

**PSYCHOLOGICAL ANALYSIS OF WESTERN CULTURE
INTERVENTIONS TOWARD ENGLISH LEARNERS'
ATTITUDE AND MOTIVATION
GRADUATING PAPER**

**Submitted to the Examiners Board as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S.Pd.)**



By :

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2018

DECLARATION

In the name of Allah SWT, The most gracious and merciful

Hereby, the researcher declares that this research is composed and written by the researcher himself, Achmad Munaja Ghufon. *Insyaallah*, this research does not contain materials of which both have been published and have not been published by other people except the information from the references.

In addition, this declaration is stated by the researcher to be understood.

Salatiga, January 18th, 2018

The Researcher


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Salatiga, January 23rd, 2018

Dr. Ruwandi, S.Pd., M.A.

The Attentive Conselor's Note

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Dear,

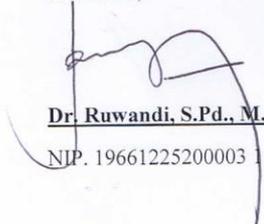
Dean of Teacher Training and
Education Faculty

AssalamualaikumWr. Wb.

After checking over and correcting Achmad Munaja Ghufron's graduating paper entitled **PSYCHOLOGICAL ANALYSIS OF WESTERN CULTURE INTERVENTIONS TOWARD ENGLISH LEARNERS' ATTITUDE AND MOTIVATION**, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

WassalamualaikumWr. Wb.

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A GRADUATING PAPER

**PSYCHOLOGICAL ANALYSIS OF WESTERN CULTURE
INTERVENTION TOWARD ENGLISH LEARNERS' ATTITUDE AND
MOTIVATION**

**(A Qualitative Research on Western Culture Intervention toward 4th Year
Study English Department Students in IAIN Salatiga in 2018)**

composed by

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has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies of Salatiga (IAIN Salatiga) on March 13th, 2019, and hereby considered to complete the requirements for the degree of *Sarjana Pendidikan (S.Pd)* in English Education Department.

Board of Examiners,

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MOTTO

“True knowledge is that benefits ineseft ot others, not information that
is merely memorized”

-Imam Syafi-

DEDICATION

This research is composed as the outcome of seeking knowledge as the student of English Department of Teaching Training and Education Faculty, IAIN Salatiga, for 4 years. Thus, the research is dedicated to researcher's family and extended family including his sweetheart, his friends, teachers, and all people in this world who appreciate knowledge for better life as the precept of something they call God.

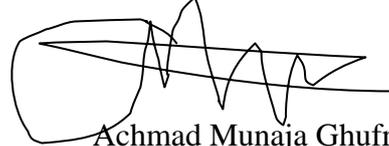
ACKNOWLEDGEMENT

Assalamua'alaikumWr. Wb.

All praise due to Allah SWT, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher can finish this research successfully, *insyaallah*. *Shalawat* and *salam* are always delivered prophet Muhammad SAW that we hope his *syafaat* in the Judgment day. However, this success would not be achieved without the contribution of others. Therefore deepest gratitudes are expressed to Dr. Rahmat Hariyadi, M.Pd, as the rector of State Institute for Islamic Studies of Salatiga, Suwardi, M.Pd, as the dean of Teacher Training and Education Faculty, Noor Malihah, Ph.D, as the Head of English Education Department, and Dr. Ruwandi, M.A, as the counselor this research, all lecturers, staffs, students, and people in IAIN Salatiga, for the advice, knowledge, and kindness. Finally, this research is able to provide useful knowledge and information to the readers hopefully.

Salatiga, January 19th, 2018

The Researcher



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ABSTRACT

Ghufron, Achmad Munaja. 2019. *Psychological Analysis of Western Culture Interventions toward English Learners' Attitude and Motivation*. Graduating Paper. English Education Department. Teacher Training and Education Faculty. State Institute for Islamic Studies of Salatiga. Counselor: Dr. Ruwandi, S.Pd., M.A.

This research is about language and culture focusing on the cultural intervention, western culture, toward English learners' attitude and motivation during learning English. The research subjects were nine English Department students in the fourth year study at State Institute for Islamic Study of Salatiga. This research was aimed to discover the problem what and how western culture intervention toward English learners' attitude and motivation using qualitative research are. The data were collected through interview. This research discovered that there were mixed motivation, instrumental and integrative, and for the attitude in learning English, there were positive attitude both toward learning second language and second language community. Three Western culture interventions in English learning were discovered: a. Active learning, b. The western characteristics of the lecturers, and c. The cultural knowledge, cross cultural understanding. The interventions made the learners keep the motivation high through the change from driving stage intervened by those three interventions during learning English: application of active learning, the teaching style of English teacher with western characteristics, and the cultural knowledge from Cross Cultural Understanding Class. The attitude change is initiated by the resources of the message: teacher, friend, and other person in English films or songs.

Keywords: Psychological analysis, western culture interventions, English learners' attitude and motivation

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CHAPTER I INTRODUCTION

A. Background of the Study

Language, as the dress of thought, grows in human mind as a part of culture. People with different culture may speak in different languages and different topics or focuses. For example, when getting information about death, the Western prefers to say “I’m sorry to hear that” while the Javanese prefers to say “it’s okay. No worry” and the Arabian say “We surely belong to Allah and to Him we shall return”. Boroditsky (2011: 64) found in Mian, a language spoken in Papua New Guinea, the verb she used would reveal whether the event happened just now, yesterday or in the distant past, whereas in Indonesian, the verb wouldn’t even give away whether it had already happened or was still coming up.

English is a language that historically owes much of its position as an international language to the demographic, economic, and political power of the English-speaking countries, especially the U.S. However, more people today use English than other languages for international need, not only in English-speaking countries. Talking about English, western culture often become the hot potatoes that comes with English because in this world, there are two prominent cultures: Eastern and Western, and English is the language of English speaking-countries that most of them are western countries including U.S.

In learning language many things needed, external and internal support, including the cross cultural understanding. Cultural intervention in foreign language learning and teaching is a necessary because every different language has different structure, sound, and other differences. The cultural intervention is expected to assist the learners understanding. Qu (2010: 58) stated that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and the characteristics of the culture. For the internal support, the learners' attitude and motivation are important in English as foreign language learning.

Talking about the human noetic aspect such as motivation and attitude, psychology is needed because psychology is the scientific study of human mind and behavior, so that psychology becomes a prominent element in research that the object of research is about human's noetic aspect. Psychology has many domains and two of the domains are attitude and motivation that play an important rule in foreign language learning.

Cited from Ellis (1985), Hovhannisyian (2014: 13) said that there is no general agreement about what precisely motivation or attitude consists of nor the relationship between the two and they more often appear together without discussion of the extent of difference. On the other hand, Hovhannisyian served a brief paragraph cited from scientists proclaiming the bold theory about "attitude" and "motivation" and the relationship. Cited from Gardner and Lambert (1972), Hovhannisyian (2014: 13)

distinguished between attitude and motivation defining attitude as the persistence shown by the learner in striving for a goal, and motivation as an overall goal or an orientation. Therefore, they maintain that one should not expect a relationship between the two.

It has been a public need to learn English in this globalization era. In Indonesia, English is not the first language or second language; it is a foreign language coming from a different culture, Western culture. Basically, Indonesian has Eastern culture and many things happen during the learning process that cause different results. Some have good results while some need to learn more; some are afraid to speak using English, confused about word choice and verb forms, even cannot answer in their mind why tenses are important in English yet.

According to the explanation above, the researcher wants to have a research titled **“Psychological Analysis of Western Culture Intervention toward English Learners’ Attitude and Motivation”**.

B. Identification of the Problem

Learning English as the foreign language is not easy considering there are many things that are different from the learners’ mother tongue, Javanese or Bahasa Indonesia. English is originally used by Western people who have a different educational system and who speak straightforwardly to the point while Eastern prefers to have longer introduction before going to the point. Basically, Indonesian has Eastern

culture and some fundamental problem appear during English learning dealing with the culture difference. Thus, this research has focus on the problem what and how cultural interventions toward the learners' attitude and motivation during English learning.

C. Limitation of the Problem

This research focuses on what and how Western Culture interventions toward English learners' attitude and motivation, during learning English, with English Department students in fourth years study at IAIN Salatiga in 2018 as the research subjects.

D. Research Problem

Based on the problem, researcher formulates the research problems into two questions as follows:

1. What are the western culture interventions toward English learners' attitude and motivation in fourth year Study in English Department, IAIN Salatiga?
2. How are the western culture interventions toward English learners' attitude and motivation in fourth year Study in English Department, IAIN Salatiga?

E. Objectives of the Study

To concentrate the study, objectives are convinced and written down as follows:

1. To analyze what the western culture interventions toward English learners' attitude and motivation in fourth year Study in English Department, IAIN Salatiga.
2. To analyze how the western culture interventions toward English learners' attitude and motivation in fourth year Study in English Department, IAIN Salatiga.

F. Significance of the Study

The researcher hopes this research:

1. Theoretically, is capable to be a reference both in the content and the composition of other research.
2. Practically, may build a sense of importance of cultural interventions in learning English, western culture intervention, so that it will be helpful in English teaching and learning.

G. Definition of the Key Term

1. Psychological Analysis

An analysis based on the theory of psychology, the scientific study about human mind and behavior or the noetic aspect of human. Thus,

attitude and motivation will be analyzed based on concept in psychology

2. Western Culture Intervention

A cultural intervention coming from western civilization, lifestyle or European civilization. Western culture itself is a term used very broadly to refer to a heritage of social norms, ethical values, traditional customs, belief systems, political systems, and specific artifacts and technologies that have some origin or association with Europe.

3. English Learner

English learner is a person who learns English as international language which is basically, the mother tongue of England, US and many west counties. Thus, the writer wants English learner to be the research subject because English learners learn the western people language.

4. Attitude and Motivation

The aspects in Psychology that deal with human's motives, intention, purpose, value and personal tendency before doing action.

H. Graduating Paper Organization

This research contains five chapters that are arranged in sequence from introduction, theory, methodology, collecting data and data analysis, and then closing.

Chapter 1 is introduction. It contains background of study where the writer explains the pivoting ideas of the research, limitation of study where writers limits the area of the research, research question that writer aims to control the research result, objectives of study where the purposes of the research are brought up, significances of study where the writer show the benefits of the research, definition of the keywords where the writer clarify the title of the research, and graduating paper organization where the writer flatten the graduating paper skeleton.

Chapter 2 is the theoretical foundation that contains theories that relate to the research; theories that are needed by the writer for the research. In this case, writer explains about

Chapter 3 is the research methodology. This chapter contains an explanation about the methodology that is used for the research; in this case, the researcher prefers using qualitative research to using other methodology.

Chapter 4 is the data analysis. In this chapter, data are collected and then processed. The writer may spend longer time at this chapter because it contains

The last chapter is closing where the researcher writes down the conclusion and recommendation. Conclusion deals with the resume which briefly, answers the objectives of the study while recommendation deals with the research user, what the proper use is.

CHAPTER II

THEORY FOUNDATION

A. Culture

1. The Term of Culture

There are many definitions of culture defined by different scientists from different perspective. However, the different definitions do not blame or weaken other definition. Manganaro (1922: 18) stated from Eliot's *Note* that Culture is the way of life while Mahadi and Jafari (2012: 231) stated that in general, from the sociological perspective, culture is the total of the inherited and innate ideas, attitudes, beliefs, values, and knowledge, comprising or forming the shared foundations of social action.

2. The Scope of Culture

Talking about culture, there are many thoughts dealing with the scope, which one is the culture discussed: javanese culture or Indonesian culture, for example. However, Cited from Eliot's *Note* of culture, Manganaro (1922: 20) stated that Eliot opens the first chapter by dividing his discussion of "culture" under three headings of the "individual," of the "group or class," and of the "whole society" and then notes that "the difference between the three applications of the term can best be apprehended" by asking what meaning "the conscious aim to achieve culture" has for each. Thus, it may person in a group

may have different culture with the other person in the group and a group may have different culture with other different group in the whole society.

3. The Level of Culture and the Elements

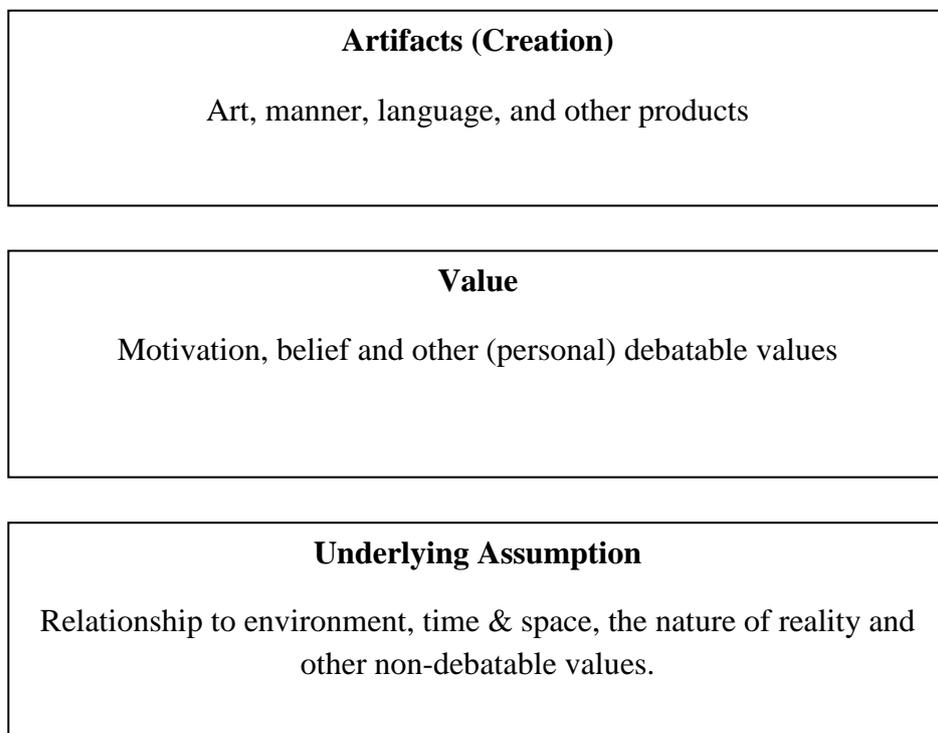
Each person belongs to a special group with its culture. Different people from different group may have different culture by distinguishing the elements of culture. Generally, Mahadi and Jafari (2012: 232) stated that the elements of culture are the entirety of socially transmitted and common behavior patterns, prototypes, samples, arts, beliefs, institutions, and all other products of human work and thought. However, those elements belong to different level which is explained by Spencer-Oatey (2012: 3-4) that there are three level which culture manifests itself: observable artifacts, value, and basic underlying assumptions.

The artifacts become the visible one in cultural study. It deals with everything from the physical layout, the dress code, the manner in which people address each other, the smell and feel of the place, its emotional intensity, and other phenomena, to the more permanent archival manifestations such as company records, products, statements of philosophy, and annual reports.

The next level is the level where the artifacts are discussed “why”. It is the level where researchers of culture analyze why the members

behave the way they do by looking for the “values” that govern the behavior. It is little harder to learn considering the invisible object dealing with noetic aspect of human.

Underlying assumption become the next level where it is ultimate, non-debatable, taken-for-granted values. It contains relationship to environment, nature of reality, and other things in this level.



4. Culture and Language

Language is one of human work product that they use for expressing their thought; language is one of culture elements. It indicates that language can not be separated from its culture. Chahak

and Basirizadeh (2012: 522) proclaimed that the predominant view is that culture cannot be taught without language and similarly, that language cannot be taught without culture.

As the dress of though language has prominent role in communication because it delivers the speaker's thought to the listener and then the listener builds his/her thought based on his/her understanding on what he/she already listened which it depends on the language used by the speaker in delivering the thought. Boroditsky (2011: 64) stated speakers of different languages differ in how well they can remember. In addition, she explained in her article, *Language Shapes Thought*, that some languages do not need to indicate the time/tense in their every sentence/utterance such as Bahasa Indonesia. It bears the speakers of Bahasa Indonesia think generally. On the other hand, in Papua New Guinea, the verb reveals the event happened, or just now, yesterday, or in distant past. Thus, from the explanation above, it implies that language shapes thought and though shapes language.

5. Cultural Intervention in Language Learning

Intervention is an action of intervening to attain something. In their study, *Community-based Interventions for Language Learning among Refugees and Migrants*, Charitos & Kukulska-Hulme (2017: 1) they focused on understanding the use of mobile technologies, to create and

evaluate a number of mobile applications for informal learning scenarios, and designing learning activities with an aim to support language acquisition. Thus, Cultural Intervention is an action of intervening of specific underlying assumptions, values, and / or artifacts to support the language learning.

6. Western and Eastern Culture

Western culture is a broad term that refers to Western or European civilization's social norm, ethnical values, belief system, traditional custom, specific artifacts and technologies while the Eastern culture is a broad term that refers to Eastern or Asian civilization's social norm, ethnical values, belief system, traditional custom, specific artifacts and technologies. Mendy wang (2007: 3) stated that the differences between Eastern and Western cultures are numerous, because Eastern and Western people not only live in different environments but also are educated in distinctively different ways. The characteristics of each culture are shown in its people's behavior; their attitudes toward life and love, and their personalities.

Summarized from Yang Liu (2015: 1-100), here are some brief differences between Western and Eastern culture, in characteristics. Seniors in Eastern societies tend to stay at home to raise the grandchildren. In the East, bosses have greater authority and influence, as well as respect. In the West, bosses may have a weaker influence in

comparison. In Western societies, there is more emphasis on independence on how seniors live their lives. The majority of seniors in Western societies are often on their own by their own choice. It is uncommon to hear of parents living with their children. Westerners are particularly and extremely focused on time while Easterners are more relaxed in comparison. Westerners assert a lot more independence and individualism; they mainly focus on themselves and their family. Easterners are more community-oriented. When travelling, Westerners will travel solo or in small groups while most Easterners will travel in large groups. Westerners tend to have very linear relationships with a few people, whereas Easterners tend to have more circular relationships in complex, branched-out relationships that reach across many people. When Westerners are unhappy, their emotions can be easily perceived through body language, facial expression, and tone. In Easterners, it's a little more difficult to tell how someone is feeling. The norm is to hide displeasure, especially in front of superiors. Two people may be arguing when in reality, they are just chatting loudly. In Western societies, this loudness is seen as anger. Most Westerners are overwhelmed by the pushing and shoving that occurs in Eastern banks, train stations, bus stops, and elevators. For example, before the Olympic Games, Beijing decided to clean up its act and announced a National Queue-Up Day once a month in an effort to prevent people from cutting and prepare them to be more well-mannered for the event.

Westerners think in terms of themselves most importantly. Most Easterners think of themselves as part of a larger sum. Western countries tend to be less crowded than Eastern countries. Easterners may speak louder or more rapidly in restaurants compared to Westerners. In China and Taiwan, the whiter your skin, the more beautiful you are. In North America, the darker your skin, the more beautiful you are. In Asia, most beauty products may contain a whitening agent for the skin, and women are more likely to cover up on the beach. In North America, skin products produce a golden tan, and women are more likely to sun bath at the beach. Westerners tend to take the most direct approach to problem solving. Problem solving in Asia is a bit more complex, and it may involve an indirect approach. Westerners eat a mix of cold and warm meals. Easterners prefer warm, hot meals. Westerners are going green, which involves less harm for the environment. In a reverse effect, Easterners have used bicycles as a primary means of transportation, but they are now quickly switching to vehicles.

B. English

1. The Term of English

In Wikipedia, English was stated as West Germanic language that was first spoken in early medieval England and is now global lingua

franca. It is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand, and widely spoken in some areas of the Caribbean, Africa and South Asia. In addition, it is the co-official language of the United Nations, the European Union and many other world and regional international organization. Wardhaugh (2011: 34) stated that historically, the standard variety of English is based on the dialect of English that developed after the Norman Conquest resulted in the permanent removal of the Court from Winchester to London.

C. English in Indonesia

1. English Status in Indonesia

In Act No. 24 of 2009 concerning flags, language, and state emblem, and the national anthem, the status of English is not mentioned at all. In this Act, it is stated that official communication tools in government and private work environment are Bahasa Indonesia and the language of education, except for particular purpose, is Bahasa Indonesia. Prof. Dr. Himpun Panggabean, M.Hum said that English has role as Foreign Language in Indonesia. In term of political language, the position of English is not as important as in other countries, even considered very weak.

2. English Status in Indonesian School

English takes three roles in Indonesian School those are as compulsory subject, elective subject and professional subject. As compulsory subject, English begins to learn from elementary school to Collage although it just has limited time. As an elective subject, English commonly becomes one of extra-curricular fields in school and in Senior High School level, there is an option to have extra English subject named “*Bahasa Inggris Peminatan*” where the students are rightful to take or not. As a professional subject, English becomes a Study program at campus, University Level, where student takes English for their professional purpose.

D. Psychology, Motivation, and Attitude

1. Psychology

Morgan, King, and Robinson (1979: 4-18) explained the nature of psychology that psychology is the science of human and animal behavior; it includes the application if this science to human problem. Not only do psychologists differ in their behavioral interests, they differe in the degree to which they are involved with the applicatin of psychology to life problems – the art of psychology. Thus, psychology is not only the science, but also the art.

2. Motivation

Motivation is the branch of psychology and Morgan, King, and Robinson (1979: 210) explained it refers to states within a person or animal that drive behavior toward some goals. Motivation is often considered to be cyclical; driving state, behavior triggered by the driving stage, and then goal. Motives are never observed directly; they are inferred from behavior. Motives are powerful tools for the explanation of behavior, and they enable us to make prediction about what an organism will do in the future. Also, Mubeen and Reid (2006: 269) said that motivation is regarded as a part of inner or strength that gives direct energy and sustainable behavior toward the achievement of a goal.

In English learning, there are two types of motivation as stated by Hong & Ganapathi (2017:21), that cited from Gardner (1985) & Crashen (1988), that there are integrative and instrumental motivation in second language learning, in this case is English learning, and it affects the result. Integrative motivation deals with the learner desire to integrate into the target language community, culture and become the part of the society while the instrumental motivation deal with the intention to utilize the target language to other things such as finding better opportunity in career.

To indicate the motivation, indicators of motivation are needed. In second language learning, Gardner (1985: 51 & 60) stated that there

are three components are reflected motivation in second language learning:

- (1) Effort expended to learn the second language
- (2) Desire to learn the second language
- (3) Attitudes toward the second language learning activity

3. Attitude

Attitude is also the branch of psychology. Morgan, King, and Robinson (1979: 450-451) explained that attitude can be defined as a learned predisposition to behave in constant evaluative manner toward person, a group of people, an object, or a group of object. Attitudes may, for example, be strong or weak, positive or negative. In addition, Mubeen and Reid (2006: 473) said that Attitudes are formed in social groups, they are often about other people, and they can affect our relation with others. We cannot see attitude directly in behavior; we infer them from the things a person says and does.

In English learning, English learners shows different attitudes. Ahmed (2015: 6) defined language learners' attitude as the collection of feelings that are indicated as good, bad, and neutral, regarding language use and its status in society. However, Ahmed (2015: 7) cited other definition from The Longman Dictionary of Applied Linguistics and Language Teaching (2002: 297) that defined language attitudes as the attitudes which speakers of different languages or language

varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning. Thus, in learning English the attitudes are not toward the language only, but also the culture and the learning process. Gardner (1985 : 42) stated that in learning second language there are educational and social attitude.

Attitudes vary greatly in the ease with which they can be changed. Morgan, King, and Robinson (1979: 459-466) explained the theory of the attitude change. There are three principle aspects of any situation in which attitude change is attempted: 1. The source of message, that is, the person or group trying to work a change; 2. The message itself; and 3. The characteristics the person who receives the message – the recipient the source of message has some aspects that affect: credibility, attractiveness, and power. Also the message has some aspects: suggestion, appeals to fear, loaded word, and the side messages, one-side or two-sides message. The recipient also has

aspects: influenceability, need, goals, and values, avoidance of information and immunization.

In second language learning, Gardner (1985: 40-45) stated that there are two attitude variables which have received considerable investigation by a number of researchers:

(1) Educational attitude; attitude toward learning the second language with four factors within:

(a) Tolerance

(b) Utilitarianism

(c) Aestheticism

(d) Specific factor

(2) Social attitude; attitude toward the second language community with two factors within:

(a) Intelligence

(b) Language aptitude

4. The Relationship between Attitude and Motivation

The term of “attitude” and “motivation” often appear in pair as related elements of psychology, the study of human mind and behavior, so that they are mostly discussed as the research object in reaserch that has goal to improve human quality. Discussing the relationship between “attitude” and “motivation”,Hovhannisyan (2014: 14) concluded that although attitudes and motivation are quite distinct

psychological constructs and could be treated separately, in the present research, these two concepts are viewed to be interrelated, where attitudes are perceived as a person's inner dispositions (favourable or unfavourable) to an object (e.g. language learning, the English language, native speakers, etc.), and motivation is viewed as a person's inner drive to start an activity and to reach the final goal (e.g. to learn English) (Gardner, 1985a). Therefore, in our perception, attitudes and motivation are two links in a chain, where attitudes perform as inner dispositions which stimulate a person's motivation (i.e. inner thrive) to initiate and sustain an activity (e.g. language learning).

E. Western and Eastern Educational Philosophies

Western and Eastern culture have significant differences in philosophy. Hasan and Jamaludin (2010: 2) noted that western philosophy has its roots in Athens, Rome and Judeo Christianity, whereas Eastern philosophy is derived from Islam, Confucianism, Taoism and Mahayana Buddhism. This, is fundamentally influence the system of life, and certainly creates their education system.

The Western and Eastern Educational philosophies becomes a prominent role in education system and the discussion comes to the comparison between them. Hasan and Jamaludin (2010: 3-6) explained some brief comparisons: For the learning process, western applies active learning where the students are free to share their idea while the teacher

acts as their facilitator. On the other hand, Eastern prefer to apply teacher-centered learning where the students listen to the teacher explanation while the teacher acts as the source. Second, Western prefers evaluating to memorizing while eastern prefers memorizing to evaluating. Third, western education system facilitates students to have discussion among them encouraging them to express their creativity freely, to be independent and they are not afraid to be different or make mistakes because the Western education looks at students' mistake positively and the way to learn. On the other hand, Eastern education emphasizes on conformity and originality and prefers the absorption of good manners combined with tons of school regulations while the teacher has responsibility as the example.

F. Previous Study

Recently, there are many people learn English and many researchers focus on English learning and / or teaching. Language and culture is one of the focus considering language learning grounded in culture may guide the learners to develop a sense of multiculturalism and they may have an improved sense of achievement in learning English as foreign language.

In their research about English teaching as Foreign language in Saudi Arabia, Farooq, Soomro, and Umer (2018: 177-185) focused on target language culture becomes the part of the language learning program

to support the target language learning, intervention of the foreign language learning toward foreign language learning.

Teacher perceptions are discussed and the first statement is that target language culture should be part of the language learning program. It enhances students' understanding of their own cultural identity. Language skills of students may improve by integrating language and culture and teaching culture motivates students. Sharing culture of the target language may motivate the students to learn a foreign language in a humanizing manner. It may also enhance the learning process at the same time. A culture-based language learning environment will help the students to identify similarities and differences in cultures which will lead them towards cultural understanding and harmony through language. Second, the teachers mentioned that students will be more tolerant if they are introduced to the culture of the target language, understanding target culture may help students in creating critical thinking regarding target and local cultures, and it may change students' attitude towards his/her own culture. Exposure to world cultures may enhance exposure of students of other cultures and comparing it with their own culture may lead them to tolerance in learning foreign languages. To achieve such objectives and enhance learning process, teachers responded that the cultural elements may be expanded in a foreign language classroom. It will open new avenues of understanding people around the world through language. The teachers didn't favour that the target culture should be introduced and

taught at advanced level only, students' own culture and identity is at risk while teaching them a foreign culture, and introducing culture in a language classroom may hinder the language learning process. Monolingual or mono-cultural students may face problems in understanding other cultures and they may consider other cultures inappropriate as compared to their own culture. So, when they learn language of that specific culture, they are either demotivated or learn it in a negative manner. It is, therefore, inevitable for teachers to guide the students to a certain level of intercultural knowledge. This would motivate them to learn another language and understand cultural differences. This would also help them to become a global citizen by knowing characteristics of other cultures and languages. Therefore, a teacher's role in a foreign language learning classroom has got a pivotal position to create an intercultural environment by making students understand and communicate with people of target culture.

Second focus is the classroom activities. Teachers opined on culture in foreign language classroom activities. Being aware of importance of intercultural learning environment, they consider students' culture in their teaching style and include cultural information about English speaking countries in their classes. While discussing language skills, they discuss certain aspects of their own experiences in the foreign culture and focus on specific aspects of cultural points which are different in Arabic and English-speaking countries. The teachers responded

positively to some extent that the students are aware of the cultural differences. They include cultural content in their EFL lessons, and share their own experiences in the foreign culture. As the recent research focuses on the point that culture cannot be separated from language and it should be part of language curriculum. The teachers who are aware of this fact include cultural elements in their lessons. At the same time language communicate thinking and acting styles of the people of that specific culture. They also opined that they involve students in discussion while comparing different elements of target culture with the local culture, they introduce the students to the target culture as presented and discussed in the textbook, and discuss about the cultural shocks. Cited from Byram & Kramsch (2008), Farooq, Soomro, and Umer (2018: 181) said that this point is in agreement with who asserted that without cultural context language is functionless. Culture being a part of the curriculum will provide the students proper language patterns use in a variety of situation, time and place. In inter cultural classroom, Though teachers are aware of the cultural differences and incorporation of cultural aspects in their teaching, conduct of cultural content or target culture based activities have some restrictions. Being aware of Arabic culture, they least favoured the statements that they ask students to explore on their own certain elements of the target culture, discuss negatively specific elements of the target culture, and introduce real life target cultural objects in their classroom. They also expressed that they discuss in detail various aspects of cultural

differences in their class, and teach the textbook which covers the cultural differences. The reasons may include that they don't have much time to discuss cultural aspects of the target language in detail as they must cover the syllabus, or they don't have sufficient knowledge of the target culture. Another problem could be students' assumed knowledge and attitude toward a new culture which presents new patterns of thinking and behavior and characterizing the target culture as "strange". Farooq, Soomro, and Umer (2018: 181) said that Byram & Kramsch (2008) are of the same point that language teachers may have a fear of stereotype thinking patterns of the students regarding their own culture and the target culture. At the same time, students may assume based on their own understanding various aspects of the target culture which may not be true. Regarding the familiarity and selection of cultural aspects in a language classroom to create an intercultural learning environment, teachers responded that they are familiar with all the aspects of a culture but the aspects they deal in the classroom were limited to daily life activities, living conditions, environment, food, shopping, education, youth culture, and values and beliefs. On the other side, they have limitations to discuss international relations, traditions, folklores, history, politics, different ethnic or social groups, and other cultural expressions like music, dramas, art, etc.

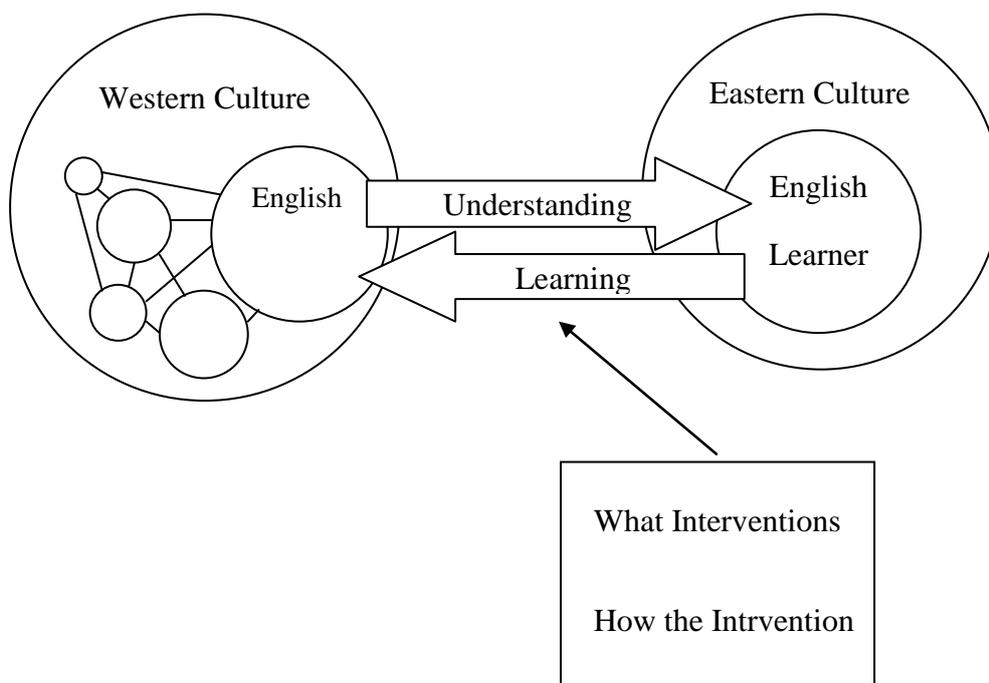
In their research, *Effective Reading Interventions Practice for English Language Learning*, Marchand-Martella, Klingner, and Martella,

(2012: 2-13) tried to find the effective intervention to support English learning. They found that it should focus on the elements of effective reading instruction known to have strong evidence of success. These elements include (a) screening for reading problems and monitoring progress (strong); (b) providing intensive small-group reading interventions (strong); (c) providing extensive and varied vocabulary instruction (strong); and (d) scheduling regular peer-assisted learning opportunities (strong). Other recommendations to improve reading performance for ELLs include an emphasis on comprehension strategies before, during, and after reading, with rich discussion and collaboration evident. Vocabulary instruction, provided in an explicit fashion and often with the use of technology, can prove helpful for this population. Content-rich reading that challenges ELLs to do more is also advocated, again with explicitly taught strategies on how to best handle this type of text. Among the most promising interventions reviewed by Cheung and Slavin (2012) in their synthesis of research for Spanish dominant ELLs, a common theme emerged—interventions that included extensive use of cooperative learning were found to impact reading acquisition in a positive manner. This finding was noted by Cheung and Slavin (2005) in a previous review of effective reading programs for ELLs. Finally, reading interventions must include an emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension to make a difference in reading performance.

G. Theoretical Framework

Cakir (2006: 154) stated that understanding a language involves not only knowledge of grammar, phonology and lexis but also a certain features and characteristics of the culture. Thus, cultural intervention is needed to support learners in learning other language. On the other hand, attitude and motivation as the branches of psychology are considered.

This research has focus on western culture intervention toward English learners' attitude and motivation. The qualitative research is used intending to elaborate deeper understanding of the cultural intervention toward English learners' attitude and motivation to support their English learning as Foreign Language.



CHAPTER III

RESEARCH METHODOLOGY

This is a chapter where the writer shares what the foundations of the methodology are. This research is qualitative research. The comprehensive explanations are needed, so that this research is arranged systematically, starts from research design, object of the study, method of data collection, and method of data analysis.

A. Research Design

For the research design, the researcher prefers to use qualitative. Mahojan (2018: 23) stated that qualitative research is inductive in nature, and the researcher generally explores meanings and insights in a given situation. It refers to a range of data collection and analysis techniques that use purposive sampling and semi structured, open-ended interviews.

In this research, researcher tries to explore the western culture intervention toward English learners' motivation and attitude considering the language that is strongly connected to the culture and the education system, foreign language teaching and learning process. To explore the study deeper, researcher use open-ended interview utilizing the lingua franca of the interviewees. The interviewees are chosen using purposive sampling that means the researcher chooses the interviewees because of reasons.

B. Object of The Study

Western Culture Intervention is the study object of this research. The intervention is focused on the English learners motivation and attitude.

C. Method of Data Collection

In qualitative, the data collection explore the data as deeply as possible. Redlich-Amirav & Higginbottom (2014: 2) stated from Creswell (2007) that in qualitative research, there are three components is commonly accomplished through: Interview, observation, and documents.

Kothari (1990: 97) explained that the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.

In this modern era, the technology is fast developed including the communication technology. Internet becomes the thing that may cut distance and shorten the time. It gives impact to qualitative research. Redlich-Amirav & Higginbottom (2014: 4) stated that the most affected area of qualitative research has been the collection of data. In addition, they stated that internet interview often include text, which is rare face-to-face interview, and which can change many aspects of data collection and analysis.

In this research, researcher does both face-to-face and non-face-to-face interview because some interviewees claimed that the internet / non-face-to-face interview is more comfortable considering the time, place and the

schedule. For internet interview, researcher utilize WhatsApp application that provides the user to send the recorded voices and text messages, even to have a call or video call.

D. Validity and Realibility

Researcher uses triangulation as the validity and realibility. Yeasmin and Rahman (2012) explained that triangulation is a process of verification that increases validity by incorporating several view points and methods. In this case, the researcher incorporated the subjects' view points. It means the researcher used resource triangulation.

E. Method of Data Analysis

Analyzing in qualitative research begins before turning into the data collection, during the data collection, and after the data collection (Sugiyono: 2015).

1. Analysis before Collecting Data

The analysis is carried out on the study data of introduction or secondary data that is going to be utilized the study focus. In this case, researcher focuses on fourth year English student at IAIN Salatiga because the fourth year English student is generally expected to have the longest experience of learning English. In addition, the proficiency of their language is also considered.

2. Analysis During Collecting Data

Data analysis, in qualitative research, is carried out when the data collection is going, and after the data collection. In this case, researcher is going to give an interview question and the research subject is going to answer, where the answer is going to be analyzed at that time, and then if the answer won't be satisfying enough, the researcher is going to deepen or specify the question to get the answer that is considered as credible.

3. Analysis after Collecting Data

After the data are collected, analysis is needed to examine the data to the theories, starts with data reduction, data display, and then the verification and conclusion drawing.

F. Method of Data Interpreting

Interpreting is defined as the activity of interpreting or serving final data. In this stage, the writer should do very carefully. Kothari (2004: 59) said that if researcher misleads the drawing of conclusion, the whole purpose of research may get vitiated.

Sugiyono (2015: 249) said that in qualitative research, displaying or serving the data may be in brief description, chart, and relationships between

the categories, flowchart, and others. In this case, the researcher displayed the data in description and relationships between categories.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After having interview with nine interviewees focusing on what and how western culture intervention toward English learners' attitude and motivation, the researcher got three interventions during the learning process and how the interventions toward the attitude and motivation are.

Before turning to the specific finding focusing on the cultural intervention, the researcher would like to show the learners' attitude and motivation in learning English. First, for the motivation, all subjects stated that they learn English as both integrative and instrumental indicated from their statements that they learn English because they want to be a teacher, translator, professional model, and get better job opportunity. On the other hand, they have other motive to communicate with the native or international society, to get involved and understand the culture. For the attitude, the subjects have positive attitude both toward the learning second language, indicated from the statement that learning English is important, and the second language community, indicated from the statement that understanding the culture is important also and to understand the culture, they need to keep in touch with second language community.

1. Findings of what the western culture interventions toward English learners' motivation and attitude, in learning English, are
 - a. The first intervention deal with the system of education that is active-learning or student-centered learning. All interviewees claimed that the student-centered learning is important and it must be optimized in English learning. They said that the student-centered learning intervenes their motivation and attitude in learning English. I-9 stated that for the motivation, Student-centered learning has the students have a very active role and independent. It leads them to think that "because this is active-learning where I have active role, I have to study hard". For the attitude, I-5 stated that student-centered learning makes the student more responsible by the liberty of sharing ideas, more tolerant by hearing other ideas from other people, and makes them more confident to speak up.
 - b. The second deals with the teacher characteristics. The interviewees talked about the western attitudes toward discipline, confidence, honesty and western motivation in learning considering their behavior in learning. However, they are just abstract aspects and they need something to intervene their attitude and motivation. The, they realized that those western attitudes toward something and the motivation of doing something are represented in the teacher; how they teach and how his/her behavior intervene the learners'

attitude and motivation. For the motivation, I-9 stated the teachers with certain western culture boost his motivation in learning. He then knew that knowledge is important and he wanted to go abroad like the teachers did and said that he would motivate the other person when he would have been like the teacher. For the attitude, I-2 explained her experience that in the practice, teacher who is discipline, coming to the class on time, who is honest, informing the truth to correct them, who appreciates their idea intervenes her attitude to have the same or almost the same.

- c. The third intervention deals with the knowledge. I-9 stated that during his English learning at Campus, he had 2 cultural classes that lead him to understand other culture including western culture and it intervenes his attitude and motivation. For the motivation, the knowledge led his curiosity and it made him learn much more. For the attitude, the some good attitude toward something, like discipline and confidence intervenes his attitude to have better perspectives on that discipline and confidence.

2. Findings of how the western culture interventions toward English learners' motivation and attitude

- a. As the system of education, student-centered learning encourages student to practice more. I-1 stated that Student-centered learning gives the learner chance to practice and by that chance to practice,

the student will be more confident and motivated. On the other hand, learning English requires the learner to be used to. Also, I-5 share her experience that the student-center gives chance to students to speak up and expose their creativity. By that change, the students are more motivated to get involved in learning and become more confidence to speak up.

- b. Some teachers who has certain western characteristics intervent the learners' attitude and motivation. All interviewees stated that lectures who graduated from oversea have different characteristics from who graduated from universities in Indonesia. However, the lectures graduating from oversea also had different characteristics. Thus, the interviewees focus on lecture who has western characteristics. I-9 shared his experience that he thinks his high motivated learning and some nice attitude are intervent by the teacher during the learning process. He told that the characteristics of the lecture that is more western intervent his learning English fast. The discipline has I-9 change the attitude toward discipline to be higher and it helps his learning process. The opened-minded thinking has I-9 motivated to learn much more because it makes him realize that there are many thing I have not known yet.
- c. The knowledge of western culture intervent the learners' attitude and motivation in learning English both through direct explanation or implicit action in movie or song. I-1 stated that her habit of

watching western movies intervenes her attitude and motivation in learning English, so that it becomes easier to learn English if I know their perspective on something. From the movies, she gets many new things such as discipline and being direct-person are sometimes a must as the attitude. For example, she thinks she is better in speaking with native or understanding native because of that attitude they learn and those new things motivate her to learn much more.

Finally, there are three western cultural interventions toward English learners' attitude and motivation and the how the interventions are.

- (1) The learning approach that is student-centered learning: By the liberty of sharing ideas and the chance to practice, the student become motivated to learn a new thing and confident to speak up.
- (2) The teacher characteristics which are western: The discipline, the tolerance, and the open-minded thinking gradually helps the learner to be discipline, tolerant, confident and honest not to feel lazy, intolerant, afraid of trying something new and honest. By that feeling, the students are motivated to learn English because of the space given.
- (3) The knowledge that is cross cultural understanding, western culture: The cross cultural understanding require the learners to understand how the other different people think about something, what they prefer to, and why they do not like something. This kind of knowledge helps the learners attitude toward something to be wider or tolerant and they

may adapt the good foreign attitude to learn English better. On the other hand, this kind of knowledge also encourages the learner's motivation in learning English because there are many things new interacting the interest.

B. Discussion

This research has focus on the what and how western culture interventions toward English learners' motivation and attitude. The researcher interviewed nine subjects, interviewees, to explore the data more deeply. They are all English Department students in the fourth year study who have at least long experience in learning English. The lingua franca is used in the interview intending to break the language limit because the main point of this research is in the content. There are many questions that are extended from two main research questions: What are the western culture interventions toward English learners' motivation and attitude, and How are the western culture interventions toward English motivation and attitude.

All subjects shared their experience and opinion. All students have two motives in learning English: instrumental and integrative such what Hong & Ganapathi (2017: 21) stated, that cited from Gardner (1985) & Krashen (1988), that there are integrative and instrumental motivation in second language learning, in this case is English learning, and it affects the result. For the attitude, Ahmed (2015: 7) cited other definition from The

Longman Dictionary of Applied Linguistics and Language Teaching (2002: 297) that defined language attitudes as the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. All subjects, of this research, avouched that learning English is a necessary, and in English learning, cultural understanding, tharget language culture, must be learnt because it is also necessary. That finding corresponds to Farooq, Soomro, and Umer (2018: 180) that stated target language culture should be part of the language learning program. It enhances students' understanding of their own cultural identity. In addition, the findings also corresponds to Gardner (1985: 42) that stated there are two attitude in learning second language that are attitude toward the learning second language and toward the second language community.

Dealing with what and how western culture interventions toward students' attitude and motivation, the subjects shared their experience and personal opinion to the researcher as the answer of the questions given by the researcher. The answers were then classified into three main interventions: the learning approach : student-centered learning, teacher

characteristics: some western characteristics, and knowledge about western culture: cross cultural understanding.

First, all subjects shared that student-centered learning intervenes English learners' motivation and attitude by facilitating the learners freedom of sharing their idea and encouraging the interest in English. I-5 stated that by applying student-centered learning, the students are more motivated to speak up and share their idea. That statement corresponds to Hasan and Jamaludin's statement (2010: 3) that sounds in active learning, the students are free to share their idea while the teacher acts as their facilitator. I-1 stated that In learning English practice is important because the learners need to be used to. I-9 stated that for the motivation, Student-centered learning has the students have a very active role and independent. It leads them to think that "because this is active-learning where I have active role, I have to study hard" and for the attitude, it makes the student become more tolerant. Those all experiences by I-1, I-5, and I-9 corresponds to the statement by Kelly (2006 : 109) that explained the benefits of student-centered learning in English as foreign language learning as follow: 1. Learning by doing, 2. Give students choices, 3. Focus on confidence building for real-world skills, 4. Encourage interest in English, 5. Use tasks that are open-ended. Also, Hassan and Jamaludin (2010: 3) stated that student-centered learning encourages the students to be active in giving and sharing the ideas, which is maximizing their role as a students. In addition, the tolerance stated by I-9 corresponds to Gardner

(1985: 43) who explained the tolerance is one of four factors in educational attitude.

Second, some interviewees stated that the lectures' characteristic intervenes their attitude and motivation in learning English. I-9 shared his experience that he thinks his high motivated learning and some nice attitude are intervened by the teacher during the learning process. He told that the characteristics of the lecture that is as the facilitator: gives chance to share the idea freely, and share the multi-cultural knowledge helps his learning English faster. The opened-minded thinking has I-9 motivated to learn much more because it makes him realize that there are many things I have not known yet. The experience corresponds to Farooq, Soomro, and Umer (2018: 181) it is, therefore, inevitable for teachers to guide the students to a certain level of intercultural knowledge. This would motivate them learn another language and understand cultural differences. This would also help them to become a global citizen by knowing characteristics of other cultures and languages. Therefore, a teacher's role in a foreign language learning classroom has got a pivotal position to create an intercultural environment by making students understand and communicate with people of target culture. The lecturer's discipline and the insight have I-9 change the attitude toward discipline to be higher and it helps his learning process. The statement corresponds to Gardner (1985: 43 & 47) that there are two factors in social attitude or the attitude toward the target language community that are intelligence and language aptitude.

Third, the knowledge of cross cultural understanding intervenes the English learners' attitude and motivation, in learning English. I-1 shared her experience that her habit of watching western movies intervenes her attitude and motivation in learning English, so that it becomes easier to learn English if somebody knows their, native speaker, perspective on something. From the movies, she gets many new things such as discipline and being direct-person are sometimes a must as the attitude. For example, she thinks she is better in speaking with native or understanding native because of that attitude they learn and those new things motivate her to learn much more. The experience of I-1 corresponds to Farooq, Soomro, and Umer (2018: 180) that sounds language skills of students may improve by integrating language and culture and teaching culture motivates students. Sharing culture of the target language may motivate the students to learn a foreign language in a humanizing manner. For the attitude, Farooq, Soomro, and Umer (2018: 180) stated that students will be more tolerant if they are introduced to the culture of the target language, understanding target culture may help students in creating critical thinking regarding target and local cultures, and it may change students' attitude towards his/her own culture.

In psychology, Morgan, King, and Robinson (1979: 210) explained the nature of motivation. There are three aspects in motivation that are also a cycle: 1. Driving state, 2. Instrumental behavior, 3. Goal. The driving state is set in motion by bodily needs, environmental stimuli, or mental

events such as thought, and memories. In this case, the three western culture interventions above set the driving state. The interventions may have a role as the environmental stimuli or / and memory. Finally, that environmental stimuli and memory intervene the English learners' motivation and it may help the learner to learn English more persistent. The learning environment of the student-centered learning, the western characteristics of the teacher, and the knowledge about western culture become the driving state of the motivation and they help the motivation in learning English more than just an only want in learning English before.

In attitude, the experience shared by I-1 that states through her knowledge about western culture, she got interventions in her attitude toward the target language community and the culture and it makes learning English easier corresponds to the statement by Morgan, King, and Robinson (1979 : 465) that states changing the attitude will help them to reach their goals and satisfy their needs. In addition, Gardner (1985: 50) also stated that there is a relation between attitude and achievement in second language learning. For the how attitude changes, Morgan, King, and Robinson (1979 : 462) explains there are principal aspects of any situation in which attitude change is attempted: 1. The source of message, 2. The message itself, and 3. The recipient. The student-centered learning which requires the student to share their idea freely makes the student get more information because there are many ideas shared. The information or the ideas coming to the students are the message in attitude change and they

potentially change the attitude of students'. Morgan, King, and Robinson (1979 : 463) stated that persuaders of all sorts work tirelessly on their messages to make them successful in changing attitudes. Teachers and friends has role as the source of message. The experiment of I-9's that he got changed in his attitudes toward discipline and others after he met her teacher who graduated from oversea corresponds to the theory of psychology, attitude change, by Morgan, King, and Robinson (1979 : 462-463) that stated the source of message, in attitude change, has three characteristics that strongly affect our response are its credibility, attractiveness, and power. In this case, the credibility of the lecture who graduated from oversea, the attractiveness of the tolerant and knowledge, and the power as professional teacher in the class support the attitude change proven by the experience of I-9's. About the cross cultural understanding, the knowledge about western culture becomes the message and people who share or show the cross cultural knowledge as the source.

CHAPTER V

CLOSURE

A. Conclusion

Finally, the research comes to the conclusion. Based on the findings that are discussed, the researcher concludes that:

1. There are mixed motivation in learning English, interrogative and instrumental at once. For the attitude, the learners have positive attitude both aducational attitude, toward learning second language, and social process, toward the second language community. For the interventons, there are three western culture interventions toward English learners' attitude and motivation: (a) Student-centered learning, (b) Teacher with western characteristics, and (c) The knowledge about westestern culture in Cross Cultural Understanding.
2. Psychology, as the scientific study of human behavior and human mind or noetic aspect of human, serves the theory of motivation and attitude. In this case, the three western culture interventions, as the driving states aspect, help the learners to keep the motivation high, in learning English. Also, the western culture interventons change the attitude of the learners, so that it helps the learners in learning English, to be easier.

B. Recommendation

The research gives result that there are three cultural, western culture, interventions toward learners' attitude and motivation in learning English and the interventions help them in learning English. Thus, the recommendation of the research must be:

1. For the English teacher, lecturer, and learner: it is strongly recommended to learn English and its culture. The cultural interventions toward the learners' attitude and motivation help the learning process.
2. For other researcher: it is strongly recommended to be extended or examined considering this research focus on debatable problem, attitude and motivation. However, this research has strong foundation by discussing it from the nature of attitude and motivation in psychological analysis, so that this research is based on the root theory that is psychology considering the attitude and motivation are the branches of psychology. In addition, the other focus deals with culture which is changable day-by-day considering the cultural anthropology. Thus, it is strongly recommended to examine this reseach using new research or to extend this research to be broader or clearer.

APPENDIXES

1. Triangulation Chart

	Question and Answer	
Interviewees	What are the western culture interventions toward English learners' motivation and attitude	How is the western culture intervention toward English learners' motivation and attitude
I-1	Active learning is very important in English learning considering the student-center must be applied in english learning because learners need to behave to practice the target language.	The active-learning makes the learner be use to it (English). And the learning English requires the learner to be used to practice the language and it affects the learner in learning English so much. Student-centered learning gives the learner chance to practice and by that chance to practice, the student will be more confident and motivated. On the other hand, learning English requires the learner to be used to.
	Some western characteristics are needed for example: the discipline, the confidence, the honesty	

I-2	Student-centered learning that's combined with teacher centered because in my experience, if there is only student-centered it's gonna be an empty there, but if there's only teacher-centered, the students don't have chance to explore the creativity and they do nothing.	By the student-centered the student will be active and creative. But the teacher-centered is also needed to keep the student motivated and there's no vacant time when the students are not active.
I-3	Student-center must be applied in English learning process.	By the liberty of sharing the ideas the students become more confident to speak and motivated to learn.
I-4	Student-center learning facilitates the learner to explore their skill, in English.	Because they're given chance to explore, the motivation increases, the desire to learn also increases. The confidence, responsibility, and discipline also increase.
I-5	Student-center need to applied to encourage the learner to speak up and share their personal opinion.	the student-centered learning makes the student confident to students to speak up and explore their creativity. By that chance,

		<p>the students are more motivated to get involved in learning and become more confidence to speak up.</p>
I-9	<p>Student-centered learning has the students have a very active role and independent.</p> <p>It must be there.</p>	<p>By the active role and the independence, the students are motivated to learn more. They're gonna think that they must learn hard because it requires them to learn independently. For the attitude, the students will be more confident because they're given chances to share their ideas freely. Also, they will be more responsible for their shared ideas and honest because other students have same role, they may be the controler of the ideas</p>

2. Interviews Manuscript

a. I-1

R : “When and why do you learn Eenglish?”

I-1 : “let me tell you something, I learnt English since I was elementary school. That’s right, I started as the same like people in my age but I started to learn English by myself earlier than anybody else. I found that English is interesting because at that time I was in six-grade in elementary school and then I found that English is interesting than the first time my teacher gave me handbook I learnt it by myself, I translated all of the words in English, I brought you know a manual dictionary which is so weird for elementary student. I brought that dictionary everywhere and then, after that I have a little note then everytime I found vocabulary I wrote down there whether it’s from movie, music, or books then I wrote down all of them, and then continue to junior high school and senior high school I’m still interested in English, so that’s why I decided to take English at the university. Well, since then I realize that learning English is so important because, you know, we are student but I can get the job because I know English better than my friend, and then I can speak English fluently that is like, what is it called?, it’s good for me because I communicate with native speaker better than my friend, so, I mean, I get benefits from that”.

- R : “Okay, what do you think about English? Is it important to learn English? And how about the culture?”
- I-1 : “Of course! Both of them are important. Learning English and the culture”
- R : “any Western culture interventions during the English learning or western culture interventions that must to be in the learning process? what are they?”
- I-1 : ”Yaa, there are some, like the way they learn in Active-learning and some other values.”
- R : “how are those interventions toward English learners’, including yours, attitude and Motivation?”
- I-1 : “learning English requires the learner to be used to practice that language and it affects the learner in learning English so much.”
- R : “Any other intervention?”
- I-1 : “Ya, the discipline as we know that in here people are not discipline, okay people are discipline but not all of them and most of them are undiscipline like littering. It just like throw your garbage to the dustbin but it’s like people are lazy to do that. Coming to the class on time. And honest!! Yaa... Honest!! We know we are javanese, we are Indonesian and usually people especially from java they are being indirect because they don’t

want to say the truth because they don't want to hurt people but in other country "why are you keeping talking like that? Go to the point instead of talking sh*t wkwkwk...". So, being honest is important. Confidence is the most important thing. okay for the example, let take simple the example of Indonesian student. Indonesian students mostly they ~~talk~~, they tend to be unconfident as usually we speak in English because "Ow.. my mother tongue is interfering my, wkwkwkwk, pronunciation, and then I can't speak in that I have javanese mouth". It doesn't matter "I'm javanese, too". The matter is whether you are confident or not. You just need to get used to it first.

R : How about the politeness?

I-1 : In learning English, it's a big problem when you were abroad interfering your teacher "I'm sorry! I think your explanation is wrong. This is the right way" and then you're gonna think that, in a broad like "ya it's fine!" but in Indonesia "Ow.. You are impolite".

R : "how was / were the intervention?"

I-1 : "this kind of interventions is very difficult because we come from different culture but it should be there. Before applying that thing we should give them explanation so they could understand. Also, the characteristics of the teacher is important to to make them be used to that thing.

b. I-2

R : “Sinau bahasa Inggris ket kapan yas?”

I-2 : “Ket SD mas

R : “Menurutmu bahasa Inggris ki pie sih yas? Penting ora sih sinau bahasa Inggris?”

I-2 : “Penting banget. Pertama, kan tau sendiri to bahwasanya bahasa Inggris itu bahasa yang dibutuhkan di era sampai saat ini. Ngerti dewe to hampir semua jurusan, bidang itu memtuhkan bahasa Inggris, terus lain kui, persaingan pokoke MOU-MOU lah tentang negara Indonesia pie carane bersaing dengan dunia luar, otomatis kan dengan bahasa Inggris kui. Nah, nek misal kita ngga memahami bahasa Inggris, pie carane kita bersaing, meskipun tidak seluruhnya tapi bahsa Inggris itu penting banget. Menurut aku ngono. Terus sing kedua, eee, nek kita tahu sendiri bahwa negara kita ki hampir, yo or hampir sih, beberapa persen ki dikuasai luar karna dari tingkat, opo yo, pemikiran, sumber daya manusia dianggap, dipandang lebih kualitas dari luar. Nah, kita cara menjual diri dalam hal otak kan dengan bahasa Inggris salah satunya. Seperti itu.”

R : “Penting ora sih yas belajar budayanya, budaya barat?”

I-2 : “Penting mas”

- R : “Enek gak intervensi budaya barat selama pembelajaran atau butuh diintervensikan kedalam pembelajaran bahasa Inggris?”
- I-2 : “Budaya belajarnya mas, Student-Centered learning. Tapi, yen misal gurune utawa muride ora support yo angel sih mas. Jadi mungkin mixed mbek Student-Centered Learning. Ono kalane gowo teacher-centered ono kalane gawa Student-centered. Nek pengalamanku nek SMP 7 student-centered learning ra masuk tp nk ning SMP 1 lagi... masuk mas.”
- R : “Bagaimana intervensi Student-Centered Learning iku terhadap sikap dan motivasi belajar yas?”
- I-2 : “muride dadi aktif, kreatif, keinginan belajar tinggi mas tapi ya kui, ono kelemahane nik muride ora tenanan lak gor presentasi bar kui wes ora hidup kelase nek terpusat nek guru nko muride nopo tok. Emang haruse di-mix mas, semi. Guru ikut berperan someneh bahasa Inggris seng bahasa Indonesia we kadang muride kualahan. Guru memancing ben ono greget. Terus nak kanggo sikap stuent-centered iso gawe muride kreatif, percaya diri, tapi ya kui mas gurune mancing ben ono greget, dadi muride termotivasi wong ono juga dosen sing wegah disalahke jur marai siswane ra percaya diri.
- R : “Enek meneh yas?”
- I-2 : “Kedisiplinan, rata-rata mereka ki menghargai waktu, on time. Kejujuran, na rata-rata orang barat to the point, kalo jelek ya jelek

kalo bagus ya bagus. Masalah percaya diri juga tidak diragukan lagi, karna rata-rata orang barat itu percaya diri banget, misalnya mereka mau tau ya tanya ya tanya saja tidak malu-malu tidak peduli nanti diejek atau bagaimana. Tanggung jawab, kita lihat dari cara kerja mereka. Mereka kalo memilih satu pekerjaan ya mereka konsisten fokus satu itu diselesaikan dulu. Toleransi, mereka sangat tidak suka dengan yang namanya diskriminasi tapi yang saya heran mengapa islam masih dipandang teroris.”

R : “Bagaimana intervensi budaya barat yang itu tadi terhadap motivasi dan attitude siswa?”

I-2 : “Melalui karakteristik seorang dosen atau matakuliah yang menjelaskan / menjelaskan hal itu supaya itu lebih real dan aplikatif, intervensi yang kedisiplinan jika seorang dosen mempunyai kedisiplinan itu saya rasa perspektif siswa terhadap kedisiplinan akan membaik. Tidak hanya kedisiplinan, namun juga kejujuran, kepercayaan diri. Dengan kejujuran yang dicerminkan dari seorang guru, siswa jadi lama-kelamaan enggan berbohong. dan juga motivasi belajar mereka meningkat karena seperti standar baru yang meningkat.”

c. **I-4**

R : “Mulai sinau bahasa inggris kapan fil?”

- I-4 : “Nek belajar bahasa Inggris lak tetep nganu to mas, awale jaman sekolah, ya mulai SMP, SMA ki formal. Nak sing, yo kan nek gon sekolah kui kan belajar bahasa Inggris jujur aku rung seneng bahasa Inggris. Nak aku sing belajar bahasa Inggris sing mulai aku seneng ki malah jaman aku kerja ning pabrik, mang pas kerja ning pabrik aku malah iseng-iseng belajar bahasa Inggris lewat aplikasi semacam grammar, grammar Apps ngono lo mas, dadi kerjo sambil belajar aku malahan.
- R : “Okee! Kira-kira tujuanmu sinau bahasa Inggris ki apa sih fil?”
- I-4 : “Nek pertanyaane ngene, jawabanku loro mas: pertama belajar bahasa Inggris ning sekolahan mergo tuntutan sekolah, belajar. Sing kedua, nganu, kan iku kan aku belajar bahasa Inggris jaman aku kerjo, kan posisi aku wes ora sekolah wes bebas urip tok jobo kok aku kok senengane maca-maca nganu: berita atau apaa dalam bahasa Inggris. Kok aku ora mudeng piene ben... naa dari situ aku kok pengen ngerti, pengen mudeng bahasa Inggris ki pie, yaiku mas mulai belajar kaya gitu mas.”
- R : “Pernah terbesit ora fil nganggo bahasa Inggris kanggo kerjo?”
- I-4 : “Pernah mas! Nganu, Translater. Kan basicku seko STM, kerjo neng pabrik, pengen dadi translater ngono.”
- R : “Menurutmu bahasa Inggris ki pie sih fil? Positive opo negative? Penting ora?”

- I-4 : “Positive mas, kanggo uwing sing pengen ngerti kaya aku, penting banget.”
- R : “bagaimana dengan budayanya fil?”
- I-4 : “kalo budaya aku tidak terlalu penting mas, karna kita belajar bahasa Inggris yang notabene adalah bahasa international yang kita belajar bahasanya saja tanpa mencontoh budayanya, it’s okay mas.”
- R : “Tapi enek ngga fil intervensi budaya barat dalam pembelajaran bahasa inggris / intervensi budaya barat sing perlu enek ning pembelajaran bahasa inggris?”
- I-4 : “Ada mas, student-centered, kan teacher-centered sudah membosankan dan output-nya sama saja. Dengan student-centered, siswa lebih bisa mengeksplor diri mereka, entah skills mereka atau mental mereka.
- R :” Intervensi terhadap motivasi sama attitude pie fil?”
- I-4 : “Karna diberi ruang untuk mengeksplor, jadi motivasi mesti meningkat mas, kemauan belajar meningkat. Kepercayaan diri meningkat, kejujuran, tanggung jawab, kedisiplinan juga.”
- R : “Okee fil! Adakah yang lain fil?”

I-4 : “Ada mas, mungkin small-classroom seperti di Amerika, dengan jumlah siswa yang tidak banyak mungkin bisa lebih efektif.”

R : “Bagaimana intervensi itu terhadap attitude dan motivasi fil?”

I-4 : “Karena kelasnya lebih sedikit dan intensif, maka pembelajaran akan fokus dan menyenangkan karena tidak akan luput dari pengawasan. Untuk attitude sendiri, cara pandang mereka terhadap kedisiplinan, tanggung jawab, toleransi, kejujuran juga meningkat.

d. I-5

R : “Ket kapan sinau bahasa Inggris nggit?”

I-5 : “Yo sejak SD aku sinau bahasa Inggris. Kelas 4 koyoe tapi gur sebagai salah satu mapel tok. Sempet les pas kelas 5-6 mergo bijine kurang apik terus SMP yo les bahsa Inggris gur mergo bijine ben apik. Pas SMA wis ora les wong aku ning asrama tapi minat bahasa Inggris durung ono.”

R : “La terus napa kw jikuk bahasa Inggris?”

I-5 : “Yo ndang SMA ki bijine kok lumayan dan biyen jurusanku ki IPA, nah IPA ki kan mumeti terus seko keluarga kon jikuk sing keguruan, kan mbakku ya guru dadi ben ana dalan (gwe kerja) ngunu dadi aku jikuk bahasa Inggris. Terus juga terbesit pernah

pengen ngomong karo londo tapi aku nek mbek pengucapan londo ki rung paham mergone ilat londo mbek Indonesia ngomong Inggris kan bedo nek dirungokke.”

R : “Menurutmu, bahasa Inggris ki pie sih?”

I-5 : “Sangat penting apalagi di jaman modern seperti sekarang.”

R : “La terus, pie nggit tentang budaya barat?”

I-5 : “Yo podo-podo pentinge?”

R : “Selama iki ono intervensi budaya barat terhadap motivasi mbe attitude ra nggrit?”

I-5 :”Student-Centered perlu diterapke ben bocah ki wani omong terus iso menyampaikan pendapat-pendapat.”

R : “Pie iku intervensine Student-Centered learninge terhadap attitude dan motivasi?”

I-5 : “Aku pas PPL kae ki tau kan pas extra-kurikuler, kan kon ngajar cah sing nelu extra bahasa Inggris. La terus ki gurune pokoke muride gelem ngomong speakinge cah-cah ngono. La terus, ahire aku mbe koncoku ki gawe game tentang lali jenenge aku, tp kokoke kui gowo game gowo kotak kotak ning papan tulis ngono. La kotakke kui ki diisi tentang nama kota, nk ra suatu barang, negara apa ngunu nko ki kaya tuntuk-tunjukan ngunu kui. Terus,

sing ketunjuk misale sopo ngunu gawa angka dadu apa opo ngunu. Kui ki nko misal entuk Canada opo Prancis ki nko dekke omong meh ngopo wae ning negara kui, tapi gowo bahasa Inggris. Motivasi siswa dadi tertarik melu ono iketertarikan terlibat dalam pembelajaran. Nek Attitude-e siswa dadi wani omong, rasa tanggung jawab gede wong kui ditunjuk siji-siji dadi nk ketunjuk kudu tanggung jawab wani omong. Pandangannya terhadap toleransi ya dadi apik wong nek kancane omong, dirungokke.”

R : “Ono unternvnsi lain ra nggit selain student-centered mau?”

I-5 : “Kok koyone kui tok wkwk.”

e. I-9

R : “Sejak kapan belajar bahasa Inggris?”

I-9 : “Sejak SD namun dulunya saya benci bahaa Inggris setelah ahirnya sehabis SMP saya punya teman sekolah di Inggris dan mulai dari situ saya sukka bahasa Inggris dan sempat belajar dengan temannya juga yang berprofesi sebagai dosen kala itu karena dikenalkan.”

R : “Untuk apa sih za belajar bahasa Inggris?”

- I-9 : “Untuk berkomunikasi dengan orang-orang sana, ingin ke luar negeri untuk kuliah, merasakan atmosfernya, dan juga bahasa Inggrisnya untuk bekerja pula.”
- R : “Menurutmu, bahasa Inggris itu gimana sih?”
- I-9 : “Penting untuk dipelajari karena ada yang mengatakan *the limit of your language is the limit of your knowledge*, jadi semakin banyak kita mempelajari bahasa baru maka kita akan memperoleh pengetahuan baru juga, dan bahasa Inggris bisa menjadi jembatan kita untuk mendapat ilmu.”
- R : “Bagaimana dengan budaya barat itu? Pentingkah juga untuk dipelajari?”
- I-9 : “Perlu untuk dipelajari karena masing-masing memiliki sisi positif dan negatif, negatif maksudnya belum tentu dipakai di budaya lain. Salah satu yang positif di budaya barat yaitu mereka, siswa, tidak sungkan untuk bertanya kepada gurunya atau bahkan mengoreksi pendapat gurunya jika dirasa kurang sesuai sedangkan di budaya kita dikelas ada siswa yang tidak paham namun saat diberi kesempatan untuk bertanya dia memilih untuk diam saja.”
- R : “Sepanjang karirmu belajar bahasa Inggris, adakah intervensi budaya barat atau intervensi budaya barat yang seyogyanya ada?”

I-9 : “kalo untuk intervensi tu, saya kira juga ada ya, juga diperlukan krena tidak menutup kemungkinan jika student-centered learning itu baik, tidak kalah baik dengan teacher-centered learning. Saya melihatnya karena disitu nanti ada peran aktif dari siswa, jadi turut aktif dalam pembelajaran, tidak gurunya saja.

R : “Bagaimana intervensi student-centered learning itu terhadap motivasi dan attitude siswa?”

I-9 : “untuk motivasi, saya melihatnya dari dua sisi ya! Yang pertama ini bisamenaikkan motivasi siswa karena siswa ini memiliki peran yang sangat aktif dan independent, mandiri, jadi dia akan berpikir ‘o yaa agar mandiri saya harus belajar saya harus dengan sungguh sungguh, semangat dalam belajar. yang kedua justru menurunkan motivasi siswa karena beberapa yang berpikiran pesimis, mereka akan berpikir ‘belajar ama gurunya aja saya kesulitan apalagi belajar sendiri. Namun juga ada solusi yaitu melalui guru, murid yang pesimis dapat diberikan semangat untuk berikut serta dalam sistem student-centered learning. Untuk attitude, siswa akan lebih percaya diri karena diberi banyak kesempatan untuk menyampaikan pendapatnya, juga dengan itu siswa akan lebih merasa bertanggung jawab, tidak lupa dia akan lebih jujur karena orang lain sebagai kontrolernya juga bebas berpendapat.”

R : “Adakah yang lain?”

I-9 : “Budaya mereka yang menghargai waktu. Mereka punya slogan ‘time is money’ pastinya mereka itu sangat menghargai waktu, waktu itu seperti uang (berharganya). Itu bisa mengintervensi polapikir peserta didik bahwa waktu itu sangat berharga. Jadi saat mereka diberi deadline itu mereka akan mengerjakan tugas itu kalo bisa sebelum deadline. Setau saya sesuai pengalaman saya kalau orang barat kalo melakukan ujian mereka lebih jujur. Teman saya untuk tes sim pengemudi itu tidak ada istilahnya, mohon maaf, nembak. Kalau di sana benar-benar dites. Kalau ga bisa ya beneran ga bisa. Kemudian saat ujian tes di kelas itu mereka memang individualis. Itu tu sebagai sarana untuk mereka mengukur sejauh mana kemampuan mereka. Kalau di sana tu nggak lulus, biasa. Dapet nilai jelek ya biasa. Mahasiswa di sana itu ngga pernah protes kok nilai saya gini sih pak padahal di kelas saya aktive wkwkwk... beda to sama kalo di Indonesia kan yang diprotes nilainya, padahal kalo di sana tu kalo protes mungkin ‘pak kok menurut bapak ini itu seperti ini, padahal menurut ahli lain seperti ini. Berikutnya adalah kalau saya pikir, orang barat itu lebih ‘to the point, kalo salah ya ngomong salah, kalo bener ya ngomong bener. Dalam pembelajaran, ini bisa membantuiswa untuk bilang kalo belum paham jujur aja bilang ‘pak saya nggak paham, diulang dong’, padahal guru itu malah seneng, biasanya loo ngga paham

terus diulangi lagi, itu sudah jadi tugasnya guru. Jadi nggak masalah sih.”

R : “Melalui apa itu semua mengintervensi pembelajaran bahasa Inggris?”

I-9 : “Melalui karakteristik seorang guru dan juga diperkenalkan atau semacam kelas tentang budaya, selama saya kuliah ada dua kelas tentang budaya, yang astu CCU (Cross Cultural Understanding) yang satu saya lupa, tapi ada.”

R : “Bagaimana intervensi itu semua terhadap motivasi dan attitude?”

I-9 : “Berdasarkan pengalaman saya, karakteristik seorang dosen yang seperti itu tadi atau mempunyai karakteristik kebaratan yang saya sebutkan tadi sangat menaikkan motivasi saya sampai saya menjadi tertarik dan bersemangat untuk menjadi seperti beliau kuliah di luar negeri merasakan budaya barat itu seperti apa.Sedangkan untuk kelas budaya (CCU) itu saya menjadi kepo dan ingin segera kesana yaitu keluar negeri. Untuk attitude, tentu saja cara pandang saya terhadap waktu sudah berubah walaupun saya masih terus belajar tapi setidaknya lebih baik dari yang dulu. Juga saya dulu orangnya kekeh, sekarang sudah sedikit ngalah lah.

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