

**FEMALE STUDENTS' PERCEPTION OF INTERCULTURAL AWARENESS
ON KELLY CRAIG'S MOVIE *THE EDGE OF SEVENTEEN* AT SMA
MUHAMMADIYAH 10 SURABAYA**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMAMDIYAH MALANG
2025**

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Accepted on
Thursday, 17th January 2025

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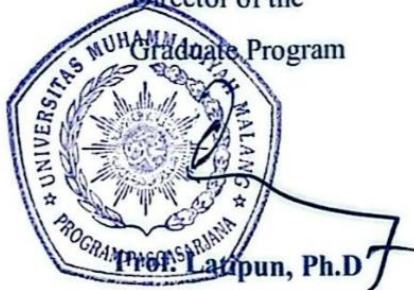
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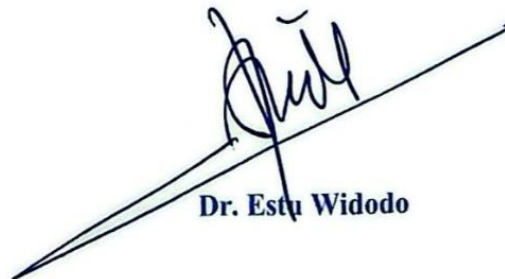
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled: **FEMALE STUDENTS' PERCEPTION OF INTERCULTURAL AWARENESS ON KELLY CRAIG'S MOVIE *THE EDGE OF SEVENTEEN* AT SMA MUHAMMADIYAH 10 SURABAYA** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17th January 2025
The Writer,



NURUL FITRI

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Praise to be Allah SWT, the Almighty God of all the worlds, the wisest of all abundance of grace and blessing for giving strength and guidance to the researcher so that this thesis can be finished. Shalawat and greetings hopefully bestowed on our Great Prophet Muhammad SAW, to his family, friends, and all his followers.

This research aim to analyze female students' perception and types of perception of culture in movie *The Edge of Seventeen* by Kelly Craig for raising intercultural awareness. Hopefully, this research will provide new and valuable insight for raising intercultural awareness in senior high school. While writing this thesis, I received a great deal of support and assistance from various parties. My deepest gratitude goes to:

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Lastly, the author believes that this thesis will benefit everyone who reads it and further scientific knowledge.

Malang, 2025

Nurul Fitri

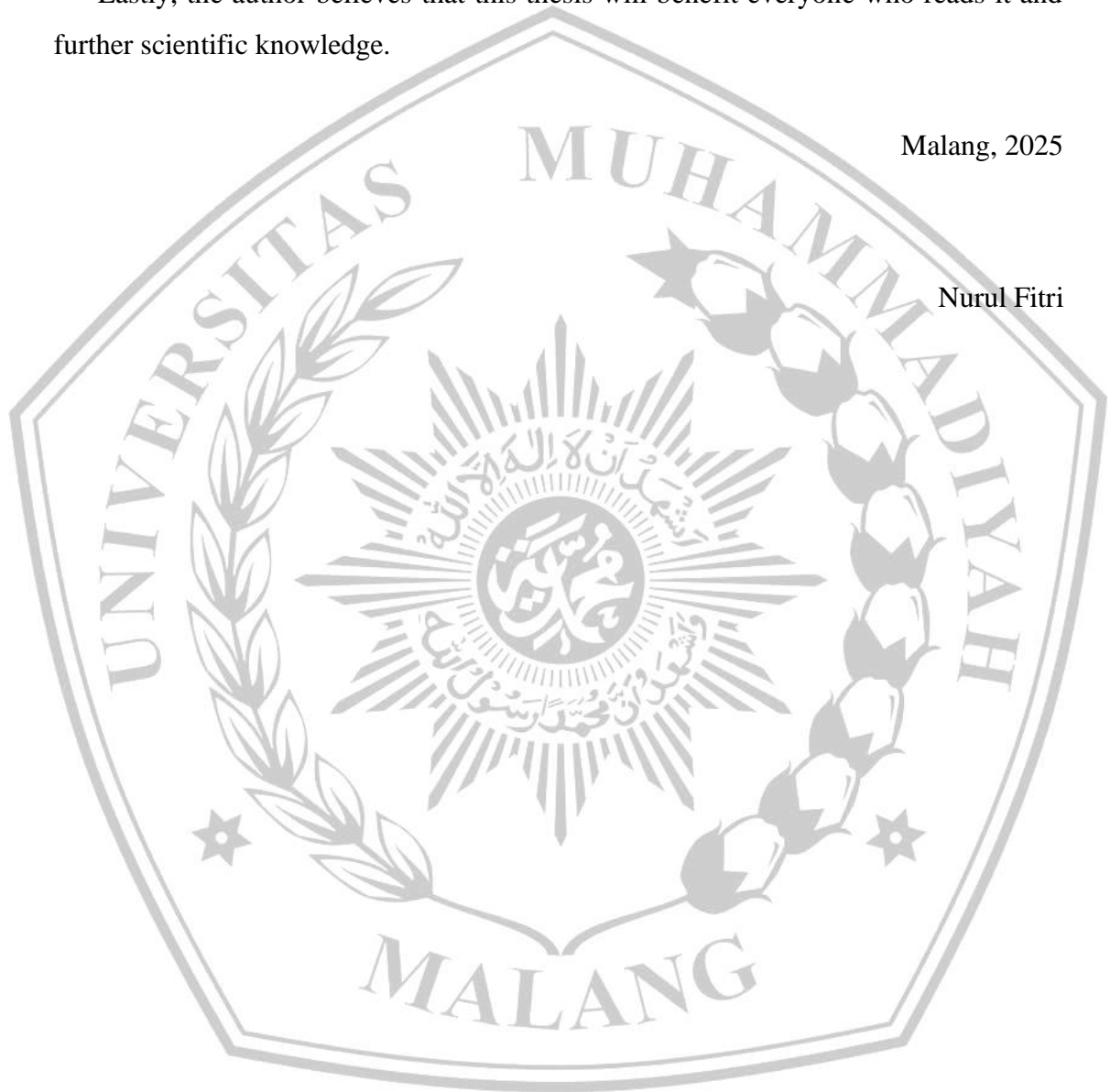
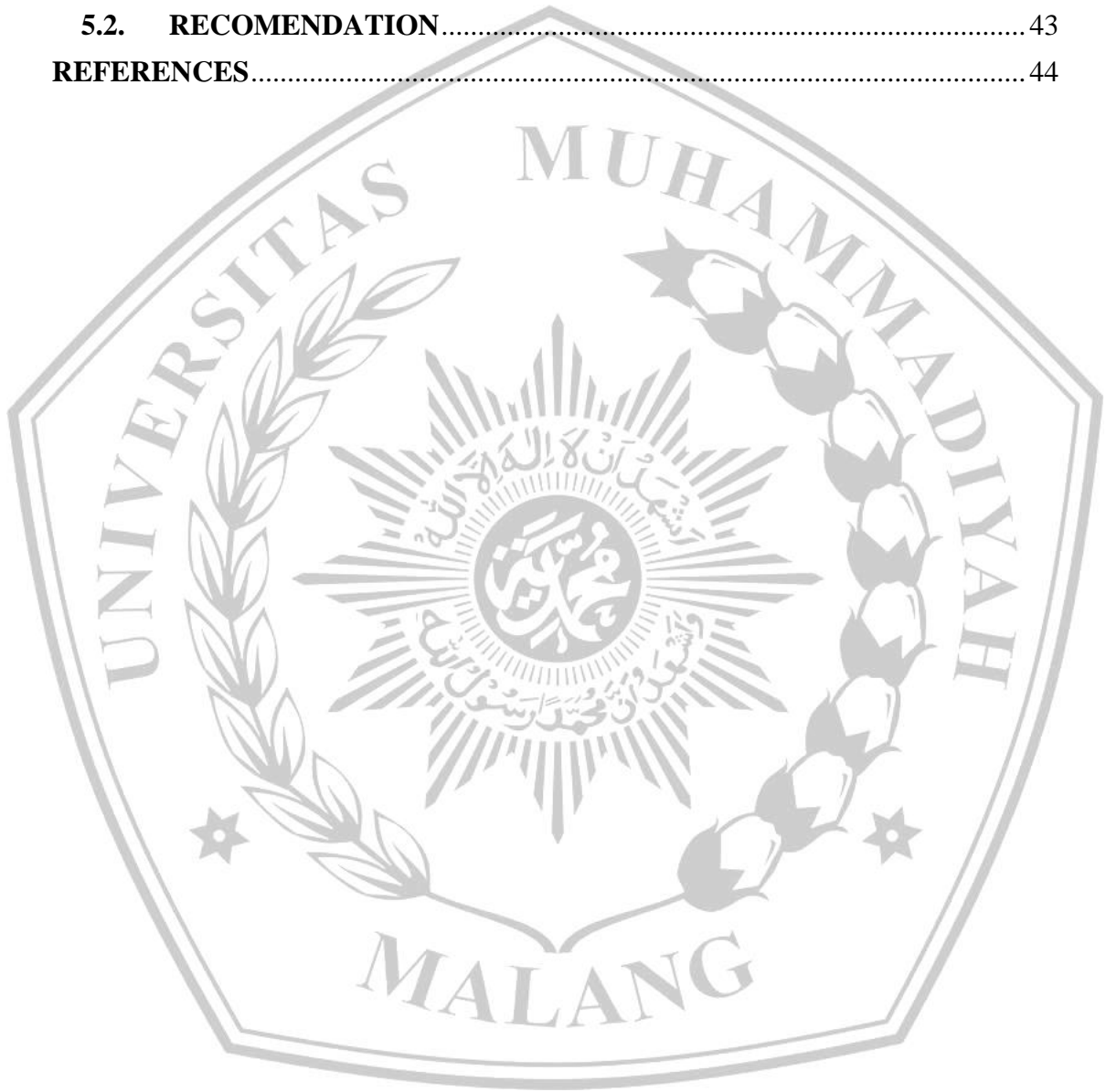


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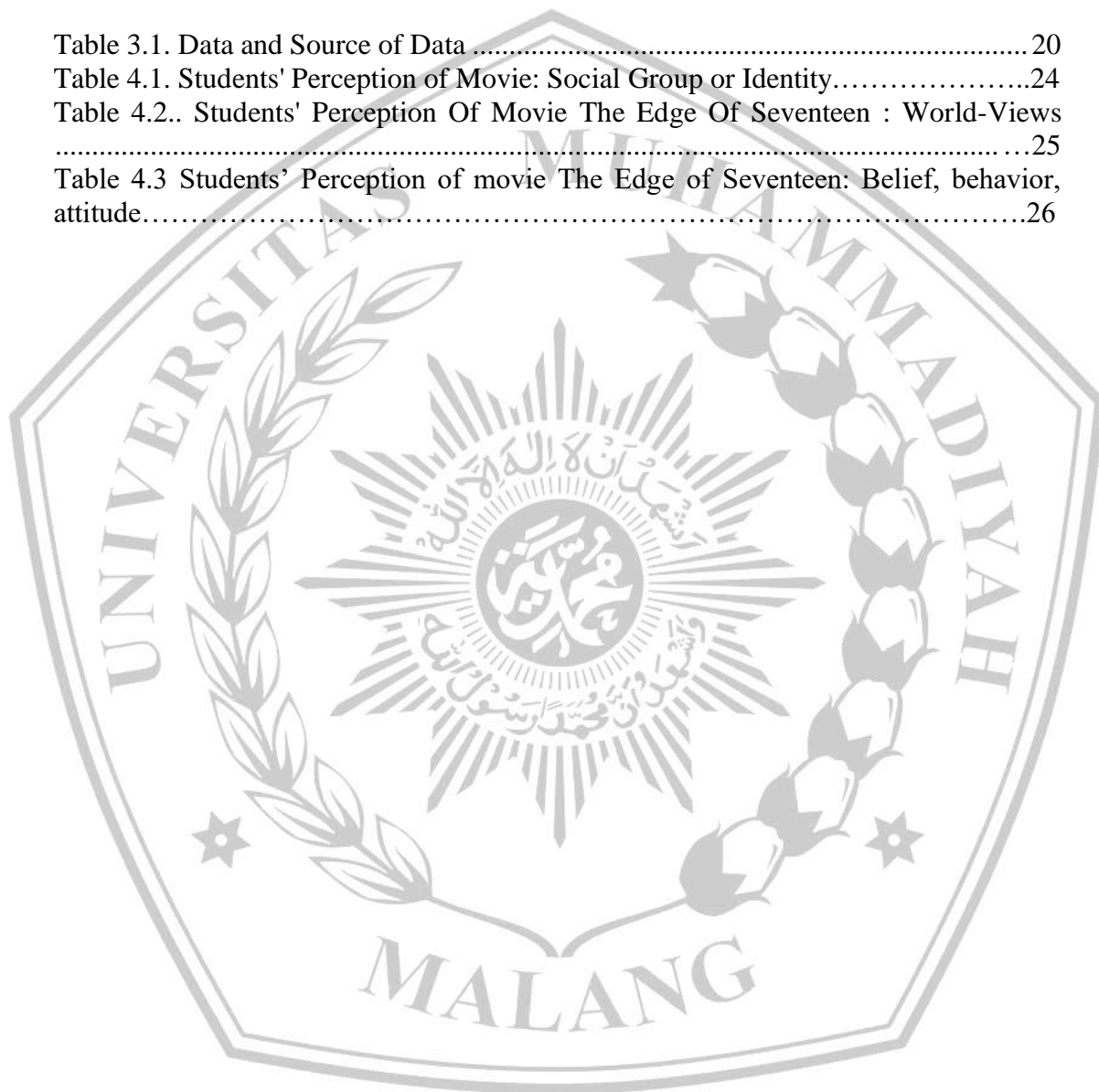
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ABSTRACT

This research aims to analyze intercultural awareness through female students' perception and type of perception in movie *The Edge of Seventeen* by Kelly Craig. The research method used is qualitative method with phenomenological approach by using quantitative data. Questioner in Linkert-form and interviews were used as instrument in this research. Female students at SMA Muhammadiyah 10 Surabaya as subject of this research. Data analysis was carried out through phenomenological method technique. Data collection was obtained on 7 November 2024 for questioner involving 25 female students and for interview was conducted on 19 November 2024 involving 5 female students. The study explores the perceptions of female students regarding the culture depicted in the movie *The Edge of Seventeen* by Kelly Craig. Female students generally have negative and unsupportive perceptions about uniforms, and freedom of socializing in their neighborhood, but they have positive and supportive perception in driving lesson at school and driving license for teenager. However, they express positive and supportive perception about American culture, the educational system, and the relationships between teachers and students. They also value informal language and vocabulary in communication with parents, instructors, and siblings. The study concludes that female students demonstrate excellent intercultural awareness, particularly regarding social organization, worldviews, beliefs, behavior, and attitudes. Teaching English with intercultural content is crucial for developing student understanding of foreign cultural environments. However, further research is recommended to explore other cultures and teach culture in addition to language, especially in the increasingly intercultural awareness.

Keywords: intercultural awareness, aspect of CA, aspect of ICA, perception.

INTRODUCTION

Global communication between individuals and nations has become increasingly important due to the development of many social groupings within society and the international cultural variety that goes along with it. For this reason, EFL education should focus on preparing students for effective communication in these contexts, acquiring intercultural communication principles and skills. Understanding different civilizations is crucial due to the interconnected nature of language and culture (Gashi, 2021; Sobkowiak, 2021). Because of that, introducing culture for intercultural understanding or cultural awareness is a crucial subject in today's globalized society. Given that many educational institutions seek to educate their students to be "global citizens" in the increasingly interrelated world, this is particularly true.

As a fact, the elements of cultural awareness in the undertaking of learning English exist in the material of the English textbook. However, the students need to know the importance of it, and the teacher needs to remember to elaborate on the teaching process. The experts convey cultural awareness, often included in English textbooks as a learning component, emphasizing understanding language usage and artistic elements in various contexts (Gashi, 2021; Kartikasari et al., 2019b). Thus, the teacher can introduce cultural awareness to the students.

Bringing the target culture is considered crucial as it enhances intercultural awareness. Intercultural communication competence, which includes intercultural awareness, is being able to bring about communication behaviors that effectively and ethically negotiate each other's cultural identity or identities in a culturally diverse situation. Intercultural communication and awareness are crucial for a friendly and knowledgeable society, with English being a language for non-native speakers. Byram's ICC (intercultural communicative competence) concept is widely recognized (Kartikasari et al., 2019b; Susilo, 2022).

In order to understand the concept of ICC, Byram defines five aspects of intercultural communicative competence: knowledge, attitudes, interpreting and relating skills, discovery and interaction skills, and critical cultural awareness. These aspects require students to understand their own and foreign cultures, analyze relationships, and adapt their behaviors, values, and beliefs. Intercultural communicative competence is influenced by emotional, cognitive, and behavioral factors (Kartikasari et al., 2019b; Ren & Cui, 2017). Based on the explanation, to develop intercultural awareness, students should understand their own culture and those of other cultures.

Related intercultural awareness is the understanding and comparison of foreign cultures within an intercultural and translanguaging framework. It involves comparing one's culture with another's, fostering a positive interest in cultural connections and differences, and facilitating communication between people with different cultures and languages (Burikova, 2020; Susilo, 2022; Yuanhua & Ying, 2015a). Thus, the concept of intercultural awareness is about understanding and being aware of other cultures and our own culture to make it easier to communicate and know the culture of people who have different cultures and countries.

Specifically, bringing intercultural awareness in EFL classrooms is essential because language and culture are interconnected, making language learning abstract. English, an international language, is influenced by American culture through movies, music, and media. In line with that, to enhance students' English proficiency and adapt to social development, it is crucial to promote intercultural awareness in high school English teaching, incorporating cultural understanding and exposure to cultural materials for successful global communication (Mudawe et al., 2020; Yuanhua & Ying, 2015). Thus, introducing intercultural awareness in the classroom can expose the understanding of English as a foreign language, not only in linguistic but also in cultural aspects.

Furthermore, another reason why teaching intercultural awareness is important is that it can be said that English language learning should foster intercultural

awareness in high school to improve students' practical English use and adaptability to social development. Teachers should cultivate students' cultural knowledge, enriching their understanding of various cultures and promoting acceptance, adaptation, and appreciation. This contributes to students' intellectual, academic, and social achievements (Ren & Cui, 2017; Yuanhua & Ying, 2015a). As a result, students may learn more about the different kinds of cultures that exist nowadays and develop their capacity to consent, adapt, and value them. Additionally, multicultural awareness helps students grow as individuals. It discusses the social, intellectual, and academic accomplishments of students.

Teaching intercultural awareness in the classroom can develop students' knowledge of cultural models and give them an appreciation of culture. The expert has elaborated that teaching intercultural in language classrooms focuses on three areas: cultural, language, and personal growth. It helps students appreciate different cultures, manage feelings, and appreciate diverse artistic forms. This fosters personal growth and intellectual development by understanding and appreciating different ideologies (Ibrahim et al., 2022).

Nonetheless, EFL students face a significant challenge in comprehending cultural allusions and subtleties that are woven throughout genuine and organic conversations due to a dearth of authentic resources. Because the teacher focuses on linguistic and grammar aspects, the students are more concerned with linguistic aspects. Due to their ignorance of cultural material, teachers are finding it difficult to regulate their students' unanticipated learning. Their focus is solely on their textbooks and grammar (Kartikasari et al., 2019b). Therefore, students' intercultural awareness can be developed by exposing them to authentic materials and providing practical ideas. The teacher can use interesting media to introduce students' intercultural awareness.

In addition, authentic material plays valuable role in teaching strategies to develop intercultural awareness in students. In line with that, the expert stated that authenticity is crucial in teaching English as a foreign language, as it creates real-life

situations through communicative approaches, materials-based activities, tasks, and pedagogical approaches (Mudawe et al., 2020). Thus, teachers need material that can be supported in classroom activities to develop students' intercultural awareness, for example, by using movies as a strategy to get attention from students.

The reason using movies is a good teaching strategy to develop students' intercultural awareness is because movies can show or describe a cultural situation that students have never known before. The movie provides visual and audio aids to students, incorporating cultural knowledge and language practice for foreign language learners (Kartikasari et al., 2019a; Kusumaningrum, 2016). In line with that, experts say movies are a valuable tool for learning and teaching English as a foreign or second language, as they present cultures based on their origins and allow students to observe varying patterns of human behavior. They are rich, interesting, and innovative sources of culture, allowing students to learn basic cultural elements and observe varying patterns of human behavior (Chaya, 2022; Yuldashbayevna, 2020).

Research about introducing intercultural awareness has been conducted by several researchers. According to Kartikasari et al., (2019) the study examined the teacher's approach and students' perception of Intercultural Awareness (ICA) in an EFL classroom using a film. Data was collected from observation sheets, field notes, and journal writing. Four categories of ICA strategies were identified, with six steps for improving reading comprehension: visualizing the information, recalling past experiences, clarifying behavior, locating information, imagining characters, and summarizing positive and negative aspects. Respect for others was identified as a major key to ICA. Furthermore, Mudawe et al., (2020) has investigated the use of sitcoms, such as Friends, in facilitating cross-cultural communication in English as a Foreign Language (EFL/ESL) teaching contexts. It uses a corpus-based method to analyze conversational patterns and cultural nuances in socio-cultural settings. The findings suggest that sitcoms can significantly increase EFL students' cultural awareness of multicultural contexts. Building cultural-based activities around sitcoms exposes

students to significant cultural aspects beyond textbooks and course materials, enhancing their communicative competence in discrete socio-cultural contexts.

In line with that, Nhem (2020) states that language and culture are interconnected, and teaching a language requires teaching the culture of the language or other languages in textbooks. This study investigates three Cambodian English teachers' views and practices of textbook adaptation in Phnom Penh schools. Findings show an inconsistency between teachers' views and practices and their limited capacity for interculturality-stimulated scholarship. The study recommends teacher training on textbook adaptation and teaching culture. Moreover, Abida & Kuswardani (2018) state that the use of poems in Indonesian EFL classrooms, particularly in high school, has the potential to support learning and introduce intercultural awareness. This research uses a qualitative design, collecting data from interviews and classroom observations. It found that poems can be both valuable and challenging, requiring good preparation and planning. Students can gain knowledge and intercultural understanding through poems, fostering mutual communication in EFL settings.

In accordance Agustin et al., (2022) this study examines how native secondary school teachers use digital storytelling to promote students' intercultural awareness in EFL-challenging interactions. Six teachers participated, and data was gathered through interviews, online discussions, and student artifacts. Results suggest that teachers' digital nativity contributes to their approach to intercultural communication. The study suggests that digital intercultural pedagogy should be included in the Indonesian secondary EFL curriculum to adapt to diverse sociolinguistic contexts and multicultural backgrounds.

Based on the previous research about increasing intercultural awareness in high school, three of them used digital media to promote intercultural awareness, and the others used textbooks. Meanwhile, the previous research focused on the response after teaching intercultural awareness to teachers and students. In this research, the researcher wants to know the perception of students in intercultural awareness related to culture in movies. This research aims to explore student's perceptions based on

watching a movie. Moreover, for students, this research has the goal of increasing intercultural awareness by watching another culture in a movie. This study suggests that teachers can utilize movies as media to introduce intercultural awareness, especially at the senior high school level. The result of this study will provide insight for other teachers to apply this media to bring intercultural knowledge to the teaching process of English material.

This research is conducted at SMA Muhammadiyah 10 Surabaya and the participants are female students in 12 grades. The reasons chooses female students because gander has impact on intercultural awareness. In line with Ghamarnia et al., (2016) in their research explained that both pretest and posttest results specified that the variable of gender caused a significant difference. It is observed that intercultural sensitivity of male participants increased more than that of females. Based on that the low of female's intercultural awareness makes researcher eagers to enhance intercultural awareness especially for female. Moreover, the research uses *The Edge of Seventeen* by Kelly Craig as a medium to develop intercultural awareness among female students at SMA Muhammadiyah 10 Surabaya. The movie, which has won eight awards and 29 nominations, focuses on the issues of teenage life, particularly the character Nadine, who faces logical explanations for her problems and ultimately shapes her into the person she is.

To go further point, the important of students' perception in this research to help students make sense of other environment or culture, thus students are able to interpret and understand of other culture. In line with that, in addition to having language proficiency, an effective English user is required to have a broader multicultural viewpoint that includes suitable attitudes, empathy, and comprehension of their interlocutors (Phongsirikul & Thongrin, 2019). In conclusion, perception is crucial for our interaction with others, understanding the world, and navigating it, and it shapes our understanding of the world.

To help the researcher focus on research, this study will analyze intercultural awareness toward the movie *The Edge of Seventeen* by Kelly Craig and attempt to

answer the research questions, “What are female students’ perceptions about the culture illustrated in the movie *The Edge of Seventeen* by Kelly Craig? What types of perception are depicted by female students related to the movie *The Edge of Seventeen* by Kelly Craig?”



LITERATURE REVIEW

2.1. Intercultural Awareness

The concept of intercultural awareness involves integrating culture into mutual relationships, examining an individual's beliefs, self-improvement, and journey towards meaningful life goals and values. In accordance with intercultural awareness refers to the understanding and respect for different cultures, involving self-discovery and understanding of underlying beliefs and values. It emphasizes perspicacity, scientific awareness, and consciousness in dealing with differences and conflicts in intercultural communication (Yuanhua & Ying, 2015b). Additionally, Ribeiro emphasizes the significance of intercultural communication and awareness in society, with English being a language for non-native speakers and Byram defines ICC as the fundamental competence for effective global communication (Kartikasari et al., 2019b; Susilo, 2022).

In line with that, Byram defines five aspects of intercultural communicative competence: knowledge, attitudes, interpreting and relating skills, discovery and interaction skills, and critical cultural awareness. These aspects require students to understand their own and foreign cultures, analyze relationships, and adapt their behaviors, values, and beliefs. Intercultural communicative competence is influenced by emotional, cognitive, and behavioral factors. Thus, the cognitive factor refers to intercultural awareness, which means understanding other cultures and your own (Kartikasari et al., 2019b; Ren & Cui, 2017). Furthermore, the Content Cultural Category (CCC) which can be used in examining the culture interrelationships used with these categories: social identity, beliefs and behaviors, socio and political institutions, national history, national geography, formality, and politeness (Kartikasari et al., 2019b).

The framework of intercultural awareness involves integrating culture into mutual relationships, examining an individual's beliefs, self-improvement, and journey towards meaningful life goals and values. In accordance with intercultural awareness

refers to the understanding and respect for different cultures, involving self-discovery and understanding of underlying beliefs and values. It emphasizes perspicacity, scientific awareness, and consciousness in dealing with differences and conflicts in intercultural communication (Yuanhua & Ying, 2015a).

In line with that, from the psychological point of view, intercultural awareness can be seen from three perspectives: affective perspective is the feeling about and evaluation of people who are different from us; cognitive perspective is the way we think about others who are different from ourselves, whereas behavioral perspective is how we act toward them and how we use our authority. Furthermore, Ren and Cui concur that intercultural awareness is a cognitive component that entails comprehending both our own and other cultures (Ren & Cui, 2017).

Intercultural awareness is crucial for effective communication between people of different languages and cultures, preventing misunderstandings and mistakes. It involves understanding the target culture, recognizing cultural abilities, and intentional learning to avoid discomfort and awkwardness. Besides, the distinctive feature of intercultural awareness is that every culture can influence the mindset and conduct of the person who is raised in that culture; the ideas, values, and beliefs that they absorb from this culture influence how they perceive themselves and other people. People begin with their own culture, which directs them in developing intercultural awareness and competency (Gul & Gunce, 2023).

Relating to several points of intercultural awareness, the education world brings intercultural awareness to the English classroom as a foreign language to gain students awareness of culture and increase tolerance (Susilo, 2022). This concept is one way of promoting awareness in culture. Promoting cultural awareness in language instruction enables students to gain insight into the culture and civilization of the target community, to deepen their observation and critical thinking skills, and to increase tolerance. In order to do that, it is necessary to bring intercultural awareness to the English classroom so the students can learn about culture too.

To support this idea, Baker in Susilo (2022) conveys that English and cultural learning are no longer linked to any particular community or group and should broaden the concept of intercultural communication needs in global lingua franca contexts. Then, he also proposes three models of intercultural awareness: basic cultural awareness, advanced cultural awareness, and intercultural awareness.

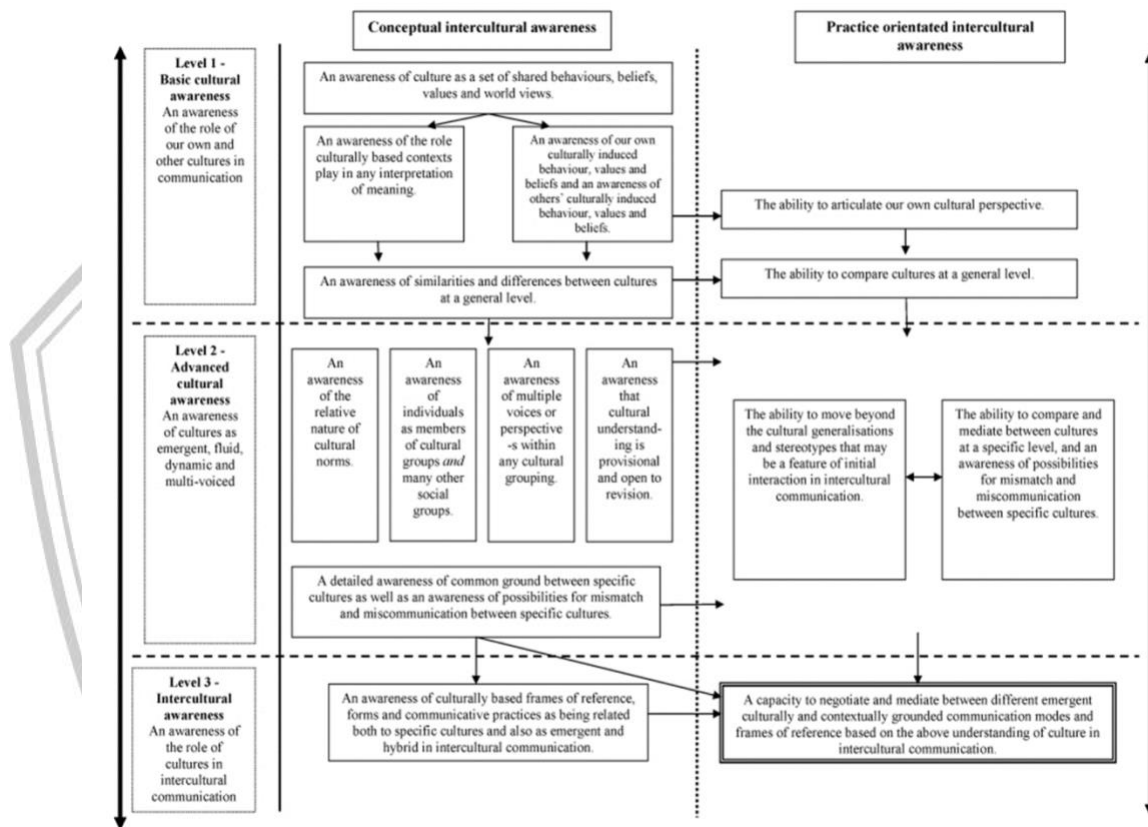


Figure 2.1. Model Intercultural Awareness

The table concept shows the first level is basic cultural awareness, which necessitate a basic understanding of the target language's culture and how it impacts behavior, beliefs, and values, with a recognition that other cultures may differ, but without particular knowledge or the concept of culture itself. Then, the second level requires advanced cultural awareness, which requires an advanced awareness of

cultures as dynamic, relative, and fluid, with certain knowledge of other cultures and their potential effects on communication. This level emphasizes that intercultural communicators should be able to use cultural knowledge to divine possible areas of miscommunication, compare and mediate between specific cultural frames of reference, and move beyond generalizations.

The ability to mediate and negotiate between various cultural frames of reference and communication modes as they emerge in particular examples of intercultural communication is the third level, which is the other level. It conveys intercultural awareness and acknowledges that cultural references and communicative practices in intercultural communication may or may not be related to specific cultures. The liminal and emerging character of cultural forms, allusions, and practices in intercultural communication must be understood by the intercultural communicator at this level.

Dealing with the level of intercultural awareness is delivered by Baker; the students should understand their own culture before knowing other cultures. By examining and criticizing their own beliefs and presumptions in comparison to those of the target culture, they must link their own culture to the other. Instead of transferring knowledge from one culture to another, teaching culture should be done from an intercultural perspective that enables the observation of both the learner's own and the target culture. This allows language learners to analyze their own culture in relation to the subject culture (Heinänen, 2022).

Based on the explanation in all the paragraphs that the researcher has described, the learning environment should support and encourage the students to understand and analyze the culture. The target of learning should be clear too, so the students can get the point of culture and increase intercultural awareness. Delivering cultural education materials that provide language learners with an assortment of cultural perspectives is the way to bolster this argument. The rationale for selecting appropriate media as a means of disseminating content to develop intercultural competency will then be looked at and clarified.

2.2. Intercultural Awareness Toward Movie

In the context of bringing intercultural awareness to the classroom to introduce culture in English as a foreign language, teachers should have interesting media to get students attention. In line with that, due to their upbringing in a technologically advanced environment, students have been interacting with electronic gadgets since they were very young. Because textbooks are uninteresting, kids prefer to use contemporary digital media and technology including computers, the internet, social media, and games (Ravn & Simonsen, 2020). In this case teacher uses media movie as strategy to teach intercultural awareness for students.

Using movie as strategy to teach intercultural awareness for students is the good way because movie is part of the screen where people can see or explore the culture because it presents cultures from their origins. Choosing a movie for learning or teaching English as a foreign or second language may permit students to observe varying patterns of human behavior, including thoughts, beliefs, values, customs, courtesies, rituals, and manners of interacting. As stated by experts, English movies in EFL classrooms provide students with both visual and audio aids, engaging them in authentic learning experiences. This approach enhances practical language use and cultural understanding, making movies a valuable resource for students interested in the target language and culture (Andrea Lee, 2017; Kusumaningrum, 2016).

By knowing the content of the movie, students can draw conclusions about the social situation for acquiring and understanding cultural knowledge, language practice, and intercultural study (Chaya, 2022). One example of a movie that shows the culture is when someone watches a movie with a story about school life. They can learn and observe many things about the educational environment, the interactions with teachers and friends, and details about the routines of daily life in that society.

Along with this, one may learn about a number of topics, including how people live, think, and act; body language; fashion; table manners; gender roles; how to treat

children; and how to communicate with peers, superiors, and elders. Likewise, films showcase a wide range of linguistic expressions, such as how to interact with younger or older audiences, the status, age, and gender of participants, the speaker's emotions and objectives for communication, and the speaker-hearer connection. Accordingly, films are seen as rich, captivating, and inventive cultural resources that provide more insight into the cultures of other nations. Additionally, young learners can effectively acquire fundamental cultural components by viewing films. Then, movie may allow us to observe varying patterns of human behavior, including thoughts, beliefs, values, customs, courtesies, rituals, and manners of interacting (Yuldashbayevna, 2020). Moreover, students can learn how to reveal their ideas and be visually literate through words and statements as films act as text books (Kartikasari et al., 2019).

In advance, for getting aspect and story in movie, there is intrinsic elements that can help audience to understand about story and get knowledge about culture situation in movie. Here intrinsic elements are depicted by Elisha et al., (2022):

1. Theme

The story's primary idea or subject is known as the theme, and it has a means of guiding the reader's understanding. Once the viewers or readers have determined what the story's main goal is, they may identify the topic of the work. Most people see it as a generic concept.

2. Plot

Plot is set up so that readers or viewers may comprehend the entirety of the film. Then, it is the sequence of events in a tale; it is influenced by personal, societal, and historical causal relationships as well as by character interactions and the events themselves.

3. Character

Character is the people that are portrayed in dramatic or narrative works and who the readers understand to possess moral, emotional, and dispositional traits that are demonstrated by their actions and speech.

4. Setting

Setting conveys the character in a tale in addition to indicating the location and timing of the events that take place. The chronological, geographical, and physical location of a work of fiction are determined by its setting. An particular scene or event's unique context may be different from the overall setting of a work.

5. Point of View

An author uses point of view as a tool to tell the tale. The reader's point of view determines how they will interpret the events in a tale. Point of view describes the storyteller or narrator.

To conduct movie as strategy for introducing intercultural awareness, there are some points that teacher should consider about movie (Kusumaningrum, 2016). The points are:

1. Teachers ought to take the English cinema audience into account. Given that the film is intended for senior high school students, it is expected of the instructor to provide a suitable viewing selection. It states clearly that the instructor must see the film in order to determine whether or not it is appropriate for the children.
2. Teachers ought to think about the film's substance. When showing a movie that addresses a specific religious or racial topic, teachers should use caution. Before starting the film for any reason, the teacher might offer the students some notes if they still want to see the movie. It seeks to prevent students from responding to the film with misconceptions.
3. Teacher needs to think about how appropriate the film is for the kids' level. Given that senior high school students will be watching the film, teachers should select a film that isn't overly filled with colloquialisms and slang terms.
4. Teacher should consider time of course and time needed to play the movie.
5. Teacher should consider the existence of supporting media to play the movie

As mentioned in the previous paragraphs, it can be concluded that the best way to cultivate intercultural awareness is to incorporate language teaching and culture teaching in the EFL classroom by using appropriate and interesting media. A movie is this kind of media that can be used to teach English for learning culture. It shows students a certain culture, both from general and specific viewpoints, such as daily life and lifestyle practices. The plot of the movie offers a glimpse into English-speaking society. Therefore, movies have a capacity to facilitate language and culture in the classroom, particularly in terms of creating international awareness, and may be employed to teach students about social issues as well.

2.3. Perception

2.3.1. Theory of Perception

In order to make sense of and feel secure in the physical environment, humans process information from it. To complete the process of sensing, our senses—hearing, sight, smell, touch, and taste—allow us to perceive the outside world and assess inputs. In line with that the experts define perception as humans use sensory abilities like hearing, sight, smell, touch, and taste to perceive stimuli and create meanings. Perception is the process of organizing and interpreting these stimuli, creating unique meanings based on individual experiences. Perception is closely linked to beliefs, as something is considered right if it is perceived as such (Qiong, 2017; Suratno & Aydawati, 2017).

In psychological dimension perception becomes more significant, because perception has correlation with experience of someone and outside world. Perception is a dynamic process influenced by psychological processes in the nervous system. Its purpose is to define information from the outside world, enhancing survival chances. Perception's psychological dimension becomes more significant as people's beliefs, values, attitudes, needs, and interests significantly impact how they perceive the

outside world. This process allows people to give interpretations of stimuli, resulting in their unique personal touch on the world (Magfirah, 2017; Qiong, 2017).

By understanding perception, it has perception process consist of three stages; selection, organization, and interpretation.

- Selection: it is the initial stage in perception, where we convert environmental stimuli into meaningful experiences. Our sensory organs process countless stimuli simultaneously, but we cannot perceive all available information due to information overload and disorder. We only distinguish part of the information through a selective process.
- Organization: the second stage of perception involves organization, where we categorize details from the outside world into meaningful patterns. This stage allows us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and variation between types. The organizing process gives human perception structure and stability, as it helps us transform raw stimuli into meaningful experiences and makes selected stimuli durable.
- Interpretation is the third stage of perception, where we assign meaning to stimuli. People from close cultures may give similar interpretations due to shared past experiences and knowledge, resulting in different interpretations of the same stimulus.

2.3.2. Culture and Perception

Perception and culture have correlation because perception is determined, influencing how people distinguish the world and events. Culture provides meaning and influences our responses to external objects. Our physical makeup and social roles also affect our perceptions, as they are conditioned by our culture. Culture directs us to particular messages and events. According to expert everyone agrees that culture has

such a strong impact on the perception process that very few areas of the outcomes of human perception appear to be unaffected by culture (Qiong, 2017).

Furthermore, culture significantly influences human perception, shaping our values, beliefs, and worldviews. It is a major factor in perceptual discrepancies, as it shapes our perception of the world and influences our perception of reality. According to Qiong, (2017) the reasons behind the variations in our perceptions are many and cultural. We shall describe the three main socio-cultural components in the following: worldviews; social organizations; and beliefs, values, and attitudes because these components have a direct impact on the interpretations we make of the things we see

- **Belief, Value, and Attitude**

Beliefs are subjective probabilities that objects or events are related to other objects or values. They significantly influence our perception of the outside world and are the basis of our values. Values are learned rules for making alternatives and resolving conflicts, defining what is good or bad, right or wrong, beautiful or ugly, proper or improper. Beliefs and values also contribute to the development of attitude systems, which are learned tendencies to respond consistently to a given object of orientation.

- **World-Views**

A worldview is an individual's perception of the world, influenced by culture. It shapes their thoughts, decisions, and interpretations of situations. Differences in worldviews can lead to conflict between individuals from different cultures, as they often lead to different experiences of the world.

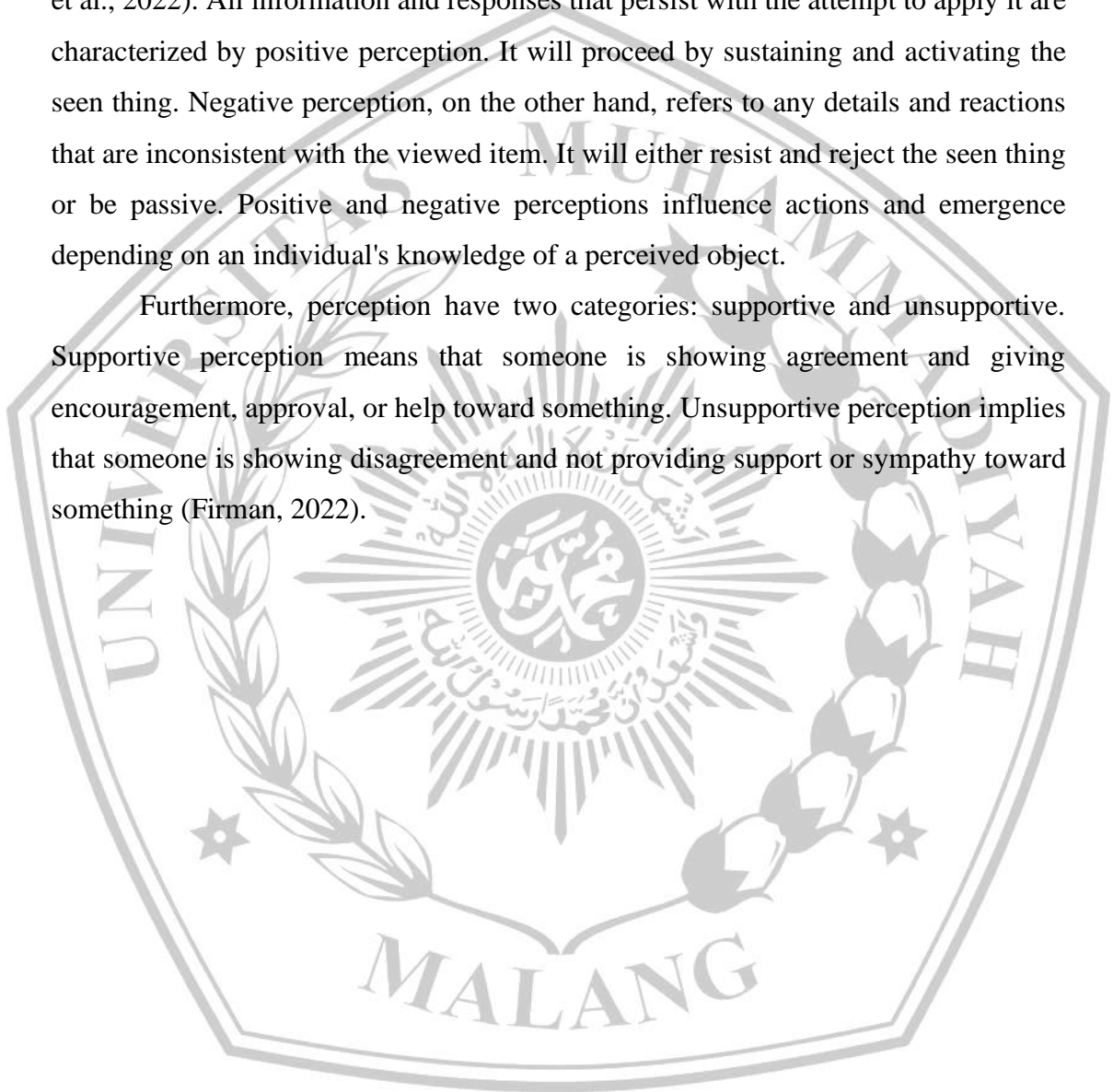
- **Social Organization**

Culture organization and institutions influence how members distinguish the world, communicate, and behave. Schools, families, and governments influence our perceptions. Family teaches children about the world and its importance. Living with extended families or elderly people teaches values and respect, shaping their perceptions of the world.

2.3.3. Types of Perception

To convey the perception, after the individual interacts with the objects perceived, the perception results can be divided into two positive and negative (Pratiwi et al., 2022). All information and responses that persist with the attempt to apply it are characterized by positive perception. It will proceed by sustaining and activating the seen thing. Negative perception, on the other hand, refers to any details and reactions that are inconsistent with the viewed item. It will either resist and reject the seen thing or be passive. Positive and negative perceptions influence actions and emergence depending on an individual's knowledge of a perceived object.

Furthermore, perception have two categories: supportive and unsupportive. Supportive perception means that someone is showing agreement and giving encouragement, approval, or help toward something. Unsupportive perception implies that someone is showing disagreement and not providing support or sympathy toward something (Firman, 2022).



RESEARCH METHOD

3.1. DESIGN OF STUDY

This study employed qualitative research design with phenomenological approach that focuses on explaining and analyzing people's actual experiences with a certain occurrence. This approach seeks to capture the essence of an event by reducing it to its essential elements that all people who have experienced it have in common (Ary et al., 2010). In this research, data are described in more detail in a boarder sentence of explanation of female students' perception and types of perception after watching Kelly Craig's movie *The Edge of Seventeen* with quantitative tool and data. Therefore, researcher gains the data by giving questionnaire to twelfth-grades female students at SMA Muhammadiyah 10 Surabaya in Linkert-scale form and conducting interview to students based on the result of questioners.

3.2. SETTING AND SUBJECT

Participants of this research are twelfth-grades female students at SMA Muhammadiyah 10 Surabaya. This study is conducted at this school because the teacher has done learning activities that introduced intercultural aspects. This research is planned to have two techniques for gaining data, they are questionnaire and interview for knowing students' perception about perception about culture in movie *The Edge of Seventeen* by Kelly Craig.

3.3. INSTRUMENT OF THE RESEARCH

In conducting this research, the researcher involves two instruments questionnaire in Linkert-scale form (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) and interview. Questioner has 14 questions with and interview has 13 questions with three aspects of Intercultural Cultural Awareness (ICA). The questions of questionnaire and interview are adapted from journal

Increasing Students' Intercultural Awareness Using Film as the Media in the EFL Classroom by Kartikasari et al., (2019).

Table 3.1. Data and Source of Data

Research Questions	Data	Instrument	Source of Data
What are female students' perceptions about the culture illustrated in the movie <i>The Edge of Seventeen</i> by Kelly Craig?	Students' perception based on the answer of questionnaire in Linkert-scale form.	Questionnaire in Linkert-scale form.	The answer of students from questionnaire related to culture in movie.
What types of perception are depicted by female students related to the movie <i>The Edge of Seventeen</i> by Kelly Craig?"	Type of perception based on the results of student interviews on the culture present in the film.	Interview.	The answer of students from interview related to culture in movie.

3.4. DATA COLLECTION

To gain the data, researcher collects data by giving questionnaire in Linkert-scale form (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) after that conducts interview in open-ended form to students by using a purposive sampling technique. The data collection process was carried out on Thursday, 7 November 2024, teacher played movie *The Edge of Seventeen* by Kelly Craig at class, after those students were given questionnaire by teacher. The questionnaire had 14 questions that was divided into 3 variables of culture and ICA: social group or identity, world-views,

and belief, behavior, and attitude, to determine the student's perception of the movie *The Edge of Seventeen* by Kelly Craig.

Furthermore, the researcher did analyze related to female students' answers from questionnaire. Then, researcher conducted interview with 13 questions on Tuesday, 19 November 2024, female students were selected purposively based on the criteria designated by the researcher, as follows: the activeness in class and students' English scores from middle to high. Besides, the researcher chooses the students based on the result of questionnaire answers. The question tailors to the research needs in this case is the cultural aspects contained in the film. However, both questionnaire and interview consist of three parts of culture, they are; social group or identity; belief, behavior, attitude; world-views. This method aims to know students' perception about culture in movie *The Edge of Seventeen* by Kelly Craig.

3.5. DATA ANALYSIS

Phenomenological qualitative method techniques are employed to examine the data in this research. In this technique is divided into three steps: bracketing, phenomenological reduction, and imaginative variation. First steps, bracketing is

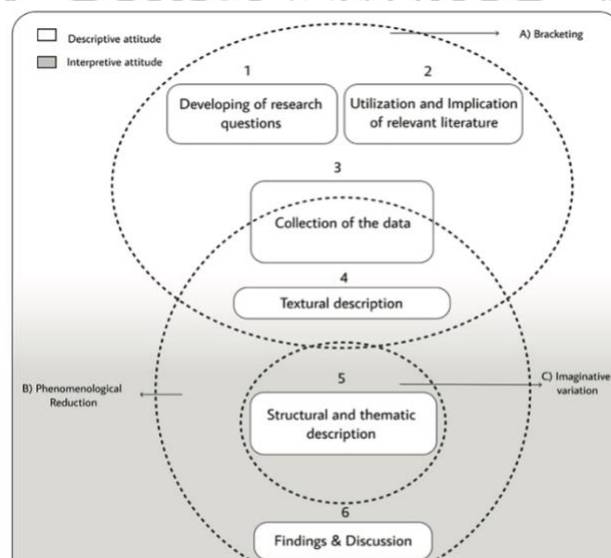


Figure 3.1. Phenomenological qualitative

method that observes phenomena freshly, removes prejudgments, and engages with participants' descriptions, allowing for a more comprehensive understanding of the phenomenon. There is three steps of bracketing; Forming descriptive research questions, engaging with relevant literature, conducting data, and describing data. Then, phenomenological reduction is method of re-describing and explaining meaning from an experience, used in data analysis. Last, imaginative variations methods to extract themes and essential meanings from described experiences. It focuses on how experiences affect participants' cultural identity and social values, guiding researchers to shift from descriptive to interpretive approaches in data analysis (A, 2022)



RESEARCH FINDING AND DISCUSSION

This section presents the result of data analysis based on the research questions for this study about students' perceptions and types of perceptions related to the movie *The Edge of Seventeen* by Kelly Craig. The data of this study are obtained from the results of a questionnaire and interview conducted with 25 twelfth-grades female students at SMA Muhammadiyah 10 Surabaya.

4.1. RESEARCH FINDING

4.1.1. Students' Perception of The Culture that Illustrated in the Movie *The Edge of Seventeen* by Kelly Craig.

In this study, the researcher gained the data by giving questioner after students finished watching the movie *The Edge of Seventeen* by Kelly Craig on November, 7 2024. The questionnaire had 14 questions that was divided into 3 variables of culture and ICA: social group or identity, world-views, and belief, behavior, and attitude, to determine the student's perception of the movie *The Edge of Seventeen* by Kelly Craig. In addition, the study examines students' perceptions based on their experiences after watching the movie *The Edge of Seventeen* by Kelly Craig. Then, fourteen statements related to aspect of ICA were provided for each of them, the respondents had to score on a five-point disagree-agree scale from disagree completely to agree completely.

Table 4.1. Students' Perception of Movie: Social Group or Identity

Aspect of Culture	Aspect of ICA	Statements	Responses						
			SD	D	SD+D	N	A	SA	A+S A
Social group or identity	Education. Policy in country. Rule in neighborhood.	Children have driving lesson in school	0%	0%		60%	36%	4%	40%
		Children have driver-license in 17 years old.	0%	0%		16%	60%	24%	84%
		Children use uniform to school.	0%	0%		8%	52%	40%	92%
		Parents set a curfew for their children.	17%	3%	20%	13%	30%	37%	67%
		Parents set boundaries for their children in social interactions between boys and girls.	0%	4%	4%	24%	32%	40%	72%

Table 4.1 above shows in a social group or identity (education, policy in country, rule in neighborhood), it can be seen female students' perception of this movie about there being a driving lesson at school for students 40% of them agree with the statements that driving lesson should be given at school for students, and 60% of them choose to stand neutral. Moreover, 84% of female students agree that children have a license at 17 years old, and 16% remain neutral. On the other hand, no female students stand to disagree with these two statements.

In addition, the data above shows that 92% of female students show their agreement that students need wearing uniforms at school and 8% vote for neutral. Furthermore, in the statements of parents setting a curfew for their children, 20% of female students believe parents do not need to put a curfew for their children. In comparison, 67% agree that parents should set a curfew for their children, and 13% of female students select neutral. 4% of female students disagree that parents should set boundaries for their children in social interactions between boys and girls. Besides, 72% of them agree that parents should set boundaries for their children in social interactions between boys and girls, while the other 24% choose neutral.

Based on the explanation above, the respondents' perception of culture in a movie about policy in the country, rules in the neighborhood, and education about driving lessons and driver's licenses is good because most of them agree with it. This can be proved by seeing a good score based on the result of questionnaire that showed 84% and 40% agree regarding driving license and driving lesson. It means the students have good understanding other cultures especially culture that depicted in the movie.

In line with that Teens' collision risk has been successfully reduced by driver licensing. By enhancing the learner phase and granting an intermediate license prior to full licensing, which limits unsupervised driving in recognized dangerous scenarios, DL stages in driving privileges are implemented as novices develop and acquire abilities (McCartt & Teoh, 2015). So, the respondents understand that a driving license is important and is the main thing when riding a motorcycle, therefore they agree with

the importance of a driving license as depicted in the film. Meanwhile, there are different sides to education about wearing uniforms at school; they agree that students should wear uniforms at school, it could be seen from respondents' answers that showed 92% have agreement to wear uniform at school.

Then, parents should set curfews for their children and boundaries in social interaction between boys and girls. Most female students have the same perception that parents should do that. In this case, respondents have a different perception of the situation depicted in the movie. Their understanding of cultures elsewhere is still lacking, and their perception are still influenced by their culture.

Table 4.2. Students' Perception Of Movie The Edge Of Seventeen: World-Views

Aspect of Culture	Aspect of ICA	Statements	Responses						
			SD	D	SD+D	N	A	SA	A+S A
World-views	Perception of the world or culture.	Rules and policies come from societal habits.	0%	0%		8%	52%	40%	92%
		The way of speaking and behaving come from the habits at home.	0%	4%	4%	8%	56%	32%	88%
		Culture is about tradition, habits, and values.	0%	0%		28%	44%	28%	72%

Table 4.2 presents the worldview aspect (perception of the world or culture), and 92% of female students strongly agree that rules and policies come from societal habits. Meanwhile, 8% are vote neutral. Then, 88% of female students tend to agree that the way of speaking and behaving comes from the habits at home, whereas 4% of female students choose to disagree with this idea, and 8% stay neutral. In line with respondents' answer, teenagers form their personalities in the family through normal family interactions, such as communication. Early childhood family communication patterns help to form the cognitive schemas that will later affect how people act and interact with one another (Monteiro et al., 2023).

In conclusion, most of the respondents have positive responses toward the worldview aspect of the perception of the world and culture. It can be seen most female students agree that rules and policies come from societal habits and that culture is about tradition, values, and habits that can be seen from respondent' score 92% and 72% based on their answer from questionnaire. Moreover, they also agree that their way of speaking and behaving comes from their habits at home regarding their answer 88%.

Table 4.3 Students' Perception of movie *The Edge of Seventeen*: Belief, behavior, attitude

Aspect of Culture	Aspect of ICA	Statements	Responses						
			SD	D	SD+D	N	A	SA	A+S A
Belief, behavior, attitude	Relationship teacher and students.	Children use informal words to communicate with parents.	16%	16%	32%	44%	20%	4%	24%
		Children use informal words to communicate with elder siblings.	0%	4%	4%	56%	36%	4%	40%
	Children and parents.	Children use informal words to communicate with teacher outside the class.	16%	28%	34%	44%	12%	0%	12%
		Children use formal words to communicate with teacher in learning activity.	4%	8%	12%	12%	60%	16%	76%
	Friends.	Using informal words to communicate with friends.	0%	4%	4%	44%	36%	16%	52%
		Wearing cloth politely.	0%	0%		4%	20%	76%	96%

The respondents expressed their perceptions in aspect belief, behavior, attitude (relationship teacher and students, children and parents, friends) that showed in table 4.3 about using informal words to communicate with parents. 32% strongly agree that children use informal words to communicate with parents. Meanwhile, 24% of female students agree with using informal words to communicate with parents, and 44% cannot determine their perception. Then, the researcher found that 4% of respondents disagreed with children using informal words to communicate with elder siblings.

Nevertheless, 40% agree to use informal words to communicate with elder siblings, and 56% represent neutral.

Furthermore, regarding the relationship between teachers and students, children, parents, and friends, this study found that 44% strongly disagree that students use informal words to communicate with teachers outside the class, and 12% agree. In comparison, 44% decided to stay neutral. Then, 76% strongly agree that children use formal words to communicate with the teacher in learning activities, and the rest, 12%, think in learning activities, children should use formal words with the teachers. Meanwhile, 12% are neutral. Regarding the use of informal words, among female students, 4% disagree with using them, whereas 52% of them claim that they agree with using informal words for communicating with friends, and 44% stated neutral. In addition, the researcher looked for answers by wearing polite clothes. Almost all students, 96%, strongly agreed, and the other 4% declared neutral.

Based on the description above, most participants agree that children should use formal words to communicate with someone older than them, especially parents and teachers. In contrast, they agree to use informal words when communicating with friends. It means that female students' perception of the culture depicted in the film is still influenced by the cultural situation in which they live, so their perspective on other cultures still needs to be improved.

4.1.2. Types of Perception are Depicted by Female Students related Movie *The Edge of Seventeen* by Kelly Craig.

The researcher conducted interviews based on the answers from the questionnaire that was carried out on November 7, 2024, after watching the movie *The Edge of Seventeen* by Kelly Craig. Five students were selected based on the criteria designated by the researcher, as follows: the activeness in class and students' English scores from middle to high and result of questionnaire for answering open-ended questions (13 questions) with three variables of culture and ICA: social group or identity, world-views, and belief, behavior, and attitude, to examine the student's

perception of the movie *The Edge of Seventeen* by Kelly Craig. The interview was conducted on 19 November 2024. Each interview took 15 minutes and was recorded by smartphone.

Social Organization: Education, Policy in Country, and Rule in Neighborhood.

In first aspect of ICA about education, policy in country, and rule in neighborhood, the respondents have various opinions on social organization aspects about using uniforms at school, the importance of driving lessons and driving licenses for teenagers, and the freedom of socializing depicted in the movie. Most of them have the same opinion about using uniforms at school that students should wear uniform at school like in Asia, especially in Indonesia, where usually only university students wear casual clothes to educational institutions, and uniforms are mandatory for students to look neat and formal. However, they think that in American culture, especially students who go to school without uniforms and wear casual clothes, it is normal because America culture is a free culture, and wearing casual clothes is one way to express oneself. To ascertain female students' perception about wearing uniform at school, they were asked about their perception about it.

“I think this is not a problem because American culture tends to be more relaxed. The film portrays uniforms as optional in American schools, allowing students to wear casual clothes. However, in Indonesia, uniforms are mandatory due to formal institutions, promoting discipline and neatness among students. For me, I prefer to choose wearing uniform at school”. (GYA, apn3, Ln.1)

Based on the interview results above with GYA about American culture, particularly the use of uniforms, she expressed her disagreement with the situation. For GYA, the use of uniforms should be implemented because it reflects the school institution and makes students neater and more disciplined.

“In my opinion, schools in America do not use uniforms because of the free American culture, and it is one of the freedoms of expression for their students. However, I prefer if students wear uniforms because they look neat and educated. As shown in the film, when students are free to wear whatever, they want, they do not look neat.” (JBP, apn3, Ln.14)

In line with GYA, other respondents JBP also showed same perception about the use of uniform at school for students. She said that the importance of using uniforms for students is to make them neater and more disciplined. She feels that the situation depicted in the film, where students do not wear uniforms, is part of America's free culture, but the use of uniforms in schools must still be implemented.

Based on the statements for several respondents indicated the respondents do not agree if as students do not wearing uniform at school, because wearing uniform for students, it makes students become neat and discipline. Besides, wearing uniform or not is one of example of culture. According to expert school culture is a shared set of values, beliefs, and practices among school members. It is shaped by past traditions, knowledge, and communication. School culture is influenced by attitudes and behaviors of management, teachers, students, and staff. Differences exist in student and teacher behaviors, parent contact, social events, moral conduct, and communication. It also includes school history, achievements, friendships, uniform rules, and social activities (Bayar & Karaduman, 2021).

The female students expressed their perception about their agreement of driving license for teenagers and driving lessons at school. In interviews three students revealed their reasons that indicate the agreement of driving license and driving lessons.

“I think this is an interesting culture and rule because learning to drive is very important and having a driver's license is a must that teenagers should have when they are going to drive.” (DMN, apn3, Ln.28, Ln.29)

In DMN's answer, she thought the rule of driving license is good culture because it is essential that teenagers should have driving license when they want to drive. Then, driving lessons at school is a good idea because it can help teenagers to learn driving.

“Very interesting because the regulations do not arbitrarily allow teenagers to drive without a license, and parents also support it”. (BME, apn3, Ln.41, Ln.45)

In agreement with DMN, BME also stated that the regulation about having a driver's license while driving, as depicted in the film, is a good culture. Because the

regulation truly prohibits teenagers from driving without a driver's license, and parents also support this.

“The culture that requires schools to provide driving lessons is a good thing, and teenagers should have a driver's license first to avoid reckless driving”. (SSF, apn3, Ln.54, Ln.55)

The statement given by SSF about schools providing driving lessons is very solution-oriented and helpful. Then, according to her, teenagers must be able to drive and have a driver's license before being allowed to drive.

Based on the female perceptions stated that schools should have driver lessons because they can help students learn to drive. A driver's license is mandatory for teenagers aged 17, as depicted in the movie in which the main character is forbidden to drive a car. The explanation is the same as the actual situation in the country, that the country has a Driver Education Curriculum program. The DEC is a structured program designed to get a new motorist ready for a driver's license. Its purpose is to assist drivers and other road users in becoming proficient in the safety and legal requirements that must be followed when driving. Before candidates are granted a driver's license, they must pass the DEC exam in three stages (Othman et al., 2020).

Furthermore, most respondents said that almost all respondents have the same opinion about the freedom of socializing among teenagers in America depicted in the movie; they did not disagree about social interaction among boys and girls that illustrated in movie.

“The free American culture, including social interactions as depicted in films, is very frightening because there are no boundaries in the interactions between boys and girls”. (DMN, apn3, Ln.30)

Regarding of DMN' opinion about social interaction among boys and girls, she revealed that the interactions depicted in the movie are very frightening because there are no boundaries between boys and girls in socializing, and that is dangerous.

“My perception of social interactions in America is actually not surprising because it is very free there, including in social interactions. But I think it's dangerous”. (SSF, apn3, Ln.56)

Moreover, SSF said that the culture of socializing there is very accessible, with no boundaries between boys and girls. This allows many undesirable things to happen. She also explained that this is already common in American culture, which is unsurprising because it adheres to a system of freedom.

In addition, the female students have the same arguments about the social rules that parents should give to their children. They think that those rules can make their children more disciplined and safer. As depicted in the film, parents do not explain the rules and boundaries of socializing directly, so children have no limits on making friends and socializing. They also explain that in Asian families, especially Indonesian ones, and in their family, parents have rules and boundaries in their children's social interactions with the aim of protecting them from undesirable things.

“Parents set rules and boundaries when socializing to keep their children from being in bad environment”. (GYA, apn3, Ln.5)

From the result of GYA's answer, it could be seen that parents have key role for protecting their children from bad environment, so that parents should have rule for their children.

“It's unsurprising that parents in America, especially as depicted in films, give their children the freedom to socialize. Still, it would be better if they set some rules so their children are safer and avoid bad influences”. (BME, apn3, L44)

Similarly to GYA, BME also states that social interactions should have boundaries between men and women to avoid dangerous situations. In addition, parents should have rules about socializing for their children.

Based on female students' opinion that have been described about social groups, it can be concluded that according to their perception of cultural aspects within the social group category or identity (education, policy in the country, and rule in the neighborhood), they have a favorable opinion towards teenagers who are required to have a driver's license when driving, the respondents have positive and supportive perception. Additionally, regarding the culture of not wearing uniforms for students. It is a common practice that has a free culture and serves as a form of self-expression.

However, they have different responses to the freedom of socializing and the rules set by parents; in this situation, they tend to disagree. The female students have negative and unsupportive perception about it.

World-View: Perception of the World or Culture.

The female students have opinions in the world-view aspect perception of the world or culture) about rules, policies, habits, and culture that are depicted in the movie. Most of the participants agree that laws and policies come from social habits. They argue that before a government makes rules and policies, it should observe the habits within the social environment to create appropriate and fitting regulations. As depicted in the film, teenagers must pass driving lessons and have a driver's license to be able to drive a vehicle. This can be seen from JBP's statement agreeing that regulations are formed from the behavior and habits of a place.

“Rules and policies are usually made based on the social conditions present in the environment, so they are adjusted to the community living in that area” (JBP, apn3, Ln.19)

In line with JBP's opinion, other respondents BME stated that policies and rules come from situation in environment, so that the government adjusted from situation in that area.

“I agree that policies and regulations should be made by considering the conditions of the environment”. (BME, apn3, Ln.45)

Moreover, talking about how to behave and speak comes from habit at home; female students have the same opinion about it. They state that a person's behavior and way of speaking are influenced mainly by habits at home and the environment. As depicted in the film, the main character's way of speaking is influenced by an open and somewhat accessible communication style at home. In addition, they also believe that the choice of vocabulary tends to be impolite and the tone of speaking tends to be high.

“I think it's true, the way of speaking and behaving comes from habits at home. As depicted in the movie, the main character tends to be open and blunt”. (GYA, apn3, Ln.7)

From GYA's answer, she agreed that the way of speaking and behaving comes from habits at home, because he observes the way of speaking and behaving from family members. This can be seen from the portrayal in the movie that the way the main character speaks to others is similar to how she speaks at home with his brother and mother.

"I think the main character's way of speaking to her older sister and mother is quite rude, maybe because her mother is like that too, so she imitates her". (DMN, apn3, Ln.33)

Additionally, DMN also made the same statement that the way of behaving and speaking comes from habits formed at home. This is similar to the situation depicted in the film where the main character tends to be less polite in speaking, especially in word choice, because they observe their mother's speaking style.

From the respondents' answer about cultural diversity, they believe that cultural diversity is beautiful because having cultural differences allows for learning many things and mutual respect. What is depicted in the film about American culture, which is accessible and different from Indonesia, might scare many people. However, by understanding the existence of cultural differences, everyone can still respect and accept those differences. The movie also depicts a school with many students from various countries, but they can still be friends and respect each other.

"Cultural differences are fascinating because we can learn about other people's cultures. After seeing American culture presented in films, I understood that Americans are free-spirited, brave, and enjoy expressing themselves". (JBP, apn3, Ln.21, Ln.22)

JBP stated that cultural differences are a beautiful thing. because we can understand different perspectives and behaviors, and we can learn from them. She also added that the free American culture is a reflection of its free society that enjoys self-expression.

"After watching the film, I came to understand American culture. Americans really like to express themselves and are brave". (DMN, apn3. Ln.34, Ln.35)

According to DMN, cultural diversity is a wonderful thing, because we may learn from and comprehend other viewpoints and behaviors. She went on to say that America's free culture reflects its free society, which values individuality.

“American teenagers are courageous in expressing themselves and are independent. They are not shy about voicing their opinions. Just like one of the characters who dared to create despite being unsure, he kept moving forward”. (SSF, apn3, Ln.60, Ln.61)

Just like the previous respondents, SSF expressed the opinion that cultural diversity is good and extraordinary. In this film, American culture is depicted as bold in expressing and stating opinions.

Additionally, talking about American culture as depicted in films, a female student shared her opinion about the exciting school system, especially the driving lessons that students receive and the closeness between teachers and students. Not only that, but the free American culture also provides space for self-expression. However, some students expressed concerns about the freedom in American culture, which makes them afraid because Americans are very bold, and social interactions there tend to be entirely free.

“I like the education system there, which provides driving lessons for students after they graduate from school so that they can already drive and obtain a driver's license”. (GYA, apn3, Ln.10)

From the statement above, GYA agrees and likes the regulation that requires teenagers to have a driver's license first before driving. In addition, having driving lessons in schools can help students learn without having to take driving courses.

“The freedom of American culture provides space for free expression and opinion”. (DMN, apn3, Ln.36)

DMN expressed that American culture gives its society space to freely express opinions and ideas, which is natural because American culture is indeed a free culture.

“American culture is indeed good because it embraces a free system, but it becomes more frightening due to the lack of boundaries and the freedom to do anything”. (BME, apn3, Ln.49)

BME elaborates on his opinion about American culture, which freely provides space for its society to express and voice their opinions. but because of that, it can also become a worrying matter due to the excessive freedom of that culture.

As a result of the explanation above, the views of female students on the aspect of world view show that almost all respondents have a positive perception of other cultures, especially American culture. They stated that cultural differences in different parts of the world make us learn from and appreciate each other. In addition, the education system that provides driving lessons is a good and exciting culture. However, respondents also believe that the freedom of American culture is also concerning because this freedom creates no boundaries.

Belief, Behavior, Attitude.

After seeing a movie and conducting an interview, the female students' perceptions of belief, behavior, and attitude aspects of culture were the same. They also had the same perception about using informal words to communicate with parents. They argued that it is not a problem to communicate with parents using informal language and words because it can make them closer to their parents and make communication more enjoyable. However, they also argue that it should still be polite even when using informal words and language.

“The way of communicating and the language used by the main character in the film often employs informal language and words when speaking with their parents. I see that this can make communication more enjoyable and open. I sometimes do the same with my parents, but still use polite language and tone”.
(DMN, apn3, Ln.37)

From their statements, DMN revealed the way of communicating and the language used by main character tend to use informal way and word. Because of that the atmosphere for communicating more enjoyable and interesting. Moreover, she also did the same thing as the main character, which is communicating with his parents using informal language.

“There is no problem speaking to parents using informal language and words, like Nadine who uses informal words when talking to her mother, but it must still be polite and choose the right words”. (SSF, apn3, Ln.63)

A female student SSF also expressed the same opinion, saying that speaking informally to teachers is not a problem for them outside of lessons or the classroom. This is one way to get close to the teacher, but still with the appropriate and polite choice of words. As shown in the film, when Nadine communicates outside the classroom with her teacher using informal language and words, it brings them closer together, and she can share her problems.

“I agree that students and teachers can communicate informally outside the classroom because it can bring them closer together, but we must still use polite language even if it's informal”. (GYA, apn3, Ln.12)

In line with SSF's perception, GYA also had same opinion about the way of speaking with teacher at outside class by using informal words and way can build enjoyable atmosphere and get closer with teacher.

“The atmosphere becomes enjoyable and friendly if we speak using informal language and words with the teacher, but we must not use rude words and should remain polite”. (JBP, apn3, Ln.25)

In agreement with GYA, JBP also explained that communicating with teachers outside of class using informal language can strengthen the relationship with the teacher, but one must still use polite words.

According to classification above it can be concluded that female students have a positive perception of communicating with parents and teachers using informal language and words. They believe it is acceptable to use informal words as long as they maintain politeness in speaking and choose words that are not rude or vulgar. Additionally, the tone of voice should not be high or shouting.

4.2. DISCUSSION

The findings of this research revealed female students' perceptions and types of perceptions about the culture, as illustrated in the movie *The Edge of Seventeen* by

Kelly Craig. According to Qiong (2017), culture significantly influences human perception, influencing reactions to external items, social roles, physical characteristics, and messages. It influences our perceptions of events, societal influences, and social roles, making perception and culture interconnected. Then, positive perception refers to all information and reactions that persist when used. The seen item will then be supported, activated, or accepted. Negative perception refers to knowledge and responses that do not align with the perceived object, while unsupportive perception implies disagreement without support or sympathy (Firman, 2022; Pratiwi et al., 2022).

Moreover, the researcher chooses *The Edge of Seventeen* by Kelly Craig as an object to see other cultures because the movie can effectively teach intercultural awareness by presenting cultures from their origins and allowing students to observe varying patterns of human behavior, including thoughts, beliefs, values, customs, and interacting manners. Experts stated that movies are valuable for students interested in language and culture, as they enhance practical language use and cultural understanding. Understanding its content allows students to draw conclusions about social situations, gain cultural knowledge, and engage in intercultural study. It also allows students to observe human behavior, develop visual literacy, and reveal their ideas (Andrea Lee, 2017; Chaya, 2022; Kartikasari et al., 2019a; Kusumaningrum, 2016). As stated in the findings above, there were positive, negative, supportive, and unsupportive types related to female students' perception of the culture illustrated in the movie *The Edge of Seventeen* by Kelly Craig.

4.2.1. Positive and Supportive Perception

In aspects of the culture of social organization (education, policy in the country, and rule in the neighborhood), female students have positive and supportive perceptions about driving lessons for students and the importance of driving. It can be seen that bringing driving lesson to school is good curriculum and culture. In line with Akbari et al., (2021) teenage participants who get road safety instruction in schools are

more likely to obtain licenses earlier. Additionally, through early licensing, they proposed that these interventions would potentially result in a notable increase in the percentage of crashes among teenagers who had completed this course.

In addition, female students indicate positive and supportive perceptions of cultural worldviews. Most agree that cultural diversity is beautiful and respectful, while the film portrays American culture as accessible and different from Indonesia. They appreciate the school system, driving lessons, and teacher-student relationships. Their statement aligns with Qiong, (2017) world-view: shaped culture influences an individual's perception of the world, shaping their thoughts, decisions, and interpretations, potentially leading to conflict between cultures. In the aspect of intercultural awareness (Perception of the world or culture), female students show positive and supportive responses.

The study found that in terms of cultural beliefs, behavior, and attitudes, female students have a positive and supportive perception of how they communicate with parents, teachers, and siblings. Their statement proves that the use of casual language and vocabulary while speaking with parents, teachers, and siblings is positively seen by female pupils. If they remain courteous and use language that isn't offensive or vulgar, they think it's okay to use casual language. Furthermore, the voice should not be raised or shouted. Like theory, beliefs are subjective beliefs about objects or events' relationships with others, influencing our perception of the world and shaping our values, which are learned rules for decision-making and attitude systems (Qiong, 2017).

4.2.2. Negative and Unsupportive Perception.

On the contrary, wearing uniform at school most of the female students are agree about it. They think that wearing uniform are essential because it shows that students are educated and discipline. In accordance, Jones et al., (2020) stated that school uniforms contribute to improved safety (measured by bullying, violence, and gang presence) and conduct (measured by attendance rates, reported infractions, and

bullying) in a school. The use of uniforms should be implemented in schools because it will make students neater, more disciplined, safer, and show that they are students. Furthermore, regarding socializing boundaries and curfews set by parents, respondents showed negative perceptions and unsupportive them because, in their opinion, boundaries. Socializing and the existence of curfews are necessary, whereas what is presented in the film shows that parents give their children the freedom to socialize and that there are no boundaries between boys and girls. Additionally, parents tend not to impose curfews. This situation dramatically contrasts Indonesia's culture and surrounding environment, which tends to restrict socializing and curfews.

Based on explanation above, female students' perception of culture in movie are influenced by their culture. For example, culture in movie depicted that their culture when at school does not use uniforms and for socializing in movie shows that the interaction between girls and boys is freer compared to what happens in their culture. This is in accordance with the theory presented by experts that perception in the psychological dimension is crucial as it is influenced by an individual's experience and the external world, and is influenced by their culture (Qiong, 2017).

4.2.3. Intercultural Awareness.

Based on explanation above, it can be concluded that female students have different perception in aspect of ICA. In aspect social group or identity, they have different perceptions regarding education, policy, and rules. They disagree with uniforms and driving lessons, while supporting the policy of obtaining a driving license. However, they disagree with the freedom of socializing. In other aspect of ICA Social Group (Education, Policy, and Rules), World-Views (Perception of The World) and Believe, Behavior, Attitude female students have same perception. They agree about the rule of driving license for teenager, driving lesson in the school, cultural diversity, and the way of communicating. This condition above related with the theory that perception is a dynamic process influenced by psychological processes in the

nervous system; it is crucial in the psychological dimension as it correlates with an individual's experience and the outside world (Magfirah, 2017; Qiong, 2017).

In terms of bringing intercultural awareness in class, teachers need media to support students in raising intercultural awareness. One of the media is movies because they are a valuable teaching strategy for developing students' intercultural awareness by presenting unfamiliar cultural situations and providing visual and audio aids. They also aid in language practice and teaching English as a foreign or second language, allowing students to observe varying human behavior patterns and learn essential cultural elements (Chaya, 2022; Kartikasari et al., 2019a; Kusumaningrum, 2016). Then, the previous studies claimed the use of movie as media to promote intercultural awareness is beneficial. The results are increase EFL students' cultural awareness and enhance their communicative competence in diverse socio-cultural contexts (Kartikasari et al., 2019b); Mudawe et al., 2020).

In order to make students more understanding of intercultural awareness, it can be seen from their perceptions. As stated by experts, culture, and perception cannot be separated. Culture shapes perception, influencing individual experiences, beliefs, and survival chances. Culture provides meaning, directs responses, and influences values, beliefs, and worldviews, causing perceptual discrepancies (Magfirah, 2017; Qiong, 2017). This research can be seen from female students' perceptions, showing more positive and supportive perceptions than negative and unsupportive perceptions about culture depicted in the movie *The Edge of Seventeen* by Kelly Craig regarding intercultural awareness.

As explained above with explanation above perception of female students can raise their intercultural awareness and respect for other by seeing other culture and custom. As explained in the previous chapter about the concept of intercultural awareness which the table concept outlines three levels of cultural awareness: basic, advanced, and intercultural. Basic cultural awareness involves understanding the target language's culture and its impact on behavior, beliefs, and values. Advanced cultural awareness involves understanding cultures as dynamic and fluid, predicting potential

miscommunication, and mediating between cultural frames of reference. Intercultural awareness involves mediating and negotiating between different cultural frames and communication modes. Teaching culture should be done from an intercultural perspective, observing both the learner's and target culture

Moreover, the importance of raising intercultural awareness by having perception of other culture in education to prepare students for global awareness. This includes understanding multiple perspectives, understanding world problems, recognizing diversity, understanding the interconnected system, and considering choices between individuals and nations. This approach helps students relate global content to their lives. According to Tural & Cubukcu, (2021) intercultural awareness is a requirement for communication, and as the main function of language learning is to be able to communicate, automatically; intercultural awareness becomes important in language teaching.

So, the participants in this research have excellent intercultural awareness as they know the differences between human beings worldwide, especially regarding social organization, worldviews, beliefs, behavior, and attitudes with their own culture or experience by seeing their perception related to movie *The Edge of Seventeen* by Kelly Craig. Moreover, they must have a broader understanding of their own and other cultures to raise intercultural awareness. Moreover, Ismailov, (2021); Sabilah, (2019) intercultural awareness involves interacting with people from different cultures in one's language, requiring students to increase knowledge and skills in the target language and culture.

CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

Based on the explanation in the previous section, it can be seen from the perceptions of female students and types of regarding the culture depicted in the movie *The Edge of Seventeen* by Kelly Craig, which refers to the ICA aspect, the first aspect of education, policy, and rule in neighborhood in education aspect they tend to disagree if students are not wearing uniform for going to school it means they have negative and unsupportive perception. However, they agree about driving lessons that exist in school, and they also agree about the policy that teenagers should have a driver's license before riding a vehicle. It means that they have positive and supportive perceptions about those aspects. Then, in the neighborhood, female students disagree about the freedom of socializing. It conveys negative and unsupportive perceptions.

Additionally, female students express positive and supportive opinions about cultural worldviews. While most people think cultural variety is lovely and courteous, the movie presents American culture as approachable and distinct from Indonesian culture. They value the relationships between teachers and students, driving lessons, and the educational system. The survey discovered that female students perceive their communication with parents, instructors, and siblings as pleasant and encouraging regarding cultural beliefs, behavior, and attitudes. Their remark demonstrates that female students favor using informal language and vocabulary while interacting with parents, instructors, and siblings. They believe using informal language is acceptable as long as they stay polite and don't say anything obscene or unpleasant. Moreover, it is not appropriate to yell or raise the voice.

In conclusion, it can be concluded that almost all female students reveal excellent intercultural awareness it can be seen from their type's pf perception relating their answer that they have positive and supportive perception that negative and unsupportive perception, especially regarding social organization, worldviews, beliefs, behavior, and attitudes with their own culture or experience by seeing their perception

related to the movie *The Edge of Seventeen* by Kelly Craig. Teaching English with intercultural content is essential to developing student awareness and understanding of foreign cultural environments, standards, traditions, and customs. In English class, appropriate media, in this case, movies, can raise intercultural awareness of female students by understanding other cultures and our own culture, with each culture impacting our attitudes and behaviors. The beliefs, values, and thoughts acquired from each culture shape our understanding of ourselves and others.

5.2. RECOMENDATION

The finding of this research clearly explore female students' perception and types of perception related to the movie *The Edge of Seventeen* by Kelly Craig. These are useful to help students for enhancing intercultural awareness and they can adapt and appreciate other cultures. Moreover, the use of media that has cultural content is essential to make students understanding about cultural situation, human pattern, and custom from other place. Then, in searching of media, the teacher must seek appropriate media and suitable content before giving to students.

However, it is necessary to note that although this research has revealed female students' perceptions and types of perception for raising intercultural awareness of students by using movies as media, many aspects still need to be thoroughly investigated for further research. Therefore, in education is recommended to explore other cultures to infuse intercultural awareness of students in English class. It includes using various suitable media to show different cultures. Then, instructor can use media that have content culture for teaching culture in English class and make more activities to develop intercultural awareness for students.

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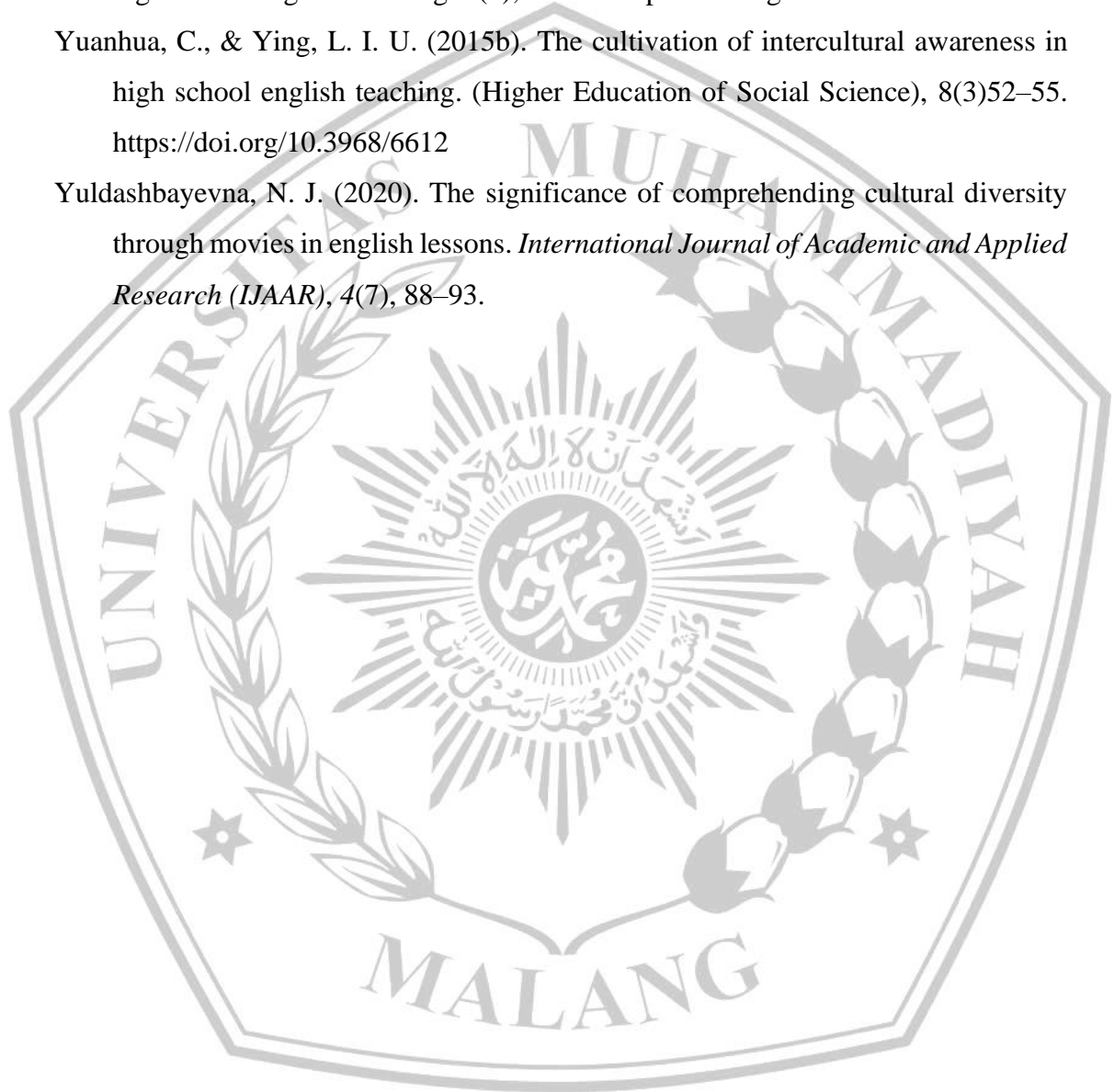
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Appendices 1: Instruments Questioner and Interview

Table 1.1 Questioner for Student

No	Aspect Culture	Aspect of ICA	Statements	Responses				
				Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Social group or identity	Education. Policy in country. Rule in neighborhood.	<ol style="list-style-type: none"> 1. Children have driving lesson in school 2. Children have driver-license in 17 years old. 3. Children use uniform to school. 4. Parents set a curfew for their children. 5. Parents set boundaries for their children in social interactions between boys and girls. 					
2	World-views	Perception of the world or culture.	<ol style="list-style-type: none"> 1. Rules and policies come from societal habits. 2. The way of speaking and behaving come from the habits at home. 3. Culture is about tradition, habits, and values. 					
3	Belief, behavior, attitude	Relationship teacher and students. Children and parents. Friends.	<ol style="list-style-type: none"> 1. Children use informal words to communicate with parents. 2. Children use informal words to communicate with elder siblings. 					

			3. Children use informal words to communicate with teacher outside the class. 4. Children use formal words to communicate with teacher in learning activity. 5. Using informal words to communicate with friends. 6. Wearing cloth politely.					
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Table 1.2 Interview for Student

No	Aspect Culture	Aspect of ICA	Questions
1	Social group or identity	Education. Policy in country. Rule in neighborhood.	1. What do you think about the rule of wearing uniform depicted in movie? 2. Have you ever ridden a motorcycle without having a driver's license? 3. What do you think about the requirement to have a driver's license to drive? 4. What do you think about the driving lesson in movie? 5. What do you think about the freedom of socializing depicted in the movie? 6. Do your parents have rules for you regarding socializing? 7. What do you think about the rules or restrictions set by your parents regarding socializing?
2	World-views	Perception of the world or culture.	1. What do you think about rules and policies come from societal habits? 2. What do you think about the way of speaking and behaving come from the habits at home? 3. How do you explain the cultural diversity? 4. What do you think about the culture that depicted in the movie? 5. After watching movie, which aspect of the American culture that has positive and negative thing?
3	Belief, behavior, attitude	Relationship teacher and students. Children and parents.	1. What do you think about communicating with parents using informal words?

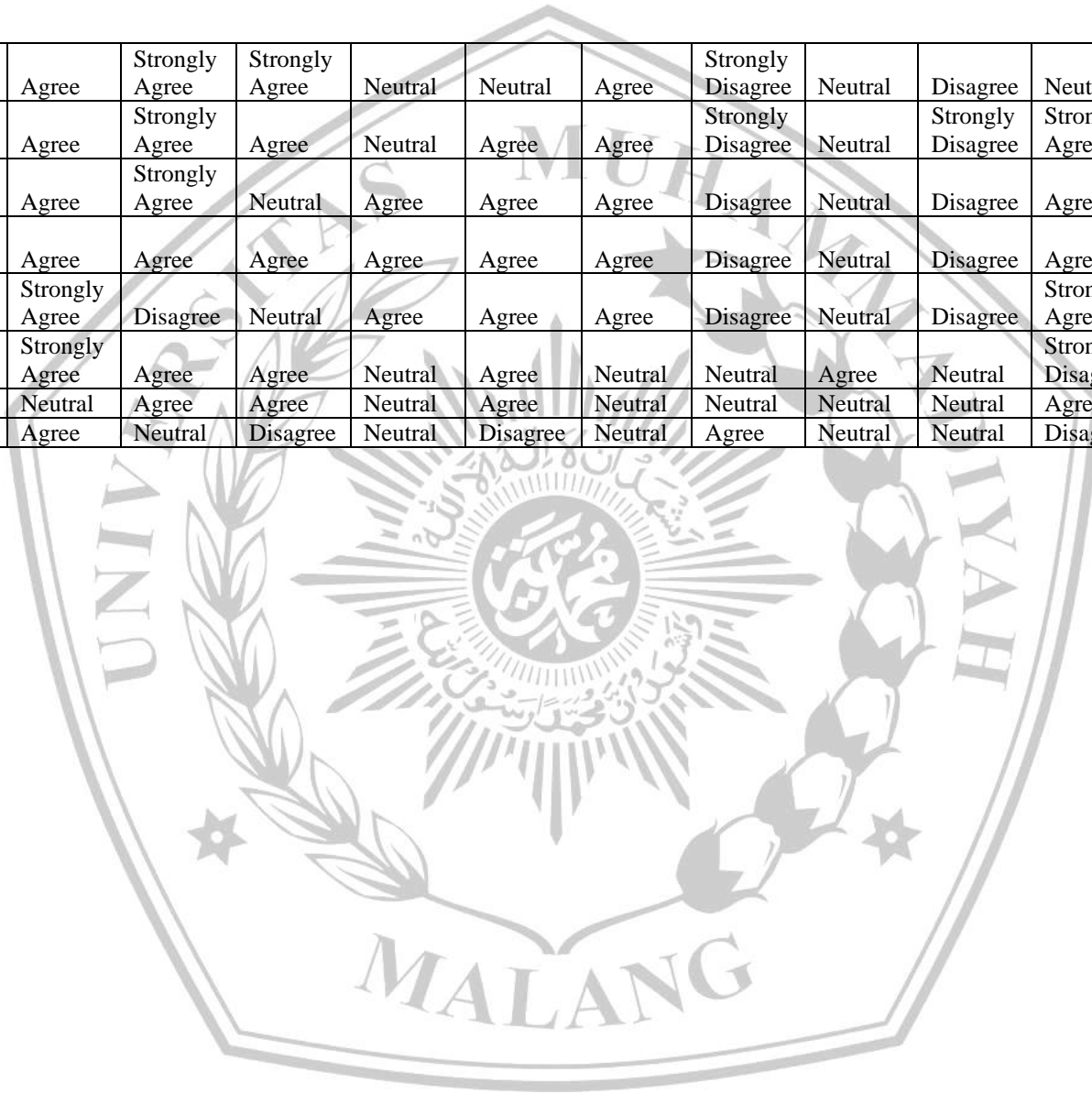
		Friends.	<ol style="list-style-type: none"> 2. What do you think about communicating with teachers using informal words outside of lessons? 3. What do you think about the way of speaking that depicted in film? 4. Have you ever spoken informally with your teacher? 5. What do you think about wearing cloth politely in society?
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Appendices 2: The Result Of Questioner

<i>Students</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Q4</i>	<i>Q5</i>	<i>Q6</i>	<i>Q7</i>	<i>Q8</i>	<i>Q9</i>	<i>Q10</i>	<i>Q11</i>	<i>Q12</i>	<i>Q13</i>	<i>Q14</i>
S1	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree
S2	Strongly Agree	Agree	Strongly Agree	Neutral	Agree	Agree	Agree	Agree	Neutral	Neutral	Neutral	Agree	Agree	Strongly Agree
S3	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Neutral	Strongly Agree	Strongly Agree	Neutral	Neutral	Disagree	Agree	Neutral	Strongly Agree
S4	Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Neutral	Agree	Strongly Agree	Strongly Agree
S5	Agree	Agree	Agree	Agree	Neutral	Neutral	Agree	Strongly Agree	Neutral	Neutral	Neutral	Agree	Strongly Agree	Strongly Agree
S6	Agree	Strongly Agree	Agree	Agree	Neutral	Agree	Strongly Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
S7	Agree	Strongly Agree	Neutral	Strongly Agree	Strongly Agree	Agree	Agree	Agree	Neutral	Agree	Agree	Agree	Strongly Agree	Strongly Agree
S8	Neutral	Agree	Agree	Agree	Strongly Agree	Agree	Neutral	Agree	Neutral	Agree	Disagree	Strongly Disagree	Agree	Strongly Agree
S9	Neutral	Agree	Agree	Strongly Agree	Strongly Agree	Neutral	Agree	Neutral	Strongly Disagree	Neutral	Strongly Disagree	Agree	Neutral	Strongly Agree
S10	Neutral	Neutral	Agree	Agree	Agree	Neutral	Agree	Agree	Neutral	Neutral	Neutral	Agree	Neutral	Agree
S11	Agree	Agree	Agree	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Agree
S12	Neutral	Agree	Strongly Agree	Neutral	Neutral	Agree	Agree	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral	Strongly Agree
S13	Neutral	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Disagree	Strongly Agree	Strongly Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Agree	Neutral	Strongly Agree
S14	Agree	Neutral	Agree	Agree	Agree	Neutral	Strongly Agree	Strongly Agree	Agree	Agree	Neutral	Agree	Agree	Strongly Agree
S15	Neutral	Agree	Agree	Strongly Agree	Strongly Agree	Neutral	Agree	Neutral	Agree	Agree	Disagree	Agree	Strongly Disagree	Strongly Agree
S16	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Disagree	Strongly Agree	Agree	Strongly Disagree	Neutral	Strongly Disagree	Strongly Agree	Agree	Strongly Agree
S17	Neutral	Neutral	Strongly Agree	Strongly Agree	Agree	Neutral	Strongly Agree	Strongly Agree	Neutral	Agree	Neutral	Agree	Agree	Strongly Agree

S18	Neutral	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Neutral	Neutral	Agree	Strongly Disagree	Neutral	Disagree	Neutral	Neutral	Agree
S19	Neutral	Agree	Agree	Strongly Agree	Agree	Neutral	Agree	Agree	Strongly Disagree	Neutral	Strongly Disagree	Strongly Agree	Neutral	Strongly Agree
S20	Neutral	Agree	Agree	Strongly Agree	Neutral	Agree	Agree	Agree	Disagree	Neutral	Disagree	Agree	Neutral	Strongly Agree
S21	Neutral	Neutral	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Neutral	Disagree	Agree	Neutral	Strongly Agree
S22	Neutral	Strongly Agree	Strongly Agree	Disagree	Neutral	Agree	Agree	Agree	Disagree	Neutral	Disagree	Strongly Agree	Agree	Strongly Agree
S23	Neutral	Agree	Strongly Agree	Agree	Agree	Neutral	Agree	Neutral	Neutral	Agree	Neutral	Strongly Disagree	Agree	Strongly Agree
S24	Neutral	Agree	Neutral	Agree	Agree	Neutral	Agree	Neutral	Neutral	Neutral	Neutral	Agree	Agree	Agree
S25	Neutral	Agree	Agree	Neutral	Disagree	Neutral	Disagree	Neutral	Agree	Neutral	Neutral	Disagree	Neutral	Neutral



Appendix 3: The Result Of Interview

Student's Name : GYA
 Class : XII MIA 1

- Social group or identity: Education, Policy in Country, Rule in neighborhood.

No	Questions	Answer
1	What do you think about wearing uniforms at school?	In my view, the use of uniforms in schools reflects the rules of the school or the country. As depicted in the film, the use of uniforms in that school is not mandatory, and the students are seen wearing casual clothes. I think this is not a problem because American culture tends to be more relaxed. However, in my opinion, since I live in Indonesia, the use of uniforms for students is mandatory because schools are formal institutions, so it is a requirement. Students also appear more disciplined and neat. <i>(Ln.1)</i>
2	What do you think about the requirement to have a driver's license to drive?	I think having a driver's license when driving is mandatory because it is safer compared to those who do not have a license, even if they can be said to know how to drive, the risk is greater. <i>(Ln.2)</i>
3	What do you think about the driving lesson in movie?	In my opinion, it is interesting and positive when schools help provide driving lessons to their students, especially at the age when they are allowed to drive. This can help students learn to drive a car without having to practice alone, which can ultimately be dangerous. <i>(Ln.3)</i>
4	What do you think about the freedom of socializing depicted in the movie?	The social interactions depicted in the film, I feel, are too dangerous and frightening because they are too free. And this can lead to many negative things if we do not know the boundaries. As seen in the film, the main character gets swept away in negative social interactions without any control from close relatives. <i>(Ln.4)</i>
5	What do you think about the rules or restrictions set by your parents regarding socializing?	I think parents set rules and boundaries when socializing to keep their children from being in bad environment because it serves as protection for their children if they are too permissive, it will also be dangerous. As depicted in the film, the parents never discuss rules and boundaries, so the child tends to be free in choosing their social circle. <i>(Ln.5)</i>

- World-Views: Perception of the world or culture.

No	Questions	Answer
1	What do you think about rules and policies come from societal habits?	I think those rules and policies were indeed formed because of the habits in that environment. They usually come about due to a specific case or event. <i>(Ln.6)</i>
2	What do you think about the way of speaking and behaving come from the habits at home?	I think it's true, the way of speaking and behaving comes from habits at home. As depicted in the movie, the main character tends to be open and blunt". <i>(Ln.7)</i>
3	How do you explain the cultural diversity?	Cultural diversity is an interesting and unique thing because there are many differences in culture and customs. What may seem negative to us might be normal in a certain region or country, and vice versa. So I think the key is mutual respect and appreciation. <i>(Ln.8)</i>
4	What do you think about the culture that depicted in the movie?	After watching the film, the culture depicted gave me culture shock because of the free social interactions, where the opposite gender is allowed to enter private areas. However, I understand that this is due to their free culture. <i>(Ln.9)</i>
5	After watching movie, which aspect of the American culture that has positive and negative thing?	From the film, the positive aspect of the culture I observed is I like the education system there, which provides driving lessons for students after they graduate from school so that they can already drive and obtain a driver's license". The negative aspect is the freedom in the culture that can be dangerous, especially for teenagers. <i>(Ln.10)</i>

- Belief, Behavior, Attitude.

No	Questions	Answer
1	What do you think about communicating with parents using informal words?	From my perspective, it can be said to be both polite and impolite. For example, if the choice of words, even if informal, remains polite. And the tone of speaking is not too high. But if the choice of words is less polite and the tone is too high, it is inappropriate. I personally don't mind as long as we know how to choose polite words and use the right intonation. <i>(Ln.11)</i>
2	What do you think about communicating with teachers	In my opinion, I agree that students and teachers can communicate informally outside the classroom

	using informal words outside of lessons?	because it can bring them closer together, but we must still use polite language even if it's informal". (Ln.12)
3	What do you think about wearing cloth politely in society?	Dressing modestly is necessary, especially covering sensitive areas. As depicted in the film, wearing shorts to school is considered impolite. Therefore, dressing modestly should be appropriate to the place and situation and cover sensitive areas. (Ln.13)



Student's Name : JBP
 Class : XII MIA 1

- Social group or identity: Education, Policy in Country, Rule in neighborhood.

No	Questions	Answer
1	What do you think about wearing uniforms at school?	In my opinion, schools in America do not use uniforms because of the free American culture, and it is one of the freedoms of expression for their students. However, I prefer if students wear uniforms because they look neat and educated. As shown in the film, when students are free to wear whatever they want, they do not look neat. (Ln.14)
2	What do you think about the requirement to have a driver's license to drive?	In my opinion, if teenagers want to drive motor vehicles, they should have a driver's license first for safety. (Ln.15)
3	What do you think about the driving lesson in movie?	The availability of driving lessons provided by the school is something new and interesting to me. This can help teenage students learn to drive without having to pay for driving courses because the school offers them. (Ln.16)
4	What do you think about the freedom of socializing depicted in the movie?	I see it leaning towards the negative because in adolescence, there needs to be control and rules in socializing. If it's too free, it's also not good and tends to be uncontrolled in socializing. Like in the movie, the main character doesn't know the difference between good and bad socializing due to curiosity and almost falls into bad company. From that, it is evident that there is no control from close relatives. (Ln.17)
5	What do you think about the rules or restrictions set by your parents regarding socializing?	Parents' role in setting rules and limiting children's social interactions is crucial for protection and safety, as depicted in the film, where rules are never discussed between parents and children. (Ln.18)

- World-Views: Perception of the world or culture.

No	Questions	Answer
1	What do you think about rules and policies come from societal habits?	I agree, rules and policies are usually made based on the social conditions present in the environment, so they are adjusted to the community living in that area. As seen in the film, the rule for teenagers is to

		have a driver's license first. It is mandatory before driving. (Ln.19)
2	What do you think about the way of speaking and behaving come from the habits at home?	Agree, communication habits are influenced by the way communication is conducted at home, which is adjusted by the people in the household. (Ln.20)
3	How do you explain the cultural diversity?	My view on cultural diversity is to appreciate and respect the diverse differences. Cultural differences are fascinating because we can learn about other people's cultures. After seeing American culture presented in films, I understood that Americans are free-spirited, brave, and enjoy expressing themselves. (Ln.21)
4	What do you think about the culture that depicted in the movie?	My view of the culture depicted in the film is frightening because of the free interaction between men and women. However, this is a depiction of the free American culture. So, for teenagers, it is too concerning if it is too free. (Ln.22)
5	After watching movie, which aspect of the American culture that has positive and negative thing?	In my opinion, the positive aspect I see is that teenagers can find comfort from those close to them because interactions don't need to be formal, making it easier to get close to parents and loved ones. The negative aspect is that since adolescence is a time when individuals are still searching for their identity with a free social life, it can be concerning. (Ln.23)

- Belief, Behavior, Attitude.

No	Questions	Answer
1	What do you think about communicating with parents using informal words?	In my opinion, communication with parents can use informal language but still remain polite. Because this can make the relationship between children and parents closer due to the comfortable communication atmosphere. (Ln.24)
2	What do you think about communicating with teachers using informal words outside of lessons?	The atmosphere becomes enjoyable and friendly if we speak using informal language and words with the teacher, but we must not use rude words and should remain polite. (Ln.25)
3	What do you think about wearing cloth politely in society?	Dressing modestly is necessary because it is one way to protect ourselves and cover our private areas. (Ln.26)

Student's Name : DMN
 Class : XII MIA 1

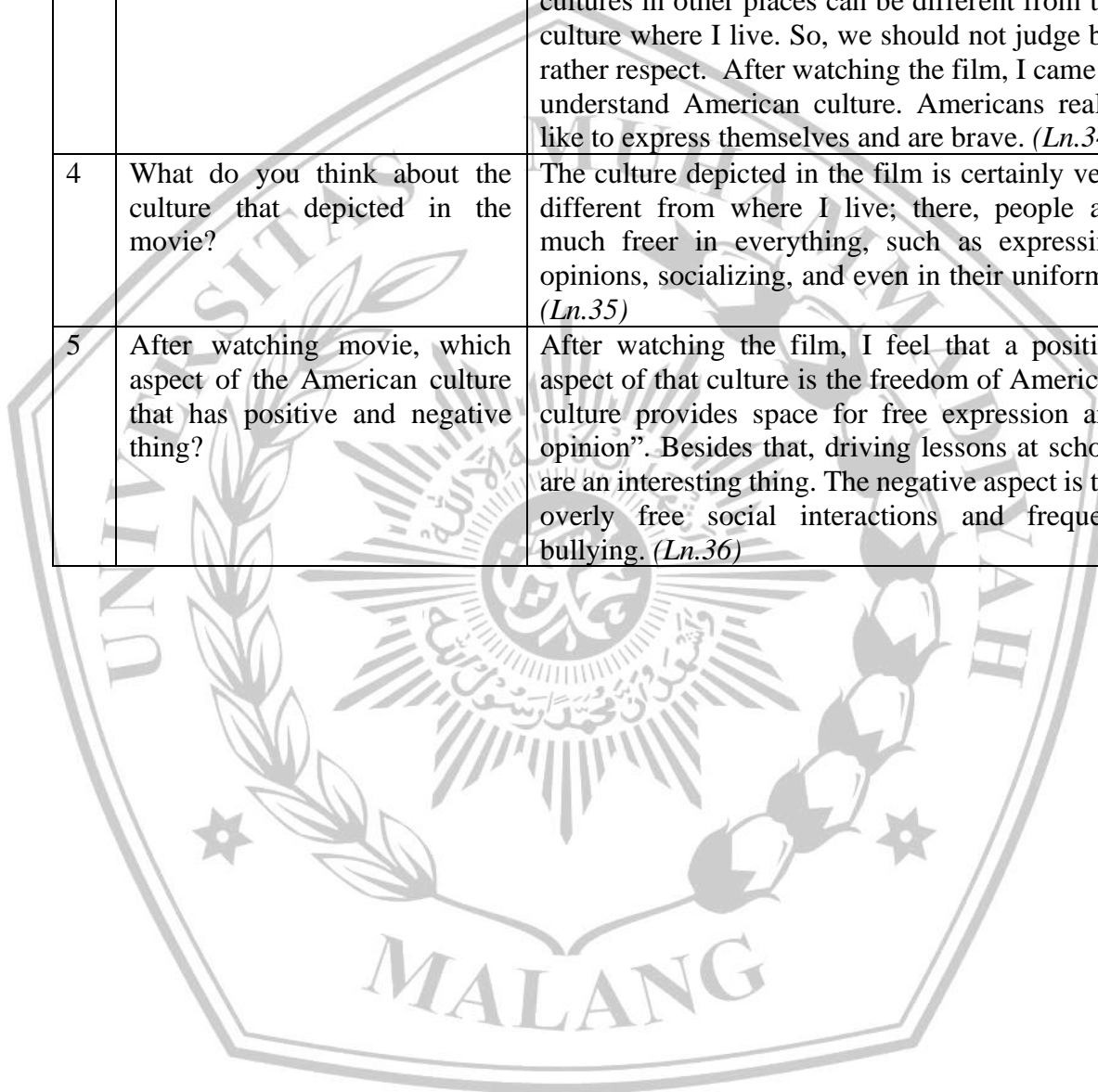
- Social group or identity: Education, Policy in Country, Rule in neighborhood.

No	Questions	Answer
1	What do you think about wearing uniforms at school?	In my opinion about not wearing uniforms at school like. as depicted in the film, I don't mind because it reflects the liberal American culture. However, since I live in Indonesia, I prefer wearing a uniform when going to school. <i>(Ln.27)</i>
2	What do you think about the requirement to have a driver's license to drive?	For safety reasons, I believe that teens who wish to operate motor vehicles should first obtain a driver's license. <i>(Ln.28)</i>
3	What do you think about the driving lesson in movie?	I think this is an interesting culture and rule because learning to drive is very important and having a driver's license is a must that teenagers should have when they are going to drive. <i>(Ln.29)</i>
4	What do you think about the freedom of socializing depicted in the movie?	In my opinion, after observing The free American culture, including social interactions as depicted in films, is very frightening because there are no boundaries in the interactions between boys and girls. This is most evident when visiting homes, where one can freely enter private spaces. However, if I were there, I would respect that culture because it is already customary there. <i>(Ln.30)</i>
5	What do you think about the rules or restrictions set by your parents regarding socializing?	I think there should be rules about socializing provided by parents to ensure safety. <i>(Ln.31)</i>

- World-Views: Perception of the world or culture.

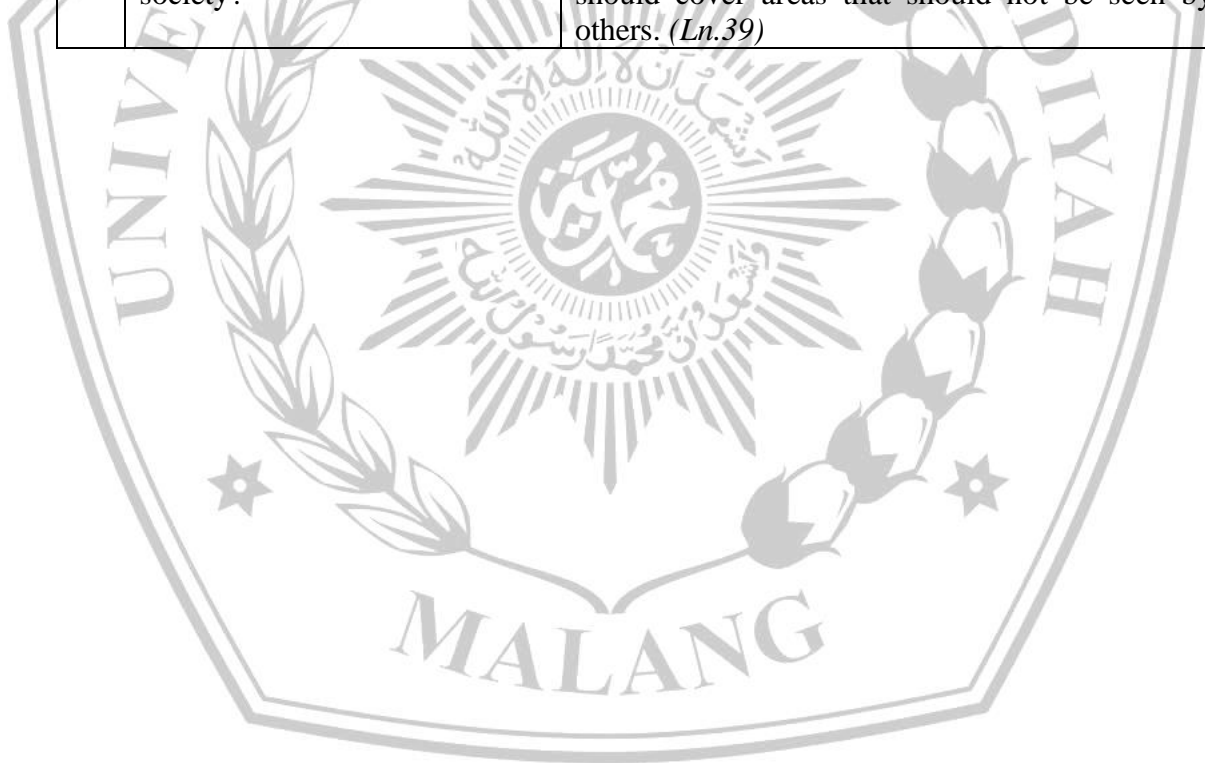
No	Questions	Answer
1	What do you think about rules and policies come from societal habits?	In my opinion, the formation of rules and policies from the environment is indeed true, because they adapt to the situations and problems present in a particular environment or country. <i>(Ln.32)</i>
2	What do you think about the way of speaking and behaving come from the habits at home?	Indeed, communication methods can be influenced by the family at home because they observe the habits and culture present in the household. Like depicted in movie the main

		character's way of speaking to her older sister and mother is quite rude, maybe because her mother is like that too, so she imitates her. (Ln.33)
3	How do you explain the cultural diversity?	My opinion about cultural diversity is, first, to appreciate and, second, to respect. Because cultures in other places can be different from the culture where I live. So, we should not judge but rather respect. After watching the film, I came to understand American culture. Americans really like to express themselves and are brave. (Ln.34)
4	What do you think about the culture that depicted in the movie?	The culture depicted in the film is certainly very different from where I live; there, people are much freer in everything, such as expressing opinions, socializing, and even in their uniforms. (Ln.35)
5	After watching movie, which aspect of the American culture that has positive and negative thing?	After watching the film, I feel that a positive aspect of that culture is the freedom of American culture provides space for free expression and opinion". Besides that, driving lessons at school are an interesting thing. The negative aspect is the overly free social interactions and frequent bullying. (Ln.36)



- Belief, Behavior, Attitude.

No	Questions	Answer
1	What do you think about communicating with parents using informal words?	The way of communicating and the language used by the main character in the film often employs informal language and words when speaking with their parents. I see that this can make communication more enjoyable and open. I sometimes do the same with my parents, but still use polite language and tone. (Ln.37)
2	What do you think about communicating with teachers using informal words outside of lessons?	I think it's not a problem to communicate with teachers using informal language as long as we remain polite and don't cross the line. (Ln.38)
3	What do you think about wearing cloth politely in society?	I think every country has its own values regarding clothing, but the important thing is that the clothes should cover areas that should not be seen by others. (Ln.39)



Student's Name : BME
 Class : XII MIA 1

- Social group or identity: Education, Policy in Country, Rule in neighborhood.

No	Questions	Answer
1	What do you think about wearing uniforms at school?	In my opinion, wearing uniforms for students is more polite and formal. <i>(Ln.40)</i>
2	What do you think about the requirement to have a driver's license to drive?	very interesting because the regulations do not arbitrarily allow teenagers to drive without a license, and parents also support it. <i>(Ln.41)</i>
3	What do you think about the driving lesson in movie?	The existence of driving lessons in schools is very good and it's an interesting culture because it can help students learn to drive without having to take outside courses. <i>(Ln.42)</i>
4	What do you think about the freedom of socializing depicted in the movie?	I disagree with the free mixing of boys and girls as depicted in the film. In my opinion, it is dangerous and inappropriate. <i>(Ln.43)</i>
5	What do you think about the rules or restrictions set by your parents regarding socializing?	It's unsurprising that parents in America, especially as depicted in films, give their children the freedom to socialize. Still, it would be better if they set some rules so their children are safer and avoid bad influences. <i>(Ln.44)</i>

- World-Views: Perception of the world or culture.

No	Questions	Answer
1	What do you think about rules and policies come from societal habits?	I agree that policies and regulations should be made by considering the conditions of the environment. <i>(Ln.45)</i>
2	What do you think about the way of speaking and behaving come from the habits at home?	In my opinion, the way we communicate at home is one of the influencing factors, but external environments can also play a role, such as in friendships. <i>(Ln.46)</i>
3	How do you explain the cultural diversity?	Cultural diversity is the difference in cultures, and we as individuals should be able to appreciate it. For example, the culture depicted in the film is very free in socializing, dressing, and communicating, but we as outsiders must respect each other. <i>(Ln.47)</i>

4	What do you think about the culture that depicted in the movie?	The culture depicted in the film, in my opinion, is too liberal in social interactions, which can be both positive and negative if one cannot control oneself. <i>(Ln.48)</i>
5	After watching movie, which aspect of the American culture that has positive and negative thing?	“American culture is indeed good because it embraces a free system, but it becomes more frightening due to the lack of boundaries and the freedom to do anything. <i>(Ln.49)</i>

- Belief, Behavior, Attitude.

No	Questions	Answer
1	What do you think about communicating with parents using informal words?	I don't mind communicating with parents using informal language, because it will make the communication comfortable and not stiff. However, it should still be polite and use good manners. <i>(Ln.50)</i>
2	What do you think about communicating with teachers using informal words outside of lessons?	Communicating informally outside of class with teachers, I think, is not a problem because it will make students and teachers closer. However, it should not be excessive and must remain polite. <i>(Ln.51)</i>
3	What do you think about wearing cloth politely in society?	Wearing clothes should be polite, ethical, and cover sensitive areas. If you watch movies, the clothing tends to be revealing, but it's not a problem because that's their culture and habit. <i>(Ln.52)</i>

Student's Name : SSF
 Class : XII MIA 1

- Social group or identity: Education, Policy in Country, Rule in neighborhood.

No	Questions	Answer
1	What do you think about wearing uniforms at school?	In my opinion, uniforms are important for students, so I disagree if schools do not wear uniforms because it is an identity as a student. (Ln.53)
2	What do you think about the requirement to have a driver's license to drive?	The culture that requires schools to provide driving lessons is a good thing, and teenagers should have a driver's license first to avoid reckless driving. (Ln.54)
3	What do you think about the driving lesson in movie?	I agree because driving lessons at school can help students learn to drive under supervision. (Ln.55)
4	What do you think about the freedom of socializing depicted in the movie?	My perception of social interactions in America is actually not surprising because it is very free there, including in social interactions. But I think it's dangerous. (Ln.56)
5	What do you think about the rules or restrictions set by your parents regarding socializing?	I think parents need to set rules for their children when interacting with girl and boy to protect them from dangerous things. (Ln.57)

- World-Views: Perception of the world or culture.

No	Questions	Answer
1	What do you think about rules and policies come from societal habits?	I think it's true that setting rules and regulations depends on the environment or country where one lives. (Ln.58)
2	What do you think about the way of speaking and behaving come from the habits at home?	I agree that the way we behave and communicate is determined by our home. (Ln.59)
3	How do you explain the cultural diversity?	Cultural diversity is about appreciating and respecting a culture and customs from another place. (Ln.60)
4	What do you think about the culture that depicted in the movie?	American teenagers are courageous in expressing themselves and are independent. They are not shy about voicing their opinions. Just like one of the characters who dared to create despite being unsure, he kept moving forward. (Ln.61)

5	After watching movie, which aspect of the American culture that has positive and negative thing?	The positive aspect I got from the film is the presence of driving lessons in school and the close relationship between teachers and students. For the negative aspect, communication with parents tends to use harsh vocabulary. (Ln.62)
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- Belief, Behavior, Attitude.

No	Questions	Answer
1	What do you think about communicating with parents using informal words?	There is no problem speaking to parents using informal language and words, like Nadine who uses informal words when talking to her mother, but it must still be polite and choose the right words. (Ln.63)
2	What do you think about communicating with teachers using informal words outside of lessons?	It's fine to communicate with teachers using informal language as long as it remains polite and does not cross the line. (Ln.64)
3	What do you think about wearing cloth politely in society?	Dressing should be neat and polite, but if it's like in the movies, it's not a problem because that's the culture and habit. (Ln.65)

