

**STUDENTS' CULTURAL AWARENESS IN WRITING
(A DESCRIPTIVE STUDY AT ENGLISH DEPARTMENT OF IAIN LANGSA)**

SKRIPSI

Submitted

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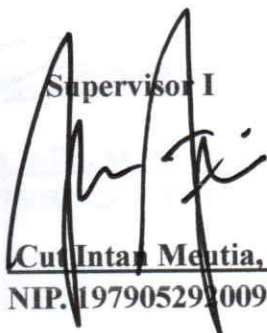
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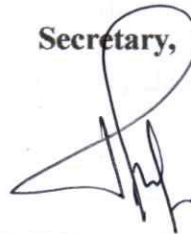
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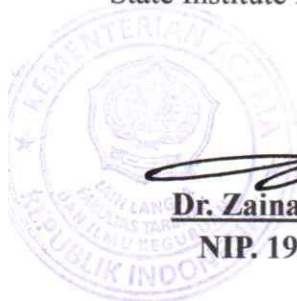
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Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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ABSTRACT

Putri, Karima. 2021. Students' Cultural Awareness in Writing (A Descriptive Study at English Department of IAIN Langsa).

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The researcher would like to know how is the cultural awareness of students in writing and how the students explore cultural awareness in writing at the English department of IAIN Langsa. The researcher technique in this research is a qualitative technique as a discourse analysis research design. Students from Unit 2 in the 2019 academic year are participating in this research. In this study, the researcher chose 11 students from the English department of IAIN Langsa who had taken writing classes. The researcher used documentation as the research instrument in this study. The results of this study showed that the students' cultural awareness in writing was really lesser. This is because the students frequently make silly mistakes with punctuation, prepositions, running on sentences, and sentence fragments. Based on these findings, it can be concluded that students in Unit 2 in the 2019 academic year are still unaware of proper writing culture.

Keywords : *Cultural Awareness, Writing.*

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Langsa, 02th August 2021

The researcher,



Karima Putri

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CHAPTER I

INTRODUCTION

A. Background Of Study

In order to construct a personal identity, culture has explicit and implied living practices, a complex system of generally accepted symbols and meanings, information, religion, art, values, law, rituals, attitudes, traditions and/or mutual habits that make up the whole way of life.¹ Every human being coexists with his own culture. Culture is so attached to human life itself. All activities must be related to a person's own culture, including writing. For example, Indonesians write in English because they are aware of their culture, their way of writing follows the way they write in Indonesian.

Cultural awareness is the term used to describe the tolerance of culturally-induced actions to the use of languages and communication. Humans become inseparable from one another as a result of culture. Students can write about culture, local wisdom, and others in student writing. Indirectly, when they write, they will raise students' cultural awareness. Students need to consider cultural knowledge of events, dress code, and contact between individuals from different cultures. The differences can be acquired and valued if learners recognize different cultures.

¹ Darmayenti. *Dialogue Journal Writing in Building Students' Awareness on Local Wisdom and English Writing skill*. (Advances in Social Science, Education and Humanities Research, volume 302 2nd International Conference on Culture and Language in Southeast Asia (ICCLAS), 2018), 196

Students' cultural awareness can find out in their writing. Every students can pour their ideas into a writing. Furthermore they can explore their experience and thinking. Afterward they stringing all sentences into a good writing. In writing, students can write something that they cannot speak to people. Writing itself is a away of people to communicate apart from speaking. From the writing of the students, it can be seen whether they are aware of the writing culture in their own country or whether they follow correct English writing.

Writing encourage students to develop and share their thought. However the students will think deeply about writing, because they are trying to give the reader a letter. In reality, every learner should master writing. Students would be able to compose an argumentative article, blog, journal and post by mastering writing. Moreover, in students' writing they are able to sharing habits, culture, and their argument about something. Because some students feel they cannot express they thought in speaking. On the whole, writing can make students convey they feeling or message to people apart from speaking.

When the teacher wants to build or lift the cultural knowledge of the students, they could use texts containing cultural teaching to make students finally aware of their culture. We know that write about culture in writing can make the culture exposure. Furthermore, write about culture and local wisdom can make the culture itself known by many people from different culture. In addition, in writing students will share their own history, habits, costoms, tradition and regional food. In conclusion, students' writing can be fond in the form of essays, articles and another platform or media massa.

Cultural awareness is crucial, particularly when we have to communicate with people from other cultures.² For English students, to build cultural awareness students can write about foreign culture in an effort to respect cultural diversity. Children must be given a common ground or place to communicate, play, chat and cooperate across cultural lines to increase cultural understanding.³

Hyland argues that researcher always use their knowledge of their readers and similar texts to decide what to say and how to say it, mindful that different forms express different relationships and meanings.⁴ Based on the preceding statement, we can conclude that a text contains an implied message and is thus meaningful. Students can find out about a stranger's culture by reading journals, watching movies and articles about it. Afterward, cultural awareness will also be awakened if always exposed to it, such as the student learning environment. Within the same school, cultural awareness promoted could help learners to better understand the diverse country and environment they inhabit.⁵

Because education is extracted from cultural knowledge, students would no doubt be responsive to their own cultural context and ignore other cultures and believe in stereotypes.⁶ The cultural understanding of learners, on the other hand, is a

² Elena Claudia Constantin & Marion-Ivonne Cohen Vida, *Developing Cultural Awareness*, (University "Politehnica" of Timisoara, Department of Communication and Foreign Languages, 2, P. Râmneanțu, Timisoara, VOL 1 NO 1 (2017) E-ISSN : 2550-0406, 2014)

³ Loukaitou- Sideris, A, *Children's commonground: A study of intergroup relations among children in public settings*, (*Journal of American Planning Association*, 69, 130–141. doi:10.1080/01944360308976302, 2003)

⁴ Ken, Hyland. *Second language writing*. (Cambridge: Cambridge University Press, 2003), 5

⁵ Reich, S. M., & Reich, J.A, *Cultural competence in interdisciplinary collaborations*, (*A method for respecting diversity in research partnerships American Journal of Community Psychology*, 38, 51–62. doi:10.1007/s10464-9064-1, 2006)

⁶ Deddy Sofyan & Istiqlaliah Nurul Hidayati, (*Integrating the Teaching of Culture Base Reading and Essay Writing to Build Students' Cultural*, 2017), 4

vital thing that students should have. Because some students are not interested in their own culture, especially foreign cultures. From all of reason, students' cultural awareness in writing needs to be redeveloped.

In writing ability, especially in writing essays, not only the writing mechanism should be considered, however the content about local wisdom is also necessary, because with the absence of a lot of text containing local wisdom, it makes many people know about cultural awareness. However, the writing of students cannot follow their culture in Indonesian writing. Because if they write in English, the rules of writing must also be in line with academic writing in English.

Based on the researcher's experience as a student at English department of IAIN Langsa. In writing class, students always write argumentative paragraph, essays and articles. Everyday, students write different topics to submit to the lecture. Previous research stated that reading would increase students' awareness of culture while in this study, the researcher would like to examine how students' cultural awareness in writing. As long as students are in the writing class the students have written a lot of texts, essays, or paragraphs in the writing class. Researcher would like to prove how their cultural awareness is in the writing they have written so far. Based on the discussion above, it gives the researcher inspiration to write a reseach entitled **“ Students’ Cultural Awareness in Writing (A Descriptive Study at English Department of IAIN Langsa)”**.

B. Research Questions

Based on the background of the study above, the researcher states that problem to be studied as follow: How is the cultural awareness of students in writing at the English department of IAIN Langsa?

C. Purpose Of Study

Based on the statement of the problem above the objectives of the study is as follow : The researcher would like to explore students' cultural awareness in writing at the English department of IAIN Langsa.

D. Significance Of Study

1. Theoretical Significance

This study provides a solution for determining students' cultural awareness in writing.

2. Practical Significance

a. For the students

The benefit of this research for students is that students can find out whether the writing they have written follows the English writing rules or is just like translating Indonesian into English.

b. For the teachers

This study helps teachers to examine student writing, to find out whether student writing has followed the correct rules of writing in English so far, or is the same as the daily writing culture in Indonesian.

c. Other researchers

To provide additional information for other researchers interested in conducting additional research in the related field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

1. *Writing*

a. **Definition of writing**

In English Department, writing is one of skills that have to be mastered by students. According to Nunan writing is the mental process of generating ideas, deciding how to convey them, and arranging them into sentences and paragraphs that are understandable to the reader.⁷ Furthermore, Harmer argues that writing encourages students to focus on the correct use of language because they think as they write; it may well inspire language acquisition as they solve the problems that writing puts in their minds.⁸

b. **The Importance of Writing**

Writing is important because it is commonly used in higher education and at the workplace. Students who lack the ability to express themselves in writing will struggle to interact effectively with teachers, supervisors, peers, and just about everyone else. Much of the professional communication is done in writing: proposals, memos, reports, applications, preliminary

⁷ David Nunan. *Practical English Language Teaching*. (New York : Mc Graw Hill, 2003), 88

⁸ Jeremy Harmer. *How to Teach*. (England : Pearson education, 2004), 31

interviews, e-mails, and more are part of the everyday life of a college student or a successful graduate.⁹

c. Writing Process

According to Williams writing process as follow:¹⁰

1. Prewriting

Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journaling, talk-writing, and metaphor building. As a prewriting activity, mapping is also included. According to Lee and Cho, the effect of adopting a collaborative idea mapping technique in Korean writing classes on students' communicative and acculturative interaction was explored.¹¹ Furthermore, prewriting is an essential stage in the writing process. Prewriting activities assist students in planning and organizing their stories, as well as in motivating reluctant writers to write.¹²

2. Planning and outlining

Planning involves considering the writer's rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are

⁹ K, Walsh. *The importance of writing skills: Online tools to encourage success* (2010)

¹⁰ J.D Williams. *Preparing to teach writing: Research, theory, and practice (3rd ed.)* (Mahwah, NJ: Lawrence Erlbaum, 2003), 106-107

¹¹ Cho, S& Lee, Y. *Concept mapping strategy to facilitate foreign language writing: a Korean application.* (2010). Retrieved from <https://eric.ed.gov/?id=EJ1135192>

¹² Mogahed M. Mogahed. *Planning out pre-writing activities.*(International Journal of English and Literature Vol. 4(3), May, 2013), 60-68

interrelated and how they are connected to the information generated during prewriting. Planning also involves selecting support for the writer's claim and blocking out at least a rough organisational structure.

3. Drafting

Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.

4. Pausing

Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs and overall organisation.

5. Reading

Reading and writing are interrelated activities. Good readers are good writers, and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.

6. Revising

Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between

plan and text. Factors to be considered during planning include rhetorical stance and rhetorical purpose, among others. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing. Students should not only be taught how to revise for meaning, but they should also be encouraged to revise when they write.¹³

7. Editing

Editing occurs after revision of the work. The goal is to give the paper a professional appearance.

8. Publishing

Publishing is not limited to getting a text printed in a journal. It includes turning a paper into a teacher, a boss or an agency.

2. *Culture*

Culture, according to Brown, is a deeply ingrained aspect of our very being, but language—the means of communication among members of a culture—is the most apparent and available representation of that culture.¹⁴In contrast to Corbett's viewpoint, culture is "the relationship between the

¹³ Eleni Nikiforou. *Revising writing in an online learning environment*. (Nottingham: The Call Triangle: student, teacher and institution, 2011), 126

¹⁴ H. Douglass, Brown. *Principles of Language Learning and Teaching*. (NY: Pearson Education, 2007), 123

group's essential beliefs and values, and the patterns of behavior, art, and communication that the group generates, while keeping in mind that these views and values are continually negotiated within the group."¹⁵

It comes out that students' language education is influenced by their cultural background. According to McKay, culture has an impact on language education in two ways: linguistic and pedagogical. Linguistically, culture plays a role in the linguistic dimension of the language, influencing the semantic, pragmatic, and discourse levels. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials.¹⁶

Culture refers to personal refinements such as classical music, decorative arts, world philosophy, and gourmet cuisine in nonscientific Western use. According to this common interpretation of the word, a cultured person listens to Bach rather than Lady Gaga, orders prime rib rather than barbecued ribs when dining out, can tell the difference between Monet and Toulouse-artistic Lautrec's styles, prefers Cabernet to Kool-Aid, and goes to the ballet

¹⁵ J, Corbett. *An intercultural approach to English language teaching*. (Multilingual Matters Ltd. Great Britain, 2003), 20

¹⁶ SL, McKay. *The Cultural Basis Of Teaching English As An International Language*.(2003) p 89 [Viewed July 07 th 2021] : [Http://Elt.Britcoun.Org/Pubs/Articles/2003/Tm13-4-01.Html](http://Elt.Britcoun.Org/Pubs/Articles/2003/Tm13-4-01.Html).

rather than sitting at home watching TV.¹⁷ The Three Components of Culture are Material objects, Ideas Values Attitudes, and Behavior patterns.¹⁸

Features of the Concept of Culture as follow:¹⁹

a. Culture defined

Culture refers to all that people have, think, and do as members of a community. Culture is a hazy set of basic assumptions and values, life orientations, beliefs, policies, procedures, and behavioral conventions shared by a group of people, and which influence (but do not determine) each member's behavior and his/her interpretations of the 'meaning' of other people's behavior.²⁰

b. Culture is shared

The shared meanings of things, ideas, and patterns of behavior make life less ambiguous and more predictable for members of the same cultural group. To say that a group of people shares a culture does not imply that all of them think or act in the same way. Within a culture, people's beliefs and practices can differ depending on their age, gender, social status, and other factors.²¹

¹⁷ Susan Andreatta & Gary Ferraro. *Elements of Culture: An Applied Perspective*. (USA: Wadsworth, Cengage Learning, 2013), 33

¹⁸ Susan Andreatta & Gary Ferraro. *Elements of Culture: An Applied Perspective*, p.34

¹⁹ Susan Andreatta & Gary Ferraro. *Elements of Culture: An Applied Perspective*, p.50

²⁰ Helen, Spencer-Oatey. *Culturally Speaking. Culture, Communication and Politeness Theory. 2nd edition*. (London: Continuum, 2008), 3

²¹ *What is Culture?* (2021, July 23). <https://socialsci.libretexts.org/@go/page/56357>

c. Culture is learned

Culture is passed down through interactions with one's cultural environment rather than through genetics. Helen argues that culture is learned from the people with whom you interact as you grow up.²²

d. Culture is taken for granted

Our own culture is so deeply ingrained in us that we are frequently unaware of its existence. Culture is taken for granted because they learn about it. They believe what they have been taught to be true and judge others for doing things differently.

e. Culture influences biological processes

Culture has an impact on our bodies and biological processes. Nature (our biology and genetics) and nurture are both influenced by culture (our environment and surroundings that also shape our identities).²³

f. Cultural universals

Despite differences in specific details, all cultures share certain characteristics, such as governing systems, food production and distribution patterns, enculturation forms, and family patterns. Cultural universals are guiding principles of human civilization that are so central

²² Helen, Spencer-Oatey. *What is culture? A compilation of quotations*. (Global PAD Core Concepts, 2012), 12

²³ *Culture and Biology*. (2021, February 20). <https://socialsci.libretexts.org/@go/page/7928>

to human identity that they can be found in some form in all societies - past and present - around the world.²⁴

g. Culture is adaptive

People with a strong sense of culture are better able to adapt to their surroundings and thus increase their chances of survival. Human culture is our adaptive mechanism for channeling these urges in specific ways. As a result, cultural practices have the potential to influence our biology, growth, and development.²⁵

h. Cultures are generally integrated

To some degree, the different parts of culture (things, ideas, and patterns of behavior) are interlinked. As a result, a change in one part of culture is likely to bring about changes in other parts of culture. When one aspect of culture changes, it is unavoidable that other aspects change as well. This is due to the fact that nearly all aspects of a culture are integrated and interconnected. Humans, as powerful as culture is, are not necessarily bound by it; they have the ability to conform to or transform it.²⁶

²⁴ *Cultural Universals in Sociology: Definition & Examples*. (2015, June 1). Retrieved from <https://study.com/academy/lesson/cultural-universals-in-sociology-definition-examples-quiz.html>.

²⁵ *What is Culture?* (2021, July 23). <https://socialsci.libretexts.org/@go/page/56357>

²⁶ *What is Culture?* (2021, July 23). <https://socialsci.libretexts.org/@go/page/56357>

i. Cultures change

Things, ideas, and behavior patterns of some cultures change faster than others, but all cultures experience change, both internally and externally. Culture can change as a result of the advancement of a more advanced and modern era. Because lifestyles and habits change, so does culture.

3. Cultural awareness

Aışkan defines cultural awareness as "an approach to culture that comprises skills in noticing and interpreting diversity and sameness."²⁷ Cultural awareness is the ability of a person to see outside himself or herself and to be aware of the cultural values, the cultural habits that exist. In addition, one can judge whether this is normal and acceptable in culture, or whether it is unusual or unacceptable in other cultures. As a result, it is important to consider and appreciate a culture that is distinct from his own.²⁸ Many of the issues encountered during crosscultural interactions stem from a lack of cultural self-awareness on both sides. The simple message for all of us is that before we can truly understand others, we must first understand the

²⁷ G, Çalışkan. *Creating cultural awareness in language classrooms*. Unpublished MA Thesis. (Hacettepe University : Ankara, 2009), 26

²⁸ Vacc, Nicholas., DeVaney, Susan., Brendel, Johnston. *Counseling Multicultural and Diverse Populations: Strategies for Practitioners*. (USA: Brunner-Routledge, 2003)

range of cultural influences that have an impact on us and develop an insight into our own basic values and assumptions.²⁹

Wunderle states that five levels of cultural awareness, there are:³⁰

- a. Knowledge and data. In terms of cognitive level, data is the lowest level of knowledge. Data is made up of signals or signals that have not gone through the communication phase between each code in the system, or a taste that the environment senses about humans. It is critical to provide data and knowledge on the different differences that occur at this stage. The availability of data and information will aid in the smooth operation of the communication process.

- b. Culture consideration. We would be able to gain an understanding of culture and what influences are the beliefs of a specific culture until we have clear data and knowledge about it. This will interpret the context of the current culture code and include considerations about the meanings that are owned by a culture in general. These cultural considerations will aid us in improving the communication and interactions that will occur during the process.

²⁹ Culturewise's Training Team. *Understanding Cultural Awareness and Cross-Cultural Communication Skills*. (Culturewise Limited, 2015), 26

³⁰ William Wunderle. *Through the Lens of Cultural Awareness: A Primer for US Armed Forces Deploying to Arab and Middle Eastern Countries*. (USA: Combat Studies Institute Press, 2006), 10

- c. Cultural knowledge. Owned information and considerations are difficult to apply to understanding a culture. However, cultural knowledge is an important factor in a person's ability to deal with the situation that will arise. Such cultural knowledge encompasses not only knowledge of other people's cultures, but also knowledge of one's own. As a result, special training is required to gain cultural knowledge. The goal is to gain a better understanding of a culture's history. This covers topics such as groups, leaders, dynamics, and cultural primacy in major cultures. ability to communicate in a foreign language in order to comprehend the culture.

- d. Cultural understanding. Knowing the culture that he embraces and also the culture of other people through a variety of activities and important training can understand the dynamics that occur in a particular culture. It is therefore important to continue to explore cultural understanding through advanced training. The aim is to focus more on a deeper awareness of the cultural specificity that provides insight into the process of thinking, motivating factors and other directly supportive issues in the decision-making process.

- e. Cultural competence. The culture of competence is the highest level of cultural awareness. Cultural competence is used to determine and adopt decision-making and cultural intelligence. Cultural competence

is a knowledge of cultural resilience (culture adhesive). This is important because cultural intelligence focuses understanding on planning and decision-making in a particular situation. Implications of cultural competence are an intensive understanding of a certain group.

B. Previous Study

These are some of the previous research studies conducted by researchers. The first is the research created by Deddy Sofyan from University “Politehnica” of Timisoara, Department of Communication and Foreign Languages, 2, P. Râmneanțu, Timisoara 2017 which was pour into a journal entitled “*Integrating the Teaching of Culture Base Reading and Essay Writing to Build Students’ Cultural Awareness*” that states reading a writing it is successfully shown in this research that the topic is interesting for the students and able to make them explore their own cultures that it helps them raise their own cultural awareness.

The difference between the research referred to above with the research carried out by the researchers is that the research alluded to above aims to increase students' cultural awareness by reading written writings that contain culture or folklore, so that students are motivated to write stories with themes or related to their own culture. Researchers would like to discover how students compose, not just analyze it. If their writing style is influenced by their own culture or by English writing guidelines.

The second is the research created by Fatemeh Heidari Ghezeljeh and Mohamad Raouf Moini from Department of English Language, Kashan University, 16 th km of Ghotbe Ravandi Blvd, Kashan, 8731751167, Iran which was pour into a journal entitled ‘*The importance of cross-cultural awareness in writing sales promotion letters*’ that states different cultures are using different rhetorical strategies to write letters. As a result, recognizing the similarities and differences in different cultures' writing practices can assist business letter writers in learning to write effectively for a specific audience. Contrastive study of each chosen genre in a specific context is one way to learn about local socio-cultural limitations in order to gain cross-cultural understanding.³¹

This research is similar to research conducted by researchers, which examines cultural awareness in writing. The difference is that the previous research tried to decide how the writing style of letters relates to other people's cultures, while the current study seeks to determine how students' cultural knowledge is expressed in their essays, argumentative paragraphs, and papers in writing classes.

The third is the research created by Rahmah Fithriani from Department of English education, State Islamic University of North Sumatra. She composes a journal entitled ‘*Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing*’ that states the impact of the students' culturally constructed view of the feedback process is a major topic of discussion in the L2 feedback study.

³¹ Fatemeh Heidari Ghezeljeh and Mohamad Raouf Moini, ‘*Akdeniz Language Studies Conference 2012 : The importance of cross-cultural awareness in writing sales promotion letters.*’ *Procedia - Social and Behavioral Sciences* 70 (2013) 771 – 776 *Foreign Language Teaching & Learning* Volume 3, No. 1, January 2018)

Research has shown that hierarchical relationship cultures and face-saving strategies have a significant impact on students' perceptions of the L2 feedback process, particularly in Asian societies.³²

According to the research, students' writing feedback is influenced by their culture. The research referred to above has little to do with the research carried out by the researcher, because the researcher examines students who write the writing culture they have followed so far.

³² Rahmah Fithriani, *“Cultural Influences on Students’ Perceptions of Written Feedback in L2 Writing”*. (Journal of Foreign Language Teaching & Learning Volume 3, No. 1, January 2018)

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher would like to find out the students' cultural awareness in writing, the researcher used qualitative approach as the approach of the research. The researcher technique in this research research is a qualitative technique as a discourse analysis research design. Discourse analysis is the study of social life, understood in its broadest sense by language analysis (including face-to-face talk, non-verbal interaction, images, symbols and documents).³³ The researcher select a discourse analysis because the central phenomenon in the research is how individuals communicate about a topic and to examine the use of language. In this context, the problem with students' cultural awareness in writing. Furthermore the researcher examined students' written about culture. In summary, discourse analysis research design is suitable with this research.

Qualitative research designs are collections of procedures to collect, interpret and report text and image data to address research questions by exploring the views of participants.³⁴ According to Creswell, the key procedures in this research are collecting naturally occurring oral or written data and analyzing how language is used in the data (rather than focusing on the content of the data).

³³ Vicki L. Plano & John W. Creswell Clark, *Understanding Research* (United states of America: Pearson, 2015)

³⁴ Vicki L. Plano & John W. Creswell Clark, *Understanding Research*, p.286

B. Research Setting and Subject

The research was carried out at English department of IAIN Langsa. The location is in Kota Langsa, Provinsi Aceh, on Jln. Meurandeh. IAIN Langsa is an islamic institute that is regulated by the Religious Affairs Department.

In the research, subjects is the most important for the researcher to get the information or data. A research subject is a person who is the focus of the research being conducted.³⁵ The researcher decided to investigate Unit 2 in the 2019 academic year. The subject of this study was 11 students from English department of IAIN Langsa who have taken writing classes for this study. Because they took a writing class, they wrote as many essays, articles, and daily activities as they could. In summary, the researcher will collect data from students' written work.

C. Research Instrument

1. Documentation

The researcher collected data through documentation. The instrument for documentation is authentic materials such as books, newspapers, documents, diaries, and magazines that are used to facilitate the process of document analysis. The purpose of document analysis is to investigate how students' cultural awareness in writing at English department of IAIN Langsa.

³⁵ Critin Daymon and Immi Holloway, *Qualitative Research Method in Public and Marketing Communication*, (Yogyakarta: PP Bentang Pustaka, 2008), 88

D. Technique of Data Collection

1. Documentation

In this research, the researcher uses documentation in collecting data. The documentation is written data by students. The researcher analyzed a written data and reporting the result of data. Documents are records of past events. Documents can take the form of text, images, or monumental works created by a person. The interview results will be more credible if they are supported by documents, and they will add to the body of knowledge for future research.³⁶ In this section, the researcher collected a collection of writings from students in the writing class. The researcher use a discourse analysis approach to analyze their writing.

E. Technique of Data Analysis

According to Bogdan, analyzing qualitative data is the process of systematically searching and organizing interview transcripts, field notes, and other accumulative materials to increase our understanding of and enable us to present what we have discovered to others.³⁷ The process of analyzing qualitative data mainly includes data coding or categorization.

³⁶ Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.

³⁷ Bogdan, R.C. and Biklen, S.K. *Qualitative Research for Education.: an introduction to theory and methods*. (Boston,MA. : Allyn and Bacon, 1992) Depdiknas, Pedoman Khusus Pengembangan Silabus DP. 153. 15

To assess students' cultural knowledge by writing. The following are the steps that were taken:

1. Data Reduction

Data reduction involves summarizing, selecting the most important subjects, and concentrating on the most important aspects. As a consequence, the details will have a concise overview. During this method, the writer gathers valuable information based on the study's given questions.

2. Data Display

The data has been decreased, and the data has been presented. Data can be displayed in the form of a brief summary, maps, a relationship between groups, and so on by data display, after which the data is structured and arranged in an easily understandable pattern of relationships.

3. Conclusion Drawing/ Verification

Drawing assumptions and confirming them The preliminary hypothesis presented is still provisional, and it can change if evidence that supports strong data collection is not found during the next step. The conclusion of qualitative research may be able to address the problem formulation that was formulated from the beginning, but it is likely that it will

not, since the issues and problems stated in qualitative research are still preliminary and will be established after field research.³⁸

³⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta Bandung, 2009), 249-253.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The researcher would present the data related to the research question in this section: How is the cultural awareness of students in writing at the English department of IAIN Langsa? In relation to these research questions, the researcher would like to explore students' cultural awareness in writing at English department of IAIN Langsa.

For writing class, there are three units. The researcher decided to investigate Unit 2. In unit 2, there are 34 students, and the researcher chose 11 of them to participate in this study. Every student has completed the writing class assignment. To answer the question, the writer used their assignment as documentation.

1. Documentation Result

As explained in previous chapter, students' cultural awareness in writing was determined by the documentation. The researcher collected their writing assignments from their lectures in writing II class, then attempted to diagnose their assignments based on the theory about students' cultural awareness in writing. The data analysis based on their writing class assignments would be presented below by the researcher. After attempting to

analyze the results of their writings, the researcher discovered writing errors in student writing, indicating students' cultural awareness in writing.

Table 4.1

| Student Initials | Sentence | Analysis |
|------------------|---|--|
| IA | What will i do in five years later . | There should be a punctuation mark. (What will i do in five years later?) |
| | I'm trying to make it come true. | Words in a sentence should not be shortened.(I am trying to make it come true) |
| | In the next five years, that meansi'm graduating from college. | Words in a sentence should not be shortened, moreover the sentence is disjointed. (In the next five years i will be graduated from college) |
| | And i'd like to continue my studies abroad. | Words in a sentence should not be shortened. I would like to continue my study abroad. |
| | My goal was to leave the country other than to | The word "was" should be replaced with "is", because the |

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| | study. | word ‘‘was’’ is past, moreover the sentence is disjointed. (My goal is to leave the country rather and continue my study). |
| | <p>I wanted to feel how to live in another country.</p> <p>To find truly interesting.</p> <p>And after i finish, i’m going back to my country.</p> | <p>The word ‘‘wanted’’ should be replaced with ‘‘want’’, because the word ‘‘wanted’’ is past.</p> <p>Furthermore in the next sentence, the sentence is a fragment since there is no subject (<u>To find</u> truly interesting) and words in a sentence should not be shortened.</p> <p>(I want to feel how to live in another country to find it truly interesting. After I finish, I am going back to my country.</p> |
| | <p>I also want to be able to please my parents for sure. And at my age that, i think i could married with the best person for me.</p> | <p>The sentence on the side has a run-on sentence.</p> <p>(I want to be able to please my parents and I hope I will marry the best person for me).</p> |

Table 4.2

| Student Initials | Sentence | Analysis |
|------------------|---|--|
| DC | When I first knew him, he was a friendly person. | The word “knew” in the sentence is not correct and more accurate “met”. (When I first met him, he was a friendly person.) |
| | He invited me to be friends . | There is no need to add “s” in the word “friend”, because it refers to a group of people. (He invited me to be his friend). |
| | And when it's time to go home from school. He called me and invited me home together | Words in a sentence should not be shortened. (When it was time to go home, he called me and invited me home together). |
| | Until now, me and him are still friends | The subject of a sentence should not be a personal pronoun. (Until now, He and I are still friends.) |
| | Considering everything we've done. | Words in a sentence should not be shortened. (Considering everything we have done). |

Table 4.3

| Student Initials | Sentence | Analysis |
|------------------|--|--|
| EM | What will I do in five years leter ? | There is a wrong word in the next sentence. (What will I do in five years later?) |
| | What will I do in five years later is I will continue to study to S2 level or have a job. | The word S2 in the sentence is not quite right. (What I will do in five years later is that I will continue my studies to masters level or have a job.) |
| | I also want to travel the world, enjoy its natural beauty, taste its culinary delights, and get to know many people. I also want to make my parents want , because seeing them happy is one of my dreams. | In the statement beside, there is an excessive usage of the word ‘‘also’’. Moreover the sentence is disjointed. (I want to travel the world, enjoy its natural beauty, taste its culinary delights, and get to know many people. I also want to make my parents happy, because seeing them happy is one of my dreams. |
| | After doing all that, I want to marry someone | The word ‘‘someone’’ refers to the third person singular, therefore the |

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| | who love me. | word "love" must be added 's'. (After doing all that, I want to marry someone who loves me). |
|--|---------------------|---|

Table 4.4

| Student initials | Sentence | Analysis |
|-------------------------|---|--|
| AZ | I learned at The University IAIN Langsa now. | The verb in the sentence should be in the present form, not past. (I am learning at IAIN Langsa now.) |
| | I know , if we learn with effort and prayed all going to happen at the time. | The verb in the sentence should be in the present form, not past. (I know, if we learn with effort and pray, all is going to happen at the time). |

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| | In five years later, i wish had my dream and various kinds of other. | The sentence on the side has a run-on sentence (In five years later, I hope my dreams come true and many more). |
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Table 4. 5

| Student initials | Sentence | Analysis |
|------------------|--|--|
| DSF | My dream is 5 years later. | The following sentence is ambiguous. (What is my dream for the next 5 years?) or (What will I do in five years later?) |
| | Previously I did nit think what to do in the future 5 years. | There is a wrong word in the next sentence and less comma. (Previously, I did not think about what I would do 5 years later.) |
| | But here I will plan 5 years later so I can get a lot of money. | The sentence on the side has a run-on sentence (But here I will plan for the next 5 years that I can earn a lot of |

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| | money.) |
| <p>But, I did not forget my first priority, namely college. I also want to be a great English teacher.</p> <p>But now my language is lacking. But I will continue to try to be able. I also want that after my degree I can immediately get a good job.</p> | <p>In the following line, the word 'but' is overused.</p> <p>(However, I did not forget my first priority, which was college. I also want to be a fantastic English teacher. But my language skills have deteriorated. But I will keep trying. I also want to be able to get a good job right after finishing my degree.)</p> |

Table 4.6

| Student initials | Sentence | Analysis |
|------------------|---|---|
| FIP | <p>Surely everyone has ever thought about what will happen in the future, as we now think about what will happen to us when 5 years to come.</p> | <p>The sentence on the side has a run-on sentence.</p> <p>(Surely, everyone has considered what will happen in the future, just as we are considering what will happen to us in the next five years).</p> |
| | <p>This digest is something that is very difficult for</p> | <p>The sentence on the side has a lot of commas and no punctuation to</p> |

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| <p>us to design,because we don't know when we will die,well here I also have to think that in the next 5 years I will have to be lucus by bringing good grades, and can be proud of my parents later.</p> | <p>break it up and the sentence has a run-on sentence.</p> <p>(This di gest is difficult for us to plan because we do not know when we will die. However, in the following 5 years, I will have to be lucus by bringing good grades, so that I can be proud of my parents later).</p> |
| <p>And in my mind I also think that in the next 5 years I have to be able to work, at least I can replace my parents' position, and I also hope that later I will be the success of my four younger siblings.</p> | <p>The sentence on the side has a run-on sentence.</p> <p>(In my mind, I also believe that I must be able to work within the next five years. At the very least, I can fill in for my parents, and I hope that one day I will be the success of my four younger siblings).</p> |

Table 4.7

| Student initials | Sentence | Analysis |
|------------------|---|--|
| FR | I would like have a good career. I would like to have a good job so , I can get a lot of money. | In the first sentence, there should be the word "to" before the word "have".The placement of the comma in the second sentence is also incorrect. (I would like to have a good career. I would like to have a good job so I can get a lot of money). |
| | I would like to merry with a good man and have many children. | In the sentence beside, there are words that are wrong and not quite right. (I would like to marry a good man and have many children). |
| | I want to travel and meet many peoples . | There is no need to add ‘’s’’ in the word ‘’people’’, because the word "people" already means plural. (I want to travel and meet many people). |

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| I want to be a professional teacher , I want to improve the ability of my studens to be able communicatewith better in speaking and writing use English and with fun learning method. | The sentence on the side has a lot of commas and no punctuation to break it up and the sentence has a run-on sentence. (I want to be a professional teacher. I want to improve the ability of my students to be able to communicate better in speaking and writing using English and with fun learning method). |

Table 4.8

| Student initials | Sentence | Analysis |
|------------------|---|---|
| GA | I would lie to marry with a good girl and having many children with her. | In the sentence beside, there are words that are wrong and not quite right and the word "have" does not need to be added-ing. (I would like to marry a good girl and have many children with her). |
| | I would lie to travel anywhere with them all, | There is a wrong word written in |

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| <p>and hangout with the people whom i love.</p> | <p>the sentence beside.</p> <p>(I would like to travel anywhere with them all, and hangout with the people whom I love).</p> |
| <p>Then I want to build a simple and comfort house.</p> | <p>The word "comfort" must be replaced with the word "comfortable".</p> <p>(Then I want to build a simple and comfortable house).</p> |
| <p>Then when my children have grown up, I would lieto teach them to be a simple person.</p> | <p>There is a wrong word written in the sentence beside.</p> <p>(Then when my children have grown up, I would like to teach them to be a simple person).</p> |
| <p>I want to tell them the story of Islam and also the characteristics of Rasulullah, how he was striving so long for this religion and bring piece and salutation to us by this religion, so they can</p> | <p>The sentence has a run-on sentence.</p> <p>(I want to tell them the story of Islam and also the characteristics of Rasulullah, how he was striving so long for this religion and bringingpiece and salutation to us</p> |

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| at least practice what prophet Muhammad did back then to his followers, so one day they can be a good leader to everybody. | by this religion, so they can at least practice what prophet Muhammad did back then to his followers, so one day they can be a good leader to everybody). |
|--|---|

Table 4.9

| Student initials | Sentence | Analysis |
|-------------------------|--|--|
| FN | I must think the plan in five years later. | There are words that need to be added to make the sentence better. (I must think about the plan five years later.) |
| | I work hard to get much money . | In the next sentence, it is necessary to add the word ‘will’ and the word ‘much’ must be omitted because money is an uncountable noun. (I will work hard to get money). |
| | After I feel enough to enjoy my life, I will getmarried | The preposition used in the sentence is not correct and the verb |

| | | |
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| | with someone. | used must be in the present form. (After I feel enough to enjoy my life, I will marry someone). |
| | I have a new family and I try to become the best wife and mother. | In the next sentence, you need to add will as a modal . (I will have a new family and I will try to become the best wife and mother). |

Table 4.10

| Student initials | Sentence | Analysis |
|------------------|---|--|
| AP | What I will do in 5 years later is that maybe I will work, maybe I will become a teacher, I will teach my students with a learning style that is not monotonous so that they feel happy while studying, and maybe I will get married because in 5 years later I am 24 years old , I | The sentence on the side has a lot of commas and no punctuation to break it up and the sentence has a run-on sentence. (What I will do in 5 years later is: maybe I will work, maybe I will become a teacher. I will teach my students with a learning style that is not monotonous so that they feel happy while studying, and maybe I |

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| | <p>have a dream to get married at the age of 23 years and maybe I already have a children 5 years later.</p> <p>I can also boast of my parents. If I have more income I will save to open a business outside of my permanent job. Inshaallah, I will save money to send my siblings to replace my parents. And I hope everything I wrote above can be realized in 5 years later.</p> | <p>will get married, because in 5 years later I will be 24 years old.)</p> <p>There are words that are not quite right in the next sentence and prepositions that must be removed. (I want to make my parents proud. If I have more income, I will save to open a business outside of my permanent job. Inshaallah, I will save money to send my siblings to replace my parents. And I hope everything I wrote above can be realized 5 years later).</p> |
|--|---|--|

Table 4.11

| Student initials | Sentence | Analysis |
|------------------|--|--|
| DF | <p>What I do in the next five years is that if I have graduated from college and have the fortune I intend to continue to the next level, and if it is not achieved I intend to open a business, I want to help my parents, I hope when I grow up they will not <u>I</u> work, but they just sit and enjoy the results of my efforts and I've also thought that in the next five years I will make a number of branches where snacks are sold, because I am still in junior high, I always intend to make them and if one day I have success and have enough incomeI</p> | <p>The sentence on the side has a lot of commas and no punctuation to break it up and the sentence has a run-on sentence.</p> <p>(What I will do in the next five years is that if I have graduated from college and have the fortune, I intend to continue to the next level, and if it is not achieved, I intend to open a business.I want to help my parents. I hope when I grow up they will not work, but they just sit and enjoy the results of my efforts and I have also thought that in the next five years I will have a number of branches where snacks are sold, while I was still in junior high school.</p> <p>I always intend to make them and if one day I have success and have enough income, I think I will bring</p> |

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| | think I will bring my family to enjoy the results together like a vacation to a city or a beautiful place. | my family to enjoy the results together, like a vacation to a city or a beautiful place). |
|--|---|---|

B. Discussion

This study attempted to investigate students' cultural awareness in writing at the English department of IAIN Langsa based on William Wunderle's theory³⁹. Wunderle states that there are five levels of cultural awareness. There are knowledge and data, cultural consideration, cultural knowledge, cultural understanding, and cultural competence.

1. Cultural Awareness is Knowledge and data

According to research data obtained by researchers, students' writing knowledge is still lacking. This is derived from student writing, which contains numerous punctuation errors. Students continue to make numerous punctuation mistakes in their writing because the culture of writing in Indonesian differs from that of writing in English. According to Michael Swan, there are 7 types of punctuation in sentences:⁴⁰

³⁹ William Wunderle. *Through the Lens of Cultural Awareness: A Primer for US Armed Forces Deploying to Arab and Middle Eastern Countries*. (USA: Combat Studies Institute Press, 2006)

⁴⁰ Michael Swan. *Practical English Usage*. (Oxford : Oxford University Press, 1996), 466

a. Punctuation : Apostrophe

b. Punctuation : Colon

c. Punctuation: Comma

Comma is used for:⁴¹

1.) After yes or no in a response

2.) Before the conjunction in a compound sentence except when the clauses are short.

3.) To set off name of a person spoken in direct speech.

4.) To separate an introductory clause from the house.

5.) Before and after a non-restrictive adjective clause.

d. Punctuation: Dash

e. Punctuation: Full stop, Question mark, and Exclamation mark.

f. Punctuation: Quotation marks

g. Punctuation semi- colon

Students have a very limited understanding of punctuation. They do not know how to use punctuation in their writing that corresponds to the sentences they write. Because they usually write in Indonesian, their punctuation is different from that of English. They frequently use incorrect punctuation such as commas, full stops, and question marks. Students frequently make mistakes by using too many commas in sentences and failing to use full stops. They also do not include a question mark at the end of a direct question, as in the following sentence:

⁴¹ Raymond C. Clark and Patrick R. Moran. *The Missellany : A Treasury of Cutural and Linguistic Information*. (USA: Pro Lingua Associates Publishers, 2003), 223-224

Studentwriting:What I will do in 5 years later is that maybe I will work, maybe I will become a teacher, I will teach my students with a learning style that is not monotonous so that they feel happy while studying, and maybe I will get married because in 5 years later I am 24 years old , **I have a dream to get married at the age of 23 years and maybe I already have a children 5 years later.**

The sentence on the side has a lot of commas and no punctuation to break it up and the sentence has a run-on sentence. The appropriate term is:

Correction:What I will do in 5 years later is: maybe I will work, maybe I will become a teacher. I will teach my students with a learning style that is not monotonous so that they feel happy while studying, and maybe I will get married, because in 5 years later I will be 24 years old.

2. Cultural Consideration

In writing class, students' cultural awareness is minimal. They are unaware of the English writing culture, which differs from the Indonesian writing culture. This is due to a lack of data and knowledge. For example, every sentence must have a subject, as in a perfect sentence in English. This is known as a sentence fragment. This is obviously not the same as the Indonesian sentences they use on a daily basis. A sentence fragment is a string of words that does not form a complete sentence; a required component of a complete sentence is missing. This missing component could be a subject

(usually a noun) or a predicate (verb or verb phrase), and/or it could occur when the sentence does not express a complete idea.⁴²

Student writing: I wanted to feel how to live in another country. To find truly interesting. And after i finish, i'm going back to my country.

The word ‘wanted’ should be replaced with ‘want’, because the word ‘wanted’ is past. Furthermore in the next sentence, the sentence is a fragment since there is no subject (**To find** truly interesting) and words in a sentence should not be shortened.

Correction: I want to feel how to live in another country to find it truly interesting. After I finish, I am going back to my country.

3. Cultural knowledge

Students' cultural knowledge is limited. Their learning environment is only on campus. They rarely watch English films or learn English through new platforms. This is demonstrated by their lack of understanding of the culture of writing in English. Mariane state Prepositions have a reputation for being difficult to learn. Long after ESL/EFL students have attained a high level of English proficiency, they continue to struggle with prepositions.⁴³

This is demonstrated by an error in the placement of the preposition in the student's writing above. Consider the following sentences:

⁴² <https://academicguides.waldenu.edu/writingcenter/grammar/runonsentences> (accessed July 15, 2021).

⁴³ Mariane Celce Murcia and Diane Larsen Freeman, *The Grammar book: An ESL/EFL Teacher Course*, (Boston: Heinle & Heinle an International Publishing Company, 1999), 401

Students writing: After I feel enough to enjoy my life, I will **get married** with someone.

The sentence's preposition is incorrect, and the verb must be in the Students' written: present tense. The proper sentence is:

Correction:After I feel enough to enjoy my life, I will marry someone.

Student writing:I can also boast of my parents. If I have more **income** I will save to open a business outside of my permanent job. Inshaallah, I will save money to send my siblings to replace my parents. And I hope everything I wrote above can be realized **in 5 years later**.

There are words that are not quite right in the next sentence and prepositions that must be removed. The proper sentence is:

Correction:I want to make my parents proud. If I have more income, I will save to open a business outside of my permanent job. Inshaallah, I will save money to send my siblings to replace my parents. And I hope everything I wrote above can be realized 5 years later.

4. Cultural Understanding

According to the researchers' findings, students' cultural understanding is also very limited. This is due to a cultural lack of awareness of how to write in proper sentences and avoid a fragment of sentence. Indeed,

as English students, they must understand English culture, particularly in writing. They can try to comprehend it by participating in training, seminars, and reading books.

Students also write long sentences that leave the reader in the dark about what they are reading. This is also known as a Run-on Sentence. A run-on sentence occurs when two or more independent clauses are not properly joined. An independent clause is a group of words that can be used as a sentence on their own, such as "the dog runs." If independent clauses are joined incorrectly, your writing may be confusing or unclear.⁴⁴

Run on:What I do in the next five years is that if I have graduated from college and have the **fortune** I intend to continue to the next level, and if it is not **achieved** I intend to open a business.

Correction:What I will do in the next five years is that if I have graduated from college and have the fortune, I intend to continue to the next level, and if it is not achieved, I intend to open a business.

5. Cultural competence

Students' cultural competence is also very low in this institution. Many students are unable to write well. Because of their lack of writing

⁴⁴ <http://writing.umn.edu/sws/assets/pdf/quicktips/run-ons.pdf> (accessed July 15, 2021).

experience, students who publish scientific journals or articles are rare. They are afraid of their inadequate writing results, thus they do not dare to write.

Student should be able to write essays or articles as students in the English Education Department who are already in their second semester. However, because their cultural competence remains low, they make numerous errors in writing sentences, despite the fact that it is only a few paragraphs. As in the use of the words can, will, and would. Students may not use the word can to refer to something that has not yet occurred. Because it is their hope or desire for the future. According to Martin the words will or would are used for:⁴⁵

- a. We can use will (for the present) and would (for the past) to talk about characteristic behaviour or habits.
- b. In speech, we can stress will or would to criticise people's characteristics behaviour or habits. It often suggest that criticism have been made before but ignored.
- c. We can use will to draw conclusions or state assumptions about things that are the case now.
- d. When we talk about repeated events in the past that do not happen now we can use either would or used to+infinitive. However, we can use would only if the time reference is clear.

⁴⁵ Martin Hewings, *Advance Grammar in Use*, (Newyork: Cambridge University Press, 2005), 32

- e. To talk about unreal situation, - that is, an imaginary situation or a situation that might have happened in the past, but did not – we use **would have+past participle**.

Martin stated **can, could, be able to and be allowed to** used for:⁴⁶

- a. We sometimes use **be able to** instead of **can** and **could** to talk about ability. However, we avoid **be able to** – when we talk about something that is happening.
- b. If we talk about a single achievement, rather than a general ability in the past, we usually use **be able to** rather than **could**. However, **could** is usually more natural in negative sentence.
- c. To talk about the theoretical possibility if something happening we use **could**, not **can**. However, we use **can**, not **could** to say that something is possible and actually happens.
- d. We **use can** to indicate that there is a very real possibility of a future event happening. Using **could** suggest that something is less likely or that there is some doubt about it.

The following are some examples of student-created sentences in which the word **will** has been misused:

Student writing: My dream is 5 years later.

The following sentence is ambiguous. To make the sentence look better, we should include the preposition. The proper sentence is:

⁴⁶ Martin Hewings, *Advance Grammar in Use*, 32

Correction:What will I do in five years later?

Another case in point is:

Studentwriting: I work hard to get **much money**.

In the next sentence, it is necessary to add the word ‘will’ and the word ‘much’ must be omitted because money is an uncountable noun. The proper sentence is:

Correction:I will work hard to get money.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the research findings and discussion presented in the previous chapter, this chapter is devoted to drawing some conclusions and suggestions. The conclusion reports the research data analysis. Then, as a result of the suggestion, further researchers become interested in analyzing a related research issue.

A. Conclusion

Based on the findings of the previous chapter's research, the researcher concludes that the students' cultural awareness in writing was very negligible. The 11 students in the 2019 English education department at IAIN Langsa who were sampled in this study were still unaware of the proper culture of writing English. In addition, cultural awareness of students is crucial when it comes to writing. If students are already aware of the culture, it will make writing easier for them. In reality, the students' writings indicate that they are unfamiliar with the culture.

This is evident from the results of research conducted by researchers in the form of documentation of student work. It was discovered that the sentences used by the students in their writings are similar to Indonesian conversations in daily life that have been translated into English.

B. Suggestions

Taking into account the preceding conclusion, the researcher would like to make some suggestions that, ideally, would be beneficial to lecturers, students, and other researchers.

First, it is suggested that English department lecturers, particularly those who teach writing, make students more aware of the culture of writing correctly. Because the results show that the students made numerous mistakes when using punctuation, prepositions, run-on sentences, sentence fragments, and modals. It would be desirable if the lecturer decided to focus on the explanation and provided more exercises about the topic to help them understand the use of punctuation, particularly when using commas and full stops. As a result, lecturers should frequently correct and evaluate student errors.

Second, students majoring in English who are not yet aware of proper writing culture according to English language rules. To effectively practice their writing skills, students must become accustomed to writing. They must do it all the time, not just on campus. Student should think about improving their skills with punctuation, prepositions, and modals. Based on the findings, it can be concluded that students continue to struggle with punctuation, particularly commas and full stops. As a result, they should start concentrating more on punctuation, prepositions, and modals. Because that is the most noticeable feature of their errors.

The last one is the researcher's suggestion that researchers from similar fields investigate the cultural awareness of students in other academic fields more thoroughly. As a result, other researchers will be able to determine whether or not the students studied are culturally aware.

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Appendix 1 Student Initials

| | |
|-----|-----|
| 1. | IA |
| 2. | DC |
| 3. | EM |
| 4. | AZ |
| 5. | DSF |
| 6. | FIP |
| 7. | FR |
| 8. | GA |
| 9. | FN |
| 10. | AP |
| 11. | DF |

Appendix 2 Students Writing

1. IA

What will I do for five years later. I have a lot of plans for the next five years. I'm trying to make it come true. In the next five years, that means I'm graduating from college. And I'd like to continue my studies abroad. My goal was to leave the country other than to study, I wanted to feel how to live in another country. To find truly interesting. And after I finish, I'm going back to my country. I wanted to be a lecturer, to share my knowledge from my college abroad. And trying to be a professional lecturer. I also want to be able to please my parents for sure. And at my age that, I think I could married with the best person for me. Having a kid would put color in my life. And I hope I will be a good woman for them.

2. DC

My friend is a cool person when invited to talk. He is my friend. He is very close to me. He is very friendly and good at making jokes. He is also a friend who really understands me. When I first knew him, he was a friendly person. He embraced and asked what my name was. He did not hesitate to joke with new people. He invited me to be friends. He asked for my cellphone number to contact when we got home. During the first day of study at school. My friend greets me and sits beside me. He invited me to rest together. We eat in the school canteen. Along the way, he continued to talk about what he had done. I just heard the story. And when it's time to go home from school. He called me and invited me home together. I nodded and went home with my friend. He is my best friend. He knows when I'm sad and when I'm happy. He can already see the look on my face that is happy or sad. Until now, me and him are still friends. At present we go to the same campus and meet in the same department. He remains the same, does not change. Considering everything we've done. He is a friend who has become my best friend. Thank you for understanding what I feel.

3. EM

What will I do in five years later is I will continue to study to S2 level or have a job. I also want to travel the world, enjoy its natural beauty, taste its culinary delights, and get to know many people. I also want to make my parents want, because seeing them happy is one of my dreams. After doing all that, I want to marry someone who love me.

4. AZ

My name is Aprilliana Zura, I am 20 years old. I learned at The University IAIN Langsa now. So, I have already learned there for eight months. I know , if we learn with effort and prayed all going to happen at the time. In five years later, i wish had my dream and various kinds of other. First, I want to solve my thesis quickly and I hope to graduation more quickly. Second, I want to get a job in accordance with me. Third, if I have job and get the pay passable, I want to open the online shop. Fourth, I want to bring my parents to the pilgrimage to Mecca. Fifth, i want to buy a car for my family, so we can go wherever we go. The last, I want to get married in a young age, and starting my new life. I hope all reached, and also do not forget with the effort and prayer.

5. DSF

My dream is 5 years later. Previously I did nit think what to do in the future 5 years. In fact, what I am thingking about now is how I can be independent. But here I will plan 5 years later so I can get a lot of money. This is a very long thought that I thought of. I want to be a successful young intreprenur. Now, I am also running a business and trying to reach the target to be able to get high points. I want in the next 5 years to be able to give umrah tickets to my parents from the results of my business. But, I did not forget my first priority, namely college. I also want to be a great English teacher. But now my language is lacking. But I will continue to try to be able. L also want that after my degree I can immediately get a good job. And I want to be a career woman before I am 26 years old.

6. FIP

Surely everyone has ever thought about what will happen in the future, as we now think about what will happen to us when 5 years to come. This digest is something that is very difficult for us to design, because we don't know when we will die, well here I also have to think that in the next 5 years I will have to be lucky by bringing good grades, and can be proud of my parents later. And in my mind I also think that in the next 5 years I have to be able to work, at least I can replace my parents' position, and I also hope that later I will be the success of my four younger siblings. And I think that I will not get married first before my sister. And in the next 5 years, my dream must also be able to change the fate of my family. And I hope that if become a teacher or lecturer tomorrow, I want all students to like me, and be reluctant to me.

7. FR

I have so many plans in my life. I would like to have a good career. I would like to have a good job so, I can get a lot of money. I would like to marry with a good man and have many children. I want to build my dream house. I want to travel and meet many people. I want to be a professional teacher, I want to improve the ability of my students to be able to communicate with better in speaking and writing use English and with fun learning method. And then I want to make my parents happy and want to be a good person. I also want to be a good wife and mother for my husband and children.

8. GA

I have so many plans in my life. In five years later, I would like to have my own job so I can get a lot of money. I would like to marry with a good girl and have many children with her. I would like to travel anywhere with them all, and hang out with the people whom I love. I want to spend my time with my true friends who never looked down on me since we met.

Then I want to build a simple and comfort house. In my house I want to have large yards. I want my family play at those yards and sharing one another about their experiences in the day and having fun together at those yards. Also, in my yards i would like to plant many trees so my family will not get hot.

Then when my children have grown up, I would like to teach them to be a simple person. I want them help people always sincerely without asking or hoping something else. I would like to teach them a lot about peaceful and humanism so they can treat people as well as they can.

I want to tell them the story of Islam and also the characteristics of Rasulullah, how he was striving so long for this religion and bring piece and salutation to us by this religion, so they can at least practice what prophet Muhammad did back then to his followers, so one day they can be a good leader to everybody.

After their age is enough, I would like to bring them to Islamic schools so they can get a lot of knowledges about religion. Then I will also bring them to Islamic boarding school so they can build their good characteristics and their faithful become stronger.

I also want to make my father and my mother happy. I want always gather with them everytime so they would never feel loneliness. I want to take care both of them in my whole life.

The last thing is I just want to be a good person, care about others, and always do something good in my entire life. So basically, in five years later, my plannings are only to change myself to be a better person. I do not care if i do not get another thing, because be a good person is enough for me.

9. FN

Life is more and more difficult. I must think the plan in five years later. After I think so long. I find it. I would work at the company and have the best position. I work hard to get much money. I save some my money to build the restaurant in the

Aceh and Medan. I would buy the things which I want. I really want to buy SK II. But, it is expensive. If I want to ask my father, my father will be angry with me. I save some money to build the restaurant in the Aceh and Medan. Then, I would travel with my family in the weekend. I choose Bangka Belitung first to go. Bangka Belitung has many beautiful place. Its seafood is famous for the taste is delicious and fresh. After I feel enough to enjoy my life, I will get married with someone. I have a new family and I try to become the best wife and mother.

10. AP

What I will do in 5 years later is that maybe I will work, maybe I will become a teacher, I will teach my students with a learning style that is not monotonous so that they feel happy while studying, and maybe I will get married because in 5 years later I am 24 years old, I have a dream to get married at the age of 23 years and maybe I already have a children 5 years later. I can also boast of my parents. If I have more income I will save to open a business outside of my permanent job. Inshaallah, I will save money to send my siblings to replace my parents. And I hope everything I wrote above can be realized in 5 years later.

11. DF

what I do in the next five years is that if I have graduated from college and have the fortune I intend to continue to the next level, and if it is not achieved I intend to open a business, I want to help my parents, I hope when I grow up they will not I work, but they just sit and enjoy the results of my efforts and I've also thought that in the next five years I will make a number of branches where snacks are sold, because I am still in junior high, I always intend to make them and if one day I have success and have enough income I think I will bring my family to enjoy the results together like a vacation to a city or a beautiful place.

AUTOBIOGRAPHY

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