

CHAPTER I

INTRODUCTION

This chapter will discuss about background of study, Research Problem, Objective of study, significant of study, Scope and limitation of the study, Definition of Key term and the last is Organization.

A. Background of study

Teaching is a process of learning something to get a new knowledge or certain skill. According to Brown (2000:7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding. The process of teaching learning will exist some activities that are doing both of lecturer and students to the process of transferring knowledge. Further Tyson and Carrol (1970) in Stifans' article 2012 states teaching is a way working with student. A process of interaction, the lecturer does something to the students do something in return. Teaching in as usual is the way of both lecturer and students work each other, having interaction in giving and accepting knowledge.

In the process of transferring knowledge, the lecturer has to create strategy and skills development. It is also influence the successful teaching English process in Indonesia. Success teaching according to Nunan (1999:249) depends on many factors, one of them is teaching strategies. In other word, to get success in achieving material in the teaching process, the

certain strategy should be implemented. The implementation of teaching strategy is influenced by what the material is. As the common, learning English language as a foreign language has two aspect that should be learned. There are Content and Skill. Therefore, the strategy in teaching content was different from teaching skill. In teaching skill there are four skills to be master, they are Listening, Speaking, Reading and Writing, while teaching content is more crucial than teaching skill it because there are a lot of materials that should be learned like culture, grammar, structure of sentence.

Traditionally, culture was understood in terms of formal or "high" culture (literature, art, music, and philosophy) and popular or "low" culture. From this perspective, one main reason for studying a language is to be able to understand and appreciate the high culture of the people who speak that language. The pop culture is regarded as inferior and not worthy of study. In this view, language learning comes first, and culture learning second. Students need to learn the language in order to truly appreciate the culture. In contemporary language classrooms, however, teachers are expected to integrate cultural components because language teaching has been influenced by a significantly different perspective on culture itself. This perspective, which comes from the social sciences, defines culture in terms of the knowledge, values, beliefs, and behaviors that a group of people share. It is reflected in the following statement from the National Center for Cultural Competence. Understanding "deep culture," language and culture are integral to one another. The structure of language and the ways it is used reflect the

norms and value that member of a culture share. However, they also determine how those norms and values are shared, because language is the means through which culture is transmitted.

Teaching culture cannot be separated in learning language. According to Riesky (1981:01), Culture and language, both of them are related each other in teaching and practicing. This have been changed and developed then exist the challenge to the language teacher for always think, doing reflection, and finding solution to teach language and culture better. teaching language with understanding the culture have changed the paradigm professional teacher of language, it is also give challenge to the teacher to create and applied effective learning in classroom. The creative effective learning that has been prove by the lecturer of cross cultural understanding cross is by implementing learning gallery. Learning Gallery defined a kind of modified jigsaw group project by which the students are grouped and responsible for a certain material to learn (Iftanti: 2015:348). The student grouping is done to invite each student to be actively involved in the instruction.

Cross Culture Understanding is one of lessons which have to be learned by students who take English Education Department in IAIN Tulungagung. Teaching Cross Culture Understanding here has a purpose to teach students about different culture from some countries. English speaking countries is a basic to determine where the countries that has to be learned by English students. Moreover, learning different culture of some English speaking countries is not as easy as we expected, for example culture of United States

in a ritual habit was different from Indonesia. Learning about culture of Indonesia only in ritual habit it takes variations based on the local area, it's like United States culture too. They have a lot of culture that can be learned by students of English department. So as a lecturer of cross culture understanding has to manage time and cover all material well. Here the appropriate teaching strategy should be applied by the lecturer.

Implementation of Learning Gallery has been investigated by (Iftanti: 2015:352), this strategy is implemented to create an interesting class for students. And the result Learning Gallery is proved to be effective in creating interactive learning environment. Learning gallery has a tree steps in implementation, in the end of steps, the teacher give test to know the result of implementation of learning gallery and ask students to know the response of learning gallery. Looks at that study there was questions what are the teacher activities to create interesting class by using learning gallery. So, it was different from this research. In this research the focus is on the lecturer. Finding of this research would get known about how lecturer's lesson plan before implementing learning gallery, and how are activities in teaching and guiding students during implementing of learning gallery, and also the evaluating by using learning gallery in teaching cross cultural understanding.

According to the phenomenon above, the researcher wants to find how exactly learning gallery used in teaching Cross cultural Understanding at third semester students of Iain Tulungagung 2016, under the title:" The

Implementation of Learning Gallery in Teaching Cross Cultural Understanding for The Third Semester Students of Iain Tulungagung 2016”.

B. Formulation of Research Problems :

According to the explanation above, formulation of Research Problems are:

1. How is the Learning Gallery planned in teaching Cross Cultural Understanding?
2. How is the Learning Gallery implemented in teaching Cross Culture Understanding?
3. How is the Learning Gallery evaluated in teaching Cross Cultural Understanding?

C. Objectives of Study

The objectives of this study are:

1. To know lecturer's plan before implementing learning gallery.
2. To know how the lecturer implements learning gallery in teaching Cross Culture Understanding.
3. To know how the lecturer evaluates in teaching cross cultural understanding.

D. Significance of Study

The result of this study was expected to be useful for:

1. Teacher

This study is useful for teacher in choosing teaching strategy in teaching language and culture. This study gives contribution in

successful teaching language and culture for teaching students of English Department exactly in teaching Cross Cultural Understanding.

2. Students.

This study gives contribution to the students exactly students of English Department in having new style of learning for discussing wide topic like discussing about language and culture.

E. Scope and Delimitation of the Study

According to explanation of the phenomenon above, the researcher wants to conduct the research which focuses on the implementation of Learning Gallery as the strategy in teaching Cross Cultural Understanding for students at third semester of IAIN TULUNGAGUNG.

Delimitation of this study is the intensities of each meeting done by the researcher with the subject of this study. Having observation to the class can be done one a week, because it depends on the steps of doing learning gallery that was implemented by the lecturer in Cross Cultural Understanding.

F. Definition of Key term

The aim of definition of key terms is to avoid misinterpretation from the Readers to this study. The key terms are defined:

1. Learning Gallery

The term Learning Gallery in this study is a teaching strategy that was implemented by the lecturer of cross cultural understanding course. In this learning gallery the students are grouping to be actively involved

in the teaching and learning process by following three steps of the implementation.

2. Teaching Cross Cultural Understanding

Teaching cross culture understanding of this study is the process of understanding different culture from English speaking countries. They are: British, America and Australia.

3. Implementation

Implementation of this study is applying teaching strategy that is learning gallery by the lecturer in teaching cross cultural understanding.

G. Organization of research report

The organizations of this thesis are as follows:

Chapter I is the introduction which deal with Background of study, Research Problem, Objective of study, Significant of study, Scope and limitation of the study, Definition of Key term , Organization of the study.

Chapter II is review of related literature which deal with Definition of teaching and learning, Strategies in teaching cooperative learning, definition of Learning Gallery and Steps of teaching by using Learning Gallery, How learning gallery modified.

Chapter III is research methodology which deals with Research design, Data and data sources, Technique of data collection.

Chapter IV is Finding of the study. In this chapter the researcher explain how the lecturer planed before implementing learning gallery, how

does the lecturer implementing learning gallery, then how the lecturer evaluated after learning gallery.

Chapter V is deal with the discussion of data findings. This discussion is how the data findings related with theory.

Chapter VI is Conclusion and Suggestion. In this chapter the researcher take conclusion on the basis finding of this study, then the suggestion are proposed.