

**Misdi
Siti Aisyah
Diana Rahmawati Rozak**

TASK-BASED INTERCULTURAL TASKS FOR UNIVERSITY STUDENTS



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Editor: Rusli

Cetakan Pertama: Januari 2023

Cover: Tim Penyusun

Tata Letak: Tim Kreatif PRCI

Hak Cipta 2023, pada Penulis. Diterbitkan pertama kali oleh:

Perkumpulan Rumah Cemerlang Indonesia
ANGGOTA IKAPI JAWA BARAT
Pondok Karisma Residence Jalan Raflesia VI D.151
Panglayungan, Cipedes Tasikmalaya – 085223186009

Website: www.rcipress.rcipublisher.org
E-mail: rumahcemerlangindonesia@gmail.com

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- Cet. I –: Perkumpulan Rumah Cemerlang Indonesia, 2023
Dimensi : 14,8 x 21 cm
ISBN:

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Undang-undang No.19 Tahun 2002 Tentang
Hak Cipta Pasal 72

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PREFACE

We thank God for the presence of Allah SWT who has bestowed His grace and gifts on us so that we have succeeded in completing the book entitled Intercultural Assignments for University Students according to the target. This book is about how intercultural communication, among other things, is to express social identity and bridge intercultural differences through acquiring new information, learning something new that has never existed in a culture, and simply getting entertainment or escaping. We realize that this book is still far from being perfect, therefore we always improve constructive criticism and suggestions from all parties for the perfection of this book.

Finally, we would like to thank all those who have participated in the preparation of this book from beginning to end. May Allah SWT always bless all our efforts. Amen.

Writer

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Chapter I

Let's learn their cultures through language!

Learning Objective

By completing several foreign language learning activities in this course, students are able to describe and find cultural norms and values of different cultures and build cultural awareness across nations.

Pre-Task Activities

Please make a group and observe these two events. What can you infer from both situation? What values can you learn? Do you find some differences? What about at your hometown?



Various ways of greeting

Language acquisition is significantly influenced by culture. If someone wishes to become fluent in a language, even English, they cannot separate the relationship between culture and

language. Language speakers' thoughts will also be influenced by culture. This is evident when it is shown that the language used for everyday communication shapes a culture. Speaking and exchanging ideas are simply two aspects of social connection; learning, considering, and accepting the mode of interaction is also part of communication. In order to master a language, one must also become familiar with the cultural norms and values that give the language its cultural context.

Intercultural communication is the process of exchanging messages between persons from various cultural backgrounds whose interpretation of signs, both verbal and nonverbal, may differ. It is simpler to go from a monocultural perspective to a more multicultural one when communication skills are gained.

High culture context and low culture context are the two different forms of culture in communication.

- a. High Culture Context is one that places a lot of emphasis on non-verbal and subtle communication indicators. The meaning as articulated may not always be what is communicated.
- b. Low Culture Context: In this culture, words are largely used to communicate meaning. What is said and what it means when spoken.

In the contexts of Indonesia, we often find the following dialogue.

Sella : Julia hari ini kamu cantik sekali

Julia : Ah tidak kok, kamu lebih cantik

Sella : Julia today you are very beautiful

Julia : Oh no, you're prettier

In style of American contexts, we listen different expression.

Cristine : Oh You look beautiful today

Jane : Thank you

From the situation given, it concludes that Indonesians tend to like small talk, including in a high culture context, while Americans tend to be frank, including in a low culture context.

Whilst-Task Activities

Learn the situated of intercultural conversation.

Rian: Hi, John! How are you? I heard
you went out yesterday and tried
various local cuisines.

John: Very good! Yes, I went there and I witnessed Indonesian culture up close. And I enjoyed their traditional food very much! It is so delicious.

Rian: Yeah, our culture is really good and diverse. I'm glad you like all that

John: Of course. And more than that, the people around here are really nice and friendly. They always smile at me and often greet me in English! I know it's hard to say hello in a foreign language, but they really try.

Post-Task Activities

For the assignment, make examples of high cultural context and low cultural context. See the following:

"Today, the clothes you are wearing are quite good, only the rich blue color is also

interesting if you wear it in this forum so that there is an elegant impression and can match today's theme" (High Culture Context)

"I don't like the clothes you're wearing today." (Low Culture Context)

Language Focus

In this part, you are going to learn about daily formulate expression bound in time contexts to express ideas at the moment, past, and future.

- a. I'm hungry! Let's eat Semarang's signature food **since we are here.**
- b. I can **take a closer** look into Indonesian culture.
- c. **I'd** be happy to oblige you (You may satisfy someone by helping them or by doing something that makes them pleased. Use the term "assist" to convey your enthusiasm and willingness to help someone.)
- d. May I talk with you **for a while** sir?
- e. **I come from** Australia

f. **I suggest** you to visit

Extended Task/Enrichment

Do conversations with several people, i.e. maximum 4 students, with different cultures of different countries and make it alive in Instagram or YouTube when possible. Otherwise, you can save and share the recorded video on the channels. Afterward, you can either make commenting on an Instagram or YouTube video posted with positive comments and with it can start a conversation.

Chapter II

Culture Shock

Learning Objective

Student can apply the material described in cross cultural shock in good and correct learning

Pre-Task Activities



Differences in greeting other people, in different countries, cause confused and also surprised by the habits that have been brought by people from other countries.

Whilst Activities

Miko : I'm hungry! Let's eat Semarang's signature food since we are here.

Miwa : We eat lumpia just now, why eat again?

Miko : Come on! Lumpia is just a snack. We need a proper meal with rice and delicious side dish. How about pecel ayam?

Miwa : Is the good food?

Miko : From what I read in internet. The chicken meat is very thick and the kale is fresh. I'm not really sure, but it looks delicious and many people recommended it. Let's just try it!

Miwa : Okay, Let's eat that!

Post-Task Activities

Make culture shock from various regions, make 3 kinds of culture shock in Indonesia. Can't be the same with as your Friends!

Language Focus

- He worked hard, but could not succeed
- He bought pen, and it was very nice

Extended Task

Make a video with your classmates, namely a video about the differences in culture shock in various countries and then submit the assignment via google drive.

Chapter III

Gender Stereotype

Learning Objective

Participants can know the influence and can fight gender stereotype.

Pre-Task Activities

What is a gender stereotype?

In general, gender stereotyping involves how men and women are expected to act, speak, dress, and conduct themselves, based on their sex. These preconceived gender roles can limit men's and women's capacity to pursue professional careers and prevent them from making individual choices about their lives.

Gender stereotype example

Every country and ethnic group has its specific gender role expectations. Traditional gender roles can be very different from