



Restructuring and Developing Lesson Plan of CCU Course for D3 English Students

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ABSTRACT

Cross Culture Understanding course is a compulsory subject for the fifth semester students of D3 English Program, University of Merdeka Malang. Since one of the researchers was the lecturer of the related subject, she had to use the existing materials, including the lesson plans. In practice, she found out that those lesson plans were not fully work-oriented materials despite her hopes to have the students prepared for working world after they graduate. Based on those facts, the researchers intended to restructure and further develop the existing lesson plans. To do so, the researchers follow Grave's framework of components of course development process that consists of seven steps. As for restructuring and developing, the role of the researchers is as the primary instrument since this study is a qualitative one. As the secondary instrument, the questionnaire is used to know the students' opinions about the course in general. In the process of restructuring and developing the lesson plans, the researchers did not use all the Grave's steps, but particularly focused on the following steps: Need Assessment, Determining Goals and Objectives, and Conceptualizing Content. The result of this study is in the form of a lesson plan for teaching CCU course. In conclusion, the researchers hope that the new lesson plan can be used as a reference for teaching CCU course.

Keywords: CCU course; lesson plan; Grave's framework; restructuring and developing



INTRODUCTION

Studying any languages means one has to learn the culture of the target language. Studying English language means students have to learn the English culture; in this case it is western culture. In other words, to get better understanding of the target language, it is essential for students of English Program to learn the culture of the target language as well. Apart from that, Turkan and Çelik (2007) argues that the English language plays an important roles since it is a lingua franca of the world; which means it is a default language that is used to keep up with the information age. That is why it is important to learn both the language and its culture. As for the culture itself, Rarastesa (2004) states that it is important to use cultural materials in learning English as a second language for it is useful to be used to make students familiar with the native speakers' culture and customs. Farani et al. (2016) state that it is essential to understand its culture while learning a foreign language for misunderstanding is the main problem that often arises in the daily encounters. Ratnasari (2018) claims that it is a must, in the context of cross-cultural understanding, to recognize the difference among people with different cultural backgrounds (religions; ethnics and beliefs), to be able to communicate with them having different nationality or language and those of the same nationality but having different culture.

In the higher education curriculum of bachelor's degree and diploma program, cultural subject is offered in CCU or Cross Culture Understanding course for students majoring in English. Ratnasari (2018) states that students need to understand behavior and intonation; that might be received differently by the speakers of English as the target language, to get culturally effective communication. Farani (2016) states that it is important to choose appropriate materials to be used in the class; for an example, topics about American culture for students will not only help them learn the target language but also with its culture as well. Maulana (2020) states that when students learn only the linguistic competence, without the understanding of the background of the English society (of the target language), it will be imbalance. According to Peterson and Coltrane (2003), cultural learning is very important for the language learners if they want to be successful in using the target language because it assists them to be aware of it. That is why, it is important to give CCU course in foreign language class.

In relation with this study, the following previous studies present: 1) multicultural education; 2) cross culture understanding, now it is called as intercultural communication competence; and 3) lesson plan of cultural materials or topics. First is about the importance of multicultural education. As it is stated by Zamroni et al. (2021) on their article, 21st century has given growing challenges to our young generation or youth to have the ability to work across cultures and political boundaries. Thus, it is very essential for them to increase their understanding of other cultures. On their article they even quote about multicultural education proposed by UNESCO of United Nations in October 1994. Second is regarding with intercultural communication competence or ICC. On their article, Anugerahwati and Dewanti (2022) state that ICC is essential competence for students to develop their cultural understanding and to positively respond to other cultures. As proposed by Fantini (2007, p. 9), intercultural competence is briefly defined as: "...a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself". Third is about the lesson plan of integrating culture into teaching EFL. On their article, Turkan and Çelik (2007) state that language teachers should be advised that selection,



development, and/or adaptation of cultural materials or topics require enormous care to ensure many premises. In other words, preparing cultural materials or topic should be done with a great care for it is to make sure many premises.

At Diploma Three English Program, University of Merdeka Malang, CCU course is included in the curriculum as compulsory subject for the fifth semester students, requiring the students to attend the course once a week. This meeting is equal to 100 minutes. Apart from that, the teacher is obliged to prepare both the lesson plan and module for the course. It happened that one of the writers was assigned to teach CCU course (September 2022 – January 2023). She had to use the existing lesson plan and module to teach the related course and considered that the topics offered were not all working world oriented. Based on those facts, the researchers intended to restructure and develop the existing lesson plan. Diploma Three English Program or D3 English Program is vocational program so they considered that in the CCU class, the topics used in teaching learning materials have to be more related to the working world rather than theoretical oriented ones.

METHOD

This study is a qualitative one because the researchers are considered as the primary or the key instruments of the research itself. They gather and analyze the data by themselves (Ary et al., 2018). Besides, they are also called as human investigators since they conduct the research investigations by themselves. As human instruments, Latief (2010) states that researchers may be equipped with various instruments which are called as secondary instruments. For this study, the researchers used an open-ended questionnaire as their secondary instruments. That is why, they are responsible for conducting observation and obtaining data by using it (Gall et al., 2003). It consisted of three items (see Table 1), and was given at the end of the semester to know the students' opinions about the course (content and activities), its usefulness and students' suggestions regarding the topics of the course. The details of the results can be seen in the last part of Results and Discussion section.

Table 1
Questionnaire

No.	Questions
1.	What do you think about the CCU course/subject – in terms of content and activities?
2.	Do you think the topics of the related course/subject are easy to understand and useful? Briefly explain.
3.	Please suggest topic/s that you think you want to know more and are related to the working world.

Furthermore, Latief (2010) also states that R&D or Research and Development research is a qualitative study or research conducted to produce a set of teaching learning materials, like syllabus; teaching materials; teaching media; module; students' workbook, et cetera. Apart from being primary instruments, one of the researchers was the lecture or the teacher of the related subject. That is why, in this study, as it is R&D research, she also had a role as a material



developer. The role is considered as a sustainable role as she had to continuously update the teaching materials (Farani & Winarni, 2018) that she used in the class. According to Brown (2007), a teacher has to play many roles for she or he has to create an interactive classroom and that is possibly more than one role. When one of the writers was assigned to teach the CCU course, she had roles, among others, as facilitator and resource. She had to facilitate the process of learning and to be available for students when they needed advice or did consultation. Harmer (2001) suggests eight roles of a teacher and states that she or he needs to know when and is able to switch between those various roles. In other words, a teacher has more than one role and it is possibly based on her or his needs that she or he has to play.

In Table 2 below, it shows the first three steps of Framework of Components of Course Development Processes by Graves used in this study. There are actually seven steps to apply in Graves' course development process. However, in this study, the writers only applied three of them, that is the first three of them as follows: 1) Needs Assessment/Analysis, 2) Determining Goals and Objectives, and 3) Conceptualizing Content. The reason why they only applied three steps was that they did not develop a teaching materials but they restructured and developed the lesson plan of the CCU course.

Regarding Graves' framework, for years, as a teaching materials developer, one of the writers has applied Graves' Framework of Components of Course Development Processes, to be precise since 2010. There are other frameworks or steps that can be used to develop a lesson plan or teaching material. For example, Richards (2006) states that his first task in planning a set of materials is by identifying an acceptable set of principles that can be used to support the instructional design process, and among others are to promote success and fun in learning. He used those principles to develop *Connect* secondary school series that he co-authored. Considering the fact that every theory of materials development has its own strengths and weaknesses, and she chose Graves' frameworks since they offer her simple process and clear explanation in every step.

Table 2
 Procedures of Materials Development

Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
Step 1	Needs Assessment/Analysis	Objective and Subjective Needs
	What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? Etc.	
Step 2	Determining Goals and Objectives	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
	What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	



Step 3	Conceptualizing Content	Language Components Language Functions Language Skills Genre/Texts Etc
	What will be the backbone of what I teach? What will I include in my syllabus?	

RESULTS AND DISCUSSION

Cross Culture Understanding or CCU Course is a two-credit subject in the KKNi curriculum of D3 English Program which is taught in the fifth semester. Although it is not a pre-requisite subject, still it is a compulsory one. The course provides the students with some basic cultural knowledge and prepares them to be ready for the real working world when they conduct internship or on the job training in the following semester or sixth semester. That is why the choice of the topics in its lesson plan should relate more to the working world. In fact, the topics on the previously existing lesson plan do not fully cover topics that related to the working world. This is the main reason why the researchers conducted this R&D research. The following Table 3 shows some of the compulsory subjects taught in the fifth semester, among others are Office Administration and Cross Culture Understanding.

Table 3
Fifth Semester Curriculum

No.	Course Code	Course Name	Credit	Terms	Pre-requisite
4	630325	Business Correspondence	2	Compulsory	-
5	630406	Computer Applications	2	Compulsory	-
6	630404	Tourism	2	Compulsory	-
7	630408	Office Administration	2	Compulsory	-
11	630322	Cross Culture Understanding	2	Compulsory	-
Total Credits			20		

As stated in the objectives of this study, the researchers restructured and developed the existing lesson plan by reordering, deleting or omitting, and adding topics used in the lesson plan. By the way, the original topics can be seen in the Table 4 below. Besides, it also shows course code, course credits, the description of the course and the lesson plan for one semester covering sixteen meetings, which consists of numbers of meetings, topic to discuss and assignments for the students. This simple lesson plan below is used to present topics used during the off-line class Post Covid-19 Pandemic. An example of the results of students' works on Meeting #11 (see Table 4), can be seen in Figure 1.0 and Figure 2.0.



Table 4
Original Lesson Plan

Course Code / Credits: 630322 / 2 credits		
Course Description: Cross Culture Understanding is intended to help the students understand the different culture of English-Speaking people so that there will be no misunderstanding during their interaction with multicultural people in their workplace or their environment in this globalized era.		
No	Topics	Activities
1.	Introduction to the course	-
2.	Formal & Informal Introductions	Lecturing, assignment (individual/pairs), class discussion
3.	Polite Customs (please, thank you, sorry)	Lecturing, assignment (individual/pairs), class discussion
Meeting 4: Practicum #1: Video presentation (duration max. 5 mins) – visiting American friend’s house		
5.	Making Suggestions or Invitations & Giving Criticism	Lecturing, assignment (individual/pairs), class discussion
6.	Space Differences	Lecturing, assignment (individual/pairs), class discussion
Meeting 7: Practicum #2: Video presentation (duration max. 5 mins) – making suggestions or invitations		
8. Mid-term Test (written)		
9.	Verbal & Nonverbal Communication	Lecturing, assignment (individual/pairs), class discussion
10.	Education System	Lecturing, assignment (individual/pairs), class discussion
Meeting 11: Practicum #3: Poster presentation – verbal & nonverbal communication		
12.	Family Life	Lecturing, assignment (individual/pairs), class discussion
13.	Family Life and Relationship	Lecturing, assignment (individual/pairs), class discussion
Meeting 14: Practicum #4: Comparison – Indonesian family vs American family		
15.	Review	
16. Final Test (project based)		



Figure 1.0: Students' Poster

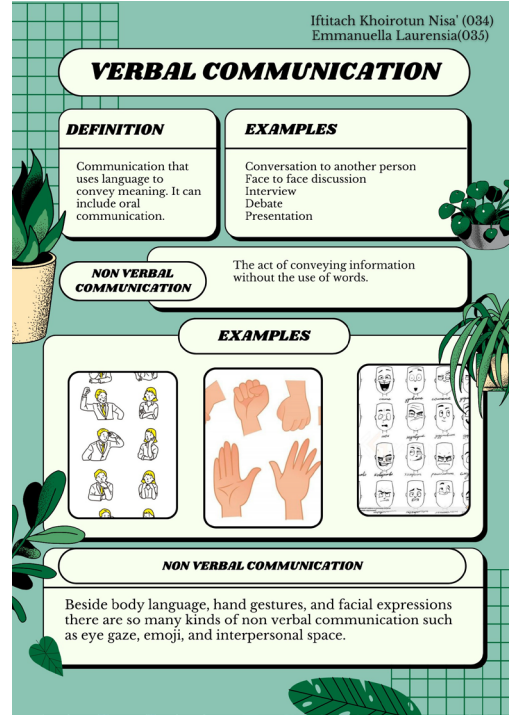


Figure 2.0: Students' Poster

The following Figure 3.0 is taken from the assignment of meeting 5 (see Table 4), with the topic Making Suggestions or Invitations & Giving Criticism. After 15-20 minutes lecturing, students were asked to do the assignment individually or in pairs for 30-40 minutes and uploaded the work in the provided platform called Academic Information System or *Sistem Informasi Akademik* (SIKAD). Then, the rest of the time, they had a class discussion, and the lecturer mostly played her role as a facilitator.

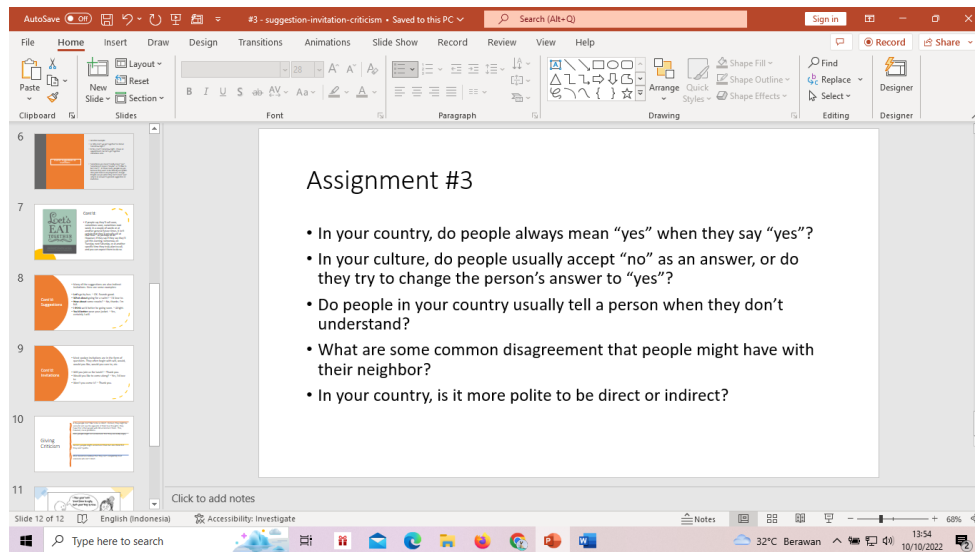


Figure 3.0: Example of individual or pairs assignment



The restructuring and developing processes use the first three steps, out of seven steps of Framework of Components of Course Development Processes by Graves (see Table 2) since the researchers only intended to apply the processes to the existing lesson plan (see Table 3) and those three steps are: Needs Assessment/Analysis, Determining Goals and Objectives, and Conceptualizing Content. In the **first step**, Needs Assessment or Analysis, the researchers learned that the old topics used in the lesson plan were not all working world oriented. They need to be restructured and developed, from eight topics becoming ten topics, in accordance with the vocational students' needs (see Table 4). The **second step**, Determining Goals and Objectives, intended to provide the students with basic cultural knowledge and cultural awareness through the chosen topics. Regarding this matter, the writers referred to the CCU stages proposed by Rohmah (2021). She mentions four stages of Cross Cultural Understanding and they are Cross Cultural Knowledge (CCK), Cross Cultural Awareness (CCA), Cross Cultural Sensitivity (CCS) and Cross Cultural Competence (CCC). For the purposes of restructuring and developing the new lesson plan, the writers only referred to CCK and CCA stages since they considered that, for the level of vocational program, knowledge and awareness are sufficient for the students. They need more applicable materials than theoretical ones. The **last step** is Conceptualizing Content, in which the writers considered to employ speaking and writing skills for activities in the class (see Table 3). As for language function, the writers considered to apply the knowledge of some practical tasks such as role play (in the form of short videos) and poster making (see Table 4 and Figure 1.0).

The following Table 5, which is Topics of CCU Course, shows the comparison of the original topics of the lesson plan and the proposed ones. In the original ones, there are eight topics, such as Space Difference and Education System while in the proposed ones, there are ten topics, which consist of old and new topics and put in different order. In the restructuring and developing processes, the writers reordered the old topics, then deleted two old topics and added four new topics. Of course, this was done with considerations. First, the writers reordered the old topics for the sake of the correlation of each topic. Second, they deleted two old topics which were considered less related to the working world. The last, they added four new topics which were considered that they were working world-oriented topics.

Table 5
Topics of CCU Course

No.	Original Lesson Plan Topics	Proposed Lesson Plan Topics
1.	Formal & Informal Introductions	Verbal & Nonverbal Communication
2.	Polite Customs (please, thank you, sorry)	Formal & Informal Introductions
3.	Making Suggestions or Invitations & Giving Criticism	Polite Customs (please, thank you, sorry)
4.	Space Differences	Making Suggestions or Invitations & Giving Criticism
5.	Verbal & Nonverbal Communication	Space Differences
6.	Education System	Male – Female Relationship
7.	Family Life	Life Values: Personal, Family & Friends



8.	Family Life and Relationship	Education System
9.	-	Applying for a Job
10.	-	Working World: Practice & Attitude

This following Table 6 shows that the old and the new topics and sub-topics of the new lesson plan. The writers still use six of the old topics (1, 2, 3, 4, 5 and 8) after considering that those are still relevant topics. Topics 6, 7, 9 and 10 are the new ones.

Table 6
Proposed Topics and Sub-topics

No.	Proposed Lesson Plan Topics	Sub-topics
1.	Verbal & Nonverbal Communication	Why is communication is important? Verbal communication Non-verbal communication, Types of non-verbal communication
2.	Formal & Informal Introductions	American Informality, Formal, Informal & Introducing a speaker
3.	Polite Customs (please, thank you, sorry)	Polite customs, Saying please, thank you & I'm sorry
4.	Making Suggestions or Invitations & Giving Criticism	Saying Yes or No, Making suggestions or invitations, Giving criticism
5.	Space Differences	Understanding space differences, Culture, geographical location & seasons, Building, Space, House & rooms
6.	Male – Female Relationship	Types of family, Women liberation, Husband & Housewife VS Wife & Househusband
7.	Life Values: Personal, Family & Friends	Personal relationship, Family relationship, Friendliness VS Friendship
8.	Education System	Age on entry for Education, From Nursery to Doctor's Degree, Formality & Informality in the Classroom, Important Values (independence, trust & honesty)
9.	Applying for a Job	Writing Application Letter, Resume/CV and Preparing for an Interview
10.	Working World: Practice and Attitude	Boss VS Employee, Working hours, Time is money, Work alcoholic

The results of the questionnaire show that in terms of content or materials, the students agreed that they were all relevant and important to learn. Firstly, the materials provide them with better insights and understanding about cultural differences reflected in the use of languages. This helps them see what is beyond the English language and the possibilities offered for their future career opportunities to have foreign working partners. Secondly, the materials offered in CCU course help them realize that there are more aspects to learn to better comprehend how languages and culture intertwine in real life. They found the materials and the activities were



manageable and easy to follow. They learn that learning a language means learning the culture of the people living where the language, English, is spoken and in this case, they refer to ‘western’. In additions, they found those topics or materials were presented in a way creating fun, enjoyable yet effective learning atmospheres. They suggested a number of topics for an improvement of the course materials ranging from easy and fun activities or language games to one-point topics such as getting ready to seek job opportunities, preparing for job interviews, how to successfully manage job interviews to professionally managing working with expatriates. This shows that the students are aware of their needs for their future and see that this CCU course can really be part of their preparation, in terms of cultural knowledge and awareness.

CONCLUSION

In conclusion, the main objective of this study is to restructure and develop the existing lesson plan. To do so, the authors applied Graves’ Framework of Components of Course Development Processes, especially Step 1 (Needs Assessment/Analysis), Step 2 (Determining Goals and Objectives), and Step 3 (Conceptualizing Content). The results of the restructuring and developing process are, first, there are ten topics, on the new lesson plan, that consist of six old topics and four new topics. Second, there are two stages out of four stages that the writers decided to employ as the goals of the new lesson plan, namely CCK (Cross Cultural Knowledge) and CCA (Cross Cultural awareness) as those goals are sufficient for vocational students. The last, the writers highlighted only two things, namely language functions and language skills (speaking and writing). Based on the results of questionnaire filled by students, the writers can conclude that they suggested a number of topics for an improvement of the course materials ranging from easy and fun activities or language games to one-point topics such as getting ready to seek job opportunities, preparing for job interviews, how to successfully manage job interviews to professionally managing working with expatriates. This shows that the students are aware of their needs for their future and see that this Cross Culture Understanding course can really be parts of their preparation.

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Conflict of Interest

All authors have no conflicts of interest

Authors' Contributions

The authors wish that this research is fruitful not only for other researchers (as a reference) but as well as for the readers in general.

About the Authors

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