

**THE INFLUENCE OF CULTURAL AWARENESS IN  
ENGLISH LANGUAGE LEARNING:  
PERSPECTIVE OF UNIVERSITY  
EFL STUDENTS**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

*By:*

**NOVITA WULAN PERMATA SARI**  
**NPM.2002050078**



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## BERITA ACARA

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 21 September 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

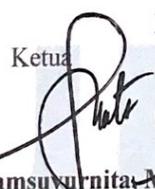
Nama : Novita Wulan Permata Sari  
NPM : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Cultural Awareness In English Language Learning :  
Perspectives of University EFL Students

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### PANITIA PELAKSANA

Ketua

  
Dr. Hj. Svamsuurnita, M.Pd.

Sekretaris

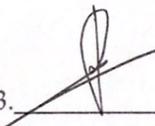
  
Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

### ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum.
2. Dr. Pirman Ginting, S.Pd., M.Hum.
3. Rini Ekayati, S.S., M.A.

1. 

2. 

3. 



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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### LEMBAR PENGESAHAN SKRIPSI

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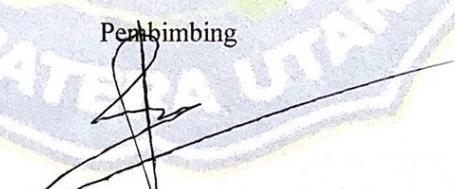
Nama : Novita Wulan Permata Sari  
NPM : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Cultural Awareness in English Language Learning :  
Perspectives of University EFL Students.

sudah layak disidangkan.

Medan, September 2024

Disetujui oleh:

Pembimbing

  
**Rini Ekayati, S.S., M.A.**

Diketahui oleh:

Dekan

Ketua Program Studi

  
**Dra. Hj. Syamsuyurnita, M.Pd.**

  
**Dr. Pirman Ginting, S.Pd, M.Hum.**



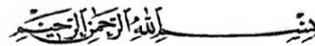
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

**Nama** : Novita Wulan Permata Sari  
**NPM** : 2002050078  
**Program Studi** : Pendidikan Bahasa Inggris  
**Judul Skripsi** : **The Influence of Cultural Awareness in English Language Learning : Perspectives of University EFL Students**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **“The Influence of Cultural Awareness in English Language Learning : Perspectives of University EFL Students”** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, September 2024  
Hormat saya  
Yang membuat pernyataan,



Novita Wulan Permata Sari

## ABSTRACT

**Novita Wulan Permata Sari. 2002050078. ” The Influence of Cultural Awareness in English Language Learning: Perspective of University EFL Students”. Thesis. English Education Department. Faculty of Teacher Training And Education. Universitas Muhammadiyah Sumatera Utara. Medan 2024.**

This study aims to investigate the influence of cultural awareness in English language learning among EFL (English as a Foreign Language) students at the University of Muhammadiyah North Sumatra. This study uses a qualitative approach with a case study design to understand students' experiences and perspectives related to cultural awareness in the English language learning process. The data collection technique was carried out through in-depth interviews with seven students who were selected purposively there is from class a morning is 1 person and b morning there is 6 morning people who ever learning subject intercultural communication in 8 semester. The data collected process is the researchers made questions for students and the researcher interviewed the select students in hybrid manner from face to face until using video call whatsapp. The main data source in this study was students from the English Language Education study program. The results of the study indicate that effect relationship between cultural awareness and language were plays an important role in increasing student good motivation and participation in English language learning. Students who have good cultural awareness tend to be more involved in learning activities and are better able to understand the cultural context related to the language being studied and shown students understand the culture and linguistic is closely intertwined and influences each other that help to improve their English language learning. The students believes its imposible learning English without cultural aspect in it, because in fact learning a foreign language its mean learning foreign culture.

*Keywords: Cultural Awareness, Language Learning, EFL, Cultural Perspective, Culture And Language.*

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The researcher expects that this study will be valuable, whether from the academic or other perspectives. In addition, disc was fully aware that this research is far from perfect; hence, any constructive feedback is invited for future enhancements.

**Wassalamu'alaikum Warahmatullahi Wabarakatuh**

Medan, september 2024

Novita Wulan Permata Sari

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# CHAPTER 1

## INTRODUCTION

### **1.1 Background of The Study**

Culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation. The symbolic form of culture can be seen in the form of words, objects, behavior, literature, myths, paintings, songs, music, beliefs that are closely related to the epistemological concepts of the knowledge system of its society. The symbol and epistemological systems are also inseparable from the social system, state organization, and all social behavior.

Awareness literally comes from the word conscious which means aware, feeling knowing and understanding. awareness is a state when we know, understand, are aware, and are sure about certain conditions. Thus, consciousness is awareness, feeling understanding or understanding something. While in psychological terms, consciousness is defined as the level of individual alertness to external and internal stimuli, in other words alertness to environmental events, body atmosphere, memory and thoughts. Based on this definition, it can be seen that the important key to consciousness lies in alertness and stimulus.

So awareness is a process of self- preparation to do or not do something, responding to certain things based on understanding, comprehension, appreciation, and rational and moral considerations accompanied by freedom so that he can be responsible for it consciously. Culture awareness is a positive human attitude in responding to differences that exist society.

Cultural awareness is also an attitude where someone appreciates, understands, and understands the differences that exist in the culture. Ethnocentrism causes many conflicts that occur because a person or group of people do not understand the diversity and so many other people who also have their own cultures. They sometimes forget that culture is formed according to the characteristics of the community itself. However, they sometimes tend to treat every form of culture the same. This is what often triggers misunderstandings and then develops into inter-ethnic conflicts. Cultural awareness is very much needed in managing existing cultural differences. And there are several ways to learn English, and one of them is by studying culture, because learning English as a foreign language is intertwined with culture. Language and culture have an inextricable relationship an increased cultural awareness helps learners broaden their mind, increase tolerance and achieve cultural empathy and sensitivity (Genc & Bada, 2005).

Research into cultural awareness and learning English as a second language has found that effectively learning to use English in authentic situations requires an awareness of culture, with learners not having been immersed in an English language culture found to be weak English users (Zhang & Wu, 2023). And there is so many students are interest in learning English as a foreign language because the culture of the native speakers it self. Every country has its own culture, language, values and traditions. And the research gap is Research could explore how cultural awareness interacts with other factors influencing language learning, such as motivation, anxiety, and identity, providing a more holistic view of the learning process.

And the phenomena is Students with a strong interest in different cultures may exhibit greater motivation to learn English, viewing it as a tool for exploring and connecting with those cultures and also EFL students who are aware of cultural nuances often show higher levels of engagement and participation in language learning activities, as they relate more to the material. The differences among countries create varying perspectives and ways of viewing the world. When people learn about other cultures or even a different language, they realize that there are many diverse group of people in the world, and being different from one another is normal.

Furthermore, a single country can have various cultures, such as Indonesia, which has many languages and cultures. However, the relevance of national and regional cultures as well as fundamental human principles always allows us to understand diverse civilizations. Language through culture and culture through language, on the other hand offer us new options to understand modern social processes. Students need to understand the relationship between language and culture. This is significant because comprehending a culture begins with mastering a language. First of all, we are conscious of cultural sensitivity. Understanding the differences between our own and other cultures is necessary for learning the target language; this process is called cultural awareness (Coleman et al., 2021). During mentorship training Cultural understanding is crucial to promoting tolerance and acceptance across cultural boundaries. Being aware of other people's perspectives on our culture also and our own knowledge of it ( Cornish Ilyas, 2019)

The students who study a foreign language are better to comprehend both foreign and their own cultures. However, teachers may fail to cover cultural issues in language schools in their entirety for a variety of reasons, including time limits, a lack of cultural experience, or a lack of training on how to teach cultural components (Zorba, 2023). If students are unable to understand both their own and other people's cultures, they will become unmotivated. arguments can be verified by the results of studies on cultural awareness in language learning, especially when studying English as a foreign language in a globalised setting (Abdulrahman & Towairesh, 2021).

The cultural differences can bring both positive and negative impacts, the positive impact can significantly enrich our lives and work environments. Exposure to diverse perspectives can lead new ways of thinking and problem solving. Additionally, cultural differences can improve communication skills, requires being a better listener and more emphatic communicator. Moreover, diverse culture introduces understanding and respect like cultural awareness and sensitivity, provide valuable insights, leading to open mindedness and deeper appreciation from global diversity. Otherwise, cultural differences can also pose significant challenges. Miscommunication is such a common issues whether it is verbal, nonverbal and contextual meaning can lead to misunderstandings. The differences can also cause a conflict and tension, without a proper awareness and education cultural different can lead to stereotypes, biases and discrimination. Additionally, interacting diverse cultural practice can be difficult and requiring more effort in finding common ground. On individual level, adapting a new culture can be difficult, stressful and overwhelming.

As noted above, life is closely tied to culture. Different culture might lead to confusion and misunderstandings, so there needs to be an emphasis on educating cultural awareness to minimize misunderstandings and enhance knowledge about culture. Students' cultural awareness should be emphasized and enhanced in English language learning.

The writer has found a previous study related to this study in the field of Cultural Awareness. It was conducted by students of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar entitled “Students’ Perception Toward Cultural Awareness As A Contributing Factor In Learning English As A Foreign Language” by Nurul Magfirah (2017).

This research examines students’ perceptions of cultural awareness in learning English as a foreign language. It emphasizes the relationship between language and culture, which leads to cultural awareness affecting the learning process. The data analysis showed that the students have a good understanding of both culture and language and recognize the relationship between them. The students understand that cultural aspect is important and connected to learning English. They realize that cultural awareness is necessary for studying English effectively.

The previous study by Nurul Magfirah (2017) focused on students’ perception of cultural awareness as a contributing factor in learning English as a foreign language. The result showed that students believe cultural awareness cannot be separated in English learning. However, this previous study emphasized cross cultural understanding, which differs from the focus of the current study.

Based on the description and statement above, the writer is interested in conducting research on cultural awareness, and the title for this research is "the influence of cultural awareness in learning English: perspective of university EFL students". In order to determine the learning impact based on the perspectives of students who are learning English, the study investigated the relationship between cultural awareness and language learning. This study has the potential to be a research project because the impact or the influence for EFL students more aware of cultural awareness.

The anticipated outcome is that cultural awareness has been shown to affect EFL students' English language learning, whereby they have a close understanding of both culture and language that influence one another and help them become more fluent in the language.

## **1.2 Researches Focus**

From the viewpoint of students learning English as a foreign language (EFL), this study explores the influence of cultural awareness on English language acquisition. Language learning requires a strong understanding of culture, particularly in situations where English is being taught as a second or Foreign language. In order to investigate the viewpoints, experiences, and attitudes of EFL students on the significance of cultural awareness in their English language learning process, this study uses a qualitative research approach. And using Interview as the research instrument and The results add to our knowledge of the relationship between cultural awareness and language learning outcomes.

### **1.3 Formulation of Problem**

To investigate the issues raised, the following research questions developed:

1. Is there any effect about the relationship between cultural awareness and English language learning?
2. What is the university EFL students persive of the influence cultural awareness in learning English as a foreign language?

### **1.4 The Objectives of the Study**

The objectives of the study can be delineated as follows:

1. To find out any effect of the relationship between culture awareness and English language learning.
2. To identify EFL students' persive of the influence cultural awareness in learning English as a foreign language.

### **1.5 The Significances of The Study**

The research's significance be divided into the following two categories: First, Theoretical significance: This study should provide useful information, references, and knowledge for English language teaching and learning, particularly in the area of cultural awareness. Second, Practical significance: There is three practical significance which are expected by the researcher as follow:

1. This research may provide teachers with fresh insights and understanding on cultural sensitivity and language use in the classroom.
2. It may offer the students a chance to improve their comprehension of studying English as a foreign language.
3. The additional researcher may find it to be a helpful source of information for their subsequent study.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

##### 1. Culture

Defined culture as that which people must know in order to function reasonably successfully in their social environment. Culture is a significant topic of ethnographic inquiry. A culture can be said to be the same. The smallest portion of a culture is what we can easily observe, such as conduct, attire, and cuisine. The internal component, which includes beliefs, values, norms, and attitudes, is below the level of consciousness while this is happening (Tran et al., 2020)

Culture is the behavior of a society living in a certain location, which manifests itself in values and existing norms. And from that point forward, it will be passed down through generations:

- a. Culture serves as a characteristic that identifies an inhabited community in a given location;
- b. Culture serves as a means for a particular society to meet its basic needs. These needs can be satisfied by culture in the form of dwellings, weapons, traditional clothing, cuisine, songs, and other things (Irmania et al., 2021).

In addition to literature, (corbet, 2022) discussed other resources that can be utilized in the process of introducing culture to EFL students, including the use of newspapers and magazines, websites, TV shows, films, and videos. He added that encouraging language learners to read newspapers offers them an excellent opportunity to familiarize themselves with multiple aspects of the foreign language's culture. These opportunities can be found in the different sections of the newspaper, such as advertisements, editorials, sports pages, and comic strips. however, argued that in some instances the language difficulty in newspapers might be discouraging to some students, which requires teachersto provide support to facilitate the use of this resource. As for the use of videos, the author discussed a method in this regard that involves students watching videos, then writing down lists of things that are different in their culture from what they are in the videos. He argued that this exercise allows students to remember the language aspects and to identify intercultural differences. And The objective is to identify the level of disconnection between language and culture inthese courses and to illustrate this situation with language–use examples that highlight the negative impact of ex cluding the cultural context from certain aspects of language. Thus, it is hoped that this study can be one step in that direction and that it can be the basis for future comparative studies to measure the effects of this situation on EFL students in other societies around the world.What is more, EFL textbooks should not only focus on improving learners' language abilities (Ginting et al., 2024 in zahoor & janjua, 2019)

## **2. Culture And Language**

Since language reflects the development of society, the study of a language cannot be separated from history, politics, economy, and especially culture. Culture as a social process deals with the use of language and communication experienced by people in given circumstances. For learning a foreign language, the main factor is immersion in the foreign culture of society and intercultural communication. This relationship helps to better catch all aspects of the target language both at the lexical and grammatical level, enhance language skills and obtain knowledge about customs, traditions, and norms of other countries. It can assure that understanding native speakers and integrating into a foreign language environment will be held much more easily. Considering the cultural experience of each generation and the challenges of society, language is the main factor of mutual understanding in all fields. Every change in the development of society affects literature, cinema, and theatre, which are the main components of every separate culture and in turn, have a great impact on the development of individuals as well as the whole society. Therefore, during learning a foreign language, one needs to consider all these factors and learn the second foreign language to preserve the complete historical and cultural heritage. The role of culture in the acquisition of English as a second language for non-native speakers (ESL) is an important element of modern linguistics. Significant contributions to the development of research in language learning have been made by linguists who have explored culture as a context for and background influence on transmitting cultural knowledge to students.

Culture and language are inextricably linked. Culture will also disappear if languages do. You can keep your culture alive by continuously speaking in your original tongue. Thus, learning a foreign language also requires learning about the culture of that language. Therefore, it is essential to comprehend the culture of any foreign language. Among the most prominent linguists who research language and culture are these two: Our understanding of the world is based on the categories and distinctions found in our native tongue, and due to cultural differences, what is present in one language may not be present in another, according to their thesis, which is commonly known as linguistic relativity (Zushi & Perusquía-hernández, 2023).

### **3. Cultural Awareness**

Cultural awareness is the capacity to understand cultural context, issues, and connections using conscious awareness and knowledge acquired through the mind and senses. In other words, "cultural awareness is the ability to engage with people, to understand and accept both the positive and negative cultural qualities that others possess, as well as their own cultural characteristics (Benedict, 2019). Furthermore, found that there are cultural variations described, such as behaviors, values, and cognition, in the taxonomy of culture of developing cultural awareness. However, values and behavior vary among cultures most frequently (Li et al., 2020). Then, cultural awareness entails a constantly rising inner sense of the equality of cultures, a raised understanding of one's own culture and that of others, and a growing interest about the differences and similarities of cultures.

that raising culturally conscious children helps them to be more patient, open-minded, and able to comprehend and empathize with other cultures as stated by (Cotman et al., 2019). (Escudero, 2013) stated that an increased cultural awareness helps learners broaden their mind, increase tolerance and achieve cultural empathy and sensitivity.

(Hazea, 2018) consider that English language education should equip learners with the knowledge of intercultural communication and the ability to use it effectively in order to bridge cultural differences and achieve more harmonious, productive relations.

#### **4. The Relationship Between Language And Culture**

Given how difficult it is to understand other people's communication patterns, the relationship between language and culture becomes convoluted beyond just knowing certain words, sounds, and sentences (Lu & Wan, 2018). Then, language is the most crucial means by which we set up our social lives. It is closely tied to culture in many complex ways when it is employed in communication. To begin with, people's words are based on their everyday experience (Lu et al., 2020).

(Hinojosa, 2000) studied the impact of the relationship between culture, foreign language teaching on intercultural communication and drew to the conclusion that “in foreign language learning, knowledge of linguistic structures alone is not enough; we also have to understand the way of life of a foreign culture and the individuals living it”. This enhancement, particularly in the Implementing (AI) in English language teaching sensitive to different cultures is particularly significant, as it dramatically benefits students' development (Larasati & Ginting, 2024)

(Hazea, 2006) claimed that “We all know that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture”. His study proved the idea that language teachers should develop an awareness of sociocultural and sociolinguistic differences that might exist between the students’ first language and the target language. This knowledge is helpful for explaining to both teachers and students the reasons for unintended pragmatic failures and breakdowns in communication. Thus, students will be aware of ways how to avoid such awkward situations while having intercultural communication experiences.

(Baker, 2012) strongly believes that “English as a Foreign Language (EFL) classroom (EFL) can considerably contribute to a culturally versatile development of global citizenship education”. Her study explored the effect of cultural diplomacy as soft power that considerably contributes to effective EFL teaching/learning. Its findings proved her hypothesis that EFL teachers are to provide learners with a rich socio-cultural awareness and living skills, rather than only linguistic training on the target language.

##### **5. Element of cultural awareness**

culture is contextual and ephemeral in space and time. Similar to language, culture may appear to be a phrase that is challenging to define. Then, cultural elements cover things like a society's or a culture's beliefs, values, customs, tools of the trade, and modes of communication. The Standards for Foreign Language Learning provide a framework for students to integrate moral values, social norms, and tangible and intangible cultural goods.

The three Ps of culture are:

- a. perspectives (what people within a culture believe, feel, and value);
- b. practices (how people within a culture interact and communicate with one another).

Products are the things that members of a group make, share, and pass on to the following generation. Examples include technology, music, art, food, and literature.

## **6. The Influence of Cultural Awareness in English Language Learning**

Cultural context, which takes into account person, circumstance, time, and location, has a substantial impact on how language is employed. Therefore, we must understand the target language and target culture in order to improve our communication and knowledge about the perspectives of native speakers of the target language, as well as their experience of living with them, social behavior, sentiments, beliefs, customs, and religion (Ghafor, 2020). And culture influences several skills in English such as vocabulary, listening, speaking, and translating (Mohamed, 2020) as follow:

### **a. Cultural influence vocabulary**

Language is the vehicle for culture, and vocabulary is the essential building block of language. Cultural differences will inexorably be reflected in vocabulary, and vocabulary definitions will also be a reflection of more general national or cultural changes.

### **b. Cultural influence listening**

In listening, you will not be able to understand what is being said about expressions of a foreign culture or something that is unfamiliar to your way of life. But it is much simpler to absorb and immediately grasp the meaning when you are listening to something you are already familiar with.

### c. Cultural influence speaking

Along with listening, speaking ability goes beyond simple pronunciation and intonation. To understand the cultural background of the target language, people must read extensively; only then will they be able to interact with others successfully and avoid being misunderstood or misinterpreted. Hence, when teaching oral English, teachers should emphasize the language's usefulness and make an attempt to use examples from daily life

### d. Cultural influence translating

There is broad agreement that culture has a big impact on translation. While translating, we should have a solid understanding of both the source and target languages. The most difficult part of translating is comprehending the cultural context. Science, philosophy, history, geography, and the arts are only a few of the subjects covered by cultural background knowledge.

## **7. The Importance of English Language Learning**

English is incredibly useful in the modern world and plays a significant part in our daily lives. In the corporate world, English is a language that is frequently utilized. For intercultural communication and sustaining correspondence with foreign business partners or experts, English is a requirement. (Heggernes, 2019).

## **8. English Foreign Language (EFL)**

The term "English as a Foreign Language" (EFL) refers to a language that is spoken by citizens of another nation or community. According to (Patel & Jain, 2008), a foreign language is one that is spoken by members of linguistically other civilizations and in which the secondary environment is not observed.

## 9. Perspective

### a. Definition of perspective

According to Robbins & Judge (2013), a perspective is derived by summarizing and interpreting a person's information so that the individual can respond positively or negatively to the information. According to Wade (2005), the function of perspective is not to furnish us with subjective impressions of our surroundings and the significant objects in the environment. Rather, it is to provide an effective platform for action. Perspective can be seen as an active process that goes beyond passive observation. It involves the integration of sensory information with prior knowledge, expectations, and goals, allowing us to make sense of the world and interact with it in a purposeful manner.

Feldman (1999) stated that perspective is a constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation. Perspective involves more than just the initial sensory input. It also encompasses various cognitive processes such as attention, memory, and interpretation. These processes work together to organize and integrate the incoming sensory information with our existing knowledge and experiences. As a result, people construct a coherent and meaningful representation of the situation.

These theories emphasize that perspective plays a crucial role in organizing sensory impressions, guiding action, constructing meaning, and encompassing all aspects of sensory experiences. When applied to EFL students, it becomes evident that understanding how students organize and interpret sensory information is essential.

EFL learners must also actively engage with the language, generate meaning from past information, and experience it via many senses. Because perspective is multidimensional, educators can tailor their lessons to students' perspective, experiences, and aspirations to create a more relevant and engaging learning environment. Ultimately, knowing students' perspective leads to more effective language learning for EFL students.

#### b. Types of Perspective

There are many types of perception, namely people's perceptions, social perceptions, and situation perceptions (Zanden, 1984):

##### 1. People's Perspective

People's perspective refer to the processes by which they know and think about other people, their characteristics, qualities, and inner states. They construct images of other ways that serve to stabilize, predict, and create our own manageable view of the social world to the extent that they link stable traits and enduring dispositions to others. They feel that they are better able to understand their behavior and predict their future actions and they use their state to guide our interactions with them. Thus, it can be concluded that a person's Perspective refers to the general tendency to form impressions about other people, the different conclusions we make about other people based on our impressions.

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### 3. Social perspective.

Situations are all social factors that influence a person's experience or behavior at a particular time and place. It is the interaction of time and space in which we act in a certain way. This usually means that people perceive differently based on the situation. The attitude of the students in the past was different from the attitude of the students now. This is because of social factors that influence a person's behavior and also about differences in students' knowledge that will flow information and technology, thus influencing student thinking.

### 4. Situation Perspective

Social Perspective means that trying to understand people whether they are professional athletes, politicians, criminals, leaders, entertainers, or loved ones closer to home is no easy task. That is, people who perceive something that depends on its quality will give a good perception. They can read other people's Perspective of different activities. Thus, this research delved into the specific area of people's Perspective, specifically focusing on EFL students' Perspective on the influence of cultural awareness in English language learning at the English Education Department Students in universitas muhammadiyah sumatera utara. While there are various types of perspective. this study solely concentrated on exploring the insights and opinions of individuals.

c. Factors that Influence perspective

Perspective is an active process in which the perceiver plays an important role (Stroh et al., 2002). Perspectives are shaped and influenced by various factors. According to Robbins & Judge (2013), a number of factors operate to shape and sometimes distort perspective, namely attitudes, personality, motives, interest, past experiences, and expectations. These factors can reside in the perceiver; in the object, or target, being perceived; or in the context of the situation.

Therefore, there are some factors that influence perspective. The first factor is attitudes. Attitudes refer to the individual's learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object, person, or concept. Attitudes can significantly influence perspective as they act as a filter through which individuals interpret and make sense of information. Attitudes may be influenced by cultural upbringing, socialization, personal beliefs, or previous experiences.

The second factor is personality. Personality can be defined as the relatively stable set of traits, characteristics, and patterns of behavior that influence an individual's unique way of perceiving and interacting with the world. According to Jung (2014), "Personality is the supreme realization of the innate idiosyncrasy of a living being." Personalities differ among individuals, and these differences can affect how individuals perceive and interpret information. Personality traits such as openness, conscientiousness, and neuroticism may impact how individuals process and perceive stimuli.

The third factor is motives. Motives refer to the needs, desires, or wants that drive an individual to act or seek certain outcomes. Motives can shape perspective as individuals tend to perceive information in a way that aligns with their goals or desires. As Murray in Deans et al. (2012) stated, “Motivation is the tendency to desire and seek out positive incentives or rewards and to avoid negative outcomes.” Motives can be influenced by intrinsic factors (e.g., personal growth, achievement) or extrinsic factors (e.g., rewards, recognition). They can also be conscious or unconscious drivers of behavior and perspective.

The fourth factor is interest. Interests refer to the topics, activities, or areas that capture an individual’s attention and curiosity. Interest has two impacts on perspective. Interests can impact perception as individuals are more likely to notice and interpret information related to their interests. Interests can be broad (e.g., sports, music) or specific (e.g., playing the piano, painting). They can develop from personal experiences, exposure, or innate preferences.

The fifth factor is past experiences. Past experiences encompass an individual’s prior encounters, learnings, and memories. These experiences can influence perspective as individuals tend to interpret new information based on their past encounters and associations. Lastly, expectations refer to the assumptions, beliefs, or predictions an individual holds about a specific situation, person, or event. Expectations can influence perspective as individuals tend to notice and interpret information that aligns with their preconceived notions

#### d. EFL Students' Perspective

According to Montague (1997), a students' Perspective is the student's feeling about something. Student perceptions refer to the subjective beliefs, attitudes, opinions, and understandings that students have about various aspects of their educational experiences, including teachers, curriculum, classroom environment, and learning outcomes. Positive Perspective of the learning environment and instructional methods can lead to increased interest in learning, active participation in class, and a sense of ownership over their education. Conversely, negative perceptions may result in disengagement, decreased motivation, and a lack of interest in academic activities. Therefore, acknowledging and addressing students' perception becomes a critical endeavor in promoting optimal learning experiences and outcomes

According to self-determination theory (SDT), students' perception of their competence, autonomy, and relatedness to others significantly impact their motivation to learn and engage in academic tasks. When students perceive their learning experiences as meaningful and aligned with their interests and values, they are more likely to be intrinsically motivated, leading to better academic performance and higher levels of engagement (Legault, 2017). This intrinsic motivation, as elucidated by Legault (2017), can be a powerful catalyst for improved academic performance and higher levels of engagement. Thus, this research focused on EFL Students' Perspective of the influence in cultural awareness in English language learning at English Education Department students in universitas muhammadiyah sumatera utara.

#### e. The Importance of EFL Students' Perspective

Students' Perspective hold significant importance in the educational context as they profoundly influence various aspects of the research process and academic outcomes (Jackling, 2012). These perceptions refer to the way students view themselves, their abilities, and the educational environment they are in. Understanding students' perception of their learning environment provides an avenue to understanding the opportunities for learning afforded to each student in a given class (Knight & Waxman in Bray et al., 2023). Although student experience may not be consistent with the observations of external actors (researchers, inspectors, or even other teachers), or the intentions of the classroom teacher, these perceptions reflect the range of ways in which students experience classroom pedagogy (both instructional and environmental). Here are some key reasons why students' perceptions are essential:

##### 1) Enhancing engagement and motivation

Students who perceive their learning experiences positively are more likely to be engaged and motivated in the classroom. When students find the curriculum interesting, relevant, and enjoyable, they are more inclined to actively participate in class discussions, complete assignments, and take ownership of their education. Engaged students are more likely to persist through challenges and seek opportunities for deeper learning, leading to improved academic performance.

##### 2) Tailoring instructional strategies

Students' perspective provide valuable feedback on the effectiveness of various instructional methods and approaches.

By understanding how students prefer to learn, educators can tailor their teaching strategies to accommodate diverse learning styles. This personalized approach can optimize learning experiences and ensure that students are equipped with the skills and knowledge necessary to succeed.

### 3) Addressing learning barriers

Negative perspective can act as barriers to effective learning. Identifying and addressing these barriers, such as feelings of inadequacy, disinterest in the subject matter, or a lack of confidence, allows educators to provide targeted support and interventions. By acknowledging and mitigating these challenges, educators can create a more inclusive and supportive learning environment for all students.

Thus, students' perspective are a crucial aspect of the educational process that should be acknowledged, understood, and respected. By recognizing the impact of students' feelings, beliefs, and attitudes on their learning experiences, educators can create a more inclusive, engaging, and effective learning environment.

## **2.2 Previous Relevants Studies**

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

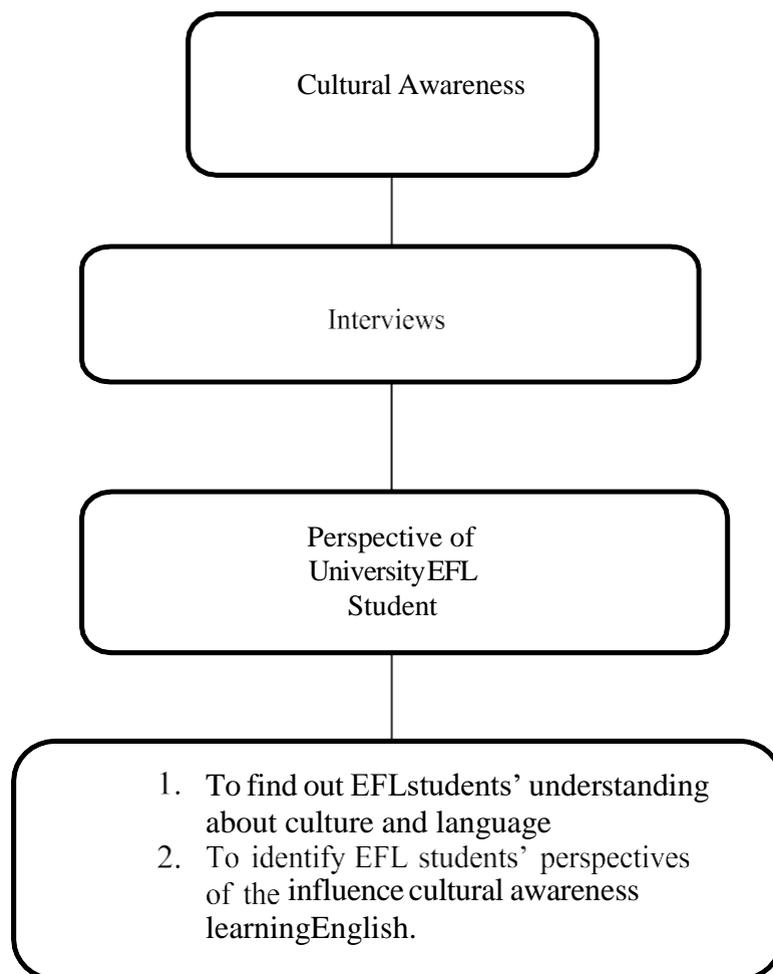
1. Dr. Ibrahim Abusihab research titled "The Effect of Cultural Awareness on Motivating Students to Learn English as a Foreign Language in Jordan". The research was undertaken to cast of the Effect of cultural Awareness in Jordan to learn English as A foreign language. Found that language and culture are related and interrelated in learning foreign language. Culture plays an important role in motivating students to learn the foreign language.

Most EFL Jordanian teachers remark that cultural awareness is mostly absent in leaning process in English in Jodian schools. This leads to many defects in teaching English as a Foreign languange.

2. Helmi research tittled “The effect of culture awareness (Aceh) as a contributing factor in Foreign Language Learners”. In this research,the researcher focused on the effect of contributing factor towards cultural awareness,and found that impossible to learn foreign languange without culture in it. In this research the researcher focus on the cultural awaraness as a contributing factor in learning English As a foreign languange,it’s not about Parents bacground, and culture in above. In this research the researcher limit in English Languange Learners.
3. Nurul Ashiqin Binti Larawi research tittled ” A Study of EFL Students’ Cultural Awareness in Learning at English Department of Universitas Muhammadiyah Bone ”. This research aims to find out students’ cultural awareness when learning English and the impact of cultural awareness on English languange learning. The researcher conducted this research at the Universitas of Muhammadiyah Bone. The results of this study indicated that the majority of EFL students have an awareness of their culture during the learning process and students also showed that their reactions to culture are related to cultural knowledge. In addition, students' responses indicated that cultural awareness is very important for developing positive attitudes towards people who have different cultural values, beliefs, and behaviors.

### 2.3 Conceptual Framework

The study will be find the influence of cultural awareness in english language learning : perspective of university EFL students. Students would spontaneously describe their own personal opinion as their reflection of their perspective by giving interview . The conceptual framework proposed in this research can be seen in the following chart:



*Figure 1 : Conceptual Framework*

## CHAPTER III

### METHOD OF RESEARCH

#### 3.1 Research Design

This research uses descriptive qualitative research method, because the study focuses on students' perspectives on the influence of cultural awareness in English language learning. As the data collected consists of descriptive information rather than numerical data.

In the other hand, (Creswell, 2016) said that qualitative research is a method of investigation that seeks to comprehend the significance of a variety of persons or groups in relation to societal issues. Qualitative research is typically employed to study various aspects of human existence, including individuals' lives, historical events, behavioral patterns, abstract notions or phenomena, social issues, and similar subjects. According to the definition provided, the researcher concluded that qualitative research is a type of investigation that aims to clarify a phenomenon by using field descriptions and observations, without using statistical approaches to uncover empirical data.

Since the data in this study is expressed in words rather than numbers, it is classified as qualitative research. The key finding of the study is the students' cultural awareness and its impact on their English language learning. The researcher utilized a descriptive method to analyze students' cultural awareness at UMSU.

### **3.2 Location and Time of Research**

The research be conducted at Universitas Muhammadiyah Sumatera Utara. Located at Jln. Kapten muchtar basri No.3 Glugur darat II, Kota Medan, Sumatera Utara. And the researcher select this location because I made observations by visiting there and the location of this research is in accordance with the problem that I raised also there is EFL students that ever have learning about the subject intercultural communication materials about culture as an EFL student language and culture are related and interrelated in learning English as a foreign language and the time of this research is one week, cultural awareness is a contributing factor that influences students understanding in learning English as a foreign language .

### **3.3 Source of Data**

The subjects in this study consisted of English Departments students From Universitas Muhammadiyah Sumatera Utara. The informants of this research were 7 EFL students who already learning intercultural communication in 8 semester. This study focuses on the viewpoint of students learning English as a foreign language (EFL) this study explore the influence of cultural awareness on English language acquisition. language learning requires a strong understanding of culture, particularly in situations where English is being taught as a second or foreign language . The theory used is (Genc & Bada, 2005) theory, which contains Culture and language are inextricably linked Culture will also disappear if languages do.

### 3.4 Research Instrument

#### a. Interview

Instrumentation is a crucial aspect of a research process. Instrument is the tool used to gather data (Gay & Mills, 2019). Instrumentation refers to developing research devices to collect data for the study. The data of this research was collected by conducting semi-structured interview that was adapted by (Lytvyn in Ismawati et al., 2021). A semi-structured is an exploratory interview that is generally based on a guide and that it is typically focused on the main topic that provides a general pattern (Magaldi & Berler, 2020). Thus, the interview consisted of 15 questions about EFL students' perspective in the influence of cultural awareness in English language learning.

In addition, in the context of instruments, it is important to own a valid instrument. As defined by Sugiyono (2014), validity is the capability of an instrument to measure what it is intended to measure. In this research, the researcher conducted an expert judgement validation who teaching intercultural communication subject with the one lecturers to see whether the items were valid or not. The researcher asked one of the English lecturers at universitas muhammadiyah sumatera utara. From the result of validation, the validators stated that the instrument of this research was valid in terms, concept, and contents with some revision.

### **3.5 Technique of Data Collection**

In collecting data, the researcher applied the procedures as follow :

1. The researchers made questions for students who were selected as the informant of this research.
2. The researcher interviewed the selected students in a hybrid manner, where students who were in medan were carried out face-to-face while students who were not in medan were carried out through WhatsApp Video-call.
3. The researcher collected data from interviews.
4. The researcher analyzed the data
5. The researcher gave conclusion of the result from the data.

### **3.6 Data Analysis Technique**

Despite the fact that numbers are described through interpretation, qualitative data consists of words. Therefore, extensive investigation is required to understand and ascertain their meaning. According to Miles et al (2014), the following strategies are used in qualitative study data analysis:

#### **a. Data reduction**

Data reduction is the process of separating the useful data from the irrelevant data after collection and processing. After identifying the problem, the researcher collected the data by interviewing students for information. All the recording data was collected. Then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identify the influence of cultural awareness in English language learning: perspective of university EFL students.

#### b. Data display

Data display is the information that the researcher finds to be pertinent. The researcher clearly and thoroughly explains the data that be enter into the study. in this part, the researcher selects data obtained at the time of research regarding the user perspective about the influence of cultural awareness in English learning and then the data classifies and chooses simply.

#### c. Conclusion

In the conclusion, the researcher developed a structured description of information to draw conclusion and act. the researcher intends to provide a resolution to the problem as formulated. These processes involved checking the data reduction and data display again before drawing any conclusions. The researcher began to draw and develop conclusions concerning cultural awareness, how students' cultural awareness affects learning English, and the impacts of cultural awareness on English language learning. In order to confirm that the data w accurate, verification also done by looking at the data reduction and data display.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

In this section, the researcher presents the findings of the research about the influence of cultural awareness in English language learning: perspectives of university EFL student. To obtain the data, the researcher used semi structured interview as the main instrument for collecting the data and documents from the students' perspectives report. The informants for this interview are the 7 students of English Education Department who were learning intercultural communication subject.

##### **4.1.1 Data Description**

The data description focuses on students' perspectives on the influences of cultural awareness in language learning . The data collection starts on 31th August and continues until 5th september 2024. The researcher conducts this research on 7 students who learning intercultural communication subject in 8 semester. The data are in the form of interviews related to students' perspectives on the influence of cultural awareness in language learning. The researcher obtains the saturated data after

In collecting data, the researcher interviews each student in a hybrid setting. The hybrid setting happens because some students are outside medan. The interviews last approximately 5-10 minutes. The findings show that students perceive positively when learning cultural awareness in their English language learning. The data from interviews show that students give good perceptions

Although there are some students who show some less pleasant experiences. overall,they feel cultural awareness is really influence their learning English language as EFL student.

#### 4.1.2 Data Distribution

##### 1) Informant TS

**Table 1 informant TS's statements of cultural awareness**

informant	Key points	Positive perspectives
TS	<ul style="list-style-type: none"> <li>-finds that cultural awareness is understanding the custom and traditions of a language native speakers, which helps enhance communication.</li> <li>- find that as a EFL students understanding cultural nuances helps me feel more at ease when speaking, can navigate conversations better.</li> <li>- cultures and language are deeply intertwined and language is often a reflection of cultural values and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>-finds that cultural awareness makes learning English feel more relevant</li> </ul>

Considering the explanation provided above, the researcher describes the results of the interviews conducted with the informants. Informants TS expressed that the cultural awareness have positive impact on her language learning, The informant said *“for me is so many English idioms can be confusing for non native speakers. For instance, the phrase “ hit the books”*

*means to study hard, but learner might interpret it literally, leading to confusion about its intended meaning*". This misunderstanding highlights the importance of idiomatic expression in cultural contexts.

## 2) Informant NAS

**Table 2 informant NAS's statements of cultural awareness**

<b>Informant</b>	<b>Key points</b>	<b>Positive perspective</b>
NAS	<ul style="list-style-type: none"> <li>- cultural awareness is understanding and appreciating the difference and similarities between cultures, which helps in effective communication</li> <li>- When learners explore various cultures, they discover the relevance of English in global conversations</li> </ul>	<ul style="list-style-type: none"> <li>- finds that Language is a tool for expressing cultural identity it carries the nuances and traditions of community</li> </ul>

Informants NAS shared a statement, expressing the impact on cultural awareness in English language learning from her statement highlighting that Additionally, exploring various cultures helps learners recognize the significance of English in global interactions. The informant said *"for understanding different cultures inspires me to communicate better. I want to connect with people from diverse backgrounds, which drives my motivation"* By understanding these nuances, learners can navigate social situations more comfortably, boosting their confidence in engaging with native speakers.

### 3) Informant DA

**Table 3 informant DA's statements of cultural awareness**

<b>Informant</b>	<b>Key points</b>	<b>Positive perspective</b>
<b>DA</b>	<ul style="list-style-type: none"> <li>-find that it involves recognizing one's own cultural biases and how they affect interactions with others from different backgrounds.</li> <li>- Knowing cultural contexts helps to avoid misunderstandings, which makes more confident when communicating.</li> </ul>	<ul style="list-style-type: none"> <li>- being aware of cultural differences helps me avoid misunderstandings and misinterpretations during discussions.</li> </ul>

Informants DA conveyed her interest in cultural, The informant said “*For me Language shapes how we perceive the world, influenced by cultural context. Different cultures prioritize different aspects of life, which is reflected in our language*”. Being culturally aware makes me more confident in discussions. I can engage with diverse topics and perspectives without feeling out of place.

## 4) Informant NFK

Table 4 informant NFK's statements of cultural awareness

Informant	Key points	Positive perspective
NFK	<ul style="list-style-type: none"> <li>- Cultural awareness is it involves not only knowledge of other cultures but also the ability to adapt one's behavior in culturally diverse situations.</li> <li>- Cultural education prepares students global citizenship. In our interconnected world, understanding diverse cultures is crucial</li> </ul>	-Understanding cultural norms allows me to engage more naturally, which makes me feel less like an outsider conversations

Informant NFK shared an experience where cultural awareness avoid misunderstandings. The informant said that *“In my culture, we often use humor in communication. I try to incorporate humor into my English practice, but sometimes it doesn't translate well”*. It emphasizes that effective communication in English relies on cultural awareness, as many language programs focus not only on vocabulary and grammar but also on the cultural contexts of phrases and expressions.”

## 5) Informant SFD

Table 5 informant SFD's statements of cultural awareness

Informant	Key Points	Positive perspective
SFD	<ul style="list-style-type: none"> <li>- Cultural awareness can enhance teamwork and collaboration, especially in multicultural work environments where diverse ideas contribute to success</li> <li>- It enhances my listening skills. I can better interpret the intentions behind what native speakers say when I'm culturally aware</li> </ul>	<ul style="list-style-type: none"> <li>- find that It enhances listening skills. can better interpret the intentions behind what native speakers say when I'm culturally aware</li> </ul>

Informant SFD shared that as a EFL student who ever learn cultural as a subject where the culture can also communication while traveling. The informant said *“Incorporating culture helps me develop empathy. It allows me to see the world through different perspectives, which is invaluable”*

## 6) Informant QA

Table 6 informant QA's statements of cultural awareness

Informant	Key points	Positive perspective
QA	- finds that cultural awareness also involves recognizing and valuing the contributions of different cultures to society as a whole	- Being culturally aware helps me appreciate diverse perspectives, enriching my conversations with native speakers - Cultural awareness encourages me to explore various topics in English, broadening my learning beyond just grammar and vocabulary.

Informant QA share an experience that cultural awareness enables learners to confront and challenge stereotypes about their own and other cultures. By navigating these complexities, learners can express their thoughts and experiences more confidently reinforcing their identity while using English. Informant QA said *“I feel Cultural content makes learning fun. I appreciate using films, music, and literature to explore language in context”*

## 7) Informant SN

Table 7 informant SN's statements of cultural awareness

Informant	Key points	Positive perspective
SN	<p>- Finds that It's about being open-minded and willing to learn from others, fostering empathy and understanding in diverse environments.</p> <p>- language learning is incomplete without cultural understanding. You can't fully grasp a language without knowing its cultural</p>	<p>- Cultural insights help me set personal goals. I'm motivated to learn English to participate in cultural exchanges and expand my horizons</p>

Informants SN's Statement in the influence of cultural awareness in English language learning, The informant said "*I enjoy the cultural insights I gain through learning English. It's not just about the language; it's about understanding different ways of life*" so that why I said that cultural awareness have the positive impact on my studying English language.

## 4.2 Discussion

The interviews with 7 informants highlight the influence of cultural awareness in language learning gained their awareness between the relationship culture and language. The results among the interviewees is that EFL students perspectives about the cultural awareness is culture and language inextricably linked, culture will also disappear if language do and also Discussed how to understand culture and students' cultural awareness when learning English. Based on the results, students provide an accurate definition of culture, provide an explanation, before expanding it to the target language culture, the researcher assesses students' understanding of culture awareness.

This is due to the fact that culture is a broad and complex idea that includes attitudes, values, traditions, behaviors, and common artifacts that define a particular group or community.

Based on the explanation above, the students of English Department in universitas muhammadiyah sumatera utara believes that cultural awareness cannot be separated with English learning. They have a good understanding about cultural awareness. Moreover, The researcher sure intercultural communication subject's help them to understood cultural awareness. It showed the result, that there is no participant says in disagreement.

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

The researcher found that the majority of students understood the importance of culture in learning English. This is because an understanding of good culture can increase knowledge and motivation for learning English. Therefore, cultural awareness is a crucial component of learning English as it can help learners communicate more effectively, avoid misunderstandings, and deepen their understanding and appreciation of the language. Understanding the cultural background, art, literature, and lifestyle can help to achieve language proficiency. the influence of foreign cultural awareness increases linguistic knowledge. to fully learn the target language, one must also understandthe target culture in addition to language abilities, patterns and regulations. From the influence obtained by students that cultural awareness helps improve their intellectual development and cultural knowledge because English is the target language where the culture studied in class is how the culture of native speakers is. This is because cultural context has a significant influence on how language is used and skills in learning are very important

as in EFL students know how culture plays a role in their learning. This can be seen in student informant 2 who stated “*for understanding different cultures inspires me to communicate better. I want to connect with people from diverse backgrounds, which drives my motivation*”. From these results, the researcher found that students benefit from learning cultural information in the EFL because there are several advantages that the EFL students can improve language learning in improving communication, fostering cultural sensitivity, developing awareness and improving some skills in English. This is because English syntax and vocabulary are related to culture. The process of learning a culture occurs simultaneously with the advancement of one's linguistic abilities. In addition, exposing students to diverse cultures piques their curiosity about the very different environments of the host countries. English learners are more interested in learning about the people and nations in which the language is spoken than just hearing the sounds of the language. These results indicate that cultural learning in the EFL students has a positive impact on EFL students at universitas muhammadiyah sumatera utara.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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

#### **5.1 Conclusion**

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

1. This research has shown that the majority of students in this study had a good motivation to learn English As Foreign Language. The majority of EFL students have an awareness of their culture during the learning process and students also showed that their reactions to culture are related to cultural knowledge. In addition, students' responses indicated that cultural awareness is very important for developing positive attitudes towards people who have different cultural values, beliefs, and behaviors.

The majority of EFL students recognize the importance of understanding the target culture in order to interact with people from other cultures.

2. This research has shown that cultural awareness influences learning English for EFL students where the students understand the culture and linguistics is closely intertwined and influences each other that help to improve their English language learning. It causes the developing cultural awareness along with language proficiency can significantly improve English proficiency in variety of contexts, and the findings also showed cultural awareness had positive impact to learning English on EFL students at Universitas Muhammadiyah Sumatera Utara.

Finally, According to the research, the majority of student as a foreign language learner has a good understood about cultural awareness and relationship between culture and language to supporting their academic on learning English as a foreign language. The student's believes its impossible learning English without cultural aspect in it, because in fact learning a foreign language its mean learning foreign culture. A part of them believes that cultural awareness need a limit.

## **5.2 Suggestion**

So based on the results of research related to the influence of cultural awareness in English language learning: perspective of university EFL student at English Education Department Class of 2024, researcher can provide the following suggestions:

1. The researcher suggest that the lecturers choose the materials in English class that appreciate with local culture in Foreign language class, because it is helping the student to learn efectively.
2. The researcher suggests that intercultural communication class should be give more attention about cultural awareness.
3. The researcher suggest that the Subject of intercultural communication should give to the new students in English Department as an introduction from them before learn another subject in English Foreign Language Class.

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# APPENDICES

## Appendix 1. Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

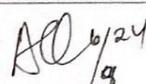
### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Novita Wulan Permata Sari

NPM : 2002050078

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Influence of Cultural Awareness In English Language Learning: Perspectives of University EFL Students	 6/24 g

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Rini Ekayati, S.S., M.A.

Medan, 6 Maret 2024

Hormat Pemohon,

Novita Wulan Permata Sari

Appendix 2. K1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

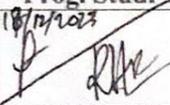
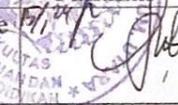
Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Novita Wulan Permata Sari  
NPM : 2002050078  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 115 SKS

IPK = 3,63

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Influence of Cultural Awareness in English Language learning : Perspectives of university EFL Students	
	The Implementation of Animation Videos as Leaning Media In Improving Student Speaking Skill In Learning English At Elementary School	
	The Effectiveness of Using English Movies to Improve Vocabulary Mastery of EFL Students in Junior High Schools	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 18 Desember 2023

Hormat Pemohon,



Novita Wulan Permata Sari

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

Appendix 3. K2



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Novita Wulan Permata Sari  
NPM : 20020500078  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Influence Of Cultural Awareness In English Language Learning : Perspectives Of University EFL Students**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

**Rini Ekayati, S.S., M.A.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 9 Januari 2024  
Hormat Pemohon,

**Novita Wulan Permata Sari**

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
  - Untuk Ketua / Sekretaris Prog. Studi
  - Untuk Mahasiswa yang Bersangkutan

## Appendix 4. K3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0127 /II.3/UMSU-02/F/2024  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Novita Wulan Permata Sari**  
N P M : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Influence of Cultural Awareness in English Language learning Perspectives of University EFL Students.**

Pembimbing : **Rini Ekayati, S.S., M.A.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **15 Januari 2025**

Medan 03 Rajab 1445 H  
15 Januari 2024 M



**Dra. Hj. Syamsu Yurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing Materi dan Teknis
  4. Pembimbing Riset
  5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**



**Appendix 5. Berita Acara Bimbingan Seminar Proposal**



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Novita Wulan Permata Sari  
 NPM : 2002050078  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Influence of cultural Awareness in English Language Learning :  
 Perspectives of University EFL Students.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
22/5 - 24	- Background of the study : state your gap - Formulation of the Problems : relate with your problem	
24/5 - 24	- Research design : revise and detail your design. - Instrument of the study : relate with your research	
13/6 - 24	- design your interview - design your questionnaire	
20/6 - 24	- consider the foundation of your research	
27/6 - 24	Review : - Final check for background - check for questionnaire to be validated	
1/7 - 24	Minor revision on your research design.	
2/7 - 24	Final check - the detail	
3/7 - 24	Acc.	

Medan, 3 Juli 2024

Diketahui/Disetujui,  
 Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Rini Ekayati, S.S., M.A.)

## Appendix 6. Berita Acara Seminar Proposal



### MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

#### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Rabu 24 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Novita Wulan Permata Sari  
NPM : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Cultural Awareness in English Language Learning  
Perspective of University EFL Student

No	Masukan dan Saran
Judul	
Bab I	State the gap clearly by providing what should be & how <del>show</del> the reality is.
Bab II	Just elaborate the required theories comprehensively.
Bab III	It is recommended to apply mix method (Quantitative & Qualitative) including data analysis technique.
Lainnya	Make sure the reference are available in the text.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Rini Ekayati, S.S., M.A.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

## Appendix 7. Surat Keterangan Seminar



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Novita Wulan Permata Sari  
N.P.M : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Influence of Cultural Awareness in English Language Learning  
Perspective of University EFL Student

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Juli,  
Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 29 Agustus 2024

Ketua,

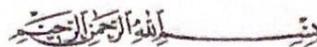
**Dr. Pirman Ginting, S.Pd., M.Hum.**

## Appendix 8. Lembar Pengesahan Seminar Proposal



### MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



#### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Novita Wulan Permata Sari  
N.P.M : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Influence of Cultural Awareness in English Language Learning  
Perspective of University EFL Student

Pada hari Rabu, tanggal 24 bulan Juli, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 29 Agustus 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Pirman Ginting, M.Hum.)

Dosen Pembimbing

(Rini Ekayati, S.S., M.A.)

Diketahui oleh  
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

## Appendix 9. Surat Permohonan Izin Riset



**UMSU**

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsumedan](https://www.facebook.com/umsumedan) [umsumedan](https://www.instagram.com/umsumedan) [umsumedan](https://www.tiktok.com/umsumedan) [umsumedan](https://www.youtube.com/umsumedan)

### SURAT KETERANGAN

Nomor : 2291/SI/II.3-AU/UMSU-02/D/2024

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan izin pelaksanaan Riset Penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 31 Agustus s.d. 31 Oktober 2024 kepada :

Nama Mahasiswa : Novita Wulan Permata Sari  
N P M : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Semester : X ( Sepuluh )  
Tahun Akademik : 2023/2024

Adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, mahasiswa tersebut di atas aktif mengikuti perkuliahan,

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya, Amin.

Medan, 26 Shafar 1446 H  
31 Agustus 2024 M



Wassalam  
Dekan  
  
**Dra Hj. Syamsuyurnita, M.Pd.**  
NIDN: 0004066701

**\*\* Penting! \*\***



**Appendices 10. Berita Acara Bimbingan Skripsi**



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)**



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Novita Wulan Permata Sari  
 NPM : 2002050078  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Influence of Cultural Awareness in English Language Learning : Perspectives of University EFL Students.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25/08/24	Chapter I : - Background of the study : state the problems of your study - clearly describe the formulation and objectives of the study	
29/08/24	Chapter II : - only used the referames used in your study - accommodate all related theory to support your study	
30/08/24	Chapter III : - clearly explain and describe the research design and procedure of your study - conduct only related validation of your instruments	
05/09/24	Chapter IV : - display all your primary data and categorized them based on your research focus - do the analysis properly to answer your research questions	
07/09/24	Chapter V : - briefly describe the conclusion of your study related to your research problems	
10/09/24	Final revision of your chapter IV : The description of your discussion should be supported by the phenomenon of previous research.	
12/09/24	ACC	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, September 2024  
Dosen Pembimbing

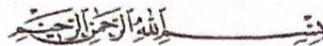
( Rini Ekayati, S.S., M.A .)

## Appendix 11. Surat Pernyataan Orisinalitas Riset



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Novita Wulan Permata Sari  
N.P.M : 2002050078  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Influence of Cultural Awareness in English Language Learning  
Perspective of University EFL Student

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 09 Agustus 2024  
Hormat saya  
Yang membuat pernyataan,

Novita Wulan Permata Sari

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

**Appendix 12.** surat pernyataan validasi instrument

**SURAT PERNYATAAN**

Saya yang bertanda tangan dibawah ini :

Nama : Dr Tengku Winona Emelia, S.Pd., M.Hum

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Novita Wulan Permata Sari dengan NPM 2002050078 dengan judul "The influence of cultural awareness in English language learning: perspective of university EFL students" benar telah melakukan validasi instrument penelitian yang akan di pergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Validator



Dr Tengku Winona Emelia, S.Pd., M.Hum

## Appendix 13. Lembar Validasi Instrument

### LEMBAR VALIDASI INSTRUMENT

#### THE INFLUENCE OF CULTURAL AWARENESS IN ENGLISH LANGUAGE LEARNING: PERSPECTIVE OF UNIVERSITY EFL STUDENT

Nama/NIM : Novita Wulan Permata Sari/2002050078

Judul penelitian : the influence of cultural awareness in English language learning:  
perspective of university EFL student

Fakultas/jurusan : FKIP/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument “ The influence of cultural awareness in English language learning: perspective of university EFL student Bapak/ibu cukup memberikan tanda check list (✓) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
  - 0 : tidak valid
  - 1 : Kurang valid
  - 2 : cukup valid
  - ✓ 3 : valid
  - 4 : sangat valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
  - A. Dapat digunakan tanpa revisi
  - B. Dapat digunakan dengan sedikit revisi
  - C. Dapat digunakan dengan revisi sedang
  - D. Dapat digunakan banyak revisi
  - E. Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek Penilaian	penilaian					keterangan
		0	1	2	3	4	
1.	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indicator yang diamati pengamat mudah diamati						
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2.	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument						
3.	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami						

B. PENILAIAN SECARA UMUM

NO	Uraian					
1.	Penilaian secara umum terhadap instrument		✓	1		

C. KOMENTAR/SARAN

• Perlu konsep CULTURAL AWARENESS terlebih dahulu bagi pihak yang akan mengisi interview form

.....

.....

.....

Validator



TENGGU WIDYANA EMELIA

**Appendixes 14.** Table informant data

<b>No</b>	<b>Name</b>	<b>Initials</b>
1.	Tiani Saputri	TS
2.	Nur Azizah Sirait	NAS
3.	Dinar Ayuni	DA
4.	Namira Fasya Khailifa	NFK
5.	Silvi Fitria Daulay	SFD
6.	Qori Amelia	QA
7.	Siti Nurhaliza	SN

**Appendix 15. Interview Form**

**INTERVIEW FORM  
THE INFLUENCE OF CULTURAL AWARENESS IN ENGLISH  
LANGUAGE LEARNING: PERSPECTIVE OF UNIVERSITY EFL  
STUDENT**

**INSTRUCTION:**

This interview is an opportunity to obtain valuable information about the influence of cultural awareness in English language learning: perspective of university EFL student. This interview is designed to gather information in a consistent non-threatening manner.

Date : \_\_\_\_\_

Name of Interview : \_\_\_\_\_

NIM : \_\_\_\_\_

**Typical Questions**

1. What do you know about cultural awareness?

Answer:

\_\_\_\_\_

\_\_\_\_\_

2. why culture aspect is important in learning??

Answer:

\_\_\_\_\_

\_\_\_\_\_

3. Do you think that cultural awareness influences your confidence in using English?

Answer:

\_\_\_\_\_

\_\_\_\_\_

4. How do you think cultural awareness can affect communication with native English speakers?

Answer:

\_\_\_\_\_

\_\_\_\_\_

5. is the current english learning including cultural awareness?

Answer:

\_\_\_\_\_

\_\_\_\_\_

6. what is your perspectives about the relationship between culture and language?

Answer:

\_\_\_\_\_

\_\_\_\_\_

7. Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?

Answer:

---

---

8. What role do cultural materials (like films, music, or literature) play in your English learning process?

Answer:

---

---

9. How does your native culture influence your approach to learning English?

Answer:

---

---

10. What is the interesting in learning English as a foreign language?

Answer:

---

---

11. What is the impact of cultural awareness in your English learning?

Answer:

---

---

12. How do you feel about the incorporation of cultural content in your English classes?

Answer:

---

---

13. Can you share a personal experience where understanding a different culture helped you in your language learning process?

Answer :

---

---

14. How does cultural awareness impact your motivation to learn English?

---

---

15. What do you hope about English learning in the future?

---

---

## Appendixes 16. Interview Transcript

### 1. TS

<b>[ English Text ]</b>	
<b>Nama yang diwawancarai</b>	<b>: TS</b>
<b>Diwawancarai pada</b>	<b>: 31 Agustus 2024</b>
<b>Ditranskrip pada</b>	<b>: 1 september 2024</b>
Interviewer	: Assalamualaikum warahmatullahi wabarakatuh. Good Morning, Tiani.
Interviewee	: Yeah, good morning.
Interviewer	: Firstly, I would like to share my gratitude. Thank you so much for giving me your time, because you want to do this interview with me. So, Tiani, can you introduce yourself?
Interviewee	: Okay, thanks for your time. My name is Tiani saputri. That's all.
Interviewer	: Alright, tiani. So So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need answer honestly.
Interviewee	: Okay, I will help to answer about what I know
Interviewer	: So, shall we start now?
Interviewee	: Yes, please
Interviewer	: For the first question, what do you know about cultural awareness?
Interviewee	: I think that Cultural awareness is understanding the customs and traditions of a language's native speakers, which helps enhance communication and connection.
Interviewer	: Okay
Interviewer	: For the second question, why culture aspect is important in learning?
Interviewee	: That I know is Cultural aspects make learning relatable. When students see their own experiences reflected in the curriculum, they're more likely to engage
Interviewer	: And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	: Okay I think as a efl students Understanding cultural nuances helps me feel more at ease when speaking. I can navigate conversations better.
Interviewer	: And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	Cultural awareness helps me understand idioms and expressions better, making my conversations with native speakers more meaningful
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	For now what I see Many English language programs now include cultural studies as part of their curriculum. This integration allows learners to explore the customs, traditions, and values of English-speaking cultures alongside language skills, creating a more learning experience.
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	So maybe Culture and language are deeply intertwined and language is often a reflection of cultural values and beliefs.
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	For me is so Many English idioms can be confusing for non-native speakers. For instance, the phrase "hit the books" means to study hard, but a learner might interpret it literally, leading to confusion about its intended meaning. This misunderstanding highlights the importance of idiomatic expressions in cultural contexts.
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	Cultural materials make learning more enjoyable. Watching films helps me understand conversational language and expressions in context
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	My native culture places a strong emphasis on respect and politeness, so I often approach conversations in English with a formal tone."
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	I find it fascinating how English connects people globally. It opens doors to communicate with diverse cultures and backgrounds.
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?
Interviewee	:	Cultural awareness enhances my understanding of context in conversations, making it easier for me to grasp nuances in English.
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	I love it! Incorporating cultural content makes the lessons more engaging and relatable, helping me connect with the language on a

		deeper level.
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	When I learned about American holidays like Thanksgiving, it helped me understand the context behind certain phrases and conversations during that season.
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	For me Cultural awareness makes learning English feel more relevant to my life. When I see how language and culture intersect, I'm more motivated to study
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I hope that English learning becomes more accessible to people around the world, breaking down barriers to education.
Interviewer	:	Okay, all right, tiani. That's it for today's interview. About 15 questions. Well thank you very much for your help. Surely the results of this interview are useful for the completion of my studies.
Interviewee	:	Yeah your welcome and goodluck

## 2. NAS

<b>[ English Text ]</b>		
<b>Nama yang diwawancarai</b>		<b>: NAS</b>
<b>Diwawancarai pada</b>		<b>: 31 Agustus 2024</b>
<b>Ditranskrip pada</b>		<b>: 1 september 2024</b>
Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh. Good Morning, ziza.
Interviewee	:	Walaikum salam, good morning too nov.
Interviewer	:	Thank you so much for giving me your time, because you want to do this interview with me. So, za can you introduce yourself first?
Interviewee	:	Yeah its okay. let me introduce myself, my name is nur azizah sirait. People call me ziza.
Interviewer	:	Okay za. So today in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need answer carefully.
Interviewee	:	Okay, lets go

Interviewer	:	So I will start now
Interviewee	:	Yes, please
Interviewer	:	For the first question, what do you know about cultural awareness?
Interviewee	:	From what I know Cultural awareness is understanding and appreciating the differences and similarities between cultures, which helps in effective communication
Interviewer	:	Okay
Interviewer	:	For the second question, why culture aspect is important in learning?
Interviewee	:	Because Incorporating culture promotes inclusivity. It will ensures that all voices are heard, which is essential in a diverse classroom.
Interviewer	:	And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	:	Yes, cultural awareness boosts my confidence. It allows me to appreciate idioms and expressions that are culturally specific.
Interviewer	:	And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	It allows me to pick up on social cues that might otherwise be missed, which is crucial for effective communication.
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	In this era Many programs now emphasize real-world contexts, allowing learners to explore cultural nuances alongside language skills.
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	I believe that language is a tool for expressing cultural identity It carries the nuances and traditions of a community
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	I remember misinterpreting humor in English. Jokes often rely on cultural references, and I missed the punchline completely.
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	I think that Music is a great tool for improving listening skills. I often follow along with lyrics, which helps me learn new vocabulary and pronunciation.
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	In my culture, storytelling is important I find that I enjoy using narratives to practice my English, making learning feel more engaging.
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?

Interviewee	:	I interesting because the variety of accents and dialects in English is intriguing Exploring these differences makes learning dynamic and engaging.
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?
Interviewee	:	It helps me avoid misunderstandings and Knowing cultural norms allows me to communicate more effectively and respectfully
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	I feel that it enriches my learning experience. Understanding the cultural context behind language use makes it more meaningful
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	I once watched a British film that included a lot of slang. Understanding the cultural context helped me grasp the humor and references, which made learning more enjoyable
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	Yeah for Understanding different cultures inspires me to communicate better. I want to connect with people from diverse backgrounds, which drives my motivation
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I wish for more emphasis on cultural context in English education, helping learners understand language within real-world scenarios.
Interviewer	:	Okay, all right, za. That's all for today's interview. thank you very much for yourhelp. Surely the results of this interview are useful for the completion of my studies and see you
Interviewee	:	See you

### 3. DA

[ English Text ]	
Nama yang diwawancarai	: DA
Diwawancarai pada	: 31 Agustus 2024
Ditranskrip pada	: 1 september 2024
Interviewer	: Assalamualaikum warahmatullahi wabarakatuh. Good Morning, dinar
Interviewee	: Waalaikumsalam warahmatullahi wabarakatuh, good morning
Interviewer	: I would like to share my gratitude. Thank you so much for giving me your time and want become one of my informant interview today. Firstly, can you introduce yourself properly?
Interviewee	: Sure, thank you for having me and My name is dinar ayuni.
Interviewer	: Alright, mey. So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need to answer.
Interviewee	: Yeah I will answer
Interviewer	: can we start now?
Interviewee	: Go on.
Interviewer	: For the first question, what do you know about cultural awareness?
Interviewee	: I know that it involves recognizing one's own cultural biases and how they affect interactions with others from different backgrounds.
Interviewer	: Okay
Interviewer	: For the second question, why culture aspect is important in learning?
Interviewee	: Its because Understanding cultural backgrounds enhances communication. It helps students navigate conversations and interactions more effectively.
Interviewer	: And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	: Definitely yes, Knowing cultural contexts helps me avoid misunderstandings, which makes me more confident when communicating.
Interviewer	: And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	For me being aware of cultural differences helps me avoid misunderstandings and misinterpretations during discussions.
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	We will see that Incorporating culture helps students understand the 'why' behind language use, which enhances their overall learning experience
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	For me Language shapes how we perceive the world, influenced by cultural context. Different cultures prioritize different aspects of life, which is reflected in our language.
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	Yeah I didn't realize that some gestures I used were considered offensive in Western cultures, which led to awkward situations.
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	And to me is Literature exposes me to different writing styles and cultural references. It deepens my understanding of the language and its nuances.
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	I tend to be indirect in communication, which sometimes makes it challenging to adapt to the more direct style often used in English.
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	I love how English is the language of many popular films and music. Understanding the lyrics or dialogue adds a new layer to my enjoyment.
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?
Interviewee	:	Being culturally aware makes me more confident in discussions. I can engage with diverse topics and perspectives without feeling out of place
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	And It's essential for developing cultural competence I appreciate how it prepares me for real-life interactions with native speakers
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	Learning about politeness norms in Japanese culture helped me navigate formal and informal speech in English, especially when

		addressing different audiences
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	Learning about cultural traditions and practices keeps me curious. The more I know, the more I want to explore the language associated with those cultures.
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I hope technology continues to enhance language learning, making interactive tools and resources widely available for everyone.
Interviewer	:	Yeah that all for our interview today din I would like to say thank you for your help its mean a lot for me. And the results of this interview are useful for the completion of my studies.
Interviewee	:	Its okay and bye.

#### 4. NFK

<b>[ English Text ]</b>		
<b>Nama yang diwawancarai</b>		<b>: NFK</b>
<b>Diwawancarai pada</b>		<b>: 31 Agustus 2024</b>
<b>Ditranskrip pada</b>		<b>: 1 september 2024</b>
Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh.good evening nami.
Interviewee	:	Walaikumsalam, good evening too nov.
Interviewer	:	I would like to say thank you so much for giving me your time and want become one of my informant interview today, can you introduce yourself?
Interviewee	:	Alright, My name is namira fasya khailifa. Thanks
Interviewer	:	And yeah before we start So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need to answer.
Interviewee	:	Yeah okay
Interviewer	:	Shall we start now?
Interviewee	:	Yeah
Interviewer	:	For the first question, what do you know about cultural awareness?
Interviewee	:	I believe it involves not only knowledge of other cultures but also the ability to adapt one's behavior in culturally diverse situations

Interviewer	:	Okay
Interviewer	:	For the second question, why culture aspect is important in learning?
Interviewee	:	It because Cultural education prepares students for global citizenship. In our interconnected world, understanding diverse cultures is crucial
Interviewer	:	And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	:	Yes, When I can relate to my audience culturally, I feel more secure in my language use
Interviewer	:	And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	Understanding cultural norms allows me to engage more naturally, which makes me feel less like an outsider in conversations
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	Oh yeah because Language exchange programs are a great way to learn English while also gaining insights into different cultures, fostering mutual respect."
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	Its because Language can bridge cultural divides, fostering connection, but it can also highlight differences that need to be navigated carefully
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	I misunderstood the concept of 'small talk.' In my culture, conversations are often deeper, so I felt uncomfortable with casual chats.
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	Cultural materials often introduce idiomatic expressions that I wouldn't encounter in traditional textbooks, making my language use more natural
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	In my culture, we often use humor in communication. I try to incorporate humor into my English practice, but sometimes it doesn't translate well
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	I appreciate the sense of accomplishment I feel as I progress. Each new skill mastered brings me closer to fluency
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?

Interviewee	:	It fosters empathy. Learning about different cultures helps me understand others' viewpoints, which is vital in language learning.
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	I feel more confident speaking English when I understand the cultural references. It gives me context for conversations.
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	I learned about the significance of storytelling in Indigenous cultures, which inspired me to share my own stories in English, improving my speaking skills
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	Cultural awareness helps me see the practical applications of English. I'm motivated to learn when I know it will help me navigate real-life situations
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I hope future English classes incorporate more authentic materials, like films and songs, to make learning relatable and enjoyable
Interviewer	:	Yeah I think that all for our interview today nami. I would like to say thank you for your help. And the results of this interview are useful for the completion of my studies.
Interviewee	:	Your welcome

## 5. SFD

<b>[ English Text ]</b>		
<b>Nama yang diwawancarai</b>		<b>: SFD</b>
<b>Diwawancarai pada</b>		<b>: 31 Agustus 2024</b>
<b>Ditranskrip pada</b>		<b>: 1 september 2024</b>
Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh. good evening silvi.
Interviewee	:	Waalikumsalam, good evening.
Interviewer	:	First of all I would like to say thank you so much for giving me your time and want become one of my informant interview today and can you introduce yourself sil?
Interviewee	:	okay, let me introduce my self My name is silvi fitria daulay.
Interviewer	:	Alright. So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in

		Universitas muhammadiyah sumatera utara. I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need to answer.
Interviewee	:	Alright I understand
Interviewer	:	Can i start now?
Interviewee	:	Sure
Interviewer	:	For the first question, what do you know about cultural awareness?
Interviewee	:	For me Cultural awareness can enhance teamwork and collaboration, especially in multicultural work environments where diverse ideas contribute to success
Interviewer	:	Okay
Interviewer	:	For the second question, why culture aspect is important in learning?
Interviewee	:	Because Exposure to varied cultural ideas sparks creativity. It allows students to think outside the box and innovate in their projects
Interviewer	:	And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	:	Yes, it influences my confidence significantly. Understanding cultural references allows me to participate more fully in discussions.
Interviewer	:	And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	It enhances my listening skills. I can better interpret the intentions behind what native speakers say when I'm culturally aware
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	From that I know Cultural awareness in English learning promotes empathy and understanding, which are vital skills in today's global society
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	Its because I see language as a living entity that grows and changes with culture, adapting to new influences and experiences.
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	I've had difficulties with timing. In my culture, it's common to arrive late, but I learned that punctuality is valued in English-speaking contexts
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	Watching documentaries has broadened my knowledge of cultural issues, which enriches my conversations in English

Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	My cultural emphasis on formality influences how I approach speaking in English. I often hesitate to use slang or informal language
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	The global nature of English means I can connect with people from various countries, making friendships that transcend borders
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?
Interviewee	:	I It enhances my listening skills. I can better interpret the intentions behind what native speakers say when I'm culturally aware
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	Incorporating culture helps me develop empathy. It allows me to see the world through different perspectives, which is invaluable
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	Understanding the cultural importance of sports in American culture helped me follow conversations and engage in discussions with my peers
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	When I learn about the challenges faced by non-native speakers in different cultures, it motivates me to improve my skills and overcome my own obstacles
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I aspire for English learning to foster critical thinking skills, encouraging students to analyze and discuss topics in depth
Interviewer	:	Alright I think that all for our interview today sil. I would like to say thank you for your help. And the results of this interview are useful for the completion of my studies.
Interviewee	:	Cheerup

## 6.QA

[ English Text ]	
Nama yang diwawancarai	: QA
Diwawancarai pada	: 31 Agustus 2024
Ditranskrip pada	: 1 september 2024
Interviewer	: Assalamualaikum warahmatullahi wabarakatuh.good evening qori.
Interviewee	: Waalaikumsalam, good evening nov
Interviewer	: Firstly, I would like to say thank you so much for giving me your time and become one of my informant interview today, can you introduce yourself?
Interviewee	: yeah, let me introduce My name is qori amelia. Thanks
Interviewer	: Alright. So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need to answer properly.
Interviewee	: Yeah alright
Interviewer	: Can we start now?
Interviewee	: Okay
Interviewer	: For the first question, what do you know about cultural awareness?
Interviewee	: I've learned that cultural awareness also involves recognizing and valuing the contributions of different cultures to society as a whole
Interviewer	: Okay
Interviewer	: For the second question, why culture aspect is important in learning?
Interviewee	: Because Cultural awareness enhances collaboration. Students learn to appreciate different approaches, leading to better teamwork
Interviewer	: And third question is Do you think that cultural awareness influences your confidence in using English? Yes or not ?
Interviewee	: yes, cultural awareness makes me feel less isolated when using English. I can relate to others better, which is reassuring.
Interviewer	: And four question, How do you think cultural awareness can affect communication with native English speakers?
Interviewee	: Being culturally aware helps me appreciate diverse perspectives, enriching my conversations with native speakers
Interviewer	: Next fifth question is the current english learning including cultural awareness?
Interviewee	: Yes its because Cultural awareness helps learners navigate social

		interactions, making them more confident in real-life situations
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	Language can reveal cultural priorities, such as how different languages express concepts like time, space, and relationships.
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	I once talked about a holiday from my culture, and my classmates didn't understand its significance, which made me feel isolated
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	Music helps me with rhythm and intonation. Singing along has improved my pronunciation significantly
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	In my culture, family discussions are common, so I often practice English by talking with family members about various topics
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	The rich history of the English language, with its roots in various cultures, adds depth to my learning experience.
Interviewer	:	For the eleven question what is the impact of cultural awareness in your English learning?
Interviewee	:	Cultural awareness encourages me to explore various topics in English, broadening my learning beyond just grammar and vocabulary.
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	I feel Cultural content makes learning fun. I appreciate using films, music, and literature to explore language in context.
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	Learning about the significance of humor in British culture helped me appreciate their jokes and made me more comfortable using humor in my English conversations.
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	Cultural awareness makes me appreciate the language more. When I understand its origins and evolution, I'm motivated to delve deeper
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I wish there would be more emphasis on using English for global citizenship, teaching students how to engage with international issues

Interviewer	:	I think that all for our interview today. I would like to say thank you for your help. And the results of this interview are useful for the completion of my studies.
Interviewee	:	Your welcome and good luck about your skripsi

## 7. SN

<b>[ English Text ]</b>		
<b>Nama yang diwawancarai</b>		<b>: SN</b>
<b>Diwawancarai pada</b>		<b>: 31 Agustus 2024</b>
<b>Ditranskrip pada</b>		<b>: 1 september 2024</b>
Interviewer	:	Assalamualaikum warahmatullahi wabarakatuh. Good Morning, liza.
Interviewee	:	Walaikumsalam, good morning too.
Interviewer	:	I would like to say thank you so much for giving me your time and want become one of my informant interview today, can you introduce yourself?
Interviewee	:	yeah, My name is siti nurhaliza. That all
Interviewer	:	okay. So, in this interview I will ask about the influence of cultural awareness in English language learning perspectives: of university EFL students, especially English Education Department students in Universitas muhammadiyah sumatera utara. So, I really hope that you will answer according to your experience in learning English language as EFL students. And alright, for this interview I will ask you about 15 questions and you just need to answer.
Interviewee	:	Yeah okay
Interviewer	:	Shall we start now?
Interviewee	:	Sure
Interviewer	:	For the first question, what do you know about cultural awareness?
Interviewee	:	Like It's about being open-minded and willing to learn from others, fostering empathy and understanding in diverse environments.
Interviewer	:	Okay
Interviewer	:	For the second question, why culture aspect is important in learning?
Interviewee	:	It because Learning about different cultures cultivates empathy. It encourages students to consider how others feel and think.
Interviewer	:	And third question is Do you think that cultural awareness influences

		your confidence in using English? Yes or not ?
Interviewee	:	Yes, cultural knowledge gives me the tools to express myself in a way that resonates with others, boosting my confidence.
Interviewer	:	And four question, How do you think cultural awareness can affect communication with native English speakers?

Interviewee	:	For me affect because Cultural awareness fosters rapport, Native speakers appreciate when I understand their cultural references, which builds a connection.
Interviewer	:	Next fifth question is the current english learning including cultural awareness?
Interviewee	:	From what I know that Teachers are now more focused on cultural competence, preparing students to communicate effectively in diverse environments
Interviewer	:	And six question what is your perspectives about the relationship between culture and language?
Interviewee	:	I think language learning is incomplete without cultural understanding. You can't fully grasp a language without knowing its cultural context
Interviewer	:	Okay and seven question Have you encountered any cultural misunderstandings while learning English? If so, can you elaborate?
Interviewee	:	Yes, I've encountered situations where idioms didn't translate well. I would use them, but my classmates looked confused.
Interviewer	:	And next eight question is What role do cultural materials (like films, music, or literature) play in your English learning process?
Interviewee	:	I enjoy analyzing songs. They often convey emotions and stories, helping me connect with the language on a deeper level
Interviewer	:	Okay for nine question, How does your native culture influence your approach to learning English?
Interviewee	:	In my culture, there's a strong focus on memorization. I find that I often try to memorize phrases and vocabulary rather than practicing conversational skills.
Interviewer	:	And ten question what is the interesting in learning english as a foreign language?
Interviewee	:	I enjoy the cultural insights I gain through learning English. It's not just about the language; it's about understanding different ways of life.
Interviewer	:	For the eleven question what is the impact of cultural awareness in your

		English learning?
Interviewee	:	Understanding cultural references in films and literature helps me appreciate the language more deeply and makes learning enjoyable
Interviewer	:	And for twelve question is How do you feel about the incorporation of cultural content in your English classes?
Interviewee	:	I feel Cultural content makes the curriculum more dynamic. It keeps me interested and motivated to learn
Interviewer	:	Okay and for the thirteen Can you share a personal experience where understanding a different culture helped you in your language learning process?
Interviewee	:	I read a novel about immigrant experiences in the U.S., which deepened my understanding of cultural references and helped me engage more in related discussions in class
Interviewer	:	And next fourteen question How does cultural awareness impact your motivation to learn English?
Interviewee	:	Cultural insights help me set personal goals. I'm motivated to learn English to participate in cultural exchanges and expand my horizons
Interviewer	:	And for the last question what do you hope about English learning in the future?
Interviewee	:	I hope that English teaching methods evolve to include more collaboration and communication among learners, promoting peer learning
Interviewer	:	Yeah that all for our interview today za. I would like to say thank you for your help. And the results of this interview are useful for the completion of my studies.
Interviewee	:	Nevermind.

## **Appendix 17. Curriculum vitae**

### **1. Personal Information**

Name : Novita Wulan Permata Sari  
Place/Date of Birth : Bandar Betsy/ 12 November 2001  
Gender : Female  
Religion : Islam  
Status : Single  
Nationality : Indonesian  
Address : Marelan pasar 1gang keluarga 7, Kota Medan  
Department : English Education  
Email : [novitawulan2001@gmail.com](mailto:novitawulan2001@gmail.com)

### **2. Parents' Information**

Father : Herlan  
Mother : Kariatik  
Address : Marelan pasar 1gang keluarga 7, Kota Medan

### **3. Educational Background**

2007-2013 : SD Negeri 091671 Bandar Betsy  
2013-2016 : MTs TPI Bandar Betsy  
2016-2019 : SMA NEGERI 1 SEI SUKA  
2020-2024 : An active student of English Study Program,  
Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Sumatera Utara