EMBARKING CROSS CULTURAL UNDERSTANDING TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH

THESIS
Is submitted to
State Institute for Islamic Studies Sunan Ampel Surabaya
To meet one of the requirements
To achieve Sarjana Degree
In English Teacher Training

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JANUARY 2010**

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APPROVAL SHEET

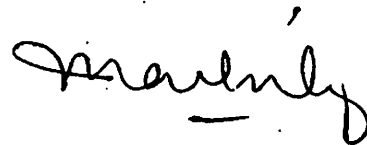This thesis is written by :

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ABSTRACT

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Title : Embarking Cross Cultural Understanding to Improve Students'
Motivation in Learning English

Teachers should know the improvement of their students. They have to support them to gain the lectures given as much as possible. One way to know the students improvement is through knowing their internal desire or motivation. Teaching without students' motivation, the result would be foolish. The result of measuring students' motivation, it can be seen whether the teaching learning are successful or not.

Based on the explanation above, the researcher formulates three main problems to be answered in this study : (1) How is the motivation of second grade students of SMPN 2 Waru before they are taught cross-cultural understanding? (2) How is the motivation of second grade students of SMPN 2 Waru after they are taught cross-cultural understanding? (3) Does cross-cultural improves motivation of SMPN 2 Waru students?

To obtained data were analyzed by Wilcoxon signed-rank test. The researcher finds out the computed T value of the students' motivation is 127. The T value of the table is 140 at 0.05 level. It means that the computed T value is the alternative hypothesis is accepted. It means that the variable has significant improvement.

In conclusion, the second grade students of SMPN 2 Waru can be considered that they need something that can make them feel curious to arouse their motivation in learning English.

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CHAPTER ONE

INTRODUCTION

This introduction provides the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, statement of problems, objectives of the study, and significance of the study are formulated. The scope of the study gives some limitation about what is and what is not included in this study. A list of important terms is defined to avoid misunderstanding of those terms. Finally, the systematic of the study is served to easier the reader to find every part of the study.

A. Background of The Study

English as an international language has an important role in the world. However, we can not deny the reality that English is extremely needed in the world. In this case, everyone has to have the ability to use English. This realization made many countries bring the teaching of English into their primary subject of education. Considering that, English has been taught in all levels of formal education for many years.

All of students in Indonesia should take English as their subject in their formal education. It is taught from kindergarten up to university. Most students learning English as a foreign language expect to be able to speak, read, and write,

either to be able to obtain information from written materials. Those ability can be comprehended by the students if they have internal desire or motivation. Besides, they must consider that everything is easy if they follow the procedure. For example :

1. They have to consider that they should read many books, magazines, news or other reading materials if they want to have much more vocabularies.

2. They have to consider that they should listen to the western radio, films, song, or dialogue if they want to have listening comprehension skill.

3. They have to consider that they should try to speak up every time if they want to be able to speak.

Basically, there are many factors why the teaching learning programs have never been achieved the objectives. Such factor includes over crowded classes, students' attitude, students' motivation, and students' backgrounds. There are also a lot of students who want to master English directly without passing some steps. Meanwhile, there are some students who have good cognitive ability but they do not have motive to learn English. It will make them be lazy to attend the English class.

The above fact and condition become the basic of the choice of problem in this study. Based on the explanation above motivation is very important in learning English. Motivation could develop out satisfying activities and to

stimulate other activity. Anyhow, there are motivated students but their background environment does not seat astride them. In general, we may say that when one motivates in majoring English, they will also expect that they will master the skill of English too.

However, there is proverb in Indonesia : "Tak kenal maka tak sayang", means that students who dislike English or less motivation in learning English do not know English itself. In other word, the researcher try to make them know English by cross cultural understanding approach, because language and culture are related. The researcher hopes that it will influence students' curiosity, because it will guide students to arouse their motivation. By those motivations, they will understand English well, comprehend the English skill, get a good mark and absolutely they will master English.

On the other hand, cross-cultural understanding is very interesting to be transferred to the students to improve their motivation to study English. There are lots of interest information that can build students' curiosity to know English more deeply. In addition, transferring a new culture will help them understand English, so that they will study English easily. In line with this, Gardner in Zoltan Dornyei stated that one of the important thing in the process of second language acquisition is to make the language and it's part of culture become our language reservoir. [1]

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[1] Zoltan Dornyei. 2001. *Teaching and Researching Motivation*. England : Longman. Page : 47

In this case the researcher will formulate the students lesson with cross cultural understanding for example, the researcher will serves some texts that are related to cross culture, i.e. greeting, introduction, and the big days of Western and Indonesia. For this reason, the students are expected curious with this topic. Finally, they will motivate studying English by cross-cultural understanding approach.

Unfortunately, the researcher feel difficult to handle the class during observation because there are some students will go truant. Those who do not attend in the class will not get the information that is given by the researcher. Moreover they will not have the same opportunity.

However, the researcher has willingness to research students' motivation to learn English in Junior High School. As the result, the researcher decide to present the title : "Embarking Cross Cultural Understanding to Improve Students' Motivation in Learning English".

B. Statement of The Problems

This study deals with the effort to investigate the students' motivation in Junior High School. It is necessary for the researcher to write some problems that are formulated in the forms of question as follows :

1. How is the motivation of SMPN 2 Waru students in learning English before they are taught cross cultural understanding?

2. How is the motivation of SMPN 2 Waru students in learning English after they are taught by cross cultural understanding?

3. Does cross cultural understanding improve motivation of SMPN 2 Waru students?

C. Purpose of The Study

Basically, the purpose of the study is to find out :

1. A clear and systematic description of students' motivation before they are taught by cross-cultural understanding approach.

2. A clear and systematic description of students' motivation after they are taught by cross-cultural understanding approach.

3. A clear description whether cross-cultural understanding improves motivation of SMPN 2 Waru students or not.

D. Significance of The Study

This study is expected to give valuable information of the students' motivation of SMPN 2 Waru, especially for the teacher. This study is carried out chiefly to make the teaching learning at SMPN 2 Waru better and easier to arouse students' motivation in learning English.

E. Scope and Limitation

The scope of this study is about motivation that becomes the subject of the investigation, that is motivation in learning English. Therefore it will be easier to find and to analyze the data that is obtained in this study. It is only limited to the second grade of SMPN 2 Waru students.

The students of this class come from different background, ability, attitude, and motivation. Furthermore, it is assumed that the second grade of Junior High School will be the crucial phase of all grades in Junior High School. So that, the result of the study will eventually help teacher and students in general.

Nevertheless, as mentioned previously, it is influenced and limited by the class size, the amount of time, the frequency of meeting, the classroom management, etc. There will be one class that consists of different background, attitude and motivation, and it is around 30 to 35 students. The class is conducted in 80 minutes for each meeting, which is twice in a week. Therefore, the generalization of this research finding is only applicable to the population.

F. Definition and Key Terms

The following terminology will be used in order that the readers will have the same interpretation in understanding the study. In short, it is necessary to clarify the term used clearly :

1. Embarking : embark on / embark upon something ~ to start something new /

   to do something new / difficult.[2]

2. Cross cultural understanding is a subject related to the background of people,

   situations, characteristics, nation to avoid misunderstanding due to cultural

   differences.[3]

3. Motivation is some kind of internal drive which pushes someone to do things

   in order to achieve something.[4]

   Motivation, that is, effort, desire, and attitude towards learning.[5]

G. Systematic of The Study

The researcher compiles this study from chapter one to chapter four. This

study commence with chapter one that consists of the background of the study,

problems of the study, objectives of the study, significance of the study, scope

and limitation, definition of key terms and systematic of the study.

Afterwards, the second chapter that represents review of related literature

discusses about : language and culture, cross culture understanding, motivation,

and the measurement of motivation.

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[2] A.S. Hornby. 2000. *Oxford Advanced Learner's Dictionary of Current English*. New York : Oxford University Press. Page : 428
[3] Danny Pearl. *www.danielpearl.com*. It is up-loaded on March 23, 2009.
[4] Jeremy Harmer. 2007. *The Practice of English Language Teaching*. Pearson : Longman, England. Page :5
[5] Zoltan Dornyei. Page : 50

Henceforth, the third chapter that represents research methodology discuss about : research design, population and sample, instrument, data collection and data analysis.

The next chapter provides findings and discussion. Finally the researcher concludes all the result of the analysis in chapter four that consists of conclusion and suggestion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

To be more specific, this chapter reviews of related literature discusses about : Language and culture, Cross cultural understanding, Motivation and The measurement of Motivation.

A. Language and Culture

Study the language is not only study about the pattern and how to use it, but it is also about the culture of the target language too. Willy-nilly as learners, students should understand the culture of the target language. Without this understanding they will feel difficult to response someone by that language.

H.G Widdowson stated that "language is the principal means whereby we conduct our social lives and when it is used in context of communication, it is bound up with culture in multiple and complex ways".[6] That is why the researcher here considers that culture has an important role in the second language acquisition.

Learning language and learning culture for the students are as the same as an infant becomes a part of human society. As stated by Rosman and Rubel in Eko :

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[6] H.G. Widdowson. 1998. *Language and Culture.* Oxford University Press. Page : 3.

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As a child learns language from those surrounding them, and those with whom they interact, at the same time, they learn social roles, politeness, and difference toward elders, autonomy, assertiveness, and initiative. They are learning cultural values and what is appropriate behavior for child in their culture.[7]

At the same time that students acquire language, they are also acquiring knowledge of the statuses and roles that constitute the social order of their society. Furthermore, the learning of affect, attitudes, feelings and emotional sets characteristic of a culture is also connected to language acquisition and varies from culture to culture.

Both of language and culture are reflect each other. As argued by Brown in Porto in Eko prasetyo that learning a second language means learning a second culture and the way of thinking, feeling and respect of the target language.[8] It force the students to understand the culture of the target language if they want ot be proficient in English. Besides, if they want to acquire and use English, they must enter another way of life, rationality and behavior.

On the other hands, language is the product of culture that needed to illustrate the cultural components. We also need language to practice the culture. Furthermore, language is packed with values. Consequently, in the process of learning a second language, we learn the cultural values, beliefs and norms.

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[7] Eko Prasetyo. 2006. *An Analysis of Cultural Dimensions Found in English Text Book Look Ahead for The 10th Grade Students of Senior High School Published by Erlangga.* Unpublished Thesis. Surabaya. Page : 23.

[8] Ibid. Page : 24.

The understanding of the target language and its culture will make students easier to communicate with the native speaker. However, language is more than just a code or a symbolic system as Anna Wierzbicka in Ronowicz rightly point out, "language differ from one another not just as linguistic system but also as cultural universes, as vehicles of ethnic identities.[9] In line with this, Joice Merrill Voldes argued that the relationship between language and culture make every body easier to say anything.[10]

There are relationship between language and culture. H.G. Widdowson summarized three relationship between language and culture :[11]

→ Language expresses cultural reality

It happens while the language expresses facts, ideas or events that is shared by other people.

→ Language embodies cultural reality

It happens while the language expresses verbal and non verbal aspect.

→ Language symbolizes cultural reality

It happens while the language is used to identify the speaker's social identity.

In other words, wherever and whenever we use the language, we also use the culture too.

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[9] Eddie Ronowicz and Collin Yallop. 1999. *English : One Language Different Culture.* Biddles Ltd, Guildford and King's Lynn. Page : 187.

[10] Joice Merrill Voldes. 1988. *Culture Bound.* Cambridge University Press. New York. Page :18.

[11] H.G. Widdowson. Page : 3.

B. Cross Cultural Understanding

1. The Definition of Cross Cultural Understanding

Cross cultural understanding is one of the most important part of the language that should be understood by the students, because this understanding will guide the students to the right second language acquisition. Eddie Ronowicz and Collin Yallop rightly point out that "culture may also be understood as a picture of everyday life, including everyday activities and entertainment, clothing, fashions living conditions, family and social relations, customs, beliefs, morality acceptable pattern of behavior and rituals".[12]

Cross cultural understanding is the ability to acquire another persons language and understand their culture and moreover to mediate between several languages and cultures. Besides, the term of cross-cultural as stated by H.G. Widdowson that it relates to the converge of two languages and two cultures across the political boundaries of nation states.[13]

2. Cross Cultural Understanding in Learning

In the acquisition of a second language, the students are faced with the task of not simply learning new information. They are being asked to acquire many kinds of information to make them up of their own language

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[12] Eddie Ronowicz and Collin Yallop. Page : 5.
[13] H.G. Widdowson. Page : 81.

reservoir. Therefore, Gardner in Dornyei stated that the students' balancing with their own cultural understanding and their willingness to identify with other cultural understanding become the important part of second language acquisition.[14] Besides, the language learning should help people to receive everything that is coming from outside.

Culture is not always explicit for the students because they never focus on it. Furthermore, they never know how language determines the thought of culture, and they never realize that actually language express many aspect of culture. As stated by Gail L Nemetz Robinson that there are a lot of confusion and misunderstanding arise when we do not realize that words that are apparently translatable refer to different concepts behaviors and values.[15] Misunderstanding also arises when we are unaware of the messages associated with use of specific tense markers or level of speech. Such awareness contributes to interference by our own cultural meanings in the reception of correct target cultural messages. Unawareness of the organization in target cultural may lead to incorrect expectation, misinterpretation or result in miscommunication. That is why learning culture as important as grammar.

The understanding of cross-cultural in learning will guide the students use the target language as well as possible. Besides, it also will make them easier to transfer and get information by English language and it will decrease

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[14] Zoltan Dornyei. Page : 47.
[15] Gail l. Nemetz Robinson. 1981. *Issues in Second Language and Cross Cultural Education : The Forest Through The Threes*. Heinle and Heinle Publishers, Boston, Massachusets. Page : 40.

some confusions. However, cross-cultural understanding will make students curious with the material that will be learned in the class. This curiosity will guide them to study harder because they want to know everything deeply. Cultural upbringing has a competing effect on language education in school.

C. Motivation

1. Definition of motivation

Motivation is significant factor in learning English. In general, human being manifest some variety of motivation for example, motivation in learning, working, sport, etc. So it can be said that motivation may refers to the process that is used by the individual to like an activities, person, things or some carriers. In other word, motivation is a combination between feeling, desire or other willingness that an individual choose a certain choice.

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reason or goals that underlie their involvement in academic activities. Although students may be equally motivated to perform a task, the source of their motivation may differ.

Students will work and learn more successfully if they are motivate in what way they are doing or what they are learning. It is necessary for us to know some definition including motivation before we come to discuss about it more deeply.

Marion Williams and Robert Burden in Jeremy suggest that "motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and or physical effort so that the person can achieve some previously set goal".[16] It is clear enough that motivation will influence students outcome in all part of education especially English lesson.

Actually, there are two kinds of motivation, they are extrinsic and intrinsic motivation. Extrinsic motivation is a motivation that comes from outside factors such as :

1. The need to pass an examination

2. Money

3. Career

4. Power

For example, *students motivate to study English because they want to work as a translator.* Intrinsic motivation is a motivation that comes from inside

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[16] Jeremy Harmer. Page : 98.

factors such as an internal desire to acquire the target language and to identify the culture or community that speaks the language. For example, students are motivated to study English because they really want to master the target language and its history. These two kinds of motivation are related each other and it will make students succeed in learning other language especially English.

In line with this, Williams and Burden in Zoltan Dornyei suggest that

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> It is important to emphasis here that motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals. We make this point because so often, from a teacher's point of view, motivation is seen as simply sparking an initial interest, for example, representing an interesting language activity. However, motivating learners entails far more than this.[17]

In conclusion, motivation in learning English is due to the importance of language for sake of their study and for their future careers. In other word, motivation is the positive attitude toward some activities that is followed by the students' efforts to learn or to do some activities.

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[17] Zoltan Dornyei. Page : 83.

2. Motivation and learning

After we know some definitions about the motivation above, we are going to the concept of how motivation is related to learning process.

Dornyei stated that "parents, teachers, the learner's peer group and the school play a significant role in shaping student motivation in general".[18] So, as a teacher, we should try many kinds of strategies to make all of students in the class have high motivation. The learning process means nothing if there is no motivation of the students. However, motivation is a way to arise a positive expectation to success. Hopefully, it will make the students to act.

There are several indicators that indicate motivation. As stated by Sardiman, motivation in human being have many indicators, they are :[19]

1. Diligent

2. Lose hope

3. Show the interest

4. Like to do everything alone

5. Like to find and settle some questions

If SMPN 2 Waru students have those indicators, it means that students of SMPN 2 Waru have strength motivation. That's why motivation is very

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[18] Ibid. Page : 78.
[19] Sardiman, A.M. 1986. Interaksi dan Motivasi Belajar Mengajar. Jakarta : Rajawali Pers. Page : 83.

important for learning. The teaching learning program will be successful if the students are diligent to do the task, tough in solving problems by them selves. Motivation is an essential condition of learning. That's why Sardiman argued that there are three functions of motivation, they are :

1. Pushes human being to do

2. Determine their work

3. Select the work

4. Pushes someone to reach the achievement

D. Measurement of Motivation

Firstly, we have to know about the definition of measurement. As argued by Ahmann and Glock in Etty measurement of motivation is a process to obtain a quantified representation.[20] It is used to know whether there is changed or not in students' motivation day by day. However, if students' motivation rises day by day, it means that the process of teaching learning in the classroom is effective. But if their motivation decreases day by day, it means that the process of teaching learning in the classroom is less effective.

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[20] Etty Nirmala Suryani. 1998. *Correlation Between Interest and Achievement in Reading Comprehension of The First Semester Students of Psycological Faculty of Muhammadiyah University of Malang.* Unpublished Thesis. Malang : Muhammadiyah University. Page : 16.

The researcher here use questionnaire to measure students' motivation. It was considered by this kind of measurement, it will avoid students' nervousness to answer some questions on it because they only need to answer without consider whether they get a good mark or not.

CHAPTER THREE

RESEARCH METHODOLOGY

This research methodology focuses on a description of research design, population and sample, instrument, data collection, and data analysis.

A. Research Design

There are several techniques that can be used in a research. One of them should be suitable with the research it self. Because of that, in this study the researcher choose descriptive research. As stated by Donald Ary, descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation it exist at the time of the study.[21] It deals with the description whether cross-cultural understanding materials improve students' motivation or not.

However, according to Best, descriptive research can be distinguished form other forms of research on the basis of the following characteristics :[22]

1. Descriptive research is non experimental in that it deals with relationship between non manipulated variables in a natural rather than artificial setting.

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[21] Ary, Donald, et.al. 1985. *Introduction to Research in Education.* CBS College Publishing. Page : 95.
[22] www.marketresearchworld.net

Since the events or conditions have already occurred or exist, relevant variables are merely selected for an analysis of their relationships.

2. Descriptive research involves hypothesis and testing.

3. Descriptive research uses logical methods of inductive and deductive in order to arrive at generalization.

4. All of the variables and procedures used in descriptive studies are described as completely and accurately as possible so as to permit future replication.

5. Descriptive research often employs methods of randomization so that error can be estimated when inferring population characteristics from observations of sample.

From the explanation above, it can be seen that descriptive are simply describing what is or what the data shows. It describes what's going on in our data. Descriptive are used to present quantitative descriptions in a manageable form.

The work of this study was started with the hypothesis, where :

Ho = The motivation of SMPN 2 Waru students in learning English before they are taught cross-cultural understanding materials are higher than the motivation of SMPN 2 Waru students in learning English after they are taught cross-cultural understanding materials.

Hi = The motivation of SMPN 2 Waru students in learning English before they are taught cross-cultural understanding materials are lower than the

motivation of SMPN 2 Waru students in learning English after they are taught cross-cultural understanding materials.

Which was used 0.05 level of significant and used one way test in Wilcoxon signed-rank test.

The researcher here treated the objects and then described the outcome to determine whether the cross-cultural understanding influenced the objects and had an effect or not. However, the objects here refer to the students of SMPN 2 Waru especially second grade of the first semester.

B. Population and Sample

Bruce W Turkmen in Titiek said that the population used in a questionnaire or interview study is that group about which the researcher is interested in gaining information and drawing conclusion.[23] A simpler definition of population may be given as the larger groups about which the generalization is made.

The study conducted at SMPN 2 Waru, because the study will concern motivation of Junior High School students in learning English, especially the second grade of the first semester students are the most appropriate population to conduct the observation. It is chosen as the population for the study because it is assumed that the class is the appropriate grade of Junior High School and the

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[23] Titiek Setijawati. 1999. *The Role of Parents Motivation Toward The Students' English Achievement at The Second Year Students of SLTPN 2 Waru.* Unpublished Thesis. Page : 15.

students of this class is prepared to pass the national examination in the next grade, so that an alternative stimulation should be given to them. Besides, based on the teacher statement :

1. This class is very passive in learning English.

2. This class is very noisy. All of members of this class are talkative but not to speak English.

On the other hand, the second grade students still have enough time to improve their study well.

Based on the reason, the researcher decides to observe the first semester students because they have learned English before by the same teacher. Moreover, they had familiar with the environment of their class, friends, teacher, etc. There are (32) students, taken from one class. It consists of 16 girls and 16 boys.

Bruce W Tuckman in Titiek said that the sample is made up of those persons from that group who are chosen to participate the study.[24] From the population above, the researcher picks out a sample in such a way that is representative to the population. A class is investigated in the study because the students were spread randomly in the class. This means that the class has good, average, and poor students. In this study, the researcher takes 32 students as the sample. It is based on Sutrisno statement in Etty Nirmala Suryani, that "there is no any determination in taking sample of research, how many percent must be

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[24] Titiek Setijawati. Page : 16.

taken from the population, the researcher has used random sampling technique in taking sample".[25]

C. Instruments

In this study, the researcher used observation and questionnaire in order to get the data based on the research problems.

1. Observation checklist

The first instrument was an observation checklist. Observation was conducted to collect the information on students' motivation. Since the study observed students' motivation, observation was the main technique for collecting the data in this study. They are used to inspect, and observe the students' motivation of SMPN 2 Waru. The observation checklists for the students are used to observe the students' motivation during the teaching learning process in the classroom.

2. Questionnaire

According to Ary in Etty Nirmala Suryani, "questionnaire can be used to obtain information concerning facts, beliefs, feelings and intention".[26] Based on the statement above and because the researcher wants to investigate

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[25] Etty Nirmala Suryani. Page : 27.
[26] Ety Nirmala Suryani. Page : 27.

the students' motivation, the questionnaire is used to get the data of motivation.

In designing a questionnaire, the researcher was determine what kind of information needed. As a consequence, she was determined the specific points before the questionnaire was designed. This ensured that all areas upon which the information required were covered. To elicit data about students' motivation, sets of questionnaire were provided to gather information about it.

D. Data Collection

In collecting the data, the researcher asks the teacher's time in order to conduct the questionnaire and observation. The researcher also stays in the class to conduct pretest, give treatment, and posttest. However, in this study, pretest is the first questionnaire. As stated by Cresswell, pretest is a measure from some questions that you assess for participants or sample before they receive a treatment.[27] It is hold to know the students' motivation before they are given by the treatment which use cross cultural understanding to transfer the materials that are given by the researcher. After that, the researcher gives posttest. Creswell rightly point out that posttest is a measure from some questions that you assess for participant or sample after they receive a treatment.[28] In this study, posttest is

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[27] John W. Cresswell. Page : 301.
[28] John W. Cresswell. Page : 301.

the second questionnaire. The data analysis is scores of the students' motivation in learning English. The scores were obtained from the questionnaire that was given to the second grade students of SMPN 2 Waru.

In accordance with the design of this quantitative study, the main instrument of the data collection is the researcher. The data collection is done two times. The first time, the researcher just distributes the first questionnaire to know students' motivation in learning English. It is done in a limited time, it's about 20 minutes. The second time, the researcher distributes the second questionnaire after the students are given cross-cultural understanding by the researcher. It is done to get the data about the improvement of students' motivation in learning English. It is conducted in 20 minutes, because the questionnaire does not need to think too much to do.

Then, the researcher collects and calculates their scores using Wilcoxon signed-rank test. it is done to get a clear information whether there is improvement or not in students' motivation after they get treatment. The scores are collected from the scores of questionnaire. There are ten questions for the first questionnaire or pre-test. The numerical value assigned to each number of the first motivation questionnaire is :[29]

1) A = 3   B = 2   C = 1

2) A = 2   B = 1   C = 3

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[29] David Nunan and Lamb Clarice. 1996. *The Self Directed Teacher : Managing The Learning Process.* Cambridge : Cambridge University Press. Page : 225.

3) A = 3   B = 2   C = 1

4) A = 2   B = 1   C = 3

5) A = 2   B = 1   C = 3

6) A = 1   B = 3   C = 2

7) A = 3   B = 1   C = 2

8) A = 3   B = 2   C = 1

9) A = 1   B = 2   C = 3

10) A = 2   B = 3   C = 1

From that numerical value above, the highest value is 30 and the lowest value is 10.

There are also ten questions for the second questionnaire or post-test. The numerical value assigned to each number of the second motivation questionnaire is :[30]

1) A = 2   B = 1   C = 3

2) A = 2   B = 3   C = 1

3) A = 2   B = 1   C = 3

4) A = 1   B = 2   C = 3

5) A = 1   B = 3   C = 2

6) A = 3   B = 1   C = 2

7) A = 3   B = 1   C = 2

8) A = 2   B = 3   C = 1

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[30] David Nunan and Lamb Clarice. Page : 226.

9) A = 1   B = 2   C = 3

10) A = 2   B = 1   C = 3

From the numerical value above, the highest value is 30 and the lowest value is 10.

During the process of collecting the data and the process of teaching learning in the class, the researcher observed students' motivation and attitude by filling the observation checklist.

E. Data Analysis

1. The Method of Data Analysis

In testing the hypothesis, the researcher uses quantitative technique. It is including questionnaire that asks students motivation before they get the treatment and after they get the treatment. Steps that have been taken to process the data are statement of problem, identification of information, selection of instrument for gathering the data, identification of the target population and determination of sampling procedure, collecting of the data, analysis of the data and waiting of the report.

This study is made to know whether there is improvement or not in students' motivation after they get the treatment. If there is a significant improvement in their motivation after they get the treatment, it means that

cross-cultural understanding should be taught to them in order to arouse their curiosity in learning English.

Here, the researcher uses Wilcoxon signed-rank test to scores their questionnaire value. It will be done by computing the first score of students' motivation in their first questionnaire or pretest. After that, the researcher will formulate it with the second score of students' motivation in their second questionnaire or posttest.

2. Technique That is Used for Scoring the Data

For calculating the data, the researcher uses Wilcoxon signed-rank test. There are some rules to compute the Wilcoxon signed-rank test, they are :

1. The researcher puts the data from pretest in column and so for the posttest. The data from pretest is represent by X, where X is the score of students' motivation before they are taught by cross-cultural understanding. The data from posttest is represent by Y, where Y is the score of students' motivation after they are taught by cross-cultural understanding.

2. The researcher finds the difference scores between students' motivation before and after they are taught by cross-cultural understanding.

3. The researcher ranks the differences.

4. The researcher finds the grade without watch the sign by calculating the scores of the ranks.

5. The researcher adds the rank and divides it by the amount of the rank.

6. The researcher puts the result of number 5 into different column. If the result is positive, it will be put in positive column and vice versa.

7. The researcher sums all of positive ranks on it's column and vice versa. The lowest rank whether it is positive or negative will be fixed as computed T.

Wilcoxon signed-rank test procedure

```
                    ╭─────────╮
                    │  Start  │
                    ╰─────────╯
                         │
                         ▼
                 ┌─────────────────┐
                 │ State Ho and H₁ │
                 └─────────────────┘
                         │
                         ▼
                     ┌───────┐
                     │   α   │
                     └───────┘
                         │
                         ▼
          ┌──────────────────────────────────┐
          │ Compile the pair data and state   │
          │ big and the difference for every  │
          │ pair                              │
          └──────────────────────────────────┘
                         │
                         ▼
          ┌──────────────────────────────────┐
          │ Compile the rank according to big │
          │ difference without see the sign   │
          └──────────────────────────────────┘
                         │
                         ▼
             ┌────────────────────────────┐
             │ Give the sign for every rank│
             └────────────────────────────┘
                         │
                         ▼
        ┌───────────────────────────────────────┐
        │ Sum positive signed-rank and so for    │
        │ the negative                           │
        └───────────────────────────────────────┘
                         │
                         ▼
           ┌──────────────────────────────────┐
           │ Find the computed T for the lowest│
           └──────────────────────────────────┘
                         │
                         ▼
         ┌───────────────────────────────────────┐
         │ See the T table and find the right value│
         └───────────────────────────────────────┘
                         │
                         ▼
                   ╱─────────────╲
     ┌──────────┐ ╱  Computed T    ╲ ┌──────────┐
     │Receive Ho│─   ≤ table T       ─│Refuse Ho │
     └──────────┘ ╲                 ╱ └──────────┘
                   ╲───────────────╱
                         │
                         ▼
                    ╭─────────╮
                    │  Stop   │
                    ╰─────────╯
```

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter consists of the result and discussion of the data obtained from the questionnaire given to the second grade students of SMPN 2 Waru. In this study, the researcher uses the Wilcoxon signed-rank test in interpreting the research finding to test the null hypothesis that states there is similarity between students' motivation before and after they are taught by cross cultural understanding.

A. Result of the data

As mentioned previously, the data are calculated by Wilcoxon signed-rank test in the form of scores. For the statistical analysis of testing the significance of the data, 0.05 level of significant is used. In order to make it easier to analyze, the researcher here serves the data as follows in the table 1.

No	Name	The value of the first questionnaire (x)
1.	Abdul Aziz	22
2.	Adi yusuf M	23
3.	A Hakim Mariska	26
4.	Amalidatul Ilmi	21

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5.	Ana Maulida	24
6.	Andi Safina DF	26
7.	Ayu Sinta D	25
8.	Dicky E	23
9.	Dita Wahyu W	22
10.	Egik Prakoso	17
11.	Hanif Ahmad S	20
12.	Imam F	21
13.	Istiqomah NS	21
14.	Lora Vidia	21
15.	May Mirna M	23
16.	M Imam Jazuli	14
17.	M Thoriq H	25
18.	Nur Maliki	24
19.	Puri Rahayu	26
20.	RN Mahendra	21
21.	Ricko Rizki D	24
22.	Rahmat M	21
23.	Rusli Ahmad J	23
24.	Sarah Unic H	26
25.	Siska Prastika W	22
26.	Siti Mardiyah	21
27.	Siti Rodiyah	23
28.	Sofia Anggraeni	22
29.	Triarso Budi J	25
30.	Yoga Pradika	21
31.	Yuni Indraya	23
32.	Yusriawati	26

Table 1. The value of the first questionnaire of second grade students of SMPN 2 Waru.

For the first questionnaire, the highest value that will be gotten by the second grade students of SMPN 2 Waru is 30 and the lowest is 10. From the table above, it can be seen that there is no student who get the highest value and there is no one who get the lowest value. The lowest value that was gotten by the second grade students of SMPN 2 Waru is 14. in contrary, the highest value that was gotten by the second grade students of SMPN 2 Waru is 26. It means that their motivation is not quiet different.

After knowing their motivation, the researcher gives them cross cultural understanding materials such as greeting. It describes the difference between formal and informal greeting that are used by Indonesia and English people. The other materials are about the varieties in introduction and Halloween.

It necessary to gives the second grade students of SMPN 2 Waru the second questionnaire to know their motivation after they are given cross cultural materials. As the result, the researcher serves the value of their second questionnaire in the table 2.

Table 2. The value of the second questionnaire of second grade students of SMPN

2 Waru.

No	Name	The value of the second questionnaire (y)
1.	Abdul Aziz	20
2.	Adi yusuf M	27
3.	A Hakim Mariska	23
4.	Amalidatul Ilmi	23
5.	Ana Maulida	25
6.	Andi Safina DF	24
7.	Ayu Sinta D	22
8.	Dicky E	26
9.	Dita Wahyu W	25
10.	Egik Prakoso	18
11.	Hanif Ahmad S	22
12.	Imam F	22
13.	Istiqomah NS	25
14.	Lora Vidia	26
15.	May Mirna M	25
16.	M Imam Jazuli	22
17.	M Thoriq H	23
18.	Nur Maliki	21
19.	Puri Rahayu	26
20.	RN Mahendra	23
21.	Ricko Rizki D	25
22.	Rahmat M	23

23.	Rusli Ahmad J	24
24.	Sarah Unic H	26
25.	Siska Prastika W	25
26.	Siti Mardiyah	23
27.	Siti Rodiyah	27
28.	Sofia Anggraeni	22
29.	Triarso Budi J	17
30.	Yoga Pradika	27
31.	Yuni Indraya	27
32.	Yusriawati	27

It is as same as the first questionnaire. The second questionnaire also has the highest value and the lowest one. The highest value is 30 and the lowest is 10. From the previous table, it can be seen that the highest value is 27 and the lowest value is 17. It means that there is no student who get the highest or the lowest value.

In this second questionnaire, there are some students have better value than their first questionnaire. However, there are also many students have worse value than their first questionnaire. There are also students who have the same value between their first and second questionnaire.

The researcher here, calculates the difference between students' motivation in the first and second questionnaire. It is served in table 3.

Table 3. The calculation of the first and second questionnaire of second grade students of SMPN 2 Waru.

No	Name	x	y	y - x
1.	Abdul Aziz	22	20	-2
2.	Adi yusuf M	23	27	4
3.	A Hakim Mariska	26	23	-3
4.	Amalidatul Ilmi	21	23	2
5.	Ana Maulida	24	25	1
6.	Andi Safina DF	26	24	-2
7.	Ayu Sinta D	25	22	-3
8.	Dicky E	23	26	3
9.	Dita Wahyu W	22	25	3
10.	Egik Prakoso	17	18	1
11.	Hanif Ahmad S	20	22	2
12.	Imam F	21	22	1
13.	Istiqomah NS	21	25	4
14.	Lora Vidia	21	26	5
15.	May Mirna M	23	25	2
16.	M Imam Jazuli	14	22	8
17.	M Thoriq H	25	23	-2
18.	Nur Maliki	24	21	-3
19.	Puri Rahayu	26	26	0
20.	RN Mahendra	21	23	2
21.	Ricko Rizki D	24	25	1
22.	Rahmat M	21	23	2
23.	Rusli Ahmad J	23	24	1
24.	Sarah Unic H	26	26	0

25.	Siska Prastika W	22	25	3
26.	Siti Mardiyah	21	23	2
27.	Siti Rodiyah	23	27	4
28.	Sofia Anggraeni	22	22	0
29.	Triarso Budi J	25	17	-8
30.	Yoga Pradika	21	27	6
31.	Yuni Indraya	23	27	4
32.	Yusriawati	26	27	1

Table 3 shows that there are any negative, positive and zero value in calculating the data. Then, the researcher calculates the absolute mark rank from the difference. The first rank is given to the lowest difference. The lowest difference here is 1. The second rank is given to the next lowest difference and so forth (null hypothesis is ignored). The second difference here is 2. The third difference is 3. The fourth difference is 4. The fifth difference is 5, and the last difference is 8.

However, students' motivation before and after they are taught by cross-cultural understanding has seven lowest differences. Those differences, without heeding the direction, are fixed as the first, second, third, fourth, fifth and sixth rank. It forms as a range of those lowest ranks. This procedure is continued until the ranks of all differences are fixed.

To find the "n", we only need to see the "y-x" than sum and divide it. For example, if "y-x" is 1, the way to find "n" are :

1. Find out how many 1 in column 5.

2. Sum it in succession.

3. Divide it with its quantity.

It is shown below :

$a. y - x = 1$

$$n = \frac{1+2+3+4+5+6}{6}$$

$$= \frac{21}{6}$$

$$= 3.5$$

$b. y - x = 2$

$$n = \frac{7+8+9+10+11+12+13+14+15}{9}$$

$$= \frac{99}{9}$$

$$= 11$$

$c. y - x = 3$

$$n = \frac{16+17+18+19+20+21}{6}$$

$$= \frac{111}{6}$$

$$= 18.5$$

$d. y - x = 4$

$$n = \frac{22 + 23 + 24 + 25}{4}$$

$$= \frac{94}{4}$$

$$= 23.5$$

$e. y - x = 5$

$$n = \frac{26}{1}$$

$$= 26$$

$f. y - x = 6$

$$n = \frac{27}{1}$$

$$= 27$$

$g. y - x = 8$

$$n = \frac{28 + 29}{2}$$

$$= \frac{57}{2}$$

$$= 28.5$$

Table 4. The calculation of absolute mark rank from the difference of second grade students of SMPN 2 Waru

No	Name	x	y	y - x	Grade without watch the sign
1.	Abdul Aziz	22	20	-2	11
2.	Adi yusuf M	23	27	4	23.5
3.	A Hakim Mariska	26	23	-3	18.5

4.	Amalidatul Ilmi	21	23	2	11
5.	Ana Maulida	24	25	1	3.5
6.	Andi Safina DF	26	24	-2	11
7.	Ayu Sinta D	25	22	-3	18.5
8.	Dicky E	23	26	3	18.5
9.	Dita Wahyu W	22	25	3	18.5
10.	Egik Prakoso	17	18	1	3.5
11.	Hanif Ahmad S	20	22	2	11
12.	Imam F	21	22	1	3.5
13.	Istiqomah NS	21	25	4	23.5
14.	Lora Vidia	21	26	5	26
15.	May Mirna M	23	25	2	11
16.	M Imam Jazuli	14	22	8	28.5
17.	M Thoriq H	25	23	-2	11
18.	Nur Maliki	24	21	-3	28.5
19.	Puri Rahayu	26	26	0	Ignore
20.	RN Mahendra	21	23	2	11
21.	Ricko Rizki D	24	25	1	3.5
22.	Rahmat M	21	23	2	11
23.	Rusli Ahmad J	23	24	1	3.5
24.	Sarah Unic H	26	26	0	Ignore
25.	Siska Prastika W	22	25	3	18.5
26.	Siti Mardiyah	21	23	2	11
27.	Siti Rodiyah	23	27	4	23.5
28.	Sofia Anggraeni	22	22	0	Ignore
29.	Triarso Budi J	25	17	-8	28.5
30.	Yoga Pradika	21	27	6	27
31.	Yuni Indraya	23	27	4	23.5
32.	Yusriawati	26	27	1	3.5

From table 4, the researcher makes one table again to know the sign grade using positive and negative sign. It is serves on table 5.

Table 5. The Wilcoxon signed-rank test table.

No	Name	x	y	y - x	Grade without watch the sign	Sign grade	
						Positive	negative
1.	Abdul Aziz	22	20	-2	11		-11
2.	Adi yusuf M	23	27	4	23.5	+23.5	
3.	A Hakim M	26	23	-3	18.5		-18.5
4.	Amalidatul Ilmi	21	23	2	11	+11	
5.	Ana Maulida	24	25	1	3.5	+3.5	
6.	Andi Safina DF	26	24	-2	11		-11
7.	Ayu Sinta D	25	22	-3	18.5		-18.5
8.	Dicky E	23	26	3	18.5	+18.5	
9.	Dita Wahyu W	22	25	3	18.5	+18.5	
10.	Egik Prakoso	17	18	1	3.5	+3.5	
11.	Hanif Ahmad S	20	22	2	11	+11	
12.	Imam F	21	22	1	3.5	+3.5	
13.	Istiqomah NS	21	25	4	23.5	+23.5	
14.	Lora Vidia	21	26	5	26	+26	
15.	May Mirna M	23	25	2	11	+11	
16.	M Imam Jazuli	14	22	8	28.5	+28.5	
17.	M Thoriq H	25	23	-2	11		-11
18.	Nur Maliki	24	21	-3	28.5		-18.5
19.	Puri Rahayu	26	26	0	Ignore		

20.	RN Mahendra	21	23	2	11	+11	
21.	Ricko Rizki D	24	25	1	3.5	+3.5	
22.	Rahmat M	21	23	2	11	+11	
23.	Rusli Ahmad J	23	24	1	3.5	+3.5	
24.	Sarah Unic H	26	26	0	Ignore		
25.	Siska Prastika W	22	25	3	18.5	+18.5	
26.	Siti Mardiyah	21	23	2	11	+11	
27.	Siti Rodiyah	23	27	4	23.5	+23.5	
28.	Sofia Anggraeni	22	22	0	Ignore		
29.	Triarso Budi J	25	17	-8	28.5		-28.5
30.	Yoga Pradika	21	27	6	27	+27	
31.	Yuni Indraya	23	27	4	23.5	+23.5	
32.	Yusriawati	26	27	1	3.5	+3.5	
						+318	-127

$n = 23 + 6$

$\quad = 29$

$T = 127$

Where :

X $\quad$ = Students' motivation before they are taught by cross cultural understanding

y $\quad$ = Students' motivation after they are taught by cross cultural understanding

y − x = Students' motivation after they are taught by cross cultural understanding minus students' motivation before they are taught by cross cultural understanding

n = The sum of relevant observation

The sum of positive sign in column 5 plus the sum of negative sign

T = the second rank, the lowest sum

The last way before testing the hypothesis is sum all of positives rank and than sum all of negatives rank. The lowest rank is fixed as computed T value. The sum of negative rank is 127 and the sum of positive rank is 318, so 127 are fixed as the computed T value.

B. Discussion

Now the researcher could test the null hypothesis by comparing the computed T value and the value of T in the table of Wilcoxon signed-rank test. It should be compatible with the significant level. Table T in Wilcoxon signed-rank test table give the T value on 0.01 or 0.05 significant level both one way or two way test.

The researcher calculates 19 ranks (0 sign is ignored). She gets n = 29. For one way test where n = 29 α = 0.05, the T value on the table is 140. If the

value of computed T is same or lower than the value of table T, it means that the null hypothesis should be rejected.

From the explanation and the calculation above, the researcher conclude that the value of computed T is 127 and the value of table T is 140. It means that the null hypothesis is rejected. In short, students' motivation of SMPN 2 Waru before they are taught by cross cultural understanding are not the same or lower than students' motivation of SMPN 2 Waru after they are taught by cross cultural understanding.

The result shows that cross cultural understanding which is used or studied in the class can make the second grade students of SMPN 2 Waru be attracted with English and they can be enjoy to learn it. It was shown with the appropriate value of Wilcoxon signed-rank test.

CHAPTER FIVE

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher would like to summarize the discussion in order to get a clear perception concerning to this study before coming to the conclusion of the study. In conducting this research, the researcher is still confronted with a question whether there is differentiation between students' motivation before and after they are taught by cross-cultural understanding or not.

The researcher gets the related theories and some assumptions dealing with the sample taken and instrument employed. The researcher takes the second grade students of SMPN 2 Waru, as the population. The researcher also uses the questionnaire to measure students' motivation before and after they are taught by cross-cultural understanding and observation checklist to observe students' attitude while the process of teaching learning in the class.

The researcher uses Wilcoxon signed-rank test to find out students' motivation rank. The result is interpreted by utilizing the table of Wilcoxon signed-rank test. The obtained of computed T is 127. It is lower than the value of table T 140. The statistically significant at 0.05 level. It means that there is

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differentiation between students' motivation before and after they are taught by cross-cultural understanding.

The result of Wilcoxon signed-rank test analysis between students' motivation before and after they are taught by cross-cultural understanding show that they have a significant differentiation. This finding implies that students' motivation after they are taught by cross-cultural understanding are higher than their motivation before they are taught by cross-cultural understanding.

B. Suggestion

The following suggestions are offered in relation with something new that can make students' motivation is higher than before. In this study, it is cross-cultural understanding. They are based on the data collection, data analysis and interpretation, and conclusion of the study.

1. Students' curiosity should be developed in order to improve their motivation in learning English. It will be useful for the improvement of their motivation to acquire cross culture.

2. The teacher, especially English teacher, have to try to select the appropriate materials for the students related with everything that can arouse their curiosity. Do not give the same materials in a week because it will make them feel bored.

3. School is suggested to develop the library by adding more books about cross culture and doing it in a good management. This will help students to be more active to go to library.

4. Finally, it is expected that this study will be useful to the readers, especially the second grade students of SMPN 2 Waru and all teachers of SMPN 2 Waru.

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