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The significance of cross-cultural comprehension in foreign language instruction within the Asian setting.

Afifatur Rahmah¹

¹ English Language Education, Teacher Training And Education Faculty, Universitas Madura, 69371, Indonesia.

*Corresponding author: afifaturrahmah@gmail.com (No WhatsApp: 081232061678)

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ABSTRAK

Mempelajari bahasa asing tidak hanya membantu Anda memahami kosakata atau tata bahasa baru, tetapi juga membantu Anda berbicara dengan lebih baik dengan orang lain. Jadi, saat mempelajari bahasa, menguasai budaya seseorang sangat penting. Karena setiap bahasa mencerminkan banyak jenis budaya, pembelajar bahasa harus belajar tentang pemahaman budaya. Bahasa Indonesia dan Jerman juga mirip. Komunikasi yang buruk dapat berdampak buruk, terutama dalam hal kerja sama bisnis dan kemitraan lainnya. Akibatnya, guru harus mengajarkan siswa tentang budaya kedua bahasa tersebut untuk membantu mereka memahami perbedaan antara budaya Indonesia dan Jerman. Literatur yang digunakan untuk penelitian ini berasal dari studi sebelumnya yang melihat perbedaan budaya dalam komunikasi lisan antara orang Jerman dan Indonesia. Selain itu, pengamatan dan penelitian referensi yang relevan mendukung pengembangan strategi yang tepat untuk belajar bahasa asing. Menurut hasil studi pustaka, siswa dapat memahami perbedaan budaya dengan berbagai cara. Beberapa budaya harus dipelajari dalam kehidupan sehari-hari dan di kelas, tetapi budaya lainnya harus dikomunikasikan melalui informasi. Dengan meminta siswa memahami perbedaan yang terjadi, memilih kegiatan mana yang harus dipraktikkan dan diterapkan, dan memastikan bahwa guru selalu mengawasi kegiatan untuk menghindari kesalahan pemahaman, kita dapat meningkatkan pembelajaran yang berpusat pada siswa.

ABSTRACT

Learning a foreign language not only teaches you vocabulary or grammar, but also helps you talk to other people directly. Therefore, mastering one's culture when learning a language is very important. Language learners must know about cultural understanding because each language reflects many types of culture. German and Indonesian are also the same. Poor communication can have negative impacts, especially when it comes to business collaborations and other partnerships. Therefore, teachers must teach students about the culture of the two languages to help them understand the differences between Indonesian and German culture. Previous studies on cultural differences in oral communication between Germans and Indonesians are the literature source for this research. In addition, observations and relevant reference research support the development of appropriate approaches to learning a foreign language. Students can understand cultural differences in various ways, according to literature study findings. Although some cultural knowledge must be learned in everyday life and in the classroom, other cultural knowledge



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must be communicated through information. We can improve student-centered learning by asking students to study the differences that occur, choose which activities should be practiced and applied, and choose which activities should always be supervised by the teacher to prevent misunderstandings.

INTRODUCTION

Humans possess an innate inclination towards sociability. It indicates that humans rely on each other and cannot survive independently. Human beings necessitate social connection to fulfil their myriad needs. Therefore, humans require the act of talking with each other. Efficient communication is crucial, spanning the entire duration of human existence.

Communication is a dynamic process in which a sender and a receiver engage in the exchange of information, including messages, ideas, and thoughts, with the intention of influencing each other. In the field of communication, at least two individuals are involved. One person takes on the role of a communicator or sender, while the other person assumes the role of a communicant or receiver. The communicator transmits a message or stimulus, which is then received by the recipient. To promote effective communication, it is crucial for the recipient to provide feedback or a response. The message or stimulus can appear as either nonverbal or vocal communication, and the reaction might appear as either nonverbal or verbal. In the realm of nonverbal communication, both the sender and receiver utilise their body language and gestures to convey signals to one another. In addition to non-verbal communication, there is verbal communication, which is the most prevalent kind of communication. During verbal communication, both the speaker and the listener employ mutually comprehensible language. This hypothesis posits a strong correlation between vocal communication and language, as words are considered a key component of language.

A language is a structured and mutually accepted set of spoken symbols used by people for



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communication (Algeo, 2005). The definition is articulated using precise terminology. The aforementioned components include systems, symbols, language norms, individuals, and the process of transmitting information. Language can be classified into two distinct types: first language and second language, which are differentiated by the method of acquisition. The term "first language," also known as "native language" or "mother language," refers to a language that is acquired naturally throughout early childhood, typically because it is the primary language used inside the child's household (Saville-Troike, 2006). On the other hand, a second language is any language that is learned after the first language has been mastered (Lightbown & Spada, 1999). Another interpretation of the term "second language" refers to a language that is acquired subsequent to obtaining a fundamental comprehension of the initial language (Dulay, Burt & Krashen, 1982). Fluency in a second language can be attained through either informal or formal approaches. An informal technique refers to a situation when an individual does not participate in traditional classroom education to enhance their language skills. Language acquisition can be accomplished by direct communication, which is separate from the formal method. An individual attains proficiency in a second language by receiving formal education in a classroom setting, with the guidance of a teacher.

Second language learning can be categorised into three distinct forms. The precise definitions of "second language," "foreign language," and "auxiliary language" can be located within Saville-Troike's (2006) publication. Fluency in a second language can be achieved through complete immersion in the country where it is predominantly spoken.

For instance, if a man learns the French language while living in France, it indicates that he is acquiring French as a secondary linguistic proficiency. When a person becomes proficient in a language that is not their native tongue while living in their own country, they are learning that language as a foreign language. When a female in Indonesia acquires proficiency in German, it indicates that she is acquiring German as a foreign language. Individuals acquire additional languages for particular objectives. When a Chinese individual engages in the study of English for commercial purposes, it signifies their acquisition of English proficiency as a supplementary language. When it comes to studying a foreign language, there are several techniques that can be employed.

The present methodology for language acquisition employs the communicative approach (Indriwardhani, 2012). Authentic educational resources are essential for applying this method. The precision of the educational resources is paramount. The educational materials should offer a genuine representation of the current state of affairs in the country and society. Gaining insight into the inherent connection between language and culture is a vital component in achieving proficiency in a foreign language. The meaning of language is not just derived from linguistic structures, but also from the cultural environment in which it is used. Therefore, the educational tools encompass distinct cultural attributes (Pennycook, 2001). There exist certain cultural disparities. It can present a challenging task for the students. As an illustration, a student hailing from Indonesia acquires proficiency in the German language. Furthermore, he acquires insights into the cultural aspects of Germany. There are significant cultural differences between Indonesia and Germany, with Indonesia representing eastern culture and Germany representing western civilization. The kids struggle to embrace and integrate cultural differences. Acquiring information about culture holds significant importance for pupils.

Language learners must possess a comprehension of culturally appropriate strategies for engaging with individuals, expressing appreciation, making appeals, and conveying concurrence or dissent with others (Peterson & Coltrane, 2003). Children must understand the importance of recognising that their actions and words may be seen differently by native speakers of the language they are trying to learn. It is imperative for them to comprehend that effective communication requires the utilisation of culturally appropriate terminology. Hence, the imperative to foster cross-cultural comprehension in foreign language courses cannot be overstated. However, it is possible that numerous teachers possess a restricted comprehension of the significance of cultural orientation (Cakir, 2006). The Asian ecosystem is intricate due to the vast expanse of the continent and its unique array of traits. The objective of this study is to elucidate the significance of cross-cultural comprehension in the instruction of foreign languages within an Asian setting. This study explores the concept of cross-cultural knowledge, examines the rationale for instructors to cultivate students' cross-cultural understanding, and proposes strategies for teachers to enhance students' cross-cultural understanding.

METHOD

Research design

This study constitutes a sort of research that involves conducting a literature review. A literature review



entails a meticulous evaluation and analysis of published information related to a certain topic matter, occasionally with a defined temporal scope. Conducting a literature study can be a simple and basic endeavour.

The materials are frequently condensed in a way that adheres to an organisational structure and combines both summarization and synthesis. A summary is a succinct synopsis of the fundamental information derived from the source, but a synthesis entails the restructuring or reordering of said data. It has the capacity to provide a novel outlook on current subject or combine modern perspectives with classic ones. Alternatively, it could define the cognitive advancement of the field, including important disputes. The literature review evaluates the sources and offers the reader direction on the most significant or applicable material, depending on the situation (Writing Centre, 2012). This study centres on culture, particularly the understanding of diverse cultures in foreign language schools. The researchers collected multiple materials on cross-cultural understanding and included this subject into the process of acquiring a foreign language.

The sources are scholarly articles and literature that specifically pertain to the topic of cross-cultural understanding within the framework of foreign language teaching. The researchers examined the acquired data and aimed to offer novel perspectives on the application of these findings in the Asian context, given that the exploration of cross-cultural understanding is predominantly focused on the Western context. The study utilised narrative analysis as the approach for data analysis. Narratives have multiple functions, including shaping individual or collective identity, exerting influence, justifying, making a case, imparting knowledge, conveying a moral, commemorating, rallying support, offering a perspective, entertaining, and addressing or understanding events or disasters (Manning & Cullum-Swan, 1994).

RESULTS AND DISCUSSION

The findings and discussion encompass several aspects pertaining to culture, cross-cultural comprehension, the significance of cross-cultural understanding in foreign language classes, the rationale behind teachers fostering students' cross-cultural understanding, and strategies for achieving this goal. Teachers enhance pupils' cross-cultural comprehension.

Culture

Providing a clear description of culture is challenging (Spencer-Oatey, 2012). The term "culture" encompasses numerous factors, which is why. Several specialists have expressed their viewpoint regarding the definition of culture. These definitions concur that culture encompasses something.

Culture refers to the collective knowledge and practices that are acquired and transmitted within a community. However, the specific substance of culture might change according to various interpretations (Birukou, Blanzieri, Giorgini, & Giunchiglia, 2009). However, it is excessively challenging to instruct all of those subjects inside the confines of a language lesson. The contents encompass seven distinct facets, including social organisation, customs and traditions, language, arts and literature, religion, systems of governance, and economic system.

Europe, the Middle East, and Latin America each possess distinct cultural qualities that both unite and differentiate them from one another (Culturweise Limited, 2015). This comment is equally relevant to the situation in Asia. Asia is an expansive continent comprising several nations, diverse populations, and rich cultural traditions. In the context of teaching foreign languages, particularly in Asia, a strong understanding of culture is crucial.

Moreover, the acquisition of cross-cultural comprehension is necessary in order to attain proficiency in foreign language acquisition and facilitate successful communication.

Cross-culture understanding

Inter-cultural understanding is necessary. When cultural differences are present, it is advisable to focus on developing a mindset that understands human conduct and its cultural impacts (Parsons, 1962). The main determinant influencing cultural differences.

The difficulties encountered in teaching across different cultures are discussed in the study by Grant and Lei (2001). Recognising the differences among persons with various cultural backgrounds, such as religion, ethnicity, and views, is crucial. Cross-cultural comprehension is the ability to recognise and understand cultural differences, interpret them effectively, and behave appropriately when interacting with individuals or situations from various groups (Sugirin, 2009). Developing cross-cultural understanding is essential, as it enables efficient



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communication not just between individuals of different nationalities or languages, but also among individuals of the same nationality who have distinct cultural backgrounds.

Foreign language acquisition can be seen as a type of cross-cultural education. Foreign language training enables pupils to develop both linguistic ability and a comprehensive comprehension of the cultural norms and practices associated with the language being studied. Acquiring proficiency in cross-cultural understanding is crucial. The aim of cross-cultural awareness training is to equip students with the attitudes, knowledge, and skills required to successfully traverse and interact with their own micro-culture, the dominant culture, and the global community (Sinagatullin, 2003).

This strategy functions as a means to augment cultural awareness and cultural sensitivity in the process of acquiring and studying a foreign language. Tanaka (2006) contends that the concept of 'cultural awareness', which pertains to the understanding of different cultures, has been emphasised as a vital element in both the acquisition and instruction of the English language. This statement can also be used to various foreign languages, including French, German, Chinese, and Korean, among others. Within the educational context, the cultivation of cross-cultural awareness will assist students in acquiring cross-cultural competence by promoting sensitivity towards different cultures. Integrating cross-cultural understanding into the curriculum is essential. There are several approaches to execute this procedure.

Cross-culture understanding in classroom

Within the classroom setting, teachers play a crucial role in facilitating students' attainment of cross-cultural comprehension. It is particularly crucial in a foreign language lesson, particularly in the first session, as the pupils have only a limited knowledge of the language.

Educators Can impart cultural knowledge through various methodologies.

The methodologies mentioned are cognitive, communicative, and intercultural, as stated by Tomková (2007). Distinguishing between these three approaches is challenging in practical applications. This perception arises because individuals perceive both approaches as indistinguishable. There exist disparities among those three approaches. The distinctions are evident in the learning characteristic, content, aims, and method (Deutsch Lehren Lernen, 2013).

Cognitive Approach

The cognitive approach to teaching culture possesses distinct properties. Teaching culture using a cognitive approach should be conducted in an appropriate classroom setting. It signifies that it is not included in the foreign language curriculum. The objective of teaching is to acquire knowledge and factual information. The text

The instructional content pertains to data and factual information. Examples of data and facts include numerical values, historical occurrences, renowned individuals, and so forth. The primary focus of this method is the act of exchanging. In this methodology, the student and teacher are expected to engage in the exchange of information pertaining to factual details, data, and numerical values. The instructional materials encompass several subjects such as history, economy, geography, politics, as well as cultural phenomena including customs, norms, and values. The children have a propensity to acquire knowledge in an impartial and methodical manner. When teaching culture, teachers can utilise texts. The texts frequently comprise tables, data, and images. The photos or pictures serve as depictions of actual circumstances.

Communicative Approach

In addition to the cognitive approach, teachers can also employ the communicative approach.

The communicative method and the cognitive approach have distinct contrasts. There are variations in certain features. Incorporating a communicative method into foreign language classes includes the teaching of culture. The cultural resources are taught in conjunction with the foreign language materials.

The communicative approach focuses on developing communicative competence. The objective of instruction is to achieve proficiency in verbal exchange. The term "communicative competence" refers to the proficiency of pupils in utilizing a foreign language in their everyday activities.

The instructional materials in this technique consist of the everyday activities of the native speakers of the target language.



This knowledge is highly beneficial in bolstering language proficiency, such as understanding the lifestyle and leisure activities of native speakers of the target language. The teaching of these contents differs from the cognitive method. In this methodology, students acquire knowledge by engaging with various resources such as texts, videos, or films. The key factor is the genuineness of the instructional resources. The texts in this technique include items such as tickets, maps, menu lists, and so on. Authentic materials refer to educational resources that accurately depict the actual conditions and context of the target language's nation. Authentic materials offer several benefits. Authentic materials provide valuable information and insights into the current daily realities of a place. Conversely, these materials focus on linguistic attitudes and provide examples of different communication modes.

Intercultural approach

The intercultural approach shares similarities with the communicative approach. Culture is included as an integral component of the language instruction in this approach. It signifies the incorporation of cultural education and language instruction. The objective of this strategy is for the pupils to acquire

The capacity to acquire novel or distinct knowledge about a foreign culture, as well as the proficiency to effectively communicate in a cross-cultural setting. The essence of this approach encompasses all aspects that embody the target culture, which refers to the culture of the society in which the language being taught is spoken. The students should systematically compare some aspects of the target language's culture with those that are compatible with their own culture. Foreign language acquisition serves as a means of exploring elements of a foreign culture while still maintaining our own cultural identity. In addition, there is a process of formulating a strategy to effectively utilize and acquire knowledge from a foreign language and culture. The objective is to facilitate effective communication among individuals from diverse cultural backgrounds.

Developing this competency requires a significant amount of time and sufficient opportunities for students to gain experience.

Sugirin (2009) outlines the sequential steps that students must undertake in order to attain this level of proficiency.

The stages are as follows:

1. Cross-Cultural Knowledge (CCK) is a necessary requirement for achieving cross-cultural understanding. The lack of understanding about other cultures often leads to an inability to appreciate them. Respect and admiration for a culture will develop and increase when individuals possess knowledge and understanding of the esteemed attributes, values, beliefs, and behaviors within that society.
2. By providing sufficient Cross-Cultural Knowledge (CCK), individuals will cultivate Cross-Cultural Awareness (CCA), characterized by comprehension and admiration, perhaps resulting in modifications in behavior and attitudes towards the respective culture.
3. Effective cross-cultural communication will inherently foster cross-cultural sensitivity (CCS), which refers to the capacity to discern culturally influenced circumstances, contexts, and behaviors and respond to them properly. An appropriate response requires individuals to abandon their own culturally conditioned judgments of the circumstance or conduct (such as categorizing them as good/bad or right/wrong). This can only be achieved via the cultivation of cross-cultural knowledge and awareness.
4. People can only obtain Cross-Cultural Competence (CCC) by possessing sufficient CCK, CCA, and CCS. CCC is the ultimate phase of cross-cultural comprehension and indicates the actor's proficiency in operating efficiently across different cultures. According to Ross and Thornson, cross-cultural competency is achieved by gaining knowledge and skills through firsthand experience with cultural differences, which then leads to the creation of cultural synergy (Ross & Thornson, 2008).

CONCLUSION

Acquiring a foreign language is not an easy thing. It is imperative that we acquire a comprehensive understanding of both the linguistic intricacies and the cultural nuances of the society that use the language. Hence, the necessity of fostering cross-cultural comprehension in the context of teaching foreign languages.

linguistics. This research seeks to elucidate the significance of cross-cultural comprehension in the instruction of foreign languages within the Asian context. Cross-cultural comprehension refers to the capacity to acknowledge and comprehend cultural disparities, accurately interpret them, and respond appropriately when



interacting with individuals or situations from these communities. Teachers can impart cultural knowledge by employing three distinct methodologies in their instructional practices. The approaches mentioned are cognitive, communicative, and intercultural. Each technique possesses distinct properties.

Teachers must comprehend which methodology they ought to employ. The key factor in selecting the appropriate strategy is the learning or teaching objectives. Despite possessing knowledge of the learning or teaching objective, teachers nonetheless encounter challenges when instructing culture. Two challenges include the intricacy of the concept of culture and the appropriate methodology.

These problems require resolution.

Several recommendations can be provided. The following items are:

1. The appropriate methodology, determined by the learning objectives, should be selected judiciously.
2. The instructional or educational resources should be genuine. It signifies that the contents accurately depict the actual conditions of the society in the target language.

3. In the presence of cultural disparities, it is imperative for both educators and learners to cultivate cultural consciousness.

Both professors and students should actively participate in class.

Utilizing learning media is highly efficient for instructing cultural concepts in the classroom. It has the potential to enhance the students' motivation.

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