

**VIDEO CLIP-ASSISTED TASK THROUGH
CULTURAL INTERVENTION TO PROMOTE EFL
STUDENTS' CRITICAL INTERCULTURAL
AWARENESS**

THESIS



Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language Education

By

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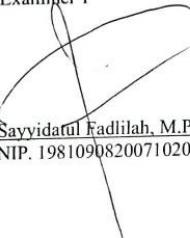
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Assalamu'alaikum, wr.wb

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Wassalamu'alaikum, wr. wb.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“So, indeed, with difficulty there is ease(5). Indeed, with difficulty there is ease(6).”

“It's not okay to be perfect. It's okay to make mistakes. It's okay to do something you wish you hadn't because if we don't do those things, we'll never grow.”

- Dawn Stanyon

"Success is not final, failure is not fatal: it is the courage to continue that counts."

– Winston Churchill

Title : Video Clip-Assisted Task through Cultural Intervention to Promote EFL Students' Critical Intercultural Awareness

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ABSTRACT

With the position of English as an international language that plays an important role in the field of education to equip students on how to interact with people from different cultural backgrounds effectively and appropriately, in practice, in the EFL classroom is still lacking in the implementation of intercultural learning in English language learning. Therefore, This study aims to promote students' critical intercultural awareness (CIA) in English language learning at the secondary school by incorporating video clip-assisted task through cultural interventions into teaching materials, this study used a mixed method design where students' CIA data were obtained from pre-post test questionnaire from 1 pre-experiment class consisting of 22 students, then regarding students' responses were collected through open ended

questionnaire and observation. The qualitative data were analyzed through miles huberman and saldana's theory and the quantitative data were analyzed through T-test. The results showed that the average CIA scores of students upgraded after receiving cultural interventions, and supported by positive responses given by students from both the cognitive, affective, and conative domains. It is hoped that future research can conduct a longitudinal study within the use of full experimental treatment to explore the long-term effects of the intervention on students' critical intercultural awareness and integrate more than one or two cultures in learning and integrate more than just one or two cultures in learning. As well as by conducting direct encounters with intercultural people so that the understanding of critical intercultural awareness will be more comprehensive.

Keyword : Critical Intercultural Awareness, EFL, Student Responses

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Chapter 1

Introduction

A. Background of the Research

Recently, in the era of globalization and internationalization of culture, economy and education by the increasing number of English speakers from non-English countries has changed the role of English as an additional language (Galloway, 2017), international language, and lingua franca (Fang, 2017).

English began as an International language and gained popularity in foreign and additional language education over the years and has become a compulsory school subject in formal education curricula ranging from primary to higher education.

English as an international language plays an important role in the field of education to equip students on how to interact with people from different cultural backgrounds effectively and appropriately. The use of language as a means of communication in a social context

requires the ability to be able to place language appropriately. For this reason, students must be equipped with an awareness of their own and other cultures and appreciate cultural differences. Therefore, promoting students' CIA is a primary objective of most language education programs, which includes EFL classrooms (Kiss & Weninger, 2017).

As the central element of intercultural communicative competence (ICC), Critical Intercultural awareness (CIA) can assist students in building mutual understanding, encourage exploration of different perspectives and maintain interaction with other language users (Susilo et al., 2023). In the modern world of multilingual and multicultural education, students should be equipped with critical intercultural awareness (CIA). CIA is a combination of skills, such as critical understanding, analysis, evaluation, and interpretation of sociocultural reality, which enables successful communication between individuals with diverse linguistic and cultural backgrounds (Kusumaningputri & Widodo, 2018). CIA will enable students to communicate

effectively across cultures and in a multicultural environment. Students can gain a better understanding of each other, discover new perspectives, and interact with others through CIA (Byram, 2021).

As noted by Byram, there are five components covered by the ICC, the first one is attitude, which means curiosity and openness, readiness to reject false ideas about other cultures and ideas about one's own culture. Then the second is knowledge, means the knowledge of social groups, products, and practices in one's own and the interlocutor's country, as well as knowledge of the general processes that characterize interactions at the individual and community levels. Then the third component is Skills of interpreting and relating, means the ability to understand documents or events from other cultures, explain them, and relate them to documents or events from one's own culture. The fourth components is discovery and interaction skills, which means the ability to acquire new knowledge about a particular culture and its practices, as well as the ability to share knowledge, attitudes and skills held directly. Then the last components is the critical

cultural awareness/political education, which means the ability to evaluate cultural and social issues critically and based on clear criteria: practices and products from one's own culture and country as well as from other cultures and countries. In conclusion, as stated by Byram (2021) in Susilo et al (2023), attitudes, knowledge, skills, and critical intercultural awareness are fundamental intercultural components (Susilo et al., 2023).

One of the goals of English language learning at the Secondary school level in Indonesia is to develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures. To achieve this goal, the learning and teaching process must insert culture-based teaching materials in it, so that students not only get monotonous knowledge about reading, writing, speaking, and listening in English, but also have knowledge and awareness about culture.

Learning every language especially English cannot be separated from learning the culture itself, language and culture are a unity that goes hand in hand, if we learn the language then indirectly we will learn the

culture of the country of origin. A person who learns a language but puts aside cultural learning will make the learner stupid (Sadeghi & Sepahi, 2018).

However, in practice, there is still not much process of integrating cultural learning in English teaching in EFL classes. Teachers tend to teach classical learning about grammar, textual, etc. Oleh karena itu, EFL teaching and learning must be accompanied by cultural teaching (Rohmah, 2022). Furthermore, Incorporating intercultural values is an important part of learning English as an international and foreign language. Moreover, the need of communication in the current disruption era requires English learners to be able to communicate with people who have different languages, culture, and national backgrounds.

Incorporating cultural learning into EFL classrooms requires more complex and time-consuming efforts (Susilo et al., 2023). Several previous studies on strategies for implementing CIA in the EFL classroom through various media have been conducted, including video clip (Susilo et al., 2023), digital photograph (Kusumaningputri & Widodo, 2018), visual texts (Kiss &

Weninger, 2017), Facebook (Özdemir, 2017), Telecollaboration (Eren, 2023), Critical Incident task (Tran, 2020), Critical Discourse analysis (Hazaee, 2020), and Reading Course (Yu, 2012) Most previous studies investigate and apply strategies for implementing ICC in the EFL classroom in the realm of higher education. However, there is still a lack of the way of implementation of CIA in secondary school, especially through video clip-assisted tasks. Therefore, This study aims to Promote students' CIA in ELT for EFL students by incorporating cultural learning into video clip-assisted task through cultural intervention.

B. Research Question

1. What are the students' responses as they are engaged in intercultural tasks through cultural intervention?.
2. Does the incorporation of video clip-assisted intercultural tasks in the EFL classroom promote students' CIA?.

C. Objective of The research

This research purposes to

1. Explore the students' responses as they are engaged in the intercultural task.
2. Investigate whether the incorporation of video clip assisted intercultural task promote students' CIA.

D. Significance of the Research

The results of this study are expected to provide contributions to the teacher, the students, the school and the future researcher both theoretically and practically

1. Theoretically

This study is expected to contribute to the field of English learning, especially in the field of teaching student culture at the secondary school level in Indonesia. on the other hand, It is anticipated that this research will serve as a foundation, guide, and source of reference for similar future studies.

2. Practically

a. For the teachers

The result of this research is expected to give additional information and ways to teach English, especially about culture which is the demand for independent curriculum learning in Indonesia

b. For the students

This research helps students to foster their intercultural awareness through the research intervention, it is hoped that students will continue to be willing to have intercultural awareness when meeting or communicating either directly or indirectly with people with other different cultures.

c. For the researchers

This research can be used as a reference for other researchers who are interested in conducting the relevant research.

Chapter 2

Review of related literature

A. Previous Research

A number of previous studies on incorporating cultural learning into EFL classrooms have been carried out in a level of higher education (Susilo 2023; Kusumaningputri 2018; Eren 2023; Dugartsyrenova 2019; Zhang 2020; Özdemir 2017) Secondary school (Zorba & Çakir, 2019) and Elementary School (Hernández-Bravo 2017) through various media have been conducted, including video clip (Susilo et al., 2023), visual texts (Kiss & Weninger, 2017), facebook (Özdemir, 2017), Telecollaboration (Eren, 2023) digital photograph (Kusumaningputri & Widodo, 2018).

Several previous studies on Raising Critical Intercultural Awareness in the realm of higher education showing the results that through media can promote student's CIA. As research entitled Developing critical intercultural awareness through video clip-assisted

intercultural tasks, this research reports quantitative findings of a research EFL students' critical intercultural awareness (CIA) in the Indonesian tertiary context by the use of video clip-assisted task, In this study, a video-assisted clip task was used where participants in this study received cultural intervention with the help of video clips. the result shows that video clip-assisted intercultural tasks promote the development of abilities to identify, interpret, and critically evaluate the intercultural values embedded in the clips, and the study further also find that gender, fields of study and ethnicity did not significantly contribute to the Student's CIA development (Susilo et al., 2023).

Similarly, the other ways to promote students critical intercultural awareness through media beside using video, research conducted by Reni Kusumaningputri & Handoyo Puji Widodo entitled Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms : The use of digital photograph-mediated intercultural tasks, which also researches students critical intercultural

awareness but through different media, namely digital photograph, found that Changes in students' perceptions of cultural encounters depicted in photographs of their own choosing have been demonstrated in this classroom-based research. In this study, the role of photos is used in conjunction with the assistance of tasks so that digital photos used as learning resources become full of culture (Kusumaningputri & Widodo, 2018).

Similarly, in investigating students' critical intercultural awareness, Besides using videos and digital photographs as mentioned earlier, it can also be done by text through critical discourse analysis. A study conducted by Hazaea (2020) entitled Fostering Critical Intercultural Awareness Among efl Students Through Critical Discourse Analysis, The main objective of this study was to increase students' level of CIA as they engaged with and interpreted intercultural texts. The study involved students critically reading a text about a dinner invitation and then creatively writing about the topic. This critical reading class aimed to increase the level of intercultural critical awareness among the

participants when they translated and coded an intercultural text. In this research, critical discourse analysis is suggested as an effective teaching and learning method to enhance critical intercultural awareness among students learning English as a foreign language (Hazaea, 2020).

In the same way, through reading texts to develop intercultural awareness among EFL students, in China, a study entitled Fostering Intercultural Awareness EFL Students in China Through Reading Course, conducted by Yu (2012), this study developed and tried out a teaching flow that challenges students to select, analyze, and raise questions about English texts on aspects of Chinese culture. The learning tasks in this flow were designed to promote the development of the students' Intercultural awareness as well as their reading skills and also showed some effectiveness of this approach in promoting students' readiness to express their perspectives on practices and products related to their own cultural backgrounds (Yu & Van Maele, 2018).

In addition research related to the use of text as a media to deliver cultural learning in the classrooms, have been conducted by Kiss & Weninger (2017), those researchers investigated the use of visual text as a medium for cultural learning in classrooms. this study takes one step by examining how learners in two different contexts produce different (cultural) meanings based on a single visual prompt. The findings show that learner-created meanings operate at three levels: universal meanings, cultural and subcultural meanings, and, individual meanings. The richness of students' interpretations suggests the need to utilize such interpretations as a resource in the language classroom, as they can provide a basis for negotiating cultural understanding.

The other research related to the use of video as a medium to promote students' critical intercultural awareness was also conducted by Lingfen Zhang (2020) in research entitled Developing Students' Intercultural Competence through Authentic Video in Language Education. This study uses video, especially authentic

videos used to develop students intercultural competence. This study employs audio-visual media to enhance intercultural competence and defines intercultural competence in language instruction based on relevant research. The result shows that A considerable lot of cultural knowledge can be gained from the selected TV drama and also by the use of TV dramas generally builds L2 learners' intercultural competence through broadening and deepening their knowledge of culture, fostering attitudes of tolerance and empathy towards different cultural knowledge (values), and exercising their skills in, and sensitivity to, recognizing implicit cultural knowledge manifested in behaviors (Zhang, 2020).

In almost the same concept, research on intercultural can also be done using various media such as telecollaboration, where telecollaboration is a term that refers to collaborative interaction between students from different geographical locations using online communication tools (emails, chats, forums) to support “social interaction, dialogue, debate, and intercultural

exchange” (Dooly et al., 2018). The two previous study above within the use of telecollaboration (Dugartsyrenova 2019; Eren 2023) investigate the potentials of telecollaboration in multicultural learning environments. Eren (2023) study intends to raise critical intercultural competence among 50 pre-service English teachers through telecollaboration with five faculty members across European countries. The findings suggest that telecollaboration had a significant impact on learners’ critical intercultural development (Eren, 2023).

In line with Eren, Dugartsyrenova (2019) explores learners’ uses and opinions regarding the design and implementation of an approach for developing intercultural knowledge and skills via an online voice-based telecollaboration tool. The results indicated that to maximize student engagement, it is important to consider learners’ contextual variables, and their individual preferences and needs when choosing CMC tools and telecollaboration partners (Dugartsyrenova & Sardegna, 2019).

In addition by the use of media besides telecollaboration, a study entitled Promoting EFL learners' IC through Facebook has been conducted by Emrah Özdemir, this research shows that the students mostly expressed that discussion on Facebook was helpful in terms of developing intercultural skills. According to the statements of the participants, it can easily be understood that learners have positive opinions about the use of Facebook for intercultural purposes (Özdemir, 2017).

The next previous research on investigating the effects of critical incident tasks on students' awareness of intercultural communication conducted by Tran in Vietnam was motivated because students' intercultural communication skills need to be developed in light of the internationalization and globalization of business in Vietnam. By using critical open-ended tasks, this study aimed to develop non-majors' English awareness of intercultural communication. Critical incidents are a means of increasing awareness and understanding of human attitudes, expectations and behaviors. The results

showed that there was a significant and strong effect of the critical incident task intervention on students' awareness in intercultural communication, with the strongest effect in the group of students with low and medium starting point awareness (Tran et al., 2020).

In the realm of secondary school, A research conducted by Zorba (2019) within title A Case Study on Intercultural Awareness of Lower Secondary School Students in Turkey, this case study investigates factors negatively affecting lower secondary students' intercultural awareness and ways to raise their intercultural awareness. The study was carried out at a public state school in Turkey, and 32 students participated in the study. The findings revealed that cultural elements in English coursebooks were represented in fragments, and they also involved false or invented cultural information. The finding also indicated that students were able to compare cultures in a better way, improved their knowledge about other cultures and their home culture, and were more interested in cultural

topics at the end of the implementation process (Zorba & Çakir, 2019).

In the context of elementary school, the study conducted by Hernández-Bravo (2017) within the title *Developing elementary school students' intercultural competence through teacher-led tutoring action plans on intercultural education*, investigate the effects of a teacher-led intercultural tutoring action program (TAP) on elementary students' intercultural competence, by using experimental and comparison treatment, students were assigned randomly to one of these two treatment conditions based on pretest scores (low, average and high) on intercultural competence. After 20 weeks of program implementation, the findings revealed that the TAP was successful. Conceptual intercultural competence was better achieve, while Intercultural skills and attitudes were significantly (Hernández-Bravo et al., 2017).

B. Literature review

1. Video Clip-assisted Task

In teaching culture, it can be done through various ways, one of which is the use of videos because it is the one way to create rich meaningful contexts in the classroom (Xin & Rieth, 2001). According to Gitamarsita (2012), video was a kind of audiovisual. In addition, video was a great tool for teaching in the classroom and using video as a media was effective and matter than not using any instructional material as well (Gitamarsita, 2012). Besides that, Shrosbree (2021) in Dinh (2023) stated that using videos in foreign language classes attracts learners a lot (Dinh, 2023) and also since it was video constitutes one of form of multimedia input as they use verbal and pictorial input together. Hence, people learn more deeply when they are exposed to verbal and pictorial input concurrently (Shi et al., 2024).

In terms of video clip, video clip was defines as a short movie that contain a duration between three or four minutes. The video clip contains image and sound. As a result, the video clip was different from video because the

duration only between 3 to 4 minutes but the video's duration might more than 4 durations, and video clip is a flexible medium that posses the ability to be paused, stopped, and restarted to ensure the learners understand the new concepts or topics (Muniandy & Veloo, 2011). After all, there were also has similarities between video and video clip, that was both of them had similar content that was audio-visual. Generally all of the types of videos such as movies, dramas, documentaries, news, interviews, talk shows, and commercial, they all contain audio-visual, there were existing of sound and picture in the video.

Video clip-assisted task is a task that uses the value of videos to encourage learners to be more active and independent in their own English language learning. the primary aim of the video activity is to raise learners' awareness of how much non-verbal language can also be culturally specific, as some gestures shared by members of a particular community may not be understood by members of a different one, and this includes the target language community of speakers of English as a first

language. It implies that a video-assisted task is classroom work done by the students to understand and use the target language similar to the way it is used in the real world which mainly uses video as its main media in learning the language.

Additionally, when planning to use videos in the classroom, teachers should make sure that video-related activities are selected, adapted or designed with the objective of developing not only the learners' linguistic competence, but also their intercultural awareness as well. Therefore, video clips that are selected according to culture are selected through three criteria. The first criterion considers the profile of the participants, ensuring their suitability with the socio-demographic characteristics of the students. The second criterion addresses potential violations, removing or altering clips that contain inappropriate or offensive content. The third criterion assesses the suitability of the video structure for pedagogical purposes, taking into account the context, duration, visual cues, and representation of cultural

reality. The clips selected vary in length and content to align with the learning goals and needs of the students.

2. Cultural Intervention

Culture means the whole complex of traditional behavior developed by the human race and is successively learned by each generation (Birukou et al., 2013). Culture is closely linked to strength of self-concept (Fiedeldey-Van Dijk et al., 2017). This is how traditional peoples think about themselves and where they are placed. Various definitions have been proposed, and they vary widely. However, they seem to agree that culture is learned which is associated with groups of people, and includes a wide range of phenomena such as norms, values, shared meanings, and patterned ways of behaving.

Intervention is defined as a series of interrelated events occurring within a system where the change in outcome (attenuated or amplified) is not proportional to the change in input. Interventions are thus considered as ongoing social processes rather than fixed and bounded entities (Hawe et al., 2009). Intervention in intercultural

education can help students develop skills to understand and appreciate cultural differences. Intercultural education allows students to see the world from different perspectives and develop global awareness which is important in a multicultural society.

In the implementation of interventions, it should be adapted to the existing culture (Baydar, 2009). This means that interventions need to consider and respect local culture. This means that the strategies or programs implemented must be adapted to the values, norms and cultural practices of the community concerned.

Cultural intervention refers to a set of strategies, programs, or actions designed to promote understanding, appreciation, and integration of cultural diversity in various contexts, such as education, workplaces, and communities. Besides that, in China multilingualism is also used as tools of cultural intervention, contesting and counterbalancing the global hegemony of English (Yuan, 2020). Cultural interventions in education are essential for promoting inclusivity, understanding, and academic success among students from diverse backgrounds. These

interventions aim to address cultural biases, enhance intercultural competence, and foster a supportive learning environment. By using cultural interventions, it can improve the cultural knowledge and sense of identity of the participants, and help them develop a positive attitude and change their behaviour (Cacovean et al., 2022).

3. Critical Intercultural Awareness for EFL Learners as a Part of ICC

Critical Intercultural Awareness (CIA), a concept closely associated with intercultural research, is a crucial element of Byram's Intercultural Communicative Competence (ICC) model. Byram, defined critical intercultural awareness as An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries (Byram, 1997). The reason of Byram put this symbolically in the centre of the model of intercultural competence since it embodies the educational dimension of language teaching, skills, attitudes and knowledge (Byram, 2012).

Practically both linguistic and cultural, can be taught and learned without critical consciousness, it can be done anywhere by anyone. However, without a continuous and lifelong process of moving from the known to the unknown and then back again, leading to an ever-increasing understanding, it requires the ability to critically examine one's own culture and views (Hoff, 2014), without which language teaching does not make the maximum contribution to education, it is the notion of criticality that makes the difference.

The term Critical Intercultural Awareness (CIA) is closely associated with intercultural research, as it has been written in the previous section that critical intercultural awareness is one part of the theory of intercultural awareness. Baker (2015) states that cultural awareness refers to a cross-cultural perspective and recognition of two cultures' own culture and target culture (Baker, 2015). CIA is taken from Byram's ICC model, conceptualizing CIA as having the ability to critically assess sociocultural realities based on standards, views, practices, and products that are evident in one's own

culture, country, and other countries (Susilo et al., 2023). While the growing diversity of students in EFL Classrooms may present different types of difficulties for teachers, it can also constitute unparalleled learning opportunities for all involved. Students acquire cultural awareness through life experiences or exposure to explicit intercultural teaching, In order to do so, teachers in these institutions cannot merely focus the teaching and learning process on their specific subject area, but should also develop greater intercultural awareness and master intercultural communication skills, transversal to all areas.

3. Student Responses

Bennet (1975) stated that response is something said or done in answer; reply or reaction (Sumilia et al., 2019). While according to Paulina (2002) in Sumilia (2019) stated that response is behavioural act, response comes as a result of the entry of stimulus into the same mind with the sense of someone. response itself means that a reaction to a question, experience, or some other type of stimulus (Sumilia et al., 2019). Student response is a social reaction by students or learner in responding to

influences or stimulus from repetition situations carried out by others, such as the repetitive actions of the teachers in the learning process or from social phenomena around their school. In line with this Applebee (1989) stated that students become better able to view materials as possible realities and understand them in terms of the world rather than the real world as they know it (Arthur N, 1989).

Response in learning is important because it is a relationship with learning outcomes or learning objectives obtained by students. According to Susilana & Riyana (2008) students' responses in the teaching and learning process can be seen by several clues, such as their expression in joining the class, comments or enthusiasm for something, difficulty degrees in understanding learning material, even how they listen in to teachers explanation. Students' responses to English learning are related to several systematic components that affect the implementation of learning activities in school. These components include students, materials, teachers, methods, facilities and infrastructures, time, and place.

According to Effendy (2002) response is divided into three, namely;

- a) Cognitive response (Opinion), which is a response that is directly related to the mind or reasoning, so that the audience who do not know, who have not understood, and who is once confused to be clear.
- b) Affective response (feelings), that is, a response related to a feeling or that happens suddenly when there is a change in what is perceived by the audience, such as feelings of delight, or hate, and what is perceived by the audience.
- c) Conative response (behavior) which is a response that relates to intention, determination, effort, which tends to be something of activity or action or behavior habits.

Student responses imply acknowledgment or dismissal and an indifferent attitude to what in particular is passed on by the communicator in his message. The response is separated into opinion and perspective (Firmansyah, 2021). Borich (2011) in Juniardi (2016) stated that there are two types or kinds of responses in the

book. Those types of responses called positive responses and negative responses caused by their influence on the teaching and learning process.

- a) Positive Response : A positive response means that the response is desired by the teacher since it can support the teaching and learning process.
- b) Negative Response : A negative response means that the response is not desired by the teacher since the response can destroy the teaching and learning process or the response is not related to the teaching and learning process.

Chapter 3

Research Methodology

A. Research Design

This study used mixed method. This mixed method research design is integrated with two types of data, namely qualitative data and quantitative data. Qualitative data through qualitative descriptive, while quantitative data is embedded through pre experimental design. The mixed methods approach was chosen because it allows the incorporation of quantitative and qualitative data to provide a more comprehensive understanding of the phenomenon under study than using only one approach (Creswell, 2014). The mixed method also chosen preferred as it allows triangulation and cross-verification of the data and ensures the validity of the findings (Özdemir, 2017).

B. Participant

The participants in this study were students attending the Junior High School where English is taught

as a foreign language (EFL). Participants in this study were 1 pre-experimental class within 22 students in 7th grade B. The selection of the class was based on the pre-experimental research approach with one group pre-test and post-test. This design involved one group as a pre-test (O1), exposes to treatment (X), and post-test (O2).

C. Setting

Data collection in this research was carried out from 2nd – 14th november 2024 located in MTs Zumrotul Wildan Ngabul, Tahunan, Jepara.

D. Object of the Study

This study uses the object of research was in the form of Student Responses and Critical intercultural awareness which is integrated into teaching culinary and me material with the topics of traditional cuisine on Thanksgiving day and Eid al-Fitr and its culture.

E. Procedures of the Research

In this study, the procedure for collecting data through cultural intervention was adapted from Susilo's

research (2023) where Interventions in the form of video clip-assisted intercultural tasks involve four main activities: authentic input, attention, reflection, and verbal output. Before starting the research, the researcher first prepared video clips that would be watched by students, the selection of these video clips was aligned with the culinary and me material with the topics of traditional cuisine on Thanksgiving day and Eid al-fitr and its culture as well as the culture and habits of Indonesians and Americans.

Thanksgiving day is one of the major holidays in the United States of America. It is celebrated on the fourth Thursday in November and is a part of the broader holiday season together with Christmas and New Year. Thanksgiving was founded as a religious observance for members of the community to give thanks to God, a tradition that continues today in various forms. Different religious, spiritual, and secular organizations offer services and events on the weekend before, the day of, or the weekend after Thanksgiving Day. During the holiday, people typically get together with families and friends for a special meal, and many families begin the Thanksgiving

dinner by saying grace. Most government offices, businesses, schools, and other organizations are closed on Thanksgiving Day (Allan et al., 2013).

The Eid al-Fitr is a celebration marks in the end of the month when Muslims celebrate a successful Ramadan of fasting and worship. Eid al-Fitr, also known as the "Festival of Breaking the Fast", is a religious holiday celebrated by all Muslims. Eid al-Fitr marks the end of Ramadan and it falls on Shawwal which is the month that follows Ramadan on the Islamic calendar. The event represents the breaking of fasting month. Eid al-Fitr is well known for giving charity to those in need, family and friends gathering, and celebrating the accomplishment of the previous month. This chapter unpacks Eid celebrations in the context of family, family heritage and family practices (Jaffer et al., 2022).

Before entering the first and second phases, namely the authentic input and noticing phases, students were first given a pre-test sheet to know their critical intercultural awareness before getting cultural intervention. After they completed the pre-test, students were given a video clip to watch to note the sociocultural

realities they found in the clip, after that they were divided into small groups to discuss intercultural issues after watching the clip. In the reflection phase, students are asked to reflect on what they have seen together with their friends until they enter the verbal output phase where they in their respective groups are asked to come forward in each group and do presentations and questions and answers to ensure they understand what they have learned and provide opportunities for each individual to gain new insights from other groups, and in verbal output it is hoped that students can develop critical abilities towards other cultures and increase their overall critical intercultural awareness.

F. Method of Collecting Data

1. Open ended questionare

1.1 Open ended questionare for student cognitive response

To collect data on student cognitive response, forms of cognitive test thorough open ended questionare are used as a data source to collect the data of the student cognitive response domain. An

open-ended question (sometimes referred to as an open question) is a question where potential answers are not provided, and the respondent replies using their own words such questions enable a spontaneous response (Popping, 2015).

1.2 Open ended questionare for student affective response

Open ended questionare was conducted to collect data on the student affective response, by using open ended questionare to find out students' affective responses, especially in intercultural learning, it allows students to reflect deeply on their feelings and experiences. This helps them understand how cultural learning affects their emotions, attitudes, and values. For instance, students can identify feelings of confusion, interest, or discomfort when learning about different cultures, which provides insight into their affective responses. In cultural learning situations, students often have different backgrounds, experiences and values. By knowing students' affective response, researchers able to find

out their response to this diversity and better understand how students from different backgrounds respond to the cultural learning presented.

2. Pre & Post Test for students' CIA

To obtain data on students' critical intercultural awareness before and after the intervention, the data collected through pre and post tests using the Likert scale, the use of Likert scale in pre and post tests is a common practice to investigate students' critical intercultural awareness. By providing statements relevant to intercultural awareness and asking students to indicate the extent to which they agree or disagree with the statements, researchers can quickly collect data on students' level of intercultural awareness.

3. Observation

The observation was conducted to collect data on the students' conative response or student behavior in this study by using observation sheets. through observation, researchers can gain direct insight into students' conative behavior in the context of cultural

learning, and also by the use of observation allows researchers to see student behavior directly in their natural context including how when students' ask and respond to the question.

G. Instrument

1. Open ended questionare

1.1 Open ended questionare for students' cognitive responses

Cognitive test instrument used to collect data about students' cognitive response through open ended questionnare, the lattice of the instrument below is adapted on the research about student responses conducted by Novia (Nini, 2019) .

Table 3. 1 Lattice of instrument of students' cognitive response

Variable	Indicator
Students' Cognitive Response	Understanding Intercultural content in video clips
	Clarity of Study Instructions and Information

	Appropriateness of display in video clips
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*For the complete instrument, see *Appendix 1*

1.2 Open ended questionare of students' affective response

Open ended questionare used to collect the data of student affective responses through cultural intervention, the lattice of the instrument below is adapted on the research about student responses conducted by Novia (Nini, 2019) as follows.

Table 3. 2 Lattice of instrument of students' affective response

Variable	Indicator
Students' Affective Response	Motivation
	Atractiveness
	curiosity

*For the complete instrument, see *Appendix 2*

2. Pre & Post test for Students' CIA

Pre-post test questionare used to collect data about students' critical intercultural awareness. To

answer the second research question about does the incorporation of video clip-assisted intercultural tasks in the EFL classroom promote students' CIA by using pre-post test, based on the previous explanation about critical intercultural awareness stated by Byram that critical intercultural awareness as an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries. The indicator for the question items can be seen in appendix 4, adapted from the research conducted by Susilo, et.al (2023) as follows;

Table 3. 3 Lattice of instrument of students' critical intercultural awareness

Variable	Indicator
Students' Critical	Identifying and interpreting sociocultural reality
Intercultural Awareness	Analyzing and evaluating sociocultural issues from multiple perspectives
	Engaging in intercultural communication

*For the complete instrument, see *Appendix 4*

3. Observation guideline of student conative response

Observation guideline used to collect the data of student conative responses through cultural intervention, the lattice of the instrument below is adapted on the research about student responses conducted by Novia (Nini, 2019) . This guide can be seen in appendix 3

Table 3. 4 Lattice of instrument of students' conative response

Variable	Indicator
Students' Conative Response	Asking question
	Responding to the question

*For the complete instrument, see *Appendix 3*

H. Method of Analyzing Data

1. Qualitative data

The qualitative data were analyzed by following the three stages of qualitative data analysis suggested by Miles and Huberman (2014) stated in

Anindita (2017), namely Data Condensation, Data Display, and Conclusion Drawing/Verifications (Anindita, 2017).

1.1 Data Condensation

Data condensation refers to the process of selecting, simplifying, abstracting, and/or transforming data that approximates the entire part of written field notes, interview transcripts, documents, and other empirical materials. In the data reduction stage, the researcher will process the raw data by distinguishing the important data from the unimportant and labeling the important data from unimportant ones and labeling important and relevant data (Fatiani et al., 2021). Thus the condensed data will provide a clearer picture, and make it easier for researchers to collect further data, and search for it if necessary. After the data reduced, researcher will display the data.

1.2 Displaying data

Displaying data is an organized set of information that gives the possibility of drawing conclusions and taking action. According to Miles and Huberman (2014), the most commonly used to present data in qualitative research is with narrative texts. With the presentation of data, it will be easier to understand what is happening, and plan the next work based on what has been understood (Sirajuddin Saleh, 2017). The data displayed through tables to help the data be understood, so that conclusions can be made.

1.3 Conclusion

The third step in data analysis in qualitative research according to Miles and Huberman is drawing conclusions. The researcher produced conclusions based on the research topic after displaying the data. The verification and conclusion drawing steps in this study are carried out by looking back at the reduction and display of data so that the conclusion does not deviate from the analyzed data,

because in this study the conclusion drawing or verification is carried out by analyzing the findings in the field, the decisions that were drawn previously are examined and useful facts are sought to support the conclusion. Therefore, a conclusion is drawn that can be said to be a credible conclusion.

2. Quantitative data

The quantitative data collected from the questionnaires (pre and post) were analyzed by T – test through SPSS. Before the instrument given to the respondent, first the instrument was checked for validity and reliability.

2.1 Validity test

Validity comes from the word valid which means suitable, or correct. Validity is the degree of accuracy between the data that occurs in the research object and the power that can be reported by the researcher. A valid or valid instrument has high validity. Conversely, a less valid instrument means it has low validity. In research, the validity test that is usually carried out is through Pearson product-

moment correlation by correlating each item's score with the total score (Binus University, 2014).

Validity test formula

$$r_{xy} = \frac{\sum nXY - \sum X \sum Y}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

r_{xy} : Pearson's correlation coefficient between the instrument item to be used and the variable in question

X : Score of the instrument item to be used

Y : The score of all instrument items in that variable

n : Number of respondents

2.2 Reliability test

The research instruments that used should be reliable to obtain reliable data. Reliability is an instrument that is trusted enough to be used as a data collection tool because the data is good. Because this research instrument is in the form of a questionnaire and a multi-level scale, to determine the level of

reliability of the test, a one-time test method with a Cronbach Alpha (Binus University, 2014).

Reliability test formula

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

σ_t^2 = Total variance

$\sum \sigma_{bb}^2$ = Total variance of items

k = Number of question items

r_{11} = Instrument reliability coefficient

The development of students' CIA during the intervention sessions was first analyzed by normality. Then the data was measured through paired T-tests. Statistical calculations used as the basis for answering the research question of whether participating in video clip-assisted intercultural tasks helps promoting the CIA of secondary school students in Indonesia.

2.3 Normality test

After the validity and reliability of the data are ascertained, then the results of the pre-test and post-test of students are carried out the first prerequisite test, namely the normality test, the normality test is used to find out whether the data is normally distributed or not. A normal distribution is a symmetrical distribution with the mode, mean and median at the center. According to Sugiyono (2014:114) Shapiro-Wilk normality test is a test carried out to determine the random distribution of data of a small sample using a data simulation of no more than 50 samples (Ghasemi & Zahediasl, 2012). In the Shapiro Wilk normality test, if the significance value > 0.05 , then the data distribution meets the assumption of normality, and if the significance value < 0.05 , then the data distribution does not meet the assumption of normality.

Normality test formula

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

D = Coefficient test Shapiro Wilk

X n-i+1 = Number n-i+1 in the data

Xi = Number I on the data

T₃ = Shapiro Wilk statistical conversion of the normal distribution approach

2.4 T-test

The T-test used in this study is a paired sample T-test, paired sample t-test from Widiyanto's theory (2013) which reveals that paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, characterized by differences in the average before and average after treatment (Talikan et al., 2024). The requirement in the paired sample t test is normally distributed data. paired sample t test was carried out on pre-test data of pre-experimental class with post-test experimental class.

T-test formula

$$t = \frac{\bar{D}}{\left(\frac{SD}{\sqrt{N}} \right)}$$

t = Calculated t value

\bar{D} = Average of sample measurements 1 and 2

SD = Standard deviation of sample measurements 1 and 2

N = Number of samples

I. Validity of the data

In a research, it is important to check the validity of the data to ensure that the data that has been collected is truly valid and in accordance with the existing reality. In this study, the technique of checking the validity of the data uses member checking.

Member Checking is a process in which researchers verify the data that has been collected with informants or data providers. This member check aims

to ensure that the data obtained is in accordance with the information submitted by the informant (Nini, 2019).

The researcher conducts a member check by visiting the informant then showing the results of data collection after carrying out a series of research processes and then the informant is asked to pay attention to the data shown, as long as the data is shown on that occasion, there may be data agreed upon, added, reduced or rejected by the data provider. After the data is mutually agreed upon, the data giver is asked to sign evidence that a member check has been carried out so that the data that has been collected is valid and credible.

Chapter 4

Findings and Discussion

The findings and discussions in this chapter are based on the research questions written in the previous chapter. The data is obtained then collected, analyzed, and used to answer research questions. As the research design used mixed method, qualitative data obtained through open ended questionnaire, and observation were analyzed with Miles, Huberman, and Saldana's theory, where the researcher divided the data analysis method into three parts: data condensation, data display, and data conclusion. Furthermore, the quantitative data obtained through pre-experimental design (one group pre-post test) was analyzed with a paired T-test which had previously been tested for validity and reliability as well as a prerequisite test for normality test to ensure that the data obtained were normally distributed.

A. Findings

1. Student responses as they are engaged in intercultural tasks through cultural intervention

In this study, The researcher divided student responses into 3 domains obtained from different data sources, student cognitive and affective responses obtained through open ended questionnaires, and student conative responses obtained through observation.

1.1 Students' cognitive response

The cognitive domain is the domain that includes mental (brain) activities. All efforts involving brain activity are included in the cognitive domain. In this research, the cognitive response is related to students' understanding of intercultural content in video clips.

Below is the example of the data obtained regarding students' understanding intercultural content in video clips, 'A' Code stands for the students cognitive response itself, while 'A1' means the first indicator of

student cognitive response, meanwhile 'S1,S2,etc' means the students number who gave the answer.

4.1. 1 Understanding Intercultural content in video clips

Students	Students understand / students don't understand	Students' voices	Data Code
S2	Student understand	... Festive specialties in America / Indonesia.... the culture....	A1-1-S2
	Student understand	... easy to understand with videos....	A1-3-S2
S5	Student understand	... American culture, Indonesian culture, Eid food, American food...	A1-1-S5
	Student understand	... helps to understand the material...	A1-3-S5
S10	Student understand	...food..eid al fitr...	A1-1-S10
	students don't understand	...nice and interesting...	A1-3-S10

S11	Student understand	...Eid and American specialties... American culture... Indonesia	A1-1-S11
	Student understand	...more clearly understood...	A1-3-S11
S18	Student understand	...food...thanksgiving..culture..	A1-1-S18
	Student understand	...easy to understand...	A1-3-S18

Table 4.1.1 shows that all students wrote implicitly and explicitly that they understand what they are learning and are able to write down what they have learned during the cultural intervention. Based on the data above, 22 students answered what intercultural issues they learned including; typical food (1), culture (2), Indonesian culture (3), American culture (4), and thanksgiving celebration (5). And a total of 21 students wrote that they understood the intercultural content in the video clip, and 1 student did not clearly state whether or not he understood the video, so the researcher categorized it as doesn't understand.

The following are examples of students' answers regarding what they have learned and understood.

Understanding the intercultural issues in the video clip

“Yes, it is more helpful and easy to understand with videos.” (A1-3-S2)

“Yes, it is very helpful because the video is very easy to understand.” (A1-3-S18)

Not understanding the intercultural issues in the video clip

“This video is very good and interesting.” (A1-3-S10)

Explaining what intercultural issues are learned in the video clip

“About American culture, about Indonesian culture, about Eid, about Eid food, about American food.” (A1-1-S5)

“About Eid and American specialties and american culture and Indonesians.” (A1-1-S11)

In the data exposure above, students S2, & S18 wrote clearly and convincingly that they understood the intercultural issues in the video clip (A1-3-S2, & A1-3-S18) although all 21 students had written clearly that they understood the intercultural issues in the video clip, student S10 only answered that this video was very good and interesting, and did not answer specifically whether that was the reason he understood the video or indeed just wrote that the video was very good and interesting.

According to Mahadewi (2012) in Setiawan (2021) learning video media can be interpreted as media used to stimulate students' thoughts, feelings and willingness to learn through audio-visual presentation of ideas, messages and information. By watching this video, it has been seen that students in this study understand better and can even explain what they learned from the video. Students tend to understand the material better when they watch videos because this media

combines visual and audio elements that can attract their attention. Videos allow students to see real examples of the concepts being taught, so they can more easily relate the information to real experiences, this makes students understand the material better (Sappaile et al., 2024). They can also witness events that cannot be attended in person, and gain a more in-depth learning experience

In order to facilitate students to understand intercultural clips in the video, several supporting factors are needed such as obstacles in learning intercultural video clips, clarity of study instruction, and appropriateness in video clips which are included in the indicators of student cognitive responses.

In watching the video and asking students if they can understand what issues are in the video, the researcher should ask students whether there are obstacles or not while they are watching the video clip as a part of factors, below is the following data presented according to the students view of obstacles in learning intercultural content in video clip ;

Table 4.1. 2 Factors affecting the cognitive response; obstacle in learning intercultural content in video clip

Students	There is no obstacles / There is an obstacle	Students' voices	Data Code
S4	There is an obstacles	... There are ads...	A1-2-S4
S7	There is an obstaclesConfused because of using English...	A1-2-S7
S11	There is no obstacles	...No...	A1-2-S11

Based on the data above, it is known that 20 students answered that there were no obstacles while they watched the video clip, 2 students stated that there were language barriers, and 2 students stated that there were advertising barriers when they watched the video. The following is an example of students' answers regarding the obstacles when they watched the video clip.

There are no obstacles in watching the intercultural issues in the video clip

“There are no obstacles.” (A1-2-S11)

There are obstacles in watching the intercultural issues in the video clip

“I was a little confused because it was in English.” (A1-2-S7)

“Because there is an advertisement.” (A1-2-S4)

In the data exposure above, students S11 wrote confidently that they did not encounter obstacles when watching intercultural issues through video clips (A1-2-S11), inversely proportional to the answers from S7 & S4 who wrote that they encountered obstacles when watching the video.

In addition to noticing whether or not there are obstacles when watching intercultural video clips, it is also important for teachers to provide clear instructions. The clarity of instructions delivered by the teacher is

important so that students can more easily understand the steps they need to take while watching the video, this can help students expand their understanding of the material being taught.

The following table below is the students' answers regarding the clarity of the instructions given. 'A' Code stands for the students cognitive response itself, while 'A2' means the second indicator of student cognitive response, meanwhile 'S1,S2,etc' means the students number who gave the answer.

Table 4.1. 3 Clarity of study instruction and information

Students	The study instruction is clear/ the study instruction doesn't clear	Students' voices	Data Code
S7	The study instruction is clear	..Yes... clear..easy to understand...	A2-S7
S11	The study instruction is clear	..Yes... Easy to understand..	A2-S11

S12	The study instruction is clear	..No...	A2-S12
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Table 4.1.3 shows that 21 students who answered the question both implicitly and explicitly stated that they considered the instructions given by the researcher to be clear so that they could understand what was instructed, inversely proportional to this, 1 student stated that the instructions given by the teacher were not clear. The following are examples of students' answers regarding the clarity of the instructions given by the researcher;

The instructions given are clear

“Yes, because it is clear and easy to understand.”

(A2-S7)

“Yes, it is easy to understand because it is explained well.”

(A2-S11)

The instructions given were not clear

“No.” (A2-S12)

In the data exposure above, students S7, and S11 wrote confidently that the instructions given by the researcher were clear so that they could better understand the instructions given, while S12 stated otherwise that the instructions given were not clear but the student did not provide the reason why the student wrote that the instructions given were not clear.

Giving clear instructions in a lesson is very important to pay attention to, because it could be that students do not understand the material because the instructions given are less or even unclear so it is very important to emphasize the instructions given to students, and make sure they are able to understand them and do them well. this is in line with Anggriyani (2018) in Lase (2022) who states that the problem of understanding student instructions turns out to affect student learning outcomes, so repeated emphasis on instructions is important (Lase & Tangkin, 2022).

Apart from giving clear instructions, one of the supporting factors for students' understanding intercultural in video clips is the appropriateness of display in the intercultural clips given, below are students' answers regarding the appropriateness of display in video clips. 'A' Code stands for the students cognitive response itself, while 'A3' means the third indicator of student cognitive response, meanwhile 'S1,S2,etc' means the students number who gave the answer.

Table 4.1. 4 Factors affecting the cognitive response; Appropriateness of display in video clips

Students	The video clips display already appropriates/ The video clips display doesn't appropriates	Students' voices	Data Code
S3	The video clips display already appropriates	...Appropriate. ..Just like the material given...Not demonize	A3-S3

		other cultures ...	
S7	The video clips display already appropriates	... Yes...Appropriate.....Worth it to watch	A3-S7

In table 4.1.4 based on the data in the table above, all 22 informants stated that they considered the video clip given to be appropriate for use as a medium for learning intercultural issues, various reasons were put forward by the students including; (1) in line with the material, (2) does not contain bad/negative things, (3) does not demonize other cultures. The following is an example of students' answers regarding Appropriateness of display in video clips (A3).

The display in the video clips is already appropriate

“It is appropriate, just like the material given, there is a culture, there is a typical celebration food, it is appropriate because it does not contain things that demonize other cultures.” (A3-S3)

“Yes, because the video matches what is requested, appropriate because the video explains the video politely and is worth it to watch.” (A3-S7)

Based on the exposure of student data above, students S3, and S7 harmoniously wrote that the video displayed was appropriate and appropriate to watch, where the video was appropriate to discuss the material presented, also in the video there were no things that were negative towards culture both American and Indonesian culture (S3,& S7).

1.2 Students' affective response

The affective domain is the domain related to attitudes and values. In this research, the affective dimensions of students' responses to intercultural learning media through video clips assisted task include indicators of motivation, interest and curiosity.

Below are students' answers regarding the motivation indicator in students' affective response. 'B' Code stands for the students affective response itself,

while 'B1' means the first indicator of student affective response, meanwhile 'S1,S2,etc' means the students number who gave the answer.

Table 4.1.5 students' motivation

Students	Students are motivated / students are not motivated	Students' voices	Data Code
S3	Students are motivated	...Yes...Can motivate me...	B1-S3
S9	students are not motivated	...The culture and specialties food of different countries...	B1-S9
S22	Students are motivated	...Yes... Get additional useful knowledge...	B1-S22

In table 4.1.5 regarding indicator 1, namely motivation, a total of 21 informants answered that the video clips shown motivated them to learn culture in order to; (1) gain more knowledge, (2) they can go abroad, (3) know how to communicate with other

people, and so on. The following is an example of students' answers regarding the motivation aspect;

Motivating them to study harder

“Yes, because I got knowledge from America that can motivate me to go there.” (B1-S3).

“Yes, because in order to get additional useful knowledg.e” (B1-S22)

Does not motivate them to learn more

“Because of the culture and specialties of different countries.” (B1-S9)

Based on the examples of students' answers above, student S22 agreed that the video clips they watched could motivate them because by watching the videos they could gain knowledge, supported by the answers from S3 who stated that by watching the videos they became motivated to study harder so that they could travel abroad and communicate with people from other cultures in the country. Unmotivated answers were

collected from student S9 who did not directly state whether he felt motivated or not, but still gave a positive answer.

The second indicator is attractiveness, which shows whether the learning that has been done can attract students to follow it. The following are the results of students' answers regarding their interest in watching the video that has been given. 'B' Code stands for the students affective response itself, while 'B2' means the second indicator of student affective response, meanwhile 'S1,S2,etc' means the students number who gave the answer.

Table 4.1. 6 Students' attractiveness

Students	Students are attracted / students are not attracted	Students' voices	Data Code
S3	students are attracted	..Yes...Intere sting	B2-S3

		animation to see...	
S5	students are attracted	...Yes...The video is exciting...There is a story so it's not boring	B2-S5
S9	students are attracted	...Because it fits the material...	B2-S9

In table 4.1.6 regarding the second indicator in students' affective response, namely attractiveness, 22 students answered that they were all interested when watching the intercultural video clip shown, some of the things that made them interested included; (1) the video shown had animation, (2) the video shown had story content, (3) the video shown was in accordance with the material, the following are examples of student answers;

The video that is watched makes students attracted

“Yes, because there are interesting animation to see.”

(B2 - S3)

“Yes, because the video is exciting, there is a story so you its not boring.” (B2 - S5)

“Because it is in fits with the material.” (B2 - S9)

In the exposure of examples of students answers, students S3 agreed that they were interested in watching the video clip because there were cartoons / animations so that they were interested in watching and did not feel bored in line with the answers put forward by S5. in addition, S9 revealed the reason he was interested in watching the video because the video shown was in accordance with the material provided.

The third or last indicator in the student affective response is curiously, the table below shows the results obtained from the students' answers regarding their curiosity after doing cultural learning through the video clips provided. ‘B’ Code stands for the students affective response itself, while ‘B3’ means the third indicator of student affective response, meanwhile ‘S1,S2,etc’ means the students number who gave the answer.

Table 4.1. 7 Students' curiosity

Students	students are curious / students are not curious	Students' voices	Data Code
S5	students are curious	...Yes...Makes me want to know...	B3-S5
S9	students are not curious	...No...	B3-S9
S18	students are curious	...Yes...I am curious to know how...	B3-S18

In table 4.1.7 regarding the curiosuty indicator, there are a variety of answers given by students who give positive answers that they are curious in watching the video clip, including; (1) students want to know other cultures, (2) students want to try dishes from different countries and cultures, (3) students want to know how Americans communicate, (4) students want to know because this is a new thing for them that they did not know before. However, besides stating that they are curious in watching video clips, there are some students who state that they are not curious in watching video clips, here are examples of student answers;

Students' are curious in watching video clips

“Yes, because it makes me want to know other people's cultures.” (B3-S5)

“Yes, I'm curious to know how Indonesian and American people communicate.” (B3-S18)

Students' are not curious in watching video clips

“No, because I don't really like dishes.” (B3-S9)

Based on the examples of student answers above, there are many reasons why students are curious in watching the video clip, including because they want to know the culture. However, in contrast , student S9 stated that he was not interested in the video clip because he did not really like the dish (S9).

1.3 Students' conative response

The conative dimension or tendency to act (behave) in a person is related to the attitude object. In this research, the conative dimension response aims to find out the behavioral tendencies of students who have

carried out intercultural learning media learning activities through video clips assisted tasks. The conative dimension consists of indicators of asking and responding to questions.

The table below shows the few results of observations of students' courage in groups to ask questions to other groups conducted during presentation sessions during learning. 'G' Code stands for the students' conative response itself, while 'G1' means the first indicator of student conative response, meanwhile 'G1,G2,etc' means the student groups number, if the 'G' code is located in the middle then it is the code of the group that asked the question, and the 'G' code located at the end is the group that was subjected to the question.

Table 4.1. 8 Students' courage in asking question

Group	Students group are courage and the question related to the material / students group	Students' voices	Data Code

	are courage but the question is not related to the material		
G1	Students group are courage and the question related to the material	...What are the typical American cultures?...	C1-G1-G4
G4	students group are courage but the question is not related to the material	...Who is the discoverer of the American continent?	C1-G4-G2
G5	Students group are courage and the question related to the material	...The difference between Indonesian and American culture?	C1-G5-G3

In table 4.1.8 regarding the indicator of students' courage in asking questions, each of the existing groups each dared to ask something to the other groups who were presenting, they conveyed various kinds of questions to the presenter, from the 9 questions raised, 1 of them was not related to the material, the question was conveyed by group 4 who asked group 2 about the

discoverer of the american continent “who discovered the american continent?” (C1-G4-G2). All the questions raised have fulfilled the first indicator of students' conative responses although not all the questions are in accordance with the material provided.

In the indicator of student conative response, in addition to seeing the courage of students to ask questions, it also observes the courage of students in the group to respond to questions shown to their group during the presentation, the table below shows the answers of each group of students who get questions from other groups. 'G' Code stands for the students' conative response itself, while 'G2' means the second indicator of student conative response, meanwhile 'G1,G2,etc' means the student groups number, if the 'G' code is located in the middle then it is the code of the group that answered the question, and the 'G' code located at the end is the group that asked the question.

Table 4.1. 9 Students' responding to the question

Group	Students group dare to respond the question and the answer able to help promote students' CIA/ Students group dare to respond the question and the answer not able to help promote students' CIA	Students' voices	Data Code
G3	Students group dare to respond the question and the answer able to help promote students' CIA	Indonesian people don't look at their eyes, Americans do.	C2-G3-G5
G4	Students group dare to respond the question and the answer able to	On time, shake hands firmly.	C2-G4-G1

	help promote students' CIA		
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In table 4.1.9 regarding the indicator of students' courage in responding to questions raised by each group when presenting, of the 9 questions asked (can be seen in the appendix) only 8 questions can be answered by the group that gets the question, 1 question raised by group 4 to group 2 regarding the discoverer of the American continent (C1-G4-G2), was not able to be answered by group 2 directly, so at that time it was the teacher who help provided the answer.

In addition, in the 8 questions that were able to be answered by each group concerned, not only able to answer the questions given, the answers given can also help promote students critical intercultural awareness. For example, in the question answered by group 2 responding to group 1's question asking about how Americans speak, group 1 responded that Americans speak by Looking at his eyes, formal and casual when talking, with these answers will help to promote

intercultural awareness and provision for students if they one day on another occasion meet and talk with people from various cultures, especially American.

One of the assessments of the learning process is to see the extent of student activeness in participating in the teaching and learning process. Nana Sudjana (2004) in Wibowo (2016) states that student activeness can be seen in various ways, one of which is paying attention (visual activities), listening, discussing, also asking and answering questions(Wibowo, 2016). Thus, students' courage in asking and answering questions can improve mastery of the material because it can help students become more active and critical learners, so it is hoped that the learning that has been received can increase their understanding of culture and critical inetcultural awareness is getting better.

2. Students critical intercultural awareness

2.1 Validity test

Validity is a measure that shows the validity of an instrument. According to Arikunto (1995) in the textbook, the research method reveals that Validity is a state that describes the level of the instrument concerned that is able to measure what will be measured. The criteria for whether a test is valid or not is determined by the number of validity of each question. In this study, the type of validity test used is a pearson product moment correlation validity test with a significant value of 5% or $\alpha = 0.05$. In the validity test, an instrument is said to be valid if it has $r_{count} > r_{table}$. The validity of the instrument can be proven by several evidences, including in terms of content, in terms of construction, and in terms of criteria. In this study, for the validity of the content or content adapts the existing instruments and has been validated by experts from the research conducted by Susilo, et al., then the existing instruments are consulted with the teacher for judgment.

Furthermore, the validity test was carried out to 22 8th-grade students at the same research location, the reason for sampling the validity test of this instrument was based on Notoatmodjo (2018), the number of respondents for the trial was at least 20 people in order to obtain a distribution of measurement results close to normal.

Validity test formula

$$r_{xy} = \frac{\Sigma nXY - \Sigma X \Sigma Y}{\sqrt{(n \Sigma X^2 - (\Sigma X)^2)(n \Sigma Y^2 - (\Sigma Y)^2)}}$$

r_{xy} : Pearson's correlation coefficient between the instrument item to be used and the variable in question

X : Score of the instrument item to be used

Y : The score of all instrument items in that variable

n : Number of respondents

In this study, the validity test used is a validity test with the Pearson product moment correlation technique using IBM SPSS Statistic version 26 as a tool

to conduct validity tests. The result can be seen on appendix.

To obtain the R value of the table, the DF (degree of freedom) value is calculated with the formula ($df = n - 2$), because the value n is 20, the degree df is obtained at 20 with the R of the table of 0.359. Because the $R_{count} > R_{table}$ and it is obtained that the R of the table is 0.359, the value of the R count less than the R of the table is declared invalid. Based on the data above, items no. 7, 9, 10, 11, 12, 13, 22, 23, 26, 35 totaling 10 items do not meet the validity requirements, then the item item is discarded or not used, so that the final instrument uses only 25 valid items.

2.2 Reliability test

Reliability according to Sugiharto and Situnjak states that reliability refers to an understanding that the instruments used in research to obtain information used can be trusted as data collection tools and are able to reveal actual information in the field. The reliability test is used to determine the level of stability of an instrument

question in measuring the variable under study. The high and low reliability, empirically indicated by a number called the reliability coefficient value. In this study using Cronbach's Alpha value to test the reliability of the instrument used.

Reliability test formula

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

σ_t^2 = Total variance

$\sum \sigma_{bb}^2$ = Total variance of items

k = Number of question items

r_{11} = Instrument reliability coefficient

Similar with the validity test, in conducting the reliability test the researcher was assisted by using IBM SPSS Statistic version 26. Below are the results of the reliability test conducted.

Table 4.2. 1 result of reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.739	26

Based on the data above, the reliability value of the cronbach alpha obtained is 0.739. The results of the reliability test are said to be reliable if they give a Cronbach alpha value of > 0.60 , because the results of the reliability value are 0.739, then the instrument can be said reliable to use.

2.3 Pre-test result of students intercultural awareness

Before the cultural intervention, students were first given a pre-test sheet to determine the students' critical intercultural awareness before getting the cultural intervention. The table below is the results of the student pre-test.

Table 4.2. 2 Pre Test result of students' critical intercultural awareness

No	Pretest result
1	68
2	75
3	81
4	75
5	80
6	77
7	78
8	80
9	78
10	74
11	75
12	77
13	79
14	77
15	78
16	70
17	74
18	76
19	71
20	72
21	75
22	75
Amount	1665
Mean	75,68

Std. deviation	3,329
Min / max	68 / 81

The results of student selection obtained from the Likert scale are then based on the educational methodology book in the score to make it easier to calculate the data on the SPSS (Strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree = 5) Based on the exposure to the data above, it shows that the average pre-test result of 22 students is 75.68 with a minimum score of 68 and a maximum score of 81.

2.4 Post-test result of students' critical intercultural awareness

After students get cultural intervention in learning, then students are given the same questionnaire sheet as a post test after students get cultural intervention, the table below is the results of the student post-test.

Table 4.2. 3 Post-Test Result of Students' critical intercultural awareness

No	Posttest result
1	91
2	88
3	94
4	97
5	91
6	91
7	86
8	91
9	93
10	97
11	95
12	98
13	98
14	91
15	95
16	83
17	90
18	86
19	88
20	96
21	89
22	86
Amount	2014
Mean	91,55

Std. deviation	4,339
Min / max	83 / 98

Based on the exposure to the student post test data above, it can be seen that there is a data increase in the results of the student post test compared to the previous pre test results where the average score of students is 91.55 with a minimum score of 83 and a maximum score of 98.

2.5 Normality test

The normality test was carried out to find out whether the collected data was normally distributed or not. In this study, the normality test was carried out using the shapiro-wilk type, the use of this type of normality test was because the number of respondents was less than <50.

Normality test formula

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

D = Coefficient test Shapiro Wilk

X n-i+1 = The n-i+1th number in the data

Xi = 1st number in the data

T3 = statistical conversion of Shapiro Wilk normal distribution approach

Table 4.2. 4 Result of the normality test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti		Sig.	Statisti		Sig.
	c	df		c	df	
Pretest	.146	22	.200*	.959	22	.469
Posttest	.141	22	.200*	.954	22	.374

2.6 T-Test

To see whether students' CIA promoted after they got intervention, known using paired sample T-tests with the formula;

$$t = \frac{\bar{D}}{\left(\frac{SD}{\sqrt{N}} \right)}$$

t = Calculated t value

\bar{D} = Average of sample measurements 1 and 2

SD = Standard deviation of sample measurements 1 and 2

N = Number of samples

Table 4.2. 5 Result of paired sample T-test

Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference				Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean		Lower	Upper	t	df	

P	Pretest	-	4.704	1.003	-	-	-	21	.000
air	-	15.			17.94	13.77	15.		
1	Postte	86			9	8	81		
	st	4					9		

Based on the data from the paired t test results above, the significance value is 0.000. In the paired t test rules, it is known that if the significance value is <0.05 , the results obtained are considered to have a difference from before the intervention and after the intervention. So that because the significance value obtained is 0.000 <0.05 , it is concluded that there is good progress in students critical intercultural awareness after the intervention.

B. Discussion

In this sub-section discusses the research results that have been in point A (findings) both regarding student responses and also their critical intercultural awareness during the research, this section discusses further examining the analysis of research results that have been

presented in findings, where data regarding student responses have been analyzed using the theory of miles, huberman and saldana (2014) and investigate whether students are promoted after receiving cultural interventions through paired sample t-test from Widiyanto's theory (2013) which reveals that paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, characterized by differences in the average before and average after treatment. Further discussion of the research question discussed below;

1. Students responses as they engage in the intercultural task

Student responses as stated in the previous chapter are divided into three domains, namely student cognitive response, student affective response, and student conative response. Each of these domains has its own indicators, all of which have been researched and written down the results in the finding points.

In the first domain, namely student cognitive response, there are three indicators; Understanding Intercultural content in video clips, Clarity of Study Instructions and Information, and Appropriateness of display in video clips. Overall each indicator raises relatively positive results regarding students' cognitive response, further on the first indicator of students' cognitive response appears strongly in the first and third questions, regarding whether they understand the content of the intercultural video given, and if students claim to understand then students can also mention what they have learned from the video.

Furthermore, when students were asked about what they learned from the video, the results showed that 100% (22) students were able to write down what they learned from the video given. Due to the acquisition of these results it can be concluded that the majority of students in this study are able to understand well what they have learned from the video, and with the help of suitable video also help to increase student interest and learning outcomes (Chuzaifah et al., 2021),

The learning they get is integrated in the first two phases of cultural intervention namely authentic input and noticing, at the authentic input stage students are asked to watch the video , in this activity that students watch and understand the video presented, in this phase students are free to understand it visually / audiovisually or they need to take a note important things to be understood, through this effort, and proven by the answers they put forward in the findings point that students managed to understand and explain what they got from the video well, this can be aligned with the input hypothesis put forward by Krashen (1985) that a second language is acquired through understanding the content of the message or receiving comprehensible input (Amanah, 2017).

The second language was modified to focus on a new intercultural understanding gained from the video, so it was concluded that the concept of comprehensible input remains relevant, as effective learning occurs when new material is delivered in a form that students can digest. The input provided should also be slightly higher than the students' current ability (Amanah, 2017), by introducing

new knowledge that they have not learned before, by understanding and processing the information, students can gain new knowledge.

Furthermore, in the noticing phase, which runs concurrently with the authentic input phase, students while watching the video can express their opinions about things that feel unique spontaneously and simply to be able to compare with what they usually encounter in real life so that they become more understanding, this can be based on noticing hypothesis by Schmidt (1994) yang defines noticing as the registration of the occurrence of a stimulus event in conscious awareness and its subsequent storage in long-term memory (Leow, 2019). The definition in this study means that students realize and remember information about what they have got in the video simply.

In achieving good understanding students must be bridged with clear instructions (Raimuna & Yanto, 2024), With the provision of clear instructions, it also helps teachers to be able to manage their classes more

effectively and efficiently, this is represented in the second indicator regarding the clarity of study instruction, the results that have been presented previously clearly answer that 95% (21) of students stated that the instructions given by the teacher were clear so that it helped them in understanding the intercultural video provided.

On the third indicator in the student cognitive domain, the results obtained that 100% (22) of students stated that the video chosen was appropriate, both in terms of the material provided and the content of the video which did not demonize other cultures, the suitability of the display is very important to pay attention to so that students who learn will not become bored, suitability in video display in this study has relatively the same results as the research conducted by Satia (2023) which in his research concluded that video clips are generally very preferred by students as a teaching tool because of the combination of interesting visuals and sound (Satia et al., 2023).

In the second domain, namely students affective response, the affective response can be understood as a response that shows the subjective emotional dimension of individuals towards behavioral objects, whether positive (feelings of pleasure) or negative (feelings of displeasure). According to mangei (2021) this domain includes aspects of behavior such as feelings, interests, emotions, and values (Mangei et al., 2021). In this domain there are 3 indicators, namely Motivation, Attractiveness and Curiosity. Each of them got the result that in the motivation indicator, 95% (21) stated clearly that they felt motivated after watching the intercultural video clip. Many variant answers emerged, including that they were motivated because they could add new knowledge, new culture, and so on as stated in the findings point. With strong motivation in students, it will be seen in the process of learning activities, where students will feel enthusiastic in every lesson they do, this will later appear in the conative dimension.

In the attractiveness indicator, students expressed that they felt interested in cultural learning through videos,

this is because in learning, researchers who also act as teachers provide new experiences for them where learning material is integrated with culture, students also expressed the reason for their interest; because there were pictures, animations, cartoons which increased their sense of interest. This is in line with Nugraha's (2013) statement in Mangei (2021) that students' motivation in taking lessons increases because learning media is able to attract students' attention. through the presentation of communicative material, including images, animations and videos (Mangei et al., 2021).

In the curiosities indicator, students stated clearly that they were curious in studying the material through video clips, the curiosity indicator is closely related to the attractiveness indicator because if students feel interested then they will feel intrigued to want to know more about what is interesting to them (Nugraha et al., 2013), therefore, teachers always stimulate students' curiosity through various animations and videos displayed during the activity. So the choice of critical intercultural awareness learning through videos is appropriate for

integrating cultural learning, this video approach is very effective in preventing student boredom when discussing certain material (Mangei et al., 2021).

In the last domain of student responses, namely student conative responses, the conative dimension or the tendency to act (behave) of a person is related to the object of attitude. A person's behavior in certain situations and when confronted with certain stimuli is largely determined by his or her beliefs and feelings about the stimulus (Mangei et al., 2021). In short, this domain is related to tendencies to behave in a person. In this research, responses from the conative dimension aim to determine the behavior of students who have participated in learning activities using intercultural video clip. The conative dimension includes indicators of asking question and responding to questions.

Indicators of asking and responding to the questions are included in the verbal output phase, where students are facilitated by the teacher to make simple presentations about what they have previously discussed

in the reflection phase with their group friends. Broadly speaking, in the conative domain, students have succeeded in cultivating positive behavior by daring to ask and respond to questions, this is in line with the statement of Puspitasari & Widiyanto (2016) in Mangei (2021) which states that the use of learning media can increase student activity which is marked by many students who actively ask questions and dare to express their opinions/answers.

For all of the result in this research, through cultural intervention in various research focuses, through cultural intervention the results show that knowledge and behavior have increased (Rost et al., 2023). This can be used as one way to teach cultural learning to EFL students to maximize the results.

2. Student critical intercultural awareness

The aim of this research is to investigate whether through video clip-assisted tasks able to promote students' critical intercultural awareness. To determine this, a pre-test was conducted to measure the average awareness level of students at the beginning of the study.

Prior to the intervention, students completed a questionnaire (pre-test) and then followed the intervention for three meetings in cultural learning integrated with culinary and me material as explained in Chapter 3. After the learning intervention, they filled out the same questionnaire as a post-test. This study uses paired T-tests to determine the differences in averages scores before and after the intervention. This shows that using video clip-assisted task helps students promote their CIA, this result is in accordance with the research findings of Susilo et al where using video clips can promote the CIA of 50 undergraduate university students.

Using video clips-assisted task in cultural learning can help them recognize the issues or values contained in the clip by considering multiple perspectives. In addition, according to Susilo (2023), intercultural tasks provide them with new input, strengthen pre-existing intercultural knowledge, and increase their understanding of culture (Susilo et al., 2023). This can be seen in item question number 1 regarding their knowledge of culture in Indonesia and America, in item number 1 in the pre test,

they got an average of 2.5 and in the post test they got an average of 4.3. This implicitly shows that they gain additional intercultural knowledge after watching video clips and carrying out intercultural tasks. In other items such as item question number 3 regarding their views on intercultural people who have their own way of conveying their opinions, in the pre-test this item received The average score was 2.8, while the post test received an average score of 3.7, this result shows that students understand that each intercultural individual has their own way of expressing their own thoughts.

CHAPTER 5

Conclusion and Suggestion

A. Conclusion

Research on promoting students' intercultural critical awareness through video clip-assisted assignments has yielded good results. The tasks proved successful in improving students' intercultural knowledge and attitudes, which contributed to their overall intercultural competence.

First, by using video clip-assisted task, it can be used as one of the media from several existing media in previous studies, can help promote students critical intercultural awareness. Through the knowledge and comparison of different cultures between Indonesian and American cultures facilitated by the video viewing activity, students gain a deeper understanding of diverse cultures, in this case, American culture. The audio-visual medium provided by the video enabled students to help them understand the nuances and complexities of intercultural interactions.

Second, the first point above is reinforced by student responses in all three domains where all of them get positive results, both from the cognitive domain which shows student understanding, in the affective domain which includes student attitudes, and interests, in the conative domain regarding student behavior, all of which provide majority results in the good direction. This is a reinforcement for the active practice of critical intercultural awareness in learning in English classes so that future generations are generations that are able to have an understanding of good critical intercultural awareness.

In conclusion, this study emphasizes the importance of innovative cultural learning, such as video clip-assisted task in promoting students' intercultural critical awareness. By fostering critical intercultural awareness, it is hoped to develop an environment of mutual respect between different individuals and cultures whether in a small setting such as a classroom or a large setting such as a community as well as throughout the interconnected and diverse world.

B. Limitation

This study has limitations, including the type of research used is pre experimental research which has shortcomings where pre-experimental research only measures the subject group at one point in time before and after the intervention, this study has not measured changes over a longer period of time. Then in this pre experimental research there is no control group or comparison group, so pre-experimental research cannot compare the results of the intervention with the results that might have occurred if there was no intervention.

In addition, this study also only used 1 type of intervention, namely through video clip-assisted tasks, and only used 2 limited cultures to be studied, so the results obtained may not be generalizable to a wider context.

In addition, in this study there are shortcomings where it has not used observer triangulation as a source of data validity for observation data, so that it is feared that there is bias in the research results.

C. Suggestion

Based on the findings and conclusions of this research on video clip-assisted task through cultural intervention to promote students critical intercultural awareness, several suggestions can be made for future research in this area.

First, conducting a longitudinal study within the use of full experimental treatment would be beneficial to explore the long-term effects of the intervention on students' critical intercultural awareness. also doing so with a variety of different media such as photos, interactive platforms, or even Augmented reality / virtual reality can provide important and valuable perspectives on their ability to promote intercultural education and awareness.

Second, it would be beneficial to extend the research beyond single-culture contexts, and to integrate more than just one or two cultures in learning. As well as by conducting direct encounters with intercultural people so that the understanding of critical intercultural awareness will be more comprehensive.

Third, further research should be use meta-observation (observer triangulation) as a validity technique for observation data, therefore further research is expected to prepare everything in detail so that the results obtained are better.

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APPENDICES

Appendix 1

Research permission letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 4658/Un.10.3/KM.00.11/10/2024

Semarang, 24 Oktober 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.

**Kepala Madrasah MTs Zumrotul Wildan
di Jepara**

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Niswatin Fiiliyah
NIM : 2103046076
Semester : 7 (Tujuh)

Judul Skripsi : Video Clip-assisted Task through Cultural Intervention to Promote
Students' Critical Intercultural Awareness
Dosen Pembimbing: Dr. Siti Tarwiyah SS., M.Hum

untuk melakukan penelitian/riset di MTs Zumrotul Wildan yang Bapak/Ibu pimpin. Schubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dengan dukungan tema/judul sebagaimana tersebut diatas, yang dilaksanakan selama kurang lebih 13 hari, mulai dari tanggal 2 November 2024 sampai dengan tanggal 14 November 2024, dan data dari riset tersebut diharapkan dapat menjadi bahan kajian (analisis) bagi mahasiswa kami.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

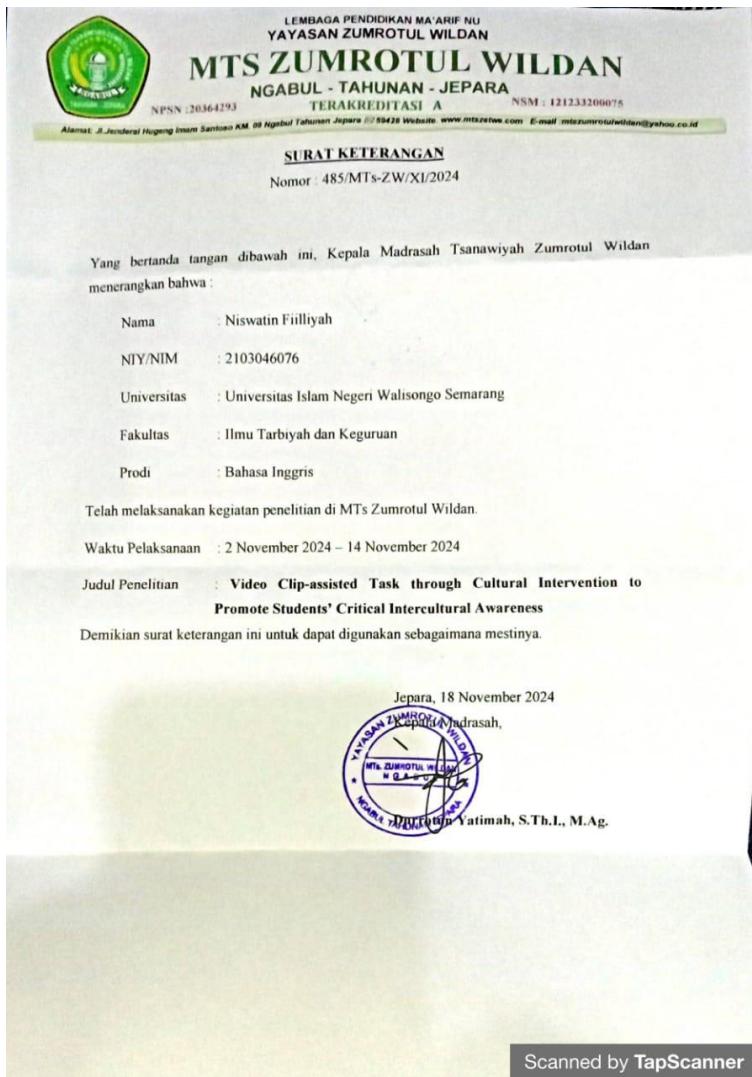
Wassalamu'alaikum Wr.Wb.



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2

Letter of completion of research



Appendix 3

Instrument for students cognitive responses

No	Indicator of student cognitive response	Items of instrument	Answer
1	Understanding Intercultural content in video clips	<p>What intercultural issues did you learn from the video? (examples of intercultural issues on Thanksgiving and Eid al-Fitr celebrations: food served, meaning of celebrations, activities carried out, etc.)</p> <p>Isu antarbudaya apa yang kamu pelajari dari video tersebut? (contoh isu antar budaya pada hari Syukur dan perayaan Idul Fitri: makanan yang disajikan, makna perayaan,</p>	

		kegiatan yang dilakukan, dll.)	
2		<p>What obstacles did you encounter when learning about intercultural issues from the videos you watched?</p> <p>Kendala apa yang kamu temui saat belajar tentang isu antarbudaya dari video yang Anda tonton?</p>	
3		<p>What do you think after watching the video about the culture and typical dishes of thanksgiving and Eid, do you feel that watching the video helps to understand the material? Why?</p> <p>Bagaimana menurut kamu setelah menonton video tentang budaya dan hidangan khas thanksgiving dan idul fitri, Apakah Anda merasa dengan menonton</p>	

		video membantu untuk memahami materi? Mengapa?	
4	Clarity of Study Instructions and Information	<p>Are the study instructions provided by the teacher easy to understand? Why?</p> <p>Apakah petunjuk belajar yang diberikan oleh guru mudah dipahami? Mengapa?</p>	
5	Appropriateness of display in video clips	<p>What do you think about the video display? Do you think it is appropriate for the material provided? Give your reasons!</p> <p>Bagaimana pendapat kamu tentang tampilan video? Apakah menurutmu sudah sesuai dengan materi yang diberikan? Berikan alasanmu!</p>	

6		<p>Do you think the selected videos are appropriate/inappropriate for learning about the culture of dishes and customs in thanksgiving day and Eid celebration?</p> <p>Apakah menurut Anda video yang dipilih sudah pantas/tidak pantas untuk dipelajari tentang budaya hidangan dan kebiasaan di perayaan thanksgiving day dan idul fitri?</p>	
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Appendix 4

Instrument of students affective response

No	Indicator	Items of guideline	Student reflectio n
1	Motivation	<p>1. Does this intercultural video clip motivate you to learn about the celebratory dishes of Thanksgiving and Eid al-Fitr and American and Indonesian communication habits? Why?</p> <p>2. Apakah video klip antarbudaya ini memotivasi Anda untuk belajar tentang budaya hidangan khas dalam perayaan Thanksgiving dan Idul Fitri serta kebiasaan orang Amerika dan Indonesia dalam berkomunikasi? Mengapa?</p>	

2	Attractiveness	<p>1. Is the cultural content you watch through video clips attractive/interesting to watch? Why?</p> <p>2. Apakah konten budaya yang anda tonton melalui video klip menarik untuk dilihat? Mengapa?</p>	
3	Curiosity	<p>1. Does learning about the cultures of the United States and Indonesia through videos increase your curiosity to learn about celebratory dishes and habits of Americans and Indonesians in communication?</p> <p>2. Apakah dengan belajar budaya antar negara amerika dan indonesia melalui video dapat menambah rasa ingin tahu anda untuk</p>	

		mempelajari hidangan khas perayaan serta kebiasaan orang Amerika dan Indonesia dalam berkomunikasi?	
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Appendix 5

Observation guideline for students conative responses

No	Indicator of Conative response	Items of Observation	Yes	No	Notes
1.	Asking Question	<ul style="list-style-type: none">- Do students dare to ask a question?- Is the students question related to the intercultural issue that has been studied?			
2.	Responding to the question	<ul style="list-style-type: none">- Do students dare to respond to the question?- Is the student answer able to promote the student intercultural awareness?			

Appendix 6

Pre-Post test questionnare for students Critical Intercultural Awareness (CIA)

1. Before validation test

Pertanyaan	STS	TS	N	S	SS
I think I have enough knowledge about the culture in Indonesia and the culture in America. (Example: Culture about special foods, Culture about holiday celebrations, Culture about the customs of the people in that country)					
2. My knowledge of my culture affects how I perceive myself and others (Example: by knowing knowledge about my own culture, I can respect myself and others more and understand the cultural values of others better.).					
3. People from different countries and cultures have					

<p>different ways of conveying their thoughts. .</p> <p>(Example: In expressing their thoughts, Indonesians tend to use more subtle language, while Americans may be more open and direct in expressing their opinions without paying much attention to subtleties or subtleties in speaking)</p>					
<p>4. It's exciting to have friends from different cultural backgrounds and countries.</p>					
<p>5. We need to understand other cultures in order to communicate well with people from those cultures.</p> <p>(Example: When talking to American friends about Thanksgiving, I understand that roast turkey is an important meal for them, and they usually eat it with the extended family. If I didn't understand this, I might think of it as just another dinner. In contrast, my friend</p>					

<p>learned that ketupat and opor ayam are a typical part of Eid. By understanding each other, our communication will be better.)</p>					
<p>6. Communication with others occurs both verbally and non-verbally.</p> <p>(Example: Verbal communication is communication that uses words, both spoken and written, to convey a message. Examples of verbal communication are speaking, writing, and discussing.</p> <p>Non-verbal communication is communication that uses body language, facial expressions, hand gestures, and tone of voice to convey a message without using words. Examples of non-verbal communication are smiles, nods, eye contact, and hand gestures).</p>					

7. In my opinion, understanding body language is important in communicating between cultures.					
8. In my opinion, intonation/tone of speech is very important in communication, and every culture has differences in this regard. (Example: In America, people tend to speak in a direct and expressive tone. When they give an opinion or convey an idea, a firm and confident tone of voice is considered a sign of honesty and openness, In Indonesia, when talking to people who are older or have a higher position, people tend to use a softer and polite tone.).					
9. I think every culture has a taboo topic to discuss.					
10. I think people in Eastern countries are more polite than people in Western countries.					

11. I think Western culture is more advanced than Eastern culture.					
12. The English accent (British) is more widely accepted than the American accent. (Example: British Accent Movie: Harry Potter America's Accent: Toy Story)					
13. In my opinion, the teaching ability of native English teachers from English-speaking countries is considered better than that of English teachers from other countries (Example of Teacher from Another Country = English Teacher from Indonesia)					
14. I think Indonesian people appreciate their local culture more than Western people who appreciate their local culture. (Example: In Indonesia, people highly value traditional foods such as ketupat, ayam opor, and					

<p>rendang, which are considered part of cultural identity and are often served on special occasions. In America, people are more open to food from different cultures, so international food like pizza and sushi are just as popular as authentic American food).</p>					
<p>15. In my opinion, learning the culture of English-speaking countries such as Australia, the United Kingdom, and the United States is better than non-English-speaking countries.</p>					
<p>16. In my opinion, one cannot say whether a culture is good or bad when compared to its own culture, including in terms of food.</p> <p>(For example, while someone may prefer rendang from Indonesia because of its flavor and tradition, it doesn't mean that hamburgers from America are any bad; each food reflects</p>					

the unique values and customs of each culture.)				
17. Having a good understanding of my culture can help me communicate with people from other cultures. (Example: Andi is from Indonesia and is used to speaking politely to older people. One day, Andi met a new friend from Australia. There, his friends are used to speaking casually to anyone, including older people. Because Andi understands his own culture, he still speaks politely, but does not feel surprised or offended when his friend speaks more casually. This makes it easier for Andi and his friends to communicate without misunderstanding)				
18. I think having a good understanding of other cultures will make me more tolerant.				
19. Intercultural encounters with international friends can				

<p>broaden my worldview, especially when I taste a variety of typical foods.</p> <p>(For example, while trying rendang from Indonesia, I learned about the richness of spices and its culinary traditions, while while enjoying hamburgers from America, I gained insight into the practical and fast way of life of the culture.)</p>					
<p>20. The more I understand other cultures, such as the typical foods in the celebrations in America and Indonesia, the more I feel able to communicate with people from different culture</p> <p>(Example : When I was talking to my American friend I learn that pumpkin pie is a signature dish that is always present at Thanksgiving. On the contrary, I explained that nastar cake and kastengel are typical foods that</p>					

<p>are often served during Eid al-Fitr in Indonesia. Understanding these food traditions helps us talk more intimately and appreciate each other's cultural differences)</p>					
<p>21. When speaking in public, I have to take into account the situation and the culture.</p> <p>(Example: If I am speaking in front of Indonesians about food, I may discuss the importance of rice as a daily staple food. However, if I am speaking in front of Americans, I might focus more on variations of bread or fast food such as the popular burger there. Tailoring food topics to the audience's culture helps them understand more easily.)</p>					
<p>22. Being open and curious about other people's viewpoints or opinions will help prevent me from misjudging them. For example, when discussing</p>					

typical foods from cultural celebrations in a country					
23. I think it is important to participate in community activities because I am part of the community, so I can get to know the culture around me. (Example: For example, by contributing to and attending local culinary festivals, I can try specialties such as ketupat, chicken opor, rendang and satay from Indonesia, as well as grilled kalkuk chicken and burgers from America. This activity not only introduced me to different types of food, but also gave me the opportunity to learn about the traditions and values behind the dish.)					
24. Cultural differences make me reluctant to travel abroad.					
25. Most Westerners are individualists.					
26. I was worried that I would not be able to practice my					

religion when I was traveling abroad.				
27. Cultural differences are not an obstacle for me in interacting with people from different cultures and countries.				
28. If I meet foreign tourists, I am willing to greet them and converse in English				
29. If I visit other countries, I try to communicate with local people.				
30. I am not comfortable talking about my own culture to others who are from different cultures or countries.				
31. If I was asked to perform traditional art for foreigners, I would gladly do so.				
32. I would feel comfortable serving as an assistant for someone from a different cultural or language background. (Example: Annisa from Indonesia helps a friend from America who has just moved to				

<p>Indonesia. He wants to try the typical food at the traditional market but doesn't know how to order it. Annisa explained several food names such as fried rice and satay. Then help him communicate with the seller. On the other hand, when Annisa visited America, she helped Annisa understand the restaurant's menu such as "sunny side eggs" or "medium rare steak". Annisa and her friend learn from each other and feel comfortable even though they come from different cultures).</p>					
<p>33. If I have the opportunity to study abroad, I will attend a group or event related to diversity (E.g. International cultural festivals).</p>					
<p>34. If I travel abroad, I am interested in seeing art exhibitions and cultural festivals</p>					

35. If I had a chance to talk to a foreigner, I would tell you about Indonesian culture.

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2. After validation test (For pre and post test)

No	Question	STS	TS	N	S	SS
1	<p>1. I think I have enough knowledge about the culture in Indonesia and the culture in America.</p> <p>(Example: Culture about special foods, Culture about holiday celebrations, Culture about the customs of the people in that country)</p>					
	<p>2. My knowledge of my culture affects how I perceive myself and others</p> <p>(Example: by knowing knowledge about my own culture, I can respect myself and others more and understand the cultural values of others better.).</p>					
	3. People from different countries and					

	<p>cultures have different ways of conveying their thoughts. .</p> <p>(Example: In expressing their thoughts, Indonesians tend to use more subtle language and show approval or rejection while Americans may be more open and direct in expressing their opinions without paying much attention to the subtlety or non-subtlety of their delivery)</p>				
	4. It's exciting to have friends from different cultural backgrounds and countries.				
	5. We need to understand other cultures in order to communicate well with people from those cultures.				

<p>(Example: When talking to American friends about Thanksgiving, I understand that roast turkey is an important meal for them, and they usually eat it with the extended family. If I didn't understand this, I might think of it as just another dinner. In contrast, my friend learned that ketupat and opor ayam are a typical part of Eid. By understanding each other, our communication will be better.)</p>					
<p>6. Communication with other people occurs both verbally and non-verbally.</p> <p>(Example: Verbal communication is communication that uses words, both</p>					

<p>spoken and written, to convey messages. Examples of verbal communication are speaking, writing and discussing.</p> <p>Non-verbal communication is communication that uses body language, facial expressions, hand movements, and tone of voice to convey messages without using words.</p> <p>Examples of non-verbal communication are smiles, nods, eye contact, and hand movements).</p>					
<p>7. In my opinion, intonation/tone of speech is very important in communication, and every culture has differences in this regard.</p>					

<p>(Example: In America, people tend to speak in a direct and expressive tone. When they give an opinion or convey an idea, a firm and confident tone of voice is considered a sign of honesty and openness. In Indonesia, when talking to someone who is older or in a position higher, people tend to use a softer, more polite tone.)</p>				
<p>8. I think Indonesians appreciate their local culture more than Westerners.</p> <p>(Example: In Indonesia, people highly value traditional foods such as ketupat, ayam opor, and rendang, which are considered part of their cultural identity and</p>				

	are often served on special occasions. In America, people are more open to foods from different cultures, so international foods like pizza and sushi are just as popular as native American foods).				
	9. In my opinion, studying the culture of native English-speaking countries such as the United States, Australia, England, is better than non-English speaking countries.				
	10. In my opinion, one cannot say whether a culture is good or bad when compared to one's own culture, including when it comes to food. (For example, although someone				

<p>may prefer rendang from Indonesia because of its taste and traditions, that does not mean that hamburgers from America are bad; each food reflects the unique values and customs of each culture.)</p>				
<p>11. Having a good understanding of culture, can help me communicate with people from other cultures.</p> <p>(Example: Andi comes from Indonesia and is used to speaking politely to older people. One day, Andi met a new friend from Australia. There, his friends were used to talking casually to anyone, including their parents. Because Andi</p>				

	understands his own culture, he still speaks politely, but does not feel surprised or offended when his friend speaks more casually. This makes it easier for Andi and his friends to communicate without misunderstandings)				
12.	having a good understanding of other cultures will make me more tolerant.				
13.	Meeting friends from various countries makes me understand the world better, especially when trying their typical foods. (For example, while trying rendang from Indonesia, I learned about its rich spices and culinary traditions, while enjoying a hamburger from				

<p>America, I gained insight into the culture's practical and fast way of life.)</p>					
<p>14. The more I understand other cultures, such as typical foods in celebrations in America and Indonesia, the more I feel I can communicate with people from different cultures</p> <p>(example: When I was talking with a friend from America, I learned that pumpkin pie is a typical dish that is always present at Thanksgiving. Instead, I explained that pineapple cake and kastengel are typical foods that are often served during Eid al-Fitr in</p>					

	Indonesia. Understanding this food tradition helps us talk more intimately and respect each other's cultural differences.)				
2	15. When speaking in public, I have to take the situation and culture into account. (Example: If I am speaking in front of Indonesians about food, I may discuss the importance of rice as a daily staple food. However, if I am speaking in front of Americans, I might focus more on variations of bread or fast food such as the popular burger there. Tailoring food topics to the audience's culture helps them				

	understand more easily.)				
	16. Cultural differences make me reluctant to travel abroad.				
	17. Most Western people are individualists (self-serving).				
	18. Cultural differences are not an obstacle for me in interacting with people from different cultures and countries.				
3	19. If I meet foreign tourists, I am <u>willing</u> to greet them and speak in English				
	20. If I visit another country, I will try to communicate with local people.				
	21. I am comfortable talking about my own culture to other people				

from different cultures or countries.					
22. If I were asked to perform traditional art for foreigners, I would be happy to do so.					
23. I feel comfortable helping someone from a different cultural or linguistic background. (Example: Annisa from Indonesia helps an American friend who just moved to Indonesia. She wants to try typical food at a traditional market but doesn't know how to order it. Annisa explains the names of several foods, such as fried rice and satay, then helps her communicate with the seller. Vice versa , when Annisa visited America, she helped					

	Annisa understand restaurant menus such as "sunny side eggs" or "medium rare steak." Annisa and her friend learned from each other and felt comfortable even though they came from different cultures.).				
	24. If I have the opportunity to study abroad, I will join groups or events related to diversity (e.g. International Cultural Festival)				
	25. If I travel abroad, I am interested in seeing art exhibitions and cultural festivals				

Pertanyaan	STS	TS	N	S	SS
<p>1. Menurut saya, saya memiliki pengetahuan yang cukup tentang budaya di Indonesia dan budaya di Amerika.</p> <p>(Contoh: Budaya tentang makanan khas, Budaya tentang perayaan hari raya, Budaya tentang adat istiadat masyarakat di negara itu)</p>					
<p>2. Pengetahuan saya tentang budaya saya mempengaruhi bagaimana saya memandang diri saya dan orang lain</p> <p>(Contoh: dengan mengetahui pengetahuan tentang budaya saya sendiri, saya dapat lebih menghormati diri sendiri dan orang lain serta memahami nilai-nilai budaya orang lain dengan lebih baik.)</p>					
<p>3. Orang-orang dari berbagai negara dan budaya memiliki cara yang berbeda untuk menyampaikan pemikiran mereka.</p>					

<p>(Contoh: Dalam mengekspresikan pikiran mereka, orang Indonesia cenderung menggunakan bahasa yang lebih halus sementara orang Amerika mungkin lebih terbuka dan langsung dalam mengungkapkan pendapat mereka tanpa terlalu memperhatikan kehalusan atau ketidakhalusan dalam berbicara)</p>					
<p>4. Sangat menyenangkan memiliki teman dari latar belakang budaya dan negara yang berbeda.</p>					
<p>5. Kita perlu memahami budaya lain agar dapat berkomunikasi dengan baik dengan orang-orang dari budaya tersebut.</p> <p>(Contoh: Saat berbicara dengan teman Amerika tentang Thanksgiving, saya memahami bahwa kalkun panggang adalah makanan penting bagi mereka, dan mereka biasanya menyantapnya bersama keluarga besar. Jika saya tidak memahami hal ini, saya mungkin menganggapnya hanya seperti makan malam biasa. Sebaliknya, teman saya belajar bahwa ketupat</p>					

<p>dan opor ayam adalah bagian khas dari Idul Fitri. Dengan saling memahami, komunikasi kami menjadi lebih baik.)</p>					
<p>6. Komunikasi dengan orang lain terjadi baik secara verbal maupun non-verbal.</p> <p>(Contoh: Komunikasi verbal adalah komunikasi yang menggunakan kata-kata, baik lisan maupun tulisan, untuk menyampaikan pesan. Contoh komunikasi verbal adalah berbicara, menulis, dan berdiskusi.</p> <p>Komunikasi non-verbal adalah komunikasi yang menggunakan bahasa tubuh, ekspresi wajah, gerakan tangan, dan nada suara untuk menyampaikan pesan tanpa menggunakan kata-kata. Contoh komunikasi non-verbal adalah senyuman, anggukan, kontak mata, dan gerakan tangan).</p>					

<p>7. Menurut saya, intonasi/nada bicara sangat penting dalam komunikasi, dan setiap budaya memiliki perbedaan dalam hal ini.</p> <p>(Contoh: Di Amerika, orang cenderung berbicara dengan nada langsung dan ekspresif. Ketika mereka memberikan pendapat atau menyampaikan ide, nada suara yang tegas dan percaya diri dianggap sebagai tanda kejujuran dan keterbukaan, Di Indonesia, ketika berbicara dengan orang yang lebih tua atau memiliki posisi yang lebih tinggi, orang cenderung menggunakan nada yang lebih lembut dan sopan.)</p>					
<p>8. Saya pikir orang Indonesia lebih menghargai budaya lokal mereka daripada orang Barat.</p> <p>(Contoh: Di Indonesia, orang sangat menghargai makanan tradisional seperti ketupat, ayam opor, dan rendang, yang dianggap sebagai bagian dari identitas budaya dan sering disajikan pada acara-acara khusus. Di Amerika, orang-orang lebih terbuka</p>					

terhadap makanan dari budaya yang berbeda, jadi makanan internasional seperti pizza dan sushi sama populernya dengan makanan asli Amerika).					
9. Menurut saya, mempelajari budaya negara asli berbahasa Inggris seperti Amerika Serikat, Australia, Inggris, lebih baik daripada negara-negara yang tidak berbahasa Inggris.					
10. Menurut pendapat saya, seseorang tidak dapat mengatakan apakah suatu budaya itu baik atau buruk jika dibandingkan dengan budayanya sendiri, termasuk dalam hal makanan. (Misalnya, meskipun seseorang mungkin lebih suka rendang dari Indonesia karena rasa dan tradisinya, itu tidak berarti bahwa hamburger dari Amerika buruk; setiap makanan mencerminkan nilai dan adat istiadat unik dari masing-masing budaya.)					
11. Memiliki pemahaman yang baik tentang budaya, dapat					

<p>membantu saya berkomunikasi dengan orang-orang dari budaya lain.</p>	<p>(Contoh: Andi berasal dari Indonesia dan terbiasa berbicara dengan sopan kepada orang yang lebih tua. Suatu hari, Andi bertemu dengan seorang teman baru dari Australia. Di sana, teman-temannya terbiasa berbicara santai kepada siapa pun, termasuk orang tua. Karena Andi memahami budayanya sendiri, ia tetap berbicara dengan sopan, tetapi tidak merasa terkejut atau tersinggung ketika temannya berbicara lebih santai. Hal ini memudahkan Andi dan teman-temannya untuk berkomunikasi tanpa kesalahpahaman)</p>				
<p>12. memiliki pemahaman yang baik tentang budaya lain akan membuat saya lebih toleran.</p>					

<p>13. Bertemu teman dari berbagai negara membuat saya lebih memahami dunia, terutama saat mencoba makanan khas mereka.</p> <p>(Misalnya, saat mencoba rendang dari Indonesia, saya belajar tentang kekayaan rempah-rempah dan tradisi kulinernya, sambil menikmati hamburger dari Amerika, saya mendapatkan wawasan tentang cara hidup budaya yang praktis dan cepat.)</p>					
<p>14. Semakin saya memahami budaya lain, seperti makanan khas dalam perayaan di Amerika dan Indonesia, semakin saya merasa dapat berkomunikasi dengan orang-orang dari budaya yang berbeda</p> <p>(contoh : Saat saya berbincang dengan teman dari Amerika, saya belajar bahwa pai labu adalah hidangan khas yang selalu ada saat Thanksgiving. Sebaliknya, saya menjelaskan bahwa kue nastar dan kastengel adalah makanan khas yang sering disajikan saat Idul Fitri di Indonesia. Memahami tradisi</p>					

<p>makanan ini membantu kami berbicara lebih akrab dan saling menghargai perbedaan budaya.)</p>					
<p>15. Saat berbicara di depan umum, saya harus memperhitungkan situasi dan budayanya.</p> <p>(Contoh: Jika saya berbicara di depan orang Indonesia tentang makanan, saya bisa membahas pentingnya nasi sebagai makanan pokok sehari-hari. Namun, jika saya berbicara di depan orang Amerika, saya mungkin lebih fokus pada variasi roti atau makanan cepat saji seperti burger yang populer di sana. Menyesuaikan topik makanan dengan budaya audiens membantu mereka lebih mudah memahami.)</p>					
<p>16. Perbedaan budaya membuat saya enggan bepergian ke luar negeri.</p>					
<p>17. Kebanyakan orang Barat adalah individualis (mementingkan dirinya sendiri).</p>					

18. Perbedaan budaya tidak menjadi penghalang bagi saya dalam berinteraksi dengan orang-orang dari budaya dan negara yang berbeda.					
19. Jika saya bertemu turis asing, saya bersedia menyapa mereka dan berbicara dalam bahasa Inggris					
20. Jika saya mengunjungi negara lain, saya akan mencoba berkomunikasi dengan orang lokal.					
21. Saya nyaman membicarakan budaya saya sendiri kepada orang lain yang berasal dari budaya atau negara yang berbeda.					
22. Jika saya diminta untuk menampilkan seni tradisional untuk orang asing, saya akan dengan senang hati melakukannya.					
23. Saya merasa nyaman membantu seseorang dari latar belakang budaya atau bahasa yang berbeda.					

<p>(Contoh: Annisa dari indonesia membantu seorang teman dari Amerika yang baru pindah ke Indonesia. Dia ingin mencoba makanan khas di pasar tradisional tetapi tidak tahu cara memesannya. Annisa menjelaskan beberapa nama makanan, seperti <i>nasi goreng</i> dan <i>sate</i>, lalu membantunya berkomunikasi dengan penjual. Sebaliknya, saat annisa berkunjung ke Amerika, dia membantu annisa memahami menu restoran seperti "sunny side eggs" atau "medium rare steak." Annisa dan temannya saling belajar dan merasa nyaman meskipun berasal dari budaya yang berbeda.).</p>					
<p>24. Jika saya memiliki kesempatan untuk belajar di luar negeri, saya akan mengikuti kelompok atau acara yang berkaitan dengan keberagaman (misalnya Festival Budaya Internasional)</p>					

25. Jika saya bepergian ke luar negeri, saya tertarik untuk melihat pameran seni dan festival budaya

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Appendix 7 Complete result of the data display from the first research question

Complete result of table 4.1.10, understanding intercultural content in video clips.

Students	Students understand / students don't understand	Students' voices	Data Code
S1	Student understand	... About typical foods in Indonesia and America...	A1-1-S1
	Student understand	... Help to gain knowledge...	A1-3-S1
S2	Student understand	... Festive specialties in America / Indonesia.... the culture....	A1-1-S2
	Student understand	... Easy to understand with videos....	A1-3-S2
S3	Student understand	... Indonesian culture, American culture, eid al-fitr specialties, thanksgiving celebration food....	A1-1-S3
	Student understand Video...Easy to understand...	A1-3-S3
S4	Student understand	... Food....Eid al-fitr...	A1-1-S4
	Student understand	... Yes...Good...	A1-3-S4
S5	Student understand	... American culture, Indonesian culture, eid	A1-1-S5

		al-fitr foods, American food...	
	Student understand	... Helps to understand the material...	A1-3-S5
S6	Student understand	... Indonesian Specialties... American culture...	A1-1-S6
	Student understand	...Helpful because there are videos to better understand the material presented...	A1-3-S6
	Student understand	... Specialties... Indonesian Specialties	A1-1-S7
S7	Student understand	...Become understand...	A1-3-S7
	Student understand	...Food...Culture...	A1-1-S8
S8	Student understand	...Easier to understand...	A1-3-S8
	Student understand	...Food...Culture...	A1-1-S9
S9	Student understand	...Easier to understand...	A1-3-S9
	Student understand	...Food...Eid al-fitr...	A1-1-S10
S10	students don't understand	...Nice and interesting...	A1-3-S10
	Student understand	...Eid al-fitr and American specialties... American and Indonesia culture...	A1-1-S11
	Student understand	...More clearly understood...	A1-3-S11

S12	Student understand	...Celebration...specialties...	A1-1-S12
	Student understand	...Helps...	A1-3-S12
S13	Student understand	...Food...Culture...	A1-1-S13
	Student understand	...Helps...	A1-3-S13
S14	Student understand	...Specialties...American and Indonesian culture...	A1-1-S14
	Student understand	...Way easier to understand the material...	A1-3-S14
S15	Student understand	...Culture of Americans and Indonesians...Specialties	A1-1-S15
	Student understand	...Easier to understand ...	A1-3-S15
S16	Student understand	...Typical...Food of Indonesian..	A1-1-S16
	Student understand	..Helps...Understand more	A1-3-S16
S17	Student understand	...Thanksgiving...Food ...	A1-1-S17
	Student understand	...We can understand...	A1-3-S17
S18	Student understand	...Food...Thanksgiving..culture..	A1-1-S18
	Student understand	...Easy to understand...	A1-3-S18
S19	Student understand	...Specialties..	A1-1-S19
	Student understand	...Get additional knowledge...	A1-3-S19

S20	Student understand	...Indonesian Specialties..	A1-1-S20
	Student understand	...Yes...	A1-3-S20
S21	Student understand	...Food...American and Indonesian culture...	A1-1-S21
	Student understand	...Better understand the material...	A1-3-S21
S22	Student understand	..Culture...	A1-1-S22
	Student understand	...Help...Know... foreign culture...	A1-3-S22

Complete result of table 4.1.11, factors affecting the cognitive response; obstacle in learning intercultural content in video clip.

Students	There is no obstacles / There is an obstacle	Students' voices	Data Code
S1	There is no obstacles	...No...	A1-2-S1
S2	There is no obstacles	...No...	A1-2-S2
S3	There is no obstacles	...No...	A1-2-S3
S4	There is an obstacles	... There are ads...	A1-2-S4
S5	There is no obstacles	...No...	A1-2-S5
S6	There is no obstacles	...No...	A1-2-S6

S7	There is an obstaclesConfused because of using English...	A1-2-S7
S8	There is no obstacles	...No...	A1-2-S8
S9	There is no obstacles	...No...	A1-2-S9
S10	There is an obstacles	...There are ads...	A1-2-S10
S11	There is no obstacles	...No...	A1-2-S11
S12	There is no obstacles	...No...	A1-2-S12
S13	There is no obstacles	...No...	A1-2-S13
S14	There is no obstacles	...No...	A1-2-S14
S15	There is no obstacles	...No...	A1-2-S15
S16	There is no obstacles	...No...	A1-2-S16
S17	There is no obstacles	...No...	A1-2-S17
S18	There is no obstacles	...No...	A1-2-S18
S19	There is an obstacles	...Language...	A1-2-S19
S20	There is no obstacles	...No...	A1-2-S20
S21	There is no obstacles	...No...	A1-2-S21
S22	There is no obstacles	...No...	A1-2-S22

Full result of table 4.1.12, factors affecting the cognitive response; clarity of study instruction and information

Students	The study instruction is clear/ the study instruction doesn't clear	Students' voices	Data Code
S1	The study instruction is clear	...Yes... Understandable...	A2-S1
S2	The study instruction is clear	...Yes.. Clear...	A2-S2
S3	The study instruction is clear	...Yes.. Clear...	A2-S3
S4	The study instruction is clear	...The task is easy...	A2-S4
S5	The study instruction is clear	...It is clear...	A2-S5
S6	The study instruction is clear	...Yes.. Clear...	A2-S6
S7	The study instruction is clear	..Yes... clear..easy to understand...	A2-S7
S8	The study instruction is clear	...Yes.. Clear...	A2-S8

S9	The study instruction is clear	...Clear	A2-S9
S10	The study instruction is clear	...Yes...	A2-S10
S11	The study instruction is clear	..Yes...Easy to understand..	A2-S11
S12	the study instruction doesn't clear	...No...	A2-S12
S13	The study instruction is clear	...Yes....	A2-S13
S14	The study instruction is clear	...Yes.. Clear...	A2-S14
S15	The study instruction is clear	...Clear...	A2-S15
S16	The study instruction is clear	...Yes.. Clear...	A2-S16
S17	The study instruction is clear	...Yes.. Clear...	A2-S17
S18	The study instruction is clear	..Yes..Easier to understand the instructions...	A2-S18
S19	The study instruction is clear	..Yes...Easy to understand...	A2-S19

S20	The study instruction is clear	...Yes.. Clear...	A2-S20
S21	The study instruction is clear	...yes..easy to understand...	A2-S21
S22	The study instruction is clear	...Yes.. Clear...	A2-S22

Complete result of table 4.1. 13 Factors affecting the cognitive response; Appropriateness of display in video clips

Students	The video clips display already appropriates/ The video clips display doesn't appropriates	Students' voices	Data Code
S1	The video clips display already appropriates	...Appropriate...In line to the material...	A3-S1
S2	The video clips display already appropriates	...Appropriate...Food and cultural material of America and Indonesia	A3-S2
S3	The video clips display	...Appropriate...Just like the material	A3-S3

	already appropriates	given...Not demonize other cultures ...	
S4	The video clips display already appropriates	...Yes...Appropriate	A3-S4
S5	The video clips display already appropriates	...Yes...The video is appropriate.....Contain s no bad elements...	A3-S5
S6	The video clips display already appropriates	...Appropriate...Does not contain inappropriate things...	A3-S6
S7	The video clips display already appropriates	...Yes...Appropriate.....Worth it to watch	A3-S7
S8	The video clips display already appropriates	Already appropriate...Contains nothing bad	A3-S8
S9	The video clips display already appropriates	...Already appropriate...	A3-S9
S10	The video clips display already appropriates	...Appropriate..	A3-S10
S11	The video clips display already appropriates	..Yes, appropriate...Not demonizing other cultures...	A3-S11

S12	The video clips display already appropriates	...Yes...It is appropriate...	A3-S12
S13	The video clips display already appropriatesThe video is appropriate...	A3-S13
S14	The video clips display already appropriates	..Appropriate...Does not demonize culture...	A3-S14
S15	The video clips display already appropriates	...The video is appropriate...Does not contain negative elements...	A3-S15
S16	The video clips display already appropriates	...Is appropriate...Does not contain negative elements..	A3-S16
S17	The video clips display already appropriates	Yes...Appropriate...Does not demonize other cultures. ...	A3-S17
S18	The video clips display already appropriates	...Appropriate...The video does not demonize other cultures	A3-S18
S19	The video clips display already appropriates	..Yes...Appropiate...	A3-S19
S20	The video clips display	...The video is appropriate..The video	A3-S20

	already appropriates	does not demonize other cultures..	
S21	The video clips display already appropriates	...Yes...It's appropriate	A3-S21
S22	The video clips display already appropriates	... Appropriate..	A3-S22

Complete result of table 4.1.14, students' motivation

Students	Students are motivated / students are not motivated	Students' voices	Data Code
S1	Students are motivated	...Yes...Gain knowledge...	B1-S1
S2	Students are motivated	...Yes it motivating...	B1-S2
S3	Students are motivated	...Yes...Can motivate me...	B1-S3
S4	Students are motivated	...Yes...	B1-S4
S5	Students are motivated	...Yes...	B1-S5
S6	Students are motivated	...Yes...	B1-S6
S7	Students are motivated	...Yes...	B1-S7
S8	Students are motivated	...Yes... Get more information	B1-S8

S9	students are not motivated	...The culture and specialties food of different countries...	B1-S9
S10	Students are motivated	...Yes...	B1-S10
S11	Students are motivated	...Yes it is motivating...	B1-S11
S12	Students are motivated	...Yes...	B1-S12
S13	Students are motivated	...Yes...	B1-S13
S14	Students are motivated	...Yes...	B1-S14
S15	Students are motivated	...Yes...	B1-S15
S16	Students are motivated	...Yes...Can add knowledge...	B1-S16
S17	Students are motivated	...Yes...Adds new insight...	B1-S17
S18	Students are motivated	...Yes...Knowing more about cultures that I don't know...	B1-S18
S19	Students are motivated	...Yes...know other cultures...	B1-S19

S20	Students are motivated	...Yes...Adds new knowledge...	B1-S20
S21	Students are motivated	...Yes...	B1-S21
S22	Students are motivated	...Yes... Get additional useful knowledge...	B1-S22

Complete result of table 4.1.15, students' attractiveness

Students	students are attracted / students are not attracted	Students' voices	Data Code
S1	students are attracted	...Interesting...	B2-S1
S2	students are attracted	...Yes...	B2-S2
S3	students are attracted	..Yes...Interesting animation to see...	B2-S3

S4	students are attracted	...Yes...	B2-S4
S5	students are attracted	...Yes...The video is exciting...There is a story so it's not boring	B2-S5
S6	students are attracted	...Yes, interesting...	B2-S6
S7	students are attracted	...Yes, very interesting...	B2-S7
S8	students are attracted	...Yes...	B2-S8
S9	students are attracted	...Because it fits the material...	B2-S9
S10	students are attracted	...Yes...	B2-S10
S11	students are attracted	...Yes... There are pictures...	B2-S11
S12	students are attracted	...Yes...	B2-S12
S13	students are attracted	...Yes...	B2-S13
S14	students are attracted	...Very interesting...Exciting ...	B2-S14
S15	students are attracted	...Yes...	B2-S15

S16	students are attracted	...Yes...The video is interesting to understand...	B2-S16
S17	students are attracted	...Yes...Very interesting...	B2-S17
S18	students are attracted	...Yes...Very interesting... there are cartoons to explain...More interesting	B2-S18
S19	students are attracted	...Interesting...	B2-S19
S20	students are attracted	...Yes very interesting...	B2-S20
S21	students are attracted	...Yes...	B2-S21
S22	students are attracted	...Interesting...	B2-S22

Complete result of table 4.1.16, students' curiosity

Students	students are curious / students are not curious	Students' voices	Data Code
S1	students are not curious	... In America, the culture is neatly queued...	B3-S1

S2	students are curious	...Yes...	B3-S2
S3	students are curious	...Yes...Because I can know...	B3-S3
S4	students are curious	...Yes...I'm curious...	B3-S4
S5	students are curious	...Yes...Makes me want to know...	B3-S5
S6	students are curious	...Yes... I want to try...	B3-S6
S7	students are curious	...Yes...I want to know...	B3-S7
S8	students are curious	...Yes... because I want to know...	B3-S8
S9	students are not curious	...No...	B3-S9
S10	students are curious	...Yes..	B3-S10
S11	students are curious	...Yes...I want to go abroad....	B3-S11
S12	students are curious	...Yes...	B3-S12
S13	students are curious	...Yes because I'm curious...	B3-S13
S14	students are curious	...Yeah...	B3-S14
S15	students are curious	...Yes..I'm curious how....	B3-S15

S16	students are curious	...Yes...	B3-S16
S17	students are curious	...Yes...	B3-S17
S18	students are curious	... Yes...I am curious to know how...	B3-S18
S19	students are not curious	.. In America, the culture of speaking looks at the eyes...	B3-S19
S20	students are curious	...Yes...	B3-S20
S21	students are curious	... Yes..I'm curious how....	B3-S21
S22	students are curious	...Yes...	B3-S22

Complete result of table 4.1.17, students' courage in asking question

Group	Students group are courage and the question related to the material / students group	Students' voices	Data Code

	are courage but the question is not related to the material		
G1	Students group are courage and the question related to the material	...American food?...	C1-G1-G2
G1	Students group are courage and the question related to the material	...The American's way of shaking hands?...	C1-G1-G3
G1	Students group are courage and the question related to the material	Thanksgiving is on the day of?	C1-G1-G5
G1	Students group are courage and the question related to the material	...What are the typical American cultures?...	C1-G1-G4
G2	Students group are courage and the question related to the material	How do Americans talk?	C1-G2-G1
G3	Students group are courage and the question	...What are the special foods for Eid and Thanksgiving?...	C1-G3-G1

	related to the material		
G4	students group are courage but the question is not related to the material	...Who is the discoverer of the American continent?	C1-G4-G2
G4	Students group are courage and the question related to the material	...Why are Americans not late?...	C1-G4-G5
G5	Students group are courage and the question related to the material	...The difference between Indonesian and American culture?	C1-G5-G3

Complete result of table 4.1.18, students' responding to the question

Group	Students group dare to respond the question and the answer able to help promote students' CIA/ Students group dare to respond the question and the answer not	Students' voices	Data Code

	able to help promote students' CIA		
G1	Students group dare to respond the question and the answer able to help promote students' CIA	Looking at his eyes, formal and casual when talking.	C2-G1-G2
G1	Students group dare to respond the question and the answer able to help promote students' CIA	Roast turkey, oyster pie, Eid al-Fitr ketupat, opor, rendang, lontong, snacks.	C2-G1-G3
G2	Students group dare to respond the question and the answer able to help promote students' CIA	Turkey chicken, pie.	C2-G2-G1
G3	Students group dare to respond the question and the	Holding the hands tightly.	C2-G3-G1

	answer able to help promote students' CIA		
G3	Students group dare to respond the question and the answer able to help promote students' CIA	Indonesian people don't look at their eyes, Americans do.	C2- G3-G5
G4	Students group dare to respond the question and the answer able to help promote students' CIA	On time, shake hands firmly.	C2- G4-G1
G5	Students group dare to respond the question and the answer able to help promote students' CIA	The fourth Thursday of November.	C2- G5-G1

G5	Students group dare to respond the question and the answer able to help promote students' CIA	Because they value time, time is money.	C2-G5-G4
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Appendix 8

Raw data of student responses (cognitive response, affective response, conative response)

1. Student Cognitive Response (A)

a.) Understanding Intercultural content in video clips (A1)

Students	Students Understanding Intercultural content in video clip	Data Code
S1	About eid al-fitr food, about typical foods in Indonesia or America.	A1-1-S1
S2	Festive specialties in America / Indonesia such as Eid and Thanksgiving, as well as the culture there.	A1-1-S2
S3	Indonesian culture, American culture, handshaking, talking, Eid al-fitr specialties, Thanksgiving, Thanksgiving celebration food.	A1-1-S3
S4	Various kinds of food on holidays or Eid al-fitr.	A1-1-S4
S5	About American culture, about Indonesian culture, about Eid, about Eid al-fitr food, about American food.	A1-1-S5
S6	Indonesian specialties that prepared on Eid celebration, and American culture abroad.	A1-1-S6
S7	American food specialties on Thanksgiving is turkey chicken, oyster, or pumpkin pie, Indonesian specialties	A1-1-S7

	food on Eid al-fitr is ketupat, lontong, rendang, pastries and etc.	
S8	Food, American and Indonesian culture.	A1-1-S8
S9	Food, typical eid food, also American and Indonesian culture.	A1-1-S9
S10	Various kinds of food on Eid al-Fitr	A1-1-S10
S11	About Eid and American specialties, also American culture and Indonesian culture.	A1-1-S11
S12	About celebrations and specialties.	A1-1-S12
S13	Food on Eid celebration day and its culture.	A1-1-S13
S14	Specialties and customs on Eid, American and Indonesian culture	A1-1-S14
S15	Culture of Americans and Indonesians, eid food specialties	A1-1-S15
S16	Typical ketupat, and rendang from Indonesia cookies for Eid	A1-1-S16
S17	Thanksgiving is a national holiday in the united states usually people gather around the table for a big food. Thanksgiving is always celebrated on the fourth Thursday of November.	A1-1-S17
S18	Typical american food on Thanksgiving celebration is turkey chicken, Typical Indonesian food on Eid celebration is ketupat lontong, opor, rendang. Shaking hands culture of Americans is firmer than Indonesia, Americans when talking look at his eyes.	A1-1-S18

S19	About specialties food.	A1-1-S19
S20	Lontong made from glutinous rice and wrapped in banana leaves, and rendang, a dry food or pastry of Indonesian specialties.	A1-1-S20
S21	Food served at Eid and Thanksgiving celebrations, American and Indonesian culture.	A1-1-S21
S22	About Eid al fitr, about culture.	A1-1-S22
Students	Student Understanding Intercultural content in video clip - obstacle in learning intercultural content in video clip	Data Code
S1	No.	A1-2-S1
S2	No.	A1-2-S2
S3	No.	A1-2-S3
S4	Because there is an advertisement.	A1-2-S4
S5	No.	A1-2-S5
S6	No.	A1-2-S6
S7	I was a little confused because it was in English.	A1-2-S7
S8	No.	A1-2-S8
S9	No.	A1-2-S9
S10	Because there is an advertisement.	A1-2-S10
S11	There are no obstacles.	A1-2-S11
S12	No.	A1-2-S12

S13	No.	A1-2-S13
S14	No.	A1-2-S14
S15	No.	A1-2-S15
S16	No.	A1-2-S16
S17	No.	A1-2-S17
S18	No obstacles.	A1-2-S18
S19	Country language.	A1-2-S19
S20	No.	A1-2-S20
S21	No.	A1-2-S21
S22	No.	A1-2-S22
Students	Student Understanding Intercultural Content in Video Clip - Video helps students understand the material	Data Code
S1	It helps to gain knowledge.	A1-3-S1
S2	Yes, it's more helpful and easy to understand with videos.	A1-3-S2
S3	It helps because watching videos is easy to understand.	A1-3-S3
S4	Yes, this video is good and interesting.	A1-3-S4
S5	Yes, the video is good, it helps to understand the material provided.	A1-3-S5

S6	Helps, because there are videos to understand better the material presented.	A1-3-S6
S7	Yes, it helps because it can be seen and I become understand.	A1-3-S7
S8	It helps, because it is easier to understand.	A1-3-S8
S9	It helps, because it is easier to understand.	A1-3-S9
S10	This video is very nice and interesting.	A1-3-S10
S11	Yes, because it uses video so it is more clearly understood.	A1-3-S11
S12	It helps.	A1-3-S12
S13	It helps.	A1-3-S13
S14	Yes, it helps to way easier to understand the material.	A1-3-S14
S15	Yes, it helps because it is easier to understand.	A1-3-S15
S16	Yes, it helps because we can understand more.	A1-3-S16
S17	Yes, it helps because we can understand more.	A1-3-S17
S18	Yes, very helpful because the video is easy to understand.	A1-3-S18
S19	Get additional knowledge.	A1-3-S19
S20	Yes, because we see directly from the video.	A1-3-S20
S21	Yes, it helps because watching videos can better understand the material.	A1-3-S21

S22	Yes, it helps because you can learn about foreign cultures.	A1-3-S22
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b.) Clarity of study instruction an information (A2)

Students	Students' answer about clarity of Study Instructions and Information	Data Code
S1	Yes, because it is understandable.	A2-S1
S2	Yes, because it is clear.	A2-S2
S3	Yes, because it is clear.	A2-S3
S4	Because the task is easy.	A2-S4
S5	It is clear, because it is clearer.	A2-S5
S6	Yes, because it is clear what to do.	A2-S6
S7	Yes, because it is clear and easy to understand.	A2-S7
S8	Yes, because it is clearer.	A2-S8
S9	Because it is clearer.	A2-S9
S10	Yes.	A2-S10
S11	Yes, it is easy to understand because it is explained well.	A2-S11
S12	No.	A2-S12
S13	Yes, because it helps.	A2-S13
S14	Yes, because it is clear what to do.	A2-S14
S15	Because it is clear.	A2-S15
S16	Yes, because it is clear.	A2-S16
S17	Yes, because it is clear.	A2-S17
S18	Yes, because it is easier to understand the instructions.	A2-S18
S19	Yes because it is easy to understand.	A2-S19
S20	Yes, it is clear.	A2-S20
S21	Yes, the explanation is easy to understand.	A2-S21

S22	Yes, because it is clear.	A2-S22
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c.) Appropriateness of display in video clips (A3)

Students'	Appropriateness of display in video clips	Data Code
S1	Yes, appropriate to the material, it is appropriate because the video is in line with the material.	A3-S1
S2	It is appropriate, the video given is the same as the material, there is a culture. It is appropriate because the video has food and cultural material of america indonesia.	A3-S2
S3	It is appropriate, just like the material given. There is a culture, there is a typical celebration food. It is appropriate because it does not contain things that demonize other cultures.	A3-S3
S4	Yes, because the video is about experience and culture, it is appropriate.	A3-S4
S5	Yes, because the video is appropriate, just like the material there is culture and food. It is appropriate because it contains no bad elements for American culture and Indonesian culture.	A3-S5
S6	It is appropriate because the video given is in accordance with what is explained, there is culture, there is food, and it is appropriate because it is easy to understand and does not contain	A3-S6

	inappropriate things, there is a video of the American culture of shaking hands that is not like Indonesian people.	
S7	Yes, because the video matches what is requested, appropriate because the video explains the video politely and is worth it to watch.	A3-S7
S8	Already appropriate because it is in accordance with the video. it is appropriate because the video contains nothing bad.	A3-S8
S9	Already appropriate because it respects other cultures.	A3-S9
S10	Yes, appropriate.	A3-S10
S11	Yes, it is appropriate because there is food and culture, and it is appropriate because there is no demonizing other cultures.	A3-S11
S12	Yes, because it is appropriate.	A3-S12
S13	Yes, because the video is appropriate.	A3-S13
S14	It is appropriate because the teacher discusses typical food as well as American and Indonesian culture so it is appropriate, and it is appropriate because it does not demonize American culture and Indonesian culture.	A3-S14
S15	Yes, because the video is appropriate, appropriate, because the video does not contain negative elements.	A3-S15
S16	It is appropriate, because the video is appropriate, and because the video does not contain negative elements.	A3-S16

S17	Yes, because the video is in accordance with what is explained. It is appropriate because the video does not demonize other cultures.	A3-S17
S18	Appropriate because the video is about food and culture in accordance with what is learned, and it is appropriate because the video does not demonize other cultures.	A3-S18
S19	Yes, because it tells American culture, appropriate because the video is for learning videos.	A3-S19
S20	The video is good, easy to understand. The video is appropriate because the video does not demonize other cultures.	A3-S20
S21	Yes, it is in accordance with the video that was ordered, namely videos of American and Indonesian food, videos of American and Indonesian culture, and it is appropriate, because the video has the culture of speaking to Americans, because the video has food in America and in Indonesia.	A3-S21
S22	Appropriate and good.	A3-S22

2. Students affective responses (B)

a.) Motivation (B1)

Students	Students' motivation	Data Code
S1	Yes because learning culture can help gain knowledge.	B1-S1

S2	Yes, it is motivating because it has a different culture.	B1-S2
S3	Yes, because I got knowledge from America that can motivate me to go there.	B1-S3
S4	Yes, because I get more information about foreign countries.	B1-S4
S5	Yes.	B1-S5
S6	Yes, because there are cultures and specialties from different countries.	B1-S6
S7	Yes, because I became more knowledgeable about cultures that I didn't know yet.	B1-S7
S8	Yes, because I get more information about foreign countries.	B1-S8
S9	because of the culture and specialties of different countries.	B1-S9
S10	Yes.	B1-S10
S11	Yes, it is motivating because the video tells me a lot of new things.	B1-S11
S12	Yes.	B1-S12
S13	Yes, because knowing how to speak.	B1-S13
S14	Yes, because by communicating we can get along with each other.	B1-S14
S15	Yes, because the video explains about the culture of typical dishes in thanksgiving celebrations.	B1-S15
S16	Yes, because it can add knowledge.	B1-S16
S17	Yes, because it adds new insights.	B1-S17
S18	Yes, because I know more about the culture that I don't know.	B1-S18

S19	Yes, learning culture can make yourself know other cultures.	B1-S19
S20	Yes, because it adds new knowledge / discussion.	B1-S20
S21	Yes, because the video explains about the culture of typical dishes for thanksgiving and Eid celebrations and the habits of Americans and Indonesians.	B1-S21
S22	Yes, because in order to get additional useful knowledge.	B1-S22

b.) Attractiveness (B2)

Students'	Students' attractiveness	Data Code
S1	Interesting because the video is quite long.	B2-S1
S2	Yes, because it is in accordance with the material provided.	B2-S2
S3	Yes, because there are interesting animation to see.	B2-S3
S4	Yes, because I understand more about the story.	B2-S4
S5	Yes, because the video is exciting, there is a story so you its not boring.	B2-S5
S6	Yes, it is interesting because through the video clips that we have seen we will understand well.	B2-S6
S7	Yes, very interesting because in some of these videos there are	B2-S7

	cartoons to explain so that it is more interesting.	
S8	Yes, because I understand more about thanksgiving people and American culture and Indonesian culture.	B2-S8
S9	Because it is in fits with the material.	B2-S9
S10	Yes.	B2-S10
S11	Yes, because there are pictures.	B2-S11
S12	Yes.	B2-S12
S13	Yes, because the videos I watched added to their insight and culture.	B2-S13
S14	Very interesting and exciting video.	B2-S14
S15	Yes, because it is in accordance with the material being studied / conveyed.	B2-S15
S16	Yes, because the video is interesting to understand.	B2-S16
S17	Yes, because it is very interesting. Way of speaking, treatment etc.	B2-S17
S18	Yes, , very interesting because in some of these videos there are cartoons to explain so that it is more interesting.	B2-S18
S19	Interesting because the video is long.	B2-S19
S20	Yes, very interesting, with the way of speaking it can be studied more deeply.	B2-S20
S21	Yes, because it is in accordance with the material presented.	B2-S21
S22	Interesting, we can see other people's cultures.	B2-S22

c.) Curiosity (B3)

Students	Students' curiosity	Data Code
S1	In America the culture is to neatly queued.	B3-S1
S2	Yes, because it is very interesting.	B3-S2
S3	Yes, because I can know the typical dishes of American and Indonesian celebrations.	B3-S3
S4	Yes, because I'm curious.	B3-S4
S5	Yes, because it makes me want to know other people's cultures.	B3-S5
S6	Yes, because I want to try oyster pie.	B3-S6
S7	Yes, I want to know how Indonesian and American people communicate.	B3-S7
S8	Yes because I want to know more if I go there.	B3-S8
S9	No, because I don't really like dishes.	B3-S9
S10	Yes.	B3-S10
S11	Yes, because I want to go abroad so I know how to talk to Americans.	B3-S11
S12	Yes.	B3-S12
S13	Yes, because I am curious.	B3-S13
S14	Yes, very useful.	B3-S14
S15	Yes, I'm curious how Indonesian and American people communicate.	B3-S15

S16	Yes,because the video we don't know and after watching it we understand.	B3-S16
S17	Yes,because we didn't know before, and after watching the video we understand the differences between Indonesia and America.	B3-S17
S18	Yes, Im curious to know how Indonesian and American people communicate.	B3-S18
S19	In America the culture of speaking looks at the eyes.	B3-S19
S20	Yes,because the discussion has not yet arrived but now the discussion has arrived, it's very fun.	B3-S20
S21	Yes, because Im curious how Indonesians and Americans communicate.	B3-S21
S22	Yes, because it's useful.	B3-S22

3. Students conative responses (C)

a.) Asking question (C1)

Group	Question	Code
G1	Typical American food? (asking G2)	C1-G1-G2
G1	How do Americans shake hands? (asking G3)	C1-G1-G3
G1	Thanksgiving is on which day? (asking G5)	C1-G1-G5
G1	What are some typical American cultures? (asking G4)	C1-G1-G4

G2	How do Americans talk? (asking G1)	C1-G2-G1
G3	What is the typical food for Eid and Thanksgiving? (asking G1)	C1-G3-G1
G4	Who is the discoverer of the American continent? (asking G2)	C1-G4-G2
G4	Why are Americans not late? (asking G5)	C1-G4-G5
G5	How is Indonesian and American cultures different? (asking G3)	C1-G5-G3

b.) Responding to the question (C2)

Group	Answer	Code
G1	Looking at his eyes, formal and casual when talking. (responding G2)	C2-G1-G2
G1	Roast turkey, oyster pie, Eid al-Fitr ketupat, opor, rendang, lontong, snacks. (responding G3)	C2-G1-G3
G2	Turkey chicken, pie. (responding G1)	C2-G2-G1
G3	Holding hands tightly. (responding G1)	C2-G3-G1
G3	Indo people don't see their eyes, Americans do. (responding G5)	C2-G3-G5
G4	On time, shake hands firmly. (responding G1)	C2-G4-G1
G5	Fourth Thursday of November. (responding G1)	C2-G5-G1
G5	Because they value time, time is money. (responding G4)	C2-G5-G4

Appendix 9

Result of validity test

No	Rcount	Rtable	Description
Q1	0,710	0,359	Valid
Q2	0,684	0,359	Valid
Q3	0,615	0,359	Valid
Q4	0,589	0,359	Valid
Q5	0,819	0,359	Valid
Q6	0,772	0,359	Valid
Q7	-0,052	0,359	Invalid
Q8	0,484	0,359	Valid
Q9	-0,189	0,359	Invalid
Q10	0,081	0,359	Invalid
Q11	0,347	0,359	Invalid
Q12	0,358	0,359	Invalid
Q13	0,245	0,359	Invalid
Q14	0,614	0,359	Valid
Q15	0,615	0,359	Valid
Q16	0,589	0,359	Valid
Q17	0,819	0,359	Valid
Q18	0,383	0,359	Valid
Q19	0,560	0,359	Valid
Q20	0,577	0,359	Valid
Q21	0,429	0,359	Valid
Q22	-0,081	0,359	Invalid
Q23	0,233	0,359	Invalid
Q24	0,525	0,359	Valid

Q25	0,721	0,359	Valid
Q26	0,130	0,359	Invalid
Q27	0,466	0,359	Valid
Q28	0,486	0,359	Valid
Q29	0,710	0,359	Valid
Q30	0,684	0,359	Valid
Q31	0,615	0,359	Valid
Q32	0,589	0,359	Valid
Q33	0,819	0,359	Valid
Q34	0,772	0,359	Valid
Q35	-0,052	0,359	Invalid

To see the complete result of the validity test by the SPSS, please go to the link below;

https://drive.google.com/drive/folders/1TobhwAACjn4VzJNzrcUX-8SiTG9nUbXn?usp=drive_link

Appendix 10

Result of Pre-test and Post-test

1. Pre-test result

	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1	1	1	1	2	2	2	2	2	t o t a l
1	2	2	2	3	3	5	4	3	3	3	2	2	2	3	2	3	3	2	3	3	3	3	2	2
2	1	4	3	3	3	3	3	4	4	3	3	2	3	3	4	3	3	3	3	3	3	3	2	3
3	3	4	3	3	5	5	4	3	2	2	2	4	3	3	3	4	3	2	4	4	3	4	2	3
4	3	4	3	3	3	4	3	3	3	4	2	4	2	2	3	3	4	2	3	3	3	3	2	3
5	2	3	3	5	3	4	3	4	2	5	1	2	2	3	2	3	4	3	5	4	4	3	3	2
6	2	3	4	4	3	4	3	4	2	4	1	2	2	3	1	3	4	4	4	4	4	4	2	2
7	3	3	3	3	3	5	3	2	5	3	3	3	4	3	2	4	4	3	2	3	3	3	3	3
8	4	3	2	4	3	4	3	4	5	2	2	5	3	3	2	4	4	4	3	3	3	3	2	2
9	3	3	3	3	2	4	3	3	3	5	5	5	3	3	3	3	3	1	2	3	3	3	3	3

2. Post-test result

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	t o t a l
1	4	5	4	4	3	5	4	3	2	5	3	4	4	4	4	1	2	4	3	3	4	3	5	4	4	1
2	4	3	3	4	4	4	4	4	4	3	3	4	4	3	3	2	2	4	2	4	4	3	4	4	5	8
3	5	3	4	5	3	2	4	5	5	5	3	3	5	3	3	2	2	4	4	4	2	5	3	5	5	4
4	5	4	4	3	5	4	5	5	3	5	5	3	4	3	5	3	2	4	3	5	3	3	4	3	4	7
5	5	5	4	3	4	3	4	4	4	5	4	4	4	4	3	3	2	2	3	3	4	4	4	3	1	
6	5	3	3	3	3	2	3	3	2	4	5	5	3	5	5	4	2	5	3	4	3	3	5	5	3	1
7	4	5	3	3	4	4	3	4	4	4	4	4	3	4	4	2	2	3	3	3	3	4	3	3	6	
8	4	4	3	4	3	4	4	2	5	5	5	3	3	4	4	2	2	3	3	3	5	3	5	4	4	1
9	4	5	4	4	4	3	3	2	3	4	4	4	4	5	3	1	2	4	4	3	4	5	5	4	3	
10	4	4	4	4	4	5	5	2	3	5	4	5	4	3	4	3	3	4	3	5	4	3	4	4	4	7

1																					9
1	4	4	4	5	3	3	3	5	5	5	5	4	3	4	5	3	2	3	4	4	5
1																					9
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4
1																					8
3	4	4	4	4	4	4	5	4	4	5	5	5	5	4	3	3	2	3	4	3	4
1																					8
4	4	4	4	4	4	5	3	3	3	4	4	4	3	3	4	3	3	5	3	3	4
1																		4	2	4	4
5	4	3	5	3	3	3	4	4	3	5	5	5	4	4	4	2	3	5	4	3	4
1																					5
6	4	3	4	3	5	5	3	2	2	3	3	3	3	3	3	3	3	4	3	3	4
1																					3
7	5	4	4	3	3	3	4	2	2	4	4	5	5	3	5	1	2	5	3	4	3
1																					0
8	5	5	3	4	3	2	2	3	2	3	4	5	3	4	4	1	3	5	2	4	3
1																					6
9	4	3	3	4	4	4	4	4	4	3	3	5	4	3	3	2	2	3	3	4	4
2																					8
0	5	4	4	5	4	3	4	2	3	3	3	5	5	4	4	2	2	4	4	4	6
2																					8
1	4	4	4	4	4	4	4	2	3	3	3	4	4	3	3	2	2	4	4	4	9
2																					8
2	4	5	3	3	4	4	3	2	2	5	4	5	3	3	5	2	2	3	3	4	6

Appendix 11

Member checking

Lembar Member Check

Yang bertanda tangan dibawah ini dengan nama;

No	Nama	TTD
1	Ahmad Khiddan Syafi	Khaw
2	Azahra kafa dela Pratiwi	Z
3	Dara Puspita	Prity,
4	Dyah ayu nur Febriani	Dy *
5	Friska Ayu septianingrum	Ayu.
6	Ika putri Nafiatun Nisa'	I
7	Jelita kamil udzmarizqi	Cef.
8	Keyla Regina putri	Keyla
9	Mawar Ramadani	Q
10	Muhammad arya satya pradana	ar
11	Muhammad Dimas Maulana	D
12	Muhammad Dwi Fathir Assadzily	Dwi Fathir
13	Muhammad rafiq setiawan	Rafiq
14	Muhammad rizki	Rizki
15	Nala lailatus Zahra	A
16	Nazila Rahmania	Nazila
17	Rizqi Aulia rahma	Rizqi
18	Salma Qathrun Nada	Salma
19	Satrio Aji	WU
20	Tamia Robiah adawiyah	Adawiyah
21	Zidney lailatul safitri	Zidney
22	M Sultan Nizar	Sultan Nizar

Menyatakan bahwa data yang diperoleh peneliti, dengan penelitian berjudul "Video Clip-assisted task through cultural intervention to promote students critical intercultural awareness" adalah benar berasal dari saya dan sesuai dengan apa yang terjadi dilapangan.

Appendix 12

Link Video

1. <https://youtu.be/hFXw6BSuJa8?si=44pls1AaEnc2VAqd>
2. <https://youtu.be/u2wf8Z1E2ls?si=4MBHxFyxLbqcExTs>
3. https://youtube.com/shorts/GM6ro_dAdQQ?si=-v_Zalzr1dV0RtG0
4. <https://youtu.be/1dRneAzZT5s?si=ewwOvRGwd3HyLJ>
5. https://youtu.be/_dMfCW3jTRI?si=mZXLGchzrL-41xA6

Appendix 13

Documentation



Figure 1 students together in one class watched an intercultural video clip (authentic input)



Figure 2 Students are doing video watching activities while taking notes and discussing with their group (noticing+reflecting)



Figure 3 students together with their classmates after reflecting with friends in one group watching the intercultural video clip together



Figure 4 Students are doing group presentation in front of the class (verbal output)

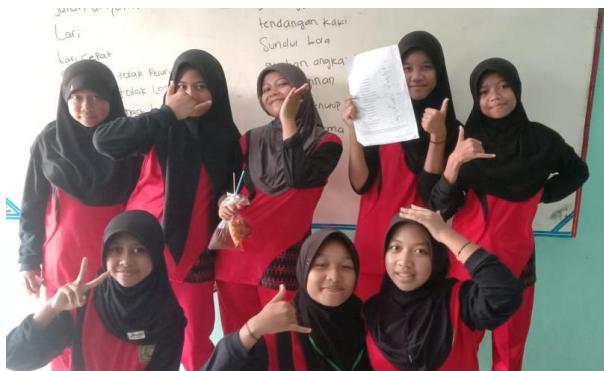


Figure 5 Documentation when member checking

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