

The Validity and Reliability of the Intercultural Learning Materials Model (ILM) for Drama Subject

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Abstract

The lecturers still seem unconfidence to teach English as Foreign Language. They need the learning material to reveal the gap between English and the student's own culture. This study aims to find out the validity and reliability of the intercultural learning material for Drama subject. The research design was quantitative research. The instrumentation of this research was the questionnaire. The subject of this research was 29 students. The results showed that the validity of the ILM model was 92,5 %. It means that the ILM model is valid to use for Drama subject. Then, reliability of intercultural learning materials was 0.774; the ILM model is reliable to use for Drama subject. Based on this result, the intercultural learning materials can implemented because they were categorized as valid and reliable. Thus, the learning materials will be an alternative to link between English and Malay cultures in the lesson process and drama performances.

Keywords: Validity, Reliability, Intercultural learning, Learning material, Drama

Introduction

Intercultural learning is high academic important in the teaching and learning process. It plays a significant part in influencing how students consider context and language expression during communication. Intercultural learning is the competence for students to be aware of and better understand one's own culture and other cultures in the world (Bartel-radic, 2020; Havril, 2015; Miftakh, 2017; Sabirova, 2020; Yassin et al., 2020). Practically, the concept of intercultural learning is academically important in classroom activity, especially in the content subject. Coyle (2015) states an intercultural learning model is a pedagogical approach that can improve students' engagement in the classroom, and outside the classroom, and prepare students for further improvement. Then, Zafar et al., (2013) add that intercultural learning is used to gain the students' care about the culture used such as comprehending their own culture and enlarging their sense of language and culture. In other words, intercultural learning provides the student's consciousness in understanding different cultures because they are taught about the sensitivity of the culture.

Furthermore, according to Migliorini et al (2015), the intercultural learning model represents the characteristics of cultures that indicate the original values norms and acceptance among the society in the context of circumstances. In line with this, Nordgren & Johansson (2015) argue that the intercultural learning model makes the students more aware of socialite the variance of culture. Other scholars also suggest that the intercultural learning model is a cycle of interconnection in which the learner improves in experiences in language, cultures, and relationships (Lee et al., 2014; Morganna, 2017; Salopelto, 2008). In short, the content of the intercultural learning model provides beliefs, values, rules, and historical sensitivity of culture that help the students to understand and adapt to the new situation and culture in the classroom.

Due to the importance of intercultural learning at the university level, it is essential to measure the validity and reliability of learning material that involve different language and culture. In line with

this, Hasler, (2011) states that intercultural learning material needs to be compiled to catch the equal community of society from a variety of cultures to change students' care of their own and other cultures and improve their collaboration. Besides, intercultural learning appears the desire to study culture by imitating their own culture, understanding other cultures, and increasing success in many different situations (Garcia & Garcia, 2016; Morris et al., 2014; Yassin et al., 2020). In short, the students should have the ability to adapt to a different culture the classroom activities.

Then, teaching and learning at the university should have a curriculum and materials that make the learning atmosphere more interesting, lively, and culturally valued. According to Crose, (2011), higher education institutions have played a wide function in cultural understanding and formatted to build the relationship between the local and international atmosphere in the classroom activities and university areas. Intercultural learning will provide the understanding of and maintain local cultural values. To support this idea, Depdiknas (2006) states the principles in developing learning materials should bring the cultural background, norms, and environment of students. It means that the achievement of the learning process will affect how the students behave, speak and communicate.

In addition, problems in understanding language and cultural differences always happened at University. Practically, the intercultural learning model during the learning process should be introduced in the early stages of young learners because the intercultural learning model increases the awareness of foreign cultures. In line with this, Miftakh (2017b) argues that intercultural learning makes students open to the differences and similarities between their source and the target culture and language. Then, Tri Budiasih (2018) points out that intercultural learning in teaching drama and English as a foreign language serve the cross-learner understanding, helps the communication qualification, and facilitates students from a foreign country. For example, most students come from Malay people; when they learn EFL, their language and culture are still carried over both in the learning process and communication, and they refuse the different language and culture. This situation makes the students lack attitudes and openness, readiness to suspend disbelief about other cultures, knowledge of social groups, lack of interpretation of different cultures, lack of skill of discovery, and critical culture awareness (Coyle, 2015; O'Dowd, 2003).

Therefore, investigating intercultural learning materials should be appropriate in designing learning materials, especially to build the lecturers' competencies in multiculturalism of teaching and learning. There were various studies conducted by some experts related to intercultural learning. Blanchard et al., (2013); Dimitrov & Haque, (2019), Garcia & Garcia (2016), Havril (2015), Nadeem (2018), Reid, (2013), Shim et al (2018), Tulak et al (2019), Yassin et al (2020), Zafar et al (2013) investigate the developing intercultural communicative competences in the English language. The point of their research is how to apply communicative competence in the English language. Then, the other research shows the intercultural approach to language teaching (Bartel-radic, 2020; Haerazi et al., 2018). This research used intercultural learning as the approach to language teaching. Further, Gusnawaty & Nurwati (2019) investigate a learning model of Bahasa Indonesia as a foreign language based on local intracultural learning. On the other side, Echcharfy (2019), Meier (2007), Mighani & Mohseni, (2020) investigate the assessment of intercultural competencies learning. Their studies point to the strategies that facilitate intercultural learning. Then, Campbell & Walta (2015) and Nordgren & Johansson (2015) investigate intercultural awareness and the perspectives of intercultural learning. These previous studies point to the development of the intercultural learning model and some approaches used. In short, the previous studies did not discuss the actual learning materials in terms of intercultural learning material. So, the purpose of this research is to find out the validity and of the ILM model for Drama subject. Therefore, it was academically necessary to investigate the validity and reliability of a model of intercultural learning materials for Drama subject. This learning material is pointed to help the lecturers and the students in combining two cultures, especially in using the different expressions in the drama script. It handles the problem of drama performance more vividly because the students do not perform the drama clumsy.

Methods

The design of this research is quantitative research. In addition, the subject of the research was twenty-nine students who take the subject of Drama. They were sixth-semester students of the English Department, at Pasir Pengaraian University. The instrument of this research was the questionnaires

distributed to get data on the validity and reliability of intercultural learning materials. Then, the questionnaires were collected and converted to form of numbers. The techniques of data used quantitative analysis. The quantitative analysis described numerical data from the questionnaire of validity and the reliability of intercultural learning materials.

The data from the questionnaire were distributed and analyzed based on the frequency of such sub-indicators performed at work. The data were distributed and analyzed using a formula to see the percentage of each item of the questionnaire. The formula is suggested by Arikunto (2006) as below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage of the students giving response

F = Frequency

N = Total respondents

Result

The Validity of the Intercultural learning material model

The Validity of the intercultural learning material model for students' and lecturers' handouts was given to the three experts. They specialize in English Drama, Linguistic and English literature. In validating the handouts, the criterion of validating is based on the criteria of BNSP PP No.19/2005. There were content, language, presentation, and graphics.

Table. 1 The Result of the Validity of Students' Intercultural Learning Materials

No	Statement	Validator			Mean	Criteria
		1	2	3		
1	Content	4	5	5	4.6	Valid
2	Language	4	5	5	4.6	Valid
3	Presentation	5	5	5	5	Valid
4	Graphic	4	5	5	4.6	Valid
Total					18,2	Valid
Percentage					91 %	Very Valid

Conclusion: This students' handout is very valid (91%) and can be used for developing a model of intercultural learning material for Drama subject.

The table above shows that the validity of students' handouts in developing a model of intercultural learning material for Drama subject was very valid or 91%. The component of the criteria includes content, language, presentation, and Graphics. There were also some suggestions in improving students' hands out by the expert through the validation process that has been conveyed later. The validation of lecturers' handouts is presented as follows.

Table 2. The Validation Result of Lecturers' Handout

No	Statements	Validator			Mean	Criteria
		1	2	3		
1.	Content	4	5	5	4.6	Valid
2.	Language	4	5	5	4.6	Valid
3.	Presentation	5	5	5	5	Valid
4.	Graphic	4	5	5	4.6	Valid
Total					18.8	Valid
Percentage :					94%	Very Valid

Conclusion: This student's handout is very valid (94%) and can be used for developing a model of intercultural learning material for Drama subject.

The Reliability of Handout

Reliability from Lecturers

The Reliability test for lecturers in this research used the Cronbach's Alpha reliability test technique. It is said to be reliable if the value of sig 0.60 and not reliable if sig < 0.60, with the results presented in the table as follows:

Table 3. Reliability Statistics from Lecturers

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.774	30

The data above is the reliability test using Cronbach's Alpha reliability technique, the sig value was $0.774 > 0.60$. It means the handout of intercultural learning material model in Drama subject used is reliable from the lecturer's perspective

Reliability from Students

The Reliability test for students in this research used the Cronbach's Alpha reliability test technique. It is said to be feasible if the value of sig 0.60 and not feasible if sig < 0.60, with the results presented in the table as follows:

Table 4. Realibility Statistics from Students

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
.744	30

The calculation above is the reliability test using Cronbach's Alpha reliability technique, the sig value was $0.744 > 0.60$. So it can be concluded that the handout of the intercultural learning material model in the Drama subject used is reliable from the student's perspective.

Discussion

In this section, the researcher discusses the findings based on the research question as to the process of seeking and interpreting evidence to decide the validity and reliability of intercultural learning material for Drama subject.

The Validity of Handout of Drama Subject

The intercultural learning materials (Handout) were categorized as very valid because the handout on Drama subject has the complete component of the handout; content, language, presentation, and graphics. The result shows that both of the handouts have the highest score on the appropriateness of the content which is then followed by the appropriateness of the graphics, presentation, and language. This result is supported by (BNSP, 2017; Grimaldy & Haryanto, 2020; Hernon & Schwartz, 2009; Md Ghazali, 2016; Nesri, 2020; Safa et al., 2015; Shimazaki et al., 2018). In this research, the validity is content validity and construct structure validity. The validity of the contents was categorized as very valid based on the validity of the validator. This result is supported by Valim et al (2015) who state that content validity is measured by the validator or experts. Based on the results of the validation, the validity was decided to be very valid. The result showed that the arrangement of the intercultural learning followed the standard of handout guidance.

In addition, the appropriateness of the content of the books is assessed based on the alignment between the basic competence and standard competence of the subject, scientific sustainability, and life skills, developing the awareness of culture and diversity of social values. Ustuk & Inan (2017) state that the learning material should consider the context and the culture-influenced learning drama. In this research, the main content of the handout is how to apply intercultural learning; understanding the language and culture in the teaching and learning process (Araujo, 2017; Bartel-radic, 2020; Gómez Luis Fernando, 2018).

The Reliability of Intercultural Learning Materials of Drama Subject

Reliability in this intercultural learning material (Hand out) of Drama Subject refers to the consistency of the learning material. Measuring reliability has been calculated correctly and produces the reliability coefficient. It means that the intercultural learning materials were designed well. In this research, the intercultural learning material on Drama subjects was reliable. It was based on the reliability test using Cronbach's Alpha reliability technique, the sig value was $0.774 > 0.60$. Reliability is an important part of this research. Mohajan, (2017) states that reliability is the important one to consider if the handout is designed consistently. This result is also supported by Lodico (2010) who adds that reliability is the measurement of product or instrument consistency over time. In line with this research, the validity and reliability are measured from the aspect of indicators proposed by Badan Standar Nasional Pendidikan (BSNP) No.19/2005. The indicators are content, language, presentation, and graphics. Then, the data of validity are analyzed by applying the formula proposed by Riduwan (2002) and the reliability data are analyzed by SPSS.

Conclusion

From all the stages passed and detailed discussion and explanations of researching and developing a model of intercultural learning material for Drama subject that has been comprehensively described in the previous chapter, it could be concluded that This handout made the students' drama performance more lively, especially practicing thanking expressions. The development of learning materials at Pasir Pengaraian University still followed the usual book used at Pasir Pengaraian University. The learning materials pointed to the goal of the subject without considering the lecturers' and students' needs in teaching and learning drama. Furthermore, the intercultural learning materials for EFL are highly important because Drama subject is a subject for advanced-level students. Therefore, this handout helped students to integrate English and Malay culture into the teaching and learning process. Developing a model of intercultural learning materials for Drama subjects in the form of lecturers' and students' handouts is an available learning material because they have been judged as valid, reliable, practical, and effective. Validity and reliability are the academic conditions before implementing the learning materials in the teaching and learning process. On the other hand, the students' and lecturers' handouts can be used as a teaching-learning resource for English Drama subject at the English Department of Pasir Pengaraian University.

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