

**AN ANALYSIS OF CROSS-CULTURAL DIFFERENCES TOWARD
STUDENTS DIFFICULTIES IN ENGLISH LEARNING AT ITTC
GONTOR PUTRI KAMPUS 5 SOUTH KONAWE**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part fulfillment of the requirements for the degree of Education in English Education Department

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2025



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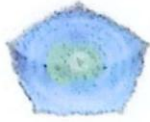


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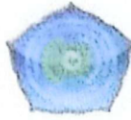
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MOTTO AND DEDICATION

Motto

“Life is not about perfection, it's about achieving your dreams and using your smile to change the world, don't let the world change your smile.”

Dedication

I dedicated this Thesis to my Lovely Parents and families



ABSTRACT

RODHIYATAM MARDHIYAH, 2024. An Analysis of Cross-Cultural Differences Toward Students Difficulties in English Learning at ITTC Gontor Putri Kampus 5 South Konawe. Thesis English Education Department Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. (Supervised by Erwin Akib and Eka Prabawati Rum)

This study aims to analyze Cross-Cultural patterns and elements that influence Students difficulties in English Learning. In this study, the researcher used a qualitative research method with a case study design as explained, focusing on six students from ITTC Gontor Putri Kampus 5 South Konawe with diverse cultural backgrounds. The researcher has conducted field observations to obtain Cross-Cultural patterns, including Communication Styles, Social Hierarchies, Family Dynamics, Values and Beliefs, Cultural Expressions, and Approaches to Time and Conflict Resolution. Additionally, interviews were conducted to identify Cross-Cultural elements contributing to English learning difficulties, such as differences in communication styles, perceptions of formality, time, and values of collectivism and respect for authority.

The findings revealed significant cultural influences on Students learning dynamics, including the impact of hierarchical and collectivist values on participation and decision-making, and challenges in adapting to English learning environments that emphasize openness, direct communication, and active participation. Furthermore, cultural norms such as fear of making mistakes and flexibility in time perception were identified as barriers to English proficiency. This study highlights the importance of fostering an inclusive learning environment that bridges cultural differences while supporting Students adaptation to global classroom norms.

Keywords: Cross-Cultural, Students' Difficulties, English Learning

ABSTRAK

RODHIYATAM MARDHIYAH, 2024. An Analysis of Cross-Cultural Differences Toward Students Difficulties in English Learning at ITTC Gontor Putri Kampus 5 South Konawe. Skripsi Program studi pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing Oleh Erwin Akib dan Eka Prabawati Rum)

Penelitian ini bertujuan untuk menganalisis pola dan elemen lintas budaya yang memengaruhi kesulitan siswa dalam belajar bahasa Inggris. Dalam penelitian ini, peneliti menggunakan metode penelitian kualitatif dengan desain studi kasus sebagaimana dijelaskan, dengan fokus pada enam siswa dari ITTC Gontor Putri Kampus 5 Konawe Selatan dengan latar belakang budaya yang beragam. Peneliti telah melakukan observasi lapangan untuk memperoleh pola lintas budaya, meliputi Gaya Komunikasi, Hirarki Sosial, Dinamika Keluarga, Nilai dan Kepercayaan, Ekspresi Budaya, dan Pendekatan terhadap Waktu dan Resolusi Konflik. Selain itu, wawancara dilakukan untuk mengidentifikasi elemen lintas budaya yang berkontribusi terhadap kesulitan belajar bahasa Inggris, seperti perbedaan gaya komunikasi, persepsi formalitas, waktu, dan nilai kolektivisme serta penghormatan terhadap otoritas.

Hasil penelitian mengungkapkan pengaruh budaya yang signifikan terhadap dinamika belajar siswa, meliputi dampak nilai hierarkis dan kolektivis terhadap partisipasi dan pengambilan keputusan, serta tantangan dalam beradaptasi dengan lingkungan belajar bahasa Inggris yang menekankan keterbukaan, komunikasi langsung, dan partisipasi aktif. Lebih jauh, norma budaya seperti rasa takut membuat kesalahan dan fleksibilitas dalam persepsi waktu diidentifikasi sebagai hambatan terhadap kemahiran berbahasa Inggris. Studi ini menyoroti pentingnya membina lingkungan belajar inklusif yang menjembatani perbedaan budaya sekaligus mendukung adaptasi siswa terhadap norma kelas global..

Kata Kunci: Lintas Budaya, Kesulitan Siswa, Pembelajaran Bahasa Inggris

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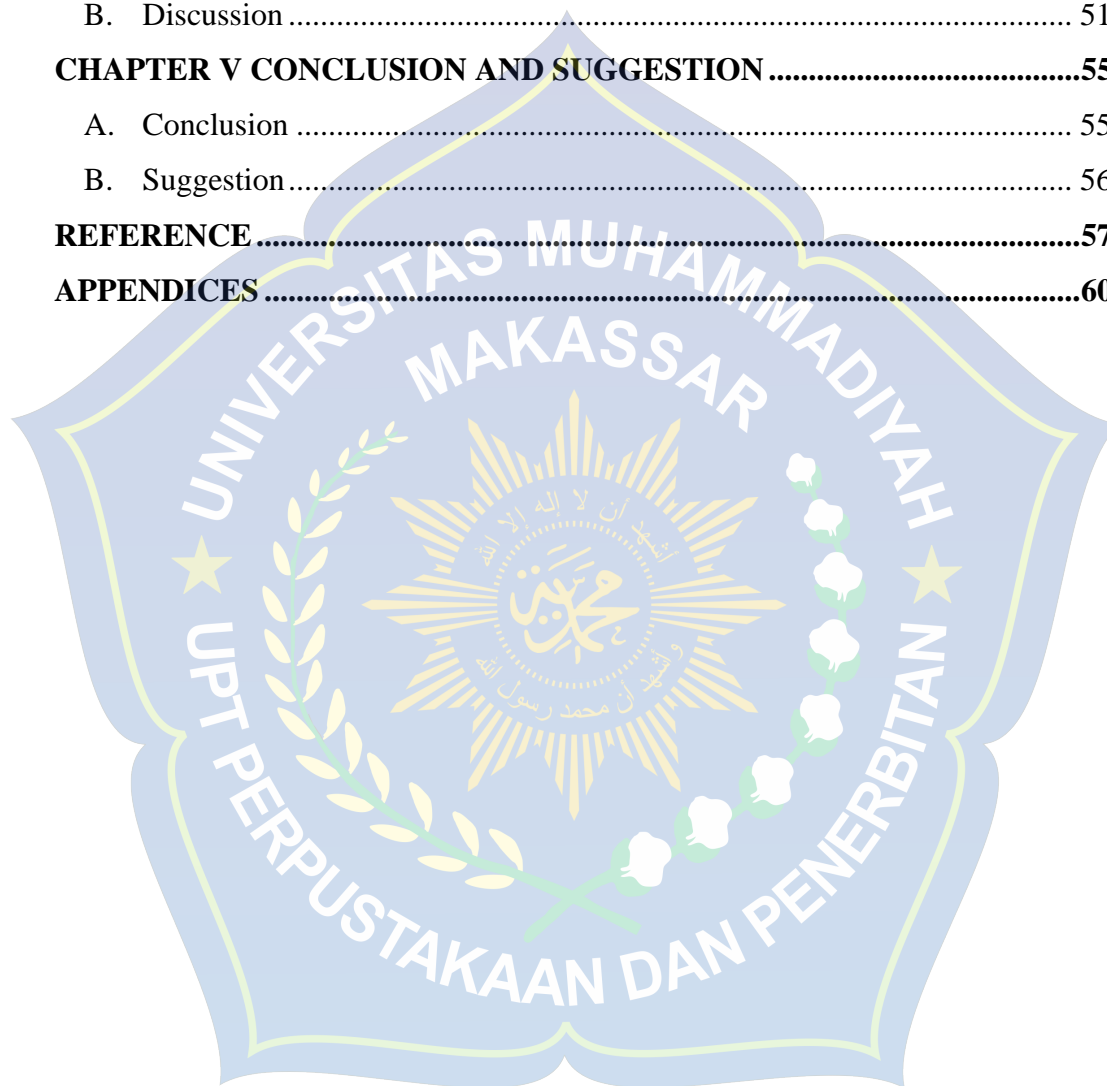


The Writer

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CHAPTER I

INTRODUCTION

A. Background

Education is indeed a structured process or system that aims to transfer a variety of elements, including knowledge, skills, values, and social norms, from one generation to the next. In research conducted by Zuhdi et al. (2021), education is a teaching and learning process activity where the education system always differs from one society to another. This comprehensive view of education emphasizes not only the acquisition of factual knowledge and practical skills but also the cultivation of values and an understanding of social norms. By preparing individuals to navigate and contribute to society, education plays a vital role in personal growth, societal progress, and the continuity of knowledge across generations.

In research conducted by Rum, E. P., et al. (2022), the variety of educational institutions emphasizes educational or learning strategies it is not only limited to state or private schools but also extends to Pesantren or what are known as Islamic boarding schools. In Islamic boarding schools, one of the Islamic educational institutions, the hallmark is the dormitory system. In pesantren, an Islamic educational institution, a distinctive feature is the dormitory system. The central figure in a pesantren is typically the kyai, an influential religious leader and teacher, while the mosque serves as a central point that animates the educational activities.

Pesantren provides a unique approach to education, often combining religious teachings with academic subjects. Students in pesantren not only learn formal education. but also engage in religious studies, memorization of the Quran, and adherence to Islamic values. The emphasis on a holistic approach to education, incorporating both secular and religious elements, distinguishes pesantren from other types of educational institutions.

In research conducted by Ardiansyah et al. (2023), Modern Islamic Boarding Schools are Islamic boarding schools that keep up with the times, serve as the living quarters for students. An example of such a modern institution is ITTC (Islamic Teacher Training Collage) Gontor Putri Kampus 5, a contemporary boarding school established by the Trimurti: KH.Imam Zarkasyi, K.H. Ahmad Sahal, and K.H. Zainuddin Fananie. KH.Imam Zarkasyi is the visionary behind the foundation of The Modern Darussalam Gontor Pondok in 1926. What sets ITTC Gontor Putri Kampus 5 apart is its commitment not only to impart religious knowledge but also to provide a well-rounded education that encompasses general knowledge, ensuring a balanced and comprehensive learning experience.

The primary objective of education and instruction at Pondok Modern Darussalam Gontor is to shape individuals characterized by faith, piety, and good moral standing, capable of serving the community wholeheartedly and actively contributing to societal empowerment. From its inception, Pondok Modern Gontor has emphasized that education holds greater significance than mere instruction. The overarching goals of education and teaching at this Islamic boarding school encompass community development, simplicity, non-partisanship, and the pursuit of knowledge for the sake of Allah. Consequently, Pondok Modern adopts the motto “Standing above and for all groups,” aspiring to cultivate students who serve as the cohesive force in a society that values independent thought. By consciously steering clear of political agendas and group affiliations, Pondok Modern Gontor nurtures a spirit of sincerity in both learning and teaching, allowing it to take root in the hearts of students and educators alike. As a result, when students complete their education at Pondok Modern Gontor, they are liberated to choose their ideologies or sects without bias, adhering to their principles as believers.

Students at ITTC Gontor Putri Kampus 5 hail from diverse regions, spanning from Sabang to Merauke, and even include international students. The communication dynamics among ITTC Gontor Putri Kampus 5 students involve proficiency in two languages: English and Arabic. Effectively connecting with peers from different regions can pose a challenge, particularly when individuals are not yet adept at utilizing the global language as a means of comprehension. The Research conducted by Endayani, T.

(2021), the mastery of international languages is crucial for facilitating clear communication and ensuring mutual understanding among students who bring varied linguistic backgrounds to the learning environment.

Based on previous research, it can be seen that there are differences in Students difficulties in English Learning based on Students religious and cultural backgrounds. Researcher was conduct research with different backgrounds, in this case the ITTC Gontor Putri Kampus 5 background which is based on cross-cultural differences among students. The reason the researcher chose ITTC Gontor Putri Kampus 5 as the place for his research was because the researcher had made initial observations and there were students there who had difficulty English Learning across different cultures. Apart from that, ITTC Gontor Putri Kampus 5 is also a place for inclusive learning, according to the researcher's title, namely researching in an inclusive learning environment. The reason the researcher uses this title is because the researcher wants to focus on finding “Cross-cultural differences that cause students' difficulties in learning English”.

Referring to the explanation above, Researcher are enthusiastic about conducting research entitled "An Analysis of Cross-Cultural Differences Against Students Difficulties in English Learning at ITTC Gontor Putri Kampus 5 South Konawe.”

B. Problem Statement

Based on the background information given above, the researcher encountered a number of formulations for the problems. The issue statement for this final assignment is as follows:

1. How do Pattern of cross-cultural influence ITTC Gontor Putri Kampus 5 South Konawe Students challenges in English Learning?
2. What cultural elements might contribute to English language learning problems at ITTC Gontor Putri Kampus 5 South Konawe?

C. Research Objective

According to the problem statements above, the object of this research are as follow:

1. To explore the way Students challenges with English Learning at ITTC Gontor Putri Kampus 5 South Konawe are influence by Cross Cultural Patterns.
2. To explore cultural elements that may contribute to Students English Learning issues at ITTC Gontor Putri Kampus 5 South Konawe.

A. Technique of Data Collection

In the research conducted by Grenier (2019), the research question and data source that offer the greatest amount of information to answer the question determine the data collection method. Thus, scientists will carry it out. Collect information by taking the following actions:

1. Before the class began, the researcher asked a permission from the teacher to sit in the class and observe the interation. The researcher have

prepared a notebook to write down the information take from the interaction.

2. While the observation began, the researcher have record all the interaction from the beginning until the end. The observation in the meeting take 45 minutes per each class.
3. The researcher take notebook and describe certain interaction as a field note in every class meeting.
4. The researcher conclude the data collection by taked picture as a from documentation.

D. Significance of the Research

1. Theoretically

Become useful information for readers to conduct research. All information that is important to obtain useful information for the institution. Arranged according to the needs for research purposes for further study and studies relevant to research.

2. Practically

The findings of this research had the following implications :

a. For Students

To inform students about their problems regarding English Learning difficulties in cross-cultural settings.

b. For Lecturers

Research are expected to provide information to English teachers' about problems which faced by his/her students. To increase better techniques in the English teaching process.

c. For Researcher

The researcher knows the problems in English teaching and learning. To develop technique of teaching as a candidate of English teacher.

E. Scope Of The Research

To obtain specific research objectives, researcher make research limitations. In this study, the researcher only focus on the analysis of Cross-Cultural Differences on Students Difficulties in Learning English. With a more specific research direction to find patterns of Cross-Cultural Differences and elements of Cross-Cultural Differences. Cross-cultural patterns that was been observed by researcher are Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expressions, Attitudes towards Time and Approaches to Conflict Resolution. As well as to find elements of Cross-Cultural Differences that can make Students have difficulty in Learning English.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

The aim of this research is to highlight the challenges students face when writing descriptive texts and to identify the factors that contribute to these challenges. Quantitative description methods were used in this research. The participants in this research were students of X MIPA 6 SMAN 1 Sukodadi who had difficulty writing descriptive texts. The data used in this research comes from student responses on interview forms and their worksheets. Data for this research was collected through interviews and documentation. To examine the data, three methods were used, namely data reduction, data presentation, and drawing conclusions. Research findings show that X MIPA 6 students have difficulty producing descriptive text; these struggles are primarily related to general organization, grammar, and spelling (Ismayanti and Khalid, 2020).

Al-khresheh (2020), underscore two main points. Firstly, listening emerges as the most formidable language skill for individuals. Secondly, Saudi EFL (English as a Foreign Language) students encounter substantial challenges across the stages of perception, decoding, and application in their listening comprehension. These challenges are attributed to various factors. Importantly, the research suggests that cultural background plays a significant role in shaping the listening process for these students.

In researcher conducted by Hoang Oanh (2022), articulates that the focus of this study is to explore the impact of integrating cross-cultural topics and teaching listening skills on the intercultural competence of students. The study involved 30 Vietnamese students studying English as a foreign language (EFL) in the Listening 2 course during the second year of their MBA program at Kien Giang University, Vietnam. Employing an experimental research design with a pretest-posttest structure, the investigation aims to assess the outcomes of integrating cross-cultural issues into the teaching of listening skills.

Kamaeva (2022), reported that the findings indicated a favorable disposition among the participants towards cultural awareness throughout their English learning journey. The outcomes of this research offer various suggestions for educators to enhance Students cultural awareness and foster positive attitudes regarding the incorporation of culture-based resources in language education.

Few studies have looked at treatments to increase school engagement for English Learners, despite the fact that adolescents' school engagement is linked to their completion of high school. In order to investigate the impact of two years of the Check & Connect intervention on engagement outcomes (such as a self-report engagement questionnaire, attendance, disciplinary referrals, and course failures) of 358 high school ELs with reading comprehension difficulties, we conducted a randomized controlled trial (RCT) as part of this mixed-methods study. The study found

no statistically significant differences between the treatment and comparison groups on the subscales of behavioral disengagement (ES = -0.14), psychological engagement (ES = -0.22), academic and cognitive engagement (ES = -0.12), goal-setting and problem-solving (ES = -0.11), student-teacher relationships (ES = -0.10), and attendance, disciplinary referrals, and core course failures on a self-report questionnaire (Williams, 2023).

Based on the research above, it can be concluded that the similarities between previous research and the research to be conducted are regarding cross-cultural influences in the learning process. Meanwhile, the difference between previous research and the research to be conducted is that the previous research only focused on the impact of cross-cultural topic integrity, while the research to be conducted was looked at Students difficulties in learning English with cross-cultural differences. and The researcher aim to focus on finding by looking The Cross-Cultural differences in Students difficulties in English learning at ITTC Gontor Putri Kampus 5 South Konawe.

B. Concept of The Problem

1. English Learning

a. Definition of English Learning

Learning is a process or effort carried out by everyone individual to get a change in behavior, either in the form of knowledge, skills, attitudes and values positive as an experience of

various materials has been studied. Learning is something that is a process and is a fundamental element in each of them level of education.

English learning refers to the process of acquiring and improving proficiency in the English language. It involves various activities such as studying grammar, expanding vocabulary, practicing speaking, listening, reading, and writing in English. English learning can take place through formal education in schools or language institutes, as well as through self-study using textbooks, online resources, language exchange programs, or immersion experiences.

The goal of English learning is typically to achieve fluency and proficiency in using English for communication in both personal and professional contexts. The definition of learning can vary among researchers, and different perspectives offer insights into the multifaceted nature of the learning process. The researcher conducted by Cremin (2022), English Learning is an engaging, highly participatory process that may be engaging in a variety of circumstances and involves a certain amount of play.

On the other hand, Tomlinson (1998) views learning as a conscious process that involves memory and is associated with the information being studied. In this context, learning is seen as a deliberate and intentional activity where individuals actively engage

with and retain information. Tomlinson uses language learning as an example, illustrating that it includes various components such as greetings, language rules, and vocabulary.

Expanding on the significance of language learning, Tomlinson and Masuhara (2004) provide a broader perspective. They argue that language learning is not only about acquiring knowledge of language systems but also involves the use of language within various contexts, including institutions, instruction, and personal experiences. They emphasize the importance of factors such as self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and creativity in learning materials.

b. Objective of English Learning

In the context of English education at the high school level, the primary goal is often to enhance proficiency in the four language skills: listening, speaking, reading, and writing. According to Haycraft (1999), listening and reading are categorized as receptive skills, involving the understanding of spoken and written language, while writing and speaking are considered productive skills, requiring the ability to generate language.

Hammil (1981), notes that difficulties in English Learning can manifest in various forms, encompassing challenges in listening, speaking, reading, and writing. This acknowledgment emphasizes

the comprehensive nature of language learning and the need to address multiple facets of language acquisition.

In the Indonesian educational context, English is typically taught as a foreign language with the specific goal of enabling students to communicate effectively and master all four language skills—speaking, listening, reading, and writing.

Listening, as highlighted by Widiyanto (2021) a process that includes listening to the sounds of language, identifying, interpreting, assessing, and reacting to the meaning contained in it. Listening involves hearing, seeing, experiencing, remembering, understanding. Even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning. According to Maturbongs (2019), listening involves the ability to identify and understand spoken language, encompassing aspects such as accent, pronunciation, grammar, vocabulary, and overall comprehension of the speaker's intended meaning.

Gilakjani and Ahmadi (2011) point out that a common challenge in listening is the difficulty in understanding information after just a brief exposure, which may result in the loss of meaning. In essence, listening entails the focused act of hearing and understanding spoken language.

Speaking skills is a productive skill and a process of revealing information ideas, and mind. Hughes and Reed (2016)

states that speaking skills is the ability to utter articulate sounds or words to express, express and convey thought, ideas and feelings.

Brown, H.D (1994) states that there are some characteristics that makes speaking difficult. Firstly, fluent speech is phrasal, not word by word. Secondly, the speaker has an opportunity to make meaning clearer through the redundancy of language. Thirdly, construction, elisions, reduces vowels. Pointedly, speaking is the ability to say the words to express, convey thoughts, ideas and feelings.

Reading is an extremely complex process and has difficulties in learning this skills. In researcher conducted by Khasawneh (2021), reading skill is a complex mental process with a hierarchical shape linked to thinking in its different levels, which are based on each other. In researcher conducted by Reading is a complicated mental process that has a hierarchical structure connected to thinking in its various degrees. This means that each degree of thinking is dependent upon the degree above it and cannot be completed without the other degrees.

Beatty (2004) states that reading is more than just knowing a lot of words. Shortly, reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. The act of reading is a cognitive activity that is just as significant as

the author's. Both situations involve the following: selection, inference, data comparison, critique, linkage, conclusion, generalization, judgment, organization, analysis, reflection, synthesis, and understanding. When a person reads, they use all of their senses eyes, intellect, and mouth as well as their emotions, feelings, and level of awareness when they read.

Writing covers a number of elements, such as content, grammar, vocabulary, unity, and coherence. According to Dixon (2005), writing is quite different from speaking in one very important way because the text has to carry all the meaning because the writer is never around to explain.

Hyland (2003) states that writing skills is the most difficult skill to be mastered. First, writing has to be learnt unlike speech, which is acquired in the other tongue as part of child normal development. Second, there is an audience factor. Third, because linguistics difficult. Fourth, the problem related how to organize and sequence our ideas acceptably. Pointedly, writing involves more than just producing words and sentences, but to able produce a piece of writing and be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers.

Foreign language learning is the language of language acquisition designed and carried out programmatically. According

to Moller (2015), language learning focuses on imitation, practice, encouragement and habit formation, and language learning is very much determined by aspects of biological, cognitive, and social maturity, also determined by aspects of teaching in the teaching and learning process.

Anderson (2004) states that there are eight basic principles regarding the nature of language, namely: language is a system, language is vocal (speech sound), language is composed of arbitrary symbols, every language is unique, language is built from habits, language is communication tool, language is closely related to local culture, and language is always changing. Pointedly, English language learning is directed to develop these skill so that students are able to communicate in English at certain literacy levels.

C. The Concept of Students Difficulties in English Learning

Learning difficulties are visible symptoms in terms of behavior. According to Silalahi (2023), learning difficulties are conditions where students experience obstacles or difficulties in understanding and mastering the subject matter being taught.

Additionally, Songbatumis (2017) also states that there are several the characteristics of learning difficulties are low learning outcomes, results obtained are not in accordance with the efforts undertaken, showing a less reasonable attitude such as indifferent,

showing behavior who has less reasonable as alienated or irritability

Shortly, learning difficulties are a condition where students cannot learn properly. In education, there are Students difficulties in English learning. According to Khasawneh (2022), one of the problems or difficulties in English learning is the students that English is difficult and boring subject, so that many students do not like English lesson and even make English as one of the lessons that have difficulty understanding the material presented and have an impact on its low English achievement.

Saputri (2020) states that English lessons on Students ability to learn English are still low, it is affect Students vocabulary mastery is still lacking, so that students experience difficulties in following lesson which affects Students ability to reading, writing, listening, and speaking.

2. Cross-Cultural

a. Definition of Cross-Cultural

Cross-cultural refers to interactions, relationships, or comparisons that involve individuals or groups from different cultural backgrounds. Culture encompasses the shared values, beliefs, customs, behaviors, and artifacts that characterize a group of people. Cross-cultural interactions can occur at various levels, such as interpersonal, organizational, or societal. Understanding and

navigating cross-cultural situations is essential in a globalized world where people from different cultural backgrounds often come into contact with each other. This can occur in various contexts, including business, education, healthcare, and social settings. Cross-cultural is an approach to understanding, comparing, and bridging differences between different cultures in order to create more harmonious and effective relationships. This approach emphasizes the recognition of the diversity of values, beliefs, traditions, and behavior patterns that are unique to each cultural group.

Cross-cultural competence involves the ability to communicate effectively, navigate cultural differences, and adapt to diverse cultural norms and expectations. According to C. A. Nuraflah (2017), cross-cultural communication is there a process of exchanging messages from individuals to other individuals where the individuals come from different cultural backgrounds.

Cross-culturalism manifests in diverse contexts, spanning international business, international relations, migration, tourism, and daily interactions within multicultural societies. In these cross-cultural situations, individuals frequently encounter disparities in understanding, behavior, and communication styles. Effectively navigating such differences requires the cultivation of intercultural skills. These skills empower individuals to bridge gaps and foster understanding amid diverse cultural backgrounds, promoting

harmonious interactions and cooperation in various global and local settings.

When individuals or groups adeptly handle and comprehend cultural differences in a positive manner, cross-culturalism becomes a source of richness and learning. However, a lack of understanding or an inability to manage cultural differences can give rise to intercultural conflict or tension. Therefore, recognizing the significance of understanding and respecting cultural diversity is crucial in a cross-cultural environment. This awareness promotes harmony, effective collaboration, and the maximization of the benefits that diverse perspectives can bring to interactions and relationships.

Cross-cultural competence is invaluable in nurturing effective collaboration, minimizing misunderstandings, and fostering mutual respect within diverse environments. This skill set is not inherent but can be cultivated through education, exposure to various cultures, and continuous self-reflection. By actively seeking to understand and appreciate diverse perspectives, individuals can enhance their cross-cultural competence, contributing to more harmonious interactions and relationships in an increasingly interconnected world.

According to Aziz and Huda (2020), cross-cultural substance encompasses interaction patterns, action plans, skills, and conflict

management instruments. This suggests that within the framework of cross-cultural dynamics, elements such as how individuals interact, the strategies they employ, their skill sets, and the tools used to handle conflicts all contribute to the overall cross-cultural substance. Understanding and navigating these components are essential for effective engagement and cooperation in diverse cultural contexts.

b. Elements of Cross-Cultural

Cross-cultural elements refer to the various factors, components, and aspects that play a role in interactions between people from different cultures. These elements can significantly impact communication, understanding, and relationships. Here are some key elements of cross-culture Conducted by Lustig, M. W. et al. (2010):

1. Communication Styles:

Different cultures may have distinct communication styles, including verbal and non-verbal communication. Understanding how people from different cultures express themselves can help avoid misunderstandings.

2. Language:

Language differences can be a significant barrier in cross-cultural interactions. Misinterpretations and language nuances can lead to confusion, so being aware of language variations is crucial.

3. Cultural Values:

Each culture has its set of values that shape behaviors, priorities, and attitudes. Understanding and respecting these values can enhance cross-cultural interactions.

4. Social Norms:

Cultural norms dictate acceptable behavior in various social contexts. What might be considered normal or polite in one culture may be perceived differently in another.

5. Religious Beliefs:

Religious practices and beliefs can influence behavior and attitudes. Being sensitive to and aware of different religious perspectives is essential in cross-cultural interactions.

6. Cultural Sensitivity:

Developing cultural sensitivity involves an awareness and appreciation of cultural differences. It includes recognizing and respecting diverse perspectives without imposing one's own cultural norms.

7. Ethnocentrism:

Overcoming ethnocentrism, the tendency to evaluate other cultures based on one's own cultural standards, is crucial in cross-cultural interactions. Being open-minded and understanding diverse perspectives helps bridge cultural gaps.

8. Cultural Intelligence:

Cultural intelligence (CQ) is the ability to adapt and function effectively in different cultural settings. It involves being aware of cultural differences, understanding them, and adjusting behavior accordingly.

9. Globalization:

The interconnectedness of the world through technology, trade, and travel has increased cross-cultural interactions. Understanding global trends and issues is essential for navigating today's interconnected world.

10. Cultural Awareness Training:

Some organizations and individuals undergo cultural awareness training to better prepare for cross-cultural interactions. This training may cover specific cultural aspects and provide tools for effective communication.

Successfully navigating cross-cultural situations requires an open mind, curiosity, and a willingness to learn from and about others. It's essential to approach interactions with respect and empathy for the diversity that exists in the global community.

c. Patterns of Cross-Cultural

The Research Conducted by Sujariati, S. (2020), Pattern of cross-cultural refers to the identifiable regularities or trends in human behavior and interaction that transcend individual cultures and can

be observed across diverse cultural contexts. The cross cultural pattern consists of several patterns, namely:

1. Communication Styles:

In some cultures, direct communication is valued, while in others, indirect communication or implicit messages are more common. For instance, in some East Asian cultures, it is considered polite to convey messages indirectly to avoid causing embarrassment or offense.

2. Social Hierarchies:

Cultural norms dictate how individuals perceive and adhere to social hierarchies. In some societies, hierarchical structures are highly emphasized, with clear distinctions between individuals based on age, gender, or social status. Conversely, other cultures may prioritize egalitarianism and strive for more equitable distribution of power and resources.

3. Family Dynamics:

Family structures and dynamics vary significantly across cultures. In some cultures, extended families play a central role in individuals' lives, while in others, nuclear families are more prevalent. These differences influence patterns of caregiving, decision-making, and intergenerational relationships.

4. Values and Beliefs:

Cultural values shape individuals' priorities, goals, and ethical principles. For example, collectivist cultures often prioritize the welfare of the group over individual interests, whereas individualistic cultures emphasize personal autonomy and achievement.

5. Cultural Expressions:

Art, music, literature, and other forms of cultural expression are influenced by cultural values, aesthetics, and historical experiences.

Different cultures have distinct artistic traditions, symbols, and storytelling techniques that reflect their unique perspectives and identities.

6. Attitudes Toward Time:

Cultural attitudes toward time vary widely, with some cultures placing a strong emphasis on punctuality and efficiency, while others adopt a more relaxed approach to time management. These differences can affect scheduling, deadlines, and expectations in professional and social settings.

7. Approaches to Conflict Resolution:

Cultural norms shape how individuals approach conflict resolution and negotiation. Some cultures value direct confrontation and open communication to address conflicts, while others may prefer indirect

strategies or mediation to preserve harmony and avoid confrontation.

3. Students Difficulties

a. Definition of Students Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by Students lack of understanding of the material. This caused the learning process to be hampered and causes their learning achievement to decline. The difficulty is a situation where students cannot learn well, because of interference. According to Utami (2023), Students difficulties refer to a condition in which students encounter obstacles in achieving the desired learning outcomes. It is characterized by challenges that hinder students from learning effectively. These obstacles may originate from both internal and external factors, impacting the overall learning process. Identifying and understanding the specific nature of these difficulties is essential for implementing targeted interventions and support to help students overcome the obstacles and succeed in their learning endeavors.

According to Djamarah (2011), difficulty is a condition in which students are unable to learn naturally. This inability may be attributed to various factors such as threats, obstacles, or distractions in the study environment. In this context, difficulties

can arise from external elements that impede the natural learning process for students. Addressing these threats, obstacles, or distractions is crucial for creating a conducive learning environment and facilitating effective learning for students. Students primed with a difficulty as importance mindset performed better on a fluid intelligence test by Raven's Progressive Matrices; Elmore et al. (2016) and a standardized writing task better grammatical construction, more relevant content: Oyserman et al. (2018) than participants primed with difficulty-asimpossibility or a no-prime control.

This statement shows that students who were primed with a difficulty-as-important mindset had better performance on fluid intelligence tests and standard writing assignments compared to students who had a difficulty-as-important mindset or who did not have primed control.

This is in line with research exploring the influence of mindset on performance outcomes. The mindset of difficulty as important can increase motivation and engagement, leading to improved cognitive performance and task outcomes. These findings underscore the role of mindset in shaping Students approaches to challenges and difficulties, impacting their cognitive abilities and written expression.

b. Categories of Students Difficulties

Students difficulties refers to challenges, obstacles, or problems that students may face in the process of learning or engaging in academic activities. These difficulties can vary widely and may encompass academic, social, emotional, or logistical issues.

1. Academic Challenges:

- a) Difficulty understanding or grasping certain concepts.
- b) Struggles with reading, writing, or mathematical skills.
- c) Lack of motivation or interest in the subject matter.
- d) Learning disabilities or attention-related issues.

2. Social and Emotional Issues:

- a) Problems with peer relationships or social interactions.
- b) Emotional challenges such as anxiety, stress, or depression.
- c) Low self-esteem or lack of confidence.
- d) Difficulty managing time and stress effectively.

3. Logistical or Environmental Obstacles:

- a) Limited access to educational resources or technology.
- b) Financial constraints affecting access to materials or educational opportunities.
- c) Issues related to transportation or commute.
- d) Lack of a conducive learning environment at home.

4. Cultural or Language Barriers:

- a) English language proficiency issues for non-native speakers.

b) Cultural differences impacting communication and understanding.

c) Difficulty adapting to a new educational system or environment.

5. Health-related Challenges:

a) Chronic health conditions affecting attendance and participation.

b) Mental health issues impacting concentration and focus.

c) Physical disabilities hindering engagement in certain activities.

6. Assessment and Evaluation Concerns:

a) Fear of exams or assessment-related stress.

b) Lack of understanding of evaluation criteria.

c) Unfamiliarity with the assessment methods used in a particular educational system.

Understanding and addressing Students difficulties is crucial for educators, parents, and educational institutions to provide appropriate support and create an environment that facilitates effective learning and overall well-being. It often involves a collaborative effort between teachers, counselors, parents, and other stakeholders to identify and implement strategies to overcome these challenges.

C. Theoretical Framework

The following is the theoretical framework that researcher chose when conducting research at ITTC Gontor Putri Campus 5 South Konawe:

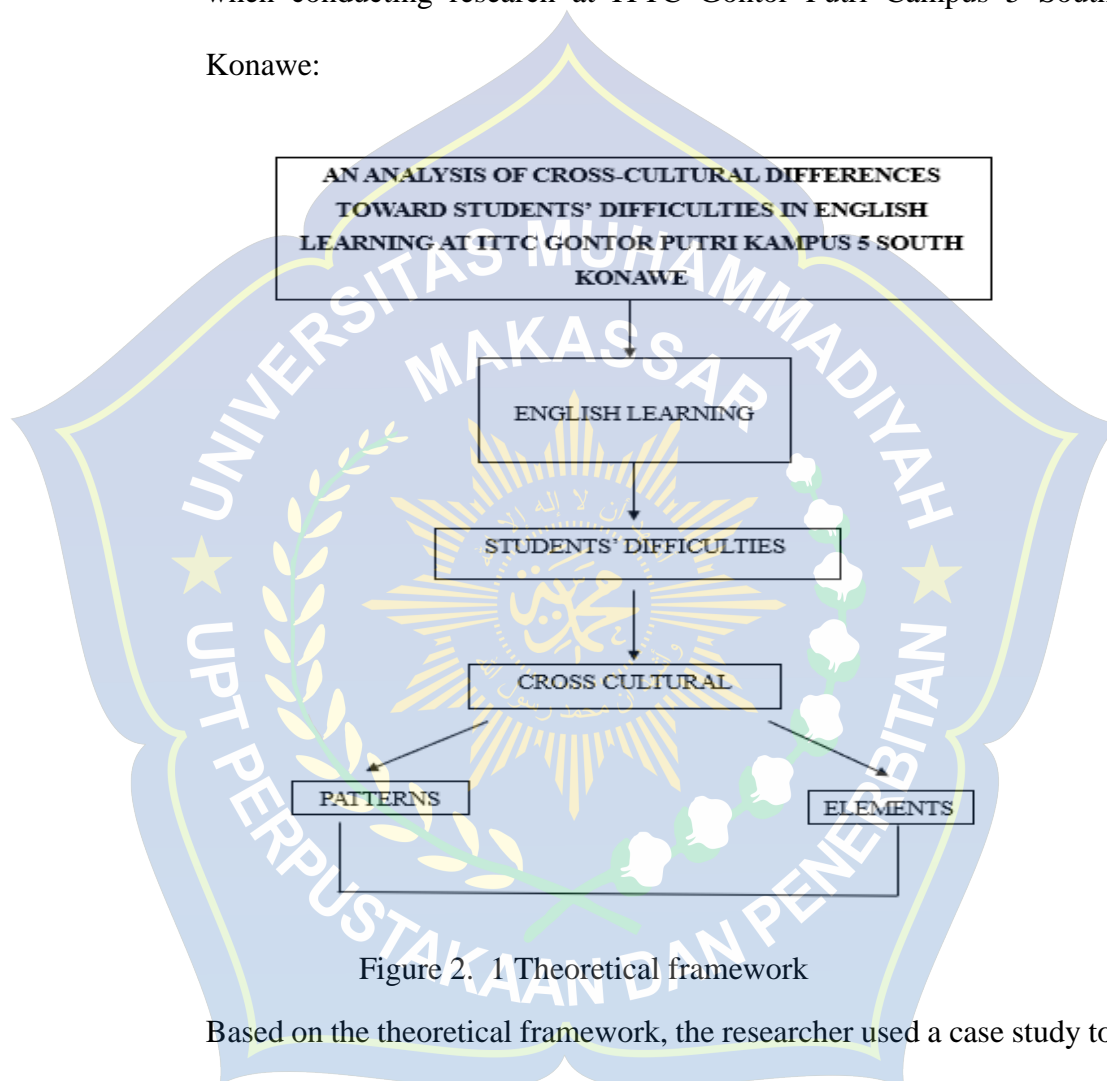


Figure 2. 1 Theoretical framework

Based on the theoretical framework, the researcher used a case study to analyze Cross-Cultural Differences on Students Difficulties in Learning English with a more specific research direction to find patterns of Cross-Cultural Differences and elements of Cross-Cultural Differences. The cross-cultural patterns that was be observed by the researcher are Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expression, Attitudes towards Time and Conflict Resolution Approaches. As

well as to find elements of Cross-Cultural Differences that can make Students experience difficulties in Learning English. The researcher was conducted observations and interviews as instruments. After conducting investigations and data analysis, the researcher was draw conclusions.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used a qualitative research method with a case study design as explained. Qualitative research is a method for investigating concepts, meanings, symptoms, symbols, and descriptions of a phenomenon that is multi-method, focused, natural, and holistic, with a narrative presentation style and several methods used to prioritize quality in scientific research Sidiq (2019). In this study, the researcher has conducted field observations to obtain Cross-Cultural patterns and has conducted interviews to obtain Cross-Cultural elements. In searching for data on "Analysis of Cross-Cultural Differences in Student Difficulties in Learning English at ITTC Gontor Putri Kampus 5 South Konawe".

B. Research Subject

The technique used in this research is a purposive sampling technique. The subjects in this research are ITTC Gontor Putri Kampus 5 South Konawe students for the 2024 - 2025 academic year. The researcher has chosen 6 students in class 5 KMI, because based on initial observations made by the researcher there are 6 students who have Cross-Cultural differences in class 5 KMI and this can be used as sample research because they match the criteria needed by Researcher to answer the problem formulation in this research.

The following are the categories of participants that researcher chose from 6 students in grade 5 KMI at ITTC Gontor Putri Kampus 5 South Konawe:

Table 3. 2 The background of the participant

NO	Initial	Cultural Background	Age	Gender
1	S1	Bugis	17	F
2	S2	Buton	17	F
3	S3	Melayu	16	F
4	S4	Jawa	16	F
5	S5	Jakarta	16	F
6	S6	Kendari	16	F
Description: F = Female S = Student				

C. Research Instrument

In researcher conducted by Sugiyono (2020), research instruments are tools used to measure observed social and natural phenomena. The following tools were used by Researcher in this study:

1. Observation

Two ways of obtaining information are by observed something and making a plan. Through research and the ability to present a clear

picture of the subject under study. The purpose of this observation is to determine cross-cultural differences in Students difficulties in learning English. According to N. Ulfatin (2021), field notes are written notes made by the researcher about what they heard, saw, experienced and thought while collecting data in the field. Observations have been carried out twice using fieldnote observations to observe Patterns of Cross-Cultural.

2. Interviews

To obtain information about a topic and engage participants in conversation, open-ended questions are commonly used in qualitative interviews. The purpose of this interview is to find out more about the differences of cross-cultural elements in Students difficulties in learning English. The interviews that have been used by the researcher are face-to-face interviews with students using semi-structured interviews, these interviews have been conducted twice.

D. Technique of Data Analysis

Researcher was used qualitative data based on Huberman's (2019) theory, which consists of three stages: data reduction, data presentation, and drawing conclusions/verification, to analyze data resulting from classroom observations and interviews.

1. Data Reduction

The process of selecting, focusing, simplifying abstraction, and collecting raw data from written field reports is known as data

reduction. Researcher was record every interaction expressed by sources that is relevant to the topic when collecting data in the field through observation and interviews. After data collection, the analysis process involves data reduction, namely collecting all observation and interview findings. Next, key findings related to cross-cultural differences in student difficulties are selected and considered.

2. Data Display

The researcher was sketch the data in the data display after completing data reduction. The focus of the research was determine how the data is displayed. The purpose of this research is to determine cross-cultural differences in Students difficulties in English Learning.

3. Verification/Conclusion Drawing

At this stage the researcher was made conclusions based on how the data is displayed. Researcher are interested in cross-cultural differences in Students difficulties in English Learning.

CHAPTER IV

RESEARCH FINDINGS

A. Findings

This research was conducted at ITTC Gontor Putri Kampus 5 Konawe Selatan on students in the 2024-2025 academic year. The researcher chose 6 students of grade 5 KMI as samples in the study. In this study, the researcher has conducted an analysis of Cross-Cultural Differences on Students Difficulties in Learning English. By observed and interview 6 students with various cultural backgrounds. The cross-cultural patterns that the researcher has observed during the observation are Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expressions, Attitudes towards Time and Conflict Resolution Approaches. As well as elements of Cross-Cultural Differences that make students experience difficulties in Learning English that the researcher found when interviewing 6 students with various cultural backgrounds.

Table 4. 1 Glossary of symbol contained in the research findings

The Symbol	Description
R	Researcher
S (S1,S2,S3...)	Student

1. Patterns of Cross-Cultural

The results of observations on the 6 research samples documented in the form of field notes have revealed cross-cultural patterns in classroom learning activities, namely Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expressions, Attitudes towards Time and Conflict Resolution Approaches. This can be seen in the following research results:

a. Communication Style

Observation result show that every student show style unique and varied communication between approach direct and indirect direct, which reflects difference background behind culture and personality them. The following are the results of the field notes analysis on the research sample:

- 1) Direct: **S1** uses style communication direct and proactive. She show courage with quick to express her lack of understanding and asking explanation more carry on to the teacher, *"I don't understand this part. Could you explain it again, Miss?"* When discussing about the poster idea, she said, *"I think we should make a poster that attracts the attention of many people, like the ones we often see in big cities."* **S2** also uses communication direct with a better way simply, giving suggestions, *"How about we add funny pictures to the poster, to make it more interesting for the children?"*

(First and Second observations, 11 and 16 August 2024)

- 2) Indirect: Some student more choose approach No directly. **S6**, for example, is more Like convey her view in a way diplomatic, *"That's interesting, and there are other sides to consider,"* as well as show respect to more friends old with commented, *"That's a good idea, I agree."* **S3** tends to use nonverbal cues, such as smile and nod, to show understanding, and choosing words carefully moment convey opinion, *"I'm not sure I fully grasped that last point. Could you elaborate a bit?"*
- (First and Second observations, 11 and 16 August 2024)

b. Social Hierarchies

Observation results also show that age and social status affect the dynamics social in group students, reflect award to existing hierarchy in environment social them. The following are the results of the field notes analysis on the research sample:

- 1) Age: Some student show respect for older friends old, like a waiting **S2** more students old speak moreover formerly before give opinion, *"I think that is a very good opinion, maybe it could be added with..."*

On the other hand, **S1** is more old often take initiative For lead discussion, with stated, *"I think we can start with an approach like this..."*

(First observations, 11 August 2024)

- 2) Social Status: Social status also influences attitudes. student in discussion. **S5** which originates from family with social status more

tall often bring perspective his family to in discussion, *"I've seen this method used elsewhere, maybe it can be effective here,"* show trust self in convey view. **S4**, which has a social status medium, frequent act as mediator, trying unite her friends' ideas with said, *"That's an interesting view, maybe we can combine it with other suggestions."* (First observations, 11 August 2024)

c. Family Dynamics

Values and roles family seen in pattern care and methods taking decisions explained by students, providing outlook about influence family in formation personality them. The following are the results of the field notes analysis on the research sample:

1) Patterns of Caregiving: Some student share about pattern parenting family they. **S2**, for example, tells role her caring mother with stated, *"My mother always reminds me to take a break if I have been studying for too long."* The **S4** tells the story that her parents always listen and support her learning process, saying, *"My parents always listen to my difficulties in learning, and they often ask how they can help."*

(First observations, 11 August 2024)

2) Decision-Making: In the aspect of taking decision, pattern hierarchy family is very clear. **S1** describes How decision in her house always started with opinion her father, *"My father always gives the first opinion, then my mother and I follow."* In contrast, **S5** shows more

freedom big in family, *"My parents give me advice, but let me choose what is best for me."*

(First observations, 11 August 2024)

d. Values and Beliefs

Values diverse cultures and beliefs appear in method student interact, show influence culture collectivism and also individualism in life daily them. The following are the results of the field notes analysis on the research sample:

- 1) Collectivist Cultures: Students like *S1* which comes from culture Bugis collectivism shows importance family big in taking decision, with said, *"Sometimes, my uncle or aunt also gives input before my father decides."*

(First observations, 11 August 2024)

- 2) Individualistic Cultures: In contrast, *S2* shows mark strong independence, especially in choose activity extracurricular without need request permission from her parents, *" I usually decide for myself what extracurricular activities I want to join. My parents always support me as long as I can manage my time."*

(Second observations, 16 August 2024)

e. Cultural Expression

Expression culture seen from use story traditional, view to time, and manner student respond to conflict. Every student show attitudes

influenced by background culture and views family them. The following are the results of the field notes analysis on the research sample:

Storytelling Techniques: **S3** emphasizes mark honesty with use religious story, *"The Prophet Muhammad SAW always taught us to be honest in everything."* On the other hand, **S1** raised the legend of Lake Tempe to convey importance guard nature, *"In the past, Lake Tempe was very beautiful. But because of human greed, the lake is now dry."*

(Second observations, 16 August 2024)

f. Attitudes toward Time

Attitudes to time varies, especially between student from more culture relaxed and appreciative accuracy time. The following are the results of the field notes analysis on the research sample:

Punctuality: The **S4** from Jawa, for example, responded teacher warning with relax, *"Don't worry, Miss. We still have plenty of time."* Meanwhile, **S5** from Jakarta showed attitude more discipline with said, *"I always try to arrive on time, so as not to disturb my other friends."* **S5** emphasizes importance accuracy time for honor her friends, reflecting values accuracy time applied in her life. *"I always try to arrive on time, so as not to disturb my other friends,"* she said, reflecting an urban lifestyle that values punctuality.

(Second observations, 16 August 2024)

g. Approaches to Conflict Resolution

In facing the disagreement, some student show resolution - focused attitude peaceful and open, which reflects values a culture that encourages open dialogue and tolerance. The following are the results of the field notes analysis on the research sample:

Approach and Open Dialogue: *S2* strives push resolution peaceful conflict when happen difference opinion in the group, stating, “*Let's not fight, okay? Let's find the best solution for everyone.*”

(Second observations, 16 August 2024)

Based on the results of observations through analysis of field notes, it has been shown that differences in cultural background, social hierarchy, family values, and personal beliefs have a significant role in shaping communication styles, social dynamics, and Students approaches to time, conflict, and cultural expression. Students from collectivist cultures tend to emphasize cooperation and decision-making involving the extended family, while students from more individualistic cultures show independence and confidence in personal decision-making. Direct and indirect communication styles also reflect Students comfort levels and ways of expressing opinions, accompanied by respect for age or social status. Overall, interactions between students reflect diverse cultural values that coexist, with mutual respect and adjustment in a harmonious and inclusive learning environment.

2. Cross-Cultural Elements to English Learning Difficulties

The results of interviews with 6 research samples that researchers conducted by asking several questions, revealed the existence of elements of Cross-Cultural Differences that make students experience difficulties in Learning English. This can be seen in the following research results:

a. Differences in Communication Styles

Based on interviews conducted with 6 students from different cultural backgrounds, there are fundamental differences in communication styles between Indonesian and English classes. The researcher found these differences when students answered the researcher's questions in the form of:

R: *“Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?”*

The following are some representative answers from students that show the influence of cross-cultural elements on English Learning Difficulties in the form of differences in communication styles. This can be seen in the student interview transcripts, namely:

S1: *“In my opinion, the Indonesian language used in class tends to be more formal. And during learning, it focuses more on analyzing reading texts and writing written works. While in English classes, the use of everyday language is more accepted, especially in speaking activities. Because teachers tend to encourage students to actively participate in class discussions so that they are not embarrassed to speak English.”*

S2: *“From my experience, the typical communication in Indonesian language classes is very unique and interesting because it could be that in 1 class there are several tribes that have various accents. In my opinion, most likely in English classes there is nothing similar in Indonesian language classes, but that could happen if the contents of the English class are a group of Indonesians who are learning English from 0.”*

S3: *“The communication style in Indonesian classes tends to be more formal, polite, and indirect, with an emphasis on manners and togetherness. Students respect teachers and avoid confrontation. Learning is also often linked to local culture. In contrast, English classes are usually more participatory and encourage direct, open communication. Students are encouraged to be more active in speaking and thinking critically, with a more relaxed atmosphere towards mistakes. These classes focus more on international culture and a global perspective.”*

S5: *“In Indonesian language classes, the communication style tends to be more formal and sometimes dominated by the teacher. Students usually listen more passively, wait for their turn to speak, or only speak when prompted by the teacher. In contrast, in English classes, the communication style is more interactive and open. Students are encouraged to participate more actively, even when giving opinions or*

asking questions. There are also differences in how opinions are valued, where English classes are generally more egalitarian and informal.”

Based on the results of this interview, the researcher found that there were fundamental differences in communication styles between Indonesian and English classes. Indonesian classes are more hierarchical with teacher dominance, while English classes tend to be more egalitarian. This difference indicates a challenge for students in adjusting, because they have to adapt to an environment that encourages openness and active participation, something that is not common in the more formal Indonesian classroom culture.

b. Comfort in Speaking and Active Participation

Based on interviews conducted with 6 students with different cultural backgrounds, researchers found that there was Comfort in Speaking and Active Participation experienced by students. Researchers found these differences when students answered the researcher's questions in the form of:

R: *“Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?”*

The following are some representative answers from students that show the influence of cross-cultural elements on English Learning Difficulties in Speaking Comfort and Active Participation. Which can be seen in the results of student interview transcripts, namely:

S1: *“Cultural factors do not affect my hesitation in speaking English in class, but the fear of making mistakes and the lack of English speaking habits make me feel uncomfortable.”*

S2: *“It is possible that at the beginning of the learning session there will be a feeling of discomfort because you are not yet used to the atmosphere and pronunciation of the language. If you look at it from a cultural perspective, there is none.”*

S3: *“No, feeling shy or “segan” is a factor that affects my confidence in speaking in public, especially in a foreign language like English. The values of politeness and respect for others, which are highly valued in my culture, sometimes make me hesitate to speak if I feel unsure or worried about making mistakes.”*

S5: *“Speaking in English class can sometimes be anxiety-inducing due to cultural differences in confidence levels in public speaking. Indonesian culture often emphasizes feelings of shame and embarrassment for making mistakes, so I may be hesitant to actively participate in English class for fear of making mistakes or feeling like my English is not good enough. However, with time and encouragement from the teacher, confidence can increase.”*

Based on the results of the analysis of student interview transcripts, researchers found that cultural factors are not always a direct barrier, values such as shame, fear of making mistakes, and reluctance greatly affect Students comfort in actively participating in English classes. This can hinder

them from practicing and improving their English skills because of the fear of speaking in public.

c. Differences in Formality in Language

Based on interviews conducted with 6 students with different cultural backgrounds, researchers found differences in formality in the language used by students. Researchers found these differences when students answered the researcher's questions in the form of:

R: *“How does your culture differentiate between formal and informal speech?”*

The following are some representative answers from students that show the influence of cross-cultural elements on English Learning Difficulties in the form of Differences in Formality in Language. This can be seen in the transcripts of student interviews, namely:

S1: *“When talking to older people, use formal words and do not use impolite words. However, when talking to friends or peers, you can use informal words as long as you know the limits of the language you are going to use.”*

S2: *“In everyday life, informal conversations usually use language that is equipped with accents from each region and not infrequently there are those who use regional languages. Formal language is usually used when in the midst of people of different ethnicities, usually also when in a certain event.”*

S3: *“In my culture, Formal language is more polite, structured, and respectful, used in official contexts or when talking to respected people*

for example "saya ingin memohon pandangan Ayah mengenai keputusan saya untuk melanjutkan pelajaran ke luar negara.". In contrast, informal language is more relaxed, simple, and often used in everyday conversations with friends or family for example "Eh, kau dah makan belum?"

S5: *"In Indonesian culture, formal speech usually uses very polite language, with the use of respectful words such as "Mr.", "Mrs.", and more complex sentence structures. This style is often used in formal events or when speaking to older or influential people. Meanwhile, in informal situations, the language used is more relaxed, simple, and less stiff, often accompanied by freer body language."*

Based on the results of the analysis of student interview transcripts, researchers found that the difference between formal and informal language is very influential in student culture. This habit can cause confusion when learning English, where the boundaries of formality are often not as clear as in Indonesian. Challenges arise when students have to adjust to a more direct English style that is less bound by hierarchy.

d. Different Perceptions of Time

Based on interviews conducted with 6 students with different cultural backgrounds, researchers found that there were Perceptions of Time and Cultural Misunderstandings experienced by students at school. Researchers

found these differences when students answered the researcher's questions in the form of:

R: *“Have you encountered any misunderstandings due to cultural differences in time perception?”*

The following are some representative answers from students that show the influence of cross-cultural elements on English Learning Difficulties in the form of Different Time Perceptions. This can be seen in the student interview transcripts, namely:

S1: *“There was a time when I used the words “last night” which meant last night, but people from a different culture to me often interpreted it as “it just happened”.”*

S2: *“Yes, I have, in the words “Nanti” (at some time in the future) and “sebenar” (at that time but still waiting a little bit).”*

S3: *“Misunderstandings about the perception of time in my culture are common because my culture tends to be more flexible than other cultures that value punctuality. In my culture, event times are often thought of as approximate rather than hard and fast, which can be confusing to people from more punctual cultures and can be misinterpreted as indifference when in fact it is just a difference in cultural perception.”*

S5: *“Yes, I have experienced misunderstandings due to cultural differences in the perception of time. In Indonesian culture, the concept of “rubber time” often applies, where a little lateness is still considered normal in some social contexts. However, when working or studying in a*

culture that values punctuality more, such as Western culture, punctuality is very important. This can lead to misunderstandings if someone is late or not on time to attend a meeting or class.”

Based on the results of the analysis of student interview transcripts, the researcher found that the perception of flexible time in Indonesian culture often causes misunderstandings when dealing with cultures that value punctuality. For students, this can be a challenge when learning English, especially in academic and professional contexts, where punctuality is very important.

e. The Influence of Collectivism Values and Respect for Authority

Based on interviews conducted with 6 students with different cultural backgrounds, researchers found the influence of Collectivism Values and Respect for Authority. Researchers found this influence when students answered the researcher's questions in the form of:

R: *“Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?”*

The following are some representative answers from students that show the influence of cross-cultural elements on English Learning Difficulties in the Influence of Collectivism Values and Respect for Authority. This can be seen in the transcripts of student interviews, namely:

S3: *“No, because in the area in which I am studying, there are no restrictions at all.”*

S5: *“The collectivist values in Indonesian culture often influence my approach to learning English. I tend to be more comfortable learning in groups, because I feel supported by my peers. However, this can also make me less active in speaking up or taking initiative if I feel worried about disrupting the harmony of the group. In addition, respect for authority figures makes me reluctant to interrupt or question the teacher directly, even though in English classroom culture this is considered normal and constructive.”*

★ Based on the results of the interview transcript analysis, the researcher found that the values of collectivism and respect for authority in Indonesian culture have an effect on student participation in English classes. They are more comfortable learning in groups and tend to hesitate to take the initiative or criticize the teacher's opinion, although in the culture of English classes, this is considered normal and even expected. This shows that culture can shape Students attitudes towards learning, including learning a foreign language.

From the results of the interview analysis, there were 4 students who showed a significant influence of cross-cultural elements on English Learning Difficulties. There were two students who were not analyzed further because they did not show any significant cross-cultural elements from the results of the interview transcript analysis. Their answers focused

more on personal experiences that were not too related to collective culture, time perception, or language formality in the context of English learning.

B. Discussion

This section focused on a deeper analysis of the collected data. The researcher discussion in this section was centered on the data analysis findings related to the cross-cultural patterns that the researcher has observed during the observation are Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expressions, Attitudes towards Time and Conflict Resolution Approaches. As well as elements of Cross-Cultural Differences that make students experience difficulties in Learning English.

1. Patterns of Cross-Cultural

The results of the study indicate that cross-cultural patterns reflect fundamental differences in how students interact, make decisions, and view time. For example, students from collectivist cultures tend to prioritize group harmony, while students from individualistic cultures place more emphasis on independence in speaking and making decisions. In the social context, respect for age hierarchies and social status indicate a strong influence of local culture in shaping interpersonal relationships. Values such as openness in dialogue or a diplomatic approach in expressing opinions enrich the dynamics of classroom learning, but may require further adjustment to align with more global and interactive learning patterns.

This study refers to the cross-cultural patterns identified by Sujariati (2020), which describe various aspects such as communication styles, social

hierarchies, family dynamics, values and beliefs, cultural expressions, attitudes toward time, and approaches to conflict resolution. The findings from the observations indicate alignment with these outlined patterns. For example, the direct and indirect communication styles are reflected in behaviors that demonstrate a proactive and straightforward approach to expressing opinions, contrasting with a more diplomatic approach that emphasizes nonverbal cues.

Social hierarchies highlight the influence of social status and age, which is evident in interactions that show respect for older individuals, such as allowing them to speak first. Additionally, family dynamics play a significant role in shaping decision-making patterns, consistent with the emphasis on the importance of family in collectivist cultures. This is exemplified by the implementation of family hierarchies, where parental opinions hold significant weight, while in other cases, greater freedom is observed in more individualistic families.

These observations not only validate the theoretical framework but also provide specific empirical evidence within the context of education in Indonesia, such as the use of folklore and family values in shaping cultural expression. Therefore, this study strengthens the relevance of the cross-cultural patterns in a local educational context while also highlighting the cultural diversity reflected in interactions within an inclusive classroom environment.

2. Cross-Cultural Elements to English Learning Difficulties

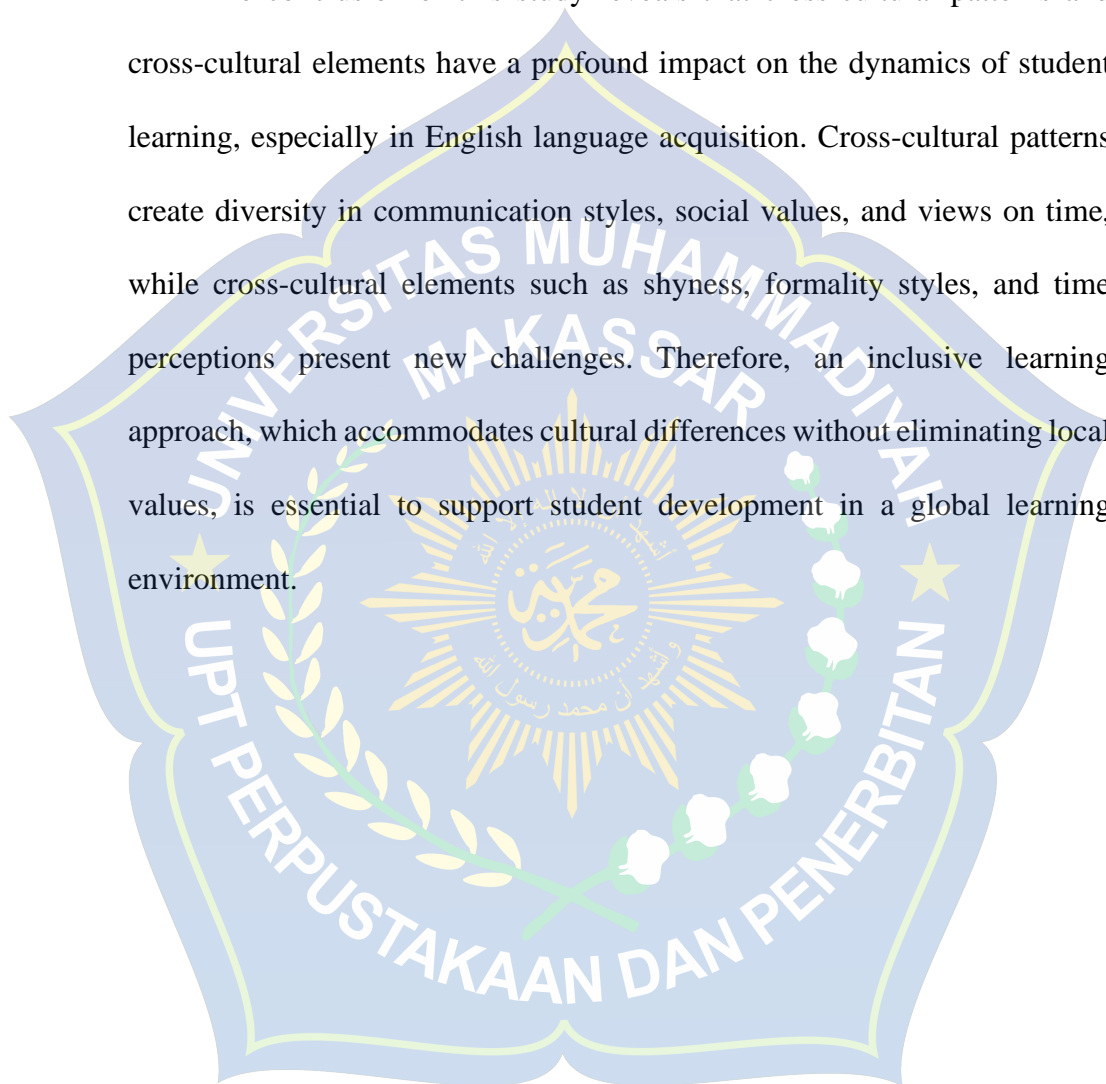
The results of the analysis show that cross-cultural elements have a significant influence on English learning, especially in terms of differences in communication styles, cultural norms, and time perceptions. In line with the findings of Lustig, M.W. et al. (2010), the results of interviews with six students revealed that differences in communication styles are a challenge, where Indonesian classes tend to be more formal and hierarchical, while English classes are more egalitarian and interactive. In addition, the values of collectivism and respect for authority inherent in Indonesian culture affect students' comfort in actively participating and speaking in class.

This is reinforced by shame and fear of making mistakes that hinder students' courage in using English actively. Furthermore, the interviews also found that differences in language formality and flexible time perceptions, such as "rubber hours" in Indonesian culture, often cause misunderstandings in learning contexts that prioritize punctuality.

In previous research references, concepts such as cultural intelligence and cultural awareness training were mentioned as ways to overcome these barriers, but the results of the study showed that these approaches are still minimally applied in the student environment. This inconsistency emphasizes the need for adjustments to learning approaches that not only emphasize the transfer of material, but also the development of cross-cultural awareness to help students understand and navigate different cultural expectations. Thus, the integration of cross-cultural elements in the English language education curriculum can be a strategic step to improve students' competence, not only

in terms of language, but also in their ability to adapt and compete in the global world.

The conclusion of this study reveals that cross-cultural patterns and cross-cultural elements have a profound impact on the dynamics of student learning, especially in English language acquisition. Cross-cultural patterns create diversity in communication styles, social values, and views on time, while cross-cultural elements such as shyness, formality styles, and time perceptions present new challenges. Therefore, an inclusive learning approach, which accommodates cultural differences without eliminating local values, is essential to support student development in a global learning environment.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focuses on analyzing cross-cultural patterns that the researcher has observed during the observation are Communication Style, Social Hierarchy, Family Dynamics, Values and Beliefs, Cultural Expressions, Attitudes towards Time and Conflict Resolution Approaches. As well as elements of Cross-Cultural Differences that make students experience difficulties in Learning English. Based on the research findings and discussion there are two conclusions that could be drawn from this research:

1. The Influence of Cross-Cultural Patterns such as communication styles, social hierarchies, and collective or individualistic values, shape the diversity of student interactions in learning. This study shows that cross-cultural patterns enrich the dynamics of learning in inclusive classes, but also require adaptation to accommodate more global learning patterns. The existence of local values, such as respect for age hierarchies and cultural expressions through folklore, remain relevant in supporting contextual learning.
2. Cross-Cultural Elements as Challenges in English Learning such as differences in communication styles, time perceptions, and formality values, influence students' difficulties in learning English. The tendency of collectivism and shyness culture inhibits students' courage to speak

actively. Therefore, the integration of cross-cultural elements in the English education curriculum, through an inclusive learning approach and cultural awareness, is a strategic step to improve students' competence in facing the demands of the global world.

B. Suggestion

The results of this study recommend several suggestions, namely:

1. For Teachers:

Teachers are advised to adopt a more inclusive and interactive learning approach by considering the cultural diversity of students to create an environment that supports diverse communication and interaction.

2. For Students:

Students need to be more active in developing cultural awareness and increasing their confidence in speaking English by understanding that mistakes are part of the learning process.

3. For Schools:

Schools are advised to integrate cross-cultural awareness development programs into the curriculum and provide training for teachers to manage cultural diversity in the classroom.

4. For Researchers:

Researchers can continue to study more deeply the influence of cross-cultural elements on speaking anxiety and effective strategies to overcome cultural barriers in English learning.

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Appendices 1 Field Notes

FIELD NOTES

THE FIRST MEETING

Day, Date of Meeting : Sunday, August 11, 2024

Location : Classroom 5 KMI, ITTC Gontor Putri
Kampus 5, South Konawe

Subject of observation : 6 students from Bugis, Buton, Malayu, Jawa, Jakarta, and Kendari cultural backgrounds.
(S1,S2,S3,S4,S5,S6)

Observer : Researcher

On Sunday, August 11, 2024, the researcher conducted the first observation in class 5 KMI ITTC Gontor Putri Kampus 5, South Konawe. The first meeting started at 08.00 am, and the classroom atmosphere looked calm and conducive. The teacher opened the lesson by delivering the material, which was followed seriously by the students.

One student who stood out for her proactive attitude was seen immediately ready with her notes. As soon as the teacher finished explaining, she immediately raised her hand and asked in a firm voice, showing her direct communication style. "I don't understand this part. Could you explain it again, Miss?" *S1* directed the discussion with quick questions and immediately waited for a response from her teacher.

The quieter student, *S2*, seemed to be taking notes of important points carefully. When the teacher asked him questions, he answered in a slow and careful tone, as if considering every word that was said. When asking questions, he said, "What does this word mean, Miss?" while pointing to sentences that he did not understand.

S5's turn, he started with a light joke that made his friends laugh. "I prefer to work on topic A." His cheerful and spontaneous communication style made the atmosphere more lively, although some students seemed to have a little difficulty following because of his fast and informal delivery.

During the learning process, *S4* showed a tendency to wait before speaking. During a discussion about effective learning methods in English, he waited for his friend to speak first before giving his comments, inserting constructive criticism by saying, "Your sentence is still lacking, maybe you can improve it."

Meanwhile, *S3* uses more non-verbal cues such as smiles and nods to show understanding or disagreement. When speaking, he chooses short and careful words, such as "I'm not sure I fully grasped that last point. Could you elaborate a bit?" to maintain harmony in the discussion and avoid conflict.

On the other hand, *S5*, with an indirect communication approach, responded to his friend's controversial idea by saying, "That's interesting, and there are other sides to consider." Instead of directly refuting, *S5* chose a diplomatic approach by directing an alternative point of view. He showed respect for the older student, by giving simple support such as, "That's a good idea, I agree," showing an attitude of respect for seniority without trying to compete.

In the group discussion, *S2* was seen to respect seniority. When an older student spoke, he waited until he finished before giving his comments

attentively. “I think that is a very good opinion, maybe it could be added with...” he said politely.

As for *SI*, as a student who is older than some of his classmates, he tends to take the initiative in leading the discussion. When the teacher asked for input on effective learning strategies, he spoke confidently and began to direct the discussion: “I think we can start with an approach like this...” The other friends listened attentively, showing respect for the authority that *SI* had because of his age.

Students with middle social status, namely *S4*, often act as mediators in discussions, maintaining balance by emphasizing the ideas of their peers. “That's an interesting view, maybe we can combine it with other suggestions,” he commented, trying to accommodate various opinions.

S3 students showed high respect for friends with higher social status. However, when the topic touched on cultural aspects, they gave opinions with stronger conviction, reflecting their cultural identity. *S5* students who came from families with higher social status in the capital often brought their family perspectives into discussions. “I've seen this method used elsewhere, maybe it can be effective here,” they said, indicating a conviction that stemmed from their family status.

In a discussion session about personal experiences in learning English and the influence of family on learning, students from different cultural backgrounds shared stories that reflected the parenting styles in their homes. *S4* shared that her parents had an open and communicative approach. “My

parents always listen to my difficulties in learning, and they often ask how they can help,” she said.

Similarly, *S2* shared the caring role of his mother, “My mother always reminds me to take a break if I have been studying for too long.” Meanwhile, *S3* mentioned how his father reminded him about the importance of studying seriously as a form of respect for the family.

In the discussion about the role of the family in educational decisions, *S1* explained that in his family, decisions are made by involving the father as the main figure. “My father always gives the first opinion, then my mother and I follow,” he said. This shows a hierarchical structure in decision-making. *S5*, with greater freedom in his family, said, “My parents give me advice, but let me choose what is best for me.”

S5 shared about collective decision-making in her family, which often involves the entire extended family. “Sometimes, my uncle or aunt also gives input before my father decides,” she said, indicating the importance of the extended family in this process. After listening to various stories and views, the teacher ended the day's lesson by thanking the students who had actively participated in the discussion.

FIELD NOTES
SECOND MEETING

Day, Date of Meeting : Friday, August 16, 2024

Location : Classroom 5 KMI, ITTC Gontor Putri
Kampus 5, South Konawe

Subject of observation : 6 students from Bugis, Buton, Melayu, Jawa, Jakarta, and Kendari cultural backgrounds.
(S1, S2, S3, S4, S5, S6)

Observer : Researcher

On Friday, August 16, 2024, the researcher conducted the second observation in class 5 KMI at ITTC Gontor Putri Kampus 5 South Konawe. The second meeting began at 10.00 am with a calm classroom atmosphere. The teacher opened the lesson by conducting apperception and reviewing the previous learning. Then the teacher divided the students into several groups to carry out discussion activities.

During the discussion, it was seen that each student still seemed to have a unique communication style. Like *S1*, a student with a direct communication style who always seemed proactive in every learning, one example of which was by proposing the idea of making a campaign poster with a firm and enthusiastic tone. For example, when she said "I think we should make a poster that attracts the attention of many people, like the ones we often see in big cities," said *S1*. Unlike *S1*, *S2* tended to observe the reactions and expressions of her friends more during the discussion. When asked to give his opinion, she only smiled faintly, giving a short but effective suggestion. "How about we add funny pictures to the poster, to make it more interesting for the children?" she said with a smile.

Another student, *S3*, tried to mediate when his group was having difficulty making a decision. She spoke in a soft and polite tone, using words like "maybe" and "seems" to balance the opinions of other members. "Maybe we can combine the ideas from *S1* and *S2* to make our poster more complete," she said wisely. Meanwhile, *S4* used a unique communication style by making analogies from everyday experiences. "Just like farmers who have to plant rice patiently, we also have to work together patiently to achieve our goals," she said, followed by additional explanations about the importance of gathering information carefully.

In this discussion, *S5* appeared as a cheerful and relaxed figure, often slipping in slang and joking with his friends. She conveyed her ideas confidently while laughing, "My idea is the coolest, right? Surely many people like it!" Meanwhile, *S6* showed an inclusive attitude by always involving other friends in the discussion. She asked for the opinions of each group member, trying to find a mutually agreed solution. "What do you think is a suitable color for our poster? We can choose bright colors to attract attention," she asked with infectious enthusiasm.

The influence of family background was also evident in the group discussions. A student from a large family, *S5* shared her experience helping his younger siblings study at home, saying that she was used to explaining things to others. "At home, I often help my younger siblings study," she said, demonstrating the caring values taught in his family. In contrast, a student from a small family, *S2*, demonstrated independence in decision-making,

admitting that she could choose extracurricular activities without having to ask her parents' permission. "I usually decide for myself what extracurricular activities I want to join. My parents always support me as long as I can manage my time," said *S2* , reflecting the values of independence taught at home.

Religious and cultural values were also seen when students talked about the importance of honesty. A student from a religious family, *S3*, told the story of the Prophet Muhammad SAW as an exemplary example of being honest. "The Prophet Muhammad SAW always taught us to be honest in everything," she said seriously, showing his faith. Meanwhile, a student from Bugis, *S1*, brought up the legend of Lake Tempe to illustrate the consequences of human greed. "In the past, Lake Tempe was very beautiful. But because of human greed, the lake is now dry," she said enthusiastically, conveying the Bugis cultural values of nature conservation and the impact of human actions.

Attitudes towards time also vary among students. Students from Jawa, such as *S4*, respond to the teacher's warning by casually saying "Don't worry, Miss. We still have plenty of time." In contrast, a student from Jakarta, namely *S5*, emphasizes the importance of punctuality and always arrives on time to class "I always try to arrive on time, so as not to disturb my other friends," she said, reflecting an urban lifestyle that values punctuality. When there is a disagreement, a student from Melayu, namely *S3*, tries to calm her friends, encouraging a peaceful resolution of the conflict. "Let's not fight,

okay? Let's find the best solution for everyone," she said in a calming tone, showing the strong tolerance value of his cultural background. After the group discussion activity is finished, the teacher concludes the results of the group discussion and closes the learning.



Appendices 2 Interview Guide

INTERVIEW GUIDE

Objectives:

1. To identify the the Elements of Cross Cultural by the respondents.

Instructions:

1. Tell the respondents the purpose of the interview.
2. Create a comfortable and safe atmosphere for respondents to share their experiences.
3. Ask questions openly and listen carefully to the respondents' answers.
4. Record the respondents' answers in detail.

NO	QUESTIONS
1.	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?
2.	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?
3.	How does your culture differentiate between formal and informal speech?
4.	Have you encountered any misunderstandings due to cultural differences in time perception?
5.	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
<i>Adapted by Nuramaliah, 2022</i>	

Appendices 3 Transkrip Interview Recording

1. STUDENT 1 (S1)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.
R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.
R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?
S	In my opinion, the Indonesian language used in class tends to be more formal. And during learning, it focuses more on analyzing reading texts and writing written works. While in English classes, the use of everyday language is more accepted, especially in speaking activities. Because teachers tend to encourage students to actively participate in class discussions so that they are not embarrassed to speak English.
R	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?

S	Cultural factors do not affect my hesitation in speaking English in class, but the fear of making mistakes and the lack of English speaking habits make me feel uncomfortable.
R	How does your culture differentiate between formal and informal speech?
S	When talking to older people, use formal words and do not use impolite words. However, when talking to friends or peers, you can use informal words as long as you know the limits of the language you are going to use.
R	Have you encountered any misunderstandings due to cultural differences in time perception?
S	There was a time when I used the words "last night" which meant last night, but people from a different culture to me often interpreted it as "it just happened".
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
S	I think in my current culture there are no particular cultural values or practices that can influence the approach to learning English.

2. STUDENT 2 (S2)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.

R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.
R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?
S	From my experience, the typical communication in Indonesian language classes is very unique and interesting because it could be that in 1 class there are several tribes that have various accents.in my opinion, most likely in English classes there is nothing similar in Indonesian language classes, but that could happen if the contents of the English class are a group of Indonesians who are learning English from 0.
R	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?
S	It is possible that at the beginning of the learning session there will be a feeling of discomfort because you are not yet used to the atmosphere and pronunciation of the language. If you look at it from a cultural perspective, there is none.
R	How does your culture differentiate between formal and informal speech?
S	In everyday life, informal conversations usually use language that is equipped with accents from each region and not infrequently there are those who use regional languages. Formal language is

	usually used when in the midst of people of different ethnicities, usually also when in a certain event.
R	Have you encountered any misunderstandings due to cultural differences in time perception?
S	Yes, I have, in the words "Nanti" (at some time in the future) and "sebentar" (at that time but still waiting a little bit).
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
S	No, because in the area where I study there are no restrictions.

3. STUDENT 3 (S3)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.
R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.
R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?

S	<p>The communication style in Indonesian classes tends to be more formal, polite, and indirect, with an emphasis on manners and togetherness. Students respect teachers and avoid confrontation. Learning is also often linked to local culture. In contrast, English classes are usually more participatory and encourage direct, open communication. Students are encouraged to be more active in speaking and thinking critically, with a more relaxed atmosphere towards mistakes. These classes focus more on international culture and a global perspective.</p>
R	<p>Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?</p>
S	<p>No, feeling shy or "segan" is a factor that affects my confidence in speaking in public, especially in a foreign language like English. The values of politeness and respect for others, which are highly valued in my culture, sometimes make me hesitate to speak if I feel unsure or worried about making mistakes.</p>
R	<p>How does your culture differentiate between formal and informal speech?</p>
S	<p>In my culture, Formal language is more polite, structured, and respectful, used in official contexts or when talking to respected people for example "saya ingin memohon pandangan Ayah mengenai keputusan saya untuk melanjutkan pelajaran ke luar negara.". In contrast, informal language is more relaxed, simple, and often used in everyday conversations with friends or family for example "Eh, kau dah makan belum?".</p>
R	<p>Have you encountered any misunderstandings due to cultural differences in time perception?</p>

S	Misunderstandings about the perception of time in my culture are common because my culture tends to be more flexible than other cultures that value punctuality. In my culture, event times are often thought of as approximate rather than hard and fast, which can be confusing to people from more punctual cultures and can be misinterpreted as indifference when in fact it is just a difference in cultural perception.
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
S	No, because in the area in which I am studying, there are no restrictions at all.

4. STUDENT 4 (S4)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.
R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.
R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?

S	The communication style in Indonesian language classes is often depicted as one of communication that is full of deep understanding for each individual, and each of us can follow with great enthusiasm, in contrast to Indonesian, English actually experiences a phenomenon where many students are less enthusiastic about learning English.
R	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?
S	It's comfortable and I almost don't find any difficulties, sometimes I experience some difficulties, one of which is about pronunciation, grammar, maybe if I hone that a little more, I will be able to speak English fluently, so far there has been nothing that has made me hesitate to continue learning English.
R	How does your culture differentiate between formal and informal speech?
S	Differentiating between formal and informal conversations is more about responding to the person you are talking to. If it is formal, it means you are in a serious situation and pay close attention to the manner of speaking. If it is informal, we usually get carried away by the atmosphere and flow with the conversation carefully.
R	Have you encountered any misunderstandings due to cultural differences in time perception?
S	Yes, and it really affected my learning, but at some point I was able to overcome it.
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance,

	does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
S	Of course there is, a good approach and one that attracts my attention is something I prioritize over others, but it doesn't affect me in learning to speak English.

5. STUDENT 5 (S5)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.
R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.
R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?
S	In Indonesian language classes, the communication style tends to be more formal and sometimes dominated by the teacher. Students usually listen more passively, wait for their turn to speak, or only speak when prompted by the teacher. In contrast, in English classes, the communication style is more interactive and open. Students are encouraged to participate more actively, even when giving opinions or asking questions. There are also differences in

	how opinions are valued, where English classes are generally more egalitarian and informal.
R	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?
S	Speaking in English class can sometimes be anxiety-inducing due to cultural differences in confidence levels in public speaking. Indonesian culture often emphasizes feelings of shame and embarrassment for making mistakes, so I may be hesitant to actively participate in English class for fear of making mistakes or feeling like my English is not good enough. However, with time and encouragement from the teacher, confidence can increase.
R	How does your culture differentiate between formal and informal speech?
S	In Indonesian culture, formal speech usually uses very polite language, with the use of respectful words such as "Mr.", "Mrs.", and more complex sentence structures. This style is often used in formal events or when speaking to older or influential people. Meanwhile, in informal situations, the language used is more relaxed, simple, and less stiff, often accompanied by freer body language.
R	Have you encountered any misunderstandings due to cultural differences in time perception?
S	Yes, I have experienced misunderstandings due to cultural differences in the perception of time. In Indonesian culture, the concept of "rubber time" often applies, where a little lateness is still considered normal in some social contexts. However, when working or studying in a culture that values punctuality more, such

	as Western culture, punctuality is very important. This can lead to misunderstandings if someone is late or not on time to attend a meeting or class.
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?
S	The collectivist values in Indonesian culture often influence my approach to learning English. I tend to be more comfortable learning in groups, because I feel supported by my peers. However, this can also make me less active in speaking up or taking initiative if I feel worried about disrupting the harmony of the group. In addition, respect for authority figures makes me reluctant to interrupt or question the teacher directly, even though in English classroom culture this is considered normal and constructive.

6. STUDENT 6 (S6)

R	Assalamualakum warahmatullahi wabarakatuh, good morning, how are you today.
S	Walaikum salam warahmatullahi wabarakatuh, good morning miss, thank God you are healthy.
R	Today I will conduct an interview about Cross-Cultural Differences on Students Difficulties in Learning English. Do you know about it?
S	Not yet miss.

R	Okay, then please answer the questions according to what you know.
R	Can you describe the typical communication style in Indonesian classrooms compared to English language classrooms?
S	Yes, I can describe the typical communication style in an English class better than an Indonesian class.
R	Are you comfortable speaking up and participating actively in English classes, or are there cultural factors that might make you more hesitant?
S	I am very comfortable speaking English because I speak English on a daily basis and there are no cultural factors that make me uncomfortable in speaking English.
R	How does your culture differentiate between formal and informal speech?
S	By looking at the situation and conditions of the conversation, whether I am in a formal or informal forum (adjusting the conditions).
R	Have you encountered any misunderstandings due to cultural differences in time perception?
S	Yes, I have encountered any misunderstandings due to cultural differences in time perception.
R	Are there any specific cultural values or practices that you think might impact your approach to English learning? for instance, does the emphasis on collectivism or respect for authority figures influence how you participate in English classes?

S	There were no cultural barriers in the English lessons I participated in, but I did have some time constraints.
----------	---



Appendices 4 Research Documents



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rodhiyatam Mardhiyah
Nim : 105351108920
Program Studi : Pendidikan Bahasa Inggris

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Makassar, 30 November 2024
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Nurwahid, S. Utami, M.I.P
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Perihal : Pengantar Penelitian

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Makassar

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Nama : Rodhiyatam Mardhiyah
Stambuk : 105351108920
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Kendari / 11-10-2001
Alamat : BTN tabaria mannuruki raya

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis Cross-Cultural differences toward Students' Difficulties in English Learning at ITTC Gontor Putri kampus 5 South Konawe*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
03 Agustus 2024 M

Dekan



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





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

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01 Safar 1446

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Kepala Badan Riset dan Inovasi
Daerah Provinsi Sulawesi Tenggara
di -

Kendari

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16747/FKIP/A.4-II/VIII/1446/2024 tanggal 3 Agustus 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RODHIYATAM MARDHIYAH
No. Stambuk : 10535 1108920
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis Cross-Cultural Differences Towerd Students' Difficulties in English Learning at ITTC Gontor Putri Kampus 5 Sounth Konawe"

Yang akan dilaksanakan dari tanggal 7 Agustus 2024 s/d 7 Oktober 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Ketua LP3M,
Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Rodhlyatun Mardhiyah**
 NIM : **105351108920**
 Judul Penelitian : **An Analysis Cross-Cultural differences toward Students' Difficulties in English Learning at ITTC Gontor Putri Kampus 5 South Konawe**
 Tanggal Ujian Proposal :
 Tempat/Lokasi Penelitian : **ITTC Gontor Putri Kampus 5**


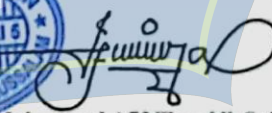
No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Absen, 7/8/24	Konsultasi	Alfian Nur A. S.pd.	<i>[Signature]</i>
2	Absen, 11/8/24	observasi I	Alfian Nur A. S.pd.	<i>[Signature]</i>
3	Jum'at, 16/8/24	observasi II	Alfian Nur A. S.pd.	<i>[Signature]</i>
4	senin, 19/8/24	interview I	A'fina Nur A. S.pd.	<i>[Signature]</i>
5	subm, 24/8/24	interview II	Alfian Nur A. S.pd.	<i>[Signature]</i>
6	senin, 26/8/24	Laporan penelitian	Alfian Nur A. S.pd.	<i>[Signature]</i>
7				
8				

Makassar, 20 November 2024

Mengetahui,

Ketua Program Studi,
 FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
 NIDN. 977 807

Penyusunan/ Kepala Sekolah/Instansi


Al-Ustadz Muhammad Afif Chamidi, S.th.I, M.Pd.
 NIP/ID.

SURAT KETERANGAN SELESAI MENELITI

Nomor : 02/S/08/PMDG/2024

Manager ITTC Gontor Putri kampus 5 South Konawe dengan ini menerangkan kepada:

Nama : Rodhiyatam Mardhiyah
NIM : 105351108920
Jurusan/Prodi : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

bahwa yang bersangkutan benar-benar telah selesai melaksanakan Penelitian dengan judul:
"An Analysis Cross-Cultural differences toward Students' Difficulties in English Learning at ITTC Gontor Putri kampus 5 South Konawe". Pada tanggal 7 Agustus s.d 27 Agustus 2024 in English Learning at ITTC Gontor Putri kampus 5 South Konawe berdasarkan surat dari Pondok Modern Darussalam Gontor Putri Kampus 5 No. 02/S/08/PMDG/2024, tanggal 29 Agustus 2024

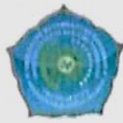
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Konawe Selatan, 29 Agustus 2024

Konawe Selatan, 29 Agustus 2024
Kendaraan PMDG Putri Kampus 5



(Eka Nuraini, S.E.)



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



**SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA**

Nomor : 029/2020-BG-FKIP/Research/1/1445/2024

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah menerima judul beserta draf penelitian yang saudara(i) ajukan pada tanggal **20 December 2023**. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa : RODHIYATAM MARDHIYAH
Research Issue : Intercultural Communication
NIM : 105351108920
Dosen Penasihat Akademik : Uyunnasiruh Hambali, S.Pd., M.Pd.
Judul Penelitian : AN ANALYSIS OF CROSS-CULTURAL DIFFERENCES TOWARD STUDENTS' DIFFICULTIES IN ENGLISH LISTENING COMPREHENSION AT ITTC GONTOR

Hasil Turnitin/Plagiarism Checker :

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1. Erwin Akib, S.Pd., M.Pd., Ph.D.
2. Dr. Eka Prabawati Rum, S.Pd., M.Pd.

Hal-hal yang perlu diperhatikan:

1. Apabila dalam kurun waktu 6 (enam) bulan, mahasiswa tidak melakukan proses bimbingan proposal sejak dikeluarkannya surat ini. Maka harus mengajukan judul dan draf kembali.
2. Memperbanyak referensi dalam bentuk jurnal ilmiah (Nasional terakreditasi dan international terindeksasi)
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Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 4 Rajab 1445 H
16 Januari 2024 M

Menyetujui,
Ketua Jurusan
Prodi Pendidikan Bahasa Inggris



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM 977 807





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LETTER OF ACCEPTANCE

0940/BG-FKIP/LOA/B/XII/1446/2024

Dear RODHIYATAM MARDHIYAH

It is our pleasure to inform you that, after reviewing your paper:

AN ANALYSIS OF CROSS-CULTURAL DIFFERENCES TOWARD STUDENTS' DIFFICULTIES IN ENGLISH LEARNING AT IITC GONTOR PUTRI KAMPUS 5 SOUTH KONawe

The manuscript ID: 1696

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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Appendices 5 Documentation

1. Process Observation

The researcher observed Patterns of Cross-Cultural in class



The researcher observed Patterns of Cross-Cultural Students in class



2. Process Interview



The researcher interviewed initial S1 about Elements of Cross-Cultural



The researcher interviewed initial S2 about Elements of Cross-Cultural



The researcher interviewed initial S3 about Elements of Cross-Cultural



The researcher interviewed initial S4 about Elements of Cross-Cultural

The researcher interviewed initial S5 about Elements of Cross-Cultural



The researcher interviewed initial S6 about Elements of Cross-Cultural



CURRICULUM VITAE



The researcher, Rodhiyatam Mardhiyah was born in Kendari on October 11, 2001. She is the first of five children. She is the daughter of Mr. Alaika Salam Ajo and Mrs. Marni. From 2007 to 2013, she studied at SD 01 Poasia. She continued her junior high school education and senior high school at ITTC Gontor Putri From 2013 finished it in 2019. Finally, she continued her studies at Muhammadiyah University of Makassar as an ordinary student specializing in English Education at the Faculty of Teacher Training and Education. At the completion of her studies, she was able to complete her thesis with the title, “An Analysis Cross-Cultural differences toward Students’ difficulties in English Learning at ITTC Gontor Putri Kampus 5 South Konawe” in English Department at Universitas Muhammadiyah Makassar.