

**STUDENTS' PERCEPTION TOWARD CULTURAL  
AWARENESS AS A CONTRIBUTING FACTOR IN  
LEARNING ENGLISH AS A FOREIGN LANGUAGE IN  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

*(A Descriptive Research of Students at English Department Year 2013  
at Muhammadiyah University of Makassar)*



**A Thesis**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the  
Requirement for the Degree of Sarjana Pendidikan*

**NURUL MAGFIRAH**

**10535555113**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2017**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**LEMBAR PENGESAHAN**

Skripsi atas nama **NURUL MAGFIRAH**, NIM **10535555113** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 018 Tahun 1439 H / 2018 M, tanggal 26 Jumadil Awal 1439 H / 12 Februari 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **12 Februari 2018**.


Makassar, 29 Jumadil Awal 1439 H  
15 Februari 2018 M

**PANITIA UJIAN :**

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, SE., MM.**
2. Ketua : **Erwin Akib, M.Pd., Ph.D.**
3. Sekretaris : **Khaeruddin, S.Pd., M.Pd.**
4. Dosen Penguji : 1. **Sulfasyah, M.A., Ph.D**  
2. **Amar Ma'ruf, S.Pd., M.Hum**  
3. **Prof. Dr. H.M. Basri Dalle, M.S**  
4. **Maharida, S.Pd., M.Pd**

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar

  
**Erwin Akib, M.Pd., Ph.D**  
NBM: 860.934



Terakreditasi Institusi



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**APPROVAL SHEET**

**Title** : Students' Perception Toward Cultural Awareness as a Contributing Factor in Learning English as Foreign Language in Muhammadiyah University of Makassar  
**Name** : Nurul Magfirah  
**Reg. Number** : 10535 5551 13  
**Program** : English Education Department Strata 1 (S1)  
**Faculty** : Faculty of Teacher training and Education

Makassar, Februari 2018

Approved By

Consultant I

Consultant II

Sulfasyah, M.A., Ph.D

Awalia Azis, S.Pd., M.Pd

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

Erwin Akib, M.Pd., Ph.D  
NBM: 860 934

Ummi Khaerati Syam, S.Pd., M.Pd  
NBM: 977807



Terakreditasi Institusi



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

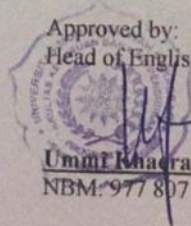
COUNSELLING SHEET

Nama : Nurul Magfirah  
Stambuk : 10535 5551 13  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : Students' Perception Toward Cultural Awareness  
As A Contributing Factor in Learning English As A  
Foreign Language in Muhammadiyah University of  
Makassar  
Consultant I : Sulfasyah, MA., Ph.D

Day / Date	Chapter	Note	Sign
		See notes on page 68 41	Prof.
		See chapter 3	Prof.
22/01/2019	→	See notes on page 28	Prof.
	→	Attend to the suggestion given before entry for the exam !!!	!!!

Makassar, Desember 2017

Approved by:  
Head of English Education Department



Umi Khaerati Syam, S.Pd., M.Pd  
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Nurul Magfirah  
Stambuk : 10535 5551 13  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : Students' Perception Toward Cultural Awareness  
As A Contributing Factor in Learning English As A  
Foreign Language in Muhammadiyah University of  
Makassar  
Consultant I : Sulfasyah, MA., Ph.D

Day / Date	Chapter	Note	Sign
4/1/2018	-	Tolong dibawa berita acara ujian proposal & Saran & daa' keagaji saat ujian proposal See notes on 26, 27	

Makassar, Desember 2017

Approved by:  
Head of English Education Department



Nuzmi Khairati Syam, S.Pd., M.Pd  
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : **Nurul Magfirah**  
Stambuk : 10535 5551 13  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : **Students' Perception Toward Cultural Awareness  
As A Contributing Factor in Learning English As A  
Foreign Language in Muhammadiyah University of  
Makassar**  
Consultant II : **Awalia Azis, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
03/12-17		Finshy to Discussion for findings Make the table for their motivation learny Table of content Acknowledgement Abstract	
12/12-17		More explain for the perception about culture & language	

Makassar, Desember 2017

Approved by:  
Head of English Education Department



**Ummi Khaerati Syam, S.Pd., M.Pd**  
NBM: 977.807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

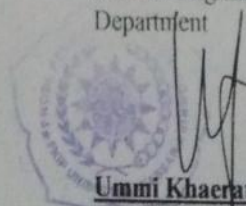
COUNSELLING SHEET

Nama : Sulastiani  
Stambuk : 10535566913  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : Students' Perception toward Psychological Problems Faced in Public Speaking Class of English Department (A Descriptive Research of Students at English Department Year 2015 at Muhammadiyah University of Makassar)  
Consultant II : Nunung Anugrawati. S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
11/9/17	1-V	ACC	

Makassar, Agustus 2017

Approved by  
Head of English Education  
Department



**Ummi Khaeraty Syam, S. Pd., M. Pd**  
NBM : 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : Nurul Magfirah

NIM : 10535 555113

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Students Perception toward Cultural Awareness in Learning English As A Contributing factor in Learning English As A Foreign Language** (*A Descriptive Research of Students at English Department Year 2013 at Muhammadiyah University of Makassar*)

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim pengujian adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Januari 2018

Yang membuat pernyataan

Nurul Magfirah





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

### SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurul Magfirah  
NIM : 10535 5551 13  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2018  
Yang Membuat Perjanjian

Nurul Magfirah

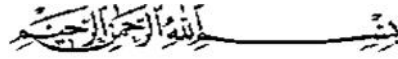
## ABSTRACT

**NURUL MAGFIRAH. 2017 .** Students' Perception Toward Cultural Awareness As A Contributing Factor In Learning English As A Foreign Language In Muhammadiyah University Of Makassar. (*A Descriptive Research of Students at English Department Year 2013 at Muhammadiyah University of Makassar*) supervised by **Sulfahsyah and Awalia Azis .**

Related to the education system, where English becomes a primary subject to learn in any level of education, from elementary to university, but there is still a limit, a measurement to differ the bad and good point from their point of view which is influenced by Islamic concept. In this case especially in University such as Universitas Muhammadiyah Makassar where the student of English department learning English, they have to learn and know the background culture of English which are different from their local culture. It is interesting to find out their perception during the process. This research was conducted to analyze students' perception toward cultural awareness on the student who have learning cross-cultural understanding and their understanding about cultural awareness. The purposes of this research are to find out knowledge about culture and language, and the perception toward cultural awareness as a contributing factor, directly or indirectly when they have been learning the outside culture from the language.

The population of this research were students of academic year 2013, English Education of the Faculty of Teacher Training and Education who having class namely cross-cultural understanding. A population students selected for this study were taken of academic year 2013. the researcher selected 40 students as research sample. The sampling technique was purposive sampling. In collecting data the researcher used some techniques, they are; questionnaire. The results of this research showed positive perception (62%) of cultural awareness as a contributing factor in learning English and the students agree it is impossible to learn English without cultural awareness. Besidesit, they have good knowledge about cultural awareness. However, study of student's perception toward cultural awareness as a contributing factor was not clear and it is needed more research .

## ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, Who has given His guidance, blessing, and mercy to her in completing this thesis. Salam and Shalawat are addressed to the last prophet Muhammad SAW

The researcher expresses her sincerely deepest gratitude to her parents Mr. Zainal lawing and Mrs. Nursiah Ganing who always pray, motivate and sacrifice everything for her success. Further, the researcher express her gratitude for her brothers ; Ashabul Kahfi for their support in her education.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, she would like to acknowledge them:

1. Dr. H. Abd. Rahman Rahim, SE., MM, Rector of Muhammadiyah University of Makassar for his advices during her study at the university
2. Erwin Akib, M.Pd., Ph. D, Dean of Teacher Training and Education Faculty for all advices and motivation.

3. Ummi Khaeraty Syam, S.Pd., M.Pd, Head of English Education Department and the consultant academic for the support and suggestion in academic .
4. Sulfahsyah, M.A., Ph.D, the first consultan for all the valuable suggestion,support and guidance in writing this thesis.
5. Awalia Azis, S.Pd., M.Pd, the second consultant for all of the invaluable knowledge, professional expertise, and motivation along the researcher finished this thesis.
6. CRINEXT English Department 2013 for sweet memories and unforgettable moment during her study in the university
7. All of lecturer and staff of English Education Department who cannot be named one by one for all of the suggestions and advices.
8. This awesome Man Muhammmad Taufiq Akbar for being supporter ,motivator,and best partner for getting better in everyday
9. These strong girls: Meidi Cita Lestari, Nirmala Ashari, Nurpahmi, Andi Nirwana, Sri Mawar , Astrid for the great cooperation, support, and sharing in studying and writing this thesis
10. Baring Team : Nurmila, Nurlinda, Evy purnawaty , Andi Sri Wahyuni for all of the sweet and unforgettable moment in P2K .
11. For all who gave valuable suggestion, guidance, assistance, and advice in completing this thesis.

Makassar, Januari 2018  
Researcher

Nurul Magfirah

## LIST OF CONTENTS

<b>COVER</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>COUNSELLING SHEET</b> .....	iii
<b>SURAT PERNYATAAN</b> .....	viii
<b>SURAT PERJANJIAN</b> .....	ix
<b>ABSTRACT</b> .....	x
<b>ACKNOWLEDGEMENT</b> .....	xi
<b>LIST OF CONTENTS</b> .....	xii
<b>CHAPTER: I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statements.....	5
C. Objective of the Research .....	6
D. Signicance of the Research .....	6
E. Scope of the Research .....	7
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Research Findings .....	8
B. Some Pertinent Ideas .....	9
C. Conceptual Framework .....	24
<b>CHAPTER III: RESEARCH METHOD</b>	
A. Research Design.....	26
B. Research Variables and Indicators .....	26
C. Population and sample .....	26

D. Research Instrument.....	27
E. Data Collection and Data Analysis .....	28

**CHAPTER IV: FINDINGS AND DISCUSSIONS**

A. Data Descriptions.....	30
B. Findings on the Research Questions .....	34
C. Discussions.....	44

**CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

A. Conclusions.....	48
B. Suggestions .....	49

**BIBLIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**





## CHAPTER I

### INTRODUCTION

#### A. Background

In this globalization era, English is very important to learn. The English language is officially big in business and communication, so we begin to learn our mother tongue, as we know many countries did not use English as their mother tongue or as their second language or third language after their local language. It gives effect to us for think that it's really important to learn English as a foreign language and most people all over the world use it as a mean of communication in social.

Learning English as foreign language is really important for students future. There has been increased awareness that our primary concern is teaching people rather than teaching subject matter. We recognize that each individual is unique. So we find then first essential part of teaching English, that is, the students. Teaching English as a second or a foreign language is not an easy task. There are basic principles common to tell good language teaching. To establish this it helps to use ideas from sociology and psychology. Learning English as a foreign language is not only focusing on language by understanding word by word, but also including culture as a contributing factor that learned directly or indirectly. Because of it, learning foreign language involves developing an awareness of the ways in which culture interrelates with language whenever it is used.

It is impossible to speak English without a mother tongue accent, even somebody who uses English only in the local community. Culture is one of the

factors that make different between two accents. Many people have argued that learning native culture is the key to success in learning foreign language. Additionally, according to Kitoi (as cited in Yakup Doganay, 2012:108) there are some benefits of a cultural awareness, that are:

- 1) Studying culture gives students a reason to study the target language and can be a good motivational tool.
- 2) One of the major problems in language teaching is to enable students think in the language they learn.
- 3) Providing access into cultural aspects of language, learning culture would help learners relate the abstract sounds and forms of a language to real people and places.
- 4) The role of motivation in ELT was proved by experts like Gardner and Lambert (1959:1972). In achieving high motivation, culture classes have to use a great role because learners like cultural based activities such as singing, dancing, role playing, discussing about and doing research on countries and peoples, etc.
- 5) The use of cultural based activities in language education increases learners' not only curiosity about and interest in target countries but also

their motivation.

Based on the fact, we talk about learning English as a foreign language and teaching English as a foreign language, we can not be separated from the role of culture, in other words, if we are teaching or learning English, we should learn about their culture, so teaching foreign language is teaching foreign culture, and foreign language teacher are foreign culture teacher, and learning culture is mean learning language. Many students are interested in learning English as a foreign language because the culture of the native speakers itself. Even they are not from English Major.

Language and culture are related and interrelated in learning English as a foreign language. Culture plays an important role in motivating students to learn foreign language. Most English foreign Language teachers, said that cultural awareness is mostly absent in learning process, this leads to many effects in learning English as a foreign language. To understand the importance of culture we need to know to what extent cultural background knowledge influence or effecting language learning, and how can we take advantage of that influence. It's very clear from the above discussions that culture and language are intricately interwoven so that one cannot be separate the two without losing significance of either language and culture.

In language learning class room, learners need to engage the way in which context affects what or how is communicated. Both the learners culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood.

As we know, English is the language most used in the world. There are some versions of English, British, American, Australian, etc. But, it's necessary to know that the language were a foreign culture and different from eastern culture. Besides, religion is the biggest factor that become arbiter. Although we cannot refuse that the Muslim community exist in Amerika, Australian etc, but they don't represent the culture of English universally.

Most of Indonesian people are Muslim. This fact makes Indonesian culture is influenced by Islamic teaching. Because of it, there is a filter to adopt a foreign culture in this situation. No matter the cultural aspect is important in the learning process, the filter still wishes to understand it. Moreover, to organize Islamic society, the government created curriculum that is input Islamic as a subject. Islamic also applied in the educational system. Islamic material is one of things that regulated in it. English learning also has to include Islamic materials. For examples, in a text or passage of English, the content is about local culture. After that, many conditions create a student's negative perception (who learns English) toward western culture because the student has standard to rate bad or good the culture through their own culture. Of course, this condition makes a contradiction with cultural awareness in learning English as a foreign language.

Whereas, in learning English, cultural awareness is a contributing factor that influences student understanding in learning English as foreign Language, as explained above about the advantage of learning culture. For example, a student needs to hear a native speaker, watch movie from target language or read articles on their concept that's means their culture too.

Although the Islamic concept as influenced educational system, but many students like to improve their English skill through original source. This fact made L2 learners in Indonesia, especially include connotation and convention level of cultural understanding. Some students believe that cultural awareness needed to limit in education . The others believe that learning native sources cannot be refused on learning process.

Base on the explanation above, the researcher than think that it is important thing to know student's perception toward cultural awareness as a contributing factor in learning English. Student perceptions are needed to know on the basis that the student as the object of the learning process. Before entering deeply, the key point of this question is their understanding about the culture and foreign language acquisition.

After knowing the perception of students, hopefully, the appropriate adjustments can be made to the success of the learning process in Cross Culture Understanding subject as suggestion to the teacher and further information will be helpful as the development of Cross Culture Understanding as a subject in English Education Department of Muhammadiyah University of Makassar.

## **B. Problem statement**

Based on the state above, this study limited the discussion by stating the following problem statement:

1. How do the learners of English as a foreign language understand about Culture and Language?
2. How do the Students' of English department in Muhammadiyah University perception toward cultural awareness as a contributing factor in learning english as a foreign language?

### **C. Objectives Of The Research**

Based on the problem statement above, the researcher intends to find out some objective;

1. To analyze the learners understanding about culture and language
2. To identify the students' perception toward toward cultural awareness as a contributing factor in learning english as a foreign language

### **D. Significance Of The Research**

The significant of the research is classified into two categories as follows:

1. Theoretical significance; This research is expected to be a good knowledge, references, and information that can be implemented in English Language Teaching and Learning, especially in cross culture awareness
2. Practical significance

There is three practical significance which are expected by the researcher as follows:

- 1) For the teacher, this research could be a useful about a new knowledge to see the perception and understanding about culture and language in classroom.

- 2) For the students',it can be provide an opportunity for them to enhancing their understanding in learning Englis as a foreign Language
- 3) For the other researcher, it can be a useful information and source for the next research.

#### **E. Scope of the research**

This research focus on the students' perception toward cultural awareness as a contributing factor in Learning Englis as a Foreign Language. How ever the researcher site was limited to English students' in Muhammadiyah University of Makassar that has Learn Cross-Cultural Understanding as a Subject.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

The related research has been analyzed and observed by the researcher related to the technique, approach and etc. here are the previous research.

1. Hussein and Zarei research titled ‘‘The Effect of L2 Learning on Learners' Perception of Culture’’. The study was undertaken to cast light over EFL learners' perception of culture. To that end, a group of English language learners was taught English through Interchange Series and their perception of culture was assessed using a researcher constructed questionnaire. The same questionnaire was also administered to the parents of the same learners to detect any probable differences. The results revealed that the EFL learners are largely distinct from their parents in perceptions of the designated cultural issues. While EFL learners were oriented towards Western Culture, their parents were lopsided towards domestic issues.
2. Dr. Ibrahim Abusihab research titled ‘‘The Effect of Cultural Awareness on Motivating Students to Learn English as a Foreign Language in Jordan’’. The research was undertaken to cast of the Effect of cultural Awareness in Jordan to learn English as A foreign language. Found that language and culture are related and interrelated in learning foreign language. Culture plays an important



role in motivating students to learn the foreign language. Most EFL Jordanian teachers remark that cultural awareness is mostly absent in learning process in English in Jordanian schools. This leads to many defects in teaching English as a Foreign language.

3. Helmi research titled "The effect of culture awareness (Aceh) as a contributing factor in Foreign Language Learners". In this research, the researcher focused on the effect of contributing factor towards cultural awareness, and found that impossible to learn foreign language without culture in it.

In this research the researcher focus on the cultural awareness as a contributing factor in learning English As a foreign language, it's not about Parents background, and culture in above. In this research the researcher limit in English Language Learners.

## **B. Some pertinent Ideas**

### **1. The People of Bugis and Islamic society**

The Bugis, also known as the Buginese, are the main ethnic group of South Sulawesi of Indonesia. Their dominance in number as well as the large area in which they live has made them the most influential ethnic group with regard to economic and political activities in the area. The other ethnic groups of province are the Makassar, the Mandar, and the Toraja. The Bugis are commonly known among their neighbors and having good motivation in promoting a better life, and this, together with the flourishing soil of their land, enables them to develop

important roles coloring the local activities not only at the level of the province but also in the eastern part of Indonesia as well.

The coming of Islam to the Bugis world in the latter part of the 16<sup>th</sup> century marked a turning point of the daily life of the Bugis. Moving from the so called pre-islamic syncretism to Islamic formalism put them, to a certain extent, among those Indonesian people whose Islamic identity is strong. And from there on, religion has been an integral and essential part of the Bugis culture and way of life (Pelras,1996:4). Not surprisingly then, Islam has become a fundamental aspect of the Bugis culture.

For the Bugis, holding ethnicity as the Bugis should also devout Muslims, some of them still preserve their pre-Islamic beliefs that to a certain extent contradict their Islamic faith, particularly for those who follow Islamic beliefs that to a certain extent contradict their Islamic Faith, particularly for those who follow Islamic orthodoxy. Most of those who still preserve this beliefs live particularly in remote villages where Muslim proselytizers, have been unable to reach the due to the problem of communication and transportation.

The only source available concerning the historical background of the Bugis religiosity is the *La Galigo Cycle*. There exist some information concerning the early life of Bugis such as some notes made by Western travelers who mentioned the Bugis, but since they were mentioned only in passing, the information given by the *La Galigo Cycle* can be used as tentative materials, to a certain extent, though on the basis that the information is more fictitious than historical.

The main religion embraced by the Bugis is Islam. About 95 percent of the Bugis are Muslim. There are a small number of the Bugis who do not take Islam as their religion. A Bugis community living in Amparita in the Sidenreng Rappang Regency remains in pre-Islamic belief and is called Tolotang. The Bugis first come into contact with Islam some time before and of the 16<sup>th</sup> century (Mattulada.1983:216-219). Since that time, the process of Islamization has taken place throughout the Bugis area, conducted mainly by Muslim proselytizers who received much support from Bugis Kingdom.

## **2. Concept of Perception**

### **a. Definition of Perception**

Barry (1998;48) in his study reveals that perception is the set of process by which we recognize, organize, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto (2003;12) found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch

In the science of psychology, there are terms of processing the information from the observation, one of which is the perception. Perception is psychological functions that start from the sensation, but continued with the process of categorizing, classifying, interpreting and linking multiple stimuli at

once. Stimuli that have been received and are grouped in such a way is then interpreted into an individual subjective meaning (Shaleh in Mulawangsa, 2015)

According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

#### **b. Perception Theory**

In order to receive information from the environment we are equipped with sense organs e.g., eye, ear, and nose. Each sense organ is a part of sensory system which receives sensory inputs and transmits sensory information to the brain. A particular problem for psychologist is to explain the process by which the physical energy received by sense organs forms the basis of perceptual experience. Sensory inputs are somehow converted into perceptions of desks and computers, flowers and buildings, cars and planes; into sights, sounds, smells, taste and touch experiences.

A major theoretical issue on which psychologist are divided is the extent to which perceptions relies directly on the information present in the stimulus. Some argue that perceptual processes are not direct, but depend on the perceiver's expectations and previous knowledge as well as the information available in the

stimulus itself (Mc. Leoad: 2007). Grocery in Darmuh (2016) stated that perception involves making inferences about what we see and trying to make a best guess. Prior knowledge and past experience, he argued, are crucial in perception. When we look at something, we develop a perceptual hypothesis, which is based on prior knowledge. The hypotheses we develop are nearly always correct. However, on rare occasions, perceptual hypotheses can be disconfirmed by the data we perceive.

### **c. Indicators of Perception**

According to Robbins (2003) there are two indicators of perception:

#### **1. Acceptance / Reabsorbtion**

The process of acceptance or reabsorbtion is indicator of perception in psychology stage; it is about the function of the five senses in grasping external stimulus

#### **2. Understanding / Evaluation**

The external stimuli that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person environment.

### **3. Changes of Perception**

Perception is not something static, but can change .The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaption and habituation that will be occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that less sensitive after receiving a lot of stimulus.

While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus.

The purpose of perception has shifted meaning. Marr in Darmuh (2016) believed that the purpose of perception is to define information from outside world. Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival.

### **3. Culture**

The word culture has many different meanings for some it refers to an appreciation of good literature, music, acts, and food. For biologist, it is likely to be colony of bacteria or other microorganism growing in a nutrient medium in a laboratory. However, for anthropologists and other behavioral scientists, it is likely, culture is the full range of learned human behavior patterns.

“it is very complex and broad topic to be learnt”. Stern (1992:180) says “it is multifaceted”. It “lies at the crossroads of a number of fields of study and academic disciplines”. There are many different approaches to this term. The key disciplines dealing with this topic are sociology, sociolinguistics, and anthropology (as cited in Valdes, Joyce Merrill, 1986:5). In sociolinguistic terms, culture is understood as communication. It deals with ways of communication; it means verbal and nonverbal communication as well as the social situations under which communication takes place. In anthropological terms, culture is defined by its characteristics which are shared by a community

#### **1. Cross cultural understanding**

Grant and (2001:10-11) claim that “*cultural differences are the main issues in cross-cultural education.*”. Without recognizing differences in tradition and habits among people of different ethnics, religions, localities, regions, and countries or nations, confusion and misunderstanding will continually recur in communication with other communities. It is *the ability to recognize these differences, make correct interpretation and react properly to people or situation in the communication with these communities* that constitutes the essence of cross-cultural understanding. Hence, cross-cultural understanding is needed in communication not only by people of different nationalities such as the Indonesian and the English or American, but also between the Indonesians coming from different localities and culture (e.g., the Sundanese and Balinese).

#### **a. Elements of cross culture**

Brown (1995) summarized the elements or visible attributes of cross culture as follows:

1. Artifacts : the physical things that are found that have particular symbolism for a culture, or they can also be more everyday objects, such as the bunch of flowers in reception. The main thing is that they have special meaning at very least for the people in the culture.
2. Stories, histories, myth, legend, jokes, with a typical story to include a bad guy and good guy (often the founder or a prototypical cultural member). There may also be an innocent and a guilty figure, etc. Sometime the stories are true, at other times nobody knows.

3. Ritual,rites,ceremonies,celebrations (procesesses or sets of actions which are repeated in specific circumstances and with specific meaning). They may be associating with the company events such as the release of a new event.
4. Heroes or named people who act as prototypes,or idelized example,by which cultural members learn of the correct or perfect behavior.
5. Symbols,and symbolic action. Symbols,is like artifacts,are things which act as triggers to remind p eople in the culture of its rules,beliefs,and etc. They can also be used to indicate status within culture. This in clude clothing ,aofficer decor an so on.
6. Beliefs, assumptions and mental models. An organization and cuulture will often share beliefs and ways of understanding the word,or the way to understanding the word. This will helps the smooth communications and agreements,but can also become fatal blinkers that blind veryone to impending dangers.
7. Attitudes, is the external displays of underslaying beliefs that people use to signal to other people of their membership.
8. Rules,norms,ethnical codes,values. The norms and values of a culture are effectivly the rules by which its members must abide or risk.

#### **b. The Importance Of Culture In Language Teaching**

According to Wel (2005:56),language has a dual characters,both as means of communication and carrier of culture. Language without culture is unthinkable so is human culture without language. Language is a part of a culture and a culture is



a part of a language, the two are intricately interwoven so that one cannot be separate two without losing significance of either language or culture.

### **1. Culture in the classroom**

English as a foreign language in Indonesia. It means that most teachers and students have no chance to be exposed to English culture and they mostly do not use it in their daily conversation. Ozguzel (1998:18) insists “ language is a tool for putting culture foundation, language cannot be delved and survive”. Culture includes the knowledge, beliefs, customs, and other forms of behavior, which are acquired by an individual in a community, and they are essential in the teaching process. Lamdagri (1998) states that teachers should explain to the learners that the basic of communication competence as follows:

- a. Appropriate, To say the right word at the right moment
- b. Body language, to make sure your gestures, facial expressions, eye gaze are understandable
- c. Turn taking, to know when and how to interrupt during the conversation.

Language learning and cultural awareness are related and they need to be taken into consideration while designing a syllabus of Foreign language should acquire good knowledge of their own culture so that they could compare it with foreign language.

### **2. Teaching culture**

There is no clear method for teaching cultural context in a classroom. The curriculum planners and textbook designers ought to include cultural content in textbooks and to focus how to teach the linguistic features in relation to the role to link

issues relating to the culture in TEFL classroom is necessary to link issues relating to culture in target language curriculum together.

There are people who teach English language successfully without professional training, succeeding by virtue or by natural teaching qualities. Ideally the professional English language teacher should have not only the required personal qualities but also training. We can express this as follows, what the teacher should know and what the teacher should do in EFL class. In another word the teacher should have a knowledge of the best and most effective methods to use, and understanding of the purpose and aim of each method he uses, and confidence and skill in his handling them.

Vrborca (2008) insists that teaching foreign language without teaching the same times its culture is meaningless. The learners be useless symbols is to which the learners attaches the wrong meaning. Teacher of foreign language has an important role in teaching its culture. He should avoid raising cultural issues that are offensive because his role is to help learners acquire to foreign language/culture. They may show the differences between the native culture and the foreign one without judging them. Learners should also understand that there is no culture that is superior to others. This will motivate them to study foreign culture. The following is lessons plans which includes activities that help learners acquire cultural aspects of a specific topic. There are no specific procedures about how to teach the culture in a classroom. The teacher of a foreign language may take these hints into consideration while teaching the culture of foreign language.

Integration of culture aspect into foreign language learning is necessary to facilitate learning culture of foreign language. This helps foreign language learners communicate with its speaker early. Turkan and Celk (2007) state if successful integration foreign language learners communicate with its speakers and or second language learners of English or any other language will be able to act flexibility and sensibility along the line of the cultural norms, that the encounter within the target language centre.

Learners of foreign language have a good knowledge about cultural aspects of the foreign language culture builds the learners cultural competence which heads to effective communication between the native language teachers and foreign language speaker. Byram (1994) go along with this trend. They insist that the foreign language teacher and foreign culture teacher because they learning foreign language communicative and effective.

Teaching culture has an effective role in terms of teaching linguistics and language skills. This also helps in changing learners attitudes towards foreign language speakers and their language. As a result, the learners may have a positive motivation or interest in learning English as a foreign language. Learners are not able to communicate with other users of English without having a good knowledge in both its culture and its linguistics components. They have to develop awareness of the cultural differences between English and their own native language because acquiring knowledge of the culture of foreign language learners become bicultural and communicate with the foreign language easily and

effectively, to achieve goals, the teacher should create setting, so that the learners perform the role as native language or native speakers.

For many generations of language learners, culture learning meant to be background information in foreign language learning. This attitude was presented not only in lessons but also in textbooks. This view contrasts with the current situation that attributes great importance to culture learning in curricula and academic publications (Lucie Vrbová, 2006:3).

This change in understanding of culture learning is associated with changes in social and political environment as culture learning is part of that complex. O'Dowd claims that the goals and methodologies of foreign language education will inevitably reflect certain beliefs on how the world should develop and what role our learners should play in this world (As cited in O'dowd Robert, 2004:11).

Skills and attitudes together with knowledge make competence. It enables a language learner "to develop an enriched, more complex personality and an enhanced capacity for further language learning and greater openness to new cultural experiences." Others call this competence intercultural competence and their definition is different. According to Byram and friends (2002:196) intercultural competence includes five elements:

1. Attitudes: curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
2. Knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of social and individual interaction.

3. Skills of interpreting and relating: ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own.
4. Skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
5. Critical cultural awareness/political education: an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries.

### **3. Language and Culture**

When learning a foreign language, students learn about the culture of that language, whether or not it is overtly included in the curriculum. This point was made by McLeod some years ago: "by teaching a language...one is inevitably already teaching culture implicitly (McLeod As cited in Byram, 1986:15)". In an article on discourse, for example, Brown questions whether or not language may be value-free or independent of cultural background. She concludes: "there are values, presuppositions, about the nature of life and what is good and bad in it, to be found in any normal use of language." Such normal language use is exactly what most foreign language instructors aim to teach.

Let us see now several reasons why "language and culture are from the start inseparably connected":

1. Language acquisition does not follow a universal sequence, but differs across cultures;
2. The process of becoming a competent member of society is realized through exchanges of language in particular social situations;
3. Every society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, the function and the content of children's utterances;
4. Caregivers' primary concern is not with grammatical input, but with the transmission of socio-cultural knowledge;
5. The native learner, in addition to language, acquires also the paralinguistic patterns and the kinesics of his or her culture.

Having outlined these findings, Buttjes cautions readers that "as in the case of first versus second language acquisition research, first and second culture acquisition differ in many respects" (Buttjes, 1990:5). Two of his further observations also explain just how language teaching is culture teaching.

Relationship between language and culture has been at the center of interest of many scientists and has undergone a profound development. The intersection of language and culture is studied by methods of cognitive anthropology. It is believed that even the slightest differences in the culture are encoded in its

vocabulary.

Sapir assessed that language and culture are not correlated only to admit later that language and our way of thinking are inseparably linked and can be considered the same. The ideas by which he supported his presumptions could be summarized as following: structure of cultural patterns is encoded in language of its culture; language is a guide to ‘social reality’ and strongly conditions human thinking about social problems and processes (Cakir, 2006:3). He believed that understanding the world is determined by language habits of society.

Moreover, Whorf developed Sapir’s presumptions into what is nowadays known as Sapir-Whorf hypothesis of linguistic relativity. This hypothesis posited that language determines thought and the way of seeing the world:

*...the background linguistic system of each language is not merely reproducing instrument for voicing ideas but rather is itself the shaper of ideas...We dissect nature along lines laid down by our native language.*

*...We cut nature up and organize it into concepts, and ascribe significances as we do, largely because we are parties to an agreement to organize it in this way – an agreement which holds throughout our speech community and is codified in the patterns of our language. ...all observers are not led by the same physical evidence to the same picture of the universe, unless their linguistic backgrounds are similar, or can in some way be calibrated. (as cited in Hudson and Richard, 1999:101)*

Whorf further suggests that users of obviously different grammars are aimed

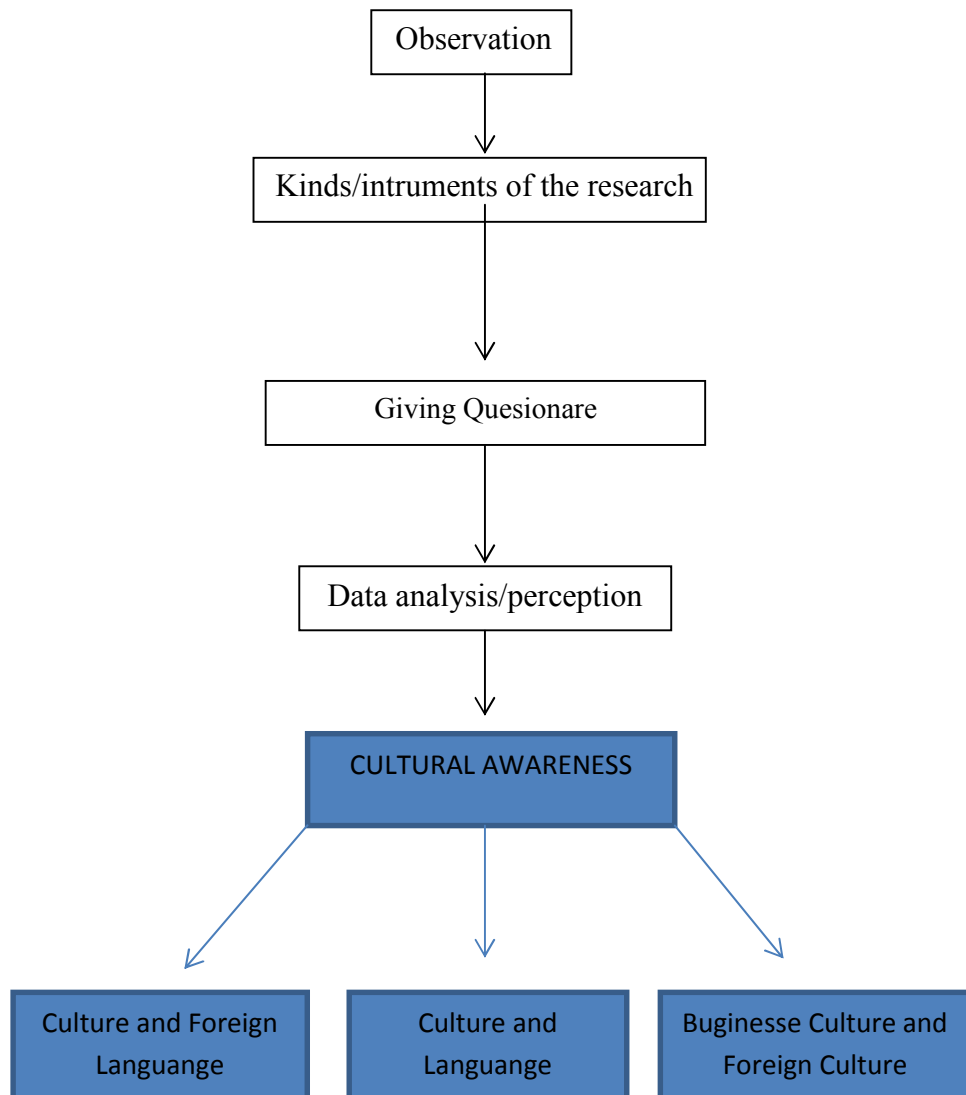
at different observations; therefore, they are not the same as observers but have to end up with a different world view. Principle of language determinism, way of thinking is determined by the language of its speaker, and language relativity, differences between languages have to mirror in the differences of its speakers' worldview, is considered too extreme nowadays and it is clear that Wharf in his hypothesis exaggerated.

Kitao suggests that “studying culture is a useful part of foreign language instruction because of its influence on language and communication.” It has benefits on language learner as it increases motivation and student's interest in target culture and its people, improves understanding of student's own culture. There has not been found any argument, according to Kitao, relating to disadvantages of studying cultures in foreign language classes

### **C. Conceptual Framework**

The study would find the students perception toward culture awareness as contributing factor in learning English As a foreign language . Students would spontaneously describe their own personal opinion as their reflection of their perception by giving quesinare . The final result,the researcher would find the the effect by using documentation of the instrument above as a supporting data. The conceptual framework proposed in this research can be seen in the following chart:





## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research is a descriptive-quantitative research. It's designed with the quantitative method and descriptive approach to present a fact about the students' perception toward culture awareness as a contributing factor in learning English, which was presented numerically in percentage system, which measures and presents a fact or a phenomenon descriptively (Sugiyono, 2013:14).

Therefore research has visit to the setting to do the observation. The researcher just wanted to know about the respondents' perception generally. The factual result of the survey was expected to represent the respondents' perception.

#### **B. Research Variables And Indicators**

There are two variables in this research, the first variable is effecting the second variable. The first variable is students perception toward culture Awareness, and the second variable is culture Awareness as a contributing factors in leaning English as foreign language.

#### **C. Population And Sample**

##### **1. Population**

Population of this research is students of Muhammadiyah University of Makassar In English Department that has learning Cross culture understanding Subject (2013).

##### **2. Sample**

Form the population above, there are 40 students' that is selected as a

sample of this research. It consists of students from the English Department that have learning Cross Culture Understanding as the subject. The sampling technique used by the researcher is purposive sampling technique. Purposive sampling is a sampling technique based on specific objectives with regard to traits and characteristics of the population (Arikunto, 2006:185).

#### **D. Research Instrument**

In this research, the researcher used a questionnaire (Lingert scale) as a research instrument.

#### **E. Techniques of Data Collection**

It needs the experiences to be noticed, listened, or felt to show the perception. In fact, when learning English, it means learning the culture of the Native itself. Then, the sensory data are processed of interpreting perception (Noor J, 2011:2). Likewise, to show the students' perception toward cultural awareness as a contributing factor in learning English, it needed accurate data.

In this research, the researcher chose two techniques of data collection that support the research method. The techniques used were, questionnaire, and interview.

##### **1. Questionnaire**

A questionnaire is a means of eliciting the feeling, beliefs, experiences, perceptions, or attitudes of some sample of individuals (James P, 1997:7). It is often provided in printed form (James P, 1997:8). In the survey method, questionnaire is one of the keys to collect the data. In this case, questionnaire provided was closed questions. The purpose of applying this was to find out

students' perceptions toward cultural awareness as a contributing factor in learning English.

Scale type that used by the researcher is the adapted from Likert Scale. Likert Scale is the number of positive and negative questions about an attitude object (Margono, 2004:176). Each question contains of four available options: (1) Strongly Agree (SA), (2) Agree (A), (3) Disagree (D), and (4) Strongly Disagree (SD).

Then questionnaires were adopted from Fortune's questionnaire design. The questions were modified to make them suitable to the purpose of this research. It contains 16 questions related to the students' perception toward culture awareness as a contributing factor and other aspect as a supporting data in learning English, which was given to the students to answer the questions, the students could spend 5 up to 10 minutes, in order to minimize the time for each student to answer it. The totals of student that were sampled in this research are 40 students.

The questionnaire in this study gave to every student who became samples in this research individually. The analysis data was based on the percentage of the respondents' responses and the formula used was adapted from Sugiyono (Sugiyono, 2005:375):

$$P = \frac{F}{n} \times 100$$

Notation : P : Rate Percentage                      n : The total number of students

F : Frequency of the score

This formula only use in data analysis of questionnaire,the data will be in percentage form from the percentage of the questionnaire's answer the research question can answered

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. The Analysis of Questionnaire

The questionnaire contained sixteen descriptions. Each questionnaire were given to 40 students of English Department of Muhammadiyah University of Makassar to grasp their perception about the Cultural Awareness as a contributing factor in English Learning. Each of sixteen descriptions was completed by four options that participants could choose; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). To analyze the results of these 40 questionnaires, researcher used the following formula

$$P = \frac{F}{n} \times 100$$

Notation : P : Rate Percentage

F : Frequency of the score

n : The total number of students

The results for each question are as follow:

**Table 4.1: Student's perception about their motivation in learning English as foreign language in their country**

No.	Option	F	Percentage (%)
1	Strongly Agree	23	58%
	Agree	12	30%
	Disagree	4	10%
	Strongly Disagree	1	2%
Total		40	100%

Table 4.1 was the result of question number 1 which appeared from the description, “Learning English as foreign language is interesting for me”. Its to show students motivation in English learning. The table above explained that a large number of participantstook the option “Strongly Agree” for this statement (58%) and there were 4 (10%) participants disagree about the description. These results indicated that the English student’s of Muhammadiyah university of Makassar have good motivation to learn English.

**Table 4.2: Student perception toward Islamic culture in Bugis**

No.	Option	<i>F</i>	Percentage (%)
	Strongly Agree	11	28%
2	Agree	24	61%
	Disagree	5	11%
	Strongly Disagree	0	0%
	Total	40	100%

The result that was gained from description, number two was provided in table 4.2. It came along from the description, “The culture of Bugis influenced by Islamic aspects”. This statement designed to see their understanding about religion. The result, mostof them were agreed. Twenty four participants tick their strongly agreement to this statement with the amount is 28% (11 participants). The first rank was positioned by option “Agree” with the number of electors are 24 participants (61%). 5 participants (10%) the rest of them chose “Disagree” for

the description. These results indicated that the students of English Department know that Islamic influenced Bugis culture.

**Table 4.3: Student Perception about the relationship between culture and language**

No.	Option	<i>F</i>	Percentage (%)
3	Strongly Agree	8	20%
	Agree	30	75%
	Disagree	2	5%
	Strongly Disagree	0	0%
Total		40	100%

The result above came from the description “I think the cultural and language are connected in learning foreign language specially English Foreign Language”. It grabbed 30 (75%) participants’ attention by putting their agreement and 8 participants (20%) put “Strongly Agree” for this statement. However there were 2 (5%) participants showed disagreement for this description. These results indicated that the student understood the relationship between language and cultural aspects inside it.

**Table 4.4: Student perception about native culture**

No.	Option	<i>F</i>	Percentage (%)
4	Strongly Agree	6	15%
	Agree	14	36%
	Disagree	16	40%



Strongly Disagree	4	9%
Total	40	100%

The description ‘ ‘ Most of the native culture that is not based on Islamic values bad’. This statement to gain what their perception about outside culture of other nations that there are Muslim became a minority. The result is, there are 14 participants (36%) who chose option "Agree", followed by the selection of "Strongly agree" as many as 6 participants (15%). And most participants (40%) who disagree with this statement. So, there were 20 participants (49%) who disagree and strongly disagree with this statement, it balanced that there were 20 participants (50%) who chose option "Strongly agree" and "agree". It showed that the student is not fanatic to Islamic values. The writer noticed that all of the partisipants who chose option ‘ ‘strongly disagree’ ’ is women.

**Table 4.5: Student’s perception toward culture understanding in Larning English as foreign language**

No.	Option	<i>F</i>	Percentage (%)
	Strongly Agree	0	0%
5	Agree	0	0%
	Disagree	30	70%
	Strongly Disagree	10	25%
	Total	40	100%

The table above showed the result from the description “I think foreign language can be learned without understanding cultural aspects.” Of the 40 participants, more than half participants chose option "Disagree" and followed with participants who chose option "Strongly Disagree". However, there are no participants agree or strongly disagree with this statement. These results indicated that the students knew cultural aspects is having to learn by directly or indirectly.

**Table 4.6: Student perception toward their knowledge about culture and cross culture**

No.	Option	<i>F</i>	Percentage (%)
6	Strongly Agree	8	20%
	Agree	27	68%
	Disagree	5	12%
	Strongly Disagree	0	0%
Total		40	100%

Description number 6 is “I fully understand about culture and cross culture”.The result in table 4.6 is ended by 68% “voice” of 27 participants who agreed that they really understand about culture in wide definition. Different finding was drawn by other participants,5 participants (12%) of them disagreed about this statement and the others sure to choose option “strongly agree”. It showed all of student in this research have a good knowledge about culture.

**Table 4.7: Student perception about differences between Bugis and native culture**

No.	Option	<i>F</i>	Percentage (%)
7	Strongly Agree	10	25%
	Agree	30	75%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		50	100%

This result came from the description “I think the culture of Bugis people and American/British are totally different in all aspects”. The number of selectors and percentage ensured us that 30 participants (75%) agreed that the culture of Bugis people and American/British are totally different. It indicated the student agreed there are many differences in culture between Bugis and American or British.

**Table 4.8: Student’s perception toward their aim in learning English**

No.	Option	<i>F</i>	Percentage (%)
8	Strongly Agree	14	34%
	Agree	22	54%
	Disagree	4	12%
	Strongly Disagree	0	0%
Total		40	100%

Table 4.8 was the result of question number 8 which appeared from the description, “I learn English for my academic purpose.” The table above

explained that most of participants agreed that they learn English for academic purpose. On the next level, 14 participants (34%) stronger agreed about the description, and 4participants (12%) the rest of them chose “Disagree” for the description.

**Table 4.9: Student’s perception toward the importance of cultural awareness in Learning English As foreign Language**

No.	Option	<i>F</i>	Percentage (%)
9	Strongly Agree	14	35%
	Agree	26	65%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		40	100%

Description number 9 was “Cultural Awareness is needed in Learning English As a Foreign Language”. The result in table 4.9 was ended by 65% “voice” of 19 participants who agreed that Cultural awareness is needed in Englis learning, additionally about 14 respondents Strongly Agree with statement.No different finding was found here. That indicated, mostly of respondent agreed with description.

**Table 4.10: Student’s perception about limitation in Cultural awareness**

No.	Option	<i>F</i>	Percentage (%)
	Strongly Agree	8	20%

10	Agree	14	35%
	Disagree	12	30%
	Strongly Disagree	2	15%
Total		40	100%

The table above showed the result from the description “cultural awareness needed with limitation in learning English As a foreign Language”. The result is that there are 12 participants (35%) who chose option "Disagree" and there were 14 participants (30%) who chose option "agree". Totally, about 22 participants believe cultural awareness needed with wall that became the limit.

**Table 4.11: Student’s Perception toward Native**

No.	Option	<i>F</i>	Percentage (%)
11	Strongly Agree	0	0%
	Agree	12	30%
	Disagree	24	60%
	Strongly Disagree	4	10%
Total		40	100%

The description “Moslty of Native culture cannot became a model for our people” The results showed there were 24 participants (60%) who chose option "disagree" and there were 12 participants (30%) who chose option "agree" and 4 (10%) other participants chose option "Strongly Disagree". The results can be concluded is, most of respondents believes not all of western culture bad.

**Table 4.12: Student’s perception about their motivation  
when they speak with native speakers**

No.	Option	<i>F</i>	Percentage (%)
12	Strongly Agree	6	14%
	Agree	25	62%
	Disagree	9	22%
	Strongly Disagree	0	0%
Total		40	100%

The result which came along from description, “I am comfortable when speaking with native speakers.” Half than of the participants showed their agreement for this statement by putting 62% (25 participants) to option “Agree” and 22% (9 participants) to option “Disagree”. It can be interpreted that there no problem when student speak with native speakers.

**Table 4.13: Student perception about how many times they  
read nonacademic article from  
American/British source**

No.	Option	<i>F</i>	Percentage (%)
13	Strongly Agree	6	10%
	Agree	12	30%
	Disagree	18	45%
	Strongly Disagree	6	15%
Total		40	100%

The writer found half than of participants or 60% (24 participants) disagreed with the statement “I often read nonacademic article from American/British source”. While, 18 participants often read nonacademic article from American/British sources. That indicated mostof them seldom read nonacademic article from an outside source.

**Table 4.14: Student perception toward their skill to differ bad and good point from a culture**

No.	Option	<i>F</i>	Percentage (%)
14	Strongly Agree	7	18%
	Agree	28	70%
	Disagree	5	12%
	Strongly Disagree	0	0%
Total		40	100%

The result was gained from description number fourteen and proved on the table above, It came from description, “I can be separate the good point and bad point from Native culture.” Almost of students put their agreement about this description. 28 participants (70%) agreed with this statement and only 7 participants (18%) chose “Strongly Agree”. However, there were 5 participants (12%) that put “Disagree” for this statement. It means that they can differ between bad and good point from Native culture.

**Table 4.15: Student perception about how many times the lecture uses material in English Foreign Language class from original sources**

No.	Option	<i>F</i>	Percentage (%)
	Strongly Agree	0	0%
15	Agree	16	40%
	Disagree	22	55%
	Strongly Disagree	2	5%
	Total	40	100%

Table 4.15 illustrated the finding of the description “the lecture often uses original sources in English Foreign Language class”. Mostly of participants disagreed with the statement. Totally there were 60% sure that the lecture seldom to give English material from original sources, from American or British.

**Table 4.16: Student perception toward how the course ‘Cross-Cultural Understanding’ help them in understanding Cultural Awareness in Learning English As Foreign language**

No.	Option	<i>F</i>	Percentage (%)
	Strongly Agree	12	30%
16	Agree	28	70%
	Disagree	0	0%
	Strongly Disagree	0	0%



Total	40	100%
-------	----	------

Table 4.16 illustrated the finding of the description ‘‘Cross-cultural understanding help me understanding cultural awareness in Learning English As Foreign Language’’. All of respondent agreed and strongly agreed with this statement.

**Table 4.16 : The Indicators of Questionnaire**

No	Indicators	score	Percentage
1	The interesting in learning English as a foreign language	23	58%
2	Islamic aspects in Bugis Culture	11	28%
3	Students perception about the reation between culture and language	8	20%
4	the students perception about native culture	6	15%
5	Students’ perception toward culture understanding in learning English as a foreign language	0	0%
6	the students’ perception toward their knowledge about culture and cross culture	8	20%
7	The differences between the Culture of Bugisness and	10	25%

	American/British		
8	The purpose of learning Foreign language	<b>14</b>	<b>34%</b>
9	The importance of Cultural Awareness in foreign language learners	<b>14</b>	<b>34%</b>
10	The limit of Cultural Awareness in English as Foreign Language	<b>8</b>	<b>20%</b>
11	The differences between Native culture and local culture	<b>0</b>	<b>0%</b>
12	the students' perception about their motivation when they speak with native speaker	<b>6</b>	<b>14%</b>
13	The knowledge about american/british culture	<b>6</b>	<b>14%</b>
14	the students' perception toward their skill to differ bad and good point from a culture	<b>7</b>	<b>18%</b>
15	The instrument and sources in foreign language class	<b>0</b>	<b>0%</b>
16	The important of Cross-cultural Understanding class in English Foreign language class	<b>12</b>	<b>30%</b>

## **B. Discussions**

Based on the description of questionnaires and interview above, the researcher found the answer to the first research question about "How do the Learners of English Foreign Language in English Department of Muhammadiyah University understanding about culture and Language?" Researcher found a

highly significant result in which the majority of students understood and have a good knowledge toward culture and language. It can be seen in several questionnaires, there were number two and five.

The statements are: "I fully understand about culture and cross culture", and "I think the cultural and language are connected in Learning Foreign Language specially English Foreign Language". Overall, based on data above, most of participants have a good understanding about relationship between language and culture. Additionally, the researcher asked them why cultural aspect is important and got some interesting answers.

Based on the calculations, researcher can conclude that 85% participants or almost half number of students were good understanding toward culture and language. Even 5 participants chose option "Disagree" and no one chose option "Strongly disagree" from two statements about their understanding toward culture and language.

The second research question was "How do the students of English Department in Muhammadiyah University's perception toward cultural awareness as a contributing factor in?" The researcher found some differences of view of this question. To gain the perception about cultural awareness as a contributing factor in learning English, the researcher checked out several statements there are:

1. I think language can be learned without understanding about culture aspects. This description is number four in questionnaire. The writer gave option "strongly agree", "agree", "disagree" and "strongly disagree". The results were

30 (70%) participants chose option ‘disagree’ and the remnant chose option ‘strongly disagree’ from 40 participants. It showed that, nobody think language can be learned without understanding the culture behind it.

2. Cultural awareness is needed in Learning English As Foreign Language. This statement is number eight in questionnaire. The results were about 26 respondent agreed with this statement, and the others surely agreed by chose option ‘strongly agree’. It’s clear, the students believe English learning need cultural awareness to study it.
3. Cultural awareness needed to limitation in Learning English As Foreign Language. One of the important point is ‘are there a limit in cultural awareness to EFL learners?’ This statement based on the definition of cultural awareness itself. So many variation of this description. The biggest result is that there are 14 participants (35%) who chose option "Disagree" and there were 12 participants (30%) who chose option "agree". Totally, about 22 participants believe cultural awareness needed limitation and the others about 18 participants believe, limitation unnecessary in English learning.

Based on the expleantion above, the students of English Department in Muhammadiyah University of Makassar believes that cultural awareness cannot be separated with English learning. They have a good understanding about

cultural awareness. Moreover, The researcher sure Cross-cultural Understanding subject's help them to understood cultural awareness. It showed the result, that there is no participant says in disagreement.

As shown in this Research , it may be claimed that culture as inseparable part of the language can penetrate into the language learners' modes of thinking and feeling, and consequently release as behavioral outputs. Of course, it must be noted that these remarks are not supposed to verify the strong version of language and culture interface which stresses the interdependence of the two for learning the language (acculturation). This point seems to require a different research design to come up with reliable results. The researcher agreed with Brown statement that cultural learning is a process through which language learners come to experience, perceive, interpret and feel the world around (Brown 2007).

On the whole, the results reached in this research are to be taken as suggestive rather than definitive as a multitude of issues might work for or against any attempts made for illumination of the culture-language relationship. Also, thought learners of English are brought up by local culture and Islamic aspects provided is believed to be sometimes stringent and meticulous we need to remember that the mass media, society in general, school as an important nurturing milieu, and over all structure of the new generation life style fostered by the peer pressure may all variably account for the cultural changes the youth experience. The English language books may be considered one crucial factor among many others. Also, the reader needs to remember that there are lots of other factors which may have affected the results in this Research, ranging from

specificity of instrument, subjects, cultural contexts, to subjects' age, gender, number, sociocultural and University backgrounds. Therefore, the results of the study have to be cautiously interpreted or generalized



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion. Moreover, the researcher adds some suggestions for the best English learning in the English department of Muhammadiyah University of Makassar as the pioneer to teach and train professional English teacher, and the other researchers who are interested in developing this issue or any related issues in the future works.

#### **A. Conclusion**

As already mentioned in the first chapter on this thesis, the aims of this study were to find out the students' perception toward cultural awareness as a contributing factor in Learning English As a Foreign Language. In this chapter, the researcher would like to conclude the data obtained in the previous chapters. There were some points to be concluded in this chapter as follows:

1. This research has shown that the majority of students in this study had a good motivation to learn English As Foreign Language.
2. According to the research, the majority of student as a foreign language learner has a good understood about cultural awareness and Cross Culture Understadning to supporting their academin on learning English as a foreign language.
3. the student's believes its impossible learning English without cultural aspect in it, beacause in fact learning a foreign language its



mean learning foreign culture. A part of them believes that cultural awareness need a limit.

### **B. Suggestion**

Based on the result of the data analysis and conclusion for the sake of improving the pedagogical process in English learning, especially in cross-cultural understanding class, the researcher suggestes as follows:

1. The researcher suggest that the lecturers choose the materials in English class that appreciate with local culture in Foreign language class, because it is helping the student to learn efectively.
2. The researcher suggests that cross-cultural understanding class should be give more attention about cultural awareness.
3. The researcher suggest that subject of Cross Culture Understanding not only learn on just one semester.
4. The researcher suggest that the Subject of Cross Culture understanding should give to the new students in English Department as an introduction from them before learn another subject in English Foreign Language Class.

## BIBLIOGRAPHY

- Alptekin, Cem., (1993). *Target Language Culture In ELT Materials*. ELT Journal, Vol.47/2, OUP, (1993) <http://www.eltj.oxfordjournals.org/cgi/content/abstract/47/2/136>
- Alptekin, C., 2005. 'Towards intercultural communicative competence in ELT'. ELT Journal.
- Alptekin, C., 2005. 'Dual language instruction : Multiculturalism through a lingua franca'.
- Aslinda, 2014. 'Pengantar sociolinguistik'. PT Refika: Bandung.
- Abushihab, Ibrahim., 2016. 'The effect of cross cultural awareness on motivating the students to learn English as a foreign language in Jordan'. Cultures and Civilizations: Journal of Foreign Languages.
- Arikunto, S., (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. PT Rineka Cipta. Jakarta
- Broughton, G & other., 1978. 'Teaching English as a foreign language'. Routledge & Kegan Paul Ltd: London
- Brown, A., 1995. *Organizational Culture*. London: Pitman.
- Butjes., 1990. 'Teaching Foreign Language and Culture': Social Impact and Politically Significance: Language Learning Journal
- Billing and EndogenBade., (2005). *Culture in Language Learning and Teaching*. University of Çukurova. Turkey
- Brown, H. Douglass., (2007). *Principles of Language Learning and Teaching*. NY: Pearson Education. ----- (2007). *Teaching by Principles*. Pearson Education. New York
- Bennett, J. M., (1993). *Cultural Marginality: Identity Issues in Intercultural Training*. In R. M. Paige (Ed.), *Education For The Intercultural Experience* (Pp. 109-135). Yarmouth, ME: Intercultural Press
- Byram, Michael., (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters. Clavendon----- (2000). *Assessing Intercultural Competence in Language Teaching*. (Retrieved September 10<sup>th</sup> 2015). <http://www.inet.dpb.dpu.dk/Infodok/Sprogforum/Espr18/Byram.html>.

- Byram, Michael and friends,. (2002). *Developing The Intercultural Dimension in Language Teaching: A Practical Introduction For Teachers*,(ViewedOktober7<sup>th</sup>2015):[Http://Noyeslodge.Cornell.Edu/Director/Intercultural.Pdf](http://Noyeslodge.Cornell.Edu/Director/Intercultural.Pdf)
- Billgenk And Endogenbade,. (2005). *Culture in Language Learning And Teaching*. University Of Çukurova. Turkey.
- Buttjes, D., (1990). *Teaching Foreign Language and Culture: Social Impact and Political Significances*. Language Learning Journal. Pdf file
- Cakir,. (2006). *Developing Cultural Awareness in Foreign Language*. Teaching Turkish Online Journal of Distance Education-TOJDE July 2006 ISSN 1302-6488 Volume: 7 Number: 3 Article: 12
- Celce Murcia,. (1991). *Teaching English as a Second or Foreign Language*. Heinle Publishers. Boston
- Common European Framework for Language,. (2002). *Learning Teaching Assessment*. Council of Europe 2002. <http://www.culture2.coe.int/portfolios/documents/0521803136>. ( viewed October 13<sup>th</sup> 2015)
- Cohen,. (2002). *A Language Instructors' Guide to Strategies for Language and Culture Learning and Use*. University of Minnesota. [http://www.carla.umn.edu/maxsa/samples/IG\\_IntLangCulture.pdf](http://www.carla.umn.edu/maxsa/samples/IG_IntLangCulture.pdf).
- Collie, J. And S. Slater,. 1994. '*Literature in the Language Classroom*': A Resource book of Ideas and Activities, Cambridge: Cup
- Djigunovic J., (2001). *Early EFL Learning in Context –Evidence from a Country Case Study*. ELT Research Papers 12–05. British council. pdf file
- Doughty, C. J., & Long, M. H. (Eds)., 2003. '*The handbook of second language acquisition*'. Oxford: Blackwell
- Ellis, Rod. 1986. *Understanding Second Language Acqum*. Oxford: OUP
- Gar. Laj,. 2006. *Educatioanal Research*. Kevin M. Darwis.
- G. Gebhard, Jerry, 2000. *Teaching English As A Foreign Language or Second Language*. Ann Arbor: The University of Minchigan Press
- Genc, B. & Bada E., (2005). *Culture in Language Learning and Teaching*. The Reading Matrix, 5(1), 73-84

- Gibson, Donely.,(1972). *A Theory of Direct Visual Perception*.In J. Royce, W. Rozenboom (Eds.).*The Psychology of Knowing*.Gordon & Breach. New York
- Galloway, V. B., (1984). *Communicating In a Cultural Context*.ACTFL Master Lecture Series. Monterey, CA:Defense Language Institute.
- Godwin., (2009). *Perception and Conflict*.National Open University of Nigeria.
- Husein and Zarai,. (2012). *The Effect of L2 Learning on Learners' Perception of Culture*, Sheikhbahae EFL Journal, Vol.1, No.1, January 2012
- Ha. P. L., (2007). *Australian Trained Teachers Of English Culture And Identity Formation*. Language, Culture And Curriculum, 20(1), 20-35. [Http://Dx.Doi.Org/10.2167/Lcc324.0](http://Dx.Doi.Org/10.2167/Lcc324.0)
- Hadley, A. O., (1993). *Teaching Language In Context*.Heinle And Heinle Publishers. Boston
- Hudson, Richard A.,(1999). *Sociolinguistics*.CUP. New York
- Helmi.,(2016). *The effect of cultural awareness in Learning English as foreign language*. Educ,journal.Pdf.file
- Ho, S. T. K., (1999). *Addressing Culture In EFL Classroom: The Challenge Of Shifting From A Traditional To An Intercultural Stance*. Electronic Journal Of Foreign Language Teaching, 6(1), 63 76
- Ibrahim,. (2007). *Promoting the Concept of Cultural Awareness as a Curricular Objective in an ESL/EFLSetting: A Case Study of Policy and Practice*,Lebanese American University.
- Holmes,J.,1992. *An Introduction to Sociolinguistics*. London and New-York:Logman,1992.
- Hurst,Beth. And Wallace Randall.,2013.'*The impact of social interaction on student learning*': Missouri State University.
- Jalaluddin,Rahmat.,(2003). *Psikologi Komunikasi*. Remaja Rosdakarya. Bandung
- James.,(1997). *Research Design in Occupational Education*.Oklahoma State University. Oklahama
- Kramsch,C.,1993. *Context and culuture in Language Teaching*,London:Cup

- Kachru, B. B., 1986. *The Alchemy of English*. USA: University of Illinois Press.
- Kramsch, Claire., (1993). *Context And Culture In Language Teaching*, OUP. Pdf
- Kramsch and Sullivan, P., (1996). *Appropriate Pedagogy*. *ELT Journal*, 50(3), 199–212. [Http://Dx.Doi.Org/10.1093/Elt/50.3.199](http://dx.doi.org/10.1093/elt/50.3.199)
- LADO, R., (1963). *Linguistics Across Cultures*. The University of Michigan Press. Michigan
- Leveridge, A. N., (2008). *The Relationship Between Language And Culture And The Implications For Language Teaching*. [Online] Available: [Http://Www.Tefl.Net](http://www.tefl.net) (viewed October 21th 2015)
- Lucie, Vrvoba., (2006). *Developing cultural Awareness in ELT*. University of Pardubice. Published thesis. Pdf file
- Lara, Rodriguez. And Louis Fernanda., 1980. 'English as a foreign language in our school': Centro Virtual Cervantes: London
- Margono., (2005). *Metode Penelitian Pendidikan*. Rineka Cipta. Jakarta
- Milles, M. B. and Huberman, M. A., (1994). *Qualitative Data Analysis*. Sage Publication. London
- Moran, Patrick R., (2001). *Teaching Culture: Perspective In Practice*, Heinle And Heinle Publisher.
- Nunan, D., (2005). *Research Methods in Language Learning*. Cambridge University Press. Cambridge
- Peterson and Coltrane., (2003). *Culture in Second Language Teaching*. Online. (viewed August 05th 2015). pdf
- Pickens, Jeffrey., (2005). *Attitudes and Perception*. Thomas University Press. Miami
- O'Dowd, Robert., (2004). *Network-Based Language Teaching And The Development Of Intercultural Communicative Competence*, Dissertation Thesis: [Http:// Milless.Uniessen.De/Servlets/DerivateServlet/Derivate-12412/Diss.Odowd.Pdf](http://Milles.Uniessen.De/Servlets/DerivateServlet/Derivate-12412/Diss.Odowd.Pdf).
- Rahim, Uddin Choudhury., 2014. *The Role of Culture In Teaching and Learning of English As A Foreign Language*. Kingdom of Saudi Arabia: Jazan

University. International Journal of Multidisciplinary Research.

Sugirin.,2009. *Cross-Cultural Understanding: What Every EFL Teacher Should Know*. Fakultas Bahasa dan Seni:Universitas Negeri Yogyakarta

Tomalin, Barry. Stempleski, Susan., (1993). *Cultural Awareness*. OUP. Pdf file  
Tomlinson, B. (2005). *English as A Foreign Language*. Published research.Pdf file -----(2008). *Language Acquisition And Language Learning Materials*. English Language Teaching Materials (pp. 3-14).Continuum. London

Seely, H.H. (1968).*Analysis and Teaching of the Cross-Cultural Context*.  
*In*Birkmair, E.M.(ed). The Britanica Review of Foreign Language Education.Vol.1.Chicago, pp37-81.

Sugiyono.,(2013). Metode penelitian.Afabeta.Bandung

## CURRICULUM VITAE



**Nurul Magfirah** was born in Sunggumiasa, Gowa on February 13<sup>rd</sup> 1996. She has one brother. She is the first child of Mr. Zaenal Lawing and Mrs. Nursiah Ganing She began her study in SD Inpres Songkolo and graduated in 2007. She continued her study in SMP Negeri 1 Sungguminasa and graduated in 2010. Afterwards she continued her study at MAN 2 Model Makassar and graduated in 2013. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. In the university, she is active and being the student of E-Claass. At the end of her study, she could finish her thesis with title “*Students’ Perception toward Cultural Awareness in Learning English As A Foreign Language (A Descriptive Research of Students at English Department Year 2013 at Muhammadiyah University of Makassar)*”.