An Analysis the Cultural Patterns on Students Group Learning in EFL Classroom

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ABSTRACT

The objectives of this research were to found out the cultural patterns used by the students and investigated the influences of cultural pattern on student's group learning and their communication. This research applied qualitative method. This research employed observation and interview. The subject research were 50 female students in Gombara boarding school Makassar. The findings showed that the students' interaction in learning was indicated in various cultures and attributes as they interacted in their groups. Cultural patterns were found such as beliefs, positive and negative values, and norms. Cultural beliefs indicated when students contributed to each person's unique configuration and expectations within the larger cultural matrix. Some students applied positive values like practiced and appreciated their culture and customs in the way they interacted in learning and communication attributed a few self-centered in their social attitude from a selfish attitude to be more active in sharing ideas in communication and learning. It was also found negative values such as member of individualistic cultures or collectivistic orientation students on group communication or group learning. Some students demonstrated sharing attitude but they did not practice them throughout their group work, they were more individualistic and preferred individual work. Dealt with norms, some students indicated to guide people's interaction and to engage in conversation through a good manner.

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A. INTRODUCTION

Some researchers in studies of applied linguistics or language as tools of communication in teaching and learning have addressed the need to integrated cultural knowledge into second and foreign language teaching, (Winkler & Fyffe, 2016). Research dealt with it has been done by sociolinguists, communication theorists and anthropologists concerning the strong linkage between the way the language is used and the cultural values appear which affect their personally in communication. (Agawu, 2016).

In this case, in teaching foreign language should be not only focus on the rules of grammar and increasing vocabulary in the target language but also use the language as media to confirm ideas, identities, attitudes, cultures, and etc. However, in using language to communicate each other or using communication style is covered by cultural values and norms. Besides, when two people or more from different cultures try to communicate each other with even the same language and with correct utterances should aware and understand a gap between the messages

that is transfer or delivered from the speaker to the one that is received by the hearer. It means that, having linguistic competency and cultural competency is necessary in our life communication. Competency in linguistic knowledge or a capability of language use in communication should be balance with Cultural competency in order to carry on fruitful communication. (Hofstede, 2011).

While, the complicated of the concept and practice process on student's group learning and group communication is greatly influenced by culture and not merely the pedagogical practices. Naturally, culture has a humanizing and a motivating effect on the language learner and their learning process, (Geng, 2011) . Language and cultures are very extremely related, no one individual or group is independent of culture. In other words, Language and culture go hand-in-hand.

Moreover, The language use and culture deal with thought and character, so that the student's interacting and manner to responding their group learning environment is broadly influenced by their cultural traits. (Genc & Bada, 2015). Other researcher Perceived that the relationship between language and culture arise the perception of language as a kind of acculturation. The language reflects and affects culture, forming an intrinsic link between language learning and one's culture. In relation to this, it is essential that cultures give influence to any activities such as in learning process or group communication or students learning style, (Ambrossi, 2015) asserted. In other words the cultural patterns on the students group learning or group communications is looked clearly, especially in the English as a foreign language teaching classroom which consists of some students from diverse background of cultures that cover a tribe or a tradition. People who identified themselves as members of a social group usually obtain the ways of viewing the culture's identity through their interactions with other members of the same or other social group. Attitudes, beliefs and values are reflected in the way members of the group when applied language in communicating and interacting social life, they should be aware with verbal and non-verbal communication for example, what they choose to say or not to say and how they say it. Moreover, Language embodying the values and meanings of a culture and signaling people's cultural identity through expression of a culture that can be most visible and available in social life interaction. Wu, (1998).

In this study, the researcher tried to describe the situation of students in doing interaction when they are in group learning or in group communicating even inside and outside of the classroom. The first decades, Gombara boarding school, Indonesia was familiar with minority group of students from only two regencies such as Makassar and Bugis. They were ethnically and culturally homogenous. They could expect to learn in group, to work together and to play with others who are fundamentally similar to themselves in social forces have changed society dramatically. Over the next decades, the school has been efflorescent become bigger in population which consists of students from other province and regency such as Kalimantan, Irian, Papua, Gowa. Changes like this make it likely that appeared some models of group people from different background and different cultures. The growing of group students or people in that school makes teacher aware not only for teaching and learning style but also about communicating across diversity that needs encouraging news about what happens when students or people from different backgrounds get together in group learning and their communication while homogenous groups may be more cohesive, diverse groups often develop better solution to problems and enjoy themselves more while working together. Moreover, in working effectively in diverse groups is should be there understanding the often subtle cultural factors that shape communication.

After surveying over 150 members of students from six regencies in that school, it was identified six cultural forces that shape attitude and behaviors of group and students individually. Based on the fact situation, it showed that language communication is culturally learned behavior. That's why it needs to examine how cultural values, beliefs and norms could sometimes be a challenge to one's students learning in group and affect them in interaction. Through different cultures, analyzing the features of cultural pattern as students applied to current their behaviors on verbal or non-verbal communication in group learning and

communication, Understanding student's struggles in learning the English language involves not just her or his difficulties in the classroom but also an awareness of how socio cultural meanings are linked in complicated ways to socio cultural identities. Due to the fact that language reflects the cultural values of a society, it is important to know how one's culture affects his or her way of learning in an EFL classroom.

Moreover, cultural pattern on groups learning were applied by some students in or out of classroom was enough to measure that everyone has own cultures as his/her identity. The previous study from Hofstede (Hofstede, 2011) showed that Taiwan teachers' applied group learning strategies to adjust the interaction with the elderly students in order to avoid the impolite language. (Agawu, 2016) identified the effective way to teachers in using group learning in EFL classroom to be a communication accommodation strategies to improve students' interaction in EFL class. Then Byram (Byram, 2014) explored the way teacher to boarder the students' interaction by showing the cultural pattern in group learning. The study from Gieve (2009) also described that student used the cultural patterns to make interaction and communication between them to be easier. Other researcher Mckay (McKay, 2010) judge that the student's interacting and manner to responding their group learning environment is broadly influenced by their cultural.

However, some of the previous studies only described the way teacher performing communication in group learning to students rather than observe and analyze what are the factors and the cultural patterns appeared and implemented by the students in group learning interaction. Since the theory of communication style in cultural identity, communication is more reliable when it is accompanied by the motives underlying the use of group learning strategies (Dragojevic et al., 2015). Therefore, this present study explored the cultural patterns appear on students' group learning as communication accommodation strategies in group learning English interaction.

B. METHODS

To reach the results of the purpose of this study, researcher employed the qualitative approach to describe the cultural patterns appeared and performed by the students in group learning and interaction (Arikunto, 2010). The researcher observed the characteristics of cultural patterns appeared on students' interaction process to both the students doing learning in group learning or group communication in learning English as Foreign language in the classroom. Furthermore, researcher also observe what kinds of effect that happen to students during learning. Then, noted all the influences and effects of students on group learning and communication. Moreover, the researcher interviewed some students who with different regency and tribe to make sure and support the observation data such as researcher want to know the students' responses of indicated difficulties in communicating and interacting to students from other regency. Finally, all the findings were analyzed and described into classification term of cultural pattern.

The subject research was English students in Gombara boarding school Makassar. The students were class XI, class XI and XII Senior High School level. They were consists of 50 female students. They were gathered from Kalimantan, Irian, South Sulawesi (Makassar, Gowa, Jeneponto, Bulukumba, Palopo, Luwu, Sidrap, and Makassar).

C. RESULT AND DISCUSSION

In the group learning process, the cultural patterns distributed were belief, values, and norms. The findings that students' learning embedded in rich cultures and attributes as they interacted in their groups. Each student showed their beliefs unconsciously such as they talk and

act naturally, like talking the reality, then they brought along their habit and their way in giving comment or assumption without reluctant, no artificiality, no artificiality intelligent, they contributed to each person's unique configuration of ideas and expectations within the larger cultural matrix. The unique one that there was students from Gowa like sitting in the corner of their group, she beliefs that when she sits in the corner, she will get spirit and feel free. Each student believed that their way speaking was good and it will not make other people feel uncomfortable about it.

There were some group that the students demonstrated positive values and norms such as unity, tolerance, obedience and respectfulness. These values were more obvious among students in each groups learning. These students revealed from starting the learning until the end. They have been instilled to practice and appreciate their culture and customs and this was seen in the way they interacted in the classroom. The students were sharing ideas politely and practicing their cultural values even in the academic context. A few self-centered students also changed their social behavior from a selfish attitude to a more sharing and accommodating behavior by the end of the study.

On the other side, there were also other group which consists of some students demonstrated positive values like unity and sharing attitude but they did not practice them throughout their group work. They were more individualistic and preferred individual work when they gathered with members from different village. Members of individualistic person gain most of their identity and self - esteem from their group accomplishment; the members identified with individualistic cultures were relatively little tolerant of conflict discussion, using direct solution-oriented approach, tend to desires dominated group discussion to be win in problem –solving situation.

The student's participation in group learning class undoubtedly, students' participation in class can also be influenced positively or negatively. The cultural patterns showed both positive and negative impact to the students' interaction between them in learning process. It can be happen because culture affects behavior personally. If cultures were located solely in the minds of people, we could only speculate about what a culture is, since it is impossible for one person to see into the mind of another. However, these shared interpretations about beliefs, values, and norms affect the behavior of member group learning. Thus, culture establishes predictability in human interaction. Cultural differences were evident in the varying ways in which people conduct their everyday activities as people perform their culture in their behavioral routines.

Class X: it consists of 25 students from Irian, Kendari, Makassar, Gowa, Sidrap, and Palopo. On the group learning, there were 4 groups which consisted by 5 members each group. The students did group learning based on teachers' instruction. They were active in discussing with what they have learned. They demonstrated positive values to both teacher and their friends. All of members responded to the teachers' instruction by giving questions as feedback. Through their feedback, students can express an idea. The Students showed differ how they act or communicate politely in the learning situation. The culture also responds to the student's learning through the way they built communication and interaction each other. On the other side, there were one found students enjoy her own self. She is group two, she is from Irian.

Class XI: it consisted of 25 students from Irian, Makassar, Gowa, Bulukumba, Sidrap, and Luwu. They were elaborated in four groups learning. The students were encouraged to participate in class. It was easily common practice for students to set up such student-initiated groups to help one another. Especially for group four consist of two students from Irian, one form Makassar and two from Gowa, one from Bulukumba. It was found that there was

contrasting attitudes towards students who helped one another in their own group. It was identified by the gesture. Two students from Irian looks like uninterested and shy in joining the group member. They were very hesitant about the value of words. They placed much more emphasis on the value of silence, on the unspoken meaning or intention, she only saying as little as is necessary.

Class XII: it consisted of 25 students from Irian, Kalimantan, Makassar, Gowa, Jeneponto, Bulukumba, Palopo, and sidrap. In group learning process, all of the students in each group had demonstrated collective responsibility and sociability. Students were elaborated in group learning in formal conversation between friends that provides chance to shared ideas, to set and assure the truth of their statement. The spoken word out was seen as a reflection of person's inner thought of members. They presented good manner to communicate accurately and completely with one another. Especially for group one, students from Jeneponto spoke with aloud voice, they like studying and learning in group. They tend to be verbally explicit in face to face interactions in large group learning is related to a preference for direct interaction rather than interaction in small group learning.

As usually, most of students do activities and interaction out of the class every day. The school provides many activities to student for increasing their ability. Such as reading quran, tapak suci, and so on. Some students looked gathering in many activities and interaction. They socialized with good manner as their cultural identity. On the other side, I found that some students from Irian usually gather with friends in the same village. They look enjoy when they gather with it rather than with another one from different village. the members of culture to behave in roughly similar ways when they encounter similar situation. Then, I thought perhaps the students may be reluctant to seek out or interact with other students out of the classroom for a number of reasons. Of course, out-of-classroom interactions more chance or time to do any activity that's way the roles and expectations in these interactions are available and more diverse.

Table 1. Students' Behavior on Cultural Pattern

Regency	Cultural Patterns				Orientation			Sample Items
	B	V	N	S P	Activity	Relation	Human Nature	
Kalimantan	√	√			Doing	Collectivism	Good	extent to which people encourage others to improve their task and communication
Irian	√	√			Doing	Individualism	Individualistic	People believe their own culture are better than the others
Kendari	√	√			Doing	Collectivism	Harmony	People express or idea, loyalty, and cohesiveness in communication
Makassar	√	√			Doing	Collectivism	Well-balance	People engage in future-oriented behaviors, such as planning, investing, delaying gratification
Gowa	√	√	√		Doing	Collectivism	Quite talkative	People highly structured lives with more talking than doing but must be generally dominant in their relationship with each other.

Jeneponto	√	√	Doing	Collectivism	Little roughly	People unequally shared, and concentrated at higher levels.
Bulukumba	√	√	Doing	Collectivism	Friendly	People encourage others to be fair, altruistic, friendly, generous, caring and kind
Luwu	√	√	Doing	Collectivism	Friendly	People encourage others to be fair, altruistic, friendly, generous, caring and kind
Sidrap	√	√	Doing	Collectivism	Gentle	People are assertive, confrontational, and aggressive in social relationships.

Based on Table 1 the finding, this study found some component of cultural pattern appeared on student in group learning. The student's participation in group learning class undoubtedly, students' participation in class can also be influenced positively or negatively. The cultural patterns showed both positive and negative impact to the students' interaction between them in learning process. Soureshjani (Soureshjani, 2013) also claim that there are Some aspects of this mental programming are absolutely unique to each individual, even within a culture no two people are programmed identically, and these distinctive personality differences separate the members of a culture. Cultural patterns are not so much consciously taught as unconsciously experienced as a by-product of day to day activities. Salem (Salem et al., 2016) supported that integrating of culture and activities must involve the implementing the communication strategies in classroom interaction could motivate and expose students' communicative learning.

The finding of this study also revealed that Group learning as like learning cooperation. Cooperative learning means forcing some student to work with others. Teachers assign students to teams and provide team recognition for desires academic and social behaviors. This situation supported by Marton (Marton et al., 1996). Furthermore, teacher should be able to sum up, culture classes have a humanizing and a motivating effect on the language learner and the learning process. They help learners observe similarities and differences among various cultural groups. Today, most of L2 students around the world live in a monolingual and mono cultural environment. Consequently, they become culture-bound individuals who tend to make premature and inappropriate value judgments about their as well as others' cultural characteristics. This can lead them to consider others whose language they may be trying to learn as very peculiar and even ill-mannered, which, in turn, plays a demotivating role in their language learning process.

D. CONCLUSION AND SUGGESTIONS

From the data above, to know the students' cultures and attribute is needed to make group learning and interaction in classrooms. To make an effective group learning, the teacher should divide them into many groups that consist of students come from different tribe or culture. Then, the teacher should have a highly authoritarian role and students speak when spoken to and do what they are told to do. Moreover, teacher should have good strategy to encourage students to take full responsibilities for their own group learning.

The characters that appear on the students were their personal identity which part of cultural patterns which are invisible differences that characterize cultures. After investigating and interviewing the students, beliefs only appeared on one student from Gowa because belief

was definitely character as ideas that people assume to be true about the world. Then, most of students showed the values and norm as the desired characteristics of a culture. While their norms are socially shared expectations of appropriate behaviors. Cultural patterns focus on the way cultures orient themselves to activities, social relation, and communication.

Based on the conclusion above, the researcher addresses some suggestion and recommendation. It is suggested that the teachers should grouping students in learning English. The teacher not only focus on their achievement but also must focus on the students process then care of their way to share ideas or information in group learning or group interaction. For the teachers, they attempt to call up all the abilities to increase the group learning process quality by becoming wrapped around all the students to speak and share their knowledge and experience in or other that the group learning can be more effective.

For next researchers, they must investigate deeply the characteristics of cultural patterns that apply to all cultures. They have to investigate what are students' problem to face different style or character on their friends in group learning. Moreover, they can continue this research to find the common human problems in doing communication and interaction to other people in all culture, then, how they must find solutions.

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