



THE EFL TEACHERS' PERCEPTION ON BUILDING UP INTERCULTURAL COMMUNICATIVE COMPETENCE IN THE CLASSROOM

THESIS

**Presented as a Partial Requirement for a “Master” Degree
In English Education Study Program**

**By:
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**POSTGRADUATE PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TEACHING AND ART
FACULTY OF TEACHER TRAINING AND EDUCATION
BENGKULU UNIVERSITY
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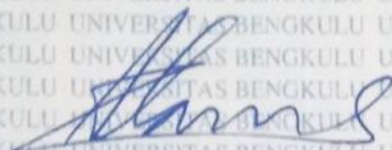
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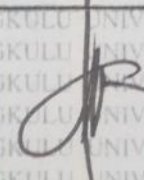
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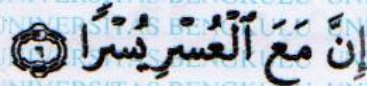
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Motto



"Sesungguhnya sesudah kesulitan itu ada kemudahan."

(Q.S. Al- Insyirah: 6)

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

"...niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat..."

(QS. Al-Mujadilah:11)

Every struggle has its sweet consequences

**Give your best
in each moment...**

**It will lead to your
next best moment...**

Dedication

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Thanks to Allah SWT, this thesis is finally accomplished.

This thesis is dedicated to:

- ❖ **My beloved Father and Mother, M. Zainudin, S.Pd and Ngatinem, S.Pd, who always pray for every single good thing that I do to reach my dreams and who always give me their lifelong love, pray, care, support and motivation for any condition I deal with.**
- ❖ **My beloved wife “Atika Dis Alawiyah, S.Farm.,S.Apt” who always pray for me, support and motivate me to accomplish this thesis.**
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- ❖ **My beloved brothers “Okta Dwi Cahyadi, S.Pd” and “Ilham Ilyasa” who always support and motivate me**
- ❖ **All my friends in Magister of English Education Study Program, thank you for all of your supports and cheers**
- ❖ **All of my friends who always support me too.**

ABSTRACT

Zayadi, Adetio. 2019. The EFL Teachers' Perception on Building Up Intercultural Communicative Competence in the Classroom. Supervisor : Dr. Alamsyah Harahap, M.Lib., and Co-supervisor : Dr. Dedi Sofyan, M.Hum.

The present research focused on probing into the English as foreign language (EFL) teachers' perception on intercultural communication in the classroom, how they build up intercultural communicative competence in the classroom, and analyzing their English teaching process in the perspective of intercultural language learning (ILL) principles. A mixed-method sequential explanatory strategy was employed to reveal the data oriented to the aforementioned focuses. Eighteen EFL teachers engaged as the correspondent of the questionnaire while three EFL teachers were selected as the participant of interview and observation. They were selected based on the purposive sampling technique and taken from four Junior High Schools in Gading Cempaka, Bengkulu. To solicit the required data, the questionnaire, interview, and observation were exerted which were further analyzed by using the interactive model of data analysis. The results indicated that the EFL teachers consider that intercultural communication and the objective of intercultural communication in teaching English are very important. Moreover, they most frequently apply the intercultural teaching method or approach by intercultural communication in teaching English, and they strongly agree intercultural dimension in teaching English as foreign language. In building up intercultural communicative competence in the classroom, the EFL teachers conveyed cultural material or intercultural awareness, informed the difference of the students' own culture and other culture, gave the daily life as the most important topic, and discussed about cultural similarities and differences. In turn, the EFL teachers also capably enacted five ILL principles in many activities in the classroom such as posing leading question, free talk, peer checking, comparing and contrasting culture differences, cooperative learning and discussion.

Keywords : Perception, Intercultural Communicative Competence, Intercultural Language Learning

ABSTRAK

Zayadi, Adetio. 2019. The EFL Teachers' Perception on Building Up Intercultural Communicative Competence in the Classroom. Pembimbing Utama : Dr. Alamsyah Harahap, M.Lib., dan Pembimbing Pendamping : Dr. Dedi Sofyan, M.Hum.

Penelitian ini bertujuan untuk menginvestigasi persepsi guru bahasa Inggris sebagai bahasa asing terhadap komunikasi lintas budaya di kelas, bagaimana mereka membangun kompetensi komunikasi lintas budaya di kelas dan menganalisa proses mengajar bahasa Inggris yang mereka laksanakan dalam perspektif prinsip – prinsip pembelajaran bahasa lintas budaya (ILL). Penelitian ini menggunakan strategi eksplanatori sekuensial metode campuran untuk mengungkap data berdasarkan fokus yang diformulasikan. Delapan belas guru bahasa Inggris terlibat sebagai koresponden untuk kuesioner sedangkan tiga guru bahasa Inggris terpilih sebagai partisipan untuk wawancara dan pengamatan. Mereka dipilih berdasarkan teknik *purposive sampling* dari empat SMP di Gading Cempaka Bengkulu. Untuk mengumpulkan data yang diperlukan, kuesioner, wawancara, dan observasi dilakukan kemudian dianalisa lebih lanjut menggunakan model interaktif. Temuan penelitian menunjukkan bahwa para guru EFL menganggap bahwa komunikasi antar budaya dan tujuan komunikasi antar budaya dalam mengajar bahasa Inggris adalah sangat penting. Selain itu, mereka sangat sering menerapkan metode atau pendekatan pengajaran lintas budaya melalui komunikasi antar budaya dalam mengajar bahasa Inggris, dan mereka sangat setuju dengan dimensi antar budaya dalam mengajar bahasa Inggris sebagai bahasa asing. Dalam membangun kemampuan komunikasi lintas budaya di kelas, guru – guru bahasa Inggris menyampaikan materi budaya atau kesadaran budaya, menginformasikan tentang perbedaan sikap dan budaya, memberikan topik penting seperti kehidupan dan rutinitas sehari – hari dan berdiskusi tentang persamaan dan perbedaan budaya. Selanjutnya, guru – guru bahasa Inggris mampu menerapkan lima prinsip ILL dalam proses mengajar dalam berbagai aktivitas di kelas seperti mengajukan pertanyaan, berbicara bebas, saling memeriksa, membandingkan dan membedakan perbedaan budaya, pembelajaran kooperatif dan diskusi.

Kata Kunci : Persepsi, Kompetensi Komunikasi Lintas Budaya, Pembelajaran Bahasa Lintas Budaya.

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The researcher finally is able to accomplish this thesis which entitled "*The EFL Teachers' Perception on Building up Intercultural Communicative Competence in the Classroom*". The researcher would like to express his deepest gratitude to Allah SWT who always gives His power, opportunity and strength in accomplishing this thesis.

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Afterwards, the researcher recognizes that this thesis is still far from being perfect. Further meaningful suggestions in support of the betterment of this thesis are always welcome and highly appreciated.

Bengkulu, 29th of May 2019

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Intercultural communication has been defined as a communication and an interaction between the people with different cultures (Sinecrope, Norris, & Watanabe, 2012). In this case, Meierkord (1996) concluded that English can be a medium of intercultural communication. It means that in the English as foreign language (hereafter as EFL) context, intercultural communication is communication using English between speakers who have different cultures.

Intercultural communication has essential role because the current status of English is as an international language, where the speakers are world people. They are incorporated in all circles as anchored in the Kachru distribution (1990) three circles related to the inner, outer, and developing countries. Since the English speaker is a world people that is certainly multicultural and having a different cultural background, naturally learning English as an international language is no longer ideal if it only refers to the concept of native-speakerism as (Hymes, 1972, p. 269-293) described in his theory of communicative competence. Ideally, the communication theory that is

embedded in English Learning is the theory of intercultural competence (Byram, Gribkova, & Starkey, 2002, p. 7-9) so the students are able to communicate across cultures. In addition, it prepares the student to interact appropriately and effectively with those from other cultural backgrounds (Sinecrope et al., 2012).

Kachru and Nelson (2001) stated that English is no longer only recognized and owned as a native language of a particular country because currently English has been widely used and spoken throughout the world. Thus, many new varieties of English emerged. This is in line with the English as a foreign language learning in the Indonesian context where learning English as an international language. Consequently, in the nature of English taught is ideally not the American or the British because both the American and the British are just one of the varieties of English in the world. Thus, ideally English for international communication is English as a lingua franca. A Lingua Franca can be interpreted as the language used as a medium of communication by people whose different mother tongue (L1) and culture (Seidlhofer, 2011).

Because the nature of English as an international language speakers are all people of the world who have first language and different cultures, then the English as a foreign language should be developed and implemented based on that nature. That is why teaching students to have intercultural communication competence is crucial because the students will communicate in English to people

who come from different cultures in real life (Byram, 1997). For instance, a communication between Indonesian to Chinese people by using English, the communication process will be automatically in the dimension of using English which mediates Chinese and Indonesian cultural meetings.

A culture in this context does not always mean observable culture such as dance, songs and others but as the culture in the context of communication includes the way of looking at, how to respond to speech, ideas, and so on. As (Hall, 1959) said that the culture can be defined as the way people express themselves, how is the problem solved, the way people think, and the way people interact with each other. If the English speakers do not have good intercultural communicative competence so it tends to end in stereotypes and conflict.

In Indonesian context, the population is very multicultural. The People who speak English will naturally be accommodated by the cultural framework of their respective regions. In fact, among the Indonesians in speaking English also need intercultural communicative competence. For instance, when a Bengkulu people speak English to a Sundanese, the communication will take place in different characters, idea and point of view in English. Consequently, intercultural communicative competence is very necessary in order to avoid communication and interaction which tend to occur perspective conflicts, stereotypes and inhibit or stop communication. For example,

the conflict among netizens on social media accounts happens because they do not have intercultural competence in dealing with differences. Therefore, in nature of English as an International language or English as a foreign language requires intercultural communicative competence as the way to be aware of risk of misunderstanding through differences in speech, behaviours and body language.

This is align with the nature of a multicultural Indonesian population which requires intercultural communicative competence in communication, including in English. Thus, the implication is that English as a foreign language learning requires an intercultural approach to be embedded in the students' intercultural communication competence. With this respect, intercultural approach can provide the students a solid knowledge of different world culture with a thorough and systematic intercultural training. Moreover, intercultural approach can develop students' ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes (Chlopek, 2008). In addition, including cultural knowledge and awareness is a vital component in learning a language (Bachman 1990; Council of Europe 2001). It can be concluded that in learning a language, in this context is English, well usually requires knowing something about the culture of that language.

Many scholars in foreign languages education aspect (Alptekin, 2002; Byram, 1997, 2009; Byram, Gribova & Starkey, 2002; Corbett, 2003; Liddicoat & Scarino, 2013) suggested that the importance of intercultural communication could be integrated into the foreign language teaching so students were ready and have knowledge, skills, and attitudes necessary for intercultural communication. In addition, a number of other studies about intercultural communication in the context of education (Ayalew, Tsegaye, 2012) found that besides getting new knowledge about intercultural, students would get the opportunity to communicate and to enlarge their relationship with different people from different places. Consequently, they will anticipate the stereotype and perspective conflict when they interact and communicate to other people in various cultures.

While another study, Farnia & Rozina (2009) found that intercultural studies helped the teachers to enhance their students' awareness of the social and cultural differences of the native language with the language they are learning as foreign language. For instance, the teachers can convey the intercultural material from students' own culture and other culture and explain about distinction between them. It means that through intercultural communication student can learn more about their own culture and other culture which avoid stereotypes and discrimination about differences. At the same time, it can help teacher in developing language teaching methodology and

syllabus design as well as their intercultural perspective (Shemshadsara, 2012).

In addition (Byram, et al.,2002:6) concluded that :

....developing the intercultural dimension in language teaching involves recognising that the aims are: to give learners intercultural competence as well as linguistic competence; to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; and to help them to see that such interaction is an enriching experience.

Furthermore, intercultural communicative competence in the classroom environment can be described as student learning process which the students as a learner-centered, engaging, interactive, participatory, and cooperative (Byram, Gribkova, & Starkey, 2002; Moore, 2006). Many studies on intercultural communication conclude the student can explore and investigate a topic both in and outside of the classroom such as a researcher, discoverer of knowledge, or the learner is looked like an anthropologist (Furstenberg, 2010a; Kearney, 2010; Lee, 1998; Moore, 2006). Therefore, nowadays the English as a foreign language teachers are no longer expected to give and explain detailed information to the students about the culture being studied but the teacher should play role as a facilitator when guiding the learning process in order to actively involve the learners as they explore, discover, analyze, and evaluate meaningful information through primary and authentic texts, audio, video, and media (Byram et al., 2002). In such a learning environment, knowledge, new values and

opinions can be acquired and the students take ownership of their own learning.

The previous study about intercultural communication in the EFL classrooms has been conducted (Girik Allo, 2018) to investigate the place of culture and intercultural communication in Torajan EFL classrooms and Torajan students' perceptions on imperatives for studying intercultural communication. This study found that the students needed for a new cultural and an intercultural knowledge in the EFL classrooms and hoped that curriculum can meet their needs on intercultural communication competence. This study investigated only the students' perspectives for studying intercultural communication in their classroom activity. In this study, the quantifying the use of intercultural communication is subjective because it only based on the students' own judgment. Although these answers are then analyzed for consistency and appeared consistent, they were not objectively measured. Therefore, this study is requires the teachers' perspective to make sure the reason why the teachers implement intercultural communication in the English as a foreign language classroom.

Concerning with the issues and discussed problems above, it can be concluded that building intercultural dimension in the English as a foreign language teaching and learning is very necessary to help the students acquire the linguistic competence needed to communicate in speaking or writing correctly and appropriately. In the

other hand, it also develops their intercultural communicative competence; for instance the students are able to interact and ensure a shared understanding with people with different and multiple social identities, culture even language. Therefore, it is very crucial for the teacher to build up intercultural communicative competence in order to help student understand the relationship between own and the other cultures so that they can be interested and curious about “otherness” so they can be tolerance, acceptance, understanding , respect and deal with the culture differences. Moreover, it can make the student aware that their own culture can be seen and understood from other people’s perspectives.

In this research, while the student understands the similarities and differences between their culture and target culture, the teacher must be able to build up activities that will prepare student to build up relationship with people of diverse backgrounds and languages (Byram, 1997). Moreover, the many language teachers have the reason that bringing culture into classroom will encourage and increase student motivation in language learning (Byram and Morgan, 1994). However, the research will investigate the EFL teachers’ perception on building up intercultural communicative competence in the classroom and describe how EFL teachers build up intercultural communicative competence in the classroom.

1.2 Research Questions

Based on the issues encountered of the background above, the researcher formulatem the research question such as the following below:

1. What is the EFL teachers' perception on intercultural communicative competence in the classroom?
2. How do the EFL teachers build up intercultural communicative competence in the classroom?
3. How is the implementation of intercultural language learning principle in teaching English undertaken by English teachers?

1.3 Objectives of the Research

Considering the two research questions above, there are two objectives of this research, they are:

1. To investigate the EFL teachers' perception on intercultural communication in the classroom.
2. To analyze how the EFL teachers build up intercultural communicative competence in the classroom.
3. To observe and analyze the implementation of intercultural language learning principle in teaching English undertaken by English teachers

1.4 Significances of the Research

This research can contribute to give benefits for several parts which encompassed:

1. Teachers

This research can improve their EFL teaching context through the enrichment bilaterally in the purpose of enhancing awareness of diversity in culture. Moreover, the teachers can potentially prepare students to have intercultural communicative competence and enhanced their awareness of different culture both of their own culture and cross culture in order to communicate across culture.

2. School

The result of this research is potential to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design.

3. Researcher

This research serves a great amount of knowledge, experience, and insight related to the multiculturalism in Indonesian educational contexts, intercultural English communication as the nature of the English communication taking place in Indonesia, and intercultural language learning as the effort within the English language pedagogy to deal with multiculturalism and interculturalism such as the conditions found in Indonesia.

1.5 Limitation of the Research

This research is only concerned on the scope discussing about EFL teachers' perception on building up intercultural communication in the classroom of some Junior High Schools in Bengkulu in English learning through activities, teaching material and interaction among teacher and students.

1.6 Definition of Key Terms

The title of this research is "EFL Teachers' Perception on Building up Intercultural Communicative Competence in the Classroom". To avoid misinterpretation, some key terms which are used in the title are operationally defined.

1. English as a Foreign Language (EFL)

This term is used to describe the learning of English in Indonesia context in which that language is commonly taught for education (Brown, 2007). In this research context, the teachers who teach English subject in Junior High School can be considered as the English as foreign language teachers.

2. Teacher Perception

This term refers to teachers' perceptions of the teaching context cover many aspects, for example, students' motivation and ability, control over teaching methods, teaching content (Hui, 2010:138).

3. Culture

This term refers to the culture in the context of communication includes the way of looking at, how to respond to speech, ideas, and so on. Moreover, culture can be seen as knowledge, experience, meaning, beliefs, values, and attitudes (Porter, 1972). Furthermore, culture defines how people express themselves, how problems are solved, the way people think, and the way people interact with each other (Hall, 1959).

4. Intercultural Communication

This term is concerned with communication occurs among teacher and student or among student themselves in the classroom when they learn English. In this research context, communication can be seen as teachers' explanation, dialogue or interaction among teacher and students.

5. Intercultural Communicative Competence

This term refers to the ability to be aware of risks of misunderstanding through differences in speech, behaviours, and body language. In this research context, intercultural communicative competence takes place among the teacher and the students in the classroom.

6. Intercultural Approach

This term is used to provide the students a solid knowledge of different world culture with a thorough and systematic

intercultural training. Moreover, intercultural approach can develop students' ability to compare their native culture to other cultures, to evaluate critically and interpret the results of such comparisons, and to apply this knowledge successfully in both verbal and non-verbal communication, for both transactional and interactional purposes (Chlopek, 2008). In this research context, intercultural approach can be viewed from the teachers' way in conveying the material in English teaching and learning process in the classroom.

CHAPTER II

LITERATURE REVIEW

3.1 Teachers' Perception

Teachers' perceptions of the teaching context cover many aspects, for example, class size, students' motivation and ability, control over teaching methods, teaching content, their perceptions of their role, demands of the teaching workload, and standard of school facilities and so on (Hui, 2010:138). Teachers can use their judgment on how students respond to their instructional practices and their teaching content. Moreover, many language teachers have perception that bringing culture into classroom while teaching and learning process will increase student motivation in language learning (Byram and Morgan, 1994).

In addition, the teacher should play role as facilitator when guiding the learning process in order to actively involve learners as they explore, discover, analyze, and evaluate meaningful information through primary and authentic texts, audio, video and media (Byram et al., 2002). It can be concluded that the teachers are encouraged not only to activate learners' intellectual understandings but also to address their emotional stances and support students' action and participation. Teacher can implement "Learning by doing" approaches,

acknowledging and engage students' experiences in order to build up intercultural competence.

3.2 Notion of Culture

Culture is the way of life of a people. It is social system which comprises the values, norms and ways of behaving in a human society. Wang, Brislin, Wang, Williams and Chao (2000) as cited in the teaching and learning unit of the University of Melbourne (2000) defined culture as the human part of the environment. In other words, culture is the non-biological aspects of life. This definition connotes that everything people learn and do that are not related to their biological traits are, aspects of such people's culture. The concepts of culture and communication are strongly related, in the sense that, an individual cannot learn or acquire any aspect of culture without going through the process of communication. Culture is something that is learnt from parents, schools, the media and the broader community (The University of Melbourne, 2000). From the above, it can rightly be said that, culture is a product of communication. Also, communication being the basic feature of human life plays the most vital role in shaping human culture and the ways of acquiring them.

Moreover, from the above ideas, it could be synthesized that culture refers to the patterned behavior which is natively constructed from a familial circle and socialization. The behavior in this sense comprises both verbal and non-verbal behavior. Through socialization,

the construction of culture occurs when one's and others' perceptions meet. However, it looks too narrow if the term culture is defined only on the limitation of the behavioural dimension. Looking at culture in another social context but specific to discourse in communication is also essential because there can be seen the sense that culture is fundamentally framed from the practice of socialization. It means that the communication which is undertaken by a group of people frames the culture that they have.

Singer (1998) defined culture from an angle that portrays the strong bond between culture and communication, when he said, "a pattern of learned, group related perceptions including both verbal and non-verbal language, attitudes, values, belief systems, disbelief systems and behaviors that is accepted and expected by an identity group".

For a more detail, Kramsch (2013, p. 64-69) probes the term culture into some details and views within the circle of EFL and ESL context. There are two popular perspectives regarding the case language and culture in her views. They are modernist and post-modernist perspective. In the modernist perspective, the term culture is comprised of two classifications, one from the view of humanistic concept and the other from the eye of the pragmatic concept.

The former is known by big C. In this perspective, a culture is the product of a canonical print literacy acquired in school; it is synonymous with the general knowledge of the literature and the arts.

Big C culture is functioned as a national patrimony. Since the emergence of the communicative language teaching, the term culture is popular to be called small c known as the pragmatic concept of culture. The culture in this sense refers to the native speakers' ways of behaving, eating, talking, dwelling, doing their customs, and holding their beliefs and values. The cultural component of the language teaching is underlined by the pragmatic and sociolinguistic appropriateness. The primary paradigm of the language and culture construct is on the pattern "one language is one culture".

In their article, Scarino&Liddicoat (2009, p. 19) also share their notion about culture. Culture is defined into several ways. First it is commonly defined as a body of knowledge that people have about a particular society. This body of knowledge is also seen in various ways: as knowledge about cultural artifacts or work of art, as knowledge about places and institutions, as knowledge about event and symbols, or as knowledge about the ways of living. However they add that culture is actually not a mere body of knowledge, but rather a framework in which people live their lives and communicate shared meanings with each other.

3.3 Notion of Communication

The concept of communication has quite so many definitions. It basically means a meaning-making exercise. Chappel and Read (1984) defined it as "any means by which a thought is transferred from

one person to another". Although, this definition focuses more on channels of communication, the meaning of the concept has been highlighted in the key words in the definition. Seema Hassan (2010) describes communication in the following words "the process of communication includes transmission of information, ideas, emotions, skills, knowledge, by using symbols, words, pictures, figures, graphs or illustrations". Seema tried to project the idea of being communication a one-way process.

Contrarily, however, many contemporary scholars of communication emphasize the fact that, for communication to be effective it must be a two-way process. Succinctly, therefore, Solomon Anaeto, Olufemi Onabajo and James Osiyesi (2012) posit that: "communication is an exchange of meaning," despite the economy of its wordings, the definition has incorporated the most important gist of the concept of communication". Each participant comes into the communication situation with his or her own experience that he or she hopes to exchange with other participants.

This fact has been corroborated by Prof. Umar Pate and Dr. Sharafa (2015) when they expressedly said, "It is a social process that facilitates exchange of ideas and feelings among and between individuals in societies." They added that "communication takes place at multiple levels and in different forms but all with the goal of transferring meaning from a source to an intended receiver with a hope of a feedback". This definition of communication is all-

encompassing, as it contains all the essentials of communication process

2.4 Intercultural Communication

Basically, intercultural communication means communication across different cultural boundaries. This means that, when two or more people with different cultural backgrounds interact and communicate with each other or one another, intercultural communication is said to have taken place. For example, communication between Bengkulu and Sunda people in Bengkulu is an intercultural communication because it occurs across cultural boundaries. Intercultural communication can thus be defined as “the sharing of information on different levels of awareness and control between people with different cultural backgrounds, where different cultural backgrounds include both national cultural differences and differences which are connected with participation in the different activities that exist within a national unit” (Allwood, 1985).

“Intercultural communication takes place when individuals influenced by different cultural communities negotiate shared meaning in interactions” (Ting-Toomey, S. (1999). It means that what is considered as intercultural communication depends on what one considers a culture. Some authorities like Gudykunst, limit the term intercultural communication to refer only to “communication among individuals from different nationalities” (Gudykunst, W.B, 2003). Other authorities, such as Judith and Nakayama (2007), in contrast, expand

the notion of intercultural communication to encompass inter-ethnic, inter-religious and even inter-regional communication, as well as communication among individuals of different sexual orientations. Russell Arent (2009), in his "Bridging the Cross-cultural Gap", expatiates in the following:

"When we talk of other cultures, we mean not only those who speak a language that is different from ours or who live in a different country or region; we also mean those who live in the same city or region but who do not share the same social groups. For example, a 14-year-old teenager does not typically communicate the same way as an 82-year-old senior citizen. Even if they were born and raised in the same neighborhood (in the city or in a rural area), their conservation could be just as "intercultural" as two people who came from opposite corners of the globe because they are from two subcultures," (Arent, R, 2009).

The emergence of interculturality in language teaching and learning is actually a sort of innovation embodied to qualify communicative language teaching. This innovation is pioneered by The Council of Europe, Common European Framework of Reference, which takes intercultural awareness, intercultural skills, and existential communicative competences as the crucial elements to be applied in language learning (Byram, 1997, p. 3). This innovation emphasizes that in learning a second or foreign language; students are required to not only master grammatical or linguistics competence but also be capable of communicating in socially and culturally appropriate ways. This innovation supports the existence of intercultural dimension as another important aim of language learning in order that students can

maintain communication with interlocutors from different culture and language but need not change their identity. Accordingly, learning a second or foreign language is designed to help learners master their linguistics, sociolinguistics, discourse, and intercultural competence (Byram et al.,2002, p. 4).

With respect to the term intercultural competence as proposed by Byram et al. (2002, p. 7), it does not mean that the language learners should master and comprehend all cultural information that people have in the world. It is of course not possible if viewed that way. But the sense of intercultural competence is formulated as the appropriate ways that learners should acquire while communicating with people from a variety of cultural backgrounds and language diversities. Expectedly, the learners who acquire intercultural competence can mediate such complex condition in communication and be able to maintain the communication with anticipating the stereotyping phenomena without conflict. The communication maintenance is carried out without changing their identity as well.

2.5 The Component of Intercultural Competence

There are several important elements which should be known regarding intercultural competence. They are knowledge, skills, attitude, and the values someone has by virtue of his belonging to a social group. This value will then indicate his identity. According to

Byram et al (2002, p. 7-9), those elements are such as the following highlight.

1. Intercultural attitude (*savoir être*)

- Knowing how to be: attitudes involved in relativizing the self and valuing the other.
- Curiosity and openness
- Readiness to suspend disbelief about other cultures
- Readiness to suspend belief about one's own culture

2. Knowledge (*savoir*)

- Knowledge of self and other, of interaction: individual and societal;
- Social groups in one's own culture
- Social groups in other culture
- General interaction process

3. Interpreting/relating skills (*savoir comprendre*)

- Knowing how to understand: skills for interpreting and relating information
- Interpret symbols and events of other culture
- Relate interpretations to one's own culture and experience

4. Discovery/interaction skills (*savoir faire*)

- Knowing how to learn/to do: skills for discovering new knowledge and for interacting to gain new knowledge;
- Cultural practices knowledge acquisition
- Procedural application of knowledge in real time

5. Critical cultural awareness (*savoir s'engager*)

- Knowing how to commit oneself': education involving the development of critical and political awareness.
- Evaluate perspectives, practices and products from multiple cultural perspectives
- Identity criteria for evaluations.

In addition, the components of intercultural competence may be broken down into attitudes, knowledge and understanding, skills and actions (Barrett, 2014).

1. The attitudes involved include:

- valuing cultural diversity and pluralism of views and practices;
- respecting people who have different cultural affiliations from one's own;
- being open to, curious about and willing to learn from and about people who have different cultural orientations and perspectives from one's own;
- being willing to empathize with people who have different cultural affiliations from one's own;
- being willing to question what is usually taken for granted as "normal" according to one's previously acquired knowledge and experience;
- being willing to tolerate ambiguity and uncertainty;

- being willing to seek out opportunities to engage and co-operate with individuals who have different cultural orientations and perspectives from one's own.

2. The knowledge and understanding which contribute to intercultural competence include:

- understanding the internal diversity and heterogeneity of all cultural groups;
- awareness and understanding of one's own and other people's assumptions, preconceptions, stereotypes, prejudices, and overt and covert discrimination;
- understanding the influence of one's own language and cultural affiliations on one's experience of the world and of other people;
- communicative awareness, including awareness of the fact that other peoples' languages may express shared ideas in a unique way or express unique ideas difficult to access through one's own language(s), and awareness of the fact that people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective;
- knowledge of the beliefs, values, practices, discourses and products that may be used by people who have particular cultural orientations;

- understanding of processes of cultural, societal and individual interaction, and of the socially constructed nature of knowledge.

3. The skills involved in intercultural competence include skills such as:

- multiperspectivity – the ability to decentre from one's own perspective and to take other people's perspectives into consideration in addition to one's own.
- skills in discovering information about other cultural affiliations and perspectives;
- skills in interpreting other cultural practices, beliefs and values and relating them to one's own;
- empathy – the ability to understand and respond to other people's thoughts, beliefs, values and feelings;
- cognitive flexibility – the ability to change and adapt one's way of thinking according to the situation or context;
- skills in critically evaluating and making judgments about cultural beliefs, values, practices, discourses and products, including those associated with one's own cultural affiliations, and being able to explain one's views;
- skills in adapting one's behaviour to new cultural environments – for example, avoiding verbal and non-verbal behaviours which may be viewed as impolite by people who have different cultural affiliations from one's own;

- linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication;
- plurilingual skills to meet the communicative demands of an intercultural encounter, such as the use of more than one language or language variety, or drawing on a known language to understand another (intercomprehension);
- the ability to act as a mediator in intercultural exchanges, including skills in translating, interpreting and explaining

While attitudes, knowledge, understanding and skills are all necessary components of intercultural competence, possessing these components alone is insufficient for an individual to be credited with intercultural competence: it is also necessary for these components to be deployed and put into practice through action during intercultural encounters. People often profess attitudes and often acquire knowledge and skills which they fail to put into practice. For this reason, in order for an individual to be credited with intercultural competence, they must also apply their intercultural attitudes, knowledge, understanding and skills through actions.

- Relevant actions include:
 - seeking opportunities to engage with people who have different cultural orientations and perspectives from one's own;
 - interacting and communicating appropriately, effectively and respectfully with people who have different cultural affiliations from one's own;

- co-operating with individuals who have different cultural orientations on shared activities and ventures, discussing differences in views and perspectives, and constructing common views and perspectives;
- challenging attitudes and behaviours (including speech and writing) which contravene human rights, and taking action to defend and protect the dignity and human rights of people regardless of their cultural affiliations.
- This last may entail any or all of the following actions:
 - intervening and expressing opposition when there are expressions of prejudice or acts of discrimination against individuals or groups;
 - challenging cultural stereotypes and prejudices;
 - encouraging positive attitudes towards the contributions to society made by individuals irrespective of their cultural affiliations;
 - mediating in situations of cultural conflict.

In short, at the level of action, intercultural competence provides a foundation for being a global citizen. Intercultural competence has strong active, interactive and participative dimensions, and it requires individuals to develop their capacity to build common projects, to assume shared responsibilities and to create common ground to live together in peace. For this reason,

intercultural competence is a core competence which is required for democratic citizenship within a culturally diverse world.

Because intercultural competence involves not only attitudes, knowledge, understanding and skills but also action, equipping learners with intercultural competence through education empowers learners to take action in the world.

Nowadays, the technology is growing rapidly. That is why knowledge about using different communication channels, for example emails, computers and others has also become a necessary requirement for effective intercultural communication. Intercultural communication competence requires knowledge, motivation to learn and ability to adjust accordingly to the situation.

2.6 Intercultural Communicative Competences

Intercultural communicative competence means the ability to aware of risks of misunderstanding through differences in speech, behaviours, and body language. It also means the willingness to modify the person's speech and behaviours accordingly to the situation. An intercultural communicative competence involves ethical behaviours as:

- Respecting for people from other cultures.
- Being non-judgmental towards members of other cultures.
- Taking turns appropriately in intercultural conversations.
- Being empathy towards members of other cultures.

According to Eerdmans as cited in Maude (2011), intercultural communicative competence includes linguistic and interactional competence. Moreover, Jandt (2013) had classified intercultural communication competence into four skill areas: personality strength, communication skills, psychological adjustment, and cultural awareness.

Personality strength is personal traits that affect intercultural communication. These personal traits are self-concept, self-disclosure, self-monitoring and social relaxation. Self-concept refers to the way how a person views oneself. Self-disclosure means the willingness to reveal information about oneself to the partner. Self-monitoring is using social information to modify self-presentation and behaviors to fit the situation. Social relaxation simply means the ability to communicate comfortably and revealing little anxiety. Therefore, an effective intercultural communicators must present themselves well and initiate positive image through their self-awareness. It is also important for the person to show their friendly personality in intercultural conversations as well.

Communication skills include both verbal and non-verbal skills. According to Jandt (2013), intercultural communication skills require message skills, behavioral flexibility, interaction management and social skills. Message skills mean understanding and using a language efficiently to communicate and feedback as well. Behavioral flexibility refers to selecting a suitable behavior in different situations.

Interaction management emphasizes on a person's ability to interact in a conversation, such as initiating a conversation, attentiveness or responsiveness etc. Social skills consist of empathy and identity maintenance. Empathy in a conversation means that individual is able to put himself in other's shoe to think and feel alike. Identity maintenance understands the partner's identity so as to communicate in an appropriate way. In other words, the ability to communicate with diverse people in different situations is an important component in effective intercultural communication.

Psychological adjustment means the ability to handle the "culture shock". "Culture shock" usually happens when a person is moving to a new culture, where they might experience stress and unpleasant responses. In new environment, the feelings of "culture shock" can turn into frustration, stress and alienation etc. The common causes of 'culture shock' are disturbing cultural practices, difficult living conditions, absence of family and friends. However, looking from a different perspective, entering a new cultural environment would give individuals a great opportunity to learn and grow both professionally and emotionally. Moreover, they can learn more about their culture's strength and weakness through living and working in a different cultural environment. Therefore, a competent communicator must be able to maintain oneself and adjust to new environments.

Finally, it can be concluded that cultural awareness is essential for communicating effectively with people from different

cultures. Chen and Starosta (1996) as quoted in (Jandt, 2013) defined intercultural communication competence as “the ability to negotiate cultural meanings and to execute appropriately effective communication behaviors that recognize the interactants’ multiple identities in a specific environments”. According to the definition, in intercultural conversation, communicators have to interact effectively so as to gain respect and their goals.

Furthermore, the design of ICC model is made clear by Deardorff (2009, p. 17) as the following figure.

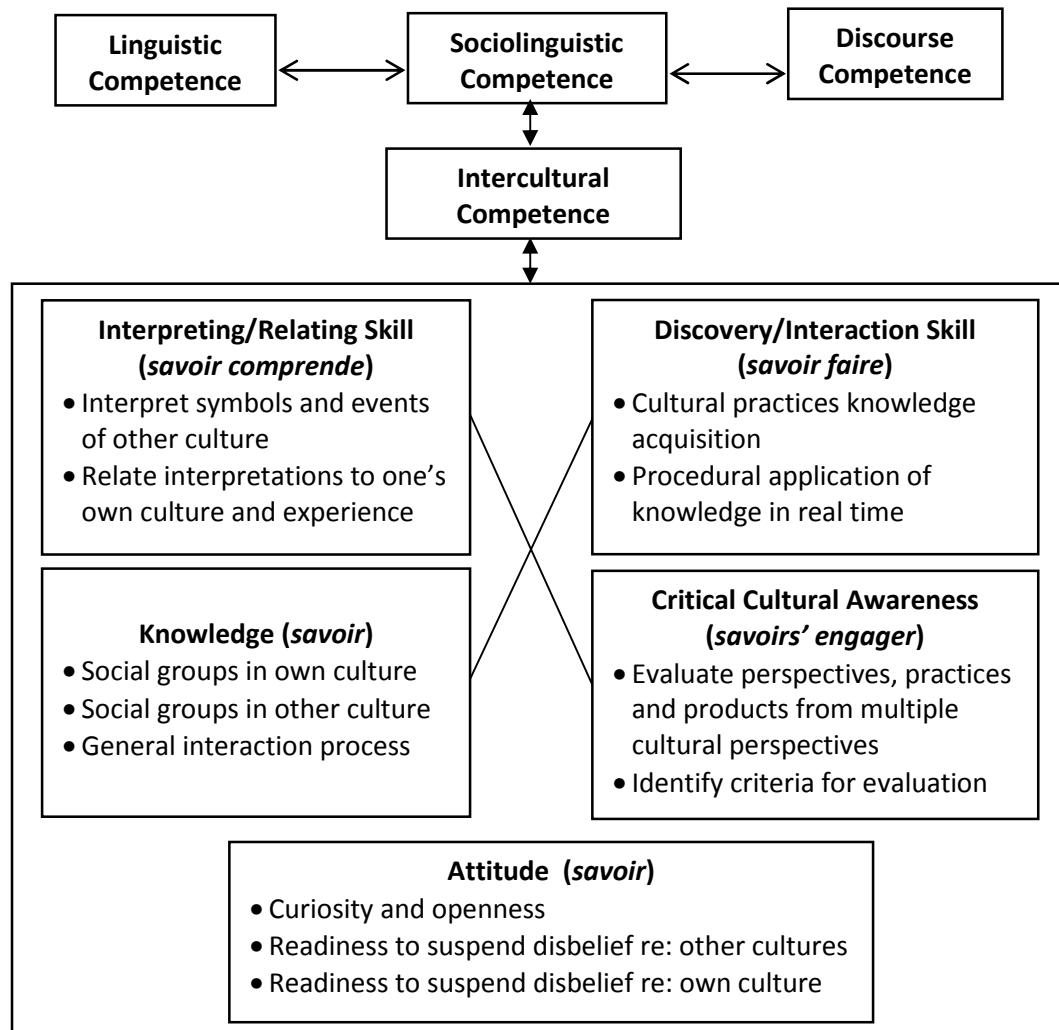


Figure 2.1. Byram's (1997) ICC Model

The following description explains each of the elements displayed in figure 2.1 as adopted from the original work proposed by Byram(1997, p. 48).

1) Linguistic competence

The ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language.

2) Sociolinguistic competence

The ability to give to the language produced by an interlocutor –whether native speaker or not – the meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor.

3) Discourse competence

The ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes.

4) Intercultural competence (see p. 20)

There are several important elements which should be known regarding intercultural competence. They are knowledge,

skills, attitude, and the values someone has by virtue of his belonging to a social group. (See p. 22 - 23)

2.7 Intercultural Language Learning

Scarino & Liddicoat (2009, p. 35) recommended some essential principles to be brought, developed, and activated in the classroom. Those principles are comprised of five elements. They are:

1) Active Construction

The sense of learning English includes an active involvement in meaning making and interpretation while dealing with interaction. It also extends to progressively do reflective thinking activity while communicating and negotiating meanings in various contexts. Basically it orients not only to comprehend a set of knowledge about cultures but also to directly engage in cross-cultural encounter.

2) Making Connection

There are two steps of development in learning. First, learning develops interpersonally as it takes place through interaction. Second, it develops intrapersonally as the processes of knowledge construction that occur during mental activities take place. While engaged in the interpersonal progress, the schemata or prior knowledge confronts with constructing novel knowledge by means of relating, cultivating, explaining, and widening their

understanding. Insofar as these processes happen, interrelatedness is made between:

- Language and culture and learning
- Previous or existing conception and new understandings
- Language and thinking
- First language and additional language(s)
- Previous experiences and new experiences
- The intercultural self and intracultural self and others.

3) Interaction

The essence of interaction is to continuously developing one's understanding towards the relationship between the conceptualization of his language and culture and that of others. Meaning construction and meaning negotiation within a variety of perspectives had by diverse participants happen during interaction. This circle helps each participant joining the interaction learn and also build intercultural experiences from one another.

4) Reflection

In learning, reflection means to realize or become aware of thinking, knowing, and the learning process about languages (either first or additional) and cultures (both one's own and others'). The reflection in this sense also involves understanding of the

relationship and concept of diversity, identity, experiences, and intercultural thoughts and feelings.

5) Responsibility

In the process of learning, its development is dependent upon learners' disposition, attitude, and values. While the communication or interaction is undertaken within the learning process, it includes accepting responsibility for one's way of interacting with others within and across languages and cultures.

Practically in the context of second or foreign language classroom learning process, ILL can be applied into the following conception.

- 1) The point of principle for active construction can be realized into the process with utilizing graphics and other kinds of visual images or some sort of conceptual maps to demonstrate the relationship of intercultural elements in socio-cultural context.
- 2) The principle of making connection can be applied by framing connection between texts and contexts.
- 3) The principle of social interaction can be applied by providing various examples from different contexts, exploring various cultures and not merely one, conceptual systems, sets of values, and recognizing multiple responsibilities.

- 4) The principle of reflection can be applied by reflecting critically towards one's own attitude, beliefs, and values.
- 5) The principle of responsibility ranges into the application such as developing awareness of the ethical uses of knowledge.

Furthermore, Asian Languages Professional Learning Projects (ALPLP, 2005) also proposes some conceivable activities for students as well as teachers in relation to the principles and their application in the classroom. These probable activities help make clearer the ease and applicability of ILL as a holistic approach. The following table will highlight those activities.

Table 2.1 ALPLP Principles of ILL

Principles	The application	Elaboration for both students and teachers
Active construction: Learning indicates knowledge construction which is purposeful and goes on actively within a sociocultural context of use.	Relying on active engagement to probe into language and culture Developing a personal, intercultural space with multiple dimensions	Students <ul style="list-style-type: none"> • Discovering and creating meaning while interacting with people, texts and technologies to promote using language purposively in a range of tasks • Having and developing their own personal means for responding to either linguistics or cultural differences • Exploring human's behaviour which in fact a sort of culturally conditioned nature. Teachers <ul style="list-style-type: none"> • Facilitating students for making connection in learning • Motivating and encouraging interaction with peers and others • Encourage "noticing" • Taking time for designing questions, observing, discovering, discussing, and experimenting • Designing or selecting tasks which can trigger student' interest and developing extensively their thinking about language and culture.

<p>Making connection:</p> <p>Learning happens by an encounter of schemata or previous existing knowledge learners have to new conceptions or insights they are facing with during interaction. Accordingly, learning is making connection, reorganizing, and extending the pre-existing knowledge to new insights or conception.</p>	<p>Comparing language and culture, and making connections between one's own to others' language and culture.</p> <p>Comparing the existing knowledge of culture and language to new linguistic and cultural input.</p>	<p>Students</p> <ul style="list-style-type: none"> • Rethinking of their pre-existing conceptions to transform their identity to intercultural one and their knowledge. • Incorporating learning language and culture to learning across curriculum • Developing the progressive understanding of language, culture, values, and the interdependence. <p>Teachers</p> <ul style="list-style-type: none"> • Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners • Giving scaffolding through interactive questioning, instruction, resources, and technologies. • Offering alternative explanations • Supporting learners to observe, predict, compare, explain, integrate, and inquire • Supporting interaction and connections across texts and contexts • Exemplifying learners how bridges are made.
<p>Social Interaction:</p> <p>Learning is social and interactive.</p>	<p>Communicating across linguistic and cultural boundaries and recognizing them as boundaries and why they are constructed.</p> <p>Communicating about linguistic and cultural difference and similarity.</p> <p>Engaging with new conceptual systems through language.</p>	<p>Students</p> <ul style="list-style-type: none"> • Engaging in interactive talk and questioning with the teacher and others through which they are encouraged to notice forms, processes, and strategies in the context of tasks. • Working towards reciprocal relationships, directly exploring more than one culture, conceptual systems, sets of values, linguistic and cultural boundaries; seeing their own and others' cultures in a comparative light • Recognizing that social interaction is central to communication. <p>Teachers</p> <ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building up on student responses • Guiding conversation to include learners' views, judgments, and rationales

		<ul style="list-style-type: none"> • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours.
<p>Reflection:</p> <p>Learning involves becoming aware of the processes underlying thinking, knowing, and learning through conscious awareness and reflection.</p>	<p>Reflecting critically and constructively on linguistic and cultural differences and similarities, and questioning dichotomies.</p> <p>Reflecting critically and constructively on their own intercultural behavior.</p> <p>Articulating the multiple dimensions of their own intercultural space and identity.</p>	<p>Students</p> <ul style="list-style-type: none"> • Reflecting critically on language, culture, knowing, and learning • Developing the capability to reflect on and engage with difference, developing ways of modifying behavior • Monitoring their own production and the effects of their own production on others • Questioning stereotypes • Developing a metalanguage for discussing the relationship between language and culture • Understanding the need for that metalanguage development. <p>Teachers</p> <ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity.

<p>Responsibility:</p> <p>Learning depends on learners' attitude and disposition towards learning.</p>	<p>Accepting responsibility for contributing to successful communication across languages and cultures.</p> <p>Accepting responsibility for developing an intercultural perspective.</p>	<p>Students</p> <ul style="list-style-type: none"> • Seeking and responding to feedback on their own learning • Taking responsibility for their own learning • Showing willingness to interact with people from diverse languages and cultures • Developing awareness of the validity of diverse value and conceptual systems • Recognizing the need to decenter from their own cultural perspective • Understanding the naturalness of multiple perspectives. <p>Teachers</p> <ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors.
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2.8 Review of Related Studies

There are some previous studies in the field of intercultural communication. First is the research by Girik Allo (2018) with her study entitled "*intercultural communication in EFL classroom*". This research was to investigate the place of culture and intercultural communication in Torajan EFL classrooms and Torajan students' perceptions on imperatives for studying intercultural communication.

The same situation naturally matches to what is needed by EFL students if grounded in the context of EFL classroom like in Indonesian schools by virtue of the nature of Indonesian English

students which are fundamentally multicultural. However, Allo's research works differently from this research. The differences lie within several elements of the study comprising (1) the primary issue, (2) the study focus, (3) the assigned respondents, (4) the employed research method, (5) and the data analysis.

The primary issue of Allo's research refers to investigate the place of culture and intercultural communication in Torajan EFL classrooms. In a different way, this research works on the primary case referring to build up intercultural communication in the classroom in the perspective of EFL teacher. Continuously, for the study focus, Allo's research focuses on Torajan students' perceptions on imperatives for studying intercultural communication. In a different way, this research focuses on investigating EFL teachers' perception on building up intercultural communication in the classroom.

For the assigned respondents, since Allo's research is conducted in the context intercultural communication in Torajan EFL classrooms, the respondents engaged in the research are in Torajan EFL learners whereas this thesis works in the field of EFL pedagogy which found that students needed for the new cultural and intercultural knowledge in EFL classrooms and hoped that curriculum can meet their needs on intercultural communication competence. Allo's research investigated only students' perspectives for studying intercultural communication in their classroom activity. In a different

way, this research investigates a teacher's perspective to describe EFL teacher build up intercultural communication in the classroom.

Appertaining to the employed research method, Allo's research used a quantitative research with survey design. In Allo's quantifying the L1 use is subjective, based on the participants' (students) own judgment. Although these answers are then analyzed for consistency and appeared consistent, they were not objectively measured. In different way, this research works on a mixed-method sequential explanatory strategy, a popular form of mixed-method design. The last, regarding the data analysis, Allo's research analyzed only quantitative data, whereas this research, the data will be analyzed through utilizing quantitative and qualitative technique of analysis.

The following study about intercultural communication has been conducted by Hasem Osman (2015). His research was entitled *"Investigating English Teachers' Perceptions of Intercultural Communicative Competence in the Kingdom of Saudi Arabia"* This research investigated teachers' perception of ICC and its implementation in a foreign language classroom. The main implication of this research for the field of language teaching and learning is that there is a gap between English teachers' perceptions of ICC objectives and their current practices in the classroom. The fact that ICC objectives are not an explicit part of the current curriculum limits their systematic integration.

However, Osman's research is different from this research especially viewed from several areas. First, the method for distributing the survey to collect the quantitative data, Osman's research used Survey Monkey, an online application to create surveys and analyze results, to collect the participants' responses regarding their perceptions and practices of ICC objectives in the classroom. His research considered online survey as the only viable option to collect data due to the difficulty of accessing the female campus to conduct the research. In different way, this research is to consider other modes of delivery of the survey, such as hard copies that can be distributed and collected during a school event to EFL teachers.

The second, the respondents engaged in the research are English teachers in the Preparatory Year (PY) program at King Saudi University. Additionally, the majority of the studies that generally targeted the concept of ICC in a foreign-language learning context were studies that either relied on online blogs, discussion forums, and chat rooms to allow students to communicate cross-culturally, or examined ICC development during sojourns or study abroad periods in the target country. In different way, this research works on the field to address the concept of intercultural communication in a classroom context which is built up by EFL teacher's perspective.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the details about this research method whose features subsume: research design, setting of the research, population and sample, sources of data, validity and reliability, data collection technique, data analysis technique and research procedure.

3.1 Research Design

In order to address the research question, this research used a mixed-method sequential explanatory strategy, a popular form of mixed-method design (Creswell, 2009). This strategy involved two phases. The first phase was designed to collect and analyze quantitative data through a survey. The second phase followed the first one and utilized interview and class observations to collect and analyze qualitative data. The use of both quantitative and qualitative sources was meant to circumvent the weaknesses that could be found in either method when used alone.

Additionally, choosing a sequential explanatory design helped the researcher explain and interpret the quantitative results by collecting follow-up qualitative data through the interview and classroom observations. This sequence was also useful in examining in more detail any unexpected results obtained from the survey

(Morse, 1991). The use of a survey was intended to provide a numeric description of the trends, attitudes, and opinions of the study participants (Creswell, 2009). The result obtained from the sample was meant to make inferences about the teachers' perceptions and opinions about the implementation of intercultural communication in the classroom.

The purpose of obtaining qualitative data through interview and classroom observations was to understand how participating teachers interpret their experiences (Merriam, 2009). The topics discussed were the participants' perceptions of implementing intercultural communication in the language classroom, curriculum, and their classroom practices, along with the results obtained from the survey conducted in the first phase. The classroom observations on the junior high school helped the researcher obtain classroom experience and observed any incidents relevant to the implementation of intercultural communication objectives in the classroom. When researchers collected data on the field, their observations were often interwoven with informal interviews. Therefore, the use of classroom observations allowed the researcher to relate to the teachers' experiences discussed in the interview and to better understand the context (Merriam, 2009).

3.2 Setting of the Research

The setting of this research is viewed from two aspects comprising place and time. The following descriptions portray the setting of this research.

3.1.1 Place

This research was conducted at some Junior High Schools at Gading Cempaka district Kota Bengkulu. They are SMPN 4, SMPN 6, SMPN 14 and SMPN 20 Kota Bengkulu. The researcher chose Gading Cempaka district because this district was the biggest district in Kota Bengkulu and easily accessibility of the researcher in order to collect the relevant information.

The focused orientation that was centralized on gaining the research data was at the English as foreign language (EFL) teachers from four Junior High Schools at Gading Cempaka district. This orientation was taken under the consideration that the informants or the subjects of this research were tertiary English teachers who were teaching English lesson at those schools. Other sources of data in this research were also encountered at those schools.

3.1.2 Time

With respect to the contextual condition including the readiness and the conformity of the research data to be garnered from the informants, this research was successfully conducted

from December 2018 up to May 2019. The devised timeline pertinent to this research conduction can be viewed in the following table.

Table 3.1 Timeline of the Research

No	Activities	Timeline						
		Jan 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019
1	Pre-observation							
2	Preparation							
3	Giving Questionnaire							
4	Interview							
5	Observation							
6	Data Analysis							
7	Reporting							

3.2 Population and Sample

3.2.1 Population

Population of this research was English teachers who taught at Junior High Schools at Gading Cempaka district Kota Bengkulu. There were 28 English teachers from six Junior High Schools at Gading Cempaka district, they are SMPN 4, SMPN 6, SMPN 14 and SMPN 20 Kota Bengkulu.

3.3.2 Sample

In this research, the researcher used purposive sampling technique. According to Creswell (2007, p. 125), this sampling

technique was utilized by means of that the researcher selected the informants who were considered capable of providing their understanding about the research problems and the focused phenomenon in the research.

In this research, a purposeful sampling was utilized to select teachers with the required teaching experience of at least ten years in teaching English. The reason for limiting participation to teachers with minimally ten years of experience was to make sure that the results obtained were based on the experience that was most relevant to build up intercultural communication in English learning context in the classroom.

Finally from purposive sampling, there were eighteen teachers were selected and participated from twenty eight teachers in this research. They became correspondent to answer the questionnaire. While ten teachers who were not selected as correspondent took a part in pilot study. Further data of the population and sample of the research could be seen in the following table.

Table 3.2. Population and Sample

No	School	Population	Sample
1	SMPN 4	7	5
2	SMPN 6	8	4
3	SMPN 14	6	4
4	SMPN 20	7	5
	Total	28 Teachers	18 Teachers

For the interview and classroom observation, the researcher selected three teachers from the sample to be interviewed and observed. The teachers were chosen purposively by considering their education which qualified as master degree in English education. Moreover, they had deep information and wide insight about intercultural communicative competence. It could be viewed from their comment and explanation from the interview section in the chapter four (See appendix 10). Furthermore, they had experience as a trainer or instructor and definitely understood more about intercultural communication.

3.3 Sources of Data

In accordance with the research problems, there were two sources of data which were relied on in this research. They were: participants and events (English teaching process held by the participants).

3.3.1 Participants

The participants of this research were respondents and informants. There were eighteen teachers as respondent. The respondents of the research took a part to answer the questionnaire while three teachers as informant took a part in interview session. They were selected using purposive sampling technique. The related information associated with purposive sampling technique as assigned in this research could be viewed

in the previous section that specifically addresses the means of selecting these participants.

3.3.2 Events

Events in this sense referred to the implementation of English teaching practice held by the three English teachers in teaching class. The teaching implementation was subsequently linked to the perspective of ILL principles as the backup data to prove the relevance of their perspective and how teachers built up intercultural communicative competence in the classroom.

3.4 Technique of Collecting Data

Some instruments were applied to obtain the data in this research. The researcher collected them through three different techniques as follows:

3.4.1 Questionnaire

A questionnaire was a data collection instrument consists of a series of questions and other prompt in order to gather information from respondents. The questionnaire of this research was adapted from some questions of survey conducted by CULTNET, a network of researchers of interculture in foreign language education conducted an international survey in 2001 (Sercu et al., 2005) and another research project led by Michael Byram and Karen Risager (1999) and had been developed by Hui

(2010) but it was modified and by the researcher to suit the requirements of the topic of the research.

There were several purposes of utilizing questionnaire in this research. They extended to the following details:

- a. To obtain information related to the EFL teachers' perception of the importance and the objective of intercultural communication in teaching English.
- b. To gain information related to the method or approaches by intercultural communication in teaching English and intercultural dimension in teaching English as foreign language

3.4.1.1 The Design of Questionnaire

As mentioned above, the researcher adapted some questions from the CULTNET project (Sercu et al., 2005) and Byram and Risager's projects (Byram and Risager, 1999). These questions are rephrased and translated to be suitable for this research. Some sentences had been paraphrased and simplified for easy comprehension by teachers. However, the core concepts remain unchanged for validity.

The questionnaire consisted of four parts in which five questions were asked and consisted fourthy items (see appendix 2). The first and second part of the questionnaire used four points of the Likert scale, they are: not important (1

point), less important (2 points), important (3 points) or very important (4 points).

The first part was about teacher's opinion of the importance of intercultural communication in teaching English. There is only one question in the first part. Teachers were asked in first question (A) how important they thought about intercultural communication in English language teaching, from which the basic information data might be obtained about their attitudes towards cultural teaching.

The second part (question B) was about how teachers perceive the objectives of intercultural teaching. The questions (B) were asked to get information about teachers' understanding of the objectives of intercultural teaching respectively. In second question (B), eleven objectives of cultural teaching are provided; the items of objectives 8, 9, 10, 11 are taken from Hui (2011) and the other seven objectives are borrowed from the CULTNET project (see Sercu et al., 2005).

Table 3.3 Intercultural Communication in Teaching Objective

Knowledge dimension
1. Provide information about the history, geography and political conditions of the foreign culture(s).
2. Provide information about daily life and routines.
3. Provide information about shared values and beliefs.
4. Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.)

Attitudinal dimension
5. Develop attitudes of acceptance and tolerance towards other peoples and cultures.
Skills dimension
6. Promote increased understanding of students' own culture (also knowledge of own culture).
7. Promote the ability to handle intercultural contact situations.
8. Promote students' ability to evaluate and their sensitivity to different cultures.
9. Promote students' awareness of similarities and differences of English speaking countries.
Cultural Teaching
10. Make language teaching more interesting and motivating.
11. Widen students' horizons on the world.

In part three only one question about cultural teaching activities (question C) was asked to teachers in order to find out their intercultural teaching practices. The question was required statements which indicate for a number of possible cultural teaching activities how often teachers practice them (See appendix 5). The purpose is to explore cultural teaching practice used by teachers. The third part of the questionnaire used four points of the Likert scale, they are: very often (4 point), often (3 points), seldom (2 points) and never (1 points).

Part four was about intercultural foreign language teaching and fifteen sub-items of choices in teaching intercultural competence were given in fourth question

(question D). The fifteen items concerning ICC were borrowed from the CULTNET. The purpose of this question aims to investigate teachers' general disposition towards the teaching of intercultural competence in a foreign language. The fourth part of the questionnaire used four points of the Likert scale, they are: strongly agree (4 point), agree (3 points), disagree (2 points) and I do not agree at all (1 points). However, Likert scale questions were used in questions A, B, C, D were a very effective approach to gather teachers' views, opinions, and attitudes toward the issue investigated (Brown, 2001). After distributing the instrument of the questionnaire to the teacher, the researcher collected and analyzed through percentage and frequency.

3.4.2 Interview

A semi-structured interview was the most suitable type of interview for this study because it allowed an interviewer to follow up interesting developments and let the interviewee elaborate on certain issues (Dörnyei, 2007). It also allowed asking the interviewee the same questions but not necessarily in the same order or wording, which was necessary in this research since some of the participants touched upon various aspects while answering particular questions. The semi-structured interviews were held following the completion of the questionnaire in order

to explain teachers' perceptions, thoughts and beliefs on build up intercultural communication language classroom. Moreover, it was carried out to get deeper data about how intercultural communication in the class situation built and implemented during the learning process.

In this research, the interviewer lets the interview flow naturally by seamlessly connecting subsequent questions, trying to be neutral and not imposing any personal bias, and lets the interviewee dictate the pace focusing primarily on listening. This emic approach helped to obtain information about the participants' understanding of the investigated topic and allowed developing of different themes, patterns and ideas. Interviews were also suitable tools of phenomenographic methodology in qualitative research that provide different ways in which people think of various concepts and aims to discover qualitatively different ways of how people experience, understand and interpret various aspects of an investigated phenomena (Marton, 1986).

Moreover, in the process of interview, the researcher was not only focus on the prepare questions, but also developed the question as the interview were going on. All the entire information provided by English teachers were recorded by smartphone and transcribed to ease the researcher to analyze the data. In this research, interview item was adapted from

Young and Sachdev (2011) and reconfirmed by expert judgment. The data of this interview then was crosschecked to ones got from the questionnaires and observation to validate the data.

The assigned interview referred to a semi-structured interview in that it was functional for several purposes which comprised the following information:

- a. To investigate in detail the information about how the EFL teachers build up intercultural communicative competence in the classroom
- b. The obtained data from semi structured interview were subsequently reconfirmed to other secondary data garnered from questionnaire. The comparison in this sense was functional for pursuing the clarity of data, reducing the bias, and enhancing the data credibility.

3.4.3 Classroom observation

Observation in this research was used to collect information about class situation. A classroom observation was considered to investigate how teaching and learning take place in context (Dörnyei, 2007) – which in this research was an observation of how intercultural communication was built up by EFL teachers in the classroom. The classroom observations were essential to help the researcher obtain first classroom experience and observe any incidents relevant to the

implementation of intercultural communication in the classroom. The use of classroom observations allowed the researcher to relate to the teachers' experiences discussed in the interview and to better understand the context (Merriam, 2009).

The researcher adapted elements of observation from five element principles in ILL which can be brought, developed, and activated in the classroom by Scarino & Liddicoat (2009); Active Construction, Making Connection, Interaction, Reflection, Responsibility.

Furthermore, the guidance of observation could be seen from Asian Languages Professional Learning Projects (ALPLP) which also proposes some conceivable activities for students as well as teachers in relation to the principles and their application in the classroom. Those probable activities helped make clearer the ease and applicability of ILL as a holistic approach. Those activities had been highlighted on the table I (see table I, P. 37-39).

During the classroom observations, the researcher used a field notes (see appendix 11) to keep record of class incidents when pre-teaching, main teaching and post teaching that were relevant to intercultural language learning. The researcher also made sure to be unobtrusive during class activities. Class observations were also smartphone recorded to allow for a detailed data analysis at a later moment.

In this research, co-observer was used in order to minimize the subjectivity. The co-observer in this research took a part in classroom observation. The co-observer in this research was the one of lecturer in one of university in Bengkulu and has title “Master” degree in English language education and has knowledge about intercultural communication. The data from co-observer was useful to crosscheck the data from researcher in order to get the similarity of viewpoint.

However, the primary function of observation in this research was to view the English teaching and learning process undertaken by the EFL teachers in the perspective of ILL principles. The observational data were also useful to confirm the EFL teachers’ perception on intercultural communication and how they build up intercultural communicative competence in the classroom. In the process of observation, the researcher took field notes and mobile phone recorded to gain every single detail of the expected data.

3.5 Validity and Reliability

3.6.1 Validity of the Instrument

The researcher decided to use two experts judgment and triangulation method of instruments used; questionnaire, interview, and observation to keep the validity of the data. By combining more than one method was a way to validate the result of the research

(Meijer, 2002). This research applied content and construct validity in establishing the validity in the form of questionnaire (Nunan, 1992:16; Brown, 2001:177). Moreover, one way to defend the content validity of the items was to explain how the researcher planned the questions (Brown, 2001) (see section 3.5.1.1).

In order to achieve content validity, the initial version of the questionnaire was first given to the experts' judgment and its applicability to the context of the study to reduce ambiguity, leading question and stressful question. The researcher consulted two lecturers like Dr. Azwandi, M.A and Dr. Irma Diani, M.Hum of the University of Bengkulu to seek their expert views on whether the objectives of this research were covered by the survey questions. After checking and revising, they confirmed that the survey questions did indeed meet the objectives of this research. They verified that the construct validity of the questionnaire was strong and could be conducted to the research.

3.6.2 Reliability

The questionnaire that had been verified by two experts' judgment was tried out to ten English teachers. Before trying out (initial pilot study), they had been consulted for the clarity of the items and necessary changes were made on the questionnaire. They suggested translating the question into Bahasa. In order to validate the authenticity of the translation, the researcher sent

back the translation work in the format of two languages (English and Bahasa) to two experts for their corrections and comments. Finally, the questionnaire was clear and ready to be tried out.

To measure the survey's reliability, the internal consistency of the items was estimated by calculating coefficient alpha (or Cronbach's alpha). The internal consistency reliability calculated for the five questions which consisted 40 items using Cronbach's alpha, is .846 (See appendix 2). This value was considered to be within the acceptable range of reliability (Orcher, 2007). This sufficiently high value of internal consistency indicated how well different items on the survey complemented each other in their measurement of respondents' perceptions of intercultural communication objectives. Obtaining consistent information from items was the basis of a reliable survey (Fink, 2013).

3.6 Technique of Analyzing Data

The data in this research will be analyzed through utilizing quantitative and qualitative technique of analysis. The first begins with the collection and analysis of quantitative data and followed by the collection and analysis of qualitative data.

3.6.1 Quantitative Data

The data gathered from the questionnaires will be analyzed via descriptively. Descriptive statistics are used to

organize, summaries, and present participants' response in a convenient way by checking and counting the percentage of all teachers' answer and analyzing the frequency data.

Descriptive statistics of data include frequency distributions, measures of central tendency, and measures of variation only for items that use a continuous rating scale, such as the Likert scale. Measuring mean (Table 3.4) for items that use the Likert scale helped the researcher identify the average and variation of participants' responses in terms of building up intercultural communication in the classroom.

Tabel 3.4 Score Category

No	Mean Score	Category		
1	3,01– 4,00	Very Important	Very Often	Strongly Agree
2	2,01 - 3,00	Important	Often	Agree
3	1,51 - 2,00	Less Important	Seldom	Disagree
4	1,00 - 1,50	Not Important	(Almost) Never	Strongly Disagree

Additionally, the researcher used the Statistical Package for Social Sciences (SPSS) to calculate the internal consistency of the survey items. The analysis of the results illustrated possible relationships among survey items and the teachers' perceptions of the need to build up intercultural communication in their classes.

3.6.2 Qualitative Data

In this research, the data gained from questionnaires, interview, and observation will be analyzed qualitatively and in detail by using the interactive model of data analysis as proposed by Miles, Huberman, & Saldana (2014, p.31). On the basis of this model, there are four foundational elements of analysis which work in tandem, and they complete each other in the process of analysis. Those elements are comprised of data collection, data condensation, data display, and verifying conclusion. The following figure and description highlighted the process of data analysis employed in this research in accordance with the aforementioned adopted model.

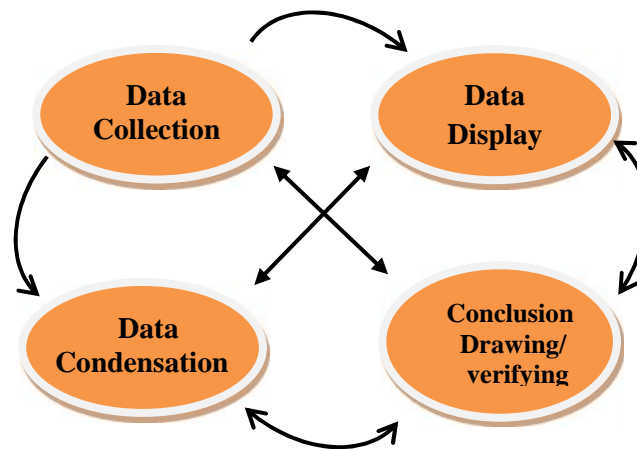


Figure 3.1 Miles et al. (2014, p. 33) Interactive Model of Data Analysis

1. Data Collection

The data in this research was collected through employing questionnaires, interview, and observation. The process of data collection was undertaken as explained in the previous section of this proposal at (4.3. *Technique of Collecting*

Data). The use of multiple techniques of data collection in this research was intentionally assigned to pursue the clarity of research data.

2. Data Condensation

Condensing the data in this research meant to deal with choosing, orienting, simplifying, abstracting, or transforming the data on the basis of the problems which are addressed as the research context gave. In the early stage, the process of condensation involved editing, segmenting, and summarizing. Subsequently, in the middle stage of data condensation, the processes were comprised of: 1) coding the data, describing the data topic, and analyzing the statements in the data or the content of data. 2) Memoing the data that could practically work on the substantive, theoretical, methodological, or even personal level. Memoing the data suggested a deeper level of concepts than coding. It provided the conceptual contents which were not simply describing the data. Memoing moved the analysis towards developing propositions. It linked coding with the developing propositions. 3) Finding themes, clusters, and patterns of the data. The last, in the final stage, the process of data condensation went to conceptualizing and explaining the data.

3. Data Displays

Displaying the data was undertaken under the purposes such as organizing the data, compressing the data, and assembling the data. The process of data display was carried out by presenting some conceptual charts to represent the data condition, or using network to present the data, and presenting tabulated data for the ease of viewing.

4. Drawing and Verifying Conclusion

In this process, all the data which has been processed was eventually made logically conclusive. Confirming back the conclusive data to the pre-existing theories in the literature was also important in this sense to ascertain the position of research result in the existing literature. In addition, confirming the conclusive research findings with grounding them to the existing related literature helped the researcher sensitize some findings which were interesting and novel as to fill new insights for the existing literature. The last, this kind of data confirmation to the existing literature also became one of the techniques of triangulation so-called theoretical triangulation which are used to prove that the findings and the conclusive data has been discussed meticulously.

3.7 Research Procedure

In order to address the research questions. Researcher modified Creswell and Plano Clark's (2007) explanatory sequential design. Generally, the explanatory sequential design has two phases; Firstly, the researcher collects and analyzes quantitative data and then qualitative data are collected and analyzed to obtain explanations of the quantitative results (Creswell & Plano Clark, 2007, 2011).

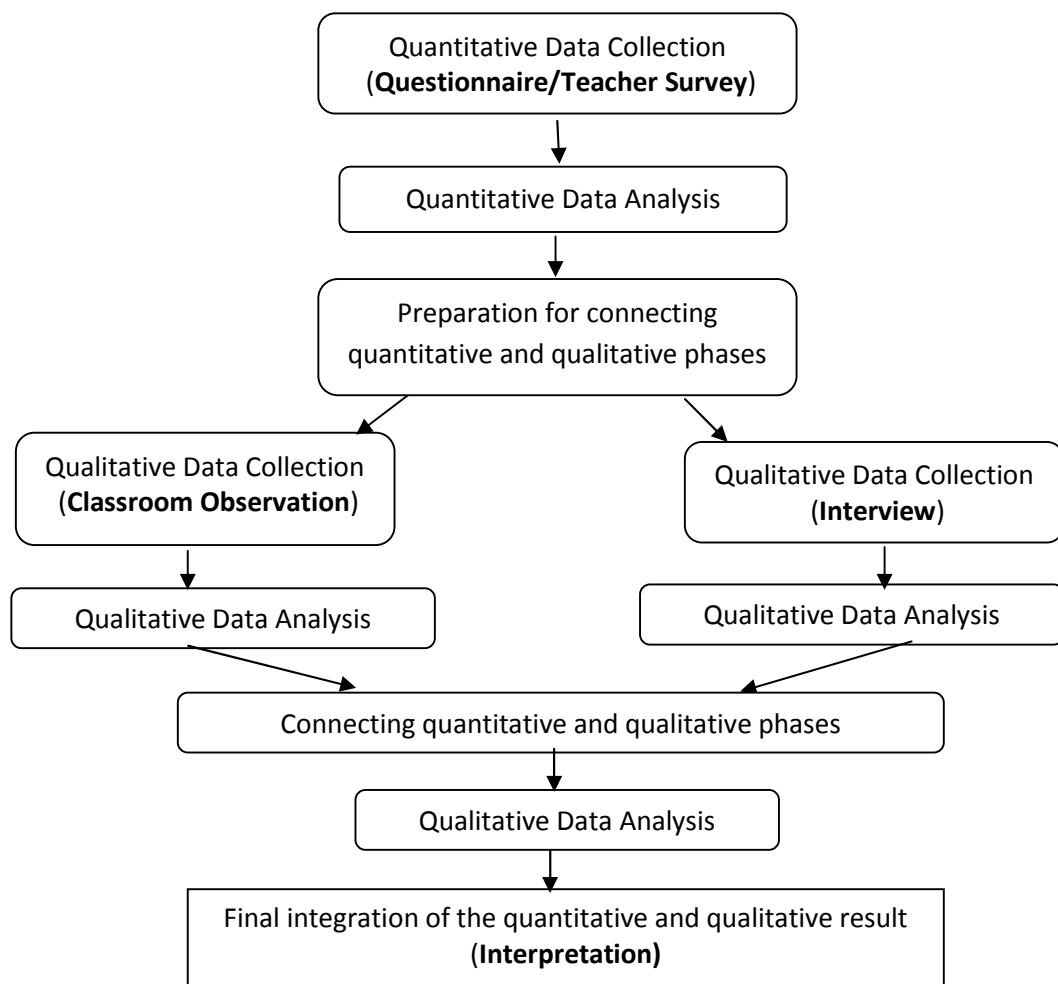


Figure 3.2 An explanatory sequential mixed methods research design (Adapted from Creswell and Plano, 2007)

In this research, the data were collected and analyzed by following a steps procedure. Firstly, the researcher selected the research area in order to reach the stage of data analysis, the first necessity to identify participants for the research. Next, the researcher prepared questionnaire that helped answer the research questions and fulfilled the purpose of the study. The researcher gave questionnaire to the experts' judgment to check whether the questionnaire have properly constructed or not. After the tools for data collection were constructed and created, ten teachers who did not take part in the actual study were consulted for the clarity of the items and followed "try out". After collecting data, a detailed analysis was conducted. The data gathered from the questionnaire were analyzed descriptively by calculating the frequencies percentages and mean score.

Secondly, following the completion of the questionnaire, the qualitative data carried to address the second research question. Qualitative data gathered through interviews and class observation were transcribed, translated and included in the study to further clarify the issue being investigated. The two qualitative data collected, which consisted of classroom observations and interviews, were included to obtain a deeper understanding of the actual classroom organization, teaching and learning. The last, observation and interview data were analyzed, compared, and integrated with the three data sets from the previous phases.

CHAPTER IV

RESULT AND DISCUSSION

This chapter provides the results and discussion of this research whereby the given details are anchored in the focuses formulated in the problem statements of this research.

4.1 Results

The results of this research are presented on the basis of three research questions formulated as the primary orientation of this research. As absorbed from the core of research questions, the data orientation comprises 1) the EFL teachers' perception on intercultural communication in the classroom, 2) how the EFL teachers build up intercultural communication in the classroom and 3) the implementation of ILL principle in teaching English held by English teachers in the classroom.

4.1.1 The EFL Teachers' Perception on Intercultural Communication in the Classroom

The data EFL teachers' perception on intercultural communication in the classroom was garnered from a questionnaire. The questionnaire was disseminated to eighteen English teachers who had previously been selected as the research participants through purposive sampling technique on

the 4th of March 2019 and was returned to the researcher in the following week after its dissemination.

Furthermore, the questionnaire answered the EFL teachers' perception on intercultural communication in the classroom, in the aspect of 1) the English teacher's perception of importance of intercultural communication in teaching English, 2) the objective of intercultural communication in teaching English, 3) the teaching method or approach by intercultural communication in teaching English and 4) intercultural dimension in teaching English as foreign language.

1. The English Teachers' perception of importance of Intercultural Communication in teaching English

The following table provides the results of questionnaire data. Some detailed elaborations as regards the questionnaire data are also presented under the table. Especially for this section, the data are centralized on teachers' perception toward importance of intercultural communication in teaching English.

Table 4.1 The result of the teachers' perception on importance of intercultural communication in teaching English

The teachers' perception on importance of intercultural communication in teaching English	F	P (%)	M	Category
Very Important	8	44,4	3,39	Very Important
Important	9	50		
Less Important	1	5,6		
Not Important	0	0		
Total	18	100		

Note : F= Frequency; P= Percentage; M= Mean

In connection with the above questionnaire, the combined between the options of “very important” and “important” together indicated teachers’ positive perception towards importance of intercultural communication in teaching English and “less important and not important” options to indicate teachers’ negative perception towards this issue.

Towards this entity, it was incredible that the majority of respondents, 17 English teachers with the percentage 94,4% and mean score (3,39) which categorized “very important” had a positive perception towards importance of intercultural communication in teaching English as indicated by selecting “very important” (44,4%) and “important” (50%) options. In turn, 1 English teacher with the percentage 5,6 % had a negative perception as indicated by selecting “less important” option

2. The objective of Intercultural Communication in teaching English

The following table displays questionnaire results. Some detailed elaborations with respect to the questionnaire data are also presented under the table. The results represent the obtained data regarding the objective of intercultural communication in teaching English.

Table 4.2 The result of intercultural communication objectives in teaching English

B	Intercultural Communication in English teaching context	4	3	2	1	M
		F/P (%)				
Knowledge Dimension	1. Provide information about the history, geography and political system of the foreign culture(s).	0	11/61,1	7/38,9	0	2,61
	2. Provide information about daily life and routines.	12/66,7	6/33,3	0	0	3,67
	3. Provide information about shared values and beliefs.	2/11,1	6/33,3	7/38,9	3/16,7	2,39
	4. Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).	1/5,6	7/38,9	9/50	1/5,6	2,44
Attitudinal	5. Develop attitudes of acceptance and tolerance towards other people and cultures.	5/27,8	13/72,2	0	0	3,28
Skill Dimension	6. Promote increased understanding of students' own culture.	14/77,8	4/22,2	0	0	3,78
	7. Promote the ability to handle intercultural contact situations.	2/11,1	13/72,2	3/16,7	0	2,94
	8. Make language teaching more interesting and motivating.	17/94,4	1/5,6	0	0	3,33
	9. Widen students' horizons on the world.	12/66,7	6/33,3	0	0	3,11
Cultural Teaching	10. Promote students' ability to evaluate and their sensitivity to different cultures.	6/33,3	12/66,7	0	0	3,94
	11. Promote students' awareness of similarities and differences of English speaking countries.	3/16,7	14/77,8	1/5,6	0	3,67

Notes :4. Very Important 3. Important 2. Less Important 1. Not Important

F=Frequency, P= Percentage,

In the following interpretation, the combined between the options of “very important and important” together

indicated teachers' positive perception towards importance of intercultural communication objectives in teaching English and "less important and not important" to indicate teachers' negative perception towards that issue.

With regard to the above questionnaire, the result showed intercultural communication objectives in teaching English in the perspective of English teachers which were categorized in the aspect of knowledge dimension, attitudinal dimension, skill dimension, and cultural teaching dimension.

In the knowledge dimension, the highest mean which indicated the most important was item 2 (provide information about daily life and routines) which has mean score (3,67). Followed by item 1 (provide information about the history, geography and political system of the foreign cultures) which has score of 2,61 and subsequently, item 4 (Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.) (2,44). The rest, item 3 (provide information about shared values and beliefs) which has score of 2,39 indicated the lowest mean. As shown in the following table.

Table 4.3. Knowledge Dimension

Knowledge Dimension	Mean	Category
Provide information about daily life and routines.	3,67	Very Important
Provide information about the history, geography and political system of the foreign culture(s).	2,62	Important
Provide experiences with a rich	2,44	Important

variety of cultural expressions (literature, music, theatre, film, etc.).		
Provide information about shared values and beliefs.	2,39	Important

The next component of intercultural communication objective was attitudinal dimension . Towards this entity, most of the respondents, Eighteen English teachers with the percentage (100%) and mean (3,28) as categorized “very important”, had a positive perception as indicated by selecting the fifth item (develop attitudes of acceptance and tolerance towards other people and cultures) with percentages of very important (27,8 %) and important (72,2 %). As shown in the following table.

Table 4.4 Attitudinal Dimension

Attitudinal Dimension	Mean	Category
Develop attitudes of acceptance and tolerance towards other people and cultures.	3,28	Very Important

The other component of intercultural communication objective was skill dimension. Towards this entity, there were found Eighteen English teachers had a positive perception as indicated by selecting the item 6 (promote increased understanding of students’ own culture) which score of mean (3,78), item 8 (make language teaching more interesting and motivating) which score (3,33) and item 9 which mean score (3,11) widen students’ horizons on the world . The last was the item 7 (promote the ability to handle intercultural contact

situations) which mean score (2,39) . As shown in the following table from highest mean to lowest mean:

Table 4.5. Skill Dimension

Skill Dimension	Mean	Category
promote increased understanding of students' own culture	3,78	Very Important
make language teaching more interesting and motivating	3,33	Vey Important
Widen students' horizons on the world.	3,11	Very Important
promote the ability to handle intercultural contact situations	2,39	Important

The questionnaire then continuously culture teaching as the other intercultural communication objective. Towards this entity, there were found 18 English teachers had a positive perception as indicated by selecting the item 10 (promote students' ability to evaluate and their sensitivity to different cultures) which mean score (3,94) with the percentage of combination between very important and important (100%). Subsequently, 17 English teachers with the percentage 94,4%, had a positive perception as indicated by selecting the item 11(promote students' awareness of similarities and differences of English speaking countries. As highlighted in the following table.

Table 4.6 Cultural Teaching Dimension

Cultural Teaching Dimension	Mean	Category
Promote students' ability to evaluate and their sensitivity to different cultures.	3,94	Very Important

Promote students' awareness of similarities and differences of English speaking countries.	3,67	Very Important
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3. Teaching Method or Approach by Intercultural Communication in Teaching English

The displayed table that follows represents the questionnaire results. Some detailed elaborations associated with the questionnaire data are also presented under the table.

The questionnaire data address about teaching method or approach by intercultural communication in teaching English.

Table 4.7 The result of teaching Methods or Approaches by intercultural communication in teaching English

C	Teaching Methods or Approaches	4	3	2	1	Mean
		F/P (%)				
(1)	I teach culture in English class based on the text book I am using.	3/ 16,7	15/ 83,3	0	0	3,17
(2)	I tell my students what I heard or read about the foreign country or culture.	3/ 16,7	13/ 72,7	2/ 11,1	0	3,06
(3)	I ask my students to discover the aspects of the foreign culture.	0	6/ 33,3	9/ 50	3/ 16,7	2,17
(4)	I ask to student to act out what they learn in term of cultural learning	0	6/ 33,3	9/ 50	3/ 16,7	2,17
(5)	I use audio tape in my class and ask them to mime according to what they hear	1/ 5,6	3/ 16,7	10/ 55,6	4/ 22,2	2,06
6)	I focus my attention on some culture- loaded new words	1/ 5,6	11/ 61,1	4/ 22,1	2/ 11,1	2,61

(7)	I teach them some English songs or poems to let them experience the different cultures.	3/ 16,7	10/ 55,6	5/ 27,8	0	2,89
(8)	I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.	8/ 44,4	5/ 27,8	5/ 27,8	0	3,17
(9)	I show them film videos and discuss what they watch.	8/ 44,4	3/ 16,7	7/ 38,9	0	3,06
(10)	I download some pictures or cartoons having cultural images and let them discuss them.	2/ 11,1	11/ 61,1	5/ 27,8	0	2,83
(11)	I ask my students to compare their own cultures with foreign cultures.	1/ 5,6	13/ 72,2	1/ 5,6	3/ 16,7	2,67
(12)	I ask to my student to participate in role play activity in which people from different culture	1/ 5,6	3/ 16,7	8/ 44,4	6/ 33,3	1,94
(13)	I ask to student to recite some dialogues	6/ 33,3	7/ 38,9	4/ 22,2	1/ 5,6	3,00

Notes: 1. Very Often 2. Often 3. Seldom 4. Never
F=Frequency P= Percentage

With respect to the above questionnaire, the result indicated for a number of possible cultural teaching methods or approaches and how often they practice them in the scale of “very often, often, sometimes, seldom and never”. However, the list of possible cultural activities appeared in the questionnaire in random order but in the contrary, the following table was presented in percentage with which they appeared to be most often used.

Table 4.8 The activities from most often used to less often used presented below:

No	Teaching Methods or Approaches	Mean	Category
1	I teach culture in English class based on the text book I am using.	3,17	Very Often

2	I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.	3,17	Very Often
3	I tell my students what I heard or read about the foreign country or culture.	3,06	Very Often
4	I show them film videos and discuss what they watch.	3,06	Very Often
5	I ask to student to recite some dialogues	3,00	Very Often
6	I teach them some English songs or poems to let them experience the different cultures.	2,89	Often
7	I download some pictures or cartoons having cultural images and let them discuss them.	2,83	Often
8	I ask my students to compare their own cultures with foreign cultures.	2,67	Often
9	I focus my attention on some culture-loaded new words teaching	2,61	Often
10	I ask my students to discover the aspects of the foreign culture	2,17	Seldom
11	I ask to student to act out what they learn in term of cultural learning	2,17	Seldom
12	I use audio tape in my class and ask them to mime according to what they hear	2,06	Seldom
13	I ask to my student to participate in role play activity in which people from different culture meet.	1,94	Seldom

Corresponding to the aforementioned list, it could be discerned clearly that the teachers implemented their methods or approaches listed based on the frequencies category.

Firstly, based on “very often” category consecutively the teaching methods or approaches which were implemented by English teachers were item number 1, 2, 3, 4 and 5. It could be discerned clearly that item 1 showed the teachers very frequently used to teach culture was through the textbook while teaching

English with mean score (3,17). It was followed item number 2 pointed out that the teachers very often asked their students to describe cultural phenomena which appear in textbooks or somewhere else) with mean score (3,17). Sequentially, item 3 indicated that the teachers very frequently tell their students what they heard or read about the foreign country or culture with mean score (3,06). The following approach were shown from item 4 that the teachers often showed the students film videos and discussed what they watch with mean score (3,06). Furthermore, the teachers frequently asked to student to recite some dialogues with mean score (3,00)

Secondly, based on “often” category consecutively the teaching methods or approaches which were implemented by English teachers were item number 6,7,8 and 9. It could be discerned clearly that item 6 showed the teachers often taught the students some English songs or poems to let them experience the different cultures with mean score (2,89). It followed by item 7 with mean score (2,83) which stated that the teachers often downloaded some pictures or cartoons having cultural images and let the students discuss them. The next teaching methods or approaches were shown item 8 (2,67) and item 9 (2,61) which stated that the students often asked their students to compare their own cultures with foreign cultures

and then the teachers often focus their attention on some culture and loaded new words teaching.

The last, in contrary, the teaching methods or approaches which were infrequently implemented by English teachers were item number 10,11,12 and 13 which categorized “seldom”.

4. Intercultural Dimension in Teaching English as Foreign Language

The given table that follows represents the questionnaire results. Some detailed elaborations in association with the questionnaire data are presented under the table. The data address about intercultural dimension in teaching English as foreign language.

Table 4.9 Presentation of the statements regarding intercultural dimension in teaching English as foreign language.

D	Statements regarding Intercultural Dimension in Teaching English	4	3	2	1
		F/P (%)			
1.	In a foreign language classroom, teaching culture is as important as teaching the foreign language.	12/ 66,7	6/ 33,3	0	0
2.	Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, students have to possess a sufficiently high level of proficiency in the foreign language.	0	6/ 33,3	5/ 27,8	7/ 38,9
3.	Intercultural competence cannot be acquired at school.	0	3/ 16,7	8/ 44,4	7/ 38,9

4.	It is impossible to teach the foreign language and foreign culture in an integrated way.	0	2/ 11,1	9/ 50	7/ 38,9
5.	I would like to promote the intercultural competence through my teaching.	2/ 11,1	16/ 88,9	0	0
6.	Cultural teaching has no effect on students' attitudes.	0	0	11/ 61,1	7/ 38,9
7.	The more students know about the foreign culture, the more tolerant they are.	7/ 38,9	11/ 61,1	0	0
8.	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	9/ 50	9/ 50	0	0
9.	Foreign language teaching should not only touch upon foreign cultures. It should also deepen students' understanding of their own culture and identity.	13/ 72,2	5/ 27,8	0	0
10.	A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.	2/ 11,1	8/ 44,4	3/ 16,7	5/ 27,8
11.	In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence.	0	1/ 5,6	11/ 61,1	6/ 33,3
12.	Language and culture cannot be taught in an integrated way. You have to separate the two.	0	3/ 16,7	5/ 27,8	10/ 55,6
13.	Intercultural education reinforces students' already existing stereotypes of other people and cultures.	0	6/ 33,3	4/ 22,2	8/ 44,4
14.	Providing additional cultural information makes students more tolerant towards other cultures and people.	5/ 27,8	12/ 66,7	1/ 5,6	0

15.	I consider the introduction of 'cultural awareness' into the English Curriculum as an	5/ 27,8	11/ 61,1	2/ 11,1	0
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Notes: 1. strongly agree 2. agree 3. disagree

4. I do not agree at all F=Frequency P= Percentage

In order to facilitate the intelligible interpretation, the following table was appeared the combination between “strongly agree” and “agree” option which stated “agreement” and the other way the combination between “disagree” and “I do not agree at all” showed “a disagreement”. Moreover, the table ranked the teachers’ response based on the level of agreement.

Table 4.10 Percentages of the statements regarding intercultural dimension in teaching English as foreign language.

No	Statements regarding Intercultural Dimension in Teaching English	Agree	Disagree
		F/P %	
1	In a foreign language classroom, teaching culture is as important as teaching the foreign language.	18/100 %	0/0%
2	I would like to promote the intercultural competence through my teaching.	18/100 %	0/0%
3	The more students know about the foreign culture, the more tolerant they are.	18/100 %	0/0%
4	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.	18/100 %	0/0%
5	Foreign language teaching should not only touch upon foreign cultures. It should also deepen students’ understanding of their own culture and identity.	18/100 %	0/0%

6	Providing additional cultural information makes students more tolerant towards other cultures and people.	17/ 94,4%	1/5,6%
7	I consider the introduction of 'cultural awareness' into the English Curriculum as an important reform.	16/ 88,9%	2/11,1
8	A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.	10/ 55,5%	8/44,5%
9	Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, students have to possess a sufficiently high level of proficiency in the foreign language.	6/33,3%	12/ 66,7%
10	Intercultural education reinforces students' already existing stereotypes of other people and cultures.	6/33,3%	12/ 66,7%
11	Intercultural competence cannot be acquired at school.	3/16,7%	15/ 83,3%
12	Language and culture cannot be taught in an integrated way. You have to separate the two.	3/16,7%	15/ 83,3%
13	It is impossible to teach the foreign language and foreign culture in an integrated way.	2/11,1%	16/ 88,9%
14	In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence.	1/5,6%	17/ 94,4%
15	Cultural teaching has no effect on students' attitudes.	0/0%	18/100%

Notes: F=Frequency P= Percentage

Corresponding to the above questionnaire, it could be discerned clearly that all of teachers (100%) agree that

teaching culture was similar importance with language teaching, both of them were necessary in EFL classrooms (item 1). They also had willingness to promote the intercultural competence through their teaching (item2). Moreover, the teachers believed that the more students knew about the foreign culture, the more tolerant they were (item 3). They also believed that in international contacts misunderstandings arisen equally often from linguistic as from cultural differences (item 4). Thus, they thought that foreign language teaching should not only touch upon foreign cultures. It should also deepen students' understanding of their own culture and identity (item 5).

Furthermore, the teachers assumed that providing additional cultural information made students more tolerant towards other cultures and people (item 6). They also considered the introduction of "cultural awareness" into the English Curriculum as an important reform (item 7). Moreover, they had opinion that a foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society (item 8).

In addition, the teachers believed that before teaching culture or do anything about the intercultural dimension of foreign language teaching, students did not have to possess a

sufficiently high level of proficiency in the foreign language (item 9). They also argued that Intercultural education reinforces students' already existing stereotypes of other people and cultures (item 10). Moreover, they assumed that Intercultural competence could be acquired at school (item 11). They had opinion that language and culture could be taught in an integrated way (item 12). Therefore, it was possible to teach the foreign language and foreign culture in an integrated way (item 13). Furthermore, in the foreign language classroom students could not only acquire additional cultural knowledge but also they could acquire intercultural communicative competence (item 14). Thus, they believed that cultural teaching actually had effect on students' attitudes (item 15).

4.1.2 How the EFL teachers build up intercultural communication in the classroom.

The data about how the EFL teachers build up intercultural communication in the classroom were garnered from a semi structured interview. The interview was carried out on the 21st, 25th, and 27th of March 2019 with engaging three English teachers who had previously been selected as the research participants through purposive sampling technique. Furthermore, the interview answered the EFL teachers' perception about intercultural

communication in teaching English and how they build up intercultural communication in the classroom.

There were eight main questions of the interview. Each question represented one aspect. The aspects were about 1) the meaning of intercultural communication term in EFL teaching and learning, 2) the importance of intercultural communication objectives in English language classroom, 3) the most important topic to teach intercultural communication in teaching English 4) the cultural content in textbook, 5) the relevance of intercultural communication objectives to the curriculum 6) the allocation of space for Intercultural communication objectives in the curriculum, 7) the ways of culture teaching in EFL Classroom and 8) the Implementation of the ways of culture teaching in EFL Classroom

1) The meaning of intercultural communication term in EFL teaching and Learning

The data was concerning with the meaning of intercultural communication term in EFL teaching and learning in the perspective of teachers clarify that in teaching English as foreign language in the classroom, the teachers could teach culture all at once. Furthermore, the teachers could convey the intercultural material whether home culture or other culture and compared them about the similarity and the difference between local culture and foreign culture. The teacher could also explain about the good attitude from own culture or foreign culture. The following

transcript of interview with participant 2 was intentionally selected to represent others.

“Komunikasi antar budaya kalo menurut saya sih komunikasi dalam bahasa Inggris kan secara tidak langsung kita mengajarkan budayanya juga. Nah misalnya saya tidak tahu kalo di Indonesia ya, kalo di luar itu kalau pakai topi di ruangan itu tidak sopan impolite kan kemudian kadang – kadang kalau mengambil sesuatu itu anak – anak juga asal ambil jadi diajarkan harus izin asking permission kan, kemudian kalau selesai have to say thank you . Terus apalagi ya, kemudian yang sering dilupakan guru itu mengucapkan terima kasih. Terus berikan pujian apresiasi meskipun yang dia sampaikan siswa itu kadang – kadang tidak sesuai yang kita minta, tetep apresiasi dia. Nah itu yang menurut saya kurang kalo sama pelajaran lain. Nah kalo kita bahasa Inggris mau bener mau salah pokoknya apresiasi dulu good, very good, ya excellent.” (see appendix 10)

(In my opinion, intercultural communication is a communication in English which we indirectly teach a culture too. For example, I don't know in Indonesia, if we wear a hat inside a room, it is impolite overseas. Sometimes, if students want to take something, they directly take it, therefore they are taught to ask for permission. Subsequently, when they get it they have to say “thank you”. Moreover, the teacher often forgets to say “thanks” and gives appreciation. Although what the student said sometimes is not as a teacher asks for, the teacher must keep appreciating him. Well, that is what I think is lacking. However, in English, whether it is true or false, the main point is giving appreciation such as “good”, “very good”, “yes” and “excellent”).

Aligned with the above transcript, participant 3 remarked that understanding about intercultural communication made students understand about the similarity and difference between their culture but and foreign culture. The following transcript of interview with participant 3 was intentionally presented to portray that preference.

“Sepengetahuan saya ketika mengajarkan bahasa Inggris kepada siswa itu di dalam materinya terdapat konten – konten yang berkaitan dengan budaya baik dari budaya lokal maupun budaya luar. Jadi dalam prakteknya saya sering menjelaskan kebiasaan atau budaya baik yang sama atau berbeda dengan kebiasaan kita. Misalnya budaya atau kebiasaan baik yang sama yaitu mengucapkan tolong dan terima kasih. Kalau budaya yang berbeda misalnya kita kalo bertemu dengan guru kita biasanya mencium tangan guru sebagai penghormatan tetapi budaya di luar tidak seperti itu. Bahkan mereka biasa saja saling berpelukan dan mencium pipi ketika bertemu dengan sesama teman meskipun berbeda gender. Dengan begitu siswa bisa memahaminya.” (see appendix 10)

(In my mind, when teaching English to the students, there are contents related to the culture both from local culture and foreign culture in the material. So in practice I often explain the similarity or differences of foreign habits or cultures with our cultures. For example, the same good culture or habits are saying thank you and please. For different cultures, for example, if we meet our teacher, we usually kiss the teacher's hand as a respect, but the foreigner does not. Even they are used to hugging and kissing their cheeks each other when they meet their fellow friends, even though they are different gender. Therefore the students can understand about it.)

Participant 3 in the above transcript explained that in teaching English, intercultural language learning could make students recognize the similarity and difference about home and foreign cultures. Thus, students could take the positive habit or culture from them.

2) The importance of intercultural communication objectives in English language classroom

The garnered data in association with the teachers' perspective toward the importance of intercultural communication objectives in English language classroom showed that intercultural communication made the class active in learning English. Such viewpoint was shared in the following transcript of interview with participant 1.

“Ya penting karena kalau tanpa komunikasi tentu kelasnya ini apa namanya tidak akan hidup. Seharusnya guru dengan siswa itu harus berkomunikasi dengan bahasa Inggris supaya anak itu mengerti setidaknya – tidaknya yang sering kita gunakan di dalam kelas itu sendiri. Di SMP dalam beberapa kalimat perintah kita gunakan good morning, Selamat Pagi, misalnya atau who is absent today?, kalau yang itu.” (see appendix 10)

(Yes, it's important because without communication, of course, the class is not active. Teachers and students should communicate in English so they understand at least what we often use in the classroom. In Junior High School, in a few imperative sentences, for example we use “good morning” or “who is absent today”? That's it.)

Furthermore, the importance of intercultural communication objectives in English language classroom could inform the students about attitude of foreign culture. The fact as such was espoused by participant 3 as portrayed in the following interview transcript.

“Menurut saya tujuan komunikasi antar budaya itu sangat penting dalam pengajaran bahasa Inggris di kelas karena kita bisa mengenalkan persamaan maupun perbedaan budaya ketika kita

berkomunikasi dengan orang lain. Dengan memahami tujuan komunikasi antar budaya diharapkan siswa bisa saling menghormati dan menghargai sebuah perbedaan apalagi ketika nanti mereka bertemu dengan orang asing dari berbagai negara menggunakan bahasa Inggris ternyata terdapat berbagai perbedaan yang mereka hadapi. Jadi mereka sudah siap dan menyadarinya akan hal itu.” (See appendix 10)

(In my opinion the purpose of intercultural communication is very important in teaching English in the classroom because we can introduce similarities and differences of the cultures when we communicate to other people By comprehending the purpose of intercultural communication, the students are expected to be able to respect a difference especially when they meet foreigners from various countries who use English in which have various differences so they can be ready and aware to face it.)

As explained by participant 3 in the above transcript, the importance of intercultural communication objectives in English language classroom informed students about differences attitude of foreign culture. Thus, the students could prepare when they would like to communicate and interact appropriately to other people especially foreigner.

3) The most important topic to teach intercultural communication in teaching English

The obtained data associated with the most important topic to teach intercultural communication in teaching English proved that all of participants chose daily life and routine as the most important topic. The issue as such was also supported by

participant 3 as depicted in the following interview transcript. Her transcript was considerably selected to represent others' viewpoints having similar core.

"Mmm.. Kalau topik yang paling penting ya kehidupan sehari – hari dan rutinitas karena mengajarkan bahasa tujuannya agar siswa bisa mempraktekannya dalam kehidupam sehari – hari. Dengan begitu siswa akan lebih mudah menyerap apa yang sedang dipelajarinya. Selain itu juga kadang membahas gambar dan tradisi budaya juga membuat pelajaran lebih mudah menarik. Misalnya siswa menggambarkan budaya atau tempat pariwisata di daerahnya masing – masing serta tempat – tempat yang pernah dikunjungi atau tempat yang menjadi cita – citanya untuk dikunjungi nanti." (see appendix 10)

(Mmm...The most important topics are daily life and routines because the objective of teaching language is students can practice it in daily life. In this way students will acquire what they are learning easier. In the other hand, sometimes discussing pictures and cultural traditions also makes learning process easy and interesting. For example, students can describe their own culture and tourism places that they have visited or the place of their dream that will be visited later.)

Participant 3 in the above transcript initiated her reason with choosing daily life and routine because students could implement their English in daily life. In addition, she explained that discussing image and cultural tradition made the learning process easy and interesting.

4) The cultural content in EFL textbook

The data as regards the teachers' opinion about cultural content in EFL textbook stated that cultural aspect was included

in current textbook. The following transcript of interview with participant 2 addresses about this case.

“Ya lihat yang dipelajarinya, kalo kelas 7 dia baru kehidupan sehari – hari dan rutinitas. Saya kan mengajar kelas 7 dan kelas 9 ya. Kalo di kelas 9 itu lebih banyak ke... sehari – hari juga ada, karena dia ada yang apa dialog – dialog itu kan, sehari – hari itu, kemudian tradisi, gambar dan tradisi budaya, itu yang ke dalam teks. Kan teks itu ada transaksional teks. Transaksional teks itu kan di ini di dialog kan kalo teks yang bacaan – bacaan itu. Kalo tradisi budaya itu ada teksnya yang teks naratif, naratif itu ada dongeng kan dan dongeng itu ada dua yang kita pelajari. Dongeng kita sendiri sama dongeng yang dari luar. Nah itu kan budaya juga sebenarnya. Gambar – gambar masuk ke e.... ada yang deskriptif. Deskriptif text itu dari kelas tujuh itu tapi gak terlalu jlimet seperti kelas sembilan. Kalo di kelas 9 dia lebih, lebih apa, lebih kompleks dia. Kadang – kadang pake gambar, kadang – kadang di-describe-kan gitu. Kemudian nilai dan kepercayaan nah itu kurang itu. Sejarah, nah kalo sejarah juga ada tapi geografis dan sistem politik gak ada. Kalo sejarah dimasukan di teks recount. Kalo teks recount itu ada yang biografi itu kan termasuk recount. Recount text itu kan teks yang nyata kita bicarakan kembali, biografi, autobiografi itu kan termasuk.” (appendix 10)

(Yes, seeing what student learned. In seventh grade student just studied everyday life and routine. I teach 7th and 9th grade. In class 9th, there is more ..., everyday life also exists. It has daily conversations, traditions, images and cultures. Those all are in the text. There is a transactional text in dialogue of reading text. In a narrative text there is cultural tradition too. They are about stories and fairy tales that we learn from our own fairy tales and foreign tales. Well, it is truly about the culture. The images go into uhm... there is a descriptive one. A descriptive text is taught from seventh grade but it is not too difficult like ninth grade. In the ninth grade, it is more, more complex. Sometimes using pictures and it is described. Then the values and beliefs are lacking. A history also exists but geography and political systems do not exist. There

is history in the recount text and there is a biography includes recount. Recount text is the nonfiction text that we are talking about again which biography (autobiography) is included.)

Participant 2 in the above transcript mentioned that there are many cultural contents in EFL textbook such as stories or fairy tales from local or foreign culture. Moreover she clarified that there were history and biography in the recount text. While, participant 1 gave additional statement which stated that in learning English the teacher could take the cultural content from abroad as portrayed in the following interview transcript.

“Konten budaya ini ya penting karena tidak harus kita mengambil pelajaran lokal yang ada di Indonesia tentunya. Kalau saya lihat di buku paket itu ada yang dari luar itu kan seperti contoh tadi itu Cinderella misalnya kan kemudian sering itu ini apa namanya pemain band atau artis favorit.”

(This cultural content is important because we certainly don't have to take local lessons in Indonesia. When I see the textbook, there are some contents from abroad like Cinderella, favorite artist or band players.)

On the other hand, participant 3 stated that although there are many cultural elements in the textbook but the teachers must be able to provide the information or something important which had not been known by the students. The following presentation displays her transcript.

“Dalam buku teks bahasa Inggris yang sekarang sih sudah dimasukan unsur – unsur budaya di dalamnya. Tetapi guru harus bisa juga memberikan informasi atau wawasan yang diketahuinya tentang budaya – budaya baik lokal maupun luar yang belum diketahui oleh siswa. Terkadang pengajaran

seperti itu terjadi secara spontan ketika di dalam kelas. Maksudnya ketika ada hal yang penting langsung disampaikan misalnya penggunaan “Mr.” Mrs” dan “Miss” nah siswa diberitahu penggunaan yang tepat seperti apa. Kalo “Mr” bisa digunakan untuk laki – laki baik yang sudah menikah atau belum, sedangkan “Mrs” hanya untuk perempuan yang sudah menikah dan kalo “miss” digunakan untuk wanita yang belum menikah.”

(In the current English textbooks, the cultural elements have been included. While the teacher must be able to provide the information or insights he knows about cultures both locally or abroad that have not been known by the students. Sometimes the teaching about the culture happens spontaneously in the class. I mean when there is important thing; the teacher can convey it immediately. For example the use of "Mister.", "Mistress." and "Miss" well the students are taught appropriately. The use of "Mister." can be used for men - whether married or not, while "Mistress" is only for married women and "miss" is used for unmarried women.)

5) The relevance of intercultural communication objectives to the curriculum

The gained data appertaining to the relevance of intercultural communication objectives to the curriculum in the perspective of teachers indicated that teachers' perspective intercultural communication objectives was quite relevant to the curriculum. The following transcript of interview with participant 3 had been considerably chosen to be displayed to represent others who addressed the same notion.

“Kalau menurut saya sudah cukup relevan hanya saja diperlukan upaya guru agar bisa memberikan atau mengajarkan bahasa Inggris tidak hanya berupa rumus – rumus bahasa namun ada unsur

budaya di dalamnya. Karena bagi saya bahasa adalah budaya contoh sederhana adalah budaya minta maaf dan minta tolong seperti yang saya jelaskan tadi. Meskipun itu terjadi secara universal tapi mau tidak mau kita harus memakai kata "sorry" atau "please" dan tidak mungkin memakai bahasa Indonesia walaupun maksudnya sama.hehehe" (appendix 10)

(In my opinion, it is quite relevant, but it needs the teachers' effort to provide or teach English not only about language formulas but also cultural elements. I think a language is a culture. For example, the culture about apology and asking for help as I explained earlier, even though it happens universally but inevitably we have to use the word "sorry" or "please" and it is impossible to use Indonesian even though it has same meaning.)

6) The allocation of space for Intercultural communication objectives in the curriculum

The obtained data pertinent to the allocation of space for Intercultural communication objectives in the curriculum indicated that in teaching English, the space allocation was not necessary because it depended on the teacher's way in conveying the cultural aspect or material during English teaching process. The following transcript of interview with participant 3 was selected to represent others having the same core of ideas.

"Untuk alokasi ruang sih tidak perlu karena menurut saya sih pintar – pintar guru dalam menyampaikan aspek budaya ketika mengajarkan pelajaran bahasa Inggris. Namun tentunya guru harus mendapatkan pemahaman tentang pentingnya kemampuan berkomunikasi lintas budaya dalam pengajaran bahasa Inggris. Karena Indonesia sendiri memiliki budaya yang beraneka ragam dan

tentunya akan menjadi menarik ketika siswa nantinya berhadapan langsung dengan budaya – budaya di luar yang juga beraneka ragam di mana Bahasa Inggris sebagai bahasa pengantarnya.”
(appendix 10)

(In my opinion, it is not necessary for space allocation because it depends on the teacher in conveying cultural aspects when teaching English lessons. Of course the teacher must get an understanding of the importance of intercultural communication skills in teaching English. Because Indonesia has a diverse culture, of course it will be interesting when students will deal directly with foreign cultural cultures which are also diverse where English as a lingua franca)

7) The ways of culture teaching in EFL Classroom

The data appertaining to the teachers' ways of culture teaching in EFL Classroom showed that using videos about the target culture, teaching cultural facts from reading text and discussing cultural similarities and differences were implemented in teaching English. This interview transcript of participant 3 was selected to represent others who remarked the same notion.

“Dalam pengajaran bahasa Inggris saya pernah menampilkan video tentang budaya target lalu membahas tentang persamaan dan perbedaan budaya serta sering juga mengajar fakta budaya dari membaca teks.”
(appendix 10)

(In teaching English I have presented videos about target culture and discussed about cultural similarities and differences. Moreover, I often taught cultural facts from reading texts.)

Furthermore, another in-line opinion was also posed by participant 2. The following transcript of interview with participant 2 was also selected to represent others having the same core of ideas.

“Yang paling sering itu mengajar fakta budaya dari membaca teks sama mengajukan pertanyaan tentang fakta budaya.” (appendix 10)

(The most often is teaching cultural facts from reading texts and asking questions about cultural facts.)

Moreover, she gave additional statement as portrayed in the following interview transcript.

“Ya itu tadi seperti yang saya bilang ketika mengajarkan teks yang ada yang menyangkut tentang budayanya kita ajarkan. Seperti yang saya bilang tadi misalnya invitation, kalo gak dateng kalo orang Indonesia sih masa bodoh kan gak terlalu, tapi kalo orang luar negeri, dinner aja kita harus konfirmasi kita datang apa nggak, iya kan? Kita kan gak ada budaya dinner, kita gak ada. Kemudian kalo di luar kita diundang dinner kita gak datang ngejut – ngejut datang kan? Saya sih belum pernah..hehehe, Terus kalo di luar negeri biasanya pakaiannya khusus ada dress codenya. Terus kalo pesta, kita kan jarang pake dresscode mereka biasanya pakai. Terus nah itu tadi yang saya bilang misalnya kalo orang situ kan kalo diundang makan malam itu kan kadang – kadang kan bawa wine, ya kan ? terus bawa dessertnya ada buah tangannya, ya kan? Nah kalo kita kan nggak, dateng – dateng aja..hehe.nah itu yang saya ajarkan, biasanya saya ajarkan sama anak – anak.” (appendix 10)

(Yes, that's like I said when teaching texts concerned to our culture. As I said earlier, for instance, an invitation, Indonesian people don't care if you are absent but if you are an overseas person, for example dinner, actually we have to confirm first whether we want to present or not. Actually, we don't have dinner culture. Thus, in abroad, if we are invited, we won't come without any confirmation. I

have never been there ... (hahaha). There is usually a dress code for special clothes. At the party, we rarely use the dress code and they usually use. Then that's what I said, for example, of course, if people are invited to dinner, sometimes they bring wine, dessert, and something else. Well, it doesn't work in Indonesia. For us, We just come. Haha, Well that's what I teach. I usually teach it to the students.)

8) The Implementation of the ways of culture teaching in EFL Classroom.

The obtained data associated with the Implementation of the ways of culture teaching in EFL Classroom showed that when showing videos about conversation among foreigners the teacher could explain about the different dialects and accents in using English. Such viewpoint was shared in the following transcript of interview with participant 3.

“Misalnya menampilkan video tentang percakapan orang – orang asing dari berbagai negara yang menggunakan bahasa Inggris. Ternyata dialek dan aksen mereka berbeda – beda ketika menggunakan bahasa Inggris. Dari video ini saya menjelaskan kepada siswa bahwa bahasa Inggris bisa memfasilitasi kita berkomunikasi dengan berbagai macam orang di berbagai dunia walaupun dengan dialek berbeda. Dari sini siswa dapat memahami bahwa perbedaan bukan halangan untuk berkomunikasi dan berinteraksi lintas budaya.”

(For instance, showing videos about conversations of foreigners comes from various countries when using English. It turns out the difference about their dialects and accents when using English. From this video I explain to students that English can facilitate us to communicate with various people of the world although in different dialects. From those, students

can understand that differences are not obstacles to communicate and interact intercultural.)

Furthermore, the next transcript of interview with participant 2 below has another viewpoint of the implementation of the ways of culture teaching in EFL Classroom.

“Kemudian apalagi membaca teks, membaca dari teks ya, kalo mengajukan pertanyaan biasanya saya bandingkan dulu. Budaya kita gimana kalo diundang orang terus apalagi yang.... yang gak biasa dengan kita hah itu kalo ada newcomer di suatu lingkungan itu kan. Mereka biasanya datang membawa sesuatu untuk memperkenalkan keluarganya atau mereka mengundang tetangganya ke rumah. Kalau kita kan jarang, kalau kita yang kita undang biasanya keluarga – keluarga terdekat bukan tetangga, iya kan? Kalau mereka tetangga dulu.” (appendix 10)

(Subsequently, reading the text, reading from the text. If I want to ask a questions, I usually compare them first with our culture how if if (we are) invited by people, and especially those who are not used for us. Well, if there is a newcomer in an environment, they usually come bringing something to introduce their families or they invite their neighbors to their homes. It doesn't work for us because we will invite those who are usually the closest families, not the neighbors, right? For foreigner, they put their neighbors first.)

Related to the above transcript of interview with participant 2, in implementing the ways of culture teaching in EFL classroom, the teacher usually compared local culture with foreign culture.

4.1.3 The Implementation of ILL principle in Teaching English

The data of the implementation of ILL principle in teaching English held by English teachers were garnered from observation. The observation was carried out in English class and lasted from the 25th of March up to the 11th of April 2019. All three English teachers who were engaged as the participants in this research were observed insofar as they held their English teaching process.

The objective of the observation in this research was to see to what extent the implemented English teaching aligned with ILL principles in order to build up intercultural communication in the classroom. The following details cast light on the results of each participant's teaching practice along with the following analysis on the basis of ILL principles.

1. The Implementation of ILL principle in teaching English held by Participant 1

After observing the Implementation of ILL principle in English teaching held by English teachers in order to build up intercultural communication in the classroom, the researcher found some data. The observation was done on March 25th and 27th 2019. The participant was English teacher in SMAN 14 Kota Bengkulu. The following table displays the result of the implementation of ILL principle in teaching English held by participant 1

Table 4.11 The result of the implementation of ILL principle in teaching English held by participant 1

ILL Principles	Elaboration For Teachers	Activities in Classroom
Active construction	<ul style="list-style-type: none"> • Facilitating students for making connection in learning • Motivating and encouraging interaction with peers and others • Encourage “noticing” • Taking time for designing questions, observing, discovering, discussing, and experimenting • Designing or selecting tasks which can trigger students’ interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> - The teacher began the classes by reviewing the previous lesson about how to describe people in the class - The teacher asked students about who the famous people or figures were. - Students responded enthusiastically to mention famous people who they knew.
Making connection	<ul style="list-style-type: none"> • Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners • Giving scaffolding through interactive questioning, instruction, resources, and technologies. • Offering alternative explanations • Supporting learners to observe, predict, compare, explain, integrate, and inquire • Supporting interaction and connections across texts and contexts • Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> - The teacher asked the student about who famous people from abroad are. - Students answered one by one about their chosen famous people - In the main activity, the teacher asked to each student to write about their favorite person, famous figures, artist, president or sports athlete who they liked.

Interaction	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - Students in pairs discussed about their favorite characters - The teacher checked each student's work while taking around the class. - Students discussed to their pair students about the choice of their favorite character - Students also asked for teacher's opinion related to the character of their choice.
Reflection	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Each student wrote a famous person for his choice and describes it such as a racer, actor, footballer, singer. - Students sometimes asked the teachers about new vocabularies to the teacher - Most students presented actors, footballers, and famous people from social media.
Responsibility	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative 	<ul style="list-style-type: none"> - The teacher asked students one by one to come forward to present about their favorite characters - The students came

	learning <ul style="list-style-type: none"> • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	forward and described their favorite person one by one. - Other students gave opinions and added descriptions of the favorite characters presented by their friends - In the end, the teacher appreciated what the students have described.
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Anchored in the above illustration of the participant 1's teaching practice in the classroom, there were found the application of three ILL principles. Those principles referred to active construction, making connection, interaction, reflection and responsibility. The following details cast light on the enactment of those principles.

1.1 Active construction principle

As observed, the active construction principle was depicted from a number of activities that were assigned by the teacher to the students in the teaching process. The first activity was the teacher began the classes by reviewing the previous lesson about how to describe people in the class. This activity facilitated students for making connection in learning.

The next activity was the teacher asked students about who the famous people or figures were. In this phase, the

teacher designed question, discovering and discussing which could trigger students' interest and developing extensively their thinking about language and culture. Finally, the students responded enthusiastically to mention famous people who they knew both from national and international. The interaction assigned in this activity trained students to capably convey and interpret meanings in a proper way.

1.2 Making connection principle

Grounded in the observational data, the principle of making connection was portrayed when the teacher asked the student about famous people from abroad and students answered one by one about their chosen famous people. Through this activity, the teacher began the tasks with the conceptions which learners had from their home and local community; drew upon the diversity of their learners. Moreover, the teacher engaged students in sharing their opinion related to the popular people who they like.

Furthermore, the teacher asked to each student to write about their favorite person, famous figures, artist, president or sports athlete who they liked. In this way, the teacher gave scaffolding through interactive questioning, instruction and resources. Thus, this activity fundamentally referred to the application of making connection principle since in this phase

the students connected to develop the progressive understanding of language, culture, and values.

1.3 Interaction principle

Regarding the observational data, the interaction principle was drawn on a number learning activities. As observed, students in pairs discussed about their favorite characters. In this stage, the students gave a recommendation one another. In the process of this activity, there also took place an interactive communication among them. Peer checking activity as previously highlighted actually aligned with active construction principle because this activity trained students to think critically and also to think reflectively during the intercultural communication.

Subsequently, the teacher checked each student's work while taking around the class. Students also asked for teacher's opinion related to the character of their choice. In this way, students were engaged in interactive talk and questioning with the teacher and others through which they are encouraged to notice forms, processes, and strategies in the context of tasks.

1.4 Reflection principle

As viewed from the observational data, each student wrote his favourite famous a person differently and describes it

such as a racer, actor, footballer, and singer. Furthermore, Students sometimes asked the teachers about new vocabularies to the teacher. Those activities could develop students' capability to reflect on and engage with difference. Moreover, it could also develop a metalanguage for discussing the relationship between language and culture.

1.5 Responsibility principle

As viewed from the observational data, the implementation of responsibility principle could be seen from a number of activities. Firstly, the teacher invited students one by one to come forward to present about their favorite characters who they had written. In this case, the teacher supported the setting of personal goals, fostered awareness of generalization and encouraged the students' self-monitoring and self-assessment.

After each student came forward and described their favorite person one by one, other students gave opinions and added descriptions of the favorite characters presented by their friends. On this stage, the students could seek and responded to feedback on their own learning and also took responsibility for their own learning.

In the last activity, the teacher appreciated what the students have described. It proved that the teacher

demonstrated understanding through personal attitude and behaviour and also developed awareness of the ethical uses of knowledge.

2. The Implementation of ILL principle in teaching English held by Participant 2

After observing the Implementation of ILL principle in English teaching held by English teachers in order to build up intercultural communication in the classroom, the researcher found some data. The observation was done on April 4th and 6th 2019. The participant was English teacher in SMAN 20 Kota Bengkulu.. The following table displays the result of the implementation of ILL principle in teaching English held by participant 2.

Table 4.12 The result of the implementation of ILL principle in teaching English held by participant 2

ILL Principles	Elaboration For Teachers	Activities in Classroom
Active construction	<ul style="list-style-type: none"> • Facilitating students for making connection in learning • Motivating and encouraging interaction with peers and others • Encourage “noticing” • Taking time for designing questions, observing, discovering, discussing, and experimenting • Designing or selecting tasks which can trigger students’ interest and developing extensively their thinking about language and culture. 	<ul style="list-style-type: none"> - In the beginning, the teacher told student that they would learn about asking, giving and refusing help - The teacher asked students to read the dialogue which contained about asking, giving and refusing help and discussed it with their friends. - The teacher read the dialogue twice

Making connection	<ul style="list-style-type: none"> • Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners • Giving scaffolding through interactive questioning, instruction, resources, and technologies. • Offering alternative explanations • Supporting learners to observe, predict, compare, explain, integrate, and inquire • Supporting interaction and connections across texts and contexts • Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> - In the interval, the teacher explained about the using of once, twice, three times, four times. - After listening the teachers' reading, the student answered the question based on the dialogue. - The teacher asked student to mention the phrase for asking, giving and refusing help) - The students could mention the phrase for asking, giving and refusing help one by one.
Interaction	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - The teacher and the students discussed about the result of students' work together. - While discussing, sometimes the teachers wrote new vocabularies on the whiteboard and explain it related to daily activities - The Students imitated the words spoken by the teacher - The students guessed the meaning and gave the sentences from the new vocabularies.
Reflection	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on 	<ul style="list-style-type: none"> - In the interval, the teachers give a question about the different using of "Miss,

	linguistic and cultural concepts <ul style="list-style-type: none"> • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	Mr and Mrs” which were found in the text dialogue. <ul style="list-style-type: none"> - One of student was able to explain appropriately about the using of miss, Mr and Mrs.
Responsibility	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<ul style="list-style-type: none"> - The students could answer the question based on the dialogue text one by one correctly - The teacher sometimes corrected the wrong pronunciation which was pronounced by the students - In the last activity, the teachers gave the “missing word” game. It made students could memorize new vocabularies well.

Grounded in the above illustration of the participant 2's teaching practice in English teaching class, there were detected the implementation of five ILL principles. Those principles referred to active construction, making connection, interaction, reflection and responsibility. The following details shed a light on the enactment of those principles.

2.1 Active construction principle

While teaching practice held by participant 2 was taking place, there were some activities that represented the enactment of active construction principle. In the beginning of teaching process, the teacher told student that they would learn about asking, giving and refusing help. Subsequently, the teacher asked students to read the dialogue which contained about asking, giving and refusing help and discussed it with their friends. After all, the teacher read the dialogue twice to make sure the student listened accurately.

Based on those activities, the active construction principle was shown from that the teacher used an intercultural English material. In this activity, the teacher asked students to read a dialogue text to. The given dialogue text contained was written in English and was nuanced of international culture. The students were then given some time to read the text. However, the text contributed to trigger students to think critically and reflectively while dealing with the given interculturality. In this sense, the students undertook the active construction principle since they were engaged in the process of critical and reflective thinking while coping with the given interculturality.

2.2 Making connection principle

The implementation of making connection principle was also indicated in the participant 2's teaching process. Firstly, it was when the teacher explained about the using of once, twice, three times, four times in the interval of teaching process. From, this activity the teacher compared the existing knowledge of culture and linguistic.

Secondly, after listening to the teachers' reading, the student answered the question based on the dialogue text. The teacher also asked student to mention the phrase for asking, giving and refusing help). In this case, the students could mention the phrase for asking, giving and refusing help one by one answer the question from dialogue text. In this way, the teacher support students to observe, predict, compare, explain, integrate and inquire. In addition, the teacher also supported interaction and connection across texts and contexts.

2.3 Interaction principle

As viewed from the observational data, participant 2 also implemented interaction principle. This principle could be seen from a set of learning activities. It began when the teacher and the students discussed about the result of students' work together. While discussing, sometimes the teachers wrote new vocabularies on the whiteboard and explain it related to daily

activities. The Students imitated the words spoken by the teacher. After all, the students could guess the meaning and gave the sentences from the new vocabularies related to daily activity.

As portrayal from those activities, the teachers tried to communicate across linguistic and cultural boundaries. The teacher also promoted social involvement of all students. It could be seen from listening to and building upon student responses. However, the teacher tried to guide conversation to include students' views, judgments and rationales.

2.4 Reflection principle

As shown in prior, the reflection principle was described from following activity. In the interval of learning process, the teachers gave a question about the different using of "miss, Mr. and Mrs." which were found in the text dialogue. From this question, one of student directly raised her hand and explained appropriately about the using of miss, mister and mistress.

Based in this activity, the teacher encouraged learning through language and about culture. She also promoted reflection on linguistic and cultural concepts. From this way, the students could reflect critically on language, culture, knowing and learning. Moreover, the students could develop their capability to reflect on and engage with difference.

2.5 Responsibility principle

The activities which were indicated as the implementation of responsibility principle was began when the students could answer the question based on the dialogue text one by one correctly. As viewed, it proved that the students took responsibility for their own learning. Once in a while, the teacher sometimes corrected the wrong pronunciation which was pronounced by the students. It proved that the teacher fostered cooperative learning. In the last activity, the teachers gave the “missing word” game to students which could help students to memorize new vocabularies well. This way was used by the teacher to encourage students’ self-monitoring and self-assessment. Moreover, it demonstrated understanding through personal attitude and behaviors.

3. The Implementation of ILL principle in teaching English held by Participant 3

After observing the Implementation of ILL principle in English teaching held by English teachers in order to build up intercultural communication in the classroom, the researcher found some data, the researcher found some data. The observation was done on April 8th and 11th 2019. The participant was English teacher in SMAN 4 Kota Bengkulu. The following table displays

the result of the implementation of ILL principle in teaching English held by participant 3.

Table 4.13 The result of the implementation of ILL principle in teaching English held by participant 3

ILL Principles	Elaboration For Teachers	Activities in Classroom
Active construction	<ul style="list-style-type: none"> • Facilitating students for making connection in learning • Motivating and encouraging interaction with peers and others • Encourage “noticing” • Taking time for designing questions, observing, discovering, discussing, and experimenting • Designing or selecting tasks which can trigger students’ interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> - In the beginning, the teacher introduced students that the lesson was about writing a descriptive text. - The teacher informed students that they would write an English descriptive text describing about historical or tourism places in Indonesia - As a brainstorming activity, the teacher interacted with students by asking several historical and tourism places that they had ever visited.
Making connection	<ul style="list-style-type: none"> • Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners • Giving scaffolding through interactive questioning, instruction, resources, and technologies. • Offering alternative explanations • Supporting learners to observe, predict, compare, explain, integrate, and inquire • Supporting interaction and 	<ul style="list-style-type: none"> - The teacher ask and share about that topic to students, the teacher then explained about descriptive text and several useful strategies that students could utilize to write a good descriptive text. - The teacher initiated the main activity by asking students to brainstorm their ideas into writing every single thing they had in their mind about the

	<p>connections across texts and contexts</p> <ul style="list-style-type: none"> • Exemplifying learners how bridges are made. 	<p>historical places they had already visited</p>
Interaction	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - The teacher set students to work in pair to have a free talk in order to discuss one another the ideas they had written and to help each other to reach the clarity and fixed ideas to be developed and written into a descriptive text - The teacher then led them to continue to get peer check activity - The students actively interacted with their friends in their group respectively - The teacher also kept walking around the classroom in case some students needed a hand.
Reflection	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - The teacher gave students a chance to revise their work again. - The students presented the result of their writing work.

Responsibility	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<ul style="list-style-type: none"> - While each student presented the work, other students were led to give comments, critics, and suggestions for the final revision of their writing work. - In the last activity, the teacher and the students discussed about historical and tourism places in Indonesia together. - They could share knowledge and experience about their writing one another.
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On the basis of the above illustration as regards the participant 3's teaching practice in English class, there were detected the implementation of five ILL principles. Those principles referred to active construction, making connection, interaction, reflection and responsibility. The following details shed a light on the enactment of those principles.

3.1 Active construction principle

As portrayed above, the active construction principle was indicated from following activity. In the opening of class activity, the teacher introduced students that the lesson was about writing a descriptive text. The teacher also informed students that they would write an English descriptive text describing about historical or tourism places in Indonesia. As a brainstorming activity, the teacher interacted with students by

asking several historical and tourism places that they had ever visited.

In this process of this activity, interactive communication occurred among teacher and students. The communication ran interactively and critically because each student told and shared of their personal experience visiting historical sites or tourism places from their respective regions. In addition, almost every students in the class came from respective regions and cultural communities so that communication and interaction led to intercultural communication.

3.2 Making connection principle

The making connection principle was seen after spending some time to ask and share about that topic to students, the teacher then explained about descriptive text and several useful strategies that students could utilize to write a good descriptive text. Subsequently, the teacher initiated the main activity by asking students to brainstorm their ideas into writing every single thing they had in their mind about the historical places they had already visited.

Through this activity, making connection principle was implemented when students connected their previous knowledge and experience to the issues posed by the teacher

through her questions. In this case, the students were triggered by the teacher to actively share their experiences through some questions.

3.3 Interaction principle

The interaction principle was depicted when the teacher asked teacher set students to work in pair to have a free talk in order to discuss one another the ideas they had written and to help each other to reach the clarity and fixed ideas to be developed and written into a descriptive text. The teacher then led them to continue to get peer check activity. Moreover, the students actively interacted with their friends in their group respectively.

Grounded from those activities, before the writing process was carried out, the teachers gave a free talk activity to the students in order to brainstorm their idea to their friends. It was very useful for them because they could suggest and share good idea in writing. From this activity, it could be seen that the students implemented oral and written interaction. In written interaction, it could be viewed from their peer checking activity while checking their friends' writing.

3.4 Reflection principle

The reflection principle could be mirrored from the activity when the teacher gave students a chance to revise their work again. After revised, the students presented the result of their writing work. In this way, the teacher promoted students' reflection on linguistic and cultural concept which they could share their experience to other students who had different culture. In this case, the students monitored their own production and the effect of their own production on others.

3.5 Responsibility principle

Responsibility principle was realized when one student presented the work, the other students were led to give comments, critics, and suggestions for the final revision of their writing work. This activity showed that the students could respond to feedback on their own learning. They also could take responsibility for their own learning by providing clear and accurate feedback. In the last activity, the teacher and the students discussed about historical and tourism places in Indonesia together. In this way, they could share knowledge and experience about their writing one another. It showed that this activity applied cooperative learning in the learning process.

If comprehensively highlighted, the three English teachers had implemented five principles of ILL. They included active

construction, making connection, and interaction principle, reflection and responsibility.

4.2 Discussion

This section extends to discuss all the data having been garnered, displayed and analyzed in prior. There were three major scopes of findings that were addressed. They entailed 1) the EFL teachers' perception on intercultural communication in the classroom, 2) how the EFL teachers build up intercultural communication in the classroom and 3) the implementation of ILL principle in teaching English held by English teachers in the classroom.

4.2.1 The EFL teachers' perception on intercultural communication in the classroom

The first focus of this research was to investigate the EFL teachers' perception on intercultural communication in the classroom. The data were garnered from questionnaire. As revealed in the questionnaire data, there were four factors promoting their perception on intercultural communication in the classroom. Those factors extended to 1) the teacher's perception of importance of intercultural communication in teaching English, 2) the objective of intercultural communication in teaching English, 3) the teaching method or approach by intercultural communication in teaching English and 4) intercultural dimension in teaching English as foreign language.

The first factors indicated that the English teachers had a positive perception towards importance of intercultural communication in teaching English. It was similar with the previous study from Osman (2015) which found the fact that intercultural communication could be an explicit part in English teaching practice in the classroom even his study found that more culture-related activities were needed in the English practice program. It had been proposed by Meikord (1996) who stated that English could be a medium of intercultural communication. In addition, Schulz (2007) and Sinicrope *et al.* (2007) also suggested that intercultural competence should not only be taught but also inserted in foreign language courses. Furthermore, the importance of intercultural communication could be involved in English foreign language education in order to the student have skill, knowledge and attitude necessary for intercultural communication (Alptekin, 2002; Byram, 1997, 2009; Byram, Gribova & Starkey, 2002; Corbett, 2003; Liddicoat & Scarino, 2013). Thus, since English could be a medium of intercultural communication, it can be concluded that intercultural communication could be integrated in English as foreign language teaching and learning process in the classroom.

Align with the importance of intercultural communication, the second factor showed five components of intercultural communication objectives in teaching English which were

borrowed from the CULTNET project (Sercu et al., 2005). Those components were knowledge dimension, attitudinal dimension, skills dimension, and cultural teaching dimension. This point had been also discussed a lot by Byram (1997); Deardorff (2009); and Barret (2014).

In knowledge dimension showed the English teachers preferred to provide information about daily life and routines which also provided information about the history, geography, and political system of the foreign cultures. Aligned with those, (Byram *et al.* 2002) stated that the use of authentic material and activities that simulate real life and context specific situations could be implemented in English foreign language teaching and learning process so that it ideally could develop intercultural communication. Thus, providing information, authentic material and activities about daily life, routines which were implemented in English as foreign language teaching and learning process played a vital role in developing intercultural communicative competence.

In the component of attitudinal and cultural teaching dimension, the teachers thought that intercultural communication could develop attitude of acceptance and tolerance towards other people and cultures. Furthermore, it also promoted the student's ability to evaluate and their sensitivity to different culture. Supporting the ideas from another study, Farnia & Rozina (2009)

found that intercultural studies helped the teachers to enhance their students' awareness of the social and cultural differences of the native language with the language they are learning as foreign language. Moreover, Barrett (2014) stated that through attitude dimension someone could respect people who have different cultural affiliations from one's own. However, through intercultural communication student could learn more about their own culture and other culture which avoid stereotypes and discrimination about differences.

In skill dimension and cultural teaching, the teachers supposed that intercultural communication promoted the students' ability to evaluate and their sensitivity to different culture. They also stated that cultural teaching could also make language teaching more interesting and motivating. It was stated by (Byram & Morgan, 1994) that many language teachers had perception that bringing culture into classroom while teaching and learning process will increase the student motivation in language learning. As Zhou & Griffiths (2011: 114) explained that the incorporation of the target culture into the foreign language learning process contributed to improve the students' respect for cultural differences and encouraged the students to be active involved in intercultural interactions. It was also found in Hui's research (2011.211) that culture teaching could prepare the students learn to communicate with people from different

cultural background. Appertaining from explanation above, it could be concluded that bringing cultural aspects during teaching and learning process not only made language teaching more interesting and motivating but also could improve the students' respect for cultural difference so that the students' could be active involved and encouraged in intercultural interaction.

In building up intercultural communication in teaching English the teachers frequently used some teaching methods or approaches. With respected from the data, the teachers clarified that they very often used text book in conveying intercultural material in teaching English. In this way, the teachers most frequently described cultural phenomena which appear in textbook or somewhere else. This finding supported the previous study from Yilmaz, B., & Özkan, Y. (2016) which stated that intercultural curriculum, syllabus and textbook were very crucial in order to enhance intercultural awareness in English language teaching and learning process in the class. In other word, the EFL teachers could convey intercultural material from the textbook. Therefore, they could tell and explain about cultural phenomena regarding with their insight.

Though, this finding was different with Girik Allo's research (2018) which found the fact that students could not encounter the cultural or intercultural material or knowledge in EFL classroom which could fulfill their need on intercultural

competence. This contradiction might be caused Allo's study only investigated on students' perspective. Therefore, it might provide new gaps to be further investigated about intercultural material or knowledge in the EFL classroom which develop the students' intercultural communication competence.

The last factor of teachers' perspective was the teachers strongly agreed that intercultural dimension generally could be implemented in teaching English as foreign language. With this regard, the teachers considered that in a foreign language classroom, teaching culture was as important as teaching the foreign language. Therefore, the teachers thought that promoted intercultural competence through their teaching was significant to make the students more tolerant toward other culture and people.

However, Hui (2011: 78) concluded that language was a reflection of culture and culture was a reflection of language. With the existence of language and cultural differences, it could not be denied difficulties appeared in intercultural communication. For this reason, language teaching not only emphasized the form of language but also its culture aspect. Therefore, it could be explored further on the importance of intercultural dimension in English foreign language teaching and learning process.

4.2.2 How the EFL teachers' perception on building up intercultural communication in the classroom

The next focus of this research was to analyze how the EFL teachers perception on building up intercultural communication in the classroom. The data were garnered from the interview data, could be understood that EFL teachers had a positive attitude on building up intercultural communication in the classroom. In this research, interview data was also utilized to reconfirm the questionnaire data. This way was useful as a method triangulation (Yeasmin & Rahman, 2012) in order for the researcher could reduce the bias and enhance the credibility of the data.

As revealed in the interview data, there were eight main aspects. The first aspects were about teachers' meaning of intercultural communication term in EFL teaching and learning. The teachers revealed that the teachers could convey culture material or intercultural awareness in teaching English as foreign language in the classroom. Thus, the students could have intercultural knowledge about their own culture or other culture (Byram, 1997; Meyer, 1991; Byram et al., 2002; Corbett, 2003; Hui, 2011; Barret, 2014; Yilmaz & Ozkan, 2016). However, it strived for student to appreciate the similarities and differences between their own and cultures of the communities or countries where English was spoken (Barret, 2014). It could be concluded

that in learning and teaching English process, the teachers could convey culture material and provide intercultural awareness so that the students have knowledge about their own culture and foreign culture.

As aligned with second aspect, the teachers considered that the importance of intercultural communication objectives in English language classroom informed students about differences attitude of foreign culture. Moreover, intercultural communication could stimulate the students to be active in learning English. It was supported by Turkan & Celik (2007) who stated that intercultural communication aimed to create a classroom atmosphere conducive in order for students opening minds to other cultures. In other words, the importance of intercultural communication objectives could stimulate the students to be active in learning English and a bridge which opened the students' mind about other culture.

In dealing with the most important topic to teach intercultural communication in teaching English, the teachers agreed that daily life and routine as the most important topic. It was supported by CULTNET project (Sercu, et al.,2005:62) which founded the interesting fact that the teachers from Belgium, Bulgarian, Greece, Mexico, Poland, Spain and Sweden also included aspects concerning daily life and routines. It could

be said that the topic about daily life and routine was important and popular implemented in many countries.

In addition, the teachers stated that the cultural content had been included in the textbook. The teachers also agreed that intercultural communication objectives were relevant to the curriculum. Therefore, allocation of space for Intercultural communication objectives was not necessary in the curriculum because it depended on the teacher's way in conveying the cultural aspect or material during English teaching process.

Regarding with the teachers' ways of culture teaching in EFL Classroom and their implementation of the ways of culture teaching in EFL Classroom, the teachers stated that they usually showed videos about the target culture and teaching cultural facts from reading text. After all, they usually discussed cultural similarities and differences were implemented in teaching English. This activity had been proposed by Chlopek, Z. (2008) which stated the teachers could show video which contained different culture and chose interesting text in order to engage the students in intercultural dimension. Thus, those activities widen students' perspectives about their own and other cultures by involving them to know the cultures of the English-speaking countries and to compare those cultures to their own.

Though, the different activities was shown in Osman's study (2015) which the students activities relied on online blogs,

discussion forums, and chat rooms that allowed the students communicate interculturally, and examined intercultural communicative competence development during sojourns or study abroad periods in the target country. Those different activities might be caused by different culture of the students from Arabic with Indonesian students. In different way, this research worked on the field to address the concept of intercultural communicative competence in the classroom context which was built up by EFL teachers' perspective.

4.2.3 The implementation of ILL principle in teaching English held by English teachers in the classroom

The last focus of this research was to observe and analyze the implementation of intercultural language learning principle in teaching English undertaken by English teachers. As anchored in the observational data, all three English teachers had enacted five principles of ILL. They consisted of active construction, making connection, interaction principle, reflection and responsibility.

In making representative, each of the principles mentioned in prior was indicated by a number of teaching and learning activities applied by the English teachers. The active construction principle was enacted through 1 posing leading question 2) using intercultural material and 3) assigning free talk

activity in pair. For the making connection principle, it was applied through 1) set discussion in pair work or free talk, 2) comparing and contrasting about two different culture, 3) assigning students to brainstorm ideas before speaking practice. Associated with the interaction principle, it was enacted through 1) set discussion, 2) communication in group, 3) assigning free talk activity and 4) assigning peer checking activity. For the reflection, it was applied through 1) giving the task and 2) encouraging learning. In responsibility, it was enacted through 1) cooperative learning and 2) discussion. The following elaborations cast light on those activities alongside their related theoretical discussions.

With respect to the active construction principle, posing leading question to the student could be used in reviewing and describing the lesson. Moreover, it was useful in the context of English learning with interculturality in order to guide the students to connect their insight to the related topic or issue brought in the class, and also to connect alongside to reorganize their cultural perspectives towards others' cultural perspectives.

In turn, assigning students a couple of activities such as a group discussion, free talk, and peer checking activity was essential to lead the students to be accustomed for enhancing their critical and reflective thinking in English communication. Such activities were also generally called interactive materials

and tasks (Rickinson, Lundholm, & Hopwood, 2009;). In addition, using intercultural material was also very potential to improve the students' critical literacy in intercultural English learning (Suarcaya & Prasasti, 2017). In other words, a number of activities such as a group discussion, free talk, and peer checking activity stimulated the students' critical and reflective thinking when they communicate and interact to others in English.

For the making connection principle, comparing and contrasting about two different culture in intercultural foreign language education was the process of foreign language learning engaged the learner in the role of a "comparative ethnographer" (Byram, 1991, p. 19). Furthermore, Suarcaya & Prasasti (2017) in their study which stated that comparing and contrasting about two different culture develop the students' skill, knowledge and attitude to be proper intercultural English users who could respect their own cultures and others'. However, the advantage of comparing and contrasting between two different cultures was the students could have knowledge the similarity and the difference between their own culture and other culture. Moreover, it also developed the students' intercultural communicative competence in skill and attitude aspect. Therefore, the students could respect and have tolerance with the different culture.

In turn, assigning the students a sort of idea-brainstorming activity was also useful to prepare student before they were involved in intercultural English communication. Moreover, the purposes of brainstorming also extended to making students' language active, motivating the students, and facilitating the students to use their current knowledge to a particular context while learning (Ghaemi & Hassannejad, 2015). In other words, it could be said that brainstorming was the activity which encouraged the students to be ready and actively engaged in the English learning process.

Associated with the interaction principle, setting discussion and communication in group activity was contributed to help students experience interculturality in English learning. The activities as such were called interactive learning materials and tasks by Rickinson et al. (2009). However, it could be concluded that the EFL teachers need to develop such materials and tasks in English learning on the basis of intercultural education approach. The use of intercultural material was also really meaningful since the learners will be directly mediated to confront with the interculturality in English learning

Regarding to the term of reflection, the teachers managed the class by giving the task to the students and encouraging learning. In this way, the teacher could encourage new learning through language and about language by giving

cultural concept in order to students could reflect critically on language, culture, knowing and learning Scarino & Liddicoat (2009). In other hand, it could be concluded that giving the task to the students and encouraging learning undertaken by the teachers could also develop the students' capability to reflect on and engage with the difference especially about language and culture.

With respect to the responsibility principle, the teachers conducted cooperative learning and discussion which contained questioning; asking, sharing and answer. Concerning to the questioning, it has been proposed by Çakmak(2009, p. 666-675) who stated that questioning could stimulate the students' curiosity to the given topic, guiding the focus on a particular aspect, building an active engagement in learning, triggering students to ask and answer one another, probing into certain problems the students confront with, opening chances for students to express their ideas and feelings, facilitating students to connect and reflect on particular information. Thus, it could be said that the questioning had an essential role in building up students' thinking to be connected in communication and interaction of teaching and learning process.

Meanwhile, regarding to cooperative learning, it had been proposed by Johnson & Johnson (1987) as cited in Riswanto (2015) who stated that the concept of cooperative

learning was built up regarding to the difference of students' ability. Therefore, the teachers could teach the students with various learning activities cooperatively in learning to accommodate those differences. However, the teachers could implemented cooperative learning in the classroom in order to achieve the learning goal even the students had the difference one another.

Grounded from the aforementioned intercultural language learning principles, it could be concluded that the implementation of intercultural language learning activities which conducted by the three EFL teachers in this research was reflected on the teaching materials and activities which were highly and mostly nuanced in the sense of interculturality in English learning and teaching process in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion that is drawn on the basis of the research findings, suggestions which are given to a couple of parties.

5.1 Conclusion

The English as foreign language (hereafter as EFL) teachers in this research consider that intercultural communication is very important in teaching and learning English process in the classroom. The EFL teachers also assume that the objectives of intercultural communication including skill, attitude, knowledge and cultural aspect have pivotal role in teaching English. Moreover, they most frequently apply the teaching methods or approaches by intercultural communication in teaching English such as teaching a culture based on the textbook and describing cultural phenomena which appear in the text book or somewhere else and informing the students what they knew about culture. In turn, they strongly agree that intercultural dimension can be implemented in teaching English as foreign language.

In building up an intercultural communication in the classroom, the EFL teachers have perception and activity which can be revealed on the following aspects; 1) the EFL teachers' perception

on the meaning of intercultural communication term in EFL teaching and learning consider that intercultural communication can be integrated in EFL teaching, 2) intercultural communication has important objectives in English language classroom, 3) the most important topic to teach intercultural communication in teaching English is related to daily life context , 4) the cultural content has been included in textbook, 5) intercultural communication objectives is relevant to the curriculum, 6) the allocation of space was appropriately fulfill Intercultural communication objectives in the curriculum, 7) the teachers usually gave intercultural material from the text or video as the ways and 8) they implement culture teaching in EFL Classroom

The EFL teachers implement five principles ILL principle in teaching English in many activities in the classroom. They consist of 1) active construction (posing leading question, using intercultural material, and assigning free talk activity in pair), 2) making connection (discussion, comparing and contrasting culture differences, brainstorming), 3) interaction principle (discussion, group communication, free talk activity, peer checking activity), 4) reflection (tasking and encouraging) and 5) responsibility(cooperative learning and discussion).

Reflected to the above explanation, it can be briefly concluded that the EFL teachers' perception who consider that intercultural communication is very important in English teaching and learning process in the classroom can be reflected from their activities in

building up intercultural communicative competence in English teaching and learning process in the classroom. Moreover, this is in line with the implementation of intercultural language learning principles which were conducted by the EFL teachers in the process of teaching and learning English.

5.2 Suggestions

Based on the obtained results of this research, a couple of suggestions are warmly given to several parties as the following details.

1. The English Teachers

It is suggested that English teachers in Indonesia need to more seriously learn about intercultural communicative competence because building intercultural communicative competence in teaching English meets the nature of the multiculturalism and interculturalism in Indonesia where they will deal with the students whose cultural backgrounds are diverse. Moreover, the English teachers are expected to implement intercultural approach and intercultural language learning in EFL teaching process in the classroom as the way for the success of EFL teaching and learning in Indonesian context.

2. The School

The result of this research is potential to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. It is suggested that the EFL teaching and learning process in the classroom in Indonesia include intercultural communicative competence and intercultural language learning (ILL) approach as the compulsory subjects within the curriculum of English tertiary education.

3. English curriculum developers in Indonesia

It is suggested that the English curriculum developers in Indonesia help systemize the nuance of the interculturality and multiculturalism in EFL education. The English learning topics and materials oriented to the nuance of intercultural English communication are necessary to be designed and developed. For instance, the English curriculum developers can design the materials which contain differences or similarities of home (Indonesia) culture with other (foreign) culture. In the other hand, the curriculum developer can also put the moral values from cultural aspect. Particularly interesting, there is not particular time allocation to deliver cultural aspect and implement intercultural communicative competence because they can be applied in each stage of the English learning activities simultaneously. Finally, it is useful to develop students' knowledge not only about their own culture but

also other culture. Furthermore, it can develop students' attitude so that they can give their respect and tolerance to the different culture.

Nowadays, in spite of the term that English as a foreign language in Indonesia, in reality the technological advancement naturally leads Indonesian students to deal with English more than just their foreign language. However, English has become a part of their lives in this era. Through social media for instance, they will naturally be exposed with English and engaged into English communication which mostly takes place interculturally since they tend to meet multicultural people in social media. Such condition infers that today the students need to learn English within the nuance of interculturality that naturally aligns with their communicative nature when they use technology.

4. Further Researcher

This research is only concerned on the scope discussing about the EFL teachers' perception on building up intercultural communication in the classroom of some Junior High Schools in Bengkulu in English teaching and learning through some activities, teaching material and interaction among teacher and students, analyzing how the EFL teachers build up intercultural communicative competence in the classroom alongside observing and analyzing the implementation of intercultural language learning principle in teaching English undertaken by English teachers.

With this respect, it is highly suggested that other researchers conduct further studies working deeply on the implementation of intercultural communicative competence and ILL related to the multiculturalism in Indonesian educational contexts, intercultural English communication as the nature of the English communication taking place in Indonesia, and intercultural language learning as the effort within the English language pedagogy to deal with multiculturalism and interculturalism such as the conditions found in Indonesia. For instance, the other researchers can conduct further research with the higher number of participants and also observe the students' activities from international classes or schools. Thus, the finding will enrich the implementation of intercultural communicative competence in more heterogeneous communities.

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APPENDICES

APPENDIX 1

Questionnaire Instrument

QUESTIONNAIRE

TITLE : EFL Teachers' Perception on Building Up Intercultural Communication in the Classroom

RESEARCHER : Adetio Zayadi (adetioz@gmail.com)

Part One. The teacher's opinion of importance of intercultural communication in teaching English.

Please check the box with a ✓ which best represents your opinion.

A	How important is Intercultural Communication, do you think, in teaching English language?	Very important	Important	Less important	Not important

Part Two. The objective of Intercultural Communication in teaching English

We are very interested in your perceptions of aimson "Intercultural Context" in the English language teaching. Please check (✓) the option which best represents your opinion

B	What do you understand by 'Intercultural Communication' in English teaching context?	Very important	Important	Less important	Not important
1)	Provide information about the history, geography and political system of the foreign culture(s).				
2)	Provide information about daily life and routines				
3)	Provide information about shared values and beliefs.				
4)	Provide experiences with a rich variety of cultural expressions (literature, music, theatre, film, etc.).				
5)	Develop attitudes of acceptance and tolerance toward other peoples and cultures.				

6)	Promote increased understanding of students' own culture.				
7)	Promote the ability to handle intercultural contact situations				
8)	Promote students' ability to evaluate and their sensitivity to different cultures.				
9)	Promote students' awareness of similarities and differences of English speaking countries.				
10)	Make language teaching more interesting and motivating.				
11)	Widen students' horizons on the world.				

Part Three. Teaching Method or Approach by Intercultural Communication in Teaching English

C	How do you pass cultural or intercultural information to your pupils/students when you are teaching English in the class?	Very Often	Often	Seldom	Never
(1)	I teach culture in English class based on the text book I am using.				
(2)	I tell my students what I heard or read about the foreign country or culture.				
(3)	I ask my students to discover the aspects of the foreign				
(4)	I ask to student to act out what they learn in term of cultural learning				
(5)	I use audio tape in my class and ask them to mime according to what they hear				
(6)	I focus my attention on some culture- loaded new words teaching				
(7)	I teach them some English songs or poems to let them experience the different cultures.				
(8)	I ask my students to describe cultural phenomena which appear in textbooks or somewhere else.				
(9)	I show them film videos and discuss what they watch.				

(10)	I download some pictures or cartoons having cultural images and let them discuss them.				
(11)	I ask my students to compare their own cultures with foreign cultures.				
(12)	I ask to my student to participate in role play activity in which people from different culture meet.				
(13)	I ask to student to recite some dialogues				

Part Four. Intercultural Dimension in Teaching English as Foreign Language

D	To what extent do you agree with the following statements regarding intercultural dimension in teaching English?	Strongly agree	Agree	Disagree	I do not agree at all
1.	In a foreign language classroom, teaching culture is as important as teaching the foreign language.				
2.	Before you can teach culture or do anything about the intercultural dimension of foreign language teaching, students have to possess a sufficiently high level of proficiency in the foreign language.				
3.	Intercultural competence cannot be acquired at school.				
4.	It is impossible to teach the foreign language and foreign culture in an integrated way.				
5.	I would like to promote the intercultural competence through my teaching.				
6.	Cultural teaching has no effect on students' attitudes.				
7.	The more students know about the foreign culture, the more tolerant they are.				
8.	In international contacts misunderstandings arise equally often from linguistic as from cultural differences.				

9.	Foreign language teaching should not only touch upon foreign cultures. It should also deepen students' understanding of their own culture and identity.				
10.	A foreign language teacher should present a realistic image of a foreign culture, and therefore should also touch upon negative sides of the foreign culture and society.				
11.	In the foreign language classroom students can only acquire additional cultural knowledge. They cannot acquire intercultural communicative competence.				
12.	Language and culture cannot be taught in an integrated way. You have to separate the two.				
13.	Intercultural education reinforces students' already existing stereotypes of other people and cultures.				
14.	Providing additional cultural information makes students more tolerant towards other cultures and people.				
15.	I consider the introduction of 'cultural awareness' into the English Curriculum as an important reform.				

Adapted from CULTNET project (Sercu et al., 2005), Byram and Risager's projects (Byram and Risager, 1999) and Hui (2011)

APPENDIX 2

Validation of Questionnaire Instrument (Expert Judgement)

SURAT PERNYATAAN VALIDASI INSTRUMEN

Yang bertanda tangan di bawah ini :

Nama : Dr. Azwandi, M.A
Jabatan : Dosen Magister FKIP Bahasa Inggris
Sebagai : Validator

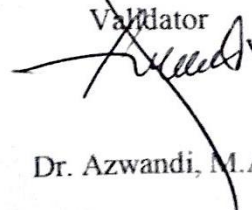
Menyatakan bahwa instrumen penelitian yang disusun oleh:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris
Fakultas : Keguruan Ilmu Pendidikan
Judul Thesis : EFL Teachers' Perception on Building Up Intercultural Communication in the Classroom

telah diberikan validasi untuk kelayakan pemakaian di lapangan.

Bengkulu, Maret 2019

Validator



Dr. Azwandi, M.A

APPENDIX 3

Questionnaire Instrument
(Translated to Indonesian)

KUESIONER

JUDUL PENELITIAN : EFL Teachers' Perception on Building Up Intercultural Communication in the Classroom

PENELITI : Adetio Zayadi (adetioz@gmail.com)

IDENTITAS RESPONDEN

Mohon berikan identitas anda (sebagai responden) terkait informasi berikut.

(Catatan: Dalam pelaporan penelitian ini nanti, peneliti akan menjamin kerahasiaan identitas pribadi anda selak responden).

1. Nama :
2. Nama Sekolah :
3. NIP :
4. Golongan :
5. Masa Kerja :
6. Pendidikan :

Bagian Satu. Pentingnya komunikasi lintas budaya dalam pengajaran bahasa Inggris

Silakan pilih jawaban yang paling sesuai dengan pendapat anda dengan mencentang (✓) kotak opsi yang paling mewakili opini Anda....

A	Menurut anda, seberapa pentingkah komunikasi lintas budaya dalam mengajar bahasa Inggris?	Penting	Sangat Penting	Penting	Kurang Penting	Tidak Penting

Bagian Dua. Tujuan Komunikasi Lintas Budaya dalam Pengajaran Bahasa Inggris

Kami sangat tertarik dengan persepsi Anda tentang tujuan pengajaran budaya (lintas budaya) dalam pengajaran bahasa Inggris. Silakan centang (✓) opsi yang paling mewakili opini Anda....

B	Apa yang Anda pahami tentang tujuan komunikasi lintas budaya dalam konteks pengajaran bahasa Inggris?	Penting	Sangat Penting	Penting	Kurang Penting	Tidak Penting
1)	Memberikan informasi tentang sejarah, geografi, dan sistem politik budaya asing.					
2)	Memberikan informasi tentang kehidupan sehari-hari dan rutinitas					

3)	Memberikan informasi tentang berbagi nilai-nilai dan kepercayaan				
4)	Memberikan pengalaman dengan beragam ekspresi budaya (sastra, musik, teater, film, dll.)				
5)	Mengembangkan sikap penerimaan dan toleransi terhadap orang lain dan budaya lain.				
6)	Mendorong peningkatan pemahaman tentang budaya siswa sendiri.				
7)	Mempromosikan kemampuan untuk menangani situasi kontak antarbudaya				
8)	Menjadikan pengajaran bahasa lebih menarik dan memotivasi.				
9)	Memperluas wawasan siswa tentang dunia.				
10)	Mempromosikan kemampuan siswa untuk mengevaluasi dan kepekaan mereka terhadap budaya yang berbeda.				
11)	Meningkatkan kesadaran siswa akan persamaan dan perbedaan dari negara-negara berbahasa Inggris				

Bagian Ketiga. Metode atau pendekatan pengajaran terhadap komunikasi lintas budaya di kelas bahasa Inggris

C	Bagaimana Anda menyampaikan informasi budaya atau lintas budaya kepada murid / siswa Anda ketika mengajar bahasa Inggris di kelas?	Sering	Sangat Sering	Sering	Jarang	Tidak Pernah
(1)	Saya mengajar budaya di kelas bahasa Inggris berdasarkan buku teks yang saya gunakan					
(2)	Saya memberi tahu siswa saya apa yang saya dengar atau baca tentang negara atau budaya asing.					
(3)	Saya meminta siswa saya untuk menemukan aspek-aspek budaya asing.					
(4)	Saya meminta siswa untuk memerankan apa yang mereka pelajari dalam pembelajaran budaya					
(5)	Saya menggunakan kaset audio di kelas saya dan meminta mereka untuk mengikuti apa yang mereka dengar					
(6)	Saya fokus pada pengajaran beberapa kata baru yang penuh budaya					

(7)	Saya mengajarkan mereka beberapa lagu atau puisi bahasa Inggris untuk memberikan pengalaman budaya yang berbeda.				
(8)	Saya meminta siswa saya untuk menggambarkan fenomena budaya yang muncul di buku pelajaran atau di tempat lain.				
(9)	Saya menunjukkan kepada mereka video film dan mendiskusikan apa yang mereka tonton.				
(10)	Saya mengunduh beberapa gambar atau kartun yang memiliki gambar budaya dan membiarkannya membahasnya.				
(11)	Saya meminta siswa saya untuk membandingkan budaya mereka sendiri dengan budaya asing.				
(12)	Saya meminta siswa saya untuk berpartisipasi dalam aktivitas permainan peran di mana orang-orang dari budaya yang berbeda bertemu.				
(13)	Saya meminta siswa untuk melafalkan beberapa dialog				

Bagian Keempat. Dimensi budaya / antar budaya dalam pengajaran Inggris sebagai bahasa asing

D	Sejauh mana Anda setuju dengan pernyataan berikut ini?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1)	Di kelas bahasa asing, pengajaran budaya sama pentingnya dengan pengajaran bahasa asing.				
2)	Sebelum Anda dapat mengajar budaya atau melakukan apa pun tentang dimensi antar budaya pengajaran bahasa asing, siswa harus memiliki tingkat kemahiran yang cukup tinggi dalam bahasa asing.				
3)	Kompetensi antarbudaya tidak dapat diperoleh di sekolah.				
4)	Tidak mungkin mengajarkan bahasa asing dan budaya asing secara terintegrasi.				
5)	Saya ingin mempromosikan kompetensi lintas budaya melalui pengajaran saya.				

6)	Pengajaran budaya tidak memiliki pengaruh apapun pada sikap siswa.				
7)	Semakin banyak siswa mengetahui tentang budaya asing, semakin toleran mereka.				
8)	Dalam hubungan internasional, kesalahpahaman sering muncul dari linguistik dan dari perbedaan budaya.				
9)	Pengajaran bahasa asing seharusnya tidak hanya menyentuh budaya asing tetapi juga harus memperdalam pemahaman siswa tentang budaya dan identitas mereka sendiri.				
10)	Seorang guru bahasa asing harus menyajikan gambar yang realistis dari budaya asing, dan karena itu juga harus menyentuh sisi negatif dari budaya dan masyarakat asing.				
11)	Di kelas bahasa asing, siswa hanya dapat memperoleh pengetahuan budaya tambahan. Mereka tidak dapat memperoleh kompetensi komunikatif antarbudaya.				
12)	Bahasa dan budaya tidak dapat diajarkan secara terintegrasi. Anda harus memisahkan keduanya.				
13)	Pendidikan antar budaya memperkuat stereotip siswa yang sudah ada tentang orang lain dan budaya.				
14)	Memberikan informasi budaya tambahan membuat siswa lebih toleran terhadap budaya dan orang lain.				
15)	Saya mempertimbangkan pengenalan 'kesadaran budaya' ke dalam Kurikulum Bahasa Inggris sebagai reformasi penting.				

APPENDIX 4

Reliability Test of Questionnaire Instrument

HASIL TRY OUT

Nomor Butir Angket																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
No. Resp	A	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	D1	D2	D3	D4	D5
1	4	3	4	2	2	4	3	3	4	4	3	3	3	3	2	2	2	3	4	4	3	3	3	2	4	1	1	1	1	3
2	4	3	4	2	3	3	3	3	4	3	3	3	3	3	2	2	2	3	3	2	3	2	3	2	4	2	1	1	1	3
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4	3	3	4	3	4	3	4	3	4	3	3	3	3	4	3	3	4	3	4	4	4	3	3	4	1	4	3	2	2	3
5	2	2	3	1	2	3	4	2	4	4	3	3	3	2	1	1	1	2	3	4	4	3	1	1	4	4	1	1	1	1
6	4	3	4	1	3	3	4	2	3	4	3	3	3	3	2	1	2	1	3	4	4	3	1	1	4	3	1	1	1	1
7	3	2	4	2	2	3	4	2	4	4	3	3	3	3	1	2	1	1	3	4	4	3	1	1	4	4	1	1	1	1
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9	4	3	4	1	1	3	4	3	4	4	4	3	3	3	1	1	1	3	3	4	4	4	4	1	4	4	1	2	2	3
10	4	3	4	2	2	3	4	3	4	3	3	3	4	3	2	2	1	3	3	4	4	3	3	1	4	4	2	2	2	4
	31	32	33	34	35	36	37	38	39	40																				
	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15																				
	1	4	4	4	3	2	1	1	4	4																				
	2	4	3	4	2	2	1	2	4	4																				
	2	4	4	4	2	2	1	1	4	3																				
	2	3	3	3	2	2	2	2	2	2																				
	1	1	4	4	1	1	1	1	3	1																				
	1	1	4	4	1	1	1	1	3	1																				
	1	1	4	4	1	1	1	1	3	1																				
	1	1	4	4	1	1	1	1	3	1																				
	1	4	4	4	1	1	1	1	3	3																				
	1	3	4	4	3	3	1	2	3	3																				
	2	3	4	4	1	1	1	1	3	3																				



Scale: RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.829	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.665	1.100	3.900	2.800	3.545	.773	40

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item1	103.10	104.544	.423	.	.840
Item2	103.90	105.433	.553	.	.839
Item3	102.70	107.344	.566	.	.841
Item4	104.70	102.678	.531	.	.837
Item5	104.20	108.622	.104	.	.849
Item6	103.40	108.711	.258	.	.844
Item7	102.80	113.733	-.306	.	.852
Item8	103.90	101.656	.951	.	.832
Item9	102.70	108.456	.395	.	.843
Item10	103.10	118.100	-.630	.	.859
Item11	103.50	109.833	.184	.	.845
Item12	103.50	110.500	.084	.	.846
Item13	103.50	110.056	.151	.	.845
Item14	103.70	105.344	.471	.	.839
Item15	104.80	103.067	.599	.	.836
Item16	104.80	103.289	.581	.	.836
Item17	104.70	100.900	.464	.	.838
Item18	104.10	96.322	.846	.	.826
Item19	103.40	106.711	.310	.	.843
Item20	103.00	114.889	-.246	.	.858
Item21	103.00	115.556	-.325	.	.857
Item22	103.60	110.711	.000	.	.850

Item23	104.10	91.433	.898	.	.820
Item24	104.90	98.544	.546	.	.835
Item25	103.30	126.011	-.672	.	.877
Item26	102.70	108.456	.395	.	.843
Item27	105.10	102.989	.534	.	.837
Item28	105.20	105.067	.550	.	.838
Item29	105.20	105.067	.550	.	.838
Item30	104.10	91.656	.886	.	.821
Item31	105.20	105.733	.485	.	.840
Item32	103.80	89.289	.809	.	.822
Item33	102.80	115.067	-.452	.	.854
Item34	102.70	114.233	-.470	.	.852
Item35	104.90	101.211	.559	.	.835
Item36	105.00	102.667	.565	.	.836
Item37	105.50	108.278	.422	.	.842
Item38	105.30	106.233	.471	.	.840
Item39	103.40	111.378	-.047	.	.850
Item40	104.10	93.656	.706	.	.828

APPENDIX 5

Questionnaire Data Tabulation

Nomor Butir Angket																																									
No Resp	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
	A	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	
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15	3	3	4	3	4	3	4	3	3	3	4	3	3	4	3	3	4	3	4	4	4	3	3	4	1	4	3	2	3	2	3	3	3	2	2	2	2	2	2	2	
16	4	3	4	1	3	3	4	2	3	3	4	4	3	3	2	1	2	1	3	4	4	3	1	4	4	1	1	1	3	1	4	4	4	1	1	1	1	3	3	3	
17	3	2	4	2	2	3	4	2	3	3	4	4	3	3	1	2	1	1	3	4	4	3	1	4	4	1	1	1	3	1	3	4	4	4	1	1	1	1	3	4	4
18	2	2	3	1	2	3	4	2	3	3	4	4	3	2	1	1	1	2	3	4	4	3	1	4	4	1	1	1	4	1	4	4	4	4	1	1	1	1	3	2	2

Output 1. The Importance of Intercultural Communication in Teaching English

Statistics

Item1

N	Valid	18
	Missing	0
Mean		3.39

Item1 (A)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	5.6	5.6	5.6
3	9	50.0	50.0	55.6
4	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Output 2. Intercultural Communication Objectives in Teaching English

Frequencies

Statistics

		Item2	Item3	Item4	Item5	Item6	Item7
N	Valid	18	18	18	18	18	18
	Missing	0	0	0	0	0	0
Mean		2.61	3.67	2.39	2.44	3.28	3.78

Item8	Item9	Item10	Item11	Item12
18	18	18	18	18
0	0	0	0	0
2.94	3.33	3.11	3.94	3.67

Frequency Table

Item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	38.9	38.9	38.9
	3	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

Item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	33.3	33.3	33.3
	4	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

Item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	16.7	16.7	16.7
	2	7	38.9	38.9	55.6
	3	6	33.3	33.3	88.9
	4	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.6	5.6	5.6
	2	9	50.0	50.0	55.6
	3	7	38.9	38.9	94.4
	4	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	13	72.2	72.2	72.2
	4	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	22.2	22.2	22.2
	4	14	77.8	77.8	100.0
	Total	18	100.0	100.0	

Item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	16.7	16.7	16.7
	3	13	72.2	72.2	88.9
	4	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	66.7	66.7	66.7
	4	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.6	5.6	5.6
	3	14	77.8	77.8	83.3
	4	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.6	5.6	5.6
	4	17	94.4	94.4	100.0
	Total	18	100.0	100.0	

Item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	33.3	33.3	33.3
	4	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

**Output 3. Teaching Methods or Approaches by Intercultural
Communication in Teaching English**

Statistics

		Item13	Item14	Item15	Item16	Item17	Item18	Item19	Item20
N	Valid	18	18	18	18	18	18	18	18
	Missing	0	0	0	0	0	0	0	0
Mean		3.17	3.06	2.17	2.17	2.06	2.61	2.89	3.17

Item21	Item22	Item23	Item24	Item25
18	18	18	18	18
0	0	0	0	0
3.06	2.83	2.67	1.94	3.00

Frequency Table

Item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	15	83.3	83.3	83.3
	4	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	11.1	11.1	11.1
	3	13	72.2	72.2	83.3
	4	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Item15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	16.7	16.7	16.7
	2	9	50.0	50.0	66.7
	3	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Item16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	16.7	16.7	16.7
2	9	50.0	50.0	66.7
3	6	33.3	33.3	100.0
Total	18	100.0	100.0	

Item17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	22.2	22.2	22.2
2	10	55.6	55.6	77.8
3	3	16.7	16.7	94.4
4	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Item18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	11.1	11.1	11.1
2	4	22.2	22.2	33.3
3	11	61.1	61.1	94.4
4	1	5.6	5.6	100.0
Total	18	100.0	100.0	

Item19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	27.8	27.8	27.8
3	10	55.6	55.6	83.3
4	3	16.7	16.7	100.0
Total	18	100.0	100.0	

Item20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	27.8	27.8	27.8
3	5	27.8	27.8	55.6
4	8	44.4	44.4	100.0
Total	18	100.0	100.0	

Item21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	7	38.9	38.9	38.9
	3	3	16.7	16.7	55.6
	4	8	44.4	44.4	100.0
	Total	18	100.0	100.0	

Item22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	27.8	27.8	27.8
	3	11	61.1	61.1	88.9
	4	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	16.7	16.7	16.7
	2	1	5.6	5.6	22.2
	3	13	72.2	72.2	94.4
	4	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Item24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	33.3	33.3	33.3
	2	8	44.4	44.4	77.8
	3	3	16.7	16.7	94.4
	4	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Item25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	5.6	5.6	5.6
	2	4	22.2	22.2	27.8
	3	7	38.9	38.9	66.7
	4	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

**Output 4. The Statements Regarding Intercultural Dimension In Teaching
English As Foreign Language.**

Statistics

		Item26	Item27	Item28	Item29	Item30	Item31
N	Valid	18	18	18	18	18	18
	Missing	0	0	0	0	0	0
Mean		3.67	1.94	1.78	1.72	3.11	1.61

		Item32	Item33	Item34	Item35	Item36	Item37
N	Valid	18	18	18	18	18	18
	Missing	0	0	0	0	0	0
Mean		3.39	3.50	3.72	2.39	1.72	1.61

		Item38	Item39	Item40
N	Valid	18	18	18
	Missing	0	0	0
Mean		1.89	3.22	3.17

Item26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	33.3	33.3	33.3
	4	12	66.7	66.7	100.0
	Total	18	100.0	100.0	

Item27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	38.9	38.9	38.9
	2	5	27.8	27.8	66.7
	3	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Item28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	38.9	38.9	38.9
	2	8	44.4	44.4	83.3
	3	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Item29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	38.9	38.9	38.9
	2	9	50.0	50.0	88.9
	3	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	16	88.9	88.9	88.9
	4	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	38.9	38.9	38.9
	2	11	61.1	61.1	100.0
	Total	18	100.0	100.0	

Item32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	61.1	61.1	61.1
	4	7	38.9	38.9	100.0
	Total	18	100.0	100.0	

Item33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	50.0	50.0	50.0
	4	9	50.0	50.0	100.0
	Total	18	100.0	100.0	

Item34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	27.8	27.8	27.8
	4	13	72.2	72.2	100.0
	Total	18	100.0	100.0	

Item35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	27.8	27.8	27.8
	2	3	16.7	16.7	44.4
	3	8	44.4	44.4	88.9
	4	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

Item36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	33.3	33.3	33.3
	2	11	61.1	61.1	94.4
	3	1	5.6	5.6	100.0
	Total	18	100.0	100.0	

Item37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	55.6	55.6	55.6
	2	5	27.8	27.8	83.3
	3	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

Item38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	44.4	44.4	44.4
	2	4	22.2	22.2	66.7
	3	6	33.3	33.3	100.0
	Total	18	100.0	100.0	

Item39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	5.6	5.6	5.6
	3	12	66.7	66.7	72.2
	4	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

Item40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	11.1	11.1	11.1
	3	11	61.1	61.1	72.2
	4	5	27.8	27.8	100.0
	Total	18	100.0	100.0	

APPENDIX 6

Sample of Questionnaire
Filled by Teacher

KUESIONER

JUDUL PENELITIAN : EFL Teachers' Perception on Building Up Intercultural Communication in the Classroom

PENELITI : Adetio Zayadi (adetioz@gmail.com)

IDENTITAS RESPONDEN

Mohon berikan identitas anda (sebagai responden) terkait informasi berikut.

(Catatan: Dalam pelaporan penelitian ini nanti, peneliti akan menjamin kerahasiaan identitas pribadi anda selaku responden).

1. Nama : MARTI ADIA S.pd
2. Nama Sekolah : SMP. N. 20 Kota Bkl
3. NIP : 19700105 2002 12 2003
4. Golongan : IV B
5. Masa Kerja : 17 th
6. Pendidikan : Sl. Bahasa Inggris

Bagian Satu. Pentingnya komunikasi lintas budaya dalam pengajaran bahasa Inggris

Silakan pilih jawaban yang paling sesuai dengan pendapat anda dengan mencentang (✓) kotak opsi yang paling mewakili opini Anda....

A	Menurut anda, seberapa pentingkah komunikasi lintas budaya dalam mengajar bahasa Inggris?	Penting	Sangat Penting	Penting	Kurang Penting	Tidak Penting
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bagian Dua. Tujuan Komunikasi Lintas Budaya dalam Pengajaran Bahasa Inggris

Kami sangat tertarik dengan persepsi Anda tentang tujuan pengajaran budaya (lintas budaya) dalam pengajaran bahasa Inggris. Silakan centang (✓) opsi yang paling mewakili opini Anda....

B	Apa yang Anda pahami tentang tujuan komunikasi lintas budaya dalam konteks pengajaran bahasa Inggris?	Penting	Sangat Penting	Penting	Kurang Penting	Tidak Penting
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1)	Memberikan informasi tentang sejarah, geografi, dan sistem politik budaya asing. (Knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2)	Memberikan informasi tentang kehidupan sehari-hari dan rutinitas (Knowledge)	✓			
3)	Memberikan informasi tentang berbagai nilai-nilai dan kepercayaan (Knowledge)				✓
4)	Memberikan pengalaman dengan beragam ekspresi budaya (sastra, musik, teater, film, dll)(Knowledge)		✓		
5)	Mengembangkan sikap penerimaan dan toleransi terhadap orang lain dan budaya (Attitudinal)		✓		
6)	Mendorong peningkatan pemahaman tentang budaya siswa sendiri. (Skill)	✓			
7)	Mempromosikan kemampuan untuk menangani situasi kontak antarbudaya (Skill)			✓	
8)	Mempromosikan kemampuan siswa untuk mengevaluasi dan kepekaan mereka terhadap budaya yang berbeda. (Skill)		✓		
9)	Meningkatkan kesadaran siswa akan persamaan dan perbedaan dari negara-negara berbahasa Inggris(Skill)		✓		
10)	Menjadikan pengajaran bahasa lebih menarik dan memotivasi. (Cultural teaching)	✓			
11)	Memperluas wawasan siswa tentang dunia. (Cultural Teaching)	✓			

Bagian Ketiga. Metode atau pendekatan pengajaran terhadap komunikasi lintas budaya di kelas bahasa Inggris

C	Bagaimana Anda menyampaikan informasi budaya atau lintas budaya kepada murid / siswa Anda ketika mengajar bahasa Inggris di kelas?	Sering Sangat Sering Jarang Tidak Pernah			
(1)	Saya mengajar budaya di kelas bahasa Inggris berdasarkan buku teks yang saya gunakan		✓		
(2)	Saya memberi tahu siswa saya apa yang saya dengar atau baca tentang negara atau budaya asing.		✓		
(3)	Saya meminta siswa saya untuk menemukan aspek-aspek budaya asing.			✓	
(4)	Saya meminta siswa untuk memerankan apa yang mereka pelajari dalam pembelajaran budaya				✓
(5)	Saya menggunakan kaset audio di kelas saya dan meminta mereka untuk mengikuti apa yang mereka dengar			✓	

(6)	Saya fokus pada pengajaran beberapa kata baru yang penuh budaya				✓
(7)	Saya mengajarkan mereka beberapa lagu atau puisi bahasa Inggris untuk memberikan pengalaman budaya yang berbeda.		✓		
(8)	Saya meminta siswa saya untuk menggambarkan fenomena budaya yang muncul di buku pelajaran atau di tempat lain.	✓			
(9)	Saya menunjukkan kepada mereka video film dan mendiskusikan apa yang mereka tonton.	✓			
(10)	Saya mengunduh beberapa gambar atau kartun yang memiliki gambar budaya dan membiarkannya membahasnya.		✓		
(11)	Saya meminta siswa saya untuk membandingkan budaya mereka sendiri dengan budaya asing.				✓
(12)	Saya meminta siswa saya untuk berpartisipasi dalam aktivitas permainan peran di mana orang-orang dari budaya yang berbeda bertemu.				✓
(13)	Saya meminta siswa untuk melafalkan beberapa dialog	✓			

Bagian Keempat. Dimensi budaya / antar budaya dalam pengajaran Inggris sebagai bahasa asing

D	Sejauh mana Anda setuju dengan pernyataan berikut ini?	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1)	Di kelas bahasa asing, pengajaran budaya sama pentingnya dengan pengajaran bahasa asing.	✓			
2)	Sebelum Anda dapat mengajar budaya atau melakukan apa pun tentang dimensi antar budaya pengajaran bahasa asing, siswa harus memiliki tingkat kemahiran yang cukup tinggi dalam bahasa asing.				✓
3)	Kompetensi antarbudaya tidak dapat diperoleh di sekolah.				✓
4)	Tidak mungkin mengajarkan bahasa asing dan budaya asing secara terintegrasi.				✓

5)	Saya ingin mempromosikan kompetensi lintas budaya melalui pengajaran saya.		✓		
6)	Pengajaran budaya tidak memiliki pengaruh apapun pada sikap siswa.				✓
7)	Semakin banyak siswa mengetahui tentang budaya asing, semakin toleran mereka.	✓			
8)	Dalam hubungan internasional, kesalahpahaman sering muncul dari linguistik dan dari perbedaan budaya.	✓			
9)	Pengajaran bahasa asing seharusnya tidak hanya menyentuh budaya asing tetapi juga harus memperdalam pemahaman siswa tentang budaya dan identitas mereka sendiri.	✓			
10)	Seorang guru bahasa asing harus menyajikan gambar yang realistis dari budaya asing, dan karena itu juga harus menyentuh sisi negatif dari budaya dan masyarakat asing.				✓
11)	Di kelas bahasa asing, siswa hanya dapat memperoleh pengetahuan budaya tambahan. Mereka tidak dapat memperoleh kompetensi komunikatif antar budaya.				✓
12)	Bahasa dan budaya tidak dapat diajarkan secara terintegrasi. Anda harus memisahkan keduanya.				✓
13)	Pendidikan antar budaya memperkuat stereotip siswa yang sudah ada tentang orang lain dan budaya.				✓
14)	Memberikan informasi budaya tambahan membuat siswa lebih toleran terhadap budaya dan orang lain.		✓		
15)	Saya mempertimbangkan pengenalan 'kesadaran budaya' ke dalam Kurikulum Bahasa Inggris sebagai reformasi penting.		✓		

APPENDIX 7

Interview Validation

SURAT PERNYATAAN VALIDASI INSTRUMEN

Yang bertanda tangan di bawah ini :

Nama : Dr. Irma Diani, M.Hum
Jabatan : Dosen Magister FKIP Bahasa Inggris
Sebagai : Validator

Menyatakan bahwa instrumen penelitian yang disusun oleh:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris
Fakultas : Keguruan Ilmu Pendidikan
Judul Thesis : EFL Teachers' Perception on Building Up Intercultural Communication in the Classroom

telah diberikan validasi untuk kelayakan pemakaian di lapangan.

Bengkulu, Maret 2019

Validator



Dr. Irma Diani, M.Hum

APPENDIX 8

Interview Questions

TEACHER INTERVIEW QUESTION

1. In EFL teaching and Learning, what do you understand the term ‘intercultural communication’ mean?
2. To what extent are intercultural communication objectives important in English language classroom?
3. Please look at some topics for learning below. Which topic do you consider most important for your students to learn? Please choose one or more of them and briefly describe how you have taught it/them in the classroom.
 - History, geography, political system
 - Daily life and routines
 - Music, drama, art, literature
 - Cultural images and traditions
 - Values and beliefs
 - And so on..
4. Think about the cultural content in your English textbook. What are your opinions about it? Please Explain.
5. How relevant are these intercultural communication objectives to the curriculum you currently teach? Please give examples...
6. Do you think there should be more space allocated for these objectives in the current curriculum? Why?
7. Consider the following ways of culture teaching. Discuss which of these (if any) you often use in the classroom and comment on how you use them:
Some ways of culture teaching
 - Using videos about the target culture
 - Teaching cultural facts from reading text
 - Asking questions about cultural facts
 - Giving tasks about cultural facts
 - Discussing cultural similarities and differences
 - Exploring cultural values and beliefs
 - Solving cultural dilemmas
 - Sharing experience about the target cultureCan you recall other ways of culture teaching that you have used in your English classes?
8. Do you recall any classroom incidents that involve the use of these objectives?

APPENDIX 9

Interview Transcript

Transkrip Wawancara dengan Partisipan 1

1. Dalam pengajaran dan Pembelajaran EFL, apa yang Anda pahami tentang istilah "komunikasi antarbudaya"?

Jawaban:

Yang saya pahami istilah komunikasi antar budaya dalam pengajaran itu komunikasi bisa kita ambil dari luar atau dalam negeri. Contohnya dalam text deskriptif misalnya teks deskriptif itu menggambarkan seorang pemain sepakbola. Kalau dalam negeri kita bisa menggunakan pemain dalam negeri atau bisa menggunakan budaya luar atau budaya dalam negeri.

2. Sejauh mana tujuan komunikasi antar budaya penting di kelas bahasa Inggris?

Jawaban:

Ya penting karena kalau tanpa komunikasi tentu kelasnya ini apa namanya tidak akan hidup. Seharusnya guru dengan siswa itu harus berkomunikasi dengan bahasa Inggris supaya anak itu mengerti setidaknya – setidaknya yang sering kita gunakan di dalam kelas itu sendiri. Di SMP dalam beberapa kalimat perintah kita gunakan *good morning*, Selamat Pagi, misalnya atau *who is absent today?*, kalau yang itu.

3. Silakan lihat beberapa topik untuk belajar di bawah ini. Topik apa yang Anda anggap paling penting untuk dipelajari siswa Anda? Silakan pilih satu atau lebih dari mereka dan jelaskan secara singkat bagaimana Anda telah mengajarkannya / mereka di kelas.

- Sejarah, geografi, sistem politik
- Kehidupan sehari-hari dan rutinitas
- Musik, drama, seni, sastra
- Gambar dan tradisi budaya
- Nilai dan kepercayaan
- Dan seterusnya..

Jawaban:

Kalau saya kehidupan sehari – hari dan rutinitas karena kehidupan sehari – hari sering digunakan dalam pengajaran bahasa Inggris misalnya tentang siswa bisa berkomunikasi langsung dengan lingkungan sekitar dalam pengajaran misalnya saya diberi beberapa kelompok siswa untuk misalnya ada yang ke perpustakaan *library*, laboratorium, jadi anak itu bisa melihat kegiatan apa yang ada di *library*, perpustakaan itu apa yang sedang dilihatnya misalnya melihat anak yang sedang membaca atau di lapangan, mungkin anak melihat sedang main apa dia disitu atau di ruang guru apa yang sedang dilakukan oleh guru yang ada di ruang guru.

4. Pikirkan tentang konten budaya dalam buku teks bahasa Inggris Anda. Apa pendapat Anda tentang itu? Tolong jelaskan.

Jawaban:

Kontek budaya ini ya penting karena tidak harus kita mengambil pelajaran lokal yang ada di Indonesia tentunya. Kalau saya lihat di buku paket itu ada yang dari luar itu kan seperti contoh tadi itu *Cinderella* misalnya kan kemudian sering itu ini apa namanya pemain band atau artis favorit.

5. Seberapa relevan tujuan komunikasi antarbudaya ini dengan kurikulum yang saat ini Anda ajarkan? Tolong beri contoh ...

Jawaban:

Tentunya ada yang relevan sama dengan yang tadi karena apalagi di dalam apa namanya teks itu ada dimasukkan orang – orang atau gambar – gambar itu tadi tentang luar negeri terus ada juga misalnya *notice* sering muncul di dalam ruangan, *outdoor* atau *indoor* itu.

6. Apakah menurut Anda seharusnya ada lebih banyak ruang yang dialokasikan untuk tujuan-tujuan ini dalam kurikulum saat ini? Mengapa?

Jawaban:

Ya karena dalam bahasa Inggris tu kan pengajarannya sulit karena waktu singkat. Untuk mengajarkan apa namanya *pronunciation* aja untuk anak itu kan

ini kita harus punya waktu karena di antara anak itu berbeda kemampuannya ada yang cepat ada yang lambat.

7. Pertimbangkan cara-cara pengajaran budaya berikut ini. Diskusikan yang mana dari ini (jika ada) yang sering Anda gunakan di kelas dan komentari bagaimana Anda menggunakannya:

Beberapa cara pengajaran budaya

- Menggunakan video tentang budaya target
- Mengajar fakta budaya dari membaca teks
- Mengajukan pertanyaan tentang fakta budaya
- Memberikan tugas tentang fakta budaya
- Membahas persamaan dan perbedaan budaya
- Menjelajahi nilai-nilai dan kepercayaan budaya
- Mengatasi dilema budaya
- Berbagi pengalaman tentang budaya target

Jawaban:

Kalau saya kadang – kadang menggunakan video menggunakan laptop itu misalnya video itu tentang penggunaan jalan lalu lintas. Kalau di sini kan misalnya *stop* ada lampu merah ya atau *non smoking area* misalnya kan, jadi dia lihat dulu contoh – contoh yang ada di gambar – gambar yang diberikan setelah itu dia menjawab dengan contoh – contoh yang lain. Untuk budaya luar negeri iya itu juga misalnya itu kan di gambar itu *I'm hungry* tapi gambarnya pake gambar orang luar negeri kan itu budaya orang luar negeri juga seperti kebiasaan ada dimasukan juga itu.

Dapatkah Anda mengingat cara pengajaran budaya lain yang telah Anda gunakan di kelas bahasa Inggris Anda?

Jawaban:

Ya itu tadi sesuai dengan kurikulum yang kita ajarkan yang ada di buku paket itu tadi misalnya penggunaan *must* dan *should* ya. Nah *must* itu harus kan, nah misalnya kita menggunakan gambar juga kalo saya itu kan *you must study hard* jadi dia ada meja ada gambar dia sedang belajar gitu kan ya. Misalnya *you musn't smoke here* tidak boleh merokok sini mungkin ruangan itu ruangan apa

kantor atau apa jadi anak itu tahu ya nggak boleh di sini itu kalo yang menggunakan yang luar.

8. Apakah Anda ingat insiden kelas yang melibatkan penggunaan tujuan ini?

Jawaban:

Ya, itu makanya anak itu berbeda kan, ada yang kalodia sama – sama gak ngerti dia kan bengong itu kan, tapi bagi yang cepat dia senang itu jadi dengan kegiatan – kegiatan ini misalnya anaknya itu tentunya berbeda kualitasnya atau *skillnya*.

3. Dalam pengajaran dan Pembelajaran EFL, apa yang Anda pahami istilah "komunikasi antarbudaya"?

Jawaban:

Komunikasi antar budaya kalo menurut saya sih komunikasi dalam bahasa Inggris kan secara tidak langsung kita mengajarkan budayanya juga. Nah misalnya saya tidak tahu kalo di Indonesia ya, kalo di luar itu kalau pakai topi di ruangan itu tidak sopan *impolite* kan kemudian kadang – kadang kalau mengambil sesuatu itu anak – anak juga asal ambil jadi diajarkan harus izin *asking permission* kan, kemudian kalau selesai *have to say thank you* . Terus apalagi ya, kemudian yang sering dilupakan guru itu mengucapkan terima kasih. Terus berikan pujian apresiasi meskipun yang dia sampaikan siswa itu kadang – kadang tidak sesuai yang kita minta, tetep apresiasi dia. Nah itu yang menurut saya kurang kalo sama pelajaran lain. Nah kalo kita bahasa Inggris mau bener mau salah pokoknya apresiasi dulu *good, very good, ya excellent*.

4. Sejauh mana tujuan komunikasi antar budaya penting di kelas bahasa Inggris?

Jawaban:

Ya pentinglah karena mengajarkan bahasa itu otomatis kita mengajarkan budaya, sikap. Kemudian e... ada yang baru budaya yang mereka kemaren pernah saya, apa namanya itu, mengajar kelas 9 itu kan ada teks *invitation* kan. Nah kalo kita orang Indonesia kan kalo diundang mau datang gak datang *it's up to you* lah. Orang luar negeri kan gak gitu, kalo datang dia konfirmasi gak datang juga harus konfirmasi, kenapa? Karena berhubungan dengan apa yang mau dihidangkan. Anak – anak baru tahu tuh. Terus satu lagi kalo kita datang bawa kawan atau bawa anak kita harus konfirmasi kan, supaya apa? Tuan rumah menyiapkan makanan yang sesuai dengan misalnya anak kita, gak mungkin dia siapkan e... makanan untuk orang besar semua kan, misalnya dia harus siapkan *milk* mungkin, es krim gitu kan . Nah itu, itu yang mereka “oh gitu ya mi” “lah iya” saya bilang . “nanti jangan sampai...”. Kemaren saya bilang “ jangan sampe suatu saat kamu di luar negeri, kamu bawa anakmu

ternyata sampe situ orang hidangkan bir semua atau minuman *wine* semua, anakmu mau minum apa? mereka ketawa . Gitu kan “ harus kasih tau ya mam” “iya lah “ saya bilang “oh gitu ya mam” Itu yang mereka baru tahu.

3. Silakan lihat beberapa topik untuk belajar di bawah ini. Topik apa yang Anda anggap paling penting untuk dipelajari siswa Anda? Silakan pilih satu atau lebih dari mereka dan jelaskan secara singkat bagaimana Anda telah mengajarkannya / mereka di kelas.

- Sejarah, geografi, sistem politik
- Kehidupan sehari-hari dan rutinitas
- Musik, drama, seni, sastra
- Gambar dan tradisi budaya
- Nilai dan kepercayaan
- Dan seterusnya..

Jawaban:

Yang paling sering itu kehidupan sehari – hari dan rutinitas itu yang sering karena itu yang paling dekat dengan kehidupan mereka.

4. Pikirkan tentang konten budaya dalam buku teks bahasa Inggris Anda. Apa pendapat Anda tentang itu? Tolong jelaskan.

Jawaban:

Ya lihat yang dipelajarinya, kalo kelas 7 dia baru kehidupan sehari – hari dan rutinitas. Saya kan mengajar kelas 7 dan kelas 9 ya. Kalo di kelas 9 itu lebih banyak ke... sehari – hari juga ada, karena dia ada yang apa dialog – dialog itu kan, sehari – hari itu, kemudian tradisi, gambar dan tradisi budaya, itu yang ke dalam teks. Kan teks itu ada transaksional teks. Transaksional teks itu kan di ini di dialog kan kalo teks yang bacaan – bacaan itu. Kalo tradisi budaya itu ada teksnya yang teks naratif, naratif itu ada dongeng kan dan dongeng itu ada dua yang kita pelajari. Dongeng kita sendiri sama dongeng yang dari luar. Nah itu kan budaya juga sebenarnya. Gambar – gambar masuk ke e.... ada yang deskriptif. *Deskriptive text* itu dari kelas tujuh itu tapi gak terlalu jlimet seperti kelas sembilan. Kalo di kelas 9 dia lebih, lebih apa, lebih kompleks dia.

Kadang – kadang pake gambar, kadang – kadang di-*describe*-kan gitu. Kemudian nilai dan kepercayaan nah itu kurang itu. Sejarah, nah kalo sejarah juga ada tapi geografis dan sistem politik gak ada. Kalo sejarah dimasukan di teks *recount*. Kalo teks *recount* itu ada yang biografi itu kan termasuk *recount*. *Recount text* itu kan teks yang nyata kita bicarakan kembali, biografi, autobiografi itu kan termasuk.

5. Seberapa relevan tujuan komunikasi antarbudaya ini dengan kurikulum yang saat ini Anda ajarkan? Tolong beri contoh ...

Jawaban:

Sudah sih , Iya karena dia me.... apa ya dari....e....isinya itu kan relevan dengan kurikulum. Ya, kita mengajar juga kan e.. “*Rundown*” nya kan kurikulum (pegangannya) itu kan kurikulum.

6. Apakah menurut Anda seharusnya ada lebih banyak ruang yang dialokasikan untuk tujuan-tujuan ini dalam kurikulum saat ini? Mengapa?

Jawaban:

Kalau menurut saya tergantung gurunya itulah bagaimana dia. Karena kan ada materi itu kan harus kita sampaikan, kita menyampaikan materi itu kan kita sisipkan dengan budaya – budaya juga. Artinya budaya itu nggak (apa namanya itu ya e....) Nggak kita mengajarkan budaya betul, kita mengajar bahasa kan, dalam pengajaran bahasa kita mengajarkan budaya secara nggak langsung. Kalau menurut saya nggak masalah.

6. Pertimbangkan cara-cara pengajaran budaya berikut ini. Diskusikan yang mana dari ini (jika ada) yang sering Anda gunakan di kelas dan komentari bagaimana Anda menggunakannya:

Beberapa cara pengajaran budaya

- Menggunakan video tentang budaya target
- Mengajar fakta budaya dari membaca teks
- Mengajukan pertanyaan tentang fakta budaya

- Memberikan tugas tentang fakta budaya
- Membahas persamaan dan perbedaan budaya
- Menjelajahi nilai-nilai dan kepercayaan budaya
- Mengatasi dilema budaya
- Berbagi pengalaman tentang budaya target

Jawaban:

Yang paling sering itu mengajar fakta budaya dari membaca teks sama mengajukan pertanyaan tentang fakta budaya.

Dapatkah Anda mengingat cara pengajaran budaya lain yang telah Anda gunakan di kelas bahasa Inggris Anda?

Jawaban:

Ya itu tadi seperti yang saya bilang ketika mengajarkan teks yang ada yang menyangkut tentang budayanya kita ajarkan. Seperti yang saya bilang tadi misalnya *invitation*, kalo gak dateng kalo orang Indonesia sih masa bodoh kan gak terlalu, tapi kalo orang luar negeri, *dinner* aja kita harus konfirmasi kita datang apa nggak, iya kan? Kita kan gak ada budaya *dinner*, kita gak ada. Kemudian kalo di luar kita diundang *dinner* kita gak datang ngejut – ngejut datang kan? Saya sih belum pernah..hehehe, Terus kalo di luar negeri biasanya pakaiannya khusus ada *dress code*nya. Terus kalo pesta, kita kan jarang pake *dresscode* mereka biasanya pakai. Terus nah itu tadi yang saya bilang misalnya kalo orang situ kan kalo diundang makan malam itu kan kadang – kadang kan bawa *wine*, ya kan ? terus bawa *dessert*nya ada buah tangannya, ya kan? Nah kalo kita kan nggak, dateng – dateng aja..hehe.nah itu yang saya ajarkan, biasanya saya ajarkan sama anak – anak.

7. Apakah Anda ingat insiden kelas yang melibatkan penggunaan tujuan ini?

Jawaban:

Kemudian apalagi membaca teks, membaca dari teks ya, kalo mengajukan pertanyaan biasanya saya bandingkan dulu. Budaya kita gimana kalo diundang orang terus apalagi yang..... yang gak biasa dengan kita hah itu kalo ada *newcomer* di suatu lingkungan itu kan. Mereka biasanya datang membawa sesuatu untuk memperkenalkan keluarganya atau mereka mengundang

tetangganya ke rumah. Kalau kita kan jarang, kalau kita yang kita undang biasanya keluarga – keluarga terdekat bukan tetangga, iya kan? Kalau mereka tetangga dulu.

5. Apa yang Anda pahami tentang istilah "komunikasi antarbudaya" dalam pengajaran dan pembelajaran Bahasa Inggris sebagai bahasa asing,?

Jawaban:

Sepengetahuan saya ketika mengajarkan bahasa Inggris kepada siswa itu di dalam materinya terdapat konten – konten yang berkaitan dengan budaya baik dari budaya lokal maupun budaya luar. Jadi dalam prakteknya saya sering menjelaskan kebiasaan atau budaya baik yang sama atau berbeda dengan kebiasaan kita. Misalnya budaya atau kebiasaan baik yang sama yaitu mengucapkan tolong dan terima kasih. Kalau budaya yang berbeda misalnya kita kalo bertemu dengan guru kita biasanya mencium tangan guru sebagai penghormatan tetapi budaya di luar tidak seperti itu. Bahkan mereka biasa saja saling berpelukan dan mencium pipi ketika bertemu dengan sesama teman meskipun berbeda gender. Dengan begitu siswa bisa memahaminya.

6. Sejauh mana tujuan komunikasi antar budaya penting di kelas bahasa Inggris?

Jawaban:

Menurut saya tujuan komunikasi antar budaya itu sangat penting dalam pengajaran bahasa Inggris di kelas karena kita bisa mengenalkan persamaan maupun perbedaan budaya ketika kita berkomunikasi dengan orang lain. Dengan memahami tujuan komunikasi antar budaya diharapkan siswa bisa saling menghormati dan menghargai sebuah perbedaan apalagi ketika nanti mereka bertemu dengan orang asing dari berbagai negara menggunakan bahasa Inggris ternyata terdapat berbagai perbedaan yang mereka hadapi. Jadi mereka sudah siap dan menyadarinya akan hal itu.

3. Silakan lihat beberapa topik pembelajaran di bawah ini. Topik apa yang Anda anggap paling penting untuk dipelajari oleh siswa? Silakan pilih satu atau lebih dari topik tersebut dan jelaskan secara singkat bagaimana Anda telah mengajarkannya di kelas!

- Sejarah, geografi, sistem politik

- Kehidupan sehari-hari dan rutinitas
- Musik, drama, seni, sastra
- Gambar dan tradisi budaya
- Nilai dan kepercayaan
- Dan seterusnya..

Jawaban:

mmm.. Kalau topik yang paling penting ya kehidupan sehari – hari dan rutinitas karena mengajarkan bahasa tujuannya agar siswa bisa mempraktekannya dalam kehidupam sehari – hari. Dengan begitu siswa akan lebih mudah menyerap apa yang sedang dipelajarinya. Selain itu juga kadang membahas gambar dan tradisi budaya juga membuat pelajaran lebih mudah menarik. Misalnya siswa menggambarkan budaya atau tempat pariwisata di daerahnya masing – masing serta tempat – tempat yang pernah dikunjunginya atau tempat yang menjadi cita – citanya untuk dikunjunginya nanti.

7. Pikirkan tentang konten budaya dalam buku teks bahasa Inggris Anda. Apa pendapat Anda tentang itu? Tolong jelaskan.

Jawaban:

Dalam buku teks bahasa Inggris yang sekarang sih sudah dimasukan unsur – unsur budaya di dalamnya. Tetapi guru harus bisa juga memberikan informasi atau wawasan yang diketahuinya tentang budaya – budaya baik lokal maupun luar yang belum diketahui oleh siswa. Terkadang pengajaran seperti itu terjadi secara spontan ketika di dalam kelas. Maksudnya ketika ada hal yang penting langsung disampaikan misalnya penggunaan “Mr.” Mrs” dan “Miss” nah siswa diberitahu penggunaan yang tepat seperti apa. Kalo “Mr” bisa digunakan untuk laki – laki baik yang sudah menikah atau belum, sedangkan “Mrs” hanya untuk perempuan yang sudah menikah dan kalo “miss” digunakan untuk wanita yang belum menikah.

8. Seberapa relevan tujuan komunikasi antarbudaya ini dengan kurikulum yang saat ini Anda ajarkan? Tolong beri contoh ...

Jawaban:

Kalau menurut saya sudah cukup relevan hanya saja diperlukan upaya guru agar bisa memberikan atau mengajarkan bahasa Inggris tidak hanya berupa rumus – rumus bahasa namun ada unsur budaya di dalamnya. Karena bagi saya bahasa adalah budaya contoh sederhananya adalah budaya minta maaf dan minta tolong seperti yang saya jelaskan tadi. Meskipun itu terjadi secara universal tapi mau tidak mau kita harus memakai kata “sorry” atau “please” dan tidak mungkin memakai bahasa Indonesia walaupun maksudnya sama.hehehe

9. Apakah menurut Anda seharusnya ada lebih banyak ruang yang dialokasikan untuk tujuan-tujuan ini dalam kurikulum saat ini? Mengapa?

Jawaban:

Untuk alokasi ruang sih tidak perlu karena menurut saya sih pintar – pintar guru dalam menyampaikan aspek budaya ketika mengajarkan pelajaran bahasa Inggris. Namun tentunya guru harus mendapatkan pemahaman tentang pentingnya kemampuan berkomunikasi lintas budaya dalam pengajaran bahasa Inggris. Karena Indonesia sendiri memiliki budaya yang beraneka ragam dan tentunya akan menjadi menarik ketika siswa nantinya berhadapan langsung dengan budaya – budaya di luar yang juga beraneka ragam di mana Bahasa Inggris sebagai bahasa pengantarnya.

7. Pertimbangkan cara-cara pengajaran budaya berikut ini. Diskusikan yang mana dari ini (jika ada) yang sering Anda gunakan di kelas dan komentari bagaimana Anda menggunakannya:

Beberapa cara pengajaran budaya

- **Menggunakan video tentang budaya target**
- **Mengajar fakta budaya dari membaca teks**
- **Mengajukan pertanyaan tentang fakta budaya**
- **Memberikan tugas tentang fakta budaya**
- **Membahas persamaan dan perbedaan budaya**
- **Menjelajahi nilai-nilai dan kepercayaan budaya**

- Mengatasi dilema budaya
- Berbagi pengalaman tentang budaya target

Jawaban:

Dalam pengajaran bahasa Inggris saya pernah menampilkan video tentang budaya target lalu membahas tentang persamaan dan perbedaan budaya serta sering juga mengajar fakta budaya dari membaca teks.

8. Apakah Anda ingat insiden kelas yang melibatkan penggunaan tujuan ini?

Jawaban:

Misalnya menampilkan video tentang percakapan orang – orang asing dari berbagai negara yang menggunakan bahasa Inggris. Ternyata dialek dan aksen mereka berbeda – beda ketika menggunakan bahasa Inggris. Dari video ini saya menjelaskan kepada siswa bahwa bahasa Inggris bisa memfasilitasi kita berkomunikasi dengan berbagai macam orang di berbagai dunia walaupun dengan dialek berbeda. Dari sini siswa dapat memahami bahwa perbedaan bukan halangan untuk berkomunikasi dan berinteraksi lintas budaya.

APPENDIX 10

Fieldnote

FIELD NOTES

Name :

Time :

ILL Principles	Elaboration For Teachers	Activities in Classroom
Active construction	<ul style="list-style-type: none"> • Facilitating students for making connection in learning • Motivating and encouraging interaction with peers and others • Encourage “noticing” • Taking time for designing questions, observing, discovering, discussing, and experimenting • Designing or selecting tasks which can trigger students’ interest and developing extensively their thinking about language and culture 	
Making connection	<ul style="list-style-type: none"> • Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners • Giving scaffolding through interactive questioning, instruction, resources, and technologies. • Offering alternative explanations • Supporting learners to observe, predict, compare, explain, integrate, and inquire • Supporting interaction and connections across texts and contexts • Exemplifying learners how bridges are made. 	
Social Interaction	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include 	

	learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours.	
Reflection	• Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity	
Responsibility	• Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors.	

APPENDIX 11

Result from Fieldnote

THE TABULATION OF OBSERVATION

ILL Principles	Activities in Classroom		
	Participant 1	Participant 2	Participant 3
Active construction	<ul style="list-style-type: none"> - The teacher began the classes by reviewing the previous lesson about how to describe people in the class - The teacher asked students about who the famous people or figures were. - Students responded enthusiastically to mention famous people who they knew. 	<ul style="list-style-type: none"> - In the beginning, the teacher told student that they would learn about asking, giving and refusing help - The teacher asked students to read the dialogue which contained about asking, giving and refusing help and discussed it with their friends. - The teacher read the dialogue twice 	<ul style="list-style-type: none"> - In the beginning, the teacher introduced students that the lesson was about writing a descriptive text. - The teacher informed students that they would write an English descriptive text describing about historical or tourism places in Indonesia - As a brainstorming activity, the teacher interacted with students by asking several historical and tourism places that they had ever visited.
Making connection	<ul style="list-style-type: none"> - The teacher asked the student about who famous people from abroad are. - Students answered one by one about their chosen famous people - In the main activity, the teacher asked to each student to write 	<ul style="list-style-type: none"> - In the interval, the teacher explained about the using of once, twice, three times, four times. - After listening the teachers' reading, the student answered the question based on the dialogue. - The teacher asked student to mention the phrase for asking, 	<ul style="list-style-type: none"> - The teacher ask and share about that topic to students, the teacher then explained about descriptive text and several useful strategies that students could utilize to write a good descriptive text. - The teacher initiated the main activity by asking students to brainstorm their ideas into writing every single thing they had in their mind about the

	about their favorite person, famous figures, artist, president or sports athlete who they liked.	giving and refusing help. - The students could mention the phrase for asking, giving and refusing help one by one.	historical places they had already visited
Interaction	<ul style="list-style-type: none"> - Students in pairs discussed about their favorite characters - The teacher checked each student's work while taking around the class. - Students discussed to their pair students about the choice of their favorite character - Students also asked for teacher's opinion related to the character of their choice. 	<ul style="list-style-type: none"> - The teacher and the students discussed about the result of students' work together. - While discussing, sometimes the teachers wrote new vocabularies on the whiteboard and explain it related to daily activities - The Students imitated the words spoken by the teacher - The students guessed the meaning and gave the sentences from the new vocabularies. 	<ul style="list-style-type: none"> - The teacher set students to work in pair to have a free talk in order to discuss one another the ideas they had written and to help each other to reach the clarity and fixed ideas to be developed and written into a descriptive text - The teacher then led them to continue to get peer check activity - The students actively interacted with their friends in their group respectively - The teacher also kept walking around the classroom in case some students needed a hand.
Reflection	<ul style="list-style-type: none"> - Each student wrote a famous person for his choice and describes it such as a racer, actor, footballer, singer. - Students sometimes asked the 	<ul style="list-style-type: none"> - In the interval, the teachers give a question about the different using of "Miss, Mr and Mrs" which were found in the text dialogue. - One of student was able to explain appropriately about the using of 	<ul style="list-style-type: none"> - The teacher gave students a chance to revise their work again. - The students presented the result of their writing work.

	<p>teachers about new vocabularies to the teacher</p> <ul style="list-style-type: none"> - Most students presented actors, footballers, and famous people from social media. 	<p>miss, Mr and Mrs.</p>	
Responsibility	<ul style="list-style-type: none"> - The teacher asked students one by one to come forward to present about their favorite characters - The students came forward and described their favorite person one by one. - Other students gave opinions and added descriptions of the favorite characters presented by their friends - In the end, the teacher appreciated what the students have described. 	<ul style="list-style-type: none"> - The students could answer the question based on the dialogue text one by one correctly - The teacher sometimes corrected the wrong pronunciation which was pronounced by the students - In the last activity, the teachers gave the "missing word" game. It made students could memorize new vocabularies well. 	<ul style="list-style-type: none"> - While each student presented the work, other students were led to give comments, critics, and suggestions for the final revision of their writing work. - In the last activity, the teacher and the students discussed about historical and tourism places in Indonesia together. - They could share knowledge and experience about their writing one another

FIELD NOTES

Name : Participant 1

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher reviews the lesson (previous) about people in the class Teacher asks "who is the famous people?" Teacher writes the names of famous people -
MAKING CONNECTION	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> Teacher asks "who is the famous people from abroad?" student (one by one) answers Teacher asks student to choose favorite people: artist, president, sport athlete

INTERACTION	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - Teacher checks every student's work - Teacher see asks students to discuss to their friend - Students discuss each other - Teacher taking around
REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - students write his favorite person and describe it - students ask teacher when he doesn't know the word - when presentation, student describe Footballer, actresses etc.

RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<p>- Teachers ask students to come in front to present to their friend</p> <p>- Each student present in front of class. they describe their favourite person</p> <p>other - students give suggestion</p> <p>- Teacher appreciates "good"</p>
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FIELD NOTES

Name : Participant 2

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher says "we will learn about asking, giving and refusing help" Teacher read dialogue completely twice Students listen and write the task
MAKING CONNECTION.	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> Teachers explain about twice, three times When teacher finish read text, student finish write task

INTERACTION	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - Teacher discusses with student - Teacher asks "what is different between Mr, Mrs, and Miss? Who can answer? (one of)" - The student answers about the question - Teacher explain about word "daughter"
REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Student answers what teacher asking about dialogue in text - Discussion

RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<p>-Teacher corrects the students pronunciation</p> <p>- student could answer the question</p> <p>- Play game (missing game word)</p>
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FIELD NOTES

Name : Participant 3

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher introduces lesson about descriptive text Teacher tell students if they will descriptive text about history place and tourism place in Indonesia Teacher asks history place that students have visited
MAKING CONNECTION	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> Teacher gives explanation about descriptive text, how to write it Teacher ask students to writing what they think about history places they have visited.

INTERACTION	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - student in pair discuss about they write to help each other to write in descriptive text - The teach student active interaction - Teacher walking to check students activity and help them
REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Teacher asks student to check his task again - Students ^{do} presentation

RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<p>— Teacher ask to student to give comment, suggestion in the finishing writing task</p> <p>(teacher & student sharing about history place & tourism together</p> <p>— sharing experience from writing each other.</p>
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APPENDIX 12

Fieldnote of Co-Observer

FIELD NOTES

Name : PARTICIPANT I

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher explain about previous lesson about people in classroom and describe Teacher says "I want you describe about famous person" "we will describe famous people who are they?" Students answers "Syahrini, Rano Baraka, Atta Halilintar"
MAKING CONNECTION	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> Teacher asks from another country and choose one. Students answer Selena Gomez, Justin Bieber Teacher ask students to write

INTERACTION	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - Student discusses together - Teacher walking to check student writing - student asks teacher if he doesn't know - student talk about his favourite to his friend
REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Every student present their favourite person - Other student listen and give suggestion - Teacher give support

RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<ul style="list-style-type: none"> - Student read his writing to describe famous people - student give opinion each other
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Co - Observer



Ruly Morganna, M.Pd

FIELD NOTES

Name : Participan 2

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher asks student to open unit 6 pages 190 Teacher check absence There is dialogue that is read by teacher students complete dialogue what they listens
MAKING CONNECTION	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> students write what listen While reading text teacher explained important thing text about asking help, giving, refusing help

INTERACTION	<ul style="list-style-type: none"> • Promoting social involvement of all learners • Valuing and promoting discussion, thinking, inquiry, and experimentation • Listening to and building upon student responses • Guiding conversation to include learners' views, judgments, and rationales • Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> - student in pair discuss about they write to help each other to write in descriptive text - The least student active interaction - Teacher walking to check students activity and help them
REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Teacher asks student to check his task again - Students^{do} presentation

RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<p>— Teacher ask to student to give comment, suggestion in the finishing writing task</p> <p>(teacher & student sharing about history place & tourism together</p> <p>— sharing experience from writing each other.</p>
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FIELD NOTES

Name : Participant 3

Time :

ILL	Elaboration For Teachers	Activities in Classroom
ACTIVE CONSTRUCTION	<ul style="list-style-type: none"> Facilitating students for making connection in learning Motivating and encouraging interaction with peers and others Encourage "noticing" Taking time for designing questions, observing, discovering, discussing, and experimenting Designing or selecting tasks which can trigger students' interest and developing extensively their thinking about language and culture 	<ul style="list-style-type: none"> Teacher explain about descriptive text Student will write descriptive text They mention the place they ever visit
MAKING CONNECTION	<ul style="list-style-type: none"> Beginning tasks with the conceptions which learners have from their home and local community; drawing upon the diversity of their learners Giving scaffolding through interactive questioning, instruction, resources, and technologies. Offering alternative explanations Supporting learners to observe, predict, compare, explain, integrate, and inquire Supporting interaction and connections across texts and contexts Exemplifying learners how bridges are made. 	<ul style="list-style-type: none"> Teacher explain how to write descriptive text Student write what they know about their place Teacher checks the student's work
INTERACTION	<ul style="list-style-type: none"> Promoting social involvement of all learners Valuing and promoting discussion, thinking, inquiry, and experimentation Listening to and building upon student responses Guiding conversation to include learners' views, judgments, and rationales Drawing upon multiple ideas, knowledge, beliefs, values, and behaviours. 	<ul style="list-style-type: none"> Teacher and student discuss together Student works in pair Student asks teacher when they have idea

REFLECTION	<ul style="list-style-type: none"> • Encouraging new learning through language and about language • Promoting reflection on linguistic and cultural concepts • Creating an intercultural space for engaging with cultures, without students abandoning their primary culture(s) • Discussing goals, processes, judgments with learners • Providing clear and accurate feedback • Fostering the development of intercultural sensitivity 	<ul style="list-style-type: none"> - Students share about their experience - They look engaged in interesting discussion
RESPONSIBILITY	<ul style="list-style-type: none"> • Supporting the setting of personal goals • Fostering engagement with difference • Fostering awareness of generalizations (i.e. cultural reductionism) • Fostering co-operative learning • Developing awareness of the ethical uses of knowledge • Encouraging self-monitoring and self-assessment • Demonstrating understanding through personal attitude and behaviors. 	<ul style="list-style-type: none"> - students present their work in front class - other student give comment - the last, they share their writing each other

Co - Observer



Ruly Morganna, M.Pd

APPENDIX 13

SuratKeteranganPenelitian



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BENGKULU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

Jln. W.R. Supratman Kota Bengkulu Kode Pos 38371A
Telp. 0736-21170 Psw. 313; 21186 Faks. 0736-21186
Laman : www.fkip.unib.ac.id e-mail : s2pbi@unib.ac.id

12 Maret 2019

Nomor : 485 /UN30.7.7/PP/2019
Lampiran : -
Perihal : **Izin Penelitian**

Yth. Kepala Diknas Pendidikan
Kota Bengkulu

Untuk keperluan penulisan tesis mahasiswa Program Studi Magister Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin mengadakan penelitian dengan judul **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"** kepada:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris FKIP Unib
Tempat Penelitian : SMPN 4, SMPN 6, SMPN 8, SMPN 14, SMPN 18, SMPN 5, SMPN 20
Kota Bengkulu
Waktu Penelitian : Maret s.d. Mei 2019

Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Koordinator Program,

Prof. Saiful, M.A., Ph.D.
NIP 19610121 198601 1 002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN

Jl. Mahoni Nomor 57 Telp. Bengkulu 38227
Telp (0736) 21429 Fax. (0736) 345444

SURAT IZIN PENELITIAN
Nomor : 1495/ 16 /IV.DIK/2019

Dasar : Surat Wakil Dekan Bidang Akademik Universitas Bengkulu Nomor:
485/UN30.7/PL/2019 tanggal 12 Maret 2019 tentang izin penelitian.

Mengingat untuk kepentingan penulisan ilmiah dan pengembangan Pendidikan
dalam wilayah Kota Bengkulu, maka dapat memberikan izin penelitian kepada:

Nama : ADETIO ZAYADI
NPM : A2B017001
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan Dan Ilmu Pendidikan
Judul Penelitian : "EFL Teachers' Perception on Building up Intercultural
Communication in the Classroom"

Dengan ketentuan sebagai berikut :

1. a. Tempat Penelitian : SMP Negeri 4, 6, 14, dan 20 Kota Bengkulu
b. Waktu Penelitian : Maret s.d Mei 2019
2. Penelitian tersebut khusus dan terbatas untuk kepentingan studi ilmiah
tidak untuk dipublikasikan
3. Setelah selesai penelitian untuk menyampaikan laporan ke Dinas
Pendidikan Kota Bengkulu

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 18 Maret 2019

An. Kepala Dinas Pendidikan
Kota Bengkulu
Kabid Dikdas,



Tembusan :

1. Walikota Bengkulu
2. Dekan Universitas Bengkulu
3. Kepala SMP Negeri 4, 6, 14 dan 20 Kota Bengkulu
4. Arsip



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

Jln. W.R. Supratman Kota Bengkulu Kode Pos 38371A
Telp. 0736-21170 Psw. 313; 21186 Faks. 0736-21186
Laman : www.fkip.unib.ac.id e-mail : s2pbi@unib.ac.id

12 Maret 2019

Nomor : 485 /UN30.7.7/PP/2019
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala Sekolah
SMPN 4 Kota Bengkulu

Untuk keperluan penulisan tesis mahasiswa Program Studi Magister Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin mengadakan penelitian dengan judul **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"** kepada:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris FKIP Unib
Tempat Penelitian : SMPN 4 Kota Bengkulu
Waktu Penelitian : Maret s.d. Mei 2019

Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.



Koordinator Program,
Prof. Safnil, M.A., Ph.D.
NIP 196101211986011002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BENGKULU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

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Telp. 0736-21170 Psw. 313; 21186 Faks. 0736-21186
Laman : www.fkip.unib.ac.id e-mail : s2pbi@unib.ac.id

12 Maret 2019


Nomor : 485 /UN30.7.7/PP/2019
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala Sekolah
SMPN 6 Kota Bengkulu

Untuk keperluan penulisan tesis mahasiswa Program Studi Magister Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin mengadakan penelitian dengan judul **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"** kepada:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris FKIP Unib
Tempat Penelitian : SMPN 6 Kota Bengkulu
Waktu Penelitian : Maret s.d. Mei 2019

Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Koordinator Program,

Prof. Saiful, M.A., Ph.D.
NIP 19610121 198601 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BENGKULU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

Jln. W.R. Supratman Kota Bengkulu Kode Pos 38371A
Telp. 0736-21170 Psw. 313; 21186 Faks. 0736-21186
Laman : www.fkip.unib.ac.id e-mail : s2pbi@unib.ac.id

12 Maret 2019


Nomor : 485 /UN30.7.7/PP/2019
Lampiran : -
Perihal : **Izin Penelitian**

Yth. Kepala Sekolah
SMPN 14 Kota Bengkulu

Untuk keperluan penulisan tesis mahasiswa Program Studi Magister Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin mengadakan penelitian dengan judul **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"** kepada:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris FKIP Unib
Tempat Penelitian : SMPN 14 Kota Bengkulu
Waktu Penelitian : Maret s.d. Mei 2019

Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Koordinator Program,

Prof. Samul, M.A., Ph.D.
NIP 19610121 198601 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS

Jln. W.R. Supratman Kota Bengkulu Kode Pos 38371A
Telp. 0736-21170 Psw. 313; 21186 Faks. 0736-21186
Laman : www.fkip.unib.ac.id e-mail : s2pbi@unib.ac.id

12 Maret 2019

Nomor : 485 /UN30.7.7/PP/2019
Lampiran : -
Perihal : Izin Penelitian

Yth. Kepala Sekolah
SMPN 20 Kota Bengkulu

Untuk keperluan penulisan tesis mahasiswa Program Studi Magister Pendidikan Bahasa Inggris FKIP Universitas Bengkulu, dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin mengadakan penelitian dengan judul **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"** kepada:

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris FKIP Unib
Tempat Penelitian : SMPN 20 Kota Bengkulu
Waktu Penelitian : Maret s.d. Mei 2019

Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Koordinator Program,

Prof. Safril, M.A., Ph.D.

NIP-19610121 198601 1 002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 6
AKREDITASI A
Alamat : Jalan Muhajirin, Dusun Besar Telepon (0736) 24437
BENGKULU 38229

SURAT PERSETUJUAN PENELITIAN
Nomor : 421.2 / 064 /SMPN 6

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Kota Bengkulu, memperhatikan Surat Koordinator Program :

1. Nomor : 485/UN30.7/PP/2019
Tanggal : 12 Maret 2019
2. Judul : *"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"*

Mengingat kepentingan penulisan skripsi :

N a m a : ADETIO ZAYADI
NIM : A2B017001
Prgram Studi : Magister Pendidikan Bahasa Inggris FKIP UNIB
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Bengkulu

Dengan ketentuan sebagai berikut :

1. a. Tempat Penelitian SMP Negeri 6 Kota Bengkulu
b. Objek Penelitian Guru Bahasa Inggris SMP Negeri 6 Kota Bengkulu.
c. Lama Penelitian -+ satu bulan
2. Sebelum mengadakan penelitian, peneliti supaya melapor dan berkonsultasi kepada Kepala Seksi Kurikulum SMP Dinas Pendidikan Kota Bengkulu.
3. Penelitian tersebut terbatas untuk kepentingan studi ilmiah dan tidak diperbolehkan/ dipublikasikan sebelum mendapat izin tertulis dari Kepala Dinas Pendidikan Kota Bengkulu.
4. Menyampaikan hasil penelitian kepada Kepala Sekolah sebagai dasar untuk mendapatkan surat keterangan selesai penelitian.

Demikian surat persetujuan ini disampaikan untuk dapat dipergunakan sebagaimana mestinya, terima kasih.

Bengkulu, 13 Maret 2019
Kepala Sekolah.

DAMRI, S.Pd. MM
NIP. 19660618 198903 1 009




PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 14
AKREDITASI: A
Jalan. Zainul Arifin No. 043 Bengkulu Kode Pos 38229
Telpon (0736) 24322

SURAT IZIN PENELITIAN

Nomor :423.4 / 033 / SMPN 14/ 2019

Dasar : Surat dari Universitas Bengkulu Nomor : 485/UN30.7.7/PP/2019 tanggal 12 Maret 2019 tentang Permohonan izin Penelitian.

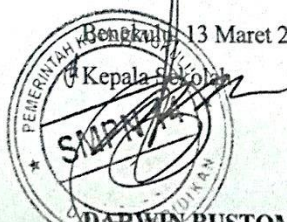
Mengingat untuk kepentingan penulisan Ilmiah dan pengembangan Pendidikan dalam wilayah Kota Bengkulu, maka kami dapat memberikan izin Penelitian kepada

Nama : Adetio Zayadi
NPM : A2B017001
Jurusan/Prodi : Magister Pendidikan Bahasa Inggris FKIP Unib
Judul Penelitian : **“EFL Teachers’ Perception on Building up Intercultural Communication in the Classroom”** . .

Dengan ketentuan sebagai berikut :

1. a. Tempat Penelitian : SMP Negeri 14 Kota Bengkulu
b. Waktu Penelitian : 18 Maret s.d Mei 2019
2. Penelitian tersebut khusus dan terbatas untuk kepentingan Study Ilmiah
3. Setelah selesai Penelitian agar menyampaikan laporan ke SMP Negeri 14 Kota Bengkulu.

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 13 Maret 2019
Kepala Sekolah

DARWIN BUSTOMI, S.Pd
NIP. 19620927 198601 1 002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI(SMPN) 20

AKREDITASI : A NPSN : 10702474

ALAMAT : Jl. DP. Negara Kel. Sukarami Kec. Selebar, Bengkulu kode pos 38212
Telp (0736) 5500424 Email : smpn20_kotabkl_schnet@ymail.com

SURAT IZIN PENELITIAN

Nomor : 421/085.A /SMPN.20

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu,
Nomor : 485/ UN.30.7.7/PP/2019, tanggal 12 Maret 2019 tentang Izin Penelitian.

Dengan ini memberikan izin kepada :

N a m a : Adetio Zayadi
N I M : A2B017001
Program Studi : S2 Magister Pendidikan Bahasa Inggris Universitas Bengkulu
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Penelitian : "EFL Teacher's Perception on Building up intercultural
communication in the classroom."

Untuk mengadakan penelitian / pengambilan data di SMP Negeri 20 Kota Bengkulu.

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 18 Maret 2019
Kepala Sekolah,

Rijayah, S.Pd.M.TPd
NIP. 19620210 198301 2 002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SMP NEGERI 4 BENGKULU
SEKOLAH STANDAR NASIONAL (SSN)/SEKOLAH TINGKAT ADIWYATA TINGKAT NASIONAL
NPSN : 10702488 Email : smp4_bkl@yahoo.co.id AKREDITASI : A
Alamat : Jalan Cimanuk Km. 6,5 Telp/Fax (0736) 22985 Kota Bengkulu

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 070 / 192 / SMPN 4

Yang bertanda tangan dibawah ini :

Nama : Mala Hartati, M.Pd
Nip : 19680904 199203 2004
Jabatan : Kepala SMP Negeri 4 Kota Bengkulu
Alamat Sekolah : Jln. Cimanuk Km. 6,5 Kota Bengkulu

Dengan ini Menerangkan Bahwa :

Nama : Adetio Zayadi
NPM : A2B017001
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Penelitian : **"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"**

Telah selesai melaksanakan Penelitian di SMP Negeri 4 Kota Bengkulu dari tanggal 18 Maret 2019 s.d 4 Mei 2019.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan untuk dipergunakan seperlunya.

Bengkulu, 25 Mei 2019
Kepala Sekolah

Mala Hartati, M.Pd
NIP. 19680904 199203 2004



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 6
AKREDITASI A
Alamat : Jalan Muhajirin, Dusun Besar Telepon (0736) 24437
BENGKULU 38229

SURAT SELESAI PENELITIAN
NOMOR : 412.2/ 142 /SMPN 6

Yang bertanda tangan dibawah ini :

N a m a : DAMRI, S.Pd, MM
N I P : 19660618 198903 1 009
Jabatan : Kepala Sekolah
Instansi/Lembaga : SMP Negeri 6 Kota Bengkulu

Dengan ini menerangkan bahwa :

N a m a : ADETIO ZAYADI
NPM : A2B017001
Program Studi : Magister Pendidikan Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan penelitian di SMP Negeri 6 Kota Bengkulu,
dengan judul skripsi :

"EFL Teachers' Perception on Building up Intercultural Communication in the Classroom"

Penelitian ini dilaksanakan berdasarkan :

1. Surat Izin Penelitian dari Universitas Bengkulu dengan nomor 485/UN30.7.7/PL/2019 pada 12 Maret 2019
2. Surat Izin Penelitian dari SMPN 6 Kota Bengkulu dengan nomor 421.2/064/SMPN6 pada 13 Maret 2019
3. Surat Izin Penelitian dari Dinas Pendidikan dengan nomor 421.2/16/IV.DIK/2019 pada 18 Maret 2019

Demikian surat keterangan ini dibuat dan disampaikan untuk dapat dipergunakan
sebagaimana mestinya, terima kasih.

Bengkulu, 24 Mei 2019
Kepala Sekolah.


DAMRI, S.Pd. MM
NIP. 19660618 198903 1 009



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN NASIONAL
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 14
AKREDITASI : A
Jalan Zainul Arifin ☎ (0736) 24322 Bengkulu (38229)



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 423.4 / 986 / SMPN 14 / 2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 14 Kota Bengkulu menerangkan bahwa:



Nama : Adetio Zayadi
NPM : A2B017001
Jurusan/Prodi : Magister Pendidikan Bahasa Inggris FKIP UNIB
Judul Penelitian : "EFL Teachers' Perception on Building up Intercultural Communication in the Classroom".

Benar telah melaksanakan penelitian di SMP Negeri 14 kota Bengkulu dari tanggal 18 Maret s.d. Mei 2019.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 24 Mei 2019

Kepala Sekolah,



DARWIN BUSTOMI, S.Pd
NIP. 19620927 198601 1 002



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 20

AKREDITASI : A NPSN : 10702474
ALAMAT : Jl. DP. Negara Kel. Sukarami Kec. Selebar, Bengkulu kode pos 38212
Telp (0736) 5500424 Email : smpn20_kotabkl_schnet@ymail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421/152/SMPN.20

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 20 Kota Bengkulu, menerangkan bahwa :

Nama : Adetio Zayadi
NIM : A2B017001
Program Studi : S2 Magister Pendidikan Bahasa Inggris Universitas Bengkulu
Judul Penelitian : **“EFL Teacher’s Perception on Building up intercultural communication in the classroom.”**

Bahwa yang namanya tersebut di atas benar-benar Telah Melaksanakan Penelitian di SMP Negeri 20 Kota Bengkulu Selama satu bulan.

Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Bengkulu, 12 Juni 2019
Kepala Sekolah,

Rijayah, S.Pd.M.TPd
NIP. 19620210 198301 2 002

APPENDIX 14

Sampel Penelitian

DAFTAR GURU SMP

No	Nama Guru	Nama Sekolah	Gol	Masa Kerja	Pendidikan
1	Mala Hartati, S.Pd	SMP 4	IV/a	27	S1 Bahasa Inggris
2	Tati Setiati, S.Pd	SMP 4	IV/a	35	S1 Bahasa Inggris
3	Ratemi, S.Pd	SMP 4	IV/a	32	S1 Bahasa Inggris
4	Tri Andayani, S.Pd	SMP 4	IV/a	30	S1 Bahasa Inggris
5	Sumarni, M.TPd	SMP 4	IV/a	28	S2 Teknologi Pendidikan
6	Mihusti Inda R, S.Pd	SMP 4	III/d	14	S1 Bahasa Inggris
7	Nova Yuliardi, S.Pd	SMP 4	III/c	14	S1 Bahasa Inggris
8	Damri, S.Pd.MM	SMP 6	IV/b	30	S2 Manajemen
9	Harniwati, S.Pd	SMP 6	IV/a	27	S1 Bahasa Inggris
10	Neneng Supriani, S.Pd	SMP 6	IV/a	26	S1 Bahasa Inggris
11	Yesi Fitriani, S.Pd	SMP 6	III/b	16	S1 Bahasa Inggris
12	Lailatul Wasiah, S.Pd	SMP 6	III/b	13	S1 Bahasa Inggris
13	Yulia Sumiarti, S.Pd	SMP 6	III/b	9	S1 Bahasa Inggris
14	Lala Subari, S.Pd	SMP 6	III/b	8	S1 Bahasa Inggris
15	Ari Supriyanto, S.Pd	SMP 6	III/b	8	S1 Bahasa Inggris
16	Hermina, S.Pd	SMP 14	IV/a	27	S1 Bahasa Inggris
17	Mafalinda, S.Pd	SMP 14	IV/a	21	S1 Bahasa Inggris
18	Marnely, S.Pd	SMP 14	III/d	19	S1 Bahasa Inggris
19	Tri Ramadhaniarti, M.Pd	SMP 14	III/d	12	S2 Bahasa Inggris
20	Fitri Yuliani, S.Pd	SMP 14	III/a	9	S1 Bahasa Inggris
21	Elfa Febria Utami, M.Pd	SMP 14	III/a	8	S2 Bahasa Inggris
22	Marti Adia, S.Pd	SMP 20	IV/b	16	S1 Bahasa Inggris
23	Mella Yosie Ervina, M.Pd	SMP 20	IV/a	14	S2 Bahasa Inggris
24	Nudiahtul Fitri Yani, S.Pd	SMP 20	III/d	13	S1 Bahasa Inggris
25	Hermika, S.Pd	SMP 20	III/c	10	S1 Bahasa Inggris
26	Fenti Febrianty, S.Pd	SMP 20	III/a	8	S1 Bahasa Inggris
27	Era Susanti, S.Pd	SMP 20	III/a	14	S1 Bahasa Inggris
28	Oktaria Widiasih, S.Pd.I	SMP 20	III/b	7	S1 Bahasa Inggris

DAFTAR GURU RESPONDEN

No	Nama Guru	Nama Sekolah	Gol	Masa Kerja	Pendidikan
1	Tati Setiati, S.Pd	SMP 4	IV/a	35	S1 Bahasa Inggris
2	Ratemi, S.Pd	SMP 4	IV/a	32	S1 Bahasa Inggris
3	Tri Andayani, S.Pd	SMP 4	IV/a	30	S1 Bahasa Inggris
4	Sumarni, M.TPd	SMP 4	IV/a	28	S2 Teknologi Pendidikan
5	Mihusti Inda R, S.Pd	SMP 4	III/d	14	S1 Bahasa Inggris
6	Nova Yuliardi, S.Pd	SMP 4	III/c	14	S1 Bahasa Inggris
7	Harniwati, S.Pd	SMP 6	IV/a	27	S1 Bahasa Inggris
8	Neneng Supriani, S.Pd	SMP 6	IV/a	26	S1 Bahasa Inggris
9	Yesi Fitriani, S.Pd	SMP 6	III/b	16	S1 Bahasa Inggris
10	Lailatul Wasiah, S.Pd	SMP 6	III/b	13	S1 Bahasa Inggris
11	Hermina, S.Pd	SMP 14	IV/a	27	S1 Bahasa Inggris
12	Mafalinda, S.Pd	SMP 14	IV/a	21	S1 Bahasa Inggris
13	Marnely, S.Pd	SMP 14	III/d	19	S1 Bahasa Inggris
14	Tri Ramadhaniarti, M.Pd	SMP 14	III/d	12	S2 Bahasa Inggris
15	Mella Yosie Ervina, M.Pd	SMP 20	IV/a	14	S2 Bahasa Inggris
16	Nudiahtul Fitri Yani, S.Pd	SMP 20	III/d	13	S1 Bahasa Inggris
17	Hermika, S.Pd	SMP 20	III/c	10	S1 Bahasa Inggris
18	Era Susanti, S.Pd	SMP 20	III/a	14	S1 Bahasa Inggris

Daftar Guru Peserta Try Out

No	Nama Guru	Nama Sekolah	Gol	Masa Kerja	Pendidikan
1	Mala Hartati, S.Pd	SMP 4	IV/a	27	S1 Bahasa Inggris
2	Damri, S.Pd.MM	SMP 6	IV/b	30	S2 Manajemen
3	Yulia Sumiarti, S.Pd	SMP 6	III/b	9	S1 Bahasa Inggris
4	Lala Subari, S.Pd	SMP 6	III/b	8	S1 Bahasa Inggris
5	Ari Supriyanto, S.Pd	SMP 6	III/b	8	S1 Bahasa Inggris
6	Fitri Yuliani, S.Pd	SMP 14	III/a	9	S1 Bahasa Inggris
7	Elfa Febria Utami, M.Pd	SMP 14	III/a	8	S2 Bahasa Inggris
8	Marti Adia, S.Pd	SMP 20	IV/b	16	S1 Bahasa Inggris
9	Fenti Febrianty, S.Pd	SMP 20	III/a	8	S1 Bahasa Inggris
10	Oktaria Wideasih, S.Pd.I	SMP 20	III/b	7	S1 Bahasa Inggris

APPENDIX 15

Documentation

Observation to Participant 1



Observation to Participant 2



Observation to Participant 3



APPENDIX 16

Researchers' Biodata

WRITER'S BIODATA



Adetio Zayadi was born in Curup November 20th, 1988. He graduated from elementary school (SDN 53 Curup) in 2000, junior high school (SMPN 03 Curup) in 2003, and senior high school (SMAN 01 Curup) in 2006. After graduating from senior high school, he obtained his S1 degree from English department of STAIN Curup in 2012 and his master degree was completed from the Magister program of English Education of Universitas Bengkulu in 2019. For academic importance, the writer can be contacted via his E-mail: Adetioz@gmail.com