

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about teaching culture and language, teaching cooperative learning, jigsaw, gallery walk, learning gallery, then the previous studies.

#### A. Teaching Culture and Language

The word culture has many different meanings. (Rahimuddin in *Express, an International Journal of Multi Disciplinary Research*) For some it refers to an appreciation of good literature, music, art, and food. For a biologist, it is likely to be a colony of bacteria or other microorganisms growing in a nutrient medium in a laboratory Petri dish. However, for anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. The term was first used in this way by the pioneer English Anthropologist Edward B. Tylor in his book, *Primitive Culture*, published in 1871. Tylor said that culture is "that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society." Of course, it is not limited to men. Women possess and create it as well. Since Tylor's time, the concept of culture has become the central focus of anthropology. Culture is a powerful human tool for survival, but it is a fragile phenomenon. It is constantly changing and easily lost because it exists only in our minds. Our written languages, governments, buildings, and other man-made things are merely the products of culture. They are not culture in themselves. For this reason, archaeologists can not dig up culture directly in their excavations. The broken pots

and other artifacts of ancient people that they uncover are only material remains that reflect cultural patterns--they are things that were made and used through cultural knowledge and skills. In other words, Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Cultures are what make countries unique. Each country has different cultural activities and cultural rituals. Culture is more than just material goods, that is things the culture uses and produces. Culture is also the beliefs and values of the people in that culture. Culture also includes the way people think about and understand the world and their own lives. Culture can also vary within a region, society or sub group. A workplace may have a specific culture that sets it apart from similar workplaces. A region of a country may have a different culture than the rest of the country. For example, Canada's east coast Maritime region has a different culture than the rest of Canada, which is expressed by different ways of talking, different types of music, and different types of dances. A family may have a specific set of values, because of this people every time follow their religion to have or find new culture.

Further description belongs to (Rahimuddin in *Express, an International Journal of Multi Disciplinary Research*) states Language is a means of expression. We express our feelings, emotions, thoughts, needs, desires etc. in words, symbols and gesture which is considered as language. Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Thus culture finds its

expression in language; so, learning a new language without familiarity with its culture remains incomplete. There are four views regarding the issue. The first one states that 'target language culture' should be taught along with English to acculturate language learners into the cultures of English speaking countries (Byram, 1990; Byram & Flemming, 1998). The second view states that there should not be any teaching of the 'target language culture' together with English in the countries where English is an institutionalized variety (Kachru, 1985, 1986; Kachru & Nelson, 1996; Canagarajah, 1999). Other two views also reject the idea of teaching 'target language culture' along with English. However, while one of the views supports the teaching of 'local culture' in English language teaching (Kramsch & Sullivan, 1996; McKay, 2003), the other view holds the position that English has become a lingua franca and it should be taught in a culture-free context (Alptekin, 2005; Jenkins, 1996, 2000, 2002, 2005; Seidlhofer, 2001).

Rahimuddin in his journal also explain Importance of culture in language teaching According to Wei (2005:56), language has a dual character: both as a means of communication and a carrier of culture. Language without culture is unthinkable, so is human culture without language. A particular language is a mirror of a particular culture. Brown (1994:165) describes the relation between language and culture as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture'. In a word, culture and language are inseparable (cited in Jiang, 2000: 328). When it comes to the realm of teaching and learning, as Gao (2006) presents it, the interdependence

of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching (p.59). Gao further states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence. Wang (2008), likewise, asserts that 'foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers'. According to Tomalin (2008), the international role of the English language and globalisation are the two main reasons to teach culture as a fifth language skill, in addition to listening, speaking, reading and writing. 'What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures. It involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language.' Tomalin (2008) further argues that teaching of culture in ELT should include cultural knowledge (knowledge of culture's institution, the big C), cultural values (the 'psyche' of the country, what people think is important), cultural behaviour (knowledge of daily routines and behaviour, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction.)

Admittedly, it is not an easy task to teach culture. Teachers can show the way rather than regulate a specific way of seeing things, which has the inclination

of cultural imperialism. Making students aware of the important traits in the target culture help them realise that there are no such things as superior and inferior and there are differences among people of distinctive cultures, as well. (Wang, 2008:4). Kramsch (1993) argues that a foreign culture and one's own culture should be placed together in order for learners to understand a foreign culture. Learners' interaction with native speakers or text will require them to construct their own meanings rather than having educators simply transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own. Kramsch (1993) refers to this as establishing a "sphere of interculturality". Moreover, what educators should always have in mind when teaching culture is the need to raise their students' awareness of their own culture (Straub, 1999) and 'the target culture' (Wei, 2005:55), to cultivate a degree of intellectual objectivity essential in cross-cultural analyses (Straub, 1999, cited in Wang, 2008:4). Teachers and program developers are asked (Coleman, 1996; Holliday, 1994; McKay, 2002) to take the learners' sociocultural background into consideration in choosing materials and pedagogical approaches for particular contexts of teaching since ignoring the students' norms and expectations – that is, what students bring to the classroom- is denying the learners' experiences (Dogancay-Aktuna, 2005:100), and thus a lack of consideration of variations in cultures of learning can lead to frustration and subsequent failure in language classrooms (Li, 1998; Holliday, 1994). Mastering in a language requires learners' mastery of the cultural contexts in which important social acts occur because it

conveys warm feelings and solidarity among interlocutors (Cohen, 1996; Eisenstein and Bodman, 1986, 1993; Intachakra, 2004) and is categorized in the 'social' use of language (Kumar, 2002:7). Language learners need to understand what native speakers mean when they use the language, even if they do not choose to replicate native speakers' behaviour (Liddicoat, 2000:51, cited in Paul, 2004).

Ece Sar ıgöl –Sally Ashton (2005) state Culture has become an increasingly important component of English language teaching in recent times. Damon (Hall and Hewings 2001, p.186) defines culture as “ the fifth dimension” of language teaching in addition to other four language skills. Understanding the cultural context of day to day conversational conventions such as greetings, farewells, forms of adress, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, and in what situations and it also means understanding the beliefs and values represented by the various forms and usages of the language. For these reasons, culture must be fully incorporated as a vital component of language learning. Foreign language teachers should identify key cultural items in every aspect of the language that they teach (Peterson and Coltrane 2003).

Tomalin and Stempleski (1993, p. 7) suggest that the teaching of culture should have the following goals: To help students to develop an understanding of the fact that all people exhibit culturally conditioned behaviors. To help students to develop an understanding that social variables such as age, sex, social class and place of residence influence the ways in which people speak and behave. To help

students become more aware of conventional behavior in common situations in the target culture. To help students increase their awareness of the cultural connotations of words and phrases in the target language. To help students' develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence. To help students develop the necessary skills to locate and organize information about the target culture. To stimulate students' intellectual curiosity about the target culture, and encourage empathy towards its people.

As teachers of English our aim is to make our students both linguistically and communicatively competent since linguistic competence alone is not enough for learners of a language to be competent in that language. Language learners need to be aware of the culturally appropriate ways to address people, express gratitude, make requests and agree or disagree with someone. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior. Thus, learning a language will also involve learning the culture the language expresses.

### **B. Teaching Cooperative Learning**

The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. This chapter summarizes the defining criteria of cooperative learning, surveys CL applications, summarizes the research base that attests to the effectiveness of the method,

and outlines proven methods for implementing CL and overcoming common obstacles to its success.

According to Johnson & Johnson Model, Cooperative Learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements (7):

Positive Interdependence. Team members are obliged to rely on one another to achieve the goal. If any team member fail to do their part, everyone suffers consequences.

Individual Accountability. All students in a group are held accountable for doing their share of the work and for mastery of all the material to be learned.

Face-to-face promote interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

Group Processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative Learning can be used in for any type of assignment that can be given to students in lecture classes, laboratories, or project-base courses.



Following are some of the structures that have been used, with some recommendations for how they may be effectively implemented.

1. Problem Sets.

Here students complete some or most of their homework assignments in teams.

2. Laboratories and Projects

Laboratories and Projects may be carried out by teams (as they often are in traditional curricula) except that again the team grades should be adjusted for individual performance.

3. Jigsaw

Jigsaw is a cooperative learning structure applicable to team assignment that call for expertise in several distinct areas. For example, in a laboratory exercise, areas of expertise might include experimental design, equipment calibration and operation, data analysis (including statistical error analysis), and interpretation of results in light of theory, and in a design project the areas might be conceptual design, process instrumentation and control, safety and environmental impact evaluation, and cost and profitability analysis. Suppose four such areas are identified for a project. The students are formed into teams of four, and either the instructor or the team members designate which member will be responsible for each area. Then all the experts in each area are given specialized training, which may involve getting handouts or presentations by the course instructor, a faculty colleague, or a graduate student knowledgeable in the area in

question. The students then return to their home teams and complete the assignment. The teams count on each member to provide his or her expertise, and if an expert does a poor job, the quality of the final project is compromised and everyone's grade suffers. Moreover, if the students are tested on all of the areas of expertise, the overall learning from the assignment improves dramatically. The tests require all students to understand the entire project, and not just the part that they were the experts in (individual accountability), and the experts have the responsibility of transmitting their expertise to their teammates (positive interdependence).

#### 4. Peer Editing

When teams turn in written lab reports and/or give oral presentations, the usual procedure is for the instructor to do the critiquing and grading. A powerful alternative is peer editing, in which pairs of groups do the critiquing for each other's first drafts (written) or run-throughs (oral). The groups then revise their reports and presentations taking into account the critiquing teams' suggestions and then submit or present to the instructor. This activity lightens the grading load for instructors, who end up with much better products to grade than they would have without the first round of critiquing.

If a grading checklist or rubric is to be used for grading the team reports (which is always a good idea), it should be shared with the students before the reports are written and used for the peer editing. This practice helps the students understand what the instructor is looking for

and invariably results in the preparation of better reports, and it also helps assure that the peer critiques are as consistent and useful as possible. If several rounds of peer editing are done and the instructor collects and grades the checklists or rubrics for the first one or two rounds, the students will end up giving much the same rubric scores as the instructor gives, and in good classes the instructor may only have to do spot checks of peer grades instead of having to provide detailed feedback on every report.

#### 5. Peer-Led Team Learning

In peer-led team learning (PLTL), lectures are supplemented by weekly 2-hour workshops in which students work in six- to eight-person groups to solve structured problems under the guidance of trained peer leaders. The problems must be challenging and directly related to the course tests and other assessment measures. The course professor creates problems and instructional materials, assists with the training and supervision of peer leaders, and reviews progress of the workshops. The materials prompt students to consider ideas, confront misconceptions, and apply what they know to the solution process. The peer leaders clarify goals, facilitate engagement of the students with the materials and one another, and provide encouragement, but do not lecture or provide answers and solutions (8, 9). PLTL was developed by chemistry educators in the 1990s and may be the most prominent group-learning strategy in chemistry education. (We will later describe illustrative implementations of the approach.) It is not a cooperative learning strategy by

definition, but as Tien et al. (10) point out, it shares a number of elements with CL. The students are confronted with difficult problems and must rely primarily on one another to develop solutions, which promotes positive interdependence, and face-to-face interaction is crucial to the workshop format. Students are tested individually on the knowledge required to solve the problems, and a function of the peer leader is to get team members to explain their understanding to their teammates, both of which provide individual accountability. There is no formal instruction in teamwork skills in PLTL, but informal instruction invariably occurs as the peer leaders facilitate the group interactions. The only CL criterion that does not appear to be addressed as part of the PLTL model is regular self-assessment of team functioning, and it would be trivial to add that in PLTL implementations.

### **C. Jigsaw**

*Jigsaw-Based Cooperative Learning* is one of the learning strategies under cooperative learning in which, just like in a jigsaw puzzle, the content of the lesson is subdivided into different parts of information and then given to groups of students who would later explain to each other their parts and results in the whole jigsaw puzzle to be completed (Aronson & Patnoe, 1997). The Jigsaw instructional procedure is a highly structured cooperative learning method, which was originally created by Aronson (Aronson, 2005; Aronson & Patnoe, 1997).

The implementation of the Jigsaw Method, the teacher introduces a topic and its subtopics. The students are then divided into 'home' groups, where they

are each given a different subtopic in the group. The next step requires the students to break out of their 'home' groups to form the 'expert' groups where these students focus on one subtopic, researching and discussing it. Therefore, the students become experts on the subtopic that they have been assigned to. Following their discussion, the students from all of the 'expert' groups must return to the 'home' groups and teach their peers based on their findings and discussions. Eventually, all the members of the 'home' groups will have learnt from each expert group discussion and will have benefitted from each other (Aronson & Patnoe, 1997).

Further, Aronson, E. (2005) states the benefit First and foremost, it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

#### **D. Gallery Walk**

Francek in *Journal of College Science Teaching* (2006:27), "Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills".

Some teachers shudder at the thought of having all of the students out of their desks moving around the classroom at the same time, but in actuality, it can be a very effective technique for classroom management. The kinesthetic learners need a certain amount of time out of their seats, and this will give them that opportunity Shelley Grey (2012:09). During a Gallery Walk, students explore multiple texts or images that are placed around in the classroom. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations or material. According to Sharon (2005: 93-94), this technique provides many positive things for students. Such as allowing students to address their interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example: analysis, evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material. This technique encourages students to speak and write the material rather than just hearing it from the teacher. Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building. How to use a gallery walk technique see *CSCOPE (Texas Education Service Center Curriculum Collaborative) E- Newsletter*. Edited by ESC Region XIII.

- a. Write Create questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create stations. Images, documents, problems, or quotes may also be used.

- b. Divide Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.
- c. Rotate After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, the teacher can have groups switch recorders at each station.
- d. Monitoring. As the teacher, it is important to monitor the stations while the students participate. Teacher may also need to clarify or provides hint if students don't understand or misinterpret what is posted at their station.
- e. Reflecting, have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

### **E. Learning Gallery**

According to Iftanti (2015:349), the term of 'Learning Gallery' in this study is actually a kind of modified jigsaw group project by which the students are grouped and responsible for a certain material to learn. The student grouping is done to invite each student to be actively involved in the instruction. This Learning Gallery strategy is sequentially done in three steps.

#### **1. "In-group comprehension".** There are some activities done in this step.

- 1) Divide the students into several groups based on the number of topics discussed +1.

- 2) Appoint one member of the groups as the leader.
- 3) Ask them to name their groups using names of country for instance.
- 4) Assign the leader of groups to divide the topic into several sub topics and assign each member to learn the materials which is then called as “reading phase”. This is done outside classroom instructional practices.
- 5) Guide the student to have confirmation and one topic comprehension gathering phase in which those students staying in one group tell what they have learned and gather all information of all topic. Then confirm each member understand the topic. The teacher ensures that is students become an expert of the topic in the group and is able to share to other students.

**2. Expert-group discussion.** The activities done in this step are :

- 1) Ask the leader to send his member to other group as representative to present their topic and ask to member of the group to stay as hosts.
- 2) Explain the text of either the representative of the hosts, the representative present the topic to the other group, and listen to the presentation of other group, meanwhile the host lead expert group discussion.
- 3) Guide the students to create expert group consisting of representative from each group and two houses conducting expert group discussion.
- 4) Float from group to other group to make sure that the expert group discussion runs well.



**3. Home-group confirmation.** The activities done in this steps are:

- 1) Ask students to return to their own group sharing what they got from other groups. In this phase both the representative and the host should have obtained information related to all topics discussed.
- 2) Ask the leader to lead the discussion.
- 3) Guide the students to have these home group confirmation activities.
- 4) Answer the students question and explain to the class.
- 5) Conduct a test to make sure that all students understand all topics well.

**F. Previous Studies**

1. Iftanti, (2015) *Learning Gallery As A Part Of Active Learning In Cross Cultural Understanding Class: Students' Responses*. Investigated the implementation of learning gallery to create an interesting class for students. The result Learning Gallery is proved to be effective in creating interactive learning environment. This strategy is also proved to be part of active learning which can drive the students to get actively involved in the instructional activities so that they can improve their achievement in understanding cultures across countries and promote independent language learning.
2. Marhamah and Mulyadi, (2013) *Jigsaw Cooperative Learning: A Viable Teaching-Learning Strategy?* in *Journal of Educational and Social Research*. This study focused on investigating the effect of jigsaw cooperative learning instruction on the second-year undergraduates' achievement of Teaching Learning Strategy. Undergraduates' opinions

about jigsaw cooperative learning instruction were also investigated. The results showed that students in the experimental group, who perceived their instruction as more cooperative and more student-centered, had significantly greater improvement on achievement measures than did the students in the control group. In addition, individual interviews reflected that undergraduates had positive opinion about jigsaw, and they believed jigsaw is an effective cooperative learning technique that promotes positive attitudes and interest develop inter-personal skills. The major findings of this study support the effectiveness of jigsaw learning for students in Indonesia higher education institutions.

3. Marini, (2012) *Efektifitas Penggunaan Metode Gallery Walk Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab di Madrasah Stanawiyyah Al- Fatah Tarakan*, under graduated thesis, majoring in Sastra Asia Barat Hasanuddin University, investigated the implementation of gallery walk method to teach junior high school students. This study describes how is gallery walk method used by the teacher in that school and its implementation for teaching learning process in Arabic language subject. The finding shown that the implementation of gallery walk method to teach Arabic is effective, the students' achievement in Arabic subject could increase by using this method.