

CHAPTER 1

INTRODUCTION

This chapter elaborates background of the study, scope, and limitation of the study, focus of the study, purpose of the study, and significance of study.

A. Background of the Study

Intercultural problem often becomes conversation matter. It not only happens toward community groups generally but also education environment in classroom. Teachers and students find out obstacles during interaction and communication in multicultural classroom. The study conducted in different countries such as United stated of America, Australia, Netherland, and Asia (Brunei, Singapore, Taiwan) explained that ethnicity from each teacher and student background can impress teachers' behaviour toward students, students' perception toward teachers' behaviour so that it effects on students' learning outcomes (Chouari, 2016). Teachers at one of Central Anatolia region, Turkey also add their experience when teaching students from various backgrounds (Turkish, Iranian, Afghan, and Syrian) in classroom. Teachers have five problem categories in facing their students. Those are teaching inexperience, time management, classroom management, communication skill, attitude, and prejudice. Meanwhile, intercultural problems in

classroom are also regarding students and parents (Sari & Yüce, 2020).

Teachers in Indonesia encounter the similar things as well. Indonesia has lots of ethnicities with various cultures. 633 ethnic groups are recorded and the largest indigenous ethnicity is Javanese with 95.217.022 population (Detik Edu, 2022). Moreover, Indonesia not only has indigenous ethnic groups such as Javanese and Sundanese but also non-indigenous. Chinese is largest non-indigenous ethnic group in Indonesia. People have Chinese descendant are named as Chinese Indonesian. There are more than 8 million Chinese overseas population and it becomes the largest number in Indonesia. (Poston & Wong, 2016). This ethnicity places over 3.3% of population amount (Jakarta Post, 2021). They spread to many areas such as Java, Sumatra, and Kalimantan. (Bantul, 2018). Furthermore, Chinese Indonesian people also influence Indonesian economic so that they are perceived more wealthy than indigenous society (Setijadi, 2017).

Javanese and Chinese Indonesian people often communicate and interact each other in various aspects such as business, education, health, and etc. Each of them definitely has different culture even though they are in the same country. "Culture becomes the cultural artifacts of the people who make up a cultural community as well as the system of values, beliefs and other invisible perceptions lying under their behaviours and speeches." (Liddicoat as cited in Duyen, 2019) In this 21 century, having

cultural awareness becomes an important thing especially in educational context. Therefore, teachers should have good understanding on intercultural competence and be able to implement it in their teaching process.

. In education context, the relation and interaction between Chinese Indonesian and Javanese people often happen in formal or non-formal learning activities especially during teaching English process. In this study, Javanese teachers teach Chinese Indonesian students in non-formal learning. Non-formal learning is educational activity which is organized and systematic providing certain learning types on subgroups such as children until adults and it is done outside of formal learning framework (Johnson & Majewska, 2022). Chinese-Indonesian people choose non-formal learning to support their children's ability at school as formal education especially English. They in this case are students of national school where they have only 2x35 minutes in a week for English lesson. Therefore, parents ask their children to be good at English through having course. Here is Javanese and Chinese Indonesian create relation each other.

Intercultural competence from each group is very needed in this situation because the culture of Javanese and Chinese are different. Here, teachers often find out different perception and misunderstanding toward Chinese Indonesian students and vice

versa. Implementing intercultural competence aims at creating good relation so that the learning and teaching process can run well. According to previous study, teachers have negative perception and attitude toward interculturality in English learning and only one teacher shows positivity. They perceive it will be complicated and difficult implemented in classroom (Anggraini et al., 2021). Other studies show the practices of interculturality by teachers in language class focus on intercultural attitudes development than ability and knowledge so that teacher often implement the culture of English-speaking countries than other cultures (Fernández-Agüero & Chancay-Cedeño, 2018). Hence, this study will further explore the challenges of Javanese teachers on Chinese Indonesian students in English Language Teaching through intercultural analysis.

B. Scope and Limitation of the Study

Scope of this study is English Language Teaching in non-formal education classroom which focuses on challenges of Javanese teachers' experience on Chinese Indonesian students.

C. Research Question

Living and interacting with other culture require good intercultural competence because it can prevent misunderstanding and controversy one another. However, the teachers encounter certain situations in intercultural activity especially in education

environment. Hence, what are the challenges of Javanese teachers on Chinese Indonesian students in ELT?

D. Purpose of the Study

The aim of this study is to explore the challenges of Javanese teachers' experience on Chinese Indonesian students in English Language Teaching.

E. Significance of the Study

Parts of education field will get significance of the study. They are teachers and researchers.

1. For teachers
 - a. To improve and increase intercultural awareness
 - b. To implement intercultural competence in their language teaching
 - c. To build students' knowledge about other culture so that they will not be easier to judge and get stereotype to various people which are from different cultural background
2. For other researchers
 - a. To steep other ethnicity or cultural problem which relates with Education in Indonesia
 - b. To be aware of cultural issue in education especially in classroom

- c. To encourage people for having high cultural awareness

F. Definition of Key Term

There are some definitions of key terms used in this study: intercultural competence; Javanese teachers' challenge, and Chinese Indonesian students

1. Intercultural Competence

A combination of knowledge, understanding, attitude, and skill which are applied in intercultural activities.

2. Javanese Teachers' Challenge

The situation that needs great mental and physical in order to be done successfully is faced by teachers who are from Javanese ethnicity. They not only hold but also implement the culture of their identity.

3. Chinese Indonesian Students

Indonesians who have descant from Chinese and they also have lesson in formal or non-formal Education institution in Indonesia.