CULTURAL ELEMENTS ON HOW TO TRAIN YOUR DRAGON THE HIDDEN WORLD MOVIE AND ITS CONTRIBUTION TO THE TEACHING CROSS CULTURAL UNDERSTANDING

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Abstract:

The main purpose of this study are to analyze cultural elements on How to Train Your Dragon the Hidden World movie and its contribution to the teaching Cross Cultural Understanding. The objectives of the research are to analyze cultural elements on How to Train Your Dragon the Hidden World Movie, and to analyze the contributions of cultural elements on How to Train Your Dragon the Hidden World movie to the teaching of Cross Cultural Understanding. This research was descriptive qualitative method and the writer is the main instrument of this research. In collecting the data, the researcher utilized documentation method. In this method, observation is also used to obtain information and research conclusions. The techniques are watching and observing the movie, reading subtitles on this movie, analyse cultural elements from this movie, and it is connecting to teaching cross cultural understanding. Based on the analysis, the researcher found eight aspects of cultural elements in How to Train Your Dragon the Hidden World movie, such as: ritual or ceremony, hero or famous person, symbol, artifact, norms, confidence, myths/history/stories/ legends, and attitude. How To Train Your Dragon the Hidden World movie was shown cultural values as alternative learning materials in Cross Cultural Understanding, this research can be used as a source for learning Cross Cultural Understanding.

Keywords: *cultural elements, movie, cross cultural understanding*

1. Introduction

Nowadays, many problems arise in education. Teaching and learning activities are less effective, because students do not pay attention to the teacher and do not understand the material presented by the teacher. This problem is generally caused by how the teacher delivers the material to the students. In this modern era, teachers can use a variety of interesting learning media with movies, animations, pictures, or posters. With that students become interested in paying attention to learning.

As a supporting system for teaching, media helps most of the lecturers to give particular information to the students, such as watching movies. Media is a component of learning or physical vehicle that contains instructional material on students' environment that can stimulate students to learn (Arsyad, 2011:4).

Education media is important because it can develop students' creativity. They are many kinds of media. There are movies and television, magazine, novel, and radio. It has to do with what to teach through media, when, and how. It aims to motivating students to develop critical thinking, and students' interest in their experiences while using various means of Media.

Hamalik (2009: 57) defines movie is a sequence of pictures projected on a glass screen with regular speed and it moves continuously and forms a formal action of people and things. A movie is a tool to deliver the concept of education. Most of the movies are adapted from real stories in the world, and the others are adapted from books or novels. Most of the people use a movie for entertainment, criticism, advertisement, etc. Using this media, the lecturer can educate students about educational elements through movies. The movie contains educational value. After watching a movie, students can reflected to be a good quality person. The student can develop their responsibilities and social skill in the school.

Culture might also be defined as ideas, customs, skills, arts, and tools which characterize a given group of people in a period of time. Culture is any scope of culture that has existed for generations which include the fields of art, knowledge, law, beliefs, customs, and patterns of community, habits, and other related matters that exist in a particular community area. There is a way of life that develops, it is shared by a group of people, and is passed down from generation to generation. Every culture has a characteristic of the differences that make cultural perspective used to see what striking culture is so as not to be found in another country. A cultural element is also the point of view from which each person sees the same situation - when culture is layered on top of the point of view it means that someone is seeing a situation based upon their beliefs, elements, experiences that are commonly found in their own culture.

Cross Cultural Understanding is important for the learner who will go abroad and study Cross Cultural Understanding subject. As a learner, the student needs it to know the different cultures of each country. *How to Train Your Dragon the Hidden World* movie is one of the movies that can be used to increase knowledge about Cross Cultural Understanding teaching. The students can find out knowledge about the culture of the Viking era by watching *How to Train Your Dragon the Hidden World* movie. The teacher will be assisted by this movie to make the students interested in the educational elements of learning Cross Cultural Understanding. Regarding the statement above, the writer believes that the educational elements of *How to Train Your Dragon the Hidden World* movie for learning Cross Cultural Understanding are very effective. From the explanation above, the writer will analyze about *Cultural Elements on How to Train Your Dragon the Hidden World* movie and its contribution to the teaching Cross Cultural Understanding.

2.   Literature Review

2.1   Culture

Edward Tylor in Umi and Rina (2014:1) defines that culture is a complex whole that includes knowledge, beliefs, arts, morals, law, customs, and other capacities and habits acquired by humans as a member of society. There is a way of life that develops, it shared by a group of people, and is passed down from generation to generation. Many cultures in the world, each country have their own culture and has its characteristics. Also, culture can be a differentiator when we visit a country or region that we have not yet visited. Learning culture is very important so that we can know the culture of other people, so there is no misunderstanding. A whole variety of types of cultures according to Umi & Rina (2014:7) includes; corporate culture, professional culture, gender, age, religious culture, regional culture, and class culture.

Umi & Rina (2014:2-3) stated that culture is characterized by the four basic features; 1) Culture is preserved by the whole community, 2) Culture is a social heritage, 3) Language is one of the most important in a culture, 4) The parts of culture cannot be separated from one another. According to Umi & Rina (2014:4-7) elements of culture summarized the elements or visible attributes of culture as follows:

1)   Ritual or ceremony; a process or series of actions performed by a group of people in certain circumstances and with a certain meaning.

2) Hero or famous person; usually his behavior is used as an example of culture because his attitudes are correct and even perfect.

3) Symbol; objects that are used as triggers to remind people of rules, beliefs, manners, and procedures for doing something.

4) Artifact; an object that is believed to have a certain symbolism in a culture. For example a bunch of flowers at a reception.

5) Norms; constitute cultural rules and elements that must be obeyed by its members. If you violate it will be sanctioned.

6) Confidence; is an assumption that each individual depends on his or her religion. For example, in the culture of shawalan in the week after Eid al-Fitr, there is a kind of area to believe in it with a pilgrimage to the graves of the sunan.

7) Myths, history, stories, and legends with stories that usually include good people and bad people, that's the origin of culture. Sometimes the story is true or false, no one knows it and it can become the belief of each individual or even a group of people.

8) Attitude; a behavior shown by an individual that is used to signal to others about himself.

2.2 Cross Cultural Understanding

Cross Cultural Understanding course is very important to learn to understand the cultures of various countries, regions, and ethnic groups. Broad Cross Cultural Understanding will assist negotiators and communicators in carrying out intercultural dialogue. Cross Cultural Understanding prior to Cross Cultural Communication will increase the chances of success of the communication goals. Because by mastering Cross Cultural Understanding, it means that we can know the culture of a country that we are going to. So that this will minimize misunderstandings in speaking or interacting.

Good Cross Cultural Understanding will increase the likelihood of success in negotiations. Something is very easy to understand if one of the communicators has met his communication partner before communication begins and is assumed to have a pleasant conversation and understand the culture of each individual when communicating. Umi & Rina (2014:1) stated that Cross Cultural Understanding is concerned with understanding people from different cultural backgrounds or culture of the people so we can construct our attitudes and world view, more tolerable and generous toward strange ways

that may be shown by other citizens of another country. If a person from an alien culture misinterprets a complex pattern of culture, then cross cultural misunderstanding arise.

2.3 Media

Media helps most of the lecturers to give particular information to the students, such as watching films. Media is a tool to convey or deliver the message of a learning for education. Media is a component of learning resource or physical vehicle that contains instructional material on students' environment that can stimulate students to learn (Arsyad, 2011:4). Media is divided into two categories, there are traditional media and the latest media technology. According to Berk (2009: 2), in the learning process, the lecturer provides material to students using media. Interesting media can make students active. Also, each media has advantages for students in the learning process. Teaching English using media has been elaborated by Susanto (2021) in his research using hand puppets as media to improve students 'speaking skill through narrative text: a case of eighth students of SMP N 16 Semarang in academic year of 2016/2017.

2.4 Movie

To most people, movies are popular entertainment, products manufactured and marketed by major commercials studio. It can be valuable intellectual exercises in interpreting other people's cultures. In the teaching process, a lecturer has to make his students pay attention to the media. So lecturers must be creative in making funny classes. Movies are useful in teaching because it is familiar, evocative, important, and constructive. Through the movie, the lecturer hopes that students can enjoy and are interested in paying attention to the learning process.

Movies are popular entertainment, products manufactured and marketed by major commercials studio. It can be valuable intellectual exercises in interpreting other people's cultures. Movies use motion and spectacle. Therefore, a movie can study drama, but movie contains techniques from photography, cinematography, sound, and editing. Barsam and Monahan (2010: 71-77) stated that there are three types of movies, namely documentary, narrative, and experimental. Each film has a value obtained from the analysis of the elements of each film. There are 3 elements of the film, namely settings, theme, and character (Barsam and Monahan, 2010: 81-94).

3.   Research Methodology

3.1   Design of the research

This analysis aplies "Descriptive Qualitative Research". Descriptive method is a type of qualitative research in which data is in the form of oral and written. In other words, qualitative research has several methods. One of them is descriptive qualitative method. In a qualitative descriptive method, the authors compile the data in the form of written or spoken words and use literature study in analyzing to find the data as well. The author looks for several sources such as articles, journals, etc. in libraries and the internet or e-books. Researchers use a literature studies to analyze culture shock by watching and reading film scripts to find data, and the authors search for several sources such as books, articles, journals in libraries, and the internet.

3.2   Instruments

The instrument in descriptive qualitative research is the researcher themselves (Sugiyono, 2008: 22). Therefore, the researcher must ensure that their ability to carry out the research. The researcher as the main element in research has more opportunities to explore, learn more deeply, and infer the findings of the study. Creswell (1994: 175) also stated that the researcher is a key instrument that is very influential in qualitative research. In this research, the role of the researcher includes collecting data through watching movies, analyzing cultural elements, and summarizing elements that can be contributed to cross cultural understanding.

3.2   Data Analysis Procedures

The steps for obtaining data are as follows: 1) Researcher watches a movie in several times; 2) The researcher writes the important points in the movie; 3) The researcher analyzes the cultural elements contained in the movie; 4) Researchers of infer cultural elements to contribute to cross cultural understanding; 5) Conclude the results of research to answer the objectives.

4.   Findings

This research founds total 1 ritual or ceremony, 4 hero or famous person, 5 symbol, 14 artifact, 3 norms, 0 confidence, 2 myths/history/stories/legends, and 3 attitude.

No.	Type of cultural elements	Results
1.	Ritual or Ceremony	a. Wedding ceremony of suku Berk
2.	Hero or famous person	a. Hiccup
		b. Toothless
		c. Light Fury
		d. Astrid
3.	Symbol	a. The hidden world
		b. Berk's land
		c. Ate activities of Berk tribe
		d. Berk tribe's beard
		e. The blonde hair
4.	Artifact	a. Home of Berk tribe
		b. Headgear
		c. Long shawl
		d. Ax
		e. Bracelet and jewelry
		f. Leg mate
		g. Map
		h. Tail on Toothless body
		i. Binoculars
		j. Chest
		k. Ancient book
		l. Boats
		m. Stick
		n. Bunch of flowers
5.	Norms	a. Dragons can coexist forever with human
		b. The belief of Berk's tribe
		c. Violence on animals
6.	Confidence	a. Not shown in the movie
7.	Myths/history/stories/legends	a. The hidden world
		b. Ship sailing near a hidden world
8.	Attitude	a. Always be grateful to fellow humans and animals
		b. The loyal attitude of friends
		c. Great teamwork
		d. Realizing mistakes
		e. Grimmel's arrogant attitude
		f. Selfishness

5. Discussion

The contribution of cultural elements of *How to Train Your Dragon the Hidden World* movie to teaching Cross Cultural Understanding

Cultural elements on *how to Train Your Dragon the Hidden World* movie has been analyzed by the researcher. On this occasion, students can learn and to understand how cross-cultural can be applied in real life. This is can make it easier for students to find issues and phenomena that occur in life. The researcher used the movie as a learning media because the movie is enjoyable. Besides that, students are also more interested in listening to learning. By watching movies, students can analyze the cultural aspects contained in the movie.

Cross Cultural Understanding for English learners is important because it is knowledge for future work in facing the world with various cultures. Teaching Cross Cultural Understanding by watching a movie will be more interesting for students. This method can be used by lecturers to teach Cross Cultural Understanding, because movie is learning media that are not boring, colorful, and funny. After watching a movie, students can analyze what culture contained in the movie. Therefore, students will get knowledge about the culture in a movie and they can learn various kinds of cultural differences in the world.

The contribution of using *How to Train Your Dragon the Hidden World* movie cannot be achieved maximally if the method used in the learning of Cross Cultural Understanding is not well prepared. Cross Cultural Understanding is one of the subjects' matters for seventh-semester students majoring in the English Department. The analytical method is one way that students can understand Cross Cultural Understanding and its elements. The contributions that can be made to teach Cross Cultural Understanding include; The movie analyzed can be designed to be used as a student assignment, based on the researcher's findings, there are eight cultural elements found in *How To Train Your Dragon The Hidden Worl*d movie so that it is effective in providing in-depth Cross Cultural Understanding material, and the next is references that the authors use in this study can be used as an additional reference to teaching Cross Cultural Understanding.

The researcher found several cultures that could be categorized as cultural elements written by Umi & Rina (2014:2-3). There are several cultural elements found in *How to Train Your Dragon the Hidden World* movie. In the Cross Cultural Understanding lecture, the lecturer can use *How to Train Your Dragon*

the Hidden World movie as a learning media in providing services to students. Learning Cross Cultural Understanding is not only by analyzing videos or books but also through the movie. This is more effective because students do not get bored quickly to analyze, but can also watch the movie. Therefore, students are more interested in learning Cross Cultural Understanding.

6. Conclusion

1. The cultural elements found on *How To Train Your Dragon The Hidden World* movie are rituals or ceremonies; hero or famous person; symbol; artifact; norms; confidence; myths, history, stories, legends; and attitude. The lecturer can use these cultural elements to be applied in teaching cross cultural understanding. Because of learning from a movie, the students can understand the cultural elements of *How to Train Your Dragon the Hidden World* movie.

2. A movie is an interesting media in teaching cross cultural understanding. After preparing the movie, the lecturers ask the students to watch the movie several times. Then, they analyze to find out the differences culture based on the cultural elements in *How to Train Your Dragon the Hidden World movie.*

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