

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter, the questionnaire and interview data were analyzed. The questionnaire contained three indicators, each with five items. It was administered to 24 students from the 2021 academic year in English Education Department of the Tarbiyah and Teachers Training Faculty at Antasari State Islamic University. Each of the fifteen descriptions was accompanied by four response options for participants to choose from: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). To analyze the participants' responses to the questionnaire, the writer used the following formula:

$$P = \frac{f}{n} \times 100\%$$

Note:

P = percentage

f = frequency

n = number of samples

100% = constant value

Using a questionnaire with 24 responses from English students at Antasari State Islamic University Banjarmasin in the 2021 academic year, the data analysis of cross cultural understanding (awareness to their own

culture, awareness to the other culture and respecting differences) of these students is presented below.

The table below displays the awareness to their own culture based on data analysis from 2021 academic year students of English Education Department at Antasari State Islamic University.

**Table 4.1 Awareness to their own culture**

No	Question items	SA	A	D	SD
1	I have a clear sense of my own ethnic, cultural and racial identity.	6 (25%)	17 (71%)	1 (4%)	-
2	I am aware that different cultural behaviors may influence my perceptions of a person.	13 (54%)	8 (33%)	3 (13%)	-
3	I am aware that in order to learn more about other I need to understand and respectful.	14 (58%)	9 (38%)	1 (4%)	-
4	I recognize that my knowledge of certain cultural group is limited. I make a commitment to learn more through the lens of cultural group that differ from my own.	5 (21%)	17 (71%)	2 (8%)	-
5	I am aware of how my cultural perspective influences my judgment about what I deem to be 'appropriate', 'normal', or 'superior' behaviors and communications style.	9 (37.5%)	12 (50%)	3 (12.5%)	
Total		24 (100%)			

Table 4.1 showed the result of question number one regarding awareness of their own culture, which is described as, "I have a clear sense

of my own ethnic, cultural and racial identity.” It reflects students’ cultural knowledge about their own culture. The table above indicated that a large number of participants selected “Agree” for this statement (71%), 1 participant (4%) disagreed with the description. These results indicate that the students have a good knowledge of their own culture.

The results were obtained from description number two in Table 4.1, which states, “I am aware that different cultural behaviors may influence my perceptions of a person.” This statement was designed to assess their understanding of their own culture in relation to other behaviors. Thirteen participants (54%) selected “Strongly Agree” to this statement, eight participants (33%) chose “Agree,” and three participants (13%) chose “Disagree.” These results indicate that the students understand that different cultural behaviors may influence their own perceptions.

The result came from the third description, “I am aware that in order to learn more about other I need to understand and respectful.” Fourteen participants (58%) selected “Strongly Agree,” nine participants (38%) chose “Agree,” and one participant (4%) chose “Disagree” for the description. These results indicate that the students understand that to learn about others, they need to be understanding and respectful.

The description, “I recognize that my knowledge of certain cultural group is limited. I make a commitment to learn more through the lens of cultural group that differ from my own.” Yielded the following results,

seventeen participants (71%) chose “Agree,” while two participants (8%) chose “Disagree.” It showed that the students knew their own limit and make a commitment to learn more about other which differ to their own culture.

The statement number five above showed the results for the description, “I am aware of how my cultural perspective influences my judgment about what I deem to be ‘appropriate’, ‘normal’, or ‘superior’ behaviors and communications style.” Among the 24 participants, 12 participants (50%) chose option “Agree,” 9 participants (37.5%) chose “Strongly Agree” and the remaining 3 participants (12.5%) chose “Disagree” option. These results indicate that the students understand that their cultural perspective might influence their judgment.

The table below displays the awareness to other culture based on data analysis from 2021 academic year students of English Education Department at Antasari State Islamic University.

**Table 4.2 Awareness to other culture**

No	Question items	SA	A	D	SD
1	I speak and write foreign language than Bahasa.	4 (17%)	14 (58%)	6 (25%)	-
2	I listen a song or a type of music from other culture.	13 (54%)	9 (38%)	2 (8%)	-
3	I realize that the loudness and softness with which people talk is often cultural.	11 (46%)	6 (25%)	6 (25%)	1 (4%)
4	I know that differences in race, culture, ethnicity etc. are important and valued parts of an individual's identity.	11 (46%)	12 (50%)	1 (4%)	-
5	I realize the inclination to use either a sturdy or a soft handshake, depending on the culture.	4 (17%)	10 (42%)	9 (37%)	1 (4%)
Total		24 (100%)			

Description number one is “I speak and write foreign language than Bahasa.” The results in Table 4.2 showed that 58% of participants (14 students) agreed with the description, and 17% (4 students) strongly agreed. In contrast, 25% (6 students) disagreed with the statement. It showed that the students use another language, such as English, in their daily conversations.

The result came from the description, “I listen a song or a type of music from other culture.” The number of percentages showed that 13

participants (54%) strongly agreed with the statement, and 9 participants (38%) agreed that the participants listen to other culture type of music. However, 2 participants (8%) disagreed. It indicated that the students often or listen to other music.

Table 4.2 showed the results of the question number three based on the description, "I realize that the loudness and softness with which people talk is often cultural." The table above explained that 11 participants (46%) chose "Strongly Agree" followed with 6 participants (25%) chose "Agree" to the description. In contrast, 6 participants (25%) disagreed about this statement and 1 participant (4%) chose option "Strongly Disagree." It showed that the students understand that the volume of people talking is different and can vary culturally.

The table 4.2 above corresponds to the description, "I know that differences in race, culture, ethnicity etc. are important and valued parts of an individual's identity." The table explained that the 12 participants (50%) agreed that they knew the differences in culture are important and valued. Additionally, 11 participants (46%) strongly agreed with the description, while 1 participant (4%) chose "Disagree."

The description of the table 4.2 above is "I realize the inclination to use either a sturdy or a soft handshake, depending on the culture." The results showed that 10 participants (42%) chose the option "Agree," while 9 participants (37%) chose the option "Disagree." In total, 19 participants

believe that the inclination to use either a sturdy or a soft handshake should be respected limited by each culture.

The table below displays the respecting differences based on data analysis from 2021 academic year students of English Education Department at Antasari State Islamic University.

**Table 4.3 Respecting Differences**

No	Question items	SA	A	D	SD
1	I consistently act in ways that demonstrate respect for the culture and beliefs of others.	11 (46%)	12 (50%)	1 (4%)	-
2	I develop ways to interact respectfully and effectively with individuals and group that may differ from me.	12 (50%)	11 (46%)	1 (4%)	-
3	I know and accept respectfully that people's experiences and background impact how they interact with other.	10 (42%)	14 (58%)	-	-
4	I try to learn about and appreciate the richness of other cultures and honor their holidays and events.	12 (50%)	11 (46%)	1 (4%)	-
5	I understand, respect and accept that behaviors or attitudes of one group and another is different.	14 (58%)	10 (42%)	-	-
Total		24 (100%)			

The description is "I consistently act in ways that demonstrate respect for the culture and beliefs of others." The results showed that 12 participants (50%) chose the option "Agree," and 11 participants (46%)

chose the option “Strongly Agree.” From this, it can be concluded that the majority of respondents demonstrate respect for other cultures.

The result from the table 4.3 above is derived from the description: “I develop ways to interact respectfully and effectively with individuals and group that may differ from me.” It showed 12 participants (50%) strongly agreed to the statement and 11 participants (46%) took the option “Agree” as the result of the large number can be concluded that the students interact respectfully and effectively with different culture.

The description of the table 4.3 above “I know and accept respectfully that people’s experiences and background impact how they interact with other.” Among 24 participants, 14 of them (58%) chose the option “Agree,” while the remaining 10 participants (42%) strongly agreed. The results suggested that all the students accept that interactions of people are influenced by their experiences and background.

Table 4.3 presented the results of a question based on the description, “I try to learn about and appreciate the richness of other cultures and honor their holidays and events.” It showed 12 participants (50%) who chose “Strongly Agree” option and 11 participants (46%) who chose “Agree” option, then 1 participants chose “Disagree” option. From this results, it can be concluded that the majority of participants believe they learn about and appreciate the richness of other cultures.



Table 4.3 illustrated the findings of the description: “I understand, respect and accept that behaviors or attitudes of one group and another is different.” All participants agreed or strongly agreed with this statement.

In the analysis of the interviews, the writer interviewed 8 out of 24 participants who completed the questionnaire sheet. The structured interview consisted of 5 questions with different answers. As previously explained, the writer utilized the concept of Milles and Huberman to analyze the data. Firstly, the writer collected and reduced the original data by categorizing it into several categories, grouping together similar meanings even if expressed using different words. In the second step, the writer displayed the data in a table to draw the conclusions from the mass of data, as shown in the table below.

**Table 4.4 The Various Answer of the Participants**

Question	Various Answer
1. What do you know about Cultural Awareness?	Cultural awareness is something like we know we are different and we respects that.
	Cultural awareness is how someone see beyond themselves and aware about the values within it.
	Cultural awareness is about understanding and respecting the differences between various cultures.
	Cultural awareness is like we know the values of the cultures and we respect others.

	Cultural awareness is knowledge of a culture.
2. Do you think the cultural aspect is important in English language learning?	Yeah, it is important because every cultures influence how we learn a language.
	Very important because that make us know more about other.
	Absolutely, cultural aspect is important in English learning because it help us understand more about the language and be open minded person.
	Yes, it is very important because when we learn English language we also learn the culture.
	It really important because it will help us learn more about the language used and help us communicate with the people whom we learned the language.
3. What do you think is the biggest factor which differs between American/British and our culture?	It is quite different, their culture are more open minded and individualism while our culture a bit traditional and influence by religion.
	It is very different, we have different language, food and how we talk, act.
	Our culture are more friendly than their but sometime Indonesian are too friendly by asking private question.
	The different is quite significant like when they tent to move from parent house while Indonesia aren't.
4. After completing Cross Cultural Understanding course, how do you think it	I found myself more sensitive to cultural differences and better communicate with other who differ from me.

affects the way you interact with others?	I think it is affect me, it make me more recognize my friend that different culture and respect the way they talk and act.
	Yes, in the class we have different background of culture such Bugis, Javanese, Sundanese, Banjarese. So, we more understand to other culture.
	It is making more open minded toward people from different culture, how people interact, speak and embraces the differences.
	The big effect is more like how we act and our attitude to new people such as do not ask private question.
	Sometimes there is tradition from other culture which quite difficult to accept as well as other culture to my culture, although I aware that we all unique and different so I learn and really do appreciate every culture that differ from me.
5. Do you know about cultural celebrations and holidays from English Speaking Country? If you know, could you mention	Of course, I knew some like Christmas Day, Valentine Day, New Year Eve, Easter Egg Day and Independent Day.
	Yeah, such as Halloween when people dress up scary custom.
	Yes, they have Thanksgiving Day is like they celebrate the harvest season and blessing of year gone by.

Drawing conclusions from the table above, several point emerge from the various answers:

1. The 2021 academic year English Education Department students at Antasari State Islamic University demonstrated a good level of knowledge about cultural awareness.
2. Participants in this research agreed that culture is a crucial aspect when learning a language. While learning a language, naturally also learn the culture because culture and language cannot separated.
3. The participants noted significant differences between American/British and Indonesian cultures. They identified various factors such as social norms, habitual attitudes, cuisine, language, and perspectives that distinguish Indonesian and Western cultures.
4. The participants indicated that after completing the Cross Cultural Understanding course, they became more aware and sensitive to cultural differences. This enhanced awareness lead them to recognize and respect people from different cultures more deeply.
5. The participants also knew some cultural celebration and holiday from English speaking country such as Christmas Day, Halloween Day, Thanksgiving Day and Valentine Day etc.

## **B. Discussion**

Based on the descriptions of questionnaire and interview, the writer discusses the findings of students' cultural awareness after completing Cross Cultural Understanding course.

The writer found that the answers to questionnaire items one to five for indicator awareness to their own culture yielded highly significant results, indicating that the majority of students were aware of and understood their culture. After completing the Cross Cultural Understanding course, the students showed significant improvement cultural knowledge. They aware that their own background and experiences could influenced their behavior toward other.

Cultivating love and a sense of responsibility for one's culture must stem from an internal desire and awareness. Without genuine affection and concern for our culture, its preservation becomes challenging. Cultural awareness is a positive attitude toward responding to the differences that exist in society (Sue, 2018). According to previous study conducted by Syahputra (2016) on the result showed that the majority of the students understood about cultural awareness and believed that language and culture cannot be separated which have same with this study that showed highly percentage.

Statement items one to five for indicator awareness to other culture showed the participants recognize and understand that they and people from

different background have different perspectives, social norms and habitual attitudes. Most of participants aware of and understand of other culture but there some of social norms and habitual attitudes that hard to fully acceptance. Cultural awareness can be enhanced through interactions among individuals from diverse cultures, fostering mutual respect (Kaukab, 2020). Interaction with different cultures is crucial for students, particularly those in multicultural environments, to increase their cultural awareness and effectively manage cultural differences, thus mitigating conflicts. It is important to remember that societies have unique cultures, and treating every culture equally can lead to misunderstandings (Wuryaningrum, 2020).

The questionnaire items one to five for indicator respecting differences yielded highly significant results, indicating that most participants have a strong sense of respect for differences. This is evident in descriptions three and five. All participants either chose strongly agreed or agreed with these statements.

Based on the explanations above, students from the 2021 academic year demonstrated a good cultural awareness and knowledge. It is evidents that the Cross Cultural Understanding course has played a significant role in enhancing their understanding. By applying cultural awareness in their communities, it is hoped that social integration will be maintained (Foulidi, X., Papakitsos, 2021). As showed in this study, culture and language are inherently linked. Therefore, it is essential to understand and respect

cultures different from their own, including their beliefs and customs (Wendt, D. C., & Gone, 2016). Culture has very important part in individual lives, facilitating communication and enriching connection with people and enhancing the cultural awareness. The writer agrees with Brown's statement that cultural learning is a process through with language learners experience, perceive, interpret and understand the world around them (Brown, 2007).

Based on the descriptions of the interviews, the findings showed that most students possessed a strong understanding of cultural awareness. They recognized the interconnectedness of culture and language, emphasizing the importance of culture in language learning. Additionally, they demonstrated an understanding and sensitivity toward cultural differences, acknowledging the uniqueness of each society.

In the first interview question, the writer found that students had a clear understanding of cultural awareness in their own terms, simplifying the concept for better comprehension. In response to the second interview question, the writer can conclude that the participants expressed their belief in the significance of culture in learning English. Regarding the forth interview question, the writer observed that some students became more open minded person, aware, and sensitive to the cultural differences, thereby influencing their interactions with others.

Language is a key part of culture because it carries the values, beliefs, and traditions of a society. As a student learn English, the

connection between language and culture becomes especially evident. The English language is deeply intertwined with the cultures of the countries where it is spoken, making the process of learning English also an exploration of cultural nuances, traditions, and values. The interplay between language and culture is evident in the way language shapes thought and behavior. English being a global language, acts as a bridge between different cultures, enabling communication and exchange of ideas worldwide. In conclusion, the connection between English language and culture is profound and multifaceted. Learning English inevitably involves engaging with the cultural contexts in which the language is used. This cultural immersion enriches the learning experience, making it more meaningful and comprehensive.

Cultural knowledge plays a crucial role for individuals in multicultural environments. It is essential to continuously explore cultural understanding, as this ability to understand the culture can develop cultural values and knowledge. Cultural awareness is described as the capacity to look outside oneself and recognize cultural values and cultural habits that enter (Constantine, 2015). The process of becoming aware to their own culture and other culture involves self-exploration until individual realize that their perspective is limited, partial and relative to their background. The frequent cultural differences that lead to conflict in society. By fostering awareness among community members, it is hoped that social integration will be maintained (Kaihlanen, A. M., 2019)