

CHAPTER 1

INTRODUCTION

A. Background of the Research

Cultural awareness is an essential component of communication in today's globalized society. It entails being aware of both the differences and similarities between diverse cultural groups, as well as acknowledging that people from other cultures may have different viewpoints, beliefs, and attitudes. Cultural awareness entails not just noticing variety but also being aware why it matters. This awareness is especially important in educational settings, where students must learn to communicate ideas across cultural boundaries. The intentional understanding of the impact that culture has on language learning and communication in both first and second languages is known as cultural awareness.

It has proven to be a successful method for imagining the knowledge, skills, and dispositions necessary for effective cross-cultural communication since it explicitly acknowledges the cultural aspect of communicative competence according to Baker's idea, as cited (Maulia, 2025). Culture constitutes a framework of existence that shapes our thoughts, emotions, and interpersonal relationships. Culture is dynamic and continually evolving, it should not be thought of as something fixed or isolated. Therefore, rather than emphasizing what content must be learned, teachers should guide students to become more effective and independent learners According to Li et al. (2024)

In addition, cultural awareness plays an important role in supporting language learning and improving students' writing skills. Anthrop linguistics studies the complex interrelationship between language and culture, examining how social and cultural settings influence linguistic practices and forms. This method places a strong emphasis on the investigation of linguistic diversity, communication styles, and language ideologies, as well as the function of language in the formation of social, ethnic, and personal identities Mallinson (2025).

Recent perspectives in language education claim that the rapid growth of technology and the growing interconnectivity of cultures have drastically changed the landscape of language acquisition. Ariani's ideas, the development of 21st-century abilities, including critical thinking, creativity, communication, and teamwork, has taken stage in Indonesian education today. Literacy, especially writing, is still essential within these competencies. Strong writing skills is essential for students to successfully organize knowledge, express ideas clearly, and get a better understanding of the course material Lestari & Kusumawati (2025).

Teachers and students must comprehend and strategically use cultural and technical impacts in the learning process as a result of these advances, which offer both opportunities and problems Hossain (2024). Most students come from a variety of linguistic and cultural backgrounds. Cultural diversity has become a defining characteristic in modern language classes. This diversity shows the value of encouraging cultural awareness, which helps students develop more relevant and contextually appropriate writing skills to improve.

Furthermore, In the context of Indonesian learners, students writing skills are greatly influenced by cultural awareness in the setting of Indonesia's vast linguistic and cultural variety Arifin (2025), emphasized that one of the most difficult aspects of learning a language is writing, which calls for a strong command of rules and complex of structural skills, a large vocabulary, it has been proposed that incorporating culture-based texts into writing training is an effective way to deal with these issues, by bridging the gap between language learning and cultural literacy, this method improves students' capacity to communicate ideas effectively and clearly in the context of their cultures.

In addition to promoting language proficiency, this integration encourages deeper involvement and meaning-making in written communication. If Indonesian student cultural awareness grows as they understand, compare, and reflect on both foreign cultures and their own cultural heritage. Research shows that students' writing is also impacted by cultural differences. Indonesians place a high importance on peace and community, which has an impact on their writing. Writing in English causes worry for a lot among Indonesian students as well. They are concerned about making mistakes and receiving criticism from other students or teachers Sujarwati & Suningsih (2025).

However, Teachers can boost motivation and engagement, particularly in writing, by relating teachings to students' own experiences. This method recognizes that students' expression of ideas and their perception of what constitutes relevant knowledge are influenced by their cultural background. A key component of improving the writing skills of students is cultural awareness. Cultural awareness

helps students in understanding the cultural differences in writing skills, logical approaches, and phrases. Students may find it difficult to employ language that effectively connects with their target audience as well as to arrange their writing coherently whenever they lack cultural knowledge. Thus, incorporating cultural knowledge into language learning can greatly enhance students' writing overall quality, clarity, and relevancy as cited in Abushibab (2016).

From the previous research, as has been mentioned above, the researcher concluded that studies only focused on the correlation of student cultural awareness and their writing skills. Therefore, students' ability to write coherently and appropriately is improved when they are familiar with both their local culture and the culture of the target language.

B. The Problems of the Research

Based on the issues above, the researcher found the questions:

1. How is the tenth-grade students' cultural awareness at SMA Negeri 1 Amfoang Selatan?
2. How are the tenth-grade students' writing skills at SMA Negeri 1 Amfoang Selatan?
3. Is there a significant correlation between the tenth-grade students' cultural awareness and their writing skills at SMA Negeri 1 Amfoang Selatan?

C. Research Objective

The objective of the research can be stated as follows:

1. To describe the level of cultural awareness of the tenth-grade students at SMA Negeri 1 Amfoang Selatan.
2. To describe the writing skills of the tenth-grade students at SMA Negeri 1 Amfoang.
3. To determine whether there is a significant correlation between the tenth-grade students' cultural awareness and their writing skills at SMA Negeri 1 Amfoang Selatan.

D. Research Significance

This study presented with the hope that it would be helpful information as follows:

1. For teachers, the findings of this study may be used by English teachers as one engaging teaching and learning, especially in relation to students' writing skills.
2. For students, it can help them that cultural awareness can help to encourage students' level of English writing skills.
3. For other researchers and readers, it is hoped that this research can provide information, as well as in conducting research and might be used as a guide and a point of reference by future researchers when conducting their own studies.

E. Research Scope

The research scope was taken by a random sample of the tenth-grade students at SMA Negeri 1 Amfoang Selatan. They were asked to fill out the questionnaires about 30 multiple choices to find out the correlation of the students' cultural awareness and their writing skills. The researcher observed the sample about 2 meetings, and it was an online meeting.

