

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will broaden the discussion with some information about the focused topic in the research. The talks will focus on the theories review about cultural differences, communications and learning English.

2.1. Learning Process

Under the premise of equal distribution of education, this cannot be ignored as a first step in establishing a modern portrayal of English education in Indonesia. Schools in large cities, schools with numerous opulent learning support facilities, or schools with a unique design. Urban and rural areas, as well as the majority of public and private schools, appear to be separated by a dividing line in terms of the equality of English instruction. The urban students were substantially more privileged than their suburban counterparts. For example, students in urban areas can easily take English classes with local teachers or native speakers to gain access to English language learning materials and programs. In contrast, pupils in rural areas frequently learn in constrained conditions

In Indonesia, English is exclusively taught in schools and is not utilized in daily life. This is why English is typically taught as a foreign language in Indonesia. In language instruction, the term 'foreign language' is distinct from 'second language.' In some places where foreign languages are taught, they are not used as a means of communication. In the meantime, the second language is a language that is not the

country's primary language but is widely spoken. Suppose we return it based on our comprehension of language as a means of communication in voice and writing utilized by the inhabitants of a certain nation. Consequently, the status of a language as a mother tongue, second language, or foreign language will influence the reason for studying it.

English as a foreign language implies that English is only used as a learning tool in educational institutions, both formal and non-formal, and is not utilized as a language in social life. It is also not a core language in the country (Byslina Maduwu, 2016) This demonstrates that the study of English is limited to theory and knowledge. This is obviously antithetical to the concept of language learning, which involves the acquisition of four language skills: listening, speaking, reading, and writing. In the foreign language learning process, each student must acquire a method that emphasizes habituation and the ability (speaking, reading, writing, and listening) to use the language they have acquired. Some characteristics of school-based foreign language instruction include:

The objectives of a method for learning a foreign language include practice, education, and culture. The teacher imparts knowledge regarding pronunciation, arrangement, or sentence structure and facilitates language engagement, particularly in the foreign language acquired by students. This is intended to stimulate the mind and enhance the growth of knowledge.

The use of English in a social context is the foundational principle of learning English as a second language. A pupil having a large vocabulary may not necessarily

speak or understand the language effectively. A student who memorizes all tenses and grammar structures may not necessarily write well in English. A child who understands many English idioms is not always capable of using them effectively.

2.2. Cultural Differences

a. Definition of Cultural Differences

Culture is a set of knowledge and characteristics that distinguish a society, time or social group. The term culture, as it has developed in society, is associated with progress and values. The differences between humans are as natural as the world itself, as they have nothing to do with human choice. Existence of difference generates clusters or groups who share similarity. This implies that there will be in-groups and out-groups, as described by (Iivonen et al., 1998) as those who "employ the phrase we with the same essential significance." (Acker, 2019) defines culture as a group of individuals who share a sense of belonging and a sense of shared identity. Outgroup refers to a group that is seen to be distinctively separate from the ingroup. (Iivonen et al., 1998) lists the following distinctions as being indicative of the out-groups:

Skin coloration	Language or dialect	Names
Cast of characters	Donning	Residence
Gestures	Mannerisms	
Prevalent facial	Religious customs	

Expression Food habits

(Acker, 2019), refer to cultural stereotypes as the manner in which people view others based on the aforementioned distinctions. A cultural stereotype is a common or community-wide pattern of beliefs regarding a group's traits. The five qualities of the classification proposed by (Iivonen et al., 1998) are as follows:

1. It organizes information into huge classes and clusters to guide our everyday modifications.
2. Categorization integrates as much as possible into the cluster.
3. The category allows us to rapidly recognize a related object.
4. The category imbues its constituents with the same conceptual and emotional flavor.
5. Categories may or may not be reasonable.
6. Examining cultural distinctions between groups and societies requires cultural relativism.

According to definition above, Cultural differences are the various beliefs, habits, languages, traditions and expressions deemed unique to persons of a given ethnicity, race or national origin. Some instances of cultural differences as they pertain to the workplace include employees who are younger or older than their co-workers, employees who hold higher degrees than others in the workplace and persons who grew up in either metropolitan regions or small communities. It is believed that employees

frequently have more similarities than they do differences, yet those contrasts might sometimes overshadow the similarities. While these diverse distinctions can create a more vibrant office, they can also lead to more than a few problems coming from culture clash.

b. Type of Cultural Differences

National values are a society's common notions of what is good, right, and desirable. They are a national society's preferences for addressing threats to its survival posed by external adaptation and internal integration. National values exist on a scale between two separate responses to a societal issue. Every nation falls halfway between the two extremes. According to (Lin, 2020) assessed three types of cultural differences, are:

1. Collectivism vs Individualism is reflected in interpersonal relationships by a communicative style characterized by relatively forceful expression of personal opinions and emotions, the importance of individual accountability for conflict problems, and a model of conflict resolution based on the achievement of desired outcomes.

In contrast, members of collectivist societies view themselves as immersed in a communal context that subordinates individual traits, aspirations, and interests to the group good. Collectivism manifests itself in interpersonal conflict through group-centered beliefs and ideas, emotional reserve, a propensity to minimize individual responsibility for conflict problems, and a process-oriented model of conflict resolution

(Darwish & Huber, 2003). Obviously, no civilization is exclusively individualist or collectivism. There are components of both individuality and collectivism in all civilizations, albeit in various patterns, degrees, and contexts. In many cultures, for instance, gender, class, and ethnic differences may cross-cut and blur the distinction between individualist and collectivist culture types. Nevertheless, these categories are useful for comprehending aspects of intercultural communication such as differences in how opinions and disagreements are expressed and handled.

2. Low-context vs High-context, communicative style Individualistic cultures tend to rely on low-context communicative styles, which are characterized by an emphasis on the explicit, linguistically coded information contained in verbal messages, with less emphasis on non-verbal aspects of communication. Interlocutors accustomed to a low-context style typically communicate their opinions and ideas immediately, avoiding ambiguity and evasion, disagreeing openly, and "speaking their minds."

In collectivist societies, however, where creating and maintaining social bonds is emphasized, not only what is said, but also how it is delivered, receives great attention. In deciphering spoken information, paralinguistic characteristics such as body posture, gestures, facial expressions, and physical distance between interlocutors are crucial components. Speakers socialized in high-context, collectivist cultures are accustomed to quiet and ambiguity, use words sparingly, and communicate in indirect, empathic ways. High-context interlocutors

anticipate a connection where the listener is expected to infer the speaker's intent and where open disagreement and conflict should be avoided (Clancy 1986).

3. Symmetrical vs Asymmetrical Social Interaction, although some societies are characterized by symmetrical, or egalitarian, relationships, with interaction between people of different social statuses presumed to be based on standards of mutual respect, consultation, and informality (Roazzi & Bryant, 1998), the majority of societies are hierarchically marked by at least some differentiation in social, economic, and political status. Those in high-status positions have authoritarian power and privileges not afforded to those in lower-status positions, who are expected to demonstrate reverence and humility in their interactions with their high-status "superiors."

This dimension is particularly significant since individuals reproduce their position through the manner in which they portray themselves and interact with others. Particularly, hierarchically-based relationships will determine who is most likely to issue orders, provide explanations or definitions, offer criticism or justification, challenge, apologize, request permission, or, despite objections, accept another person's interpretation of an event or situation (Roazzi & Bryant, 1998).

2.3. Communication

- a. Concept Effective Communication

The phrase communication is derived from the Latin word communi, which means "the same" in English. Same has the same meaning here. Therefore, communication involves the transfer of information from one person to another, but the communicated information must be understood by the recipient (Brahmaiah and Demudu, 2016). For instance, a person engages in discussion with another person in order to discuss a topic or deliver a message from the communicator to the communicant. In discussion, as part of communication, the communicator conveys the message he or she want to transmit to the communicant. The similarity of the conversation's language does not necessarily result in the same meaning. In other words, linguistic comprehension alone does not guarantee comprehension of the language's meaning. Clearly, the communication between the two parties is communicative if both parties comprehend the meaning of the topic being discussed.

According to the definition, process communication begins with the communicator and concludes with the communicant. The communicator is the individual who must or wishes to impart an idea or concept to others. The communicant is the recipient of the message sent by the communicator. Therefore, communication is a message sent from the communicator to the communicant.

According to Rohim (2016) who said that communication becomes process in which the message is delivered to a recipient or more with a through changing their behaviour. Rohim (2016) argues that communications basically delivering an intentional message to the recipient with the aim of influencing the recipient's behaviour. Meanwhile, according to Rohim (2016) communication as a one-way process referred to as "Source oriented definition". This understanding confirms that communication is a deliberate process to convey stimuli to get responses from others. Thus, understanding communication as a one-way process does not focus on unintentional or unplanned communication, such as facial expressions, tone of voice, gestures, and so on which are carried out spontaneously. So, communication as a one-way process focuses on delivering messages effectively and explains that communication activities are persuasive (Mulayana, 2016).

In this context, communication involves communicators who convey messages, both verbally and nonverbally to the communicant, so that they get an active, dynamic and reciprocal response.

Communication as a process of interaction is seen as more dynamic than communication as a unidirectional action. However is still mechanical and static, because they distinguish sending and receiving messages.

This understanding is accordance with the opinion of (Rohim, 2016) which says communication is a process where communicant can understand and be understood by others. Pearson and Nelson in (Rohim, 2016) communication as the transaction is the process of understanding and sharing meaning. Mulyana (2016:65) communication is the process of forming meaning between two or more people. In this case, communication does not distinguish between the sender and recipient of the message is no longer oriented to the source because this communication involves individuals and it appears that communication is dynamic. In transactional communication, communication is considered to have taken place if someone has interpreted the behaviour of others, both verbal and nonverbal behaviour (Rohim, 2016)

According to (Musrifah, 2017), there are a number of techniques to improve communication:

1. Establish eye contact; the communicator must gaze the interlocutor and pause before initiating discourse. This is a means of making a favorable impression on the communicator.
2. Facial expressions can give the communicator with a description of the key topic.
3. The body posture and gestures of a communicator must be coordinated for visual rather than verbal comprehension.

4. A communicator's first impression is heavily influenced by a person's fashion sense.
5. Respect, it is essential in communication to respect everyone who is receiving the message.
6. Empathy is the capacity to comprehend the position or condition of others.
7. The message communicated by the communicator is audible, meaning the communicant can comprehend it.
8. In order to gain the communicant's trust, a communicator must adopt an open approach when communicating.
9. Humble, both communicators and communicants must have a humble attitude when communicating, such as a service mentality, mutual respect, willingness to listen and accept criticism, etc.

The Effective communication results in the intended outcome.

The process of effective communication will begin with the encoding of meaning-internal information desired in the meaning.

This is followed by the decoding procedure, which involves transferring the code to others for interpretation. If both sides share the same interpretation, the desired results will be attained.

b. Barriers of Communication

Communication barriers consist of everything that hinders or obstructs the attainment of efficient communication. Barriers to

communication can make it challenging to transmit clear signals, understand the information sent, and provide appropriate replies.

According to (Duta et al., 2015), there are seven different sorts of communication barriers: physical, perception, emotional, cultural, linguistic, and interpersonal. This form of communication inhibits the acquisition of foreign languages.

The first barrier, physical obstructions, is any number of physical distractions that might impede the efficacy of communication. Additionally, noise might distract students from concentrating on topics presented by the teacher. The form of the classroom, such as awkwardly positioned walls and chairs, might hinder communication between the teacher and the students.

The second, perceptual hurdles is internal barriers from the communicator, namely when the communicator feels that interlocutors does not comprehend and interested in what they have to say. Sometimes professors provide treat improperly to their kids. So, the kids not comfortable in process learning. Beside that, the students not have time and poor opportunities for English speaking in the classroom. Then, the students feel that stuff to express by teacher can not received well. Example, what we say impacted by how we say it (tone, volume) and by our nonverbal cues, such as body language and facial expressions. Beside that, \you may see a situation differently whether the person you are chatting with is

smiling or frowning, has body of our and is standing too close or is not providing you direct eye contact.

The third, emotional obstacles are emotional elements that hamper the message conveyed by communicator or inhibit the communicant in interpreting a message. In emotional barriers, the pupils timid to communicate with others, or may be fear of interlocutor, Both the lectures or friends. Especially, speaking anxiety typically appears in English pupils. beside that, the students less self confidence and willingness to learn English. Common emotion such as, anger, \slove, excitement, impatience, disappointment and sadness, that all can generate emotional walls that negatively hinder communication.

Fourth, when there are various cultures between the communicator and the communicant, such as the social culture or the work culture of an institution, cultural barriers can arise and hamper the communication process. Due to a lack of cultural knowledge, pupils are unable to comprehend a great deal of comedy, jokes, and mimics when listening and speaking.

Fifth, when a communicator communicates with another communicant in a different language, it might lead to misunderstanding on the part of the recipient. The linguistic obstacles faced by English language learners, such as a lack of grammar and vocabulary understanding. Then, when speaking, pupils continue to

struggle with pronunciation, and they frequently use their native tongue rather than the target language.

The sixth gender barrier is that it is still possible for a male to misunderstand a woman's statements or vice versa. There are differences between men and women, such as their language talents and achievement motivation. For example, the women discuss other individuals. The man discusses business, sports, food, and beverages. In addition, women focus on emotion, sensations, and significance. They use their intuition to identify solutions. The men emphasize facts, logic, and reason. They obtain answers through analysis and deduction.

The seventh interpersonal barrier is the incorrect exchange of language between two or more parties. In addition, pupils must possess openness and empathy in their communication. Other than, a supportive attitude is essential for effective interpersonal communication. A person may lose interest in listening, for instance, if they are daydreaming or have grown weary of considering other concerns. In addition to emotional disturbances such as anger, grief, or fear, someone will have difficulty sending and receiving signals correctly. A common cause of misunderstanding is emotional upheaval.

Therefore, it is quite difficult to communicate effectively, as there are communication hurdles that might impede the sending of

communications and the interpretation of information sent. As a result, impediments might impede the process of communication between communicator and recipient, rendering this communication inefficient.

c. Types of Communication

Types of communication can be divided into several types, and the most common that we use are oral communication and written communication. Oral and written communication is used daily and with a specific purpose, otherwise, there will be misunderstandings. Oral and written communication are the types of communication that are most widely used in communicating nowadays considering that today's technology is more modern and makes it easier for us to communicate, such as via email or cellphone.

a. Oral Communication

According to Djoko Purwanto (2007), oral communication is the ability to communicate through speaking and the feedback can be given directly to the communicator as if we are talking directly to the people around us. Oral communication has been used since ancient times and it has been the essence of human communication from the beginning.

Oral communication is different from written communication, Oral communication's interaction between

communicators can be done directly and more efficiently, using simpler messages and getting feedback from other communicators face-to-face.

b. Written Communication

According to Tarigan (2008), written communication is a language skill used to communicate indirectly, not face-to-face with other people, but through writing.

Written communication are ability that convey messages to other communicators in writing. This ability is not only related to proficiency who composing and writing down written symbols, but also expressing thoughts, opinions, attitudes, and feelings clearly and systematically so they would understand who receives them. Written communication has various kinds of writing fields, both standard and non-standard such as news, short stories, poetry, opinion, features, reviewing, and novel.