mahbob (2012) add to implement the skill and knowledge, students are expected to be active and present during the learning activities. There is a need for a two-way relationship between teacher and student to make the classroom environment be more conducive.

The Cross-CulturalUnderstanding subject is very important to learn in order to understand the culture from various countries, regions and ethnic groups. Dirman & Juarsih (2014) states that 2013 curriculum is designed with the aim of preparing Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and be able to contribute to lives of the world, state, and world civilization. Cross-Cultural Understanding will help the student in conducting intercultural dialogue because mastering cross-cultural understanding means that we can know a culture from other countries so that it will minimize the misunderstanding in speaking and interacting.

Williams (2010) claims that languages are indistinguishable from their way of life. Only through understanding the way of life of the objective language, a language student have the option to work appropriately in the language that students learn.

The Third Year Students of the English Department of Bung Hatta University had been studying Cross-Cultural Understanding. Based on the researchers' informal interview with some students of the third year students of English Department of Bung Hatta University, and Cross-Cultural Understanding (CCU) lecturer, Mrs. Fitrina Harmaini, S.S., MA said most students had low grades on Cross-Cultural Understanding (CCU). Therefore, the researcher wanted to know scientifically the correlation between lecturer's use of learning resources and her students' active participation in improving the students' understanding of Cross-Cultural Understanding (CCU).

Based on the explanation, the researcher was interested to conduct a research titled "*correlation between lecturer's use of learning resources and her students' active participation in improving the students' understanding in Cross-cultural understanding at the English Department of Bung Hatta University*"

1.2 Identification of the Problem

Changes always happen in education, the evolution in education makes different ways for us in teaching and learning processes. There is a significant usage of various learning resources in the teaching-learning process. With technology interference in the teacher,world makes learning fun and the learning process becomes more relaxed as teachers' learning resources become more various. In the world of lectures, we find students with different backgrounds, different likes, and races, and every student has a different type of learning style that usually becomes a problem not only for new graduate teachers but also for the senior teacher. Traditional learning like the teacher explains in front and the student notes-taking is out of date, this kind of learning has not attracted students' enthusiasm in learning due to different times. Teachers not only have to be knowledgeable but also should have skills in utilizing various learning resources in the learning process.

As Susak (2016) states "*classroom participation has always been a critical factor in yielding positive learning outcomes for students and further developing their abilities. Participation allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply theory*". The implementation of the 2013 curriculum has consequences in various ways that are different from the previous curriculum. These differences include the substance, approach, organization, and application.

It has some changes in the paradigm of education, including from material-based to competency-based, from behaviorist to constructivist and from teacher-centered learning to student-centered learning. With the student be active in the classroom, it will create a fun and enjoyable learning process so that learning objectives that have been planned will be achieved.

In this era, it is very important for people to learn a foreign language. The development of technology makes it easier to communicate with other people from another country, but the lack of knowledge about cross-culture and phenomena current of a country sometimes makes it difficult to fluently communicate with other people from another country as they can be misunderstood with our intentions. Based on the informal interview that was conducted by the researcher with Cross-Cultural Understanding (CCU) subjects' lecturers, researchers find the percentage of 24 students grades in Cross-Cultural Understanding (CCU) is 29,02% in high level, 25,79% in a moderate level and 45,15 % in low level.

1.3 Limitation of the Problem

Concerning the identification of the problem as mentioned before, the researcher limited her study to the correlation between the lecturer's use of learning resources and her students' active participation in improving students' understanding of Cross-Cultural Understanding at the English Department of Bung Hatta University.

1.4 Formulation of the Problem

The general problem of this research was, "Was there any significant correlation between lecturer's use of learning resources and her students' active participation in improving students' understanding of Cross-Cultural Understanding at the English Department of Bung Hatta University?"

1.5 Research Question

In line with the research formulation above, the researcher proposed some research questions. In general, the research question was, "Was there any correlation between lecturer's use of learning resources and her students' active participation in improving students' understanding in Cross-Cultural Understanding at the English Department of Bung Hatta University?" in the specification as follow:

1   How was the students' understanding of Cross-Cultural Understanding(CCU)

2   How was the correlation between the lecturer's use of learning resources and the students' understanding of Cross-Cultural Understanding (CCU)?

3   How was the correlation between students' active participation and the students' understanding ofCross-Cultural Understanding (CCU)?

4   How was the correlation between lecturer's use of learning resources and students' active participation

4.1 Hypotheses

The hypotheses of this study are formulated as follows:

- Alternative Hypothesis (Ha^1):

There was a significant correlation between lecturer's use of learning resources and the students' improvement in understanding Cross-Cultural Understanding (CCU)

- Alternative Hypothesis (Ha^2):

There was a significant correlation between students' active participation and the students' improvement in understanding Cross-Cultural Understanding (CCU)

- Alternative Hypothesis (Ha^3):

There was a significant correlation between lecturer's use of learning resources and her students' active participation in improving the students' understanding in Cross-Cultural Understanding (CCU)

- Null Hypothesis (Ho^1):

There was no significant correlation between lecturer's use of learning resources and the students' improvement in understanding Cross-Cultural Understanding (CCU)

- Null Hypothesis (Ho^2):

There was no significant correlation between students' active participation and the students' improvement in understanding Cross-Cultural Understanding (CCU)

- Null Hypothesis (Ho^3):

There was no significant correlation between lecturer's use of learning resources and her students' active participation in improving the students' understanding in Cross-Cultural Understanding (CCU)

4.2 Purpose of the Research

In general, the purpose of the study was to find out the correlation between the lecturer's use of learning resources and her students' active participation in improving students' understanding of Cross-Cultural Understanding at the English Department of Bung Hatta University.

In the specific, the researcher mentioned the purpose as follows:

- ❖ To find out the students' understanding of Cross-Cultural Understanding(CCU)
- ❖ To find out the correlation between lecturer's use of learning resources and the students' understanding of Cross-Cultural Understanding (CCU)
- ❖ To find out the correlation between students' active participation and the students' understanding ofCross-Cultural Understanding(CCU)
- ❖ To find out the correlation between lecturer's use of learning resources and students' active participation

Significance of the Research

The result of this research was expected to give input and output for the English lecturer, the student at the English Department and the researcher. For English lecturer, it gave the information about the correlation between the lecturer's use of learning resources, students' active participation and the students' understanding in Cross-Cultural Understanding (CCU) at

the English Department of Bung Hatta University. For the student, the result of this research could give them information about various learning resources from lecturers and their active participation and relationship contribution towards their understanding of the learning process. For the researcher, the result of this research was used as reference and source of information for the next researcher who will conduct research related to the lecturer's learning resources, students' active participation and Cross-Cultural Understanding (CCU).

4.3 Definitions of the Key Terms

In order to avoid misunderstanding and misinterpretation about some conceptual terms, the researcher defines the key terms as follows:

1. The correlational study is a quantitative method of research in which two or more quantitative variables from some group of the subject and find out the relationship between the variables

2. Learning Resources is the tool that consists of text, audio, video and other several materials helping the teacher in the learning process.

3. Active participation is a student being active in the learning process to get an outcome or purpose that has been fixed (Hamalik, 2007: 90).

4. Cross-Cultural Understanding is the ability in understanding the differences between other cultures over the world and to deal with it.