

**THE INFLUENCE OF LANGUAGE CULTURE IN ENGLISH LANGUAGE
LEARNING: A QUALITATIVE CASE STUDY ON CHALLENGES OF
STUDENTS IN THE ENGLISH EDUCATION PROGRAM AT UNIVERSITY OF
NURUL JADID**

Skripsi

**Presented to undergraduate
program English education Program Nurul Jadid University
In partial fulfillment of the requirements for the degree of
*Bachelor in English language education***



By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
UNIVERSITAS OF NURUL JADID**

2025

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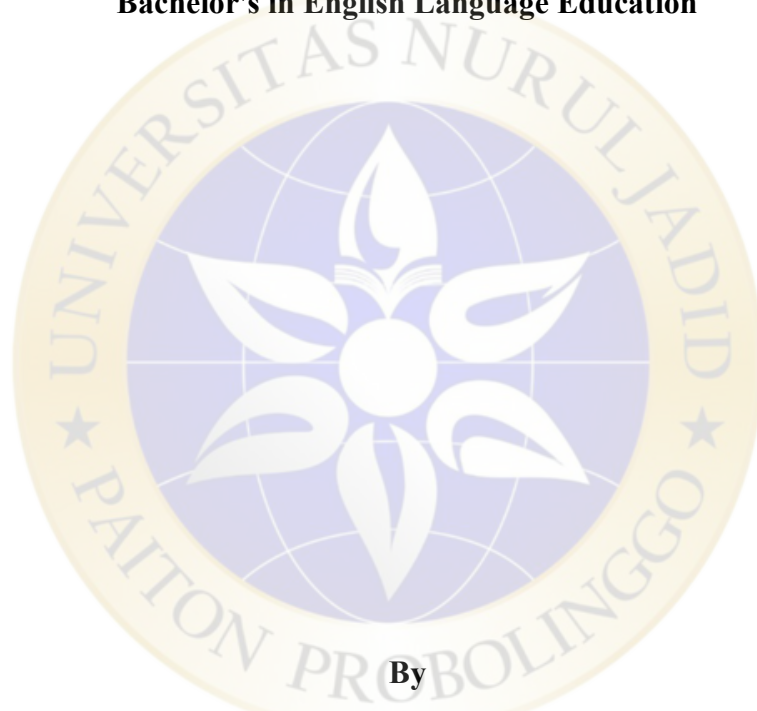
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2025

APPROVAL

This is to certify that the Thesis of Adinda Tri Octavia had been approved by board of the Examiners on 20th Juli 2025

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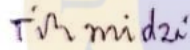
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MOTTO AND DEDICATION

“DON’T FORGET TO BE GRATEFUL.”

-Adindaaaaaaaaaaaaa_

"FAILURE IS THE OPPORTUNITY TO BEGIN MORE WISELY."

- Henry Ford

I dedicate this thesis to my lecturers and mentors in the English Education Program of Nurul Jadid University, whose guidance and encouragement have been invaluable; to my beloved parents and my older sister, for their endless love, support, and prayers throughout my academic journey; to my friends and fellow students, who have shared this meaningful learning experience with me; and to Park Chanyeol and Shawn Mendes, whose dedication and passion have inspired me to always work hard and take pride in everything I do.



DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that :

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Paiton, 22 July 2025



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ABSTARCT

Octavia, Adinda Tri, 2025. The Influence of Language Culture in English Language Learning: A Qualitative Case Study on Challenges of Students in The English Education Program at University of Nurul Jadid. Advisor M. Sofyan Adi Pranata, M. Li

Keyword: *Language Culture , English Language Learning, Students Challenges.*

This qualitative case study investigates the influence of language culture on English language learning and the challenges faced by students in the English Education Program at the University of Nurul Jadid. By exploring students' experiences and perceptions, the study reveals how cultural background shapes their understanding, motivation, and learning strategies in acquiring English. Findings indicate that local cultural elements both facilitate and hinder language learning; while familiar cultural references aid comprehension, differences between students' native culture and English-speaking cultures create obstacles, especially in understanding cultural contexts and pronunciation. The study highlights the role of cultural awareness in improving communicative competence and suggests integrating local culture into the English curriculum to enhance relevance and engagement. It also emphasizes the need for culturally responsive teaching approaches to address diverse learning preferences and challenges. This research contributes to the development of more inclusive and effective English language education by acknowledging the critical interplay between language and culture in the learning process.

ACKNOWLEDGMENT

First of all, Alhamdulillah, all praise and gratitude we offer to the presence of Allah SWT, the Almighty God, who has given us strength, patience, health, and blessed and helped us in every step with His mercy and guidance so that we can complete this final project well. Second, praise and respect we offer to the Prophet Muhammad SAW who has guided us from darkness to light.

I would like to express my deepest gratitude to the people who have helped, guided and motivated me in writing this paper:

1. To KH. Moh Zuhri Zaini, B.A. as the owner of the Nurul Jadid Islamic Boarding School and KH. Abdul Hamid Wahid, M. Ag as the Chancellor of Nurul Jadid Paten University, Probolinggo. Thank you for the support and facilities provided. So that this research can be carried out.
2. My gratitude to my supervisor, M. Sofyan Adi Pranata. M.Li. for his guidance, patience, and criticism in compiling my final assignment. Without your help, I would not have been able to complete this thesis on time.
3. I will thanks to myself for the perseverance, dedication, and hard work in completing this thesis. I faced many challenges, I stayed committed and motivated, showing resilience and self-discipline. I am proud of the growth and knowledge gained throughout this journey.
4. My beloved parents Almh. Husnawiyah, Suparman and My beloved Sister Dewi Rofita, who always provide support, spiritual and material, and endless prayers. You are the biggest motivation in my life. Without your love and sacrifice, I would not have been able to come this far.

5. Special thanks to Hidayatul Islamiyah, Ayu Pupuh, Rumiati Pratiwi, Ilfiah And Faradilla Arsyilia Putri for their endless support. All the moments we have gone through together, both the happy and the sad, are unforgettable memories.
6. Thank you to my classmates in the English Department, Nurul Jadid University, Class of 2021, for four years of friendship and learning together. You have been a source of support, laughter, and valuable experiences.
7. Lecturers and staff of the English Department of Nurul Jadid University provide valuable knowledge and inspiring dedication in our education. Thank you for the contributions and values you have shared.

Although not perfect, I expect constructive criticism and suggestions for future improvements. My goal is for this final project to be useful for readers, especially future educators, researchers, and Indonesian students. I hope this final project can provide a significant contribution to the development of education and inspire further research.

The Researcher,

Adinda Tri Octavia

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