

5 ICLEI 2016-59 Intan Pradita

Documentary Film Production to teach Intercultural Communication: An Introduction to Media

Intan Pradita, Aryo Arifuddin

¹English Language Education Department, Islamic University of Indonesia,
Jalan Kaliurang, Yogyakarta Indonesia

^bEnglish Language Education Department, Islamic University of Indonesia,
Jalan Kaliurang, Yogyakarta Indonesia

*Corresponding Author: intanyosra@gmail.com

ABSTRACT

This paper aims at describing the implementation of project-based learning in the form of documentary film production to teach intercultural communication subject in English Language Education department, Islamic University of Indonesia. The objectives of this research are 1) to develop a project that is suitable to improve the students' intercultural communication competence, 2) to introduce the role of education and media in intercultural communication. There were 31 students as the participants of this research. The data were in the form of field notes and the students' essays which described the students prior knowledge of intercultural communication, the project reports which were submitted weekly to the lecturer in the form of focused group discussion, the documentary films that the students' made, the interview videos, and the students' reflective essay. This is a research and development by tracing Borg and Gall as the reference. The results of this research are; 1) the practical project that were reliable to improve intercultural communication competence is documentary film project over three projects that were planned, 2) the students are able to understand the role of media by being involved in the real project of documentary film. The students also understand that in order to accomplish an effective intercultural communication someone should have a good prior knowledge through education and media literacy.

Keywords: intercultural communication, documentary film production, project-based learning.

Introduction

The needs of having a multicultural environment in education is emerging since the framework of 21st century learning covers the demand for the students to have a communication and collaboration. Jerald, C.D. (2009: 48-55) describes that the top 5 skills that most people expect to become more important are; 1) critical thinking/problem solving, 2) information technology application, 3) teamwork/collaboration, 4)creativity/innovation, and 5) handling diversity. These skills are undoubtedly right to be implemented in the learning process.

English language education department of Islamic University of Indonesia has facilitated its students to cope the skills of information technology application, collaboration and teamwork, and creativity or innovation in almost all the subjects since it has traced the curriculum to the needs of 21st century skills. However, the skill of handling diversity is only accommodated through Intercultural Communication subject (henceforth ICC). This subject is taught to the 5th semester students and the main objective of ICC is to help the students, who are going to be pre-service teachers, to engage in intercultural communication environment.

Responding to the government's rule of teachers competence, *Peraturan Menteri Pendidikan Nasioanl Republik Indonesia 2007*, especially the social competence, it is necessary for the teachers to have an inclusive attitude and objective point of view considering the diversity of gender, religion, race, physical condition, family background and social status. Teachers should not be discriminative to deal with the differences. Therefore, the ICC achievement indicators of this subject are based on the milestone of intercultural communication competence, in which one of them is be able to express tolerance through a room of dialogue whenever they should face diversity and differences in global context.

ICC has been taught for 2 years and based on the observation conducted by the lecturer, that in the beginning, the students thought and kept saying that culture is merely something related to a product such as arts, performances, customs, culinary and the rituals. Almost none of them thought that culture has something that importantly deals with thought, psychological awareness like acceptance and denials, dialogue, values and behaviours. It resulted on the way the students interpreted intercultural communication. As for those who had been abroad are by travel agent's arrangement and accompanied by large family members, thus the personal interaction is very limited. The first year of ICC was a challenge on how putting the students who tend to grow up in homogenous environment as a moeslem, their experience on plural environment is limited. The lecturer presented more theoretical basis instead of the practical one. The learning model was about asking the students to integrate cultural features in the ELT materials. The students were given the practical experience to have interaction with foreign people for twice. The first one was in a cultural exhibition, and the second one was in a colloqueum. However, the ICC could only bring the students into the level of objective culture integration. They were able to create a material, for instance, to teach reading by using a text about the procedure of dancing Saman, an Aceh dance. Only one students who could reach the integration of subjective culture, which was about the value of language through the case of cyber bullying. This is an important issue that apparently the theoretical based learning are not sufficient to improve students' intercultural competence.

The characteristics of Islamic University of Indonesia students are quite similar in the matter of educational background. They are graduated from Islamic boarding school or Islamic high school. Once the lecturer gave a case study on how to deal with plural environment in which they should take a decision, they remained silent or answered "I wish I were not in that position".

Based on the lecturer's observation, the leel of media literacy is also below average. Although the students were equipped with good financial support and gadget, it was only some of them who are curious towards certain social issues. The students tend to only focus on their study, yet they are not sensitive towards the happening issues outside. Filtering information and reading a lot of resources are not their habit. Whereas, it is very important to support intercultural communication competence. The students are interested in project-based learning instead of theoretical based activities. Creating a portfolio is a fun thing because they get an experiential learning. The preliminary research by Pradita (2015) explains that the students' characteristics of being digital native apparently a potential learning model. The research promoted social media as the learning habit and it works meaningfully for the students. Teaching proficiency based subject is fun by involving the students to work with their gadget. It is a challenge for the lecturer to summarize the potential remark from these unsupported habit.

The similar model of learning is acknowledged to bring successful learning in other subjects, however a modified version of learning model by employing technology and experiential learning is necessary in the matter of intercultural communication who have

homogenous educational background. The model should accommodate the lecturer to introduce tolerance, diversity, especially in the domain of English language teaching by enhancing their practical interest. Therefore, the purposes of this study are two, to create a learning model to teach intercultural communication, and to introduce the role of the media in language teaching.

The intercultural communication competence

According to Jandt (2004:48), there are four competencies of a good intercultural communicator. The first one is the ability to present a strong personality. It means someone has a comprehensive understanding on themselves. By understanding the personal strengths and weaknesses, someone tend to have better control to themselves. Intercultural communication expects someone to deliver a positive attitude such as being friendly and adaptive to the new culture that are different to the previous environment.

The second competency is the ability to communicate effectively either verbal or non verbal. Intercultural communication requires a pragmatic level of language proficiency which requires the intercultural actors to convey implicatures so that s/he will be flexible and adaptive to the environment. Pradita (2013: 3) explains her research on this intercultural competence. A case study on communication competence was happened to one of international students in Yogyakarta from Latvia who experienced culture shocks which was shown by strong complains on differences that she had in Indonesia and in Latvia. She was the scholarship awardee who was going to study Indonesian culture in Yogyakarta. She raised a protest towards the government's lack of preparation to guide her during the arrival in Indonesia. She was left alone without any official guidance for a month in Jakarta. She had anticipated this kind of experience by contacting her friend who stayed in Indonesia. The Latvia student was finally picked up by the officer from the ministry, yet there was no compensation for her one month stay. However, the student also tried to understand what was going, that there was no use for her to complain in harassment. She understood that the officer was just the staff who had no access to deliver the complain further. Therefore, by tracing to the communication culture of bahasa Indonesia, the student could perform a friendly communication, so that she finally got an adequate change of her one month stay in Jakarta. This case was also form of *psychological adjustment* which become the third competence of intercultural communication. Jandt (2004: 45) stated that an effective intercultural speaker was those who could fully adapt to the new situation and environment. He also stated that those must be able to clear any frustration, stress, and the feeling of anxiety in the new environment.

The last competence was *cultural awareness* which refers to a good understanding of social system that works in the new destination that we are going to visit. By understanding the majority rules and behaves, someone tend to have better cultural awareness. As represented in the previous case study, by knowing that friendly communication is the form of negotiation that works in majority people of Indonesia, the Latvia student could deal with all the problems that she experienced before.

Intercultural Communication in the Scope of Subjective Culture

There are three theories to be considered in this research, those are the definition about intercultural communication in related with mass communication, the intercultural communication competence, and the theory of project based learning.. Intercultural communication according to Jandt (2004:43) is going to be effective when it involves more than just social norms. The norms is defined more by Bennett (1998: 2) as objective culture. It involves social features, politics, history, and language. As an example is when someone is going to learn Japanese culture and s/he traces to the traditions, customs, rituals or ceremonials that work in the society, it means s/he is learning the objective culture. This type of culture is considered to be insufficient to support a succesful intercultural communication.

Similar to Jandt, Bennett (1998: 2) also sends her agreement by delivering the idea of involving subjective culture in the process of learning certain culture. Bennett explains that it is *subjective culture* which is more important because it reflects psychological features, such as thought, behaviour, attitudes of the people when they deal with certain issues

“a good definition of subjective culture is the learned and shared patterns of beliefs, behaviors, and values of groups of interacting people. Understanding subjective cultures- one’s own and others’—is more likely to lead to intercultural competence.”

The defintion becomes the main reference to introduce the students on how to change their cultural perspectives. In order to have a goo dintercultural competence, Bennett’s definition on subjective culture seems fit to the intercultural competence described by the Indonesian ministry regulation on teachers competence and Jandt’s intercultural competence features. The important note on intercultural communication in education scope is that most educators perform objective cultures as the introduction to their students. Rarely do the teachers higlighted the subjective features (Bennett, 1998: 3). However, it does not mean that introducing objective culture is totally bad. Bennett concerns that objective culture is not enough to support intercultural communication competence. One of the ways to promote subjective culture is indeed through having interactions. The interactions (Bennett, 1998: 5) is recommended to be held in a form of face-to-face interaction or any interaction that facilitate interpersonal access. Similar to Bennett, a pupil rubric handout constructed by *Association of American Colleges and Universities* displays a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2008). It involves the knowledge of cultural self-awareness, knowlegde of cultural worldview frameworks, the skills of emphathy, verbal and non verbal communication, the attitudes of curiosity and openness. Therefore the learning model of the ICC class should create an authentic interactions that urges the students to engage to international people. The lecturer observes that documentary film project has made a succesful remark on Siregar (2010) that it helped his students to acquire essay writing skills meaningfully because of the intensive interaction during the data collection.

According to Rosenthal (1990: 4), documentary film project should follow certain framework. It starts with a discussion of ideas, research, and script structure; that proceeds through preproduction and productions, and then deals in depth with editing and commentary writing. The idea means the sharp concept or the rationale that underlines the whole film structure. The treatment or outlining is a brief sketch that suggest the approach and tells the oerall story of the film. The framework of documentary film project by Rosenthal is depicted in the figure below:

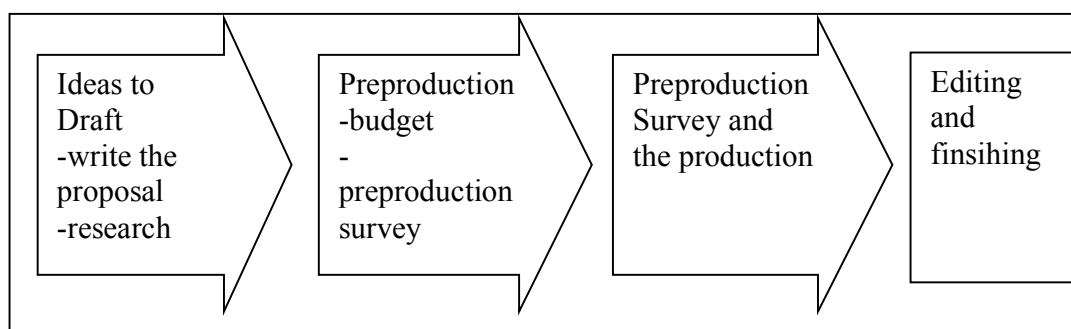


Figure 1. The steps of documentary film making by Rosenthal

The preparation part is the most excited one since all has to be well-planned. Rosenthal (1990: 17) also describes some types of script that are used during the documentary film project. The first one is shooting script, which means the approved master plan. It must have a fair full description of all visual sequences. The second is the editing script in which the director plays the most important role here, to cut or add or modify the sequences that have been designed in the shooting script. The last one is the narration script which is really dependent to the editing part.

Methodology

This is a Research and Development to describe the implementation of documentary film project in the process of intercultural communication. The instruments of the research and the data analysis employ qualitative approach. The pre-test and the post-test are in the form of non structural interview conducted by the lecturer to the students in the form of focused group discussion. The questions of the interview is traced to the milestone of intercultural communication competence by *Association of American Colleges and Universities*. It is formulated as follows:

Table 1

The interview questions during the focused group discussion

No	Questions	Student 1	Student 2	Student 3
1	What is culture?			
2	Describe you own culture.			
3	Describe your intercultural experience during you were abroad.			
2	Describe your experience of intercultural communication in Indonesia.			
3	What are the differences that you met during your experiences?			
4	How did you deal with differences during your intercultural communication?			

According to Patton (2002: 4) in Tailor (2005: 103) , qualitative data can also be gained by open-ended interview, direct observation, and written documents. Therefore the second instrument was the *field notes* or teachers' diary to take notes on the strengths and weaknesses during the implementation of the learning models in ICC class. The third instrument was three reflective essays of the students to measure their understanding on three issues in intercultural communication; religion, gender, social status. The fourth instrument was the progress report of the students' documentary film projects (their interviews, the videos taken from each scene of their documentary films, the open questionnaires on their team work). The data were collected through the four instruments above.

The respondents of this research were 32 students of English Language Education Department who took ICC class in the 5th semester. The subject worths 4 credits, therefore a project based learning is the most suitable one. The research was conducted for three months, November 2015 to January 2016.. Miles & Huberman (1994) states that content analysis technique is suitable to be employed during the conceptual interpretation, estimation, problem interpretation and all important things that are implicitly stated in the collected data. The data was analysed by employing interactive model of qualitative approach. The data was collected and reduced to gain the answers of the research questions. The potential problems was encountered through the participatory observation by the lecturer of ICC class. More information on intercultural communication competence was collected through the focused group discussion interiew which was mentioned as the pre and post test. Regarding the learning model development, documentary film production was chosen to be implemented based on certain literature review related to the profile of succesful documentary film production that work well in language learning process, and the steps to produce documentary film for students.

This research implements the first stage of research and development by Richey and Kelin (2010) in Sugiyono (2010), which is the researcher conducted the research, yet s/he did only an internal validation. The validation was conducted by encountering expert judgement review and the students' argumentative essay on their perceptions towards the learning model. The steps of this research is decribed in the figure below,

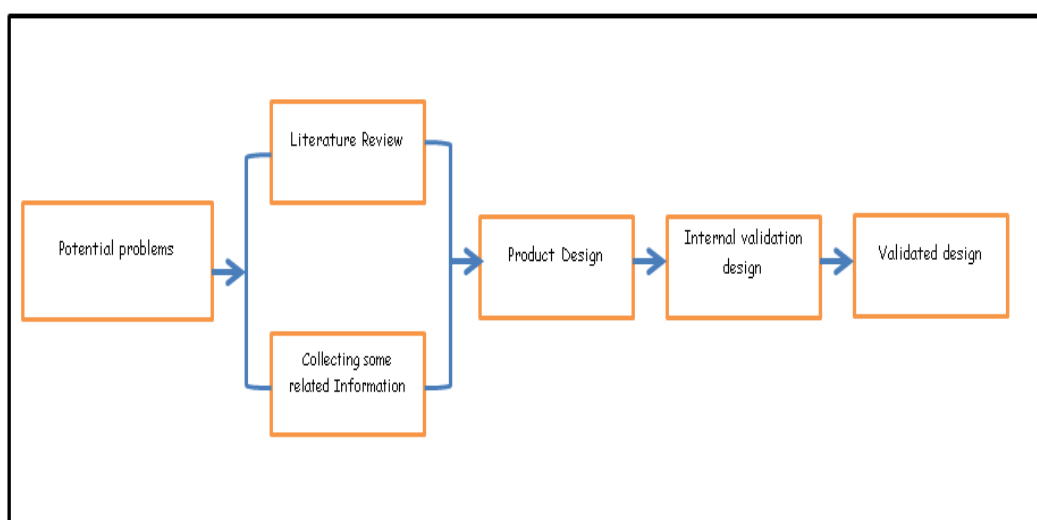


Figure 2. The design of research and development level 1

Findings and Discussion

During the interview session on measuring the students' intercultural awareness as the pre test, it is found that all the students experienced intercultural communication. They dealt with differences mostly when they arrived to Yogyakarta and started to study in our university. The differences that they found are about daily expenses, language, and non verbal communication. Half of the students said that the daily expenses in Yogyakarta are very cheap in compared to those in their hometown. They felt pity to the sellers that they would not have better life payment. The second thing is about language, especially Javanese language. People in Yogyakarta, as the students found, will give better price and better treatment when the students speak in Javanese. The third one is on non verbal communication that Yogyakarta people are very friendly, smiley, and helpful to everyone. It was only three students who could describe their intercultural communication in international context. All of them treat differences by trying to be as close as the new culture. They tried to adapt because they still could use bahasa Indonesia to communicate with Yogyakarta people. Since the students' international interaction is very limited, therefore ICC class should create a multicultural environment which involves international people (students, expatriats, or academics). The students need to be brought to intercultural interactions, thus the ICC class should concern more on practical use within the theoretical basis as the support. Documentary film project has been considered to be the learning model in the ICC class. The students were directed by the lecturer to read a lot of studies related to intercultural communication. They were asked to also read novels that deals with intercultural communication. At first, the students simply take the theories for granted. Some of them even did not pay attention during the discussion. Through an essay to conclude all the discussion, the students are able to identify the role of moeslem in an intercultural communication. It is that they should accomodate more dialogue whenever they meet or face sensitive issues about differences.

After reading a lot of resources, the students are divided into two large groups as the film crew. They should give name to their crew, decide the role of each person and the topic that they are going to execute in the documentary film project. The first team was lead by Aryo Arifuddin whose film delivers the issue of how international students in Yogyakarta deal with the non verbal communication that work in the major social system in Yogyakarta. The second group was lead by Edwin Haryanto whose film digs the issue of culture shock that happens to the expatriats in Yogyakarta. Each of group should work based on the documentary film making model that has been constructed by Alan Rosenthal as represented in figure 1.

The lecturer gave a workshop on documentary film making for half day. The students were managed to have short practice on how to operate camera, creating narration, collecting the data, triangulate the data analysis, and also getting curious of what to do further. As a result, the students are able to divide themselves into specific role in the whole documentary film production. In data C, on their open questionnaires about peer assessment of the filmmaking process, the students mentioned that they found difficulties one another. Group one has problems mostly in dealing with their director for the characteristics of their director was single fighter. He tend to execute the whole project by himself whereas the other group members were asked for help by then he needed supported data. This made the progress of this group ran later than the second one. Group one skipped the first progress meeting because they had not have a clear concept yet. The research team was not ready and the idea of who would be the respondents was not ready. The lecturer provided a special meeting to the representative of the group one in order to seek deeper understanding on what was going on. After remaking the group, finally group one could run very fast that they met five

expatriats who work in Yogyakarta. This team members stated in their reflective essay as data D, that indeed the lecturer was very demanding that sometimes made them down. However, the positive side was that they experienced a trully intercultural communication engagement. By seeking respondents, corresponding them through email and telephone, they practiced politeness and negotiation. The students should perform their best English proficiency to invite the respondents in their interview, to prepare the questions, and to negotiate the time. Almost all students enrolled in the project, although one student was considered to be less contributive to the team. During the interview, the students mentioned that they were welcomed by the respondents in their home. The students were invited to have buffet lunch after the interview session that were cooked by the respondents. They also documented the pictures in the social media that stimulated their confidence by the number of likes that they got.

Group two could run smoother for they had already prepared the draft well. The leader of group two had distributed the job desk fairly to the whole members. The research team could manage to contact respondents and invite them politely. One of them ever felt afraid of being loved by one of the candidated respondents because she was asked to have lunch together, only both of them. She then cancelled the interview invitation and then looked forward to the other respondents. The interview sessions were also good at the implementation. The group could handle almost every technical problem. However, the leader was sometimes away so that during the 2nd progress report, the group was lost their leader. Fortunately, the co leader was there to back up the plan and indeed the group could finish the whole project on time and great.

Based on the reflective essay as data D and the post test interview as data E, the students agreed that documentary film production could really help them interact with international and multicultural people. Having an intensive discussion with the respondents, even directing the respondents to illustrate the interview's answers, and being welcomed by international people. They also said that they were growing in analytical thinking, in responding differences.

Based on the external reviewer, a researcher on ICT in education and a researcher on multicultural issues, the feedback are more on the technical issues that the narator should have better English pronunciation. However the content message of intercultural communication has been achieved and acceptable to students as the target viewer. the students criticized the way that the lecturer gave feedback to them that it seemed breaking them down. It is an evaluation to the lecturer in the matter of feedback. This research is limited to the students whose techonology facilities are in the advance level or at least the lecturer should gain a research grant to accomodate the students need during the whole process. As a recommendation, this project could be enhanced to a tandem partner of language exchange or a kind of international students fellowship exchange that involves multicultural participants in Yogyakarta. This is potential to do for the number of international students is getting higher.

Conclusions

The results of this research are;

- 1) the practical project that were reliable to improve intercultural communication competence is documentary film project for it has brought the students into a multicultural environment practice,
- 2) the introduction to media through documentary film is meaningful to the students which is indicated by their ability to create a documentary film. By working as a film crew, the

students could accomplish an effective intercultural communication both to their internal team and to their foreign respondents.

References

- Bennett, M. J. 1998. Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.
- Bennett, M.J. 2008. *Transformative training: Designing programs for culture learning*. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.
- Jandt, F.E. 2004. *An Introduction to Intercultural Communication*. California: Sage Publications, Inc.
- Jerald, C.D. 2009. *Defining a 21st Century Education*. The Center for Public Education of the National School Boards Association.
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative data analysis*. Thousand Oaks, CA: Sage Publications.
- Patton, M.Q. 2002. *Qualitative Research and Evaluation Methods (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Pradita, I. 2013. A Case Study of Forms and Symptoms of Culture Shocks of the Foreign Students in Yogyakarta. *Journal of English*, 7(1).
- Pradita, I. 2015. Enhancing English Learning through Social Media, *Proceeding of the 5th Global Conference of Technology and Language Teaching*, Website-Format www.worldscientific.edu, Singapore, Indonesia, June 3-4 2015.
- Rosenthal, A. 1990. *Writing, Directing, and Producing Documentary Films and Videos (3rd ed.)*. Library of Congress Cataloging-in-Publication Data: United States of America.
- Siregar, A.T.B. 2010. Film Dokumenter Sebagai Proyek Akhir Essay Writing 2: Metode Pembelajaran Inquiry Model. *Journal of English Utama*, (1)1.
- Taylor, G.R. 2005. *Integrating Quantitative and Qualitative Methods in Research (second ed.)*. Maryland: University Press of America.