

**HIGH SCHOOL STUDENTS' CULTURAL SCHEMAS OF 'ENGLISH' AND
'ENGLISH LEARNING' IN MAGEK, KAMANG MAGEK, AGAM
REGENCY WEST SUMATRA**

THESIS

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of Universitas Islam Negeri Imam Bonjol Padang
for Undergraduate Degree.*



by

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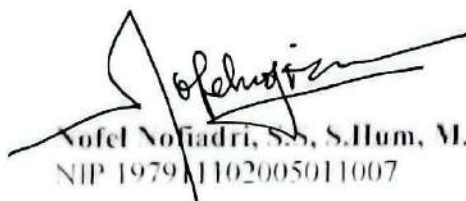
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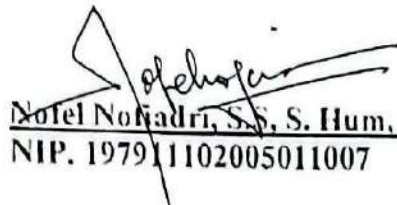
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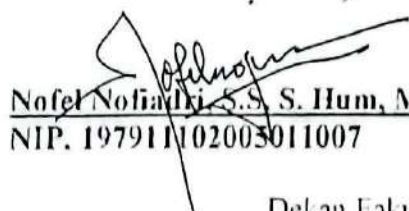
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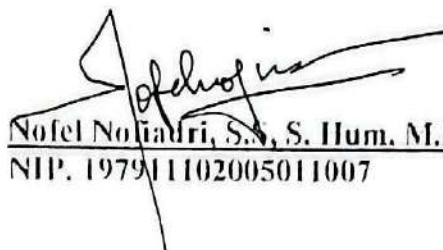
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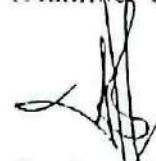

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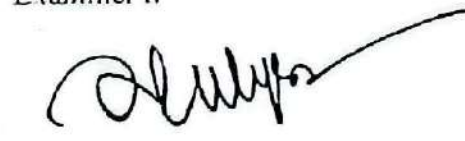

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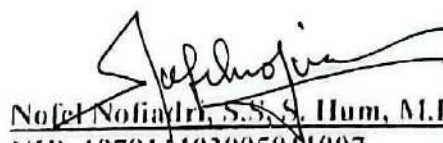
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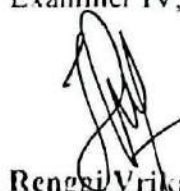

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This thesis is prepared as part of the requirements for obtaining a Bachelor of Education degree in the Department of English Education, Faculty of Teacher Training and Education, State Islamic University Imam Bonjol Padang. The researcher is fully aware that this work is not flawless; therefore, constructive feedback and valuable suggestions are highly expected for its improvement. With great respect, the researcher would like to extend her heartfelt appreciation to ...

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ABSTRACT

Salsabila fitri, 2114050052: High School Student's Cultural Schemas on English and Learning English in Magek, Kamang Magek, Agam Regency West Sumatra

This study aims to look at and explain the concepts of "English" and "English Learning" among senior high school students in Nagari Magek, West Sumatra. This study reveals their views and thoughts on the concepts of "English" and English Learning. This qualitative research employed semi-structured interviews with selected participants to identify the dominant cultural schemas. The study used data from interviews with 20 senior high school students who live and grew up in Nagari Magek, Kamang Magek, Agam. The interviews were conducted in the Minangkabau language. The participants' answers and expressions were analysed using a cultural linguistic approach that included cultural schema analysis. Three dominant cultural schemas were identified: (1) English as a means of communication in specific situations, such as traveling abroad or interacting with foreigners; (2) English as a difficult or challenging subject, particularly due to pronunciation, vocabulary, and grammar complexity; and (3) English as a school subject, rather than a language for daily use. These schemas position English as a "foreign" language with limited functional use in students' everyday lives. The study concludes that understanding students' cultural schemas is essential for designing effective English teaching strategies. Culturally responsive approaches, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), are recommended to align with students' needs, enhance motivation, and develop practical communication skills that extend beyond the classroom. These findings are useful for educators and teachers in determining the appropriate teaching methods for students in Magek.

Keywords: *cultural schema, speech community, English language learning, Minangkabau, teaching strategies*

ABSTRAK

Penelitian ini bertujuan untuk melihat dan menjelaskan konsep 'English' dan 'English Learning' pada siswa tingkat sekolah menengah akhir di Nagari Magek, Sumatera Barat. Penelitian ini mengungkap bagaimana pandangan dan pikiran mereka mengenai konsep 'English' dan English Learning'. Penelitian kualitatif ini menggunakan wawancara semi-terstruktur dengan peserta terpilih untuk mengidentifikasi skema budaya dominan. Studi ini menggunakan data dari wawancara dengan 20 siswa SMA yang tinggal dan dibesarkan di Nagari Magek, Kamang Magek, Agam. Wawancara ini dilakukan menggunakan bahasa Minangkabau. Jawaban-jawaban dan perkataan atau ungkapan partisipan dianalisis dengan menggunakan pendekatan linguisitik budaya yang meliputi analisis skema budaya. Tiga skema budaya dominan diidentifikasi: (1) Bahasa Inggris sebagai sarana komunikasi dalam situasi tertentu, seperti bepergian ke luar negeri atau berinteraksi dengan orang asing; (2) Bahasa Inggris sebagai mata pelajaran yang sulit atau menantang, terutama karena kompleksitas pelafalan, kosakata, dan tata bahasa; dan (3) Bahasa Inggris sebagai mata pelajaran di sekolah, bukan sebagai bahasa untuk penggunaan sehari-hari. Skema-skema ini menempatkan Bahasa Inggris sebagai bahasa "asing" dengan penggunaan fungsional yang terbatas dalam kehidupan sehari-hari siswa. Studi ini menyimpulkan bahwa memahami skema budaya siswa sangat penting untuk merancang strategi pengajaran Bahasa Inggris yang efektif. Pendekatan yang responsif secara budaya, seperti Pengajaran Bahasa Berbasis Komunikasi (CLT) dan Pengajaran Bahasa Berbasis Tugas (TBLT), direkomendasikan untuk selaras dengan kebutuhan siswa, meningkatkan motivasi, dan mengembangkan keterampilan komunikasi. Temuan ini berguna bagi tenaga pengajar dan guru untuk menentukan metode yang tepat untuk diajarkan kepada siswa di Magek.

Kata kunci: *cultural schemas, speech community, English language learning, Minangkabau, teaching strategi*