



Analysis of Lecturers' and Students' Needs Toward Intercultural Learning Material for Drama Subject

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Abstract. Intercultural learning requires the individual to learn what culture is by reflecting on his or her own cultures, by learning about other cultures, and how to engage successfully with the members of other cultures in various social contexts. Intercultural learning situation in the classroom needs to create in order to appear students care about their own and foreign cultures. Deeply, the students should aware of multiculturalism in the classroom. This study is descriptive qualitative. The participants of the study were the sixth semester students and the lecturers of English Department of University of Pasir Pengaraian. The instruments of collecting data are observation, interview, and documentation. The data and information were analyzed by using theoretical review and described the facts systematically. The Hutchinson and Water Model were used in terms of gathering the students' and lecturers' needs in intercultural learning. The result of the study was students' and lecturers' needs is necessary for developing intercultural learning material for Drama subject and also consider the curriculum demand.

Keywords: Lecturers' needs · Students' needs · intercultural learning material · Drama subject

1 Introduction

Teaching English as a foreign language for university students is not only teaching about producing sentences in written and oral expression but also building a communicative competence that might be influenced by many aspects includes cultures and communities in which that language used. Language production is a kind of social processes that involve an interaction among language users who have the same cultures or even different cultures [1]. The ability in interpreting and establishing relationship between two different cultures and the skill of discovery and interaction in intercultural learning competence are mainly important for university students during communication. Furthermore, teaching languages involves all aspects that may support receivers, especially students in language education context, to consider every language function and expression in communication because one expression can be interpreted in different

interpretations based on another's background culture. In addition, intercultural learning competence in teaching and learning process takes a significant part in influencing how students consider the context and language expression during communication.

In order to understand the language, culture, and learning environment, it can be taught from an intercultural perspective [2]. Intercultural learning competence is the competence for students to be aware of and better understand one's own culture and other cultures in the world [3]. In this case, intercultural learning needs to be designed to enable equal participation of members from different cultures to make students aware of their own and foreign cultures and increase their understanding [4]. Intercultural learning requires the individual to learn about culture by reflecting on their own cultures, learning about other cultures, and engaging successfully in various social contexts [5]. So, intercultural learning is essentially applied in teaching and learning process. Intercultural learning engages the students' care about their own and foreign cultures. Profoundly, the students should be aware of multiculturalism in the classroom.

Teaching drama is essential for improving language communication [6]. Because drama is a resource in the foreign language classroom in promoting intercultural competence and developing an awareness of interpersonal dimension and drama also offers the foreign culture as well as conflict situations and emotions seldom encountered in textbook dialogues and materials, thus opening up to the students a world which is often denied to them in the foreign language classroom [7, 8, 10]. Furthermore, Drama subject is a media to develop students' awareness about their own culture and other cultures.

Another side, the lecturers in university of Pasir Pengaraian had some difficulties in teaching English because most of the students come from Malay ethics, which followed the learning process; they still brought the original culture, whether in communication or interaction. In this situation, the students lacked attitudes and openness, readiness to suspend disbelief about other cultures, lack of knowledge of social groups, lack of interpreting different cultures, lack of skill of discovery, and critical culture awareness [11, 12].

In line with the phenomenon in teaching drama, the preliminary research had taken to some English lecturers and students who teach and learn Drama class at English Department at the University of Pasir Pengaraian. There were some problems in teaching drama, Drama class was taught by using English, but these expressions are not represented with features of English cultures. The drama was performed in English, but it was explored in Malay culture. In this case, learning culture was not prevented in the teaching process, such as the lecturers and students expressed some expressions by using the features of Malay culture, the students' performances still used Malay culture in which conversation or style of drama. In addition, based on the interview with students and lecturers of the English Department, university of pasir pengaraian, there were some phenomenons in teaching drama as follows (1) there was no learning material in the form of the handout that filled a gap in the intercultural learning of English and Malay meanwhile drama was the representative of culture and stylistics (2) The students still used a sense of Malay culture when they performed and learned English Drama. (5) The lecturers had the lack of knowledge about intercultural learning material in teaching drama.

However, the problems above were happened because the lecturers and students did not know the culture of English and Malay strictly English culture was not being

attended during the teaching and learning process of drama class. It is also because there is no intercultural learning comprehension and material development for this context. Actually, there are some studies that investigated intercultural learning model in teaching and learning process such as developing intercultural communicative competences in English language [13–17, 19–24], Intercultural approach in language teaching [25, 26] a learning model of bahasa Indonesia as foreign language based on local intracultural learning [27] Assessment of intracultural competencies learning [28] strategies facilitate intercultural learning [29], intercultural awareness [30, 31] and multiperspective model for intercultural [32, 33]. These previous studies show that developing of intercultural learning model in language teaching and how the researchers design some approaches in intercultural learning. The need to design another model of intercultural learning material especially for thanking expression in Drama subject is not existing yet.

So, it was academically necessary to gain the lecturers' and students' needs in intercultural learning materials.

2 Methods

This study is descriptive qualitative [34]. It is intended to figure out the students' and lecturers' need toward intercultural learning. The participants of the study were the sixth (6) semester students of the study program of English - University of Pasir Pengaraian. The instrument of collecting data need was questionnaires. This study uses descriptive analysis including the data and information analyzed using theoretical review and described the facts systematically.

Furthermore, the need analysis used in this research is based on Hutchinson & water model [35]. It aims to know the data of curriculum needs, the information of the existing model that is used in drama performance, the student's need in teaching drama, and the lecturer's need and expectation in teaching and learning drama. Besides, need analysis is going to search information of how important is the product to be developed.

In this step, the researcher gives a questionnaire to English students and English lecturer to get the data about what the lecturers and the students need in the teaching and learning drama. The indicators are developed based on Hutchinson & water model for need analysis. In the model, needs analysis consists of two (2) parts, namely 1) target situation needs; and 2) learning needs. Target needs include necessities, lacks, and wants. Necessities are determined by the demand of the target situation. They are the necessary needs that enable the learner to use effectively in the target situation. Lacks are the gap between necessities and what the learner already knows, that is the existing proficiency of the learners. Wants are learners' subjective needs, which has no direct relationship between the objective needs perceived by the teachers and course designers. Learning needs, on the other hand, are how learners learn the language. Learning needs are about the learners' motivation of learning the language, the way they prefer to learn, the available resources, the time and place the course will take place, and the learners' personal information.

3 Results

3.1 Analysis of the Students' Need

Need analysis is used to search information of how important is the product to be developed. The result of student' need were obtained from the students' necessities, lacks and wants of teaching and learning drama, intercultural learning material, thanking expression used in the script of drama. In this process, the researcher gave questionnaires to the students of sixth semester students of English Department Pasir Pengaraian University. There were 30 statements in questionnaire which is used a Likert scale from 5-point scale; (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. There are three variables were measured in students' need analysis. The results of student's need analysis are as follow (Table 1).

Furthermore, there were ten questionnaires given to students. The result shown that the development of intercultural learning materials for Drama subject was neccery at English Department of Pasir Pengaraian University. The result of intercultural learning indicators shown that firstly, the students did not open the others culture (65.52%). It meant that most of the students need to aware or open the others culture in teaching process. Secondly, the most students were strongly agree (51.72) that there were some activities improving their openness to other cultures in teaching and learning process. The existing learning material for drama subject is not able to facilitated intercultural factors in teaching and learning process. Malay culture which was dominated in students environment was influenced many aspect in Drama Subject. Most of Students were strongly agree that they needed intercultural learning material in learning drama subject. Besides, they needed some activities that triggered them to openness to other culture so they can easily to response intercultural situation in their environment. So, the content of intercultural learning model will provides beliefs, values, rules and historical sensitive in learning material.

Table 1. The Result of Students' Necessities

No	Indicator	Statement	Score (%)	Category
1	Intercultural learning	I open with other culture in teaching and learning process	65.52	Disagree
		I need to do activities that trigger openness to other cultures	51.72	Strongly agree
3	Drama	Intercultural learning materials are needed in Drama subject	51.72	Agree
		Intercultural learning materials are needed in Drama Subject in English and Malay	96.5	Strongly agree
		Intercultural Model is very significant in teaching Drama in University	96.5	Strongly agree

Further more, in teaching and learning process for drama subject, English culture was not being attended during the teaching and learning process of Drama class, when the lecturer made and designed the learning material of Drama, there was no fill gap that relate English and Malay culture. In this case, most of students were strongly agree that Intercultural Model was very significant in teaching Drama in University. It meant that the intercultural learning; the using of English and Malay were needed in teaching and learning process in order to prevent the breaking of Malay norms and misunderstanding of English (Table 2).

However, there were some lacks or weaknesses in the existing learning material in drama subject. First, Students strongly agree that they did not understand about intercultural learning material. It meant that there was no learning material to facilitate their culture especially malay culture. Besides, the culture knowledge was not specifically discussed in learning material especially in thanking expression and it was necessary to put the Malay culture principles in learning material in order to thanking expression of Malay are accepted in English.

Since, most students expressed and memorized thanking expression on the script of English drama by using the sense of Malay, so they most agreed that it was difficult to accostumed the language expression like thanking expression in both culture, Malay and English. It meant that they confused in using the different expression of thanking in different context and meaning in drama performance. Furthermore, thanking expressions

Table 2. Need Analysis of Students' Lacks (Weaknesses)

No	Indicator	Statement	Score (%)	Category
1	Intercultural learning	I do not understand about intercultural learning material	100	Agree
		I am sensitive in different culture and languages	82.75	Disagree
		I am giving response to others culture weaknesses in classroom	96.55	Agree
		I difficult to interact with someone	62.06	Disagree
3	Drama	There is weaknesses in integrated intercultural learning in drama subject	100	Agree
		Drama learning materials do not involve local culture, especially Malay culture	100	Agree
		Drama Performance in the teaching and learning process is not based on intercultural learning	48.28	Strongly Agree
		Drama Subject is more based on the language aspect, not intercultural learning material	55.19	Agree

in English and Malay had the same meaning semantically, but thanking expressions used were different in language and culture. It can be seen on the expression “Thank You” is normally used in the end of the conversation in English but it is not normally used in the end of the conversation in Malay.

Third, most students agreed that there were students’ weaknesses in drama performance which was integrated with intercultural learning material. Drama learning material did not involve local culture especially Malay culture. Then, Drama subject was pointed the performance and it was not designed based intercultural learning material. So, considering this fact, it was academic necessary to develop a model of intercultural learning material in Drama Subjet at Pasir Pengaraian University (Table 3).

In the last table of Quesitionnaire analysis from students’ need in term of their wants in developing a model of intercultural learning material for Drama Subject were indicated some points expected. First, most students were strongly agree that they had expectation in intercultural learning material for drama subject. They wanted a specific learning material that provided them with the types and clear explanation of some expression especilaly thanking expression in both culture Malay and English. So that they understood and accepted language different used in teaching and learning process for drama subject.

Second, since cultural variation had a different sense when the thanking expression was expressed and the social relation of the participants in a given situation, the students

Table 3. Need Analysis from Students’ Expectation (wants)

No	Indicator	Statement	Score (%)	Category
1	Intercultural Learning	I accept language differentiate used in learning process	93.10	Strongly Agree
		I have ability to appreciate languages and culture in communication	62.06	Disagree
		I have knowledge in different culture and social in learning process	93.10	Agree
		I have ability to understand and relate intercultural learning process	68.96	Disagree
3	Drama	Intercultural learning material is needed in Drama Subject	82.75	Strongly agree
		Malay culture should involve in Thanking Expression in Drama Performance	65.53	Agree
		Thanking expression is needed in Drama performance which is integrated between English and Malay	58.63	Agree

needed a specific material which gave them some information and knowledge in identifying the different context and meaning of thanking expression especially in Malay culture. The analysis of thanking expressions must be on clear given in Drama class.

Third, most of students agreed that they needed a model in intercultural learning material in drama subject in encourage them in presenting drama performance especially using the expression of thanking in their dialog of drama. It meant that they needed the right feature, styles and the way how to state thanking expression in Malay and it was also corrected and accepted in English. So, students needed to understand some meanings of thanking expressions depended on context like thanking was a feedback of the previous positive act or the expression of receiving things.

3.2 Analysis of the Lecturers' Need

The researcher also gave questionnaires to 4 lecturers. The lecturers are team teaching lecturers for Drama subject in English Department at Universitas Pasir Pengarian.. The questionnaires given were attended to collect information about the lecturers' lack, wants, and needs in drama subjects. There were 30 statements in questionnaire which were used a Likert scale from 5-point scale; (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree. Three variables were measured in lecturers' need analysis. There were lecturers' necessities, lack and wants in developing a model of intercultural learning materials for Drama subject (Table 4).

The analysis of the questionnaires given to the lecturers shown that the developing of intercultural learning materials for Drama subject was needed. The result shown that first, the existing learning material for drama subject was not able to facilitate intercultural materials in teaching and learning process. All of the lecturers strongly agreed that they needed intercultural learning material in teaching drama subject. It meant that the intercultural learning material facilitated in teaching English drama subject in the

Table 4. Need Analysis of Lecturer' Necessities

No	Indicator	Statement	Score (%)	Category
1	Intercultural Learning	I open with other culture in teaching and learning process	100	Strongly agree
		I need to do activities that trigger openness to other cultures	100	Strongly agree
3	Drama	Intercultural learning materials are needed in Drama subject	100	Strongly agree
		Intercultural learning materials are needed in Drama Subject in English and Malay	100	Strongly agree
		Intercultural Model is very significant in teaching Drama in University	100	Strongly Agree

classroom which has different culture with English. So, they really needed to know and comprehend some expression especially, the thanking expression in English and Malay. They also needed a specific material which helped them to encourage students to have an attitudes and openness, readiness to suspend disbelief about other cultures. In addition, all the lecturers were strongly agree that they needed operational guide of thanking expression in English and Malays. It helped them to understand the meaning and the important thing of thanking expression in English and Malay in Drama subject, and helped them how to teach students in giving response of thanking expressions in drama performance. Finally, the lecturers strongly agree that Intercultural learning materials model was very significant in teaching Drama at University. It meant that the intercultural involving of English and Malay were needed in teaching and learning process in order to prevent the breaking of Malay norms and misunderstanding of English culture especially in thanking expression on others word, thanking expressions used in Drama performance were accepted in English and Malay culture (Table 5).

The result of the students' questionnaires identified that there were the lacks or weaknesses in the existing learning material in drama subject. First, lecturers strongly agree that they did not understand about intercultural learning materials. It meant that there was no learning material to fill gap and facilitate their culture in teaching and learning process. Besides, the culture knowledge were not specifically discussed in

Table 5. Need Analysis from Lecturers' Lack (Weaknesses)

No	Indicator	Statement	Score (%)	Category
1	Intercultural learning	I do not understand about intercultural learning material	100	Strongly Agree
		I am sensitive in different culture and languages	50	Agree
		I am giving response to others culture weaknesses in classroom	100	Disagree
		I have difficulty in interacting with someone in different culture	75	Disagree
3	Drama	There is weaknesses in integrated intercultural learning in drama subject	100	Strongly Agree
		Drama learning materials are not involving local culture, especially Malay culture	100	Strongly Agree
		Drama Performance in the teaching and learning process is not based on intercultural learning	100	Strongly Agree
		Drama Subject is more based on the language aspect, not intercultural learning material	100	Strongly Agree

learning material especially in using the expression of thanking that were accepted in English and Malay.

Furthermore, the lecturers weaknesses in expressing and identifying thanking expression were found in several part in teaching and learning process. In this case, Drama class was taught by using English, especially in thanking expressions but these expressions were not represented with the features of English cultures. It meant that Drama was performed by using English but thanking expressions were explored in Malay culture. In this case, learning culture can not be prevented in teaching process. The lecturers expressed thanking expression by using the features of Malay culture. In addition, thanking expressions in English and Malay had the same meaning semantically, but thanking expressions used were different in language and culture.

Third, most lecturers agree that there were lectures' weaknesses in drama performance which was integrated with intercultural learning material. It was found that Drama learning material did not involve intercultural learning material especially English and Malay. Then, it was more based on the language aspect not intercultural learning material. So, considering this fact, it was academic necessary to develop a model of intercultural learning material for Drama Subjet at Pasir Pengaraian University (Table 6).

The result of the questionnaire analysis shown that the lecturers needed in term of their wants in developing a model of intercultural learning material for Drama Subject. First, all of lecturers strongly agree that they expected to have intercultural learning material for drama subject. They wanted a specific learning material that provided them with the types and clear explanation of thanking expression especilaly in both English and Malay. So that lecturers thaught the students easily to understand and accept language different used in teaching and learning process for drama subject.

Furthermore, all lecturers strongly agree that they expected to have learning material in form of handout that fill gap the English and Malay in teaching and learning process. Then, they wanted the culture knowledge specifically discussed in learning material especially in thanking expression and it was necessary to put the Malay culture principles in learning material in order to thanking expression of Malay were accepted in English. In addition, lecturers wanted the intercultural learning material model to encourage students in expressing and memorizing thanking expression on the script of English Drama by using the sense of Malay. In conclusion, it was academic necessary to develop a model of intercultural learning material in Drama Subjet at Pasir Pengaraian University.

3.3 Analysis of the Curriculum Demand

The curriculum used in English department is MBKM (Merdeka Belajar Kampus Merdeka) curriculum. Actually, English department has been conducted some curriculum revision based on the curriculum used nowadays. The components of curriculum MBKM did not represent the intercultural learning. In this case, the head of English Department was necessities to develop the curriculum based on the intercultural learning. It was developed by the colaboration between the Head and the lecturers of English Department. Furthermore, the Head of english department discussed with the lecturers of English Department for developing interultural learning in curriculum and learning materials. In addition, the Head needed the training program to improve the lecturers'

Table 6. Need Analysis of Lecturers' Expectation (wants)

No	Indicator	Statement	Score (%)	Category
1	Intercultural learning	I accept language differentiate used in learning process	100	Agree
		I have ability to appreciate languages and culture in communication	100	Agree
		I have ability to understand and relate intercultural learning process	75	Agree
		I have knowledge in different culture and social in learning process	100	Agree
2	Drama	Intercultural learning material is helpful for facilitated thanking expression of Malay languages in English	100	Strongly Agree
		Intercultural learning material is needed in Drama Subject	100	Strongly Agree
		Malay culture should involve in Thanking Expression in Drama Performance	100	Strongly Agree
		Thanking expression is needed in Drama performance which is integrated between English and Malay	100	Strongly Agree

skill and knowledge especially in providing intercultural learning materials for drama subject.

In addition, the Head of English departments expected that students aware and understood their own culture and other cultures in teaching and learning process in drama subject through intercultural learning material. However, the head of English Department stated that intercultural learning was very important applied in teaching and learning process. Intercultural learning required to learn the different and how to engage successfully with the members of other cultures in various social contexts. Intercultural learning situation in the classroom needed to create in order to appear students cared about their own and foreign cultures. Deeply, the students should be aware of multiculturalism in the classroom.

4 Conclusion

The lecturers need the intercultural learning materials for drama subject. They need the specific learning materials that serve and fill gap English and Malay culture in learning

drama. In addition, they expect the concise materials that contain the explanation in understanding two cultures and more in EFL. The lecturers want the intercultural learning material model to engage the students in expressing the Malay language but it is accepted in English. On other side, the students have the weaknesses in understanding the expression of English and Malay in drama performance. It is happened because they are influenced by their own culture. In this case, the students need the intercultural learning material to help them in understanding English culture in their culture, Malay culture. They feel enjoyable when they perform English drama through the intercultural learning material. Moreover, the intercultural learning materials are needed for the head of English Department. The head expect the intercultural learning materials can build the lecturers' skill and knowledge in understanding both English and Malay in teaching and learning activities. These materials are developed in curriculum.

The Intercultural learning materials require learning the different and how to engage successfully with the lecturers and the students in various social contexts. Intercultural learning situation in the classroom needed to grow up in order to build the students' attention about their cultures and other cultures. Moreover, the students should be aware of multiculturalism in the classroom activities. Therefore, the students' and lecturers' intercultural learning materials are being the subject resources for English Drama subject in the English Department of Pasir Pengaraian University.

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