Chapter Four

Finding and Discussion

In this chapter, it explained the findings and discussions of this study. To complete study properly, it was necessary to analyze the data collected in order to answer the research questions proposed. This chapter explained and analyzed each research question as the result of this study. As already indicated in preceding chapter, data is interpreted in descriptive form.

Research Instrument of Validity and Reliability

In this part, researcher showed the results of the validity and reliability of each items. According to Cohen, Manion, and Marrison (2011) that validity is the measurement of an instrument to describe and represent accuracy, and reliability is the consistency over time, over instruments and over group of respondents.

Instrument validity. Instrument validity is testing to prove the instrument whether it is valid or not which means that the instrument measured what is to be measured. In instrument validity, the researcher used test construct validity. Construct validity is an instrument which refers to the particular issue agreed with the construction theories (Cohen, Manion, Morrison, 2011). The aim of validity test of instrument is to find r value of each statements. The statements is valid if r value is higher than r table and the statements is not valid if r value is lower than r table. The r value is obtained by the correlation coefficient table. The r table is the value specified in the table of Pearson Product Moments. If the item is as many as twenty items (n = 20), then the r table of Pearson Product Moments is 0.444. The criteria items validity was presented in the table below.

Table 4.1 Criteria of validity

Valid	r value > t table
Not valid	r value < t table

The data analysis results of the validity test of the items were presented in the following table.

Table 4.2 Correlation coefficient of items validity

No	Items	r table	r value	Description
1.	Items 1	0.444	0.610	Valid
2.	Items 2	0.444	0.739	Valid
3.	Items 3	0.444	0.677	Valid
4.	Items 4	0.444	0.681	Valid
5.	Items 5	0.444	0. 639	Valid
6.	Items 6	0.444	0.653	Valid
7.	Items 7	0.444	0.771	Valid
8.	Items 8	0.444	0.681	Valid
9.	Items 9	0.444	0.722	Valid
10.	Items 10	0.444	0.727	Valid
11.	Items 11	0.444	0.754	Valid
12.	Items 12	0.444	0.678	Valid
13.	Items 13	0.444	0.657	Valid
14.	Items 14	0.444	0.583	Valid

15.	Items 15	0.444	0.569	Valid
16.	Items 16	0.444	0.656	Valid
17.	Items 17	0.444	0.793	Valid
18.	Items 18	0.444	0.805	Valid
19.	Items 19	0.444	0.737	Valid
20.	Items 20	0.444	0.636	Valid

The items of questionnaire of this study consisted of 20 items. Those items of questionnaire were used to measure students' awareness of cultural variation and the benefit of cultural awareness to students in EFL. Evidently, the data showed that all of the items were valid. It means that the instrument used have been able to measure what is to be measured in this study. Moreover the validity test has showed that *r* value is higher than *r* table which means all of the items are valid.

Instrument reliability. Reliability instrument is consistency of measurements or measuring instruments that provided the same result. The items of questionnaire are reliable, if respondents are consistent or stable over time. In this study, the reliability of measurement used *One Shot*. One Shot technique is the measurement once, and then the results are directly tested its reliability using *Cronbach Alpha* statistical test. According to Cohen, Manion and Morrison (2011) that instruments' criteria are reliable, if the value obtained in testing process with a statistical test of *Cronbach Alpha* > 0. 60, and conversely if the

Cronbach Alpha are smaller (< 0. 60) then instruments' criteria is unreliable. The

reliability of all items has been reported in table below.

Table 4.3 Reliability statistics

Cronbach's Alpha	N of items
0.941	20

The reliability of items is 0.941. The reliable items were presented in the

following table.

Table 4.4 Correlation coefficient of items reliability

No	Items	Cronbach's Alpha if the item is deleted	Description
1.	Items 1	0.940	Reliable
2.	Items 2	0.937	Reliable
3.	Items 3	0.938	Reliable
4.	Items 4	0.938	Reliable
5.	Items 5	0.939	Reliable
6.	Items 6	0.939	Reliable
7.	Items 7	0.937	Reliable
8.	Items 8	0.938	Reliable
9.	Items 9	0.937	Reliable
10.	Items 10	0.937	Reliable
11.	Items 11	0.937	Reliable
12.	Items 12	0.938	Reliable

13.	Items 13	0.939	Reliable
14.	Items 14	0.940	Reliable
15.	Items 15	0.940	Reliable
16.	Items 16	0.939	Reliable
17.	Items 17	0.936	Reliable
18.	Items 18	0.936	Reliable
19.	Items 19	0.937	Reliable
20.	Items 20	0.939	Reliable

All items of questionnaire of this study were reliable. It can be seen from *Cronbach's Alpha* and *Cronbach's Alpha if the item deleted* are higher than 0.60 (> 0. 60). Thus, the results of the questionnaire items can be categorized as very highly reliable items.

Research Findings

The researcher conducted the research and got the complete data from research instrument, questionnaire. To meet the objectives of this research, the researcher has analyzed the data systematically and accurately by using descriptive statistical method. Through descriptive statistical result, the researcher described the findings into two parts. The first part showed the description of students' awareness of cultural variation in EFL teaching at EED UMY. It described how students' cultural variations in the class. The second part showed the description of the benefit of cultural awareness to students in EFL teaching at

EED UMY. This part is aimed to present what cultural benefit of cultural

awareness that students' felt in the class.

Students' awareness of cultural variations in EFL teaching at EED of

UMY. In this part, researcher answered the first research question about how

students' awareness of cultural variation in EFL classroom. Not only to know the

cultural variations but the data showed what is the dominant of cultural variations

that student learned in the classroom. The finding of cultural variation is presented

on the table below.

Table 4.5 Students' Awareness of Cultural Variations

No	Items	Cultural Variations	Indicators of cultural variation	Means
1.	Items 1	Behavior	Body language	3.06
2.	Items 2	Value	Attitude	3.22
3.	Items 3	Behavior	Custom	3.02
4.	Items 4	Behavior	Custom	3.86
5.	Items 5	Behavior	Social rule	2.99
6.	Items 6	Behavior	Language	3.17
7.	Items 7	Value	Attitude	3.08
8.	Items 8	Communication	Interaction	3.14
9.	Items 9	Communication	Interaction	3.04
10.	Items 10	Behavior	Language	3.20

Based on the data above, it can be seen that the students of EED of UMY

reported that they have learned about culture when the students learn English as

foreign language. The cultural variations that students learned were about behavior, value and communication. From table 1.5 above, it showed that each cultural variation is divided into several indicators such as behavior consist of into four indicators, namely body language, custom, social rule and language. Cultural variation in communication has indicator such as interaction. Moreover cultural variation in value consists of attitude as its indicator. In addition, the researcher also found that item 4 "I learn about the customs of a culture when I am studying English as a foreign language in the class" has the highest mean among other items that is 3.86. It means that the students in this research thought that they often learned about customs of culture. In line with results above, the researcher concluded that there is students' awareness of culture; it can be seen from cultural variations that students showed in this study.

Another result of cultural variations categories showed in the following table below.

Table 4.6 Interval scale students' cultural awareness of cultural variation

Interval scale	Categories
1 – 1.6	very poor
1.7 – 2.3	Poor
2.4 – 3.0	Moderate
3.1 – 3.7	Good
> 3.8	very good

The result of cultural variations' categories of each item was explained in the following table.

Table 4.7 Cultural variations: behaviors' categories

No	Cultural Variations	Indicators cultural variation	Means	Categories
1.	Behavior	Body language	3.06	Moderate
2.	Behavior	Custom	3.02	Moderate
3.	Behavior	Custom	3.86	Very good
4.	Behavior	Social rule	2.99	Moderate
5.	Behavior	Language	3.17	Good
6.	Behavior	Language	3.20	Good
Total means of behavior			**3.22**	**Good**

The data showed the result of cultural variation that was integrated to behavior

has means 3, 22. It means, students' awareness of behavior as variations of culture

is good.

Table 4.8 Cultural variations: values' categories

No	Cultural Variations	Indicators cultural variation	Means	Categories
1.	Value	Attitude	3.22	Good
2.	Value	Attitude	3 08	Moderate
Total means of value			**3.15**	**Good**

The data showed the result of cultural variation that was integrated to value has

means 3, 15. It means, students' awareness of value as variations of culture is

good.

Table 4.9 Cultural variations: communications' categories

No	Cultural Variations	Indicators cultural variation	Means	Categories
1.	Communication	Interaction	3.14	Good
2.	Communication	Interaction	3.04	Moderate
Total means of communication			**3.09**	**Moderate**

The data showed the result of cultural variation that was integrated to communication has means 3, 09. It means, students' awareness of communication as variations of culture is moderate.

Based on the result of those categories of cultural variations above, the researcher concluded that students' awareness of cultural variations showed different total categories, good and moderate level, and it has different total means. Moreover, the result also showed that the highest of students' awareness of cultural variations is behavior, and the lowest one is value. Thus, it can be concluded that the dominant of students' awareness of cultural variations have been existed in behavior.

The benefit of cultural awareness to student in EFL teaching at EED of UMY. In this part, researcher answered the second research question about what are the benefit of cultural awareness to the student in EFL classroom. Not only to know the benefit of cultural awareness but the data showed what is the dominant cultural benefit that is felt by student in EFL classroom. The finding of cultural benefit is presented on the table below.

Table 4.10 Benefits of cultural awareness for students

No	Items	Cultural benefits	Indicators of cultural benefit	Means
1.	Items 11	Understanding and respecting culture	Understanding	3.23
2.	Items 12	Understanding and respecting culture	Understanding	3.10
3.	Items 13	Understanding and respecting culture	Understanding	3.38
4.	Items 14	Affective	Enthusiasm	3.22
5.	Items 15	Affective	Motivation	3.10
6.	Items 16	Understanding and respecting culture	Understanding	2.99
7.	Items 17	Understanding and respecting culture	Understanding	3.17
8.	Items 18	Understanding and respecting culture	Respecting	3.28
9.	Items 19	Affective	Feeling	3.19
10.	Items 20	Communication	Misunderstanding avoided	3.18

Based on the data above, it can be seen that the benefit of cultural awareness that have been obtained by students in EFL teaching at EED of UMY such as understanding and respecting culture, communication and affective. From table 1.8 above, it showed that each benefit of cultural awareness is divided into several indicators such as understanding and respecting culture is divided into understanding and respecting. Benefit of cultural awareness in communication consisted of misunderstanding avoided. Moreover benefits of cultural awareness in affective divided into three indicators, namely enthusiasm, motivation and feeling. In addition, the researcher also obtained that item 13 "By learning the culture, I can understand the difference." is the dominant benefit of cultural

awareness that student felt in EFL that has means 3.38 which is the highest benefit

of cultural awareness. In line with results above, the researcher concluded that

there is students' cultural awareness in EFL; it can be seen by benefit of cultural

awareness that students felt by learning other cultures or their own culture in the

classroom.

Another result of benefit of cultural awareness categories is showed in the

following table below.

Table 4.11 Interval scales benefit of cultural awareness

Interval scale	Categories
1 – 1.6	Never
1.7 – 2.3	Seldom
2.4 – 3.0	Sometimes
3.1 – 3.7	Usually
> 3.8	Always

The result of benefits' of cultural awareness categories of each items have been

explained in the following table below:

Table 4.12 Benefit of cultural awareness: understanding and respecting

No	Benefits of cultural awareness	Indicators of benefits of cultural awareness	Means	Categories
1.	Understanding and respecting culture	Understanding	3.23	Usually
2.	Understanding and respecting culture	Understanding	3.10	Usually
3.	Understanding and respecting culture	Understanding	3.38	Usually
4.	Understanding and respecting culture	Understanding	2.99	Sometimes

5.	Understanding and respecting culture	Understanding	3.17	Usually
6.	Understanding and respecting culture	Respecting	3.28	Usually
Total means of understanding and respecting culture			**3.19**	Usually

The data showed that the result of benefit of cultural awareness to students is understanding and respecting of culture. It has total means 3.19 which is students considered that the benefit of cultural awareness that the respondents in this research usually felt is in English as a foreign language teaching understanding and respecting culture.

Table 4.13 Benefit of cultural awareness: affective categories

No	Benefits of cultural awareness	Indicators benefits of cultural awareness	Means	Categories
1.	Affective	Enthusiasm	3.22	Usually
2.	Affective	Motivation	3.10	Usually
3.	Affective	Feeling	3.19	Usually
Total means of affective			**3.17**	**Usually**

The data showed that the result of benefit of cultural awareness to students is affective. It has total means 3.17 which is students also considered that the affective benefit of cultural awareness is usually felt by respondent in this research.

Table 4.14 Benefit of cultural awareness: communications' categories

No	Benefits of cultural awareness	Indicators benefits of cultural awareness	Means	Categories
1.	Communication	Misunderstanding avoided	3.18	Usually
Total means of communication			**3.18**	**Usually**

The data showed that the result of benefit of cultural awareness to students is communication. It has total means 3.18 which is students considered that communication usually felt by students in English as a foreign language teaching. Based on the result of those categories of benefit of cultural awareness above, the researcher concluded that benefit of cultural awareness to students showed total similar categories, usually, but it has different total means. Nevertheless, respondent considered that the dominant of benefit of cultural awareness is in understanding and respecting culture.

Research Discussion

In this part, the researcher showed the discussion of the finding related to past studies and theories. The first part showed the discussion of students' awareness of cultural variations in EFL teaching at EED UMY. The second part showed the discussion of the benefit of cultural awareness in EFL teaching at EED UMY.

Students' awareness of cultural variations in EFL teaching at EED of UMY. The researcher has discussed research finding of the first research question in this study. The discussion showed that in English as foreign language teaching, students' awareness of cultural variation in this study is good and moderate.

Students have learned cultural variation such as behavior, value and communication. Through the data that have been explained, students showed their awareness in cultural variation, such as body language, customs, social rules, language, interaction and behavior. Base on the cultural variation that has been mentioned, the students assumed that the behavior is dominant cultural variation that they learned in the classroom. Students were more likely to learn the behavior, because behavior is more often learned by students through the language material in English as foreign language classroom. In addition, the behavior is easily observed directly when compared with cultural variations such as value and communication. It is in line with what Tomalin and Stempleski (2013) who said that behavior can contribute little c which means it has to be treated anecdotal (observed directly) in certain cultural circumstance.

The result of students' cultural variation is in line with what theories have been proposed in chapter two. In those theories, cultural variations consisted of language, social rule, custom, structure and attitude (Wunderle, 2008). Besides, other cultural variation that students have learned in the classroom is interaction. This cultural variation is in accordance with what Phillipsen (2003) said that communication is a complex human cultural practice that encompasses interaction of social life. Thus, both Wunderle's (2008) and Phillipsen's (2003) argument supported students' awareness of cultural variation in English as a foreign language in the class.

The benefits of cultural awareness to students in EFL teaching at EED of UMY. The researcher has discussed research finding in second research

question in this study. The discussion showed that in English as a foreign language teaching, the benefit of cultural awareness is usually felt by students. Students have felt benefit of cultural awareness such as understanding and respecting culture, communication and affective. Through the benefit of cultural awareness that have been mentioned, students showed what they felt in benefit of cultural awareness such as understanding and respecting, misunderstanding avoided, enthusiasm, motivation and feeling to learn their own culture or others. In understanding and respecting, students can get the benefit how to understand and respect the other culture or their own culture. Moreover students' can realize that learning certain culture in English as a foreign language can motivate them to know other culture and its societies' life, and students also considered that learning culture in English as a foreign language can give empathy to understand the difference of culture. Besides, through learning culture in English as foreign language, the students also assumed that they were interested to learn more other culture. In addition in interaction, students can learn how to interact with other culture and how to decrease misunderstanding when they talked to different people in different culture. Based on the benefits of culture that have been explained, the student assumed that understanding and respecting culture is the dominant benefit of cultural awareness that they felt in the classroom. Students were more likely feel that understanding and respecting culture is as the main benefit of cultural awareness, because understanding and respecting culture is the basic knowledge of a cultural difference. It is called basic, because when students were recognizing cultural differences, automatically, students have to understand

and respecting culture first and then they would show their feeling to learn and even to communicate in particular of target culture. In other words understanding and respecting culture can encompass communication and affective. It is in line with what Ho (2009) said that understanding and respecting culture can improve the knowledge of acceptance that impact for successful intercultural communication and developing respect and empathy towards people of the target culture.

The result of the benefit of cultural awareness is in line with what theories have been proposed in chapter two. In those theories, with cultural awareness, students can understand and respect culture (Peck, 2008). Besides, other benefit of cultural awareness that students felt in the classroom is developing cross cultural communication. This benefit of cultural awareness is in accordance with what Cakir (2006) said that the benefit of culture refers to the development of cross cultural communication. Moreover motivation, the affective formed are also benefit of cultural awareness that students felt in the classroom. Teaching culture helps learners to get positive interest, motivation in learning foreign language (Abushihab, 2016). Thus, Peck's (2008), Cakir's (2006) and Abushihab's (2016) perspective supported benefit of cultural awareness to students in English as foreign language classroom.