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**English Language Teaching (ELT) for Developing Global Ethics of
Communicative Competence at Elementary Schools
in Indonesia and Finland**



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**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
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English Language Teaching (ELT) for Developing Global Ethics Communication Competence at Elementary Schools in Indonesia and Finland

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Background of the Study

Globalization and English are inseparable factors to develop human interaction amidst civilization in the world through education in general and English Language Teaching (ELT) in particular. English language is not only as a means of global communication for human interaction in the world but it also transforms the power relation and ideology of global discourses. English has bridged to meet the people around the globe to share their individual need, interest as well as institutional motives. Besides, English is well known as lingua franca and as a means of intercultural communicative competence. This role relates that globalization is as a reference to those people who expand and link their activity together to deliver personal and organizational affairs which across the boundary of temporal range and territorial zone through a language especially English (Held, McGrew, Goldblatt and Parraton, 1999:15). While Giddens (1990:64) states that globalization is people interaction globally and intensively supported by the digital information technology and international language so that the series of events in the local domain can spread globally and vice versa with the global ethics as well?. In the global context, learning English should cover beyond practical skills (linguistics skills) such as listening, speaking, reading and writing or other linguistic elements but also develop global ethics communication competence. The skills develop students' competence to be a global citizen by expanding their circle of friendship, business, etc. Cultural skills (non-linguistics skills) are extremely important skills in order to help English language learners to understand texts or discourses in a real context both spoken and written in English. For instance, assertiveness is strongly required by any student as one of cultural skills belong to English learners that they should implement when they are learning English (Astika.2001). In contrary, it differs from Indonesian culture especially Javanese culture that assertiveness is indicated as impolite manner. Javanese culture tends to be passive and waiting for communication. In fact, there is a cultural gap between local culture and English culture

influenced by western culture but it is necessary for the nation around the globe to learn English since it has been stated in their national curriculum.

Similar method and analysis have employed descriptive discourse analysis to observe how English Language Teaching stated in the national curricula for a long time. An impacts of this research, it is found that students and teachers especially Javanese students and Islamic school have often less motivation to learn English due to cultural reason not academic reasons. They believe that learning English is equal to a process of westernization. When they interact each other in the classroom with English medium they feel or become somebody else. In contrary, English is very important medium to communicate internationally recognized.

Therefore, finding of this research is expected that they have better awareness how to relate local students with social phenomena as means of being a multicultural society. This paper spotlights critically the power relation in three domains of globalization discourse and English language teaching-learning process for primary school of Muhammadiyah Plus Salatiga as constructed in Independent Curriculum, Central Java Indonesia and Primary School in the city of Vaasa, Finland.

First it discusses affective domain that elaborate the students' response related to the globalization. Second, from the perspective of knowledge domain, it investigates the students' understanding of globalization. Third, it infers series skills belong to students as one of requirements for life skills to adjust and survive in the globalization era. Today education systems get along with English language teaching particularly prepare graduates to enter the world which is work has not been created yet, by using undiscovered technology, to solve the problems which are not yet known (Richad Riley, U.S. Secretary of Education, 2021). So ELT in the system of education in any nationality can only anticipate and predict core competence acquired for them how to live together in harmonious coexistence in a multicultural society in the future where there is no boarder any more through transformation language and information communication technology.

Problems of the Study

The research focuses for some problems as follows:

1. What are the social and cultural contexts to determine ELT as one of subjects for Elementary school in the national curricula of Indonesia and Finland?
2. What are the practical actions to implement of ELT for Elementary school in the national curricula both of Indonesia and Finland?

3. What are the ethical global communicative competence of ELT for Elementary school in the national curricula of Indonesia and Finland?

Objectives of the Study

1. To identify the social and cultural contexts to determine ELT as one of subjects for Elementary school in the national curricula of Indonesia and Finland.
2. To explore the practical actions to implement of ELT for Elementary school in the national curricula of Indonesia and Finland.
3. To find out the ethical global communicative competence of ELT for Elementary school in the national curricula of Indonesia and Finland.

Advantage of the Study (Significance)

1. Theoretical Advantage

To discuss such issues above, substantial studies have addressed pedagogical, curricula, linguistics and instructional perspective. However, very few researchers have studied the issue of ELT from a critical linguistic and discursive point of view especially combining the narrative analysis and critical discourse analysis. It is important to read the texts as a product of oral tradition between teacher and students or teachers and students in the classroom according to the given context, social and also cultural context to not fall in the trap of literal interpretation or textual only (Stubbs 1983:10). This analysis needs other disciplines such as anthropology, philosophy, sociology and other areas of studies which could be integrated in discourse study along with other disciplines such as language. Therefore, this study hopes to contribute to a new perspective on the linguistic study on global ethical communicative competence through English language teaching for elementary school in the national curricula of Indonesia and Finland.

2. Practical Advantage

The research helps teachers and policy makers on English Language Teaching for primary school to adopt positive language design that can be implemented on Indonesian school. On the other hand, the positive side of ELT in the national curricula of Indonesian school can also be practiced in Finland education system.

Review of the Previous Study

There are some researches related to the current topic. The first research is from Indah (2019) that aims to find out of casual style used by teenagers of social media instagram. Instagram comments is always used by teenagers to interact with friends using casual style. This research used qualitative descriptive method. The object of this research is the casual style used on instagram comment by teenagers used when interact with their friends. The data source is the post on their account on instagram and the researchers taken 9 post from 3 accounts that used on instagram comment and containing casual style that they were used. In analyzing the data, the researchers classifies the data into types of casual style based on Eggins theory. Previously, there are many existing research works which deal with this area of study out of which it is pertinent to mention four such works.

The second research was conducted by He Chuan in China. His contribution to this research project's exploring the ethical implications of globalization's impact on China's curriculum, he proceed in two stages of analysis. First, he laid out the parameters of the term "ethical" itself. He distinguished the ethical from the moral, a distinction he considers imperative for construing ethical experience in this context of reflecting upon the lived and reported educational experience of the subjects I have interviewed. In short, he viewed ethical life as the degree of recognition of the life gained through sharing and participating in a sociocultural life with other free and equal selves in the world. Such ideal recognition necessarily fails to realize itself fully, engendering the ethical experience of various kinds of per formative contradictions. He attended closely to the speakers' rational transitions—their ways of reasoning and construing experiences—not as they follow logical (i.e., abstract) ideals, but as material inferences that arise from their lived experience.

The third research is conducted by Jian Tao (2022) with the title is "Parental support for young learners' online learning of English in a Chinese primary school". The method has been used in this research was qualitative research. The result was This study reveals that there are various supportive practices, including: learning monitoring is a top priority for parents and is followed by technology support. Much of this parental support is based on the class level of the children and the socioeconomic background of the parents. Parents also seek teacher help and play a bridging role to enable teacher-student interaction, especially when they are unable to provide direct assistance on their own.

The fourth research have been done on Kenya, (Jacinta Ndambuki and Hilary Janks 2010), aims at showing the representation of issues related to women in the Makueni district

of Kenya using the Critical Discourse Analysis. This study explores the mismatch between the ways politicians represent these issues and how women see these issues in their own way. The research focuses on the representation of women in a society. A sharp contrast is shown between the way women and politicians understand the issues pertaining to women. This research is multidisciplinary in its nature and transcends the field of language, gender and politics. Data were collected through focused group discussions, political speeches and interviews. The data for the entire study consisted of eleven focused group discussions with women's groups, four political speeches and ten interviews with women politicians and other leaders belonging to various communities. It is believed that women, politicians and the community leaders construct women and their issues within deficit discourses and these discourses do not match women's enacted practices or what political and community leaders expect from women. The contradiction inherent in the study is that it is considered that women lack the will and enthusiasm to change their destiny and do not have the determination to decide their own course of action. It is important to allow women to take up more constructive roles in order to build peace in a society; however this has not been the case in many societies which are patriarchal in nature. It is therefore suggested, that women be allowed to find their own voice in the chaos of politics so that they can also offer valuable and constructive contribution in peace building. The sharp schism between what women desire and what they are offered can be ascertained from the fact that there is no communication between these groups. Either the women are not allowed to express their feelings and desires for social change and empowerment, or their voices are suppressed and others speak on their behalf. This may be due to an issue related to shaming the women when they speak their minds out.

Fifth, there is a research paper by Lucia Hilan, Lily Tjahjandari and Retno Untari entitled '*Tolerance in Inter-Discourse of Literary Text and Non-Literary Text*' (cited in Makara, Sosial Humaniora, and vol. 7 no.2 Desember 2003)'. This paper focuses on the current political situation of Indonesia which shows the rise of intolerance. Generally Indonesia was considered to be a tolerant country but this has changed ever since the era of reformation that started in 1998. It is assumed that the changes are caused by the deliberate ignorance of tolerance in public discourse in Indonesia. The analysis is carried out in two types of texts, which are both literary and non-literary. The analysis shows that both the literary and non-literary texts show parallel thoughts which offer an insight into the social life of Indonesia. It also shows that the religious violence in the country is caused by being intolerant due to rising differences in opinion regarding race, religion or ethnicity. Of late there is a need to build consensus among

various religious groups in order to maintain the harmonious fabric of the country. The gaps of this research compared with the previous researches are that

Theoretical Framework

1. English Language Teaching

English is used by individuals all around the world with people from other countries, that why learning English is important. Listening, speaking, reading, and writing are the four language abilities needed to acquire English. Because a translation is written, it also requires writing skills. In the educational setting, translating is a well-known task in English topics. Students convert English texts into Indonesian as part of this translating assignment. English is a foreign language that students in Indonesia are learning. Furthermore, English is used in practically all forms of information. As a result, the students are given instruction on how to translate English materials into Indonesian. As a result, the students are not perplexed by the text's content. When students find the text in or even they do not understand the meaning contained in the text. This happens because students are not able to translate the recount text. In addition, they also lack vocabulary so that the students' feel difficult to translate the English recount text. Therefore, an English should not mastery content of knowledge at all. They should also realize the important of pedagogical aspects of English Language Teaching below:

a. Pedagogy Competence

Pedagogy Competence refers to a teacher's capacity to manage student learning, which involves student understanding, lesson design and implementation (using techniques, methods, strategies, and media based on curriculum), assessment of learning objectives, and student development to reach their full potential.

b. Personality Competence

Personal Competence includes a set of abilities relating to the instructor as a person. Consequently, teachers must be able to lead themselves (self-directing to duty dedication, high discipline, and interest appearance) into stable and exemplary people for pupils and society.

c. Professional Competence

Professional competence refers to a teacher's ability to master educational subjects (curriculum) such as science, technology, art, and culture.

To summarize, mastery of subject matter on a broad and deep level, as well as the organization and methodology of science, and the ability to apply it.

d. Social Competence

Social competence refers to a teacher's ability to communicate and engage effectively and efficiently with a friend or supervisor, co-workers, parents, and the community in spoken, written, gestured, and polite manners. Teachers are required to follow certain quality requirements or norms while carrying out their professional duties, which necessitate professional education. Teachers must own, monitor, and live their expertise, skills, and behaviors as a collection of competencies. Depending on the kind, standard, and formal education units in which the assignment is located, they require teachers to have completed a bachelor's degree or a four-year diploma program.

According to Sockett (1993) recognized these four dimensions in their analysis of teacher quality practice. Teachers must also engage in professional development opportunities such as workshops, mentoring, and training by using various resources to link the outcomes with the aims of education in imparting information, skills, and a positive attitude to actively participate in society. so that teacher competence can be one way to improve the quality of a teacher's professionalism because in teacher competence there are points that can help teachers develop their skills professionally.

2. English for Elementary School Students

English learners for elementary school students are the children who are between the ages of seven and twelve years old according. For some students, schools may be frightening them by memorizing a lot of vocabularies. If they are not able to memorize them, they will get. They just want to play and interact with their friends at school. Therefore, teachers must be able to make a fun and enjoyable classroom. They also need to be able to invite children to participate in teaching activities. However, some children talk with their friends and play when the teachers are teaching. So, it is a big task for the teachers to conduct the English teaching and learning process.

Teaching English for young learners is a challenge for teachers because they should require more preparation and patience to create success in teaching. Good teachers are those who teach and their students can give a positive response to them. But actually, the teacher is not the only source of learning for students. English teaching and learning between young

learners and adults cannot be equated. This is reflected in the characteristics of adults and children are very different. There are some characteristics of very talkative children, having less concentration in teaching Play Group to make the teachers must have the spirit of patience and high hospitality. Both the teacher and the students are the main element in the class. In teaching, the teachers need a new good technique or a way to teach English for the students acknowledge by Hafidah (25: 2016). In English class of young learners, the teachers do not directly deliver the materials to the students because they still love to play so that in the teaching and learning process, the teachers need some games or an interesting technique for the students. Besides, the movement is also very necessary given because children like to run so that teachers have to focus on the development of the students. Besides, less concentration of children caused the teachers must have expertise in managing children to be better. According to some studies indicate that the activities conducted in the English teaching and learning process in young learners' class should be active and interesting for children. It is due to their characteristics that every child has a different character. The students are unique. So, teachers need to learn and understand the students' characteristics.

The learners of English are increasingly occurring in recent decades explained by Cheatham & Ro (18: 2010). Learning English in the Play Group needs supports from many people especially students' parents. Parents should give full support to their children's education. A lot of parents want to provide the best education for their children. They are willing to sacrifice for their children's education. Some parents provide additional education to their children by providing courses though their children's ages are still young. Based on this condition, the children need to have multiple intelligences that can build their characters.

3. Ethical Global Communicative Competence

One of skills needed through transnational communication competence is to interact with people who have different cultures how to talk effectively and productively in the globalizing society properly (Chen & Starosta, 1996, 2005). Both understanding and skills of global communication competence properly not only help to elevate every person into multicultural people by strengthening various cultural identities, but function to nourish an awareness of these multiple identities and extend to maintain a multicultural coexistence in order to develop a global civic culture as well (Adler, 1982; Boulding, 1988; Frederick, 1992). Therefore, global communication competence is the key to cultivating

ability of tolerance and mutual respect for cultural differences, which marks the enlightened global citizenship in different levels of future human society (Belay, 1993). I

Research Method

Type of the research utilizes a qualitative descriptive approach which consist of the series steps, subject of data, data, method of data collection, method of data analysis. Subject of the data is text both spoken and written. Data of the research are words, sentence or discourses applied in social and cultural context. Technique of data collection is document, observations, and interview. Document is needed to find some teachers' note or students' note during learning and teaching of English in the classroom. Other documents are also acquired to interpret and reconstruct meaning taken from the data within social and cultural context. The researchers will also implement observation to the teachers' attitude deal with the students' interaction in class. The observation will be conducted from July until August 2024 in the Indonesian primary schools then continue on October 2024 observation will be done in Finnish primary schools during learning and teaching process of English. The researcher as observer joins two times in two different classes from each teacher as the object of this research. Finally an interview will be carried out to teachers and students in order to verify data taken by document and observation. Meanwhile method of data analysis is narrative analysis and critical discourse analysis. The method of narrative analysis is presented below:

Table 1.1 Broad strokes approaches to narrative analysis

<i>Are you data...</i>	<i>Some typical data</i>	<i>Paradigm</i>
<i>A window into the past</i>	<i>Oral histories</i> <i>Testimony</i>	<i>Positivism/realism</i>
<i>Offering a perspective on the multiple meanings that the past hold in the present</i>	<i>Oral histories</i>	<i>Constructionism, anchored in realism</i>
<i>Offering a perspective on how life cause transitions, turning points, or interconnected lives are experienced</i>	<i>Life histories</i> <i>Narrative about specific transitions, e.g., career/migration/school</i>	<i>Constructionism, anchored in realism</i>

	<i>Narrative about turning points</i>	
<i>Offering a perspective of the nature of the changing self</i>	<i>Life histories</i>	<i>Construtionism,</i>
	<i>Narrative about uncertain future</i>	<i>sometimes anchored in</i>
	<i>Narrative about past trauma, including testimony</i>	<i>realism</i>

Teachers and students both are good storytellers who engaged each other in searching for meaning of their memories and contractions of their experiences intimately linked to the flows or eddies of time. Table 2.1 sums up the relation between how data is viewed, what typical data are, and the paradigm informing analysis. In broad strokes, if they think of time as flowing forward like a river, talk data can help realist analysts piece together the answer to the question ‘what happened?’ If they think of narratives as constructed in the present, but eddying into the future and back into the past, then we have many choices for how analysis of talk data can proceed. Each of these is profoundly humanist in its orientation, valuing the individual search for meaning and capacity to re-evaluate the past, rather than seeing these as impediments. Through talk data, they can aim to understand the present-day meanings of the past, and how and why communities and sub-communities may remember the past in ways that align either or be distinct from official histories. Alternately, we can analyze talk data to understand how individuals experience the cause and stages of their lifetimes, in terms of how their agency is conditioned by various social structure and of how their lives are linked to those of others. Our final broad stokes analytic strategies take up how the self can be understood to have continuity, yet be able to change, through its narrative essence. The structure of a narrator’s story thus becomes a clue to the state of the narrator’s self.

The unit of analysis consists of the internal and external contexts of communicative competence on English texts. On the other hand, the external context of the global ethics communication competence the context of culture and the context of situation. Both the cultural and situational contexts focus on the process of the global ethics communication competence and the socio cultural order that affects it.

Chapter II: Review of Related Theory

A. Theoretical Framework

Individuals use a language or more to communicate in everyday interaction, either written or spoken. According to Pinker (1994: 18) in Brown (2006: 6), he stated that language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. The definition of language, according Richards and Platt (1992) state language the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units. Then, language is any particular system human communication. Sometimes a language is spoken by most people in a particular country, but sometimes a language is spoken by only part of the population of a country, for example Tamil in India.

One of the most important languages is English, from the lowest level to the university level, In the international sphere, English is used as a very significant language and as a uniting language. English was the first foreign language to be taught as a compulsory topic in Indonesian secondary and university education. Its main purpose is to offer students the opportunity to read English textbooks in a related area. Regardless of the efforts made to increase educational quality, particularly in secondary schools, the results have not yet been satisfactory (Sadtono, 1976)

The teacher has also a person or expert competent of teaching knowledge that can assist learners in identifying and developing abilities that will be used to meet life's difficulties. The instructor not only imparts knowledge, but also encourages students to think critically., but also builds, guides and makes students a better person by capitalizing on the knowledge provided by the teacher. Teachers are also parents of students who have noble ambitions so that students are able to face difficulties in life in the future.

Teachers have a strategic role in enhancing the character of the nation and developing the potential of students in Indonesian education. Meanwhile, education is now being pushed to meet the needs of society and to respond to local and global challenges, such as the rapid pace of information society, science and technology, and socio-culture. Increasing the professionalism of teachers is an attempt to make unqualified teachers' competent teachers. On this side, teachers are the central figure when it comes to education speaking, since they are

often pushed into the elements of education. In addition, they are the gateway to student achievement in the learning process and the main actor for high quality education. It would also do little if the effort to improve quality is made, but it will never be accepted by competent teachers, whatever the issues might be. At the same time, Indonesia faced another challenge of low teacher competitiveness, which means that Indonesian education is still unable to provide high-quality human capital. In other words, the form of training must begin and be stopped by the teachers, while the aid to professionalism is merely an aid. Teachers themselves must also engage more actively.

According to Mulyasa (2012), this has been achieved several times, but its implementation is subject to restrictions either in the Ministry of National Education or in teacher-maker institutions, such as no serious attempt to deal with problems in education, lack of transparency between the quality program and the quality of participants by the directorate of the education department. As a result, some teachers are disappointed in their teaching method, even despite curriculum changes, teachers in some schools also do not understand it.

English teacher is someone to be respected. Unfortunately, on the basis of one many Indonesian instructors, particularly public workers, became teachers because they were desperated and couldn't find work elsewhere, according to critical observation (Bernat, 2010). In Indonesia, English is a foreign language. Most students don't understand and master English, of course. The English teacher must then continue to improve his or her teaching skills and English language skills to make students more interested in learning English.

In this age, the quality of teachers is very important, particularly in distance learning. Distance learning is an institutionalized formal education, in which students and teachers are separated by distance, necessitating the use of an interactive telecommunications system to connect them, as well as Clay's extensive resource requirements (1999). When students and teachers in Indonesia are unable to tackle unforeseen obstacles in class, distance learning will be implemented. From this viewpoint, the growth of teacher professionalism is compared to pre-service teacher education. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success (Mizell, 2010). Teachers Professional of Learning is a dynamic process involving the cognitive and emotional participation of teachers individually and collectively, the ability and willingness to assess where each person stands in terms of convictions and beliefs, and the exploration and implementation of appropriate alternatives for improvement or change (Avalos, 2011). The Professionalism Development of teachers is a research domain in itself, with theory and model itself (Avalos, 2011). Over the sscholars have

given a number of theoretical ideas on how instructors learn and grow during the course of his life, which spans three decades. These include both unidirectional and multidirectional (Guskey, 2002).

Models, in which teaching is understood as more direct the consequences to the complex theory model (Opfer, 2011), in which some processes and situations teaching is regarded as rather unexpected results from processes that are both cyclical and dynamic. When it comes to improve teacher learning, the field of teacher professional development has made significant strides amassed a wealth of knowledge about what works and what. Most of the studies have yielded disappointing results in terms of the effectiveness of Professionalism Development. Governments all throughout the world invest every year large sums of money in traditional professional development activities such as seminars, lectures, Conferences and workshops.

Teachers tend to be passive recipients of information and do not have the opportunity to collaborate with others during this brief and infrequent event. Due of the lack of data, (Ball, 1995) referred to this activity as a "style show," while (Darling-Hammond, 2010) referred to it as a "spray and pray strategy." a feedback and follow-up structure for teachers. Experts such as (Borko, 2004) argue that this type of professional development is "grossly inadequate" because it tends to be disjointed and intellectually shallow, detached from classroom practice and unrelated to the teacher's genuine needs and interests. On the other hand, other scholars recognize that services for teacher education are an important aspect of the educational process of teachers, thus, on the ground that teacher students (pre-service) may also be regarded as the target audience for teacher development activities (Ortega- Ruiz, 2015).

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Pedagogy Competence refers to a teacher's capacity to manage student learning, which involves student understanding, lesson design and implementation (using techniques, methods, strategies, and media based on curriculum), assessment of learning objectives, and student development to reach their full potential.

f. Personality Competence

Personal Competence includes a set of abilities relating to the instructor as a person. Consequently, teachers must be able to lead themselves (self-directing to duty dedication, high discipline, and interest appearance) into stable and exemplary people for pupils and society.

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5. English for Elementary School Students

English learners for elementary school students are the children who are between the ages of seven and twelve years old according. For some students, schools may be frightening them by memorizing a lot of vocabularies. If they are not able to memorize them, they will get. They just want to play and interact with their friends at school. Therefore, teachers must be able to make a fun and enjoyable classroom. They also need to be able to invite children to participate in teaching activities. However, some children talk with their friends and play when the teachers are teaching. So, it is a big task for the teachers to conduct the English teaching and learning process.

Teaching English for young learners is a challenge for teachers because they should require more preparation and patience to create success in teaching. Good teachers are those who teach and their students can give a positive response to them. But actually, the teacher is not the only source of learning for students. English teaching and learning between young

learners and adults cannot be equated. This is reflected in the characteristics of adults and children are very different. There are some characteristics of very talkative children, having less concentration in teaching Play Group to make the teachers must have the spirit of patience and high hospitality. Both the teacher and the students are the main element in the class. In teaching, the teachers need a new good technique or a way to teach English for the students acknowledge by Hafidah (25: 2016). In English class of young learners, the teachers do not directly deliver the materials to the students because they still love to play so that in the teaching and learning process, the teachers need some games or an interesting technique for the students. Besides, the movement is also very necessary given because children like to run so that teachers have to focus on the development of the students. Besides, less concentration of children caused the teachers must have expertise in managing children to be better. According to some studies indicate that the activities conducted in the English teaching and learning process in young learners' class should be active and interesting for children. It is due to their characteristics that every child has a different character. The students are unique. So, teachers need to learn and understand the students' characteristics.

I. Type of Vocabulary

1. Based On The Form Of Vocabulary

According to Hasan (2018: 80), the types of vocabulary are divided into 2, namely: receptive vocabulary and productive vocabulary.

A. Receptive Vocabulary

Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehended in context of listening and reading.

1) Listening Vocabulary

According to Judy (2007) listening vocabulary is vocabulary that is understood and obtained through the process of listening. This process begins when the fetus is at least 16 weeks old in the womb. This process continues to be studied continuously throughout life, starting from elementary school education to college. By the time they reach adulthood, the average person recognizes and understands nearly 50,000 words. Meanwhile, according to Tompkins (2005) said that in the type of listening vocabulary, children with hearing loss cannot

understand and acquire vocabulary. Children with hearing loss understand and acquire vocabulary through written form.

2) Reading Vocabulary

Reading vocabulary is vocabulary that is understood and obtained through the process of reading texts. Humans can acquire and understand many previously unknown words through the process of reading. On average, a child can begin to read at the age of 6-7 years.

B. Productive Vocabulary

Productive vocabulary refers to words, which we use in speaking and writing

1) Speaking Vocabulary

Vocabulary used when speaking. A child can start talking on average at the age of 12 months. In adulthood a person only uses 5,000 to 10,000 daily. This number is much less than the listening vocabulary this can happen because of the ease of use.

2) Writing Vocabulary

Vocabulary used when writing. Writing vocabulary is greatly influenced by the words that children can spell. On average a child can write at the age of 3-5 years. Usually children prefer to talk than write.

2. Based On The Use Of Word Frequency

According to Dakhi (2019:19) the types of vocabulary are divided into 2, namely: active vocabulary and passive vocabulary.

1) Active Vocabulary

Active vocabulary are words that are often used by someone because they really understand the vocabulary. Active vocabulary includes writing and speaking activities. In other words, active vocabulary is words that are automatically produced directly by the child without stopping and without forcing him to remember the vocabulary.

2) Pasive Vocabulary

Passive vocabulary is meant as words that are not fully understood, so they are rarely used. This vocabulary includes listening and reading activities. In other words, passive vocabulary is vocabulary that is not produced by children directly but is obtained through the application

of remembering new vocabulary. Passive vocabulary is a condition that must be met before a child masters active vocabulary.

The learners of English are increasingly occurring in recent decades explained by Cheatham & Ro (18: 2010). Learning English in the Play Group needs supports from many people especially students' parents. Parents should give full support to their children's education. A lot of parents want to provide the best education for their children. They are willing to sacrifice for their children's education. Some parents provide additional education to their children by providing courses though their children's ages are still young. Based on this condition, the children need to have multiple intelligences that can build their characters.

Teaching and Learning of Speaking skills

Teaching is defined as the process of transferring knowledge to students (Ganna, 2018). A complex activity when a teacher gives his knowledge, skill, and ability to the learners, so the learning process happened is called a teaching activity. According to Cohen in (Ball and Forzani, 2009) Teaching means an activity such as helping one another to understand a particular something which many people participate in daily. Based on Feiman-Nemser and Buchmann's statement in (Ball and Forzani, 2009) Teaching such as a profession has the aim to help people for learning "useful things". From the theories above, it concludes that a process giving information, knowledge, and skill by the teacher and it has a purpose for helping students to learn worthwhile things is named teaching.

Based on (Kerrisha Gayle 2009:78) in (Ratnasari, 2011) thesis, learning refers to the process of developing an individual's knowledge, physique, and character. Brown (2000:6) added that learning is the process of getting knowledge of a subject or an ability through study, experience, or guidance.

Brown divides learning into the following aspects based on the statement above:

- a) Learning is a way of acquiring or "receiving."
- b) An acquisition of knowledge or skills is named learning.
- c) Retention requires the use of storage mechanisms, memory, and cognitive structure.
- d) Learning requires paying actively, conscious attention to, and responding to things happening outside of the organism.
- e) Although learning is generally constant, it is subject to forgetfulness.

- f) Learning requires some type of practice, even reinforced practice.
- g) Learning is defined as a change in behavior.

From the statements above, the writer deduces that learning is an activity to get the knowledge that is from experiences, instructions, and study. This activity did by human's awareness.

Kayi (2006) defined that speaking means productive skills as in a verbal mode. Speaking such as interactive and involves the capability to collaborate in the management of speaking turns (Thonbury, 2005). Speaking like the output of auditory stimulation to create different verbal responses in listeners (Bygate, 1987). Speaking is an oral skill that is produced from auditory stimulation as a response. Based on the theories above, the researcher concludes that teaching speaking means teacher teach the students to produce the word, phrase, or sentence in the English language as a tool in communication. Furthermore, learning speaking is a process of getting knowledge about how to speak English such as, creating the English speaking sound, choosing the better words to communicate to others, and speaking English fluently.

Speaking Skill a. Definition of **Speaking Speaking** is the ability to express or convey intents, ideas, emotions, and feelings that are structures and enhanced based on the needs of the listeners in order for them to understand the conveyed meaning. Fauzan (2012) described that speaking is important because it is one of the indicators of mastery of the language. For people who learn foreign language, the sign that shows that the person has mastered a language is being good speaker of that language. Good speaker in this situation means that the person can communicate with other, because without speaking mastery, communication will not running-well. And the process of speaking influences a person's communication abilities. For Indonesian learner especially, where is English as their foreign language, being able to communicate or speaking well is the sign of accomplishment. Speaking is the continuous application of language to express meaning so that the others can understand it (Cameron:2001). Rasyid (2016) also described that speaking is characterized as a collaborative process of meaning construction that comprises 11 information production, reception, and process. Through speaking skill, everyone especially students can express their idea, opinion, feelings and so on. That is way, speaking skill is the most important skill to be understood of students. Speaking is an essential component of second-language learning and training. For many years, although its importance, teaching speaking has been disregarded or ignored and English language teachers have continued to teach as drill repetition or conversation memorization.

According to Bahdi (2014), speaking is a difficult skill that takes great experience and practice to fully master. It is also the same opinion by Nishanthi (2018), because English is the most widely spoken common language, learning it requires consistent practice and patience. Because speaking is called as the most important thing than the other skills, and beside of that this skill also as the most difficult to mastery. Therefore, being able to speak fluently needs more practice and habituation consistently.

b. Components of Speaking

1) **Pronunciation** Pronunciation is one of important part of speaking because of its function in a language. Hidayatullah (2018) described that the production of sounds that we use to make meaning is referred to as pronunciation. Understanding the pronunciation while learning speaking is a must. It's important to understand proper 12 pronunciation, especially when speaking. Pronunciation is the way in which speakers give words sound. Precisely speaking, excellent English pronunciation allows others to understand easily, whereas poor English pronunciation increases misunderstanding in conversations with others. That's way, understand pronunciation well is the one of important thing to avoid the fault of communication. There are some factors within learner that effect pronunciation (Cece, 2017).

a) Native Language In the students' English foreign language, native language means the students' mother tongue that usually have a strong accent in their pronunciation style.

b) Age Pronunciation ability is also affected by the range of age. Where the children have not been able to do good pronunciation, while to the age of teenagers who already understand better to imitate and learn proper spelling.

c) Exposure Having more exposure or experience such as living in foreign country that use English as daily language, will help the learner have good pronunciation because they will get used to practice directly.

d) Innate Phonetic Practice 13 There are some people that have good hearing in phonetic coding ability that will easier to learn pronunciation well. But not all of the learner has same condition. So, there are people also have naturally difficult in pronunciation.

e) Identity and Language Ego Learners must have a good attitude toward persons who speak the language they want to learn if they are to be successful in their studies.

f) Motivation and Concern for Good Pronunciation The most important aspect that can help students succeed in their studies is motivation. For students looking to enhance their pronunciation, it will be a good start if motivation and concern are high.

6. Ethical Global Communicative Competence

Untuk menyamakan persepsi, terlebih dahulu akan dijelaskan Implementasi Etika Di Era Globalisasi (Neni Yulianita) 459 mengenai pengertian etika yang sering diartikan sama

dengan etiket. Oleh karena itu, perlu kiranya dijelaskan mengenai kedua istilah tersebut. Secara umum kedua istilah tersebut nampak hampir sama pengertiannya, namun dalam aplikasinya terdapat perbedaan yang sangat hakiki dalam titik berat penerapan atau pelaksanaannya. Etika, sering disebut dengan istilah etik, atau ethics (bahasa Inggris). Dari segi etimologi (asal kata), istilah etika berasal dari kata Latin “ethicus” dan dalam bahasa Yunani disebut “ethicos” yang berarti kebiasaan (Wursanto, 1995 :16). Dengan demikian menurut pengertian yang asli, yang dikatakan ‘baik’ itu apabila sesuai dengan kebiasaan masyarakat. Kemudian lambat laun pengertian itu berubah, bahwa etika adalah suatu ilmu yang membicarakan masalah perbuatan atau tingkah laku manusia, mana yang dapat dinilai baik dan mana yang dapat dinilai tidak baik. Disisi lain, kata etiket berasal dari bahasa Perancis : “Etiquette, yang berarti kartu undangan, yang pada awalnya, biasa dipakai oleh raja-raja Perancis bila mengadakan pesta” (Wursanto, 1995 : 18-19). Dewasa ini etiket lebih menitikberatkan pada cara berbicara yang sopan, cara duduk, menerima tamu, dan sopan santun lainnya. Pada prinsipnya etiket menyangkut suatu pedoman yang mengandung pengertian “pengaturan” untuk memberikan dasar keterampilan, keindahan, estetika, dan kelancaran dari setiap gerak, sehingga setiap orang/kelompok/ masyarakat dalam melakukan aktivitasnya perlu didasari oleh etiket pergaulan secara baik. Etiket dan pergaulan merupakan dua kata yang tidak dapat dipisahkan yang pada umumnya mengandung arti; aturan/pengaturan tata krama, tata tertib atau cara pengaturan yang dilaksanakan dalam pergaulan oleh manusia dalam segala tindak dan gerak. Umumnya Kedua kata di atas harus mencerminkan keindahan, kecantikan, estetika yang sebaiknya dianut dalam hubungan pergaulan masyarakat satu sama lain. Etiket dan pergaulan merupakan kelengkapan dari tatacara pergaulan, juga tatacara hubungan antar manusia yang satu sama lain saling membutuhkan. Dalam rangka menjernihkan istilah, maka perlu disimak perbedaan antara “etika” dan “etiket” tersebut, sehingga dua istilah ini tidak dicampuradukkan begitu saja, karena perbedaan diantaranya sangat hakiki. “Etika” disini mengacu pada konsep “moral” sedangkan “etiket” mengacu pada “tata cara sopan santun” dalam pergaulan antar manusia. Untuk memperjelas kedua istilah ini, maka haruslah membandingkannya melalui bentuk kata dalam bahasa Inggris, yaitu ethics untuk etika dan etiquette untuk etiket, walaupun jika disimak menurut artinya, dua istilah ini memang dekat satu sama lain. Oleh karenanya, di samping perbedaan, ternyata ada juga

To equalize perceptions, the Implementation of Ethics in the Era of Globalization (Neni Yulianita) 459 will first be explained regarding the meaning of ethics which is often interpreted as the same as etiquette. Therefore, it is necessary to explain the two terms. In general, the two terms seem to have almost the same meaning, but in their application, there is a very essential difference in the emphasis of their application or implementation. Ethics, often referred to as ethics, or ethics (English). In terms of etymology (origin of the word), the term ethics comes from the Latin word "ethicus" and in Greek it is called "ethicos" which means habit (Wursanto, 1995:16). Thus, according to the original understanding, what is said to be 'good' is if it is in accordance with the habits of the community. Then gradually that understanding changed, that ethics is a science that talks about the problem of human deeds or behavior, which can be judged good and which can be judged bad. On the other hand, the word etiquette comes from the French language: "Etiquette, which means invitation card, which was originally used by French kings when holding parties" (Wursanto, 1995: 18-19). Nowadays, etiquette focuses more on polite speech, how to sit, how to receive guests, and other manners. In principle, etiquette concerns a guideline that contains the meaning of "regulation" to provide the basis of skills, beauty, aesthetics, and smoothness of each movement, so that every person/group/community in carrying out their activities needs to be based on good social etiquette. Etiquette and association are two inseparable words that generally contain meaning; rules/arrangements of manners, rules or ways of arrangement that are carried out in association by humans in all actions and movements. Generally, the two words above must reflect the beauty, beauty, and aesthetics that should be embraced in the relationship between the community and each other. Etiquette and association are the completeness of the social procedures, as well as the procedures for relationships between human beings who need each other. In order to clarify the terms, it is necessary to look at the difference between "ethics" and "etiquette", so that these two terms are not just confused, because the differences between them are very essential. "Ethics" here refers to the concept of "morals" while "etiquette" refers to "manners" in human relationships. To clarify these two terms, it is necessary to compare them through the form of words in English, namely ethics for ethics and etiquette for etiquette, although if you look at the meaning, these two terms are indeed close to each other. Therefore, in addition to the differences, it turns out that there are also

One of skills needed through transnational communication competence is to interact with people who have different cultures how to talk effectively and productively in the globalizing society properly (Chen & Starosta, 1996, 2005). Both understanding and skills of global communication competence properly not only help to elevate every person into multicultural people by strengthening various cultural identities, but function to nourish an awareness of these multiple identities and extend to maintain a multicultural coexistence in order to develop a global civic culture as well (Adler, 1982; Boulding, 1988; Frederick, 1992). Therefore, global communication competence is the key to cultivating ability of tolerance and mutual respect for cultural differences, which marks the enlightened global citizenship in different levels of future human society (Belay, 1993).

Characteristics of Successful Speaking This section will discuss about the characteristics of success in speaking. Actually, there is several aspects that can assess the successful of speaking. However, in this study, this element will be used as a reference to assess the students' speaking skill. According to Ur (1999) in Ashimovna (2022), there are some characteristics of successful speaking activity such as; 1) Learners talk a lot Learner discussion requires as much activity time as possible. Even if it may appear simple, instructor talk or pauses are common the majority of the time. 2) Participation is even A small group of talkative students does not dominate classroom discussion: everyone gets a chance to speak, and contributions are evenly divided. 3) Motivation is high Learners are enthusiastic about speaking up for a variety of reasons, including their interest in the subject and the opportunity to contribute to the attainment of a task goal. 20 4) Language is of an acceptable level Learners express themselves in relevant, easily comprehensible utterances with an appropriate level of linguistic accuracy definition of teacher competency (Windy Tari Sandi, 2020).

Core competencies developed for PAUD / TK / RA instructors, SD / MI class teachers, and subject teachers in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK are among the teacher competency standards.

i. Pedagogy Competence

Pedagogy Competence refers to a teacher's capacity to manage student learning, which involves student understanding, lesson design and implementation (using techniques, methods, strategies, and media based on curriculum), assessment of learning objectives, and student development to reach their full potential.

j. Personality Competence

Personal Competence includes a set of abilities relating to the instructor as a person. Consequently, teachers must be able to lead themselves (self-directing to duty dedication, high discipline, and interest appearance) into stable and exemplary people for pupils and society.

k. Professional Competence

Professional competence refers to a teacher's ability to master educational subjects (curriculum) such as science, technology, art, and culture. To summarize, mastery of subject matter on a broad and deep level, as well as the organization and methodology of science, and the ability to apply it.

l. Social Competence

Social competence refers to a teacher's ability to communicate and engage effectively and efficiently with a friend or supervisor, coworkers, parents, and the community in spoken, written, gestured, and polite manners.

Teachers are required to follow certain quality requirements or norms while carrying out their professional duties, which necessitate professional education. Teachers must own, monitor, and live their expertise, skills, and behaviors as a collection of competencies. Depending on the kind, standard, and formal education units in which the assignment is located, they require teachers to have completed a bachelor's degree or a four-year diploma program.

According to Sockett (1993) recognized these four dimensions in their analysis of teacher quality practice. Teachers must also engage in professional development opportunities such as workshops, mentoring, and training by using various resources to link the outcomes with the aims of education in imparting information, skills, and a positive attitude to actively participate in society. so that teacher competence can be one way to improve the quality of a teacher's professionalism because in teacher competence there are points that can help teachers develop their skills professionally.

Implementasi Peran Etika dalam Komunikasi di Era Global Komunikasi merupakan suatu bidang yang sangat penting dalam setiap aspek kehidupan. Etika menjadi dasar atau pedoman bagi seorang profesional dalam berhubungan dengan orang lain atau dalam melakukan kegiatan komunikasi. Peran etika dalam kegiatan komunikasi merupakan syarat mutlak dalam upaya membina hubungan, terlebih-lebih dalam membina hubungan pada lingkup internasional. Pembinaan ini dimaksudkan untuk menghindari atau tidak terjadi konflik yang

akibatnya bisa fatal. Ada 470 Volume XVIII No. 4 Oktober - Desember 2002 : 457 - 473 beberapa faktor etika yang perlu diperhatikan seseorang pada saat melakukan kegiatan komunikasi, apakah itu dalam bentuk komunikasi perorangan, kelompok, massa, lintas budaya ataupun komunikasi bisnis, yakni memahami atau mempelajari etika komunikasi terlebih-lenh di era global dimana dapat saja seseorang berhadapan dengan berbagai ragam kultur, agama, bahasa, bangsa dll yang dalam prakteknya tidaklah mudah antara lain :

- a. Tidak mendiskreditkan orang lain/kelompok lain/bangsa lain.
- b. Tidak mencela orang lain/kelompok lain/bangsa lain
- c. Hindari mengkritik orang lain/kelompok lain/bangsa lain sehingga dapat menimbulkan sengketa.
- d. Tidak berbohong, menipu
- e. Tidak berprasangka
- f. Berbicara berdasarkan fakta
- g. Tidak Berbeda Pendapat hingga menimbulkan debat kusir
- h. Menggunakan Istilah Khusus yang dapat menyinggung orang lain/ kelompok lain/bangsa lain
- i. Tidak bersifat menginterogasi
- j. Tidak menyalahkan orang lain
- k. Tidak mempertanyakan Integritas Interviewee
- l. Tidak merendahkan harga diri/melecehkan orang lain/kelompok lain/bangsa lain
- m. Tidak memaki. yang dapat menimbulkan konflik berkepanjangan sehingga bisa berakhir di meja hijau.

Oleh karenanya, pelaku komunikasi di era global upayakan agar melakukan hal-hal yang dapat menyenangkan siapapun yang akan dihadapi dengan cara :

- 1) Mulailah kegiatan komunikasi dengan cara yang ramah dalam segala situasi.
- 2) Menjaga atau meningkatkan harga diri orang lain/kelompok lain/bangsa lain.
- 3) Minta bantuan untuk menjelaskan hal yang belum jelas tentang keadaan sesuai dengan kebiasaan atau budaya bangsa.
- 4) Berikan penghargaan yang jujur dan tulus bagi segala suku, ras, etnik dari berbagai bangsa yang terlibat komunikasi.
- 5) Berikan perhatian yang sungguh-sungguh Implementasi Etika Di Era Globalisasi (Neni Yulianita) 471 pada orang yang sedang berbicara, tanpa melihat perbedaan suku, ras, etnik ataupun bangsa.

- 6) *Jangan pelit memberikan senyuman bagi berbagai karakter orang yang dihadapi.*
- 7) *Jadilah pendengar yang baik dan biasakan mendengarkan dengan penuh perhatian.*
- 8) *Berbicaralah sesuai dengan kebutuhan pendengar.*
- 9) *Hormati pendapat atau ide-ide orang lain.*
- 10) *Akuilah kesalahan jika Anda salah.*
- 11) *Tidak menyalahkan orang lain,*

Implementation of the Role of Ethics in Communication in the Global Era Communication is a very important field in every aspect of life. Ethics is the basis or guideline for a professional in dealing with others or in carrying out communication activities. The role of ethics in communication activities is an absolute requirement in efforts to foster relationships, especially in fostering relations in the international sphere. This coaching is intended to avoid or prevent conflicts that can be fatal as a result. There are 470 Volume XVIII No. 4 October - December 2002 : 457 - 473 several ethical factors that a person needs to pay attention to when carrying out communication activities, whether it is in the form of individual, group, mass, cross-cultural or business communication, namely understanding or studying communication ethics especially in the global era where a person can be faced with various cultures, religions, languages, nations, etc., which in practice are not easy, including:

- a. Not discrediting other people/groups/other nations.
- b. Not to denounce other people/groups/other nations
- c. Avoid criticizing other people/groups/other nations so that it can cause disputes.
- d. Not lying, deceiving
- e. Unprejudiced
- f. Speaking based on facts
- g. Not Disagreeing to cause debate
- h. Using Special Terms that can offend other people/other groups/other nations
- i. It is not interrogating
- j. Don't blame others
- k. Do not question the Integrity of the Interviewee
- l. Do not degrade self-esteem/harass other people/groups/other nations
- m. Do not curse. n. etc. which can cause prolonged conflicts so that they can end up at the green table.

Therefore, communication actors in the global era strive to do things that can please anyone who will be faced by: 1) Start communication activities in a friendly way in all situations. 2) Maintain or improve the self-esteem of other people/other groups/other nations. 3) Ask for help to explain things that are not clear about the situation in accordance with the customs or culture of the nation. 4) Give honest and sincere appreciation to all tribes, races, ethnicities from various nations involved in communication. 5) Pay serious attention to the implementation of ethics in the era of globalization (Neni Yulianita) 471 to the person who is speaking, regardless of the difference in ethnicity, race, ethnicity or nation. 6) Don't be stingy to give a smile to the various characters of the people you are facing. 7) Be a good listener and get into the habit of listening attentively. 8) Speak according to the needs of the listener. 9) Respect other people's opinions or ideas. 10) Admit your mistakes if you are wrong. 11) Don't blame others, In everyday life, communication is always sticky

B. Review of the Previous Study

There are some researches related to the current topic. The first research is from Indah (2019) that aims to find out of casual style used by teenagers of social media Instagram. Instagram comments is always used by teenagers to interact with friends using casual style. This research used qualitative descriptive method. The object of this research is the casual style used on Instagram comment by teenagers used when interact with their friends. The data source is the post on their account on Instagram and the researchers taken 9 post from 3 accounts that used on Instagram comment and containing casual style that they were used. In analyzing the data, the researchers classifies the data into types of casual style based on Eggins theory. Previously, there are many existing research works which deal with this area of study out of which it is pertinent to mention four such works.

The second research was conducted by He Chuan in China. His contribution to this research project's exploring the ethical implications of globalization's impact on China's curriculum, he proceed in two stages of analysis. First, he laid out the parameters of the term "ethical" itself. He distinguished the ethical from the moral, a distinction he considers imperative for construing ethical experience in this context of reflecting upon the lived and reported educational experience of the subjects I have interviewed. In short, he viewed ethical life as the degree of recognition of the life gained through sharing and participating in a sociocultural life with other free and equal selves in the world. Such ideal recognition necessarily fails to realize itself fully, engendering the ethical experience of various kinds of

per formative contradictions. He attended closely to the speakers' rational transitions—their ways of reasoning and construing experiences—not as they follow logical (i.e., abstract) ideals, but as material inferences that arise from their lived experience.

The third research is conducted by Jian Tao (2022) with the title is “Parental support for young learners' online learning of English in a Chinese primary school”. The method has been used in this research was qualitative research. The result was This study reveals that there are various supportive practices, including: learning monitoring is a top priority for parents and is followed by technology support. Much of this parental support is based on the class level of the children and the socioeconomic background of the parents. Parents also seek teacher help and play a bridging role to enable teacher-student interaction, especially when they are unable to provide direct assistance on their own.

The fourth research have been done on Kenya, (Jacinta Ndambuki and Hilary Janks 2010), aims at showing the representation of issues related to women in the Makueni district of Kenya using the Critical Discourse Analysis. This study explores the mismatch between the ways politicians represent these issues and how women see these issues in their own way. The research focuses on the representation of women in a society. A sharp contrast is shown between the way women and politicians understand the issues pertaining to women. This research is multidisciplinary in its nature and transcends the field of language, gender and politics. Data were collected through focused group discussions, political speeches and interviews. The data for the entire study consisted of eleven focused group discussions with women's groups, four political speeches and ten interviews with women politicians and other leaders belonging to various communities. It is believed that women, politicians and the community leaders construct women and their issues within deficit discourses and these discourses do not match women's enacted practices or what political and community leaders expect from women. The contradiction inherent in the study is that it is considered that women lack the will and enthusiasm to change their destiny and do not have to determination to decide their own course of action. It is important to allow women to take up more constructive roles in order to build peace in a society; however this has not been the case in many societies which are patriarchal in nature. It is therefore suggested, that women be allowed to find their own voice in the chaos of politics so that they can also offer valuable and constructive contribution in peace building. The sharp schism between what women desire and what they are offered can be ascertained from the fact that there is no communication between these groups. Either the women are not allowed to express their feelings and desires for social change and

empowerment, or their voices are suppressed and others speak on their behalf. This may be due to an issue related to shaming the women when they speak their minds out.

Fifth, there is a research paper by Lucia Hilan, Lily Tjahjandari and Retno Untari entitled '*Tolerance in Inter-Discourse of Literary Text and Non-Literary Text*' (cited in Makara, Sosial Humaniora, and vol. 7 no.2 Desember 2003)'. This paper focuses on the current political situation of Indonesia which shows the rise of intolerance. Generally Indonesia was considered to be a tolerant country but this has changed ever since the era of reformation that started in 1998. It is assumed that the changes are caused by the deliberate ignorance of tolerance in public discourse in Indonesia. The analysis is carried out in two types of texts, which are both literary and non-literary. The analysis shows that both the literary and non-literary texts show parallel thoughts which offer an insight into the social life of Indonesia. It also shows that the religious violence in the country is caused by being intolerant due to rising differences in opinion regarding race, religion or ethnicity. Of late there is a need to build consensus among various religious groups in order to maintain the harmonious fabric of the country. The gaps of this research compared with the previous researches are object and method. Object of this research is written and spoken texts produced by teachers and students. Meanwhile method employs narrative and critical discourse analysis.

The first research was conducted by Neno & Siahaan (2021) students of English Study program, Educational Science Faculty in Timor University. This 30 research explored how English Club as an extracurricular can help the students to improve their speaking ability at SMAN 1 Kefemenau. The sample of this research was 30 students which are 15 students' member of English Club as the experimental group and 15 students who were not from English Club as the control group. The research used quantitatively through pre-experimental study. The researcher also used pre-test and post-test to measure the students' speaking ability to gaining the data and T-test was used to analyze it. The result demonstrated that English Club at SMA Negeri 1 Kefamenanu, significantly improved students' speaking abilities. So, English club as an extracurricular activity was effective in developing students' speaking abilities. The similarity is the variable that is English activities, speaking skill, quantitative as the research design. Both of two also used pre-test and post-test but for this research does not use experimental group. The second research was conducted by Virawan et al., (2021) that explored about the English Club at SMA Muhammadiyah 1 Pontianak in supporting students' speaking performances. The members of the English club and the teacher were the subjects of the study, and the English club at SMA Muhammadiyah 1 Pontianak was the object of the study. A

qualitative descriptive method research design was used in this research. The researcher used observation checklist, documents and interview as the instrument of collecting data. And to analyze the data, the researcher conducted by data reduction. 31 The result of this research can be concluded that English club's strategy of influencing students' psychology by creating a positive atmosphere in the club, the club also assists students in resolving issues such as anxiety, lack of confidence, lack of motivation, and fear of making mistakes. The club also assists students in improving their English skill. As the practice activity, debate, story-telling, and speech were used to help students improve their skills. The previous study above applied qualitative descriptive method while this study used quantitative design method. The previous study above also just discussed what aspect of English club that support students' speaking ability, whereas this study discusses the impact of English activities to students' speaking ability. But, both of these two have same thing that discussed, there are speaking skill and English activities. The third research is Yanti (2021) research, a student of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. The researcher used qualitative approach and the method was descriptive as the research design. Fitri Yani, the researcher, held a group discussion through Zoom meeting and discussed the content via the WhatsApp room application. This study was carried out at Vocational High School Pharmacy Ikasari Pekanbaru from January to February 2021, during the academic year 2020/2021. The sample of this research were English club supervisor and students who joined in English Club. The researcher used questionnaire and interview as the instrument to collect the data. While to analyze the data, the researcher used data reduction, data 32 display, and conclusion drawing. As the result, the students took advantage from the English club. The majority of students reported that they preferred practicing in English club over regular class. This is because students may practice English club without feeling intimidated, it motivates them, and it allows them to discuss their opinions. According to data findings, the English club is a suitable technique to increase speaking ability, as evidenced by the time management and content provided by the English club. The previous research and this research have same similarity that's same topic about English Club as an additional activity. But, the Yani's research was used qualitative approach, while this research was used quantitative approach. The next research was declared by Prabowo (2020) that described about how is the practice of English Speaking Club toward students' speaking skill. The sample of this study were 18 students who join English Speaking Club and 1 advisor of English' Speaking Club of Junior High School 1 of Mojokerto. Two kinds instrument such as interviews questions and questionnaire, and the field notes were used to gain the data. The design of this research was descriptive qualitative and the researcher did

the analysis and interpretation to analyze the data. Several stages applied in this study were organizing, familiarizing, coding and reducing, interpreting and representing. The result of Prabowo's research can be concluded that English club were very good affected the speaking skill of students. It can be happened because this program, English Club, have good atmosphere to students explore and enhance their English skill especially speaking. The program began with a 33 warm-up activity that encouraged the students' positive mood, followed by exciting main activities, and was reinforced by the advisor's positive rating. This condition caused the students enjoy to take part the program. The Prabowo's research and this research have different research design that's used. The Prabowo's research used descriptive qualitative, while this research used quantitative approach with one group pre-test post-test design. By the different research design certainly caused the different instrument and the way to analyze the data also. But, both of those researches have same topic or variable discussion that's used as the object, that's the effect of English Club on students' speaking ability. The fifth research was conducted by Manuas (2022) entitle "Involving English Extracurricular Activities to Improve Students' Speaking Skills". This research was focused on the discussion about the perception of students to English Extracurricular based on the students' ages. The population in this research was 10, 11 and 12 grades student of IPA and IPS of SMA X that involved 105 respondents. Those students were divided into 3 groups of ages, which were ages 13-14, 15-16. And 17 above. The research methodology was quantitative research design; comparative and descriptive. The students' perception of their involvement in English extracurricular activities was found to be 3.83, indicating that they are very involved. There was no discernible difference in students' perceptions of being involved in English extracurricular activities at school based on age since it was found to be .50. that means that students from all range of age have same 34 perception, but there was significant difference perception based on the gender of students of SMA X. It means that male and female students of SMA X have difference perception of their involvement in English extracurricular activities. The similarity of this research and Manuas' research is the same discussion about English Extracurricular in the school and also speaking skill. While, the difference is the topic analyze. The Manuas' research was using the perception of student to the activities but this research is the impact of the activities to the students. The last research was conducted by Nuraini (2020), a student of English Education Department of teacher training and education faculty of IAIN Salatiga. Nuraini was carried out to find the perception and attitude of 8th grade students toward Kampung English. In this research, the researcher took 46 students of 8th grades students of SMP by random sampling using Slovin's formula as the sample. The Nuraini's study used

quantitative as the research design. For instrument, online questionnaire is used and it analyzed by using interactive model developed by Miles & Huberman that used SPSS 25.0 for windows Program. And the result of the study demonstrates that students have positive perception and attitude toward Kampung English. From 46 participants, 25 students agree if the they feel motivated to memorize more vocabulary in joining Kampung English, 13 students strongly agree, 7 students are uncertain, and 1 student was disagreed. 35 This previous study has similarities with this study. There are Kampoeng Bahasa of SMP Muhammadiyah Plus Salatiga as the object of research and quantitative as the research design. But the previous study was discussed about the students' perception and attitude while this study discusses the impact on students' speaking ability

Chapter III: Research Methodology

A. Approach

Type of the research utilizes a qualitative descriptive approach which consist of the series steps, subject of data, data, method of data collection, method of data analysis. Subject of the data is text both spoken and written. Data of the research are words, sentence or discourses applied in social and cultural context. Technique of data collection is document, observations, and interview. Document is needed to find some teachers' note or students' note during learning and teaching of English in the classroom. Other documents are also acquired to interpret and reconstruct meaning taken from the data within social and cultural context. The researchers will also implement observation to the teachers' attitude deal with the students' interaction in class. The observation will be conducted from July until August 2024 in the Indonesian primary schools then continue on October 2024 observation will be done in Finnish primary schools during learning and teaching process of English. The researcher as observer joins two times in two different classes from each teacher as the object of this research. Finally an interview will be carried out to teachers and students in order to verify data taken by document and observation. Meanwhile method of data analysis is narrative analysis and critical discourse analysis. The method of narrative analysis is presented below:

Table 1.1 Broad strokes approaches to narrative analysis

<i>Are you data...</i>	<i>Some typical data</i>	<i>Paradigm</i>
<i>A window into the past</i>	<i>Oral histories Testimony</i>	<i>Positivism/realism</i>
<i>Offering a perspective on the multiple meanings that the past hold in the present</i>	<i>Oral histories</i>	<i>Constructionism, anchored in realism</i>
<i>Offering a perspective on how life cause transitions, turning points, or interconnected lives are experienced</i>	<i>Life histories Narrative about specific transitions, e.g., career/migration/school Narrative about turning points</i>	<i>Constructionism, anchored in realism</i>

<i>Offering a perspective of the nature of the changing self</i>	<i>Life histories Narrative about uncertain future Narrative about past trauma, including testimony</i>	<i>Construtionism, sometimes anchored in realism</i>
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Teachers and students both are good storytellers who engaged each other in searching for meaning of their memories and contractions of their experiences intimately linked to the flows or eddies of time. Table 2.1 sums up the relation between how data is viewed, what typical data are, and the paradigm informing analysis. In broad strokes, if they think of time as flowing forward like a river, talk data can help realist analysts piece together the answer to the question ‘what happened?’ If they think of narratives as constructed in the present, but eddying into the future and back into the past, then we have many choices for how analysis of talk data can proceed. Each of these is profoundly humanist in its orientation, valuing the individual search for meaning and capacity to re-evaluate the past, rather than seeing these as impediments. Through talk data, they can aim to understand the present-day meanings of the past, and how and why communities and sub-communities may remember the past in ways that align either or be distinct from official histories. Alternately, we can analyze talk data to understand how individuals experience the cause and stages of their lifetimes, in terms of how their agency is conditioned by various social structure and of how their lives are linked to those of others. Our final broad stokes analytic strategies take up how the self can be understood to have continuity, yet be able to change, through its narrative essence. The structure of a narrator’s story thus becomes a clue to the state of the narrator’s self.

B. Analysis

The unit of analysis consists of the internal and external contexts of communicative competence on English texts. On the other hand, the external context of the global ethics communication competence the context of culture and the context of situation. Both the cultural and situational contexts focus on the process of the global ethics communication competence and the socio cultural order that affects it.

Chapter IV: Data Presentation and Analysis

A. Data Presentation

This report is related to a research project that examines the concept of globalisation in school curricula in India, China, Taiwan, Indonesia and Finland. The project focuses on the ethical implications of globalisation based on national curricula and empirical data to be collected from teachers and classrooms in the five countries involved in the study. The project is funded by the UK-based Cultural Evolution Society (CES) Transformation Fund.

As part of the project, we examined how the Finnish core curriculum addresses issues of globalisation and cultural diversity. The examination concentrated on the findings of desk research. An empirical study of the implementation of the curriculum would essentially broaden the perspective on how globalisation and cultural diversity are addressed in schools and classrooms. As a result, classroom observations and interviews with teachers and students could contribute new and interesting information in a future study. This case study report, which includes three teacher interviews and five classroom interviews, is a first attempt to meet that need.

A classroom teacher from Tampere, an English teacher from Nurmijärvi, and a classroom teacher from Vaasa were interviewed. Pupils (53 in total) from a second-grade class in Tampere (13), seventh- and eighth-grade classes in Nurmijärvi (7th grade: 11, 8th grade: 14), and eighth- and ninth-grade classes in Vaasa (8th grade: 12, 9th grade: 3) were interviewed.

Teachers

“Please define or explain the concept of globalisation”

One of the interviewed teachers, who teaches English in a lower secondary school, defines globalisation as follows: “Globalisation means that the entire planet is a ‘playground’, which is not healthy for the environment”. Another teacher, a class teacher of Grade 2, says that globalisation means mixing of cultures and trade on a global scale. Thus, this teacher pays attention to cultural intermingling and the economic aspect of globalisation, while the English teacher strongly emphasises the ecological consequences of globalisation. Another, eighth- and ninth-grade teacher asserts that globalisation is a worldwide issue that affects the majority of the world’s population. The teacher clarifies that this is especially obvious in the economic, raw materials, and manufacturing sectors. Case study report with teacher interviews 2 (4)

What context, if any, does the topic of globalisation have in your classroom?”

The English teacher argues that globalisation plays an essential part in language instruction, but the teacher places the greatest emphasis on globalisation’s environmental impact. This teacher also says it is not good that people and goods may move at will, because the world and its ecosystems cannot handle it: economic globalisation, which allows for the free movement of commodities, services, labour, and capital, is a major cause of pollution and environment degradation. The class teacher has discussed globalization with pupils of grades 1 and 2, when reading a children’s book. The teacher has asked pupils what life was like before – for example, where clothes came from in the old days and where clothes come from now. The children’s book tells that clothes used to be made at home. The second-grade class teacher adds that discussions between pupils can well bring up topics about different cultures, such as Muslim customs and holidays, especially if there are pupils from different countries in the class. According to the eighth- and ninth-grade teacher, globalisation has always played an important role in geography, history, and social studies. This teacher says that in geography classes, the effects of climate change are stressed as being both global and local. According to the eighth- and ninth-grade teacher, in history and social studies, globalisation is addressed in terms of political movements, the history of ideas, and colonialism. Furthermore, history education stresses the technical advances that led to the development of communications and transportation systems. The teacher adds that when considering globalisation, the interplay between economics and politics, as well as private and public finance, is a crucial topic.

“In what ways has the national curriculum aided you in discussing globalisation and different cultures with your pupils? How do you want to develop the curriculum?”

The English teacher believes that the national curriculum should prioritise ecology over anything else. The teacher also emphasises that intercultural awareness should be taught in all educational curricula. According to the second-grade teacher, the curriculum introduces pupils to different cultures and religions. The teacher considers these themes important for learning to understand diversity. The themes could be covered in more depth, for example, in social studies, religious studies, mother tongue, and the visual arts. The eighth- and ninth-grade teacher points out that the national curriculum gives education organizers the option of creating cross-curricular modules across subject boundaries. The teacher also suggests that the curriculum could start with topics like climate, economy, trade, politics, etc., that could be used to make the education more global.

“How open are your pupils to studying globalisation issues? And how do they feel about discussing various cultures and their characteristics?”

The English teacher also considers that the students are engaged in globalisation concerns. Nonetheless, the teacher points out that some of the students exhibit racist attitudes that emerge in contexts when cultural diversity is discussed. The second-grade teachers says that students are especially interested in globalisation-related topics if they have experience with the topic themselves. This teacher also says that sometimes negative attitudes towards diversity come to the fore in class. However, the majority of pupils have a neutral or positive attitude towards diversity. According to the eighth- and ninth-grade teacher, students are curious and eager to comprehend the world around them. The teacher also says that the school's curriculum and way of teaching make it possible for them to look at global problems in a way that cuts across and between different subjects. Case study report with teacher interviews 3 (4)

“How can cultural studies and the globalisation topic be made more interesting and exciting for pupils?”

When asked how cultural studies and the issue of globalisation may be made more fascinating and engaging for pupils, the English teacher emphasises that textbooks should provide knowledge on a variety of regions and civilizations. The teacher makes an effort to regularly take into account languages other than English since students are drawn to diverse cultures and languages. Thus, this teacher has a very favourable overall impression of globalisation's and cultural diversity's capacity to pique the pupils' attention. The second-grade class teacher thinks that pupils' interest might be piqued by using live instructional resources such as movies and photographs that expose various cultures in an exciting way. There is also a need for material suitable for different grade levels. According to the eighth- and ninth-grade teacher, bringing different cultures into the school could make pupils more interested in the topic of globalization. Therefore, it would be ideal if the teacher could invite people from the local community, immigrants and international students to tour the school and classrooms. It would enhance the global village in a practical manner, and it would also benefit the visitors.

Pupils

“‘Globalization’ is a word you may have heard. Does that word make sense to you?”

The majority of second-grade students were unfamiliar with the term ‘globalisation’. A pupil stated that globalisation refers to an ecosystem. Another student believed globalisation to be a scientific issue.

One pupil in the second grade recalled hearing the word ‘globalisation’ on the news. Other pupils could not recall hearing the word. The same pupil who had heard the word ‘globalisation’ on the news stated that they have learnt in school that cultures in different nations are different. No pupil in Grade 2 was able to give examples of how people from various cultures can cooperate with each other.

A seventh grade pupil suggested that globalisation means a large rainforest, whereas an eighth-grader said that globalisation is the development of comprehensive patterns of economic relations between countries. According to another eighth grade pupil, globalisation refers to decision-making systems, some of which are gradually becoming world-wide. One might consider these eighth-grade answers relatively well developed. An eighth-grader used “giving birth to a mixed-race baby” as an example of a cross-cultural interaction.

“Have you talked about different cultures in school? Please tell something you learned about other cultures in school”

Based on our data, there is a significant difference between seventh and eighth graders in terms of their awareness of globalisation. The majority of seventh graders have never heard of globalisation and do not understand its meaning. In contrast, the majority of eighth graders have heard of globalisation. In terms of their ability to define globalisation, there are significant variances across students.

“Why might it be important to learn about other cultures and ways of life?” Case study report with teacher interviews 4

Some second grade pupils were aware of the importance of learning about different cultures and ways of life. According to a pupil, knowing about other cultures facilitates interaction with diverse individuals. Another pupil stated that through acquiring information about different cultures, one gains more knowledge and maybe also social skills. Another student wished to learn more about cultures to avoid offending anyone.

Students in the seventh and eighth grades were aware of the necessity of studying cultural encounters in connection with tourism and travel abroad. They also emphasised the need of knowing about diverse cultures in order to be able to consider different individuals and comprehend different customs, such as those relating to cuisine, clothes, and appropriate behaviour. Pupils deemed it courteous to expand their cultural understanding. A seventh-grader said that “When in Rome, I would like to do as the Romans do”. An eighth-grader said broadly, “in principle, all cultures should be treated with tolerance”. Another eighth-grader believes that “it should be important to understand that people are different, just as cultures are different, and that we must treat all people equally, regardless of country or culture.”

“How can a teacher make it more fun to learn about different cultures?”

Some second grade pupils gave ideas on how a teacher may make learning about different cultures more enjoyable. According to a pupil, the school might celebrate the festivities of different cultures. Another pupil from Grade 8 underlined the significance of presenting cultural differences in an engaging manner. Another eighth-grader mentioned that listening and playing may be effective methods for learning about foreign cultures.

Pupils from the seventh to ninth grade believed that a more concrete approach would make learning about different cultures more engaging: visits to the school by representatives of different cultures, theme days on different cultures, learning about concrete manifestations of cultures such as food and fashion, videos and games, and cultural trips to different destinations.

According to an eighth-grader, teachers should inform students more about their own cultural experiences.

Q1	Jumlah
A1: Pernah. Terpikirkan tentang perubahan budaya dari tradisional ke modern	26
A2: Pernah. Budaya luar yang masuk ke dalam negeri	14
A3: Pernah. Perubahan budaya, zaman, dan pengetahuan.	21
A4: Penyebaran budaya dan westernisasi	12
A5: Perkembangan zaman meliputi IPTEK	19
Q2	
A1: Belajar di sekolah	137
A2: Dari berita di televisi atau di rumah	26
Q3	
A1: Pernah, tentang budaya dan keberagaman di Indonesia, misal seperti rumah adat, pakaian adat, alat music, kuliner, dll	71
A2: Pernah, misal seperti menjaga sopan santun, menaati peraturan sekolah, kegiatan ekstrakurikuler, dll.	15
A3: Pernah, ibadah seperti shalat dhuha, tahfidz, dll.	2
A4: Pernah, tentang perbedaan dan bekerjasama	6
Q4	
A1: Orang-orang dengan latar belakang budaya berbeda toleransi, saling menghargai, dan gotong royong	43
A2: Tidak saling mengejek dan saling toleransi hingga bekerjasama	5
A3: Mengenal satu sama lain dengan belajar dari guru dan teman atau melalui internet	4
A4: Tidak memilih-milih teman dengan perbedaan dan saling tolong menolong	9
A5: Salah satu teman yang berasal dari daerah lain/memiliki latar belakang agama yang berbeda tapi saling menghormati dan bisa bekerjasama dengan baik	32
A6: ASEAN	12
Q5	
A1: Supaya bisa menghormati, menghargai dan toleransi satu sama lain	50
A2: Supaya kita mengetahui keberagaman budaya, menambah pengetahuan, dan melestarikannya	72
A3: Supaya tidak terjadi konflik antar budaya dan memperkuat persatuan dan kesatuan	23
A4: Supaya tidak tertinggal zaman	4
A5: Supaya kita bisa berinteraksi dengan orang dari daerah lain atau negara lain	7
Q6	
A1: Materi globalisasi dan keragaman budaya bisa diajarkan dan didiskusikan melalui gambar, video, atau sumber lain dari internet	31
A2: Belajar dengan singkat tapi jelas disertai cerita yang menyenangkan (sedikit bercanda)	15
A3: Belajar dan mendiskusikannya bersama tentang dampak positif dan negatif globalisasi	7

A4: Memberikan cerita dalam pelajaran dan tidak hanya menulis materi, disertai game	26s
A5: Menjelaskan dengan jelas, tidak terlalu cepat, disertai contoh	23
A6: Menjelaskan dengan membawa properti yang mendukung	6

Q: Pertanyaan

A: Jawaban

B. Data Analysis

The research focuses for some problems such as what are the social and cultural contexts to determine ELT as one of subjects for Elementary school in the national curricula of Indonesia and Finland, what are the practical actions to implement of ELT for Elementary school in the national curricula both of Indonesia and Finland, what are the ethical global communicative competence of ELT for Elementary school in the national curricula of Indonesia and Finland.

Q 1 : Menurut anak-anak, apakah kalian pernah mendengar kata globalisasi? Apakah kalian mengerti arti kata globalisasi? Jika kalian mendengar kata globalisasi, kalian memikirkan apa?

(In your opinion, have you ever heard the word, ‘globalization’? If you say yes, what do you think of globalization?)

A : (1) Pernah (Yes I do) , Terpikirkan tentang perubahan budaya dari tradisional ke modern

(I think that it is a transformation process from traditional (local) culture into modern culture (global) culture.)

(2) Pernah (Yes I do), Budaya luar yang masuk ke dalam negeri
I think that globalization is a process of global culture that influence the local culture.)

(3) Pernah (Yes, I do), Perubahan budaya, zaman, dan pengetahuan. (I think globalization is the change of culture, era, and knowledge.)

(4) *Penyebaran budaya dan westernisasi* (I think globalization is about cultural spread and westernization.)

(5) *Perkembangan zaman meliputi IPTEK* (I think globalization is the development of the times includes science and technology.)

Question number1	Total of students
Types of answer of number one (A1)	26
Types of answer of number one (A2)	14
Types of answer of number one (A3)	21
Types of answer of number one (A4)	12
Types of answer of number one (A5)	19

Q 2 : *Menurut anak-anak. apakah kalian masih ingat kapan pertama kali mendengar kata globalisasi? Apakah kalian mendengar kata globalisasi di sekolah, di berita televisi, di rumah atau di media sosial? Pada kelas berapa kalian belajar globalisasi di sekolah?*

(In your opinion, do you still remember when the first time you heard the word “globalization” was? did you hear that at school, on the TV news, at home, or social media? What grade did you learned about globalization at school?)

A : (1) *Belajar di sekolah* (The first time I heard about globalization was at school. We learned about it.)

(2) *Dari berita di televisi atau di rumah* (The first time I heard about globalization was from the news on the TV, or at home.)

Question number 2 (Q2)	Total of students
Types of answer of number two (A1)	137
Types of answer of number two (A2)	26

Q 3 : *Menurut anak-anak, apakah kalian pernah berdiskusi mengenai keragaman budaya di sekolah? Tolong tuliskan singkat mengenai budaya tersebut.*

(In your opinion, have you ever discussed about cultural differences at school? Please write briefly about that culture.)

A : (1) *Pernah, tentang budaya dan keberagaman di Indonesia, misal seperti rumah adat, pakaian adat, alat music, kuliner, dll*

(Yes, I have. For example, it is about culture and diversity in Indonesia, such as traditional houses, traditional clothing, musical instruments, culinary, etc.)

(2) *Pernah, misal seperti menjaga sopan santun, menaati peraturan sekolah, kegiatan ekstrakurikuler, dll.*

(Yes, I have. For example, maintaining good manners, obeying school rules, joining extracurricular activities, etc.)

(3) *Pernah, ibadah seperti shalat dhuha, tahfidz, dll*

(Yes, I have. It is worshipping, for example performing *dhuha* or prayer in the morning, *tahfidz* (memorizing the holy Qur'an), etc.)

(4) *Pernah, tentang perbedaan dan bekerjasama*

(Yes, I have, it's about difference (individuals with different customs) and working together.)

Question number 3 (Q3)	Total of students
Types of answer number three (A1)	71
Types of answer number three (A2)	15
Types of answer number three (A3)	2
Types of answer number three (A4)	6

Q 4 : *Minta tolong agar anak-anak memberi contoh mengenai orang-orang yang memiliki latar belakang budaya yang berbeda-beda tetapi mereka dapat bekerjasama?*

(Please give an example about people who have different cultural background but they can work together.)

A : (1) *Orang-orang dengan latar belakang budaya berbeda toleransi, saling menghargai, dan gotong royong*

(People with different cultural backgrounds, tolerance (they perform tolerance towards each other), respect each other, and work together.)

(2) *Tidak saling mengejek dan saling toleransi hingga bekerjasama*

(People who do not ridicule each other and tolerate each other until they (are be able to) work together.)

(3) *Mengenal satu sama lain dengan belajar dari guru dan teman atau melalui internet*

(Get to know each other by learning from teachers and friends or via the internet)

(4) *Tidak memilih-milih teman dengan perbedaan dan saling tolong menolong*

(Not choosing friends with differences and helping each other.)

(5) *Salah satu teman yang berasal dari daerah lain/memiliki latar belakang agama yang berbeda tapi saling menghormati dan bisa bekerjasama dengan baik*

(There is a friend who comes from another region or has a different religious background but he/she respects each other and be able to work together (in a group) well.)

(6) ASEAN. (I think about ASEAN.)

Question number four (Q4)	Total of students
Types of answer number four (A1)	43
Types of answer number four (A2)	5
Types of answer number four (A3)	4
Types of answer number four (A4)	9
Types of answer number four (A5)	32
Types of answer number four (A6)	12

Q 5 : *Menurut anak-anak, mengapa kita perlu mempelajari budaya orang lain yang berbeda- beda?*

(In your opinion, why do we need to learn about other people's different cultures?)

A : (1) *Supaya bisa menghormati, menghargai dan toleransi satu sama lain*

(I think we need to learn about other's cultures so that we can respect, value, and tolerate each other.)

(2) *Supaya kita mengetahui keberagaman budaya, menambah pengetahuan, dan melestarikannya*

(I think we need to learn about other's cultures so that we know about the cultural difference, enriching our knowledge, and preserve it (the existing culture)

(3) *Supaya tidak terjadi konflik antar budaya dan memperkuat persatuan dan kesatuan*

(I think we need to learn about other's cultures so that there are no cultural conflicts and strengthen unity and oneness.)

(4) *Supaya tidak tertinggal zaman*

(I think we need to learn about other's cultures so that we will not be left behind.)

(5) *Supaya kita bisa berinteraksi dengan orang dari daerah lain atau negara lain*

(I think we need to learn about other's cultures so that we can interact with people from other regions or other countries.)

Question number five (Q5)	Total of students
Types of answer number five (A1)	50
Types of answer number five (A2)	72
Types of answer number five (A3)	23
Types of answer number five (A4)	4
Types of answer number five (A5)	7

Q 6 : *Menurut anak-anak, bagaimana sebaiknya bapak/ibu guru mengajarkan materi Keragaman Budaya dan Globalisasi agar lebih menarik di kelas?*

(In your opinion, how should the teacher teach the material on Cultural Diversity and Globalization to make it more interesting in classrooms?)

A : (1) *Materi globalisasi dan keragaman budaya bisa diajarkan dan didiskusikan melalui gambar, video, atau sumber lain dari internet*

(I think that material of the globalization and cultural diversity can be taught and discussed through pictures, videos, or other sources from the internet.)

(2) *Belajar dengan singkat tapi jelas disertai cerita yang menyenangkan (sedikit bercanda)*

(I think we can learn briefly but clearly accompanied by fun stories (a little joking))

(3) *Belajar dan mendiskusikannya bersama tentang dampak positif dan negatif globalisasi*

(I think we can study and discuss together about positive impact and negative impact about globalization.)

(4) *Memberikan cerita dalam pelajaran dan tidak hanya menulis materi, disertai game*

(I think we can learn by giving stories in lessons and not just writing material, accompanied by games)

(5) *Menjelaskan dengan jelas, tidak terlalu cepat, disertai contoh*

(I think that it can be explained clearly, not too fast, with examples.)

(6) *Menjelaskan dengan membawa properti yang mendukung*

(I think that the teacher can explain by bringing the supporting properties (for teaching and learning process))

Question number six (Q6)	Total of students
Types of answer number six (A1)	31
Types of answer number six (A2)	15
Types of answer number six (A3)	7
Types of answer number six (A4)	26
Types of answer number six (A5)	23
Types of answer number six (A6)	6

Chapter V: Conclusion

A. Conclusion

Finally English has a fundamental impact to shape the series of competences of the students such as mental spiritual, character building, knowledge and skills. These competences will be a basis for the world view. Therefore this research conclude that comparison the content of national curriculum relating to discourses of globalization in ELT for Indonesian and Finland primary schools in the curriculum is quiet similar so that this research contributes significantly for students, teachers and parents in order to predict, anticipate as well as adjust to the discursive of globalization in the future. The data consist of texts (words) taken from the class or documents such as transnational imagery terms expressed in the subject of English Language Teaching (ELT) mentioned in the national curriculum. The data are classified into three domains such as affective, knowledge and skills. The data of affective domain describes response of students toward globalization while data of knowledge domain relates to process absorption or understanding of globalization critically. Finally data of skills domain convey the competences to take apart into job market affected by the globalization. This research discovers that both junior and senior high school curricula mention transnational imagery as positive imagery, less informative and bias information, and to respond as well as adjust to the globalization with some skills such as mastering information technology.

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