IMPLEMENTATION OF CROSS-CULTURE BASED INSTRUCTION IN TEACHING LISTENING COMPREHENSION AT INDONESIAN ISLAMIC HIGHER EDUCATION

NURSIDAH, ILYAS
Institut Agama Islam Negeri Bone, Institut Agama Islam Negeri (IAIN) Bone
nursidah.amin@gmail.com ilyaslovesf4@gmail.com

Abstract

In the context of globalization, cross-cultural competence has become essential, particularly in language learning. Listening comprehension is a vital skill for effective communication, yet many educators overlook its significance, often focusing more on grammar and vocabulary. Despite this, integrating cross-cultural elements in language instruction has been shown to enhance students' communicative abilities. However, there remains a gap in the literature concerning the effective implementation of cross-cultural instruction in listening comprehension, particularly in Islamic higher education in Indonesia. This study aims to explore the implementation of cross-culture-based instruction in teaching listening at Indonesian Islamic Higher Education institutions. A qualitative case study approach was employed, involving two lecturers and 34 students from the English Education Department at State Islamic Institute (IAIN) Bone. Data were collected through classroom observations, questionnaires, and structured interviews. The findings reveal that lecturers utilized a combination of textbook and authentic materials, including YouTube videos and articles, to provide culturally diverse content. Digital tools such as WhatsApp, Google Classroom, and Zoom were also employed, particularly during the COVID-19 pandemic, to facilitate learning. The integration of these tools allowed for flexible instruction, yet the study found limitations in fostering deep cultural understanding through asynchronous communication. In conclusion, while the implementation of cross-culture-based instruction in listening comprehension demonstrated potential, the study highlights the need for a more robust pedagogical framework that fully integrates cultural content with technology. Future research should explore more dynamic methods of engaging students in real-time cultural exchanges to enhance both linguistic proficiency and cross-cultural competence.

Keywords: Cross-Cultural Instruction, Listening Comprehension, Digital Learning Tools, English Language Teaching

INTRODUCTION

Listening plays a very important role both in daily life and in educational pedagogy. Listening is the first step for children to learn their mother tongue. Khuziakhmetov & Porchcsku (2016) argue that listening is at the forefront of all other types of language skills (speaking, reading, and writing) and forms the basis for the development of these skills. Furthermore, Lopez & Bonilla (2019) claims that listening is an integral part of effective communication. Ahmadi (2016) supports these ideas and confirms that if learners want to communicate with native speakers, they should first learn to understand real-language situations in order to understand the gist of what the speaker is saying. Furthermore, Owolewa et al. (2017) stated that listening is the medium through which children, young people, and adults acquire most of their education, information, ideals, values, appreciation, and understanding of the world. Many lecturers neglect the importance of listening skills, focusing more on vocabulary, grammar, and speaking. This lack of attention can lead to students struggling to understand speakers' messages and encountering problems during class. Nurkholida (2018) suggests that this can lead to passivity, lack of motivation, and reduced effectiveness.

State Islamic Institute (IAIN) Bone is a public university in Bone Regency, South Sulawesi, that focuses on teaching and developing Islamic religious knowledge. The college organizes study programs in sharia, tarbiyah, ushuluddin, da'wah, and other disciplines that aim to produce Muslim scholars who are competent in Islamic, educational, and social studies. In State Islamic Institute (IAIN) Bone, lecturers often struggle with English as their

native language and recording materials at fast speeds. They only teach listening for two semesters, with the third being basic listening and the fourth being critical listening. Additionally, lecturers use teaching references that don't meet students' needs or are not interesting or attractive.

Culture is a crucial aspect of our lives, providing insights into cultural behaviour, artifacts, and phonological information. Arts education encompasses terms like multiculturalism, cultural diversity, and intercultural. Multiculturalism refers to the existence of multiple cultures, such as Africa, America, Asia, Europe, and the Middle East. Indonesia is known for its multiculturalism, with various ethnicities and languages. Cultural diversity involves different cultures within a group or organization. While different cultures can positively impact teaching, they can also lead to challenges like culture shock, misunderstanding, stereotypes, discrimination, and racism due to differences in race, religion, politics, economics, and gender.

Individuals who have more knowledge, awareness, and experience in different cultures of a group will be bicultural or multiculturalist. Therefore, they expand rather than decrease. Robinson (1988) described the process of becoming bicultural or multicultural as follows;
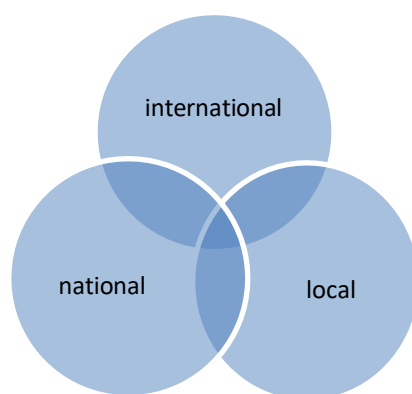

Figure 1.1 Culture area

However, local culture, national culture, and international culture—each culture has many differences, but there must be similarities, such as human nature, values, and so on. Every culture expects good values and humanity. Discrimination occurs not only in local cultures but also in national and international cultures. In America, there is discrimination between black and white skin. In Indonesia, there has been conflict between the Dayak and Madura, Makassar, and Buginese groups. For example, in the local culture.

Bone, as one of the tribes in South Sulawesi, also often experiences discrimination between the poor man and the rich man, between the superior and inferior. It also takes place in school and university. These cases can be solved by teaching cross-cultural understanding. All of us must be able to comprehend and accept both the similarities and differences of culture (cultural diversity). Hence the Holy Quran is stated by Al-Hujurat/49:13. This verse conveys an essential message about human equality and diversity. Allah reminds us that all of humanity was created from a male and a female and then divided into different nations and tribes. The purpose of this diversity is for people to know one another, not to demean or differentiate based on origin, ethnicity, or social status. A person's nobility in the sight of Allah is not measured by wealth, lineage, or tribe, but by their level of righteousness. Therefore, this verse emphasizes the importance of recognizing the equal dignity of all humans before Allah and that the most honored are those who are the most righteous. Allah is

all-knowing and fully aware of every action and the intentions of the heart. (HS & Parninsih., 2021).

Therefore, it emphasizes the significance of using the classroom to teach culture, particularly cross-culture, as advocated by Robinson (1988), who suggests that schooling can change culture, diversify class structures, and reduce conflict. Integrating language teaching with cultural education is crucial; however, many lecturers often neglect cultural aspects in language instruction. A cross-cultural perspective allows students to comprehend similarities and differences between cultures from various countries, enhancing their ability to communicate with individuals from diverse backgrounds, as noted by Seelye (1994). Previous research highlights the connection between listening and culture, such as the study by Kumar et al. (2011), which underscores the importance of cross-cultural awareness and practice for learners. The researcher is particularly interested in exploring cross-culture-based instruction in teaching listening comprehension within Indonesian Islamic Higher Education. The key research questions focus on how such instruction is implemented and its impact on students' listening achievements in this context.

Literature Review
The Nature of Listening
Listening is the cognitive skill to accurately perceive and comprehend the spoken communication of others (Zairjanovich, 2024). While Janusik, & Imhof (2017) state that listening as a part of the communication process is both cognitive and behavioral. Ahmadi (2016) also points out that listening comprehension means the process of understanding speech in a second or foreign language. it means that listening is a communication process focusing to perceive or understanding speech through the ear. Listening is a fundamental language skill and a critical component of the communication process that students must master. Through effective listening, students are able to absorb information and further develop their understanding of the speaker's message. (Afriyuninda & Oktaviani, 2021).

The supporting idea by Asemota (2015) Listening is the process of identifying the component of sounds and sound sequences, whereby known words are recognizable. Listening is not the same as hearing, they have different meanings in language teaching. When a person is listening, he is actually employing a number of special skills that will determine his success at understanding the context that he heard, such as guessing, making inferences, identifying topics, and analyzing the sentences, and condition. Kazu & Demiralp (2017) also declare that listening is also a behavior since it is under the influence of personality traits, such as education, culture, and gender. The difference between hearing and listening can be seen as follows:

Table 1.1. difference of Hearing and Listening

Hearing	Listening
• Hearing is merely the ability of ear to sense sounds around one.	• Listening is more of conscious effort to interpret the sounds, requiring concentration of mind.
• Non-selective and involuntary process for anyone that CAN hear.	• Listening is voluntary , It takes intention and attention.
• Easy, physical and passive process.	• Active mental process; attempt to make meaning of what we hear.
• Hearing is when the sound reaches your ears.	• Listening is when it reaches your brain.

According to Littlewood (1988), nature listening means that the learner should be encouraged to engage in an active process of listening for meaning not only the linguistic cues but also the nonlinguistic knowledge. Listening has been defined by many researchers. Chastain (1971) defined listening as the ability to understand native speakers at normal speed. Morley (2001) said listening involves auditory discrimination, aural grammar, selecting necessary Information, remembering it, and connecting it to the process between sound and form of meaning.

Culture and Listening

Yunus et al. (2020) discussed their research entitled "Branding about Indonesian through Cross-Cultural Communication." This study aimed to provide an overview of how branding in Indonesia could be done through cross-cultural communication. The study examined cross-cultural communication between lecturers of Bina Nusantara University (Binus University) in Indonesia and lecturers from the Appalachian State University (ASU) in the United States as part of their research into Asian countries. The American lecturers interacted with lecturers from Binus University, Jakarta, as well as with the community in several regions of Indonesia. The study used a qualitative approach with a descriptive method.

This research was a case study with open interviews and observation of data collection techniques. The results showed that the interaction between Indonesian and American lecturers had built positive branding for Indonesia, as reflected in posts on the American lecturers' social media accounts, which they did on their initiative after they visited Indonesia.

The research conducted by Habók et al. (2021), titled "Cross-cultural differences in foreign language learning strategy preferences among Hungarian, Chinese, and Mongolian University students," investigates the English as a Foreign Language (EFL) learning strategies employed by university students from diverse cultural and linguistic backgrounds. The study involved 519 participants from Hungary, China, and Mongolia, using the Strategy Inventory for Language Learning (SILL) developed by Oxford (2003) to identify cross-cultural differences in strategy use. To analyze cultural differences, Hofstede's 6-D model of cultural values was utilized.

The findings indicated several similarities and differences in strategy preferences among the groups. While all groups showed a preference for metacognitive strategies, significant differences emerged in cognitive strategy use between Hungarian and Mongolian students. Additionally, Mongolian and Chinese students utilized affective strategies more frequently compared to their Hungarian counterparts, who rated affective strategy use the lowest. These variations may be influenced by the cultural traditions of each country. The study concludes that, while cultural background is a significant factor, linguistic and educational backgrounds and teaching traditions also play crucial roles. In another study, Prihatin et al. (2017) designed a cross-cultural comparison-based syllabus for a cross-cultural understanding class at the English Department of Pancasakti University.

METHOD

This research is a qualitative study. Qualitative research definitions are various. The main difference is in the focus. According to Gilham (2000), qualitative methods focus primarily on the kind of evidence (what people tell you, what they do) that will enable you to understand the meaning of what is going on. Their great strength is that they can illuminate issues and tum up possible explanations.

A case study approach is suitable for exploring specific issues concerning classroom interaction. This is consistent with the objective of this research, namely to explore the implementation of cross-cultural-based instruction in teaching listening for specific purposes in Islamic higher education. Gillham further elaborates on the possibilities of a case study approach. A case can be individual: it can be a group, such as a family, or a class, or an office, or a hospital ward; it can be an institution, such as a school or a children's home or a factory; it can be a large-scale community, such as a town, an industry, or a profession. All of these are single cases, but you can also study multiple cases: a member of a single family; several schools; two different professions (Revola et al, 2023; Gillham, 2000). Using this definition, the cases for this study could be categorized as groups because they explore the classroom interaction, including students and the lecturer.

Respondents

The primary data of the research were from the classroom interaction between two lecturers and 46 students in the classroom; 22 students were from the English Education Department third semester and 24 students from the sixth semester from the English Education Department sixth semester. The researcher chose only 34 students for the purposive sampling. The data covered by the lecturer's talk and students' talk in the teaching process.
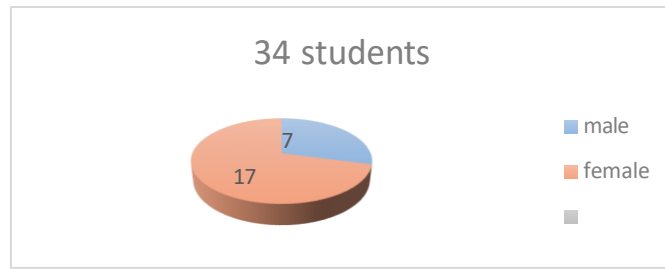
Teachers Participants

Table 1.2. The profile of the lecturers

No	Pseudonyms	Gender	Teaching Experience	The Teaching experience using CCBI	education
1.	R.A	Female	- Instructor of Grace English home - English lecturer of IAIN BONE	3 years	Bachelor's degree English study Program STKIP Muhammadiyah Bone
2.	F.H	Female	English Teacher of Pesantren Al - junaidiyh Biru English lecturer of IAIN BONE	3 years	Bachelor's degree English study Program IAIN BONE Master degree English study Program UNM

The Students' Participants

The students were from classes 3 and 4 of the of the English Education Department. They were students of the English Education Department of the Education Faculty of the State Islamic Institute (IAIN) Bone year 2019/2020. The students have learned English since they were in junior high school. The students also have joined the English Camp program. The English Camp program is an extensive program for foreign languages. They were selected as respondents with purposive sampling assuming that they had followed a teaching and learning process that applied cross-culture-based instruction and also because they were considered to be able to represent the opinions of other students based on the grades or results they achieved during the learning and evaluation process.

Chart 1.1. Students' participation

34 students

7

17

■ male
■ female
■

Instruments

The instruments employed in this qualitative research comprise several key components that merit a more detailed explanation. *Firstly,* the researcher serves as a crucial instrument in data collection, leveraging their skills and insights to interpret the information gathered. *Secondly*, a questionnaire link was meticulously developed to obtain responses from participants, ensuring that the questions are aligned with the research objectives. *Thirdly,* an observation guide was utilized to outline specific elements that needed to be observed, thereby providing a structured framework for gathering observational data. This guide helped focus the researcher's attention on relevant behaviors and interactions within the classroom context.

Furthermore, an interview guide was employed to facilitate structured interviews, allowing for consistency in the questions posed while also providing the flexibility to explore emerging themes during the discussions (Hakim et al, 2020). *Additionally,* a diary was maintained to document field notes and transcribe interviews, which served as a reflective tool for the researcher to capture their thoughts and insights throughout the study. *Moreover,* a video camera (Galaxy Note) was utilized to capture both video footage and photographs, enabling a rich visual documentation of the classroom interactions and contextual elements that contributed to the research findings. *Lastly,* relevant documents were analyzed as part of the data sources, offering supplementary insights that enriched the overall analysis. Each of these instruments plays a distinct and complementary role in enhancing the data collection process and ensuring a comprehensive understanding of the research context.

Procedures

Data for this research was collected from two classes in the English Department. As the nature of the research is descriptive and qualitative, the procedures of gathering data were observation, questionnaire, and interview. Documentation. For observation, data was gathered by simply watching the participants. The emphasis during the observation was on understanding the natural environment as lived by participants without altering or manipulating it (Gay et al, 2012). In observing, the researcher was only an external observer, in which he doesn't take the role in the program conducted by the lecturer and students during the class interaction.

For observing, the researcher observed online (Whatsapp, Google Classroom, and Zoom applications). In an interview, the researcher used structured interviews for taking the desired data. With this instrument, the researcher interviewed the lecturer related to the implementation of cross-cultural instruction by both lecturer and students during learning and teaching listening. To analyze and find the students' responses, the researcher used and applied the application of Google Forms because that time was still a pandemic era. The researcher cannot give the questionnaire in the classroom. The application shows as below.
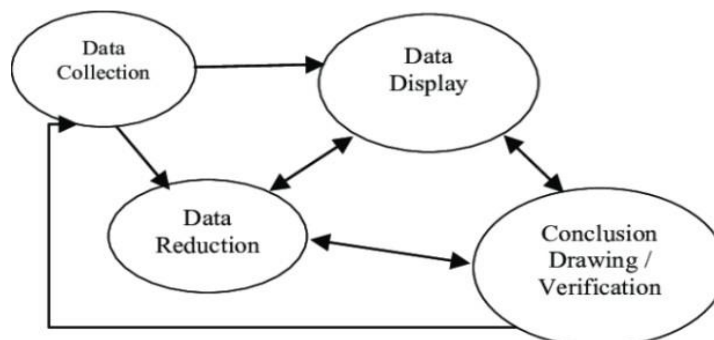
Figure 1.2 Google Form Application for Questionnaire

Data analysis

Miles et al (2018) described a series of sequential steps for performing data analysis. These steps involve developing codes and applying them to textual data, such as field notes from observations, interviews, patterns, and topics, and then identifying relationships between topics. The next step is to investigate common and dissimilar aspects and interpret the results, then test the explanations through member review, peer review, and triangulation. They also recommend continuously comparing earlier data with later data as it is being collected, using different comparison bases, categorizing and sorting data, and using visualizations to allow researchers to see how data varies across developmental categories. Other data analysis techniques proposed by Miles and Huberman include aggregating and distilling data into smaller pieces to capture the style and meaning of each piece of data; using peer review to discuss one's findings with others, because in a few words or sentences Words summarizing findings will help researchers filter what they have learned from the data; Membership verification, which can be used to validate information gathered but is also a powerful tool for validating your own interpretation of participant stories; moving away from the data; then going back to the data and putting a different perspective on what one sees (Miles e al, 2018, Serasi et al, 2022).

Data analysis in this study involved the analysis and reduction of information obtained from various sources, such as observations, semi-structured interviews, and questionnaires. The researcher then provides a coherent description of what he observed or discovered. Data analysis in qualitative research relies on very detailed descriptions, even when calculating individual statistics. The data were qualitatively analyzed through several steps called flow modeling (Miles et al., 2018), which showed that in the qualitative analysis, several simultaneous activities captured the researcher's attention: collecting information from the field, categorizing information, formatting it Turn information into stories and write high-quality text.

Figure 1.3 Miles and Huberman Data Analysis, 2014

FINDINGS

The implementation of the cross culture - based instruction in teaching listening comprehension at Indonesian Islamic Higher Education.

The lecturers and students have already checked the room that will be used in the teaching and learning process, in teaching listening material, the lecturer used textbook and authentic material (non-textbook). Textbook is already provided in campus by English department. The lecturer also used authentic material in teaching listening which is involved YouTube video, and article or magazine for prior knowledge. The textbook which was used in teaching listening is written by Jack C Richards that is entitled developing tactics for listening. It can be seen as follows:
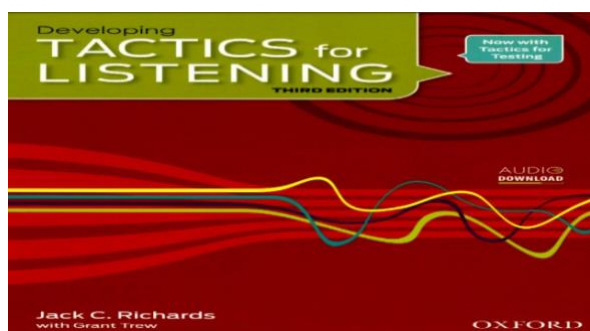

Figure 1.4 cover of textbook

The listening topic shows that it involved six materials with guidance for the lecturer in teaching listening at the beginning of the semester or before applying the middle test. If the lecturers teach listening, they always refer to the textbook. For example, for the topic of listening about "weekend," lecturers explained the grammar of past events; in addition, lecturers gave the new vocabulary accordingly. For the focus of listening skill, lecturers tried to explain how the students can listen for details, for opinion, and know the key word. For pronunciation and dictation, lecturers teach the students how to pronounce the word. For the conversation, lecturers ask the students to make conversation with the partner.

Figure 1.5 The topic of Listening Material

In teaching cross-cultural listening, lecturers use textbooks that still refer to the existing curriculum and to the content of the textbook. However, when giving assignments and some instructions, the lecturer directs students to know and be able to distinguish the culture in a particular country from the Buginese culture, especially in Bone Regency, where students live. Sometimes the lecturers also used authentic material, which is adopted or downloaded

from YouTube and Google Links. These materials were about culture and taught during six meetings. For these materials, the two lecturers choose different cultural material from each nation. The two lecturers taught these materials based on cross-cultural instruction.

They showed the video by zoom application or WhatsApp and asked the students to give an opinion about the culture and compare their culture. It can be stated that the lecturer in this case used two kinds of material: authentic material and nonauthentic material. This authentic material will be shown next page (in the listening stage). Additionally, the lecturers also have to prepare teaching media or teaching applications instead of classrooms for actual implementation. During the process of teaching and learning listening for this semester was in the pandemic era, so the lecturer used more often the media, which is called WhatsApp, Zoom Meeting, and Google Classroom. In this case, the lecturer used this medium if they have to teach online; if not, they have to stay to teach in the classroom. According to the lecturers, even though it was not as effective as teaching and learning in the classroom, it could make the students more active during the pandemic era.

Rahma's classroom.

For this step, the lecturer asked the students to enter the classroom 10 minutes before the lecturer came in. The lecturer always does this before pandemic period, but at that time, when the researcher observed the listening class, the lecturer asked the students to be all ready in front of the laptop to join the lesson by Zoom application, WhatsApp, and Google Classroom, and 10 minutes before the students had already checked the attendance list before beginning the lesson. And most important, the lecturer always brings or prepares the material that will be explained or tough to students. The material here is based on the textbook and authentic material (video, audio adopted from YouTube).

Musfirah's Classroom

Similarly, another lecturer, Musfirah, did the same thing for the first step in teaching preparation. The different thing is that the lecturer only used WhatsApp as the learning medium in teaching listening. The lecturer also prepared the material for listening, which was based on the textbook, and the authentic material, which was adopted from YouTube. Based on the check list observation, the researcher claims that the two lecturers always do this stage since it is important to be prepared.

The Lecturer Comes to Class and Starts The Lesson On Time

During observation, the lecturer often comes to the class and starts the lesson on time. Therefore, the students also never come late to the classroom. Because the lecturer did not give them an opportunity to join the class. The two lecturers, Rahma and Musfirah, enforced these rules during the lecture process. These two lecturers have indeed conveyed about this rule at the beginning of the semester at the first meeting in the lecture contract.

Rahma's Classroom

The lecturer stated that *"I made this rule not to be violated, so if anyone violates this rule, I am not welcome to join my lecture."*

Musfirah's Classroom

The lecturer stated, *"We start the lecture at 9.30, so you must have filled out the attendance list before the lecture starts. If there is still a lateness, I assume you are not present."*. Based on the observation in this activity, the two lecturers did not always stay on time on the grounds that they had campus activities that must be attended.

The Lecturers Say Salam and Motivate Students

In every meeting, the lecturer never forgot to say *"salaam"* (Assalamu Alaikum Warhmatullahi Wabarakatuh) as the opening of communication in the classroom. For greeting the students, the two lecturers sometimes also said "good morning" after saying *"Assalamu alaikum warahmatullahi wabarakatuh"*. According to the two lecturers, this is the most important, and it is an obligation for him to exemplify to students to always say *"Assalamu alaikum"* as our identity as Muslims and also to cultivate in Islamic campus activities. Additionally, before stepping on the next activity, the two lecturers do not forget to motivate students so that they can be excited to follow the material to be taught by the lecturer. Based on the observation, this was also always done by the two lecturers as proof that they are good role models and motivators.

The Lecturers Check Students' Readiness to Listen

Before beginning the lesson, the two lecturers always checked the students' readiness to learn by listening. It was done by the two lecturers in order for the process of teaching and learning in the classroom to be more effective. Here, the two lectures sometimes ask the students to pay attention and ask, *"Are you ready to listen?"*.

Pre-Listening Stage
The Lecturer Performs Apperception

The lecturers try to associate the past subject matter with the one to be studied. Before giving the new material, the lecturer usually asks the students what they have studied before (last meeting). That is like repeating the previous lesson material. It is in order for students to remember and always pay attention to the lesson. Based on the data obtained by observation, the researcher found that the two lecturers, Musfirah and Rahma, always do that. Sometimes they said that.

Lecturers	Do you still remember our lesson last meeting?
Students	yes mam
Lecturers	Who is still remember our lesson last week?
Students	(raise hand)
Lecturers	ok, what about did we learn last week?
Students	it was about clothes mam. The Chinese clothes mam
Lecturers	good, who can mention the different clothes between Chinese and Buginese clothes?
Students	the famous clothes of Chinese are big sleeve shirt, and in Buginese is baju Bodo or Bodo clothes mam
Lecturers	very good, ok. next we are going to learn or listen the new material

The Lecturer Gives Background Information

After the students explained the past subject matter, the lecturer gave the students new material and tried to give the background information of the material that will be learned. Next, help students connect what they already know with what they will hear in the audio story by asking questions about their personal experiences with the topic. Explain what students need to understand before listening; preview vocabulary words. Invite them to think about relevant prior knowledge. In terms of giving background information, the two lecturers have different ways of instructing:

Rahma's Classroom
Lecturer asked to the students about their experience related to the material to be taught.

Lecturers	Who one of you likes attend the wedding invitation?
Students	Me mam
Lecturers	Okey, can you tell your experience when you attended that invitation?"

Students told about their experience in attending wedding party.

Musfirah's Classroom
Lecturers showed the new vocabularies to students which was related to the material to be taught.

Lecturers	here are some new vocabularies, please pay attention. Do you know all the meaning of these vocabularies?

Some students translate immediately and some sometimes still look for the meaning in the dictionary.

Lecturers	These vocabularies related with our topic today, guess what our topic is today after seeing this vocabulary?
Students	That it was about wedding party

The Students' Reading Is Sometimes Relevant to Listening Skills
The lecturer asked the students to read some references that were relevant to their listening skills. Therefore, when the lecturer asked them about the listening material, they could not only understand but also could give a good explanation since they had read some related references to the listening material. The two lecturers in this case The lecturer asked students to find articles related to the material that had been taught by themselves. This was done by lecturers so that students understand and know many things about the material that has been taught.

Figure 1.6 Shopping Culture

The Lecturer Asked the Students To Look At Pictures
On the textbook, it is always preceded with a picture. Here, the lecturers asked the students to give some opinions about the picture. This is to make the students easy understand the material or to have prior knowledge before the lecture, ask them to focus on listening to the recording.

Rahma's Classroom
Continuing the background information, the lecturer showed a picture and asked the students.

Lecturers	Pay attention, look at this picture, what do you imagine about this picture?
Student 1	It's shopping mam
Student 2	The picture describes about shopping activities mam
Student 3	Online shopping mam
Lecturers	Very good, our lesson today is about shopping

Musfirah's Classroom

Figure 1.7 listening Material

The lecturer asked the students to discuss the topic/situation

Before listening to the recording, the lecturer asks the students to discuss the topic; this step was always done by the lecturer, whereby the students see the picture and they can imagine what the picture is about.

Rahma's class

In this case, the lectures divided the students into some groups; after that, they had to discuss the topic, including what, when, where, and how the picture was.

Musfirah's class

The lecturer didn't divide the students into some groups but only asked the students to discuss the topic.

The lecturer gave a question -and answer session

This step was also always done by the two lecturers in order to know the students' comprehension of detailed information about what, where, when, why, and how was about the picture. The two lecturers did the same, namely giving questions about what, when, and where about the topic related to the picture.

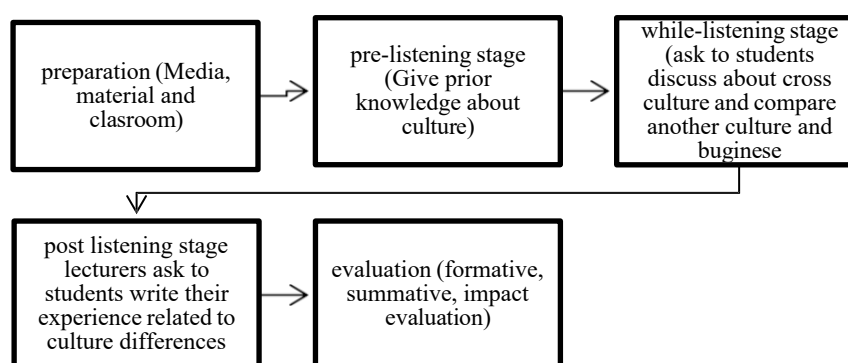### The lecturer asked the students for writing exercises

This is the last step while listening. The two lecturers asked the student to write an exercise. The exercise was already in the text book, and it was still about the picture. The students have to match the picture and the answer.

228

DISCUSSION

Implementation of Cross-Culture-Based Instruction in Teaching Listening at Indonesian Islamic Higher Education

This study focused on the implementation of cross-culture-based instruction in teaching listening, which was examined through three main areas: a) Teaching Preparation, b) Implementation, and c) Evaluation. While the data reveals important insights into how digital tools and cross-cultural materials were utilized during the pandemic, a critical analysis reveals several areas where the methods employed, though innovative, may have fallen short of maximizing learning outcomes. This section will engage with relevant theories and comparative studies to explore the deeper implications of these findings. The step for simple explanation can be seen as follows:

Chart 1.2 Cross Culture-Based Instruction in Teaching Listening

Teaching Preparation.

The lecturers' approach to preparing for listening instruction was largely functional, emphasizing the need to adapt materials and teaching methods to online platforms such as WhatsApp, Google Classroom, and Zoom. While this reflects pragmatic decision-making under the constraints of the pandemic, the reliance on technology raises critical questions regarding the pedagogical principles behind such choices.

According to Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, effective teaching with technology requires a deep understanding of the interplay between content, pedagogy, and technology. However, the findings suggest that technology (e.g., WhatsApp and Zoom) was used more for logistical convenience rather than as an integral part of a pedagogical strategy aimed at enhancing cross-cultural listening comprehension. They feel that they need to prepare and inform no later than one day before studying for students to prepare themselves to use applications in the learning process. *Since One that can determine the success of teaching and learning, especially language in this case is the listening comprehension is to choose the appropriate material that suits the students' need, and the students' age or level.*

Regarding with material, the lectures used text book material and authentic material. For authentic material, both lecturers download the material from YouTube either in Audio or video form.

Why we need materials?

In addition, in teaching listening, the lecturer used WhatsApp application, google classroom and zoom application for online classroom. According to Maulina et al (2022), whatsApp can uphold unconstrained correspondence, the trading of pictures, and the sharing

of catching video cuts in Instructing and learning exercises. This media application is the most often used by the lecturer in teaching listening because this application was easier to be operated. Moreover, this application used to check the attendance list, giving information, explain the material. Send audio recording. video, the questions to the students as well as magazine/article or link of the material as the prior knowledge that relevant with cross cultural material.

Figure 1.8 Attendance List by WhatsApp

Regarding the students' answer, sometimes both lecturers asked the students to send their answer by voice note or video as well as type their comment in the WhatsApp group.

Figure 1.9, students' answer by using voice note

In addition to answering questions with a voice note, the lecturers sometimes also ask the students to answer questions by sending videos. It was in order for the lecturers to see students directly when answering questions, as we know that this research was carried out during a pandemic. The feature of the video can be seen as follows:

Figure 1.10 students' video for answering the questions

Another application that is also used by the lecturers is the Zoom application. The Zoom meeting application is one of the learning media that is applied by online systems. This learning system is one of the right choices to be applied in the teaching and learning process in this current situation, particularly during the pandemic era (Hakim & Serasi, 2021). This application has also many tools that can be utilized by the lecturers. They are; the lecturer can present the material by using PowerPoint; they can also check students' daily attendance by seeing their faces directly.

Implementation: Digital Tools and the Complexity of Cross-Cultural Interaction

The implementation phase of teaching listening was heavily mediated by digital platforms, with WhatsApp, Google Classroom, and Zoom serving as the primary tools for instruction. While these platforms enabled the continuity of learning during the pandemic, their use raises critical concerns regarding the quality and depth of cross-cultural engagement in the listening process (Sofa et al, 2022). One key limitation is that these digital tools, though facilitating communication, may not fully support the complex socio-cultural dimensions of language learning.

In this study, the use of asynchronous communication (e.g., voice notes on WhatsApp) could limit opportunities for real-time cultural negotiation. Unlike face-to-face interactions, where students can immediately clarify misunderstandings or ask for cultural context, the asynchronous nature of WhatsApp may create a more transactional interaction, reducing opportunities for deeper cultural exchange. This limitation is compounded by the fact that video submissions, while adding a visual element to communication, still lack the immediacy and richness of in-person dialogue.

Moreover, while Zoom's synchronous features allow for more immediate interaction, the study does not critically assess the extent to which these interactions actually foster cultural understanding or critical listening skills. A more critical approach would involve designing listening tasks that not only involve language comprehension but also require students to

engage with and reflect on cultural differences in real-time, using digital tools to simulate authentic cross-cultural encounters.

Evaluation: Assessing Cross-Cultural Competence Beyond Language

The evaluation methods used in the study primarily focused on assessing students' listening comprehension through digital submissions, such as voice notes and video responses. While these methods provide practical ways to measure linguistic proficiency, they may fall short in evaluating the more nuanced aspects of cross-cultural competence. The use of video responses, while beneficial for assessing pronunciation and fluency, does not necessarily capture students' ability to navigate cultural meanings or reflect on cultural differences, which are central to cross-cultural education (Zhussupova & Shadiev, 2023).

In conclusion, while the implementation of cross-culture-based instruction in teaching listening was innovative, the study reveals significant gaps in the integration of cross-cultural pedagogy and technology. The reliance on digital tools, while necessary during the pandemic, may have limited the depth of cross-cultural engagement and the critical reflection required for transformative learning. To improve cross-cultural listening instruction, future teaching strategies should incorporate a more holistic approach that goes beyond linguistic comprehension, focusing on intercultural sensitivity, cultural negotiation, and critical reflection. Additionally, assessments should be designed to evaluate not only linguistic proficiency but also cross-cultural competence, ensuring that students are equipped to navigate the complexities of real-world intercultural communication.

CONCLUSION

This research employed a qualitative case study. The case of this research was "the implementation of cross-cultural education, and the subject was the students of the English department at fourth-semester State Islamic Institute (IAIN) Bone. This study attempts to investigate the experience of lecturers and students when implementing cross-cultural. education in teaching and learning listening skills. In this particular study, the context of the implementation of cross-cultural education impacted students' English. In the implementation of cross-cultural education, the data showed that State Islamic Institute (IAIN) Bone has a strong commitment to enforcing the educational program of cross-cultural education, which is very clearly mentioned in the statute, vision, and mission objectives, which are known as the public Islamic institution that appreciates the diversity. Both of the lecturers of listening skills have inserted the cross-cultural values into learning methods and learning activities in and off-campus by supporting the freedom of lecturers to include cross-cultural issues in lesson plans and the learning outcomes of their subject.

REFERENCES

Afriyuninda, E., & Oktaviani, L. The Use Of English Songs To Improve English Students'listening Skills. *Teaching and Learning*, *2*(2), 80-85

Ahmadi, S. M. (2016). The Importance of Listening Comprehension in Language Learning. *International Journal of Research in English Education*, 1(1), 7-10.

Asemota, H. E. (2015). Nature, Importance and Practice of Listening Skill. *British Journal of Education*, 3(7), 27-33

Chastain, K. (1971*). The Development of Modern-Language Skills: Theory to Practice. Language and the Teacher: A Series in Applied Linguistics*, Volume 14

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis*
232

and applications. Pearson

Gillham, B. (2000). *Case Study Research Methods*. Bloomsbury Publishing.

Habók, A., Kong, Y., Ragchaa, J., & Magyar, A. (2021). Cross-cultural differences in foreign language learning strategy preferences among Hungarian, Chinese and Mongolian University students. *Heliyon*, 7(3)

Hakim, M. A. R., Kurniawan, Y. S., & Saputra, A. (2020). Pengembangan modul pengajaran bahasa Inggris Untuk Program Studi Ekonomi Syariah Berbasis Contextual Teaching Learning (CTL). *Jurnal Aghniya*, 2(1), 11-24

Hakim, M. A. R., & Serasi, R. (2021). Rekonstruksi Model Pengajaran Blended Learning Pada Program Studi Tadris Bahasa Inggris Sebagai Salah Satu Solusi Untuk Sistem Pembelajaran Daring di Masa Pandemi Covid-19. Bengkulu: CV. Zigie Utama

HS, M. A., & Parninsih, I. (2021). Semiotics Integration in Understanding Story on Al Qur'an (Applying Narrative Theory of AJ Greimas towards the Story of the People of the Garden on QS. Al Qalam 17-32). *Islah: Journal of Islamic Literature and History*, *2*(1), 1-13

Janusik, L., & Imhof, M. (2017). Intercultural listening: Measuring listening concepts with the LCI-R. *International Journal of Listening*, 31(2), 80-97

Kazu, H., & Demıralp, D. (2017). Comparison of critical listening proficiency of teacher candidates in terms of several variables. *Eurasian Journal of Educational Research*, 17(68), 81-95

Kumar, R., Anjum, B., & Sinha, A. (2011). Cross-Cultural Interactions and Leadership Behaviour. *Researchers World*, 2(3), 151

Khuziakhmetov, A. N., & Porchesku, G. V. 2016. Teaching Listening Comprehension: Bottoom-Up Approach. *International Journal of Environmental and Science Education*, 11(8), 1989-2001.

López, J. P. L., & Mocha-Bonilla, J. A. (2019, October). Use of E-Learning and Audio-Lingual Method for the Development of Listening Comprehension Skills. In *Advances and Applications in Computer Science, Electronics and Industrial Engineering: Proceedings of the Conference on Computer Science, Electronics and Industrial Engineering (CSEI 2019)* (Vol. 1078, p. 83). Springer Nature.

Littlewood, W.T. 1988. *Communicative Language Teaching*. New York Cambridge University Press.

Maulina, M., Nasrullah, R., & Wanci, R. (2022). Social media utilization for self-regulated english learning during COVID-19 outbreaks. *Tell: Teaching of English Language and Literature Journal*, *10*(1), 75-83

Miles, M. B., Huberman, A. M., & Saldana, J. (2018). Qualitative Data Analysis: A Methods Sourcebook. Sage

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.

Morley, J. (2001). *Aural Comprehension Instruction: Principles and Practices*. In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (pp. 69-85) Boston: Heinle and Heinle.

Nurkholida, E. (2018). Developing authentic material of listening on higher education based on constructive learning of Jean Piaget and Vygotsky theory. *OKAliA: Jurnal Bahasa dan Sastra*, 2{1), 59-74.

Owolewa, O., & Oyewole, O. (2017). Effects of Listening Strategies' Instruction on Students'

Attitude to Listening. *European Journal of Education Studies*, 3(7), 625

Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. *IRAL, International Review of Applied Linguistics in Language Teaching*, *41*(4), 271

Prihatin, Y., Saleh, M., Rukmini, D., & Sofwan, A. (2017). Cross-Cultural Comparison based Syllabus for Cross-Cultural Understanding Class in English Department of Pancasakti University. *The Journal of Educational Development*, 5(3), 334-352.

Revola, Y., Hakim, M. A. R., Serasi, R., & Sari, M. D. P. (2023). Implikasi Pelaksanaan Program English Language Teachers Training (ELTT) Pada Kompetensi Pedagogik Pengajar Bahasa Inggris Madrasah di Bengkulu. *Edukatif: Jurnal Ilmu Pendidikan*, 5(5), 2008-2018.

Robinson, G.L 1988. *Cross Cultural Understanding*. New York: Prentice

Seelye, H. Ned (1994). *Teaching Culture: Strategies for Intercultural Communication*. Chicago, ILL: National Textbook Company.

Serasi, R., Peransiska, L., & Hakim, M. A. R. (2022). Character Education Analysis Represented in English Textbooks for Secondary School Based on the 2013 Curriculum in Indonesia. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 157-167

Sofa, M. L., Azis, A. B., & Asiyah, A. (2022). Pola Pendidikan Karakter Pada Masa Pandemi di Pondok Pesantren Makrifatul Ilmi Bengkulu. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, *6*(1), 59-74

Yunus, U., Wahyuningtyas, B. P., & Willyarto, M. N. (2020). Branding about Indonesia through cross-cultural communication. *Jurnal Studi Komunikasi*, 4(2), 374-388

Zairjanovich, Y. S. (2024). The Competence of English Language Proficiency of Future Economists. *Gospodarka i Innowacje.*, *53*, 182-188

Zhussupova, R., & Shadiev, R. (2023). Digital storytelling to facilitate academic public speaking skills: case study in culturally diverse multilingual classroom. *Journal of Computers in Education*, *10*(3), 499-526