



**SENIOR HIGH SCHOOL ENGLISH TEACHERS'
KNOWLEDGE OF INTERCULTURAL VALUES**

Thesis

By:

Novia Astri Maulidya

NIM 160210401064

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2022



**SENIOR HIGH SCHOOL ENGLISH TEACHERS'
KNOWLEDGE OF INTERCULTURAL VALUES**

THESIS

Composed to Fulfil One of the Requirements to Obtain the Degree of
S1 at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education, Jember University

BY:

NOVIA ASTRI MAULIDYA

160210401064

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION
DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2022

MOTTO

“DREAM HIGH, BECAUSE OUR ONLY LIMIT IS OUR MIND.”

-NADHIRA NURAINI AFIFA



DEDICATION

This thesis is dedicated to:

1. My beloved parents who always support me in every single decision I made and pray for my success to achieve my dreams.
2. My beloved brother and sister who always cheer me up and encourage me to overcome my difficulties.



**STATEMENT OF THESIS
AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by me myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant the University of Jember the right to archive and to reproduce and to communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now, or hereafter known.

Jember, 5 Januari 2022

The Writer,

Novia Astri Maulidya

NIM. 160210401064

CONSULTANS' APPROVAL
SENIOR HIGH SCHOOL ENGLISH TEACHERS' KNOWLEDGE OF
INTERCULTURAL VALUE

THESIS

Composed to Fulfil One of the Requirements to Obtain S1 Degree at
English Education Study Program, Language and Arts Department,
Faculty of Teacher Training and Education, Jember University

Name : Novia Astri Maulidya
Identification Number : 160210401064
Level : 2016
Place, Date of Birth : Jember, June, 27th 1998
Department : Language and Arts Education
Program : English Education

Approved by:

Consultant I

Consultant II

Drs. Bambang Arya Wija Putra Dip.
Ed., Ph.D
NIP. 19601231 198802 1 002

Areta Puspa S.Pd., M.Pd
NRP. 760016867

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “Senior High School English Teachers’ Knowledge of Intercultural Value” is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Day :

Date :

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee

The Chairperson,

The Secretary,

Drs. Bambang Arya Wijia Putra Dip.
Ed., Ph.D

NIP. 19601231 198802 1 002

Areta Puspa S.Pd., M.Pd

NRP. 760016867

The Members,

Member I,

Member II,

Prof. Dr. Budi Setyono, M.A.

NIP. 19630717 199002 1 001

Drs. I Putu Sukmaantara, M.Ed.

NIP. 19640424 199002 1 003

Acknowledged by

The Faculty of Teacher Training and
Education

The Dean,

Prof. Dr. Bambang Soepeno, M.Pd.

NIP. 19600612 198702 1 001

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled “Senior High School English Teachers’ of Intercultural Value”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. The first and the second consultants, Drs. Bambang Arya Wija Putra Dip. Ed., Ph.D. and Areta Puspa S.Pd., M.Pd for their guidance and valuable suggestions to make my thesis highly appreciated.
5. All of the examination committees, Prof. Dr. Budi Setyono, M.A. and Drs. I Putu Sukmaantara, M.Ed.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

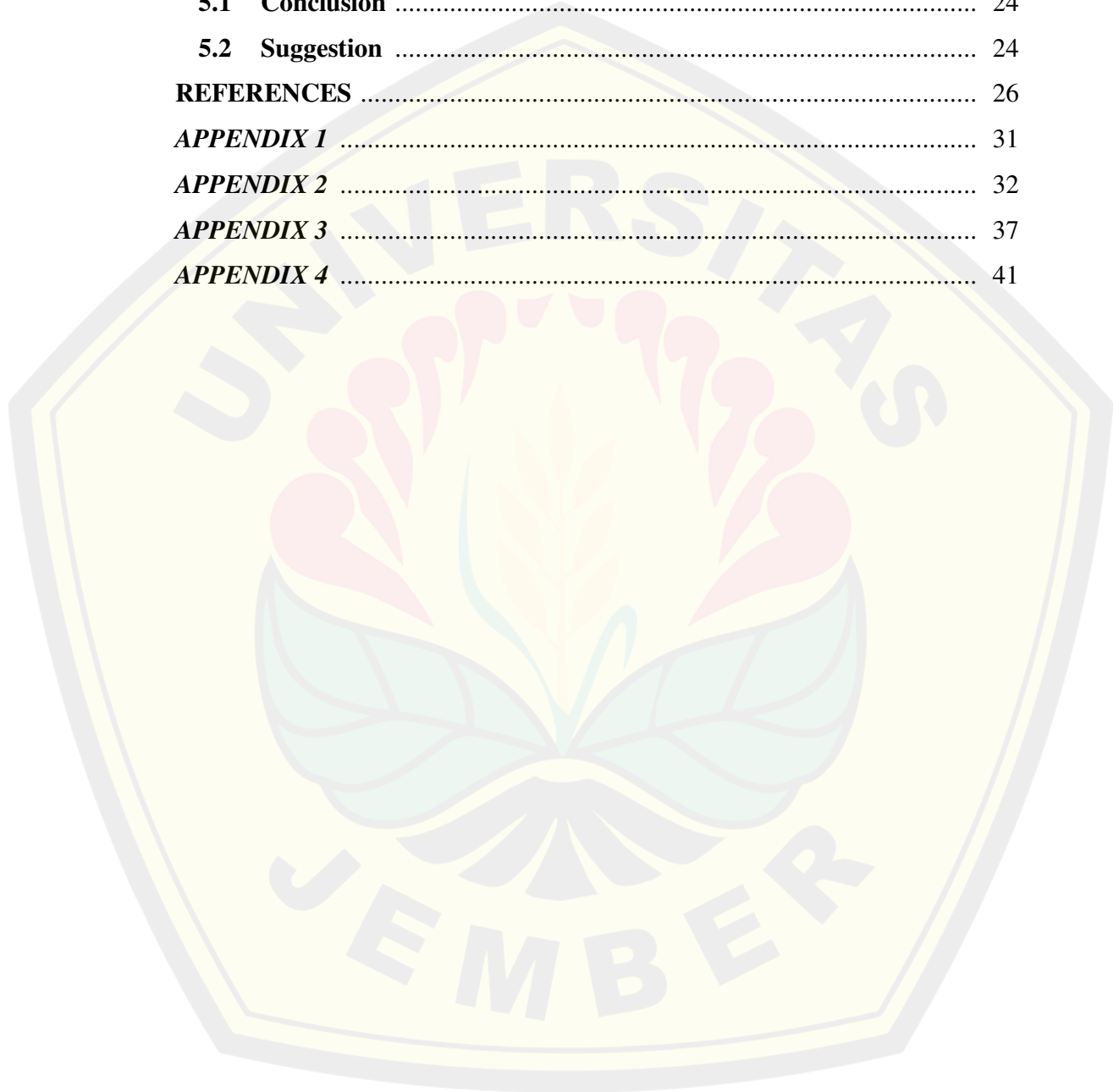
Jember, 5 Januari 2022

Novia Astri Maulidya

TABLE OF CONTENT

	Page
TITLE	ii
MOTTO	iii
DEDICATION	iv
STATEMENT OF THESIS AUNTHENTICITY	v
CONSULTANT’S APPROVAL	vi
APPROVAL OF THE EXAMINATION COMMITTEE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
SUMMARY	xi
CHAPTER I INTRODUCTION	1
1.1 Research Background	1
1.2 Research Question	4
1.3 Research Objective	4
1.4 Research Contribution	4
1.4.1 Practically	4
1.4.2 Empirically	4
CHAPTER II LITERATURE REVIEW	5
2.1 Cultural Value in the EIL Paradigm	5
2.2 Cultural Value from Teachers’ Perspective	6
2.3 Multi-dimensional Construct of Intercultural Intelligence	7
2.4 Previous Research Review	9
CHAPTER III METHODOLOGY	13
3.1 Research Design	13
3.2 Research Context	14
3.3 Research Participants	14
3.4 Data Collection Method	14

3.5 Data Analysis Method	15
CHAPTER IV RESEARCH AND DISCUSSION	17
4.1 The Research Results	17
4.2 Discussion	20
CHAPTER V CONCLUSION AND SUGGESTION	24
5.1 Conclusion	24
5.2 Suggestion	24
REFERENCES	26
<i>APPENDIX 1</i>	31
<i>APPENDIX 2</i>	32
<i>APPENDIX 3</i>	37
<i>APPENDIX 4</i>	41



SUMMARY

Senior High School English Teachers' Knowledge of Intercultural Value; Novia Astri Maulidya; 160210401064; 25 pages; English Education Program, Language and Art Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study uses survey research design to examine the level of senior high school English teachers in Jember toward intercultural value. This study uses descriptive statistic test to measure and describe how the level of intercultural value among English teachers is. It is also expected to give a deep understanding of intercultural value in the teachers' perspective and the way it influences teaching-learning process and communication of each English teachers.

To know the teachers' understanding of cultural knowledge in culturally diverse setting, the researcher uses the questionnaire developed by Early & Ang (2003). In this questionnaire, there were four dimensions, they were metacognitive dimension, cognitive dimension, motivational dimension, and behavioral dimension.

The finding showed that senior high school English teachers in Jember had a high level of intercultural knowledge. By understanding the culture for teachers, it strongly affects teachers in communicating with students, conducting the classroom, managing the teaching material, and engaging students with various cultural background in the given learning task. By communicating with students from different background, teachers should be aware with the target language and the cultural awareness. Moreover, the highest level of intercultural knowledge of senior high school English teachers was metacognitive dimension. This dimension focuses on how teachers' understanding toward intercultural value knowledge. Hence, teachers with high level of metacognitive dimension will be easier to adapt and communicate with students from various cultural background.

CHAPTER I

INTRODUCTION

This chapter presents the research background, research problem, research objective, and research contribution. They are presented in the following sections.

1.1 Research Background

The relationship between culture and language has been widely acknowledged as people from different cultures contact each other in order to face the globalization. In the process of communication, people from culturally diverse background tend to make some mistakes while communicating. Problem in communication commonly arises when someone from different social and culture is getting difficulties to understand each other. This difficulty come from people's lack of knowledge in terms of cultural context. Obviously, someone's knowledge in cultural setting is able to cope with the mistakes in receiving the meaning of the language (Nordby, 2008). Moreover, the fact that culture becomes one of the essential factors in communication not only occurs in everyday-life but also in the educational context. As Fantini (1995) said in his study, intercultural competence has become the main goal in language context among researchers and educators. Teaching English as a foreign or a second language is not only increasing students' level of language skill, but also the intercultural awareness among students. In order to facilitate the students' language to intercultural awareness, teachers need to be competent in the context of intercultural value (Zhang, 2017).

The increasing attention of attitude and value for education and teaching environment has been noted in the last few decades (Sanchez, 2004). The aspects included in the teacher good competencies are not only skill and knowledge, but also attitude and value (Pantic & Wubbels, 2010). In the context of cultural value, Byram (1998) defined culture as knowledge from past experiences which is shared among

people with different backgrounds knowledge expressed in their daily behaviors and is formulated as a rule, norms, moral, and expectations. Cortazzi and Jin (1999) define culture as the system of presumptions, thoughts, and convictions that are utilized to decipher others' activities, words, and examples of reasoning. Besides, cultural value has a big impact on the way how the learning materials delivered, especially on the teacher's perception of the cultural value which may affect the students' way of life. Van den Branden (2009) argued that the relationship between instructor's recognition and their activities in the classroom and cases that what language educators do in the classroom is roused by their prior knowledge, perception, and mind. In this case, it seems that language should increase their competencies regarding attitude and value which play a pivotal role in the teaching-learning process.

The issue of teachers' value is widely known by researchers for decades. Pantic & Wubbels (2011) in their research explored teachers' moral values and relate them to the learner's preferences of cultural competence. Bouslama (2018) investigated the teachers' knowledge, perception, and understanding the concept of intercultural competence. Besides, Lei (2021) investigated the pre-service English teachers' intercultural competence and whether there are any differences between their IC (Intercultural Competence) levels and their gender. In most previous research studies, the researcher mostly explored the pre-service English teacher and learner's perception of value focused on belief, morals, attitude, gender, etc in the context of EFL learners. Considering the above-mentioned issue, it seems that teachers' knowledge about intercultural value is still underexplored.

There are several reasons why teachers' knowledge of cultural value needs to be explored. First, teachers' knowledge is needed to give the students socializing about the reflective practice on cultural representation in a certain way. It can give the students a clear point of view about the use of culture in a certain context. Second, teachers have to be aware not to impose their ideological views regarding the cultural value to the students (McConachy, 2018). To help the students to be engaged

critically in reflecting the cultural context does not mean that the teacher has to force students to take the same position with teachers' perception. They can interpret their understanding of the cultural value that they learn from the teacher. Third, the teacher could help students to be able to construct and articulate their position. To create citizens who have loyalty to their cultural identity and national unity, teachers must be equipped with competency in teaching unity for diversity (Egne,2015). Most of the previous studies only explored the importance of intercultural knowledge for pre-service English teachers and due to limited information about in-service teachers' perspective related to teachers' intercultural knowledge, in-service senior high school English teacher need to know further the knowledge of intercultural value.

1.2 Research Question

The problem of this research is formulated as follows:

How is the level of senior high school English teachers' knowledge of intercultural value?

1.3 Research Objective

This research aims to know the level of intercultural value knowledge of in-service senior high school English teacher.

1.4 Research Contribution

The findings of the present study are expected to contribute practically and empirically. They are presented as follows:

- 1.4.1 **Practically**, this study is expected to provide information and idea about teachers' intercultural knowledge in the teaching learning process to both English teachers and learners. Besides, it is expected to identify important teachers' knowledge of intercultural value for their teaching.
- 1.4.2 **Empirically**, the future researchers are expected to use the result of this as additional information as the references to conduct further research or development dealing with teachers' intercultural value in the teaching-learning process.

CHAPTER II

LITERATURE REVIEW

This chapter explains about theories related to the research problem. It covers the information dealing with cultural value in the (EIL) English for International Language paradigm, cultural value from teachers' perspective, multi-dimensional construct of intercultural intelligence, and previous research review.

2.1 Cultural Value in the EIL Paradigm

Culture has been an important issue among scholars in the field of EIL for the last two decades and has become an essential part of teaching and learning the second language (L2) (Li, 1998; Zang & Sung, 2013). For those years, language experts have paid great attention to the culture where English-speaking societies mostly used as well as the language itself. The fact that culture is a part of English which is used in global communication to encourage the teacher especially English teacher to learn further about other cultures (Monfared et al, 2016). Byram (1988) defines culture as social communication which involves the way how people associate with others, share personal perception, and the truth of life. Besides, Spitzberg and Chagnon (2009:6-7) define culture as “attitudes, values, beliefs, rituals/customs, and behavioral patterns which are born naturally, thus, established and guarded by human being behavioral structurally”. These variables can be classified as an invisible culture which is out of conscious awareness and usually is not easy to identify (Weaver, 1986). Like an iceberg theory, Weaver (1986) also explain culture in many layers that is divided into the surface layer and the deeper layer. The surface layer mostly easy to know in our daily activity such as food, dress, music, language, celebrations, and any others while the deeper layer including education, decision making processes, individualism or group norms, etc. Moreover, people's daily activity and the way to

communicate with each other between people from different background also involves the invisible culture which is mostly found in the deeper layer. The invisible cultural knowledge is not attaining through words alone, but rather through knowledge by giving further understanding to our cultural knowledge and people around us (Hanley, 1999). Therefore, language teaching gets culture to show the social variety which happens normally as one of appearance in ways of life, perspectives, and value (Holliday, 2011).

Previous studies have already shown the relationship of cultural values in language learning. Nowadays, the development of literature comes from the students' needs which bring their own culture to the educational environment and become one of the important aspects in learning especially language learning (Shin et al, 2012). Therefore, learners' culture and behavior need to be checked whether their own culture is appropriate with teaching materials and instructional practices or not. In the wavelength, students mostly bring and use their different background culture in the educational environment to make the language learning environment easier. Based on the sociocultural theory, this variant culture from students can help learners to improve their life experiences to identify the variety of English. Alptekin (2002) argue that the students' knowledge about their background culture is effective to facilitate learning language. It shows that students can improve their language skills when they have a chance to express their ability to use the second language by using their own culture.

2.2 Cultural Value View from the Teachers' Perspective

Over the past 40 years, language experts have an interest to explore the culture of English speaker (Shin et al, 2012). Shin et al, 2012:255 (as cited from Paige, Jorstrad, Siaya, Klein, &Colby, 2013) also argued that “studies of the role of culture in language education have been conducted from a variety of viewpoints”. Furthermore, students' past experience, including cultural value they used in their everyday life, can also help students learn English in an effective way (Alptekin,

2002). In brief, it will be more effective for learners to use English to express their culture and prior experience.

Culture is utilized to translate other individuals' activities or examples of reasoning. It also brings a big impact on the teachers' way to interpret the cultural value of EIL toward their teaching styles. Feldhusen (1997) argue that 'teachers' perception has some aspects in them such as teachers' knowledge, capability, and achievement. As Chan (2001) shows in his study that teacher should have competencies such as teaching, communicating, motivating, and facilitating. Those competencies help the teacher to effectively teach in a different cultural setting. Reed (1993) stated:

teachers must be taught to understand and appreciate the many cultures that exist in our society. They must be taught to value cultural diversity. They must be taught that through their expectations, actions, words, and deeds as classroom teachers, they can foster acceptance and respect for all children. They must be taught that they have a legal, ethical, and moral responsibility to provide the best education they possibly can to members of all racial, ethnic, and cultural groups''(p. 28).

It could be implied that the teacher has to show the uniqueness of the cultural group of society to join the cultural diversity in the educational environment. It is needed for the teacher to learn knowledge, skill, and attitude to make the teaching process effective in diverse cultural setting (Egne, 2015), especially in the country which has cultural diversity backgrounds. Moreover, Pierce (2017) states in his study that having a teaching learning process in a diverse classroom requires high ability in communication by adding the cultural elements in the curriculum.

Cultural diversity has become an important case in the educational environment because the culture is the center of all we do in educational aspects such as policy, curriculum, instruction, and how we define ourselves as human beings in social life (Egne & Gay as cited in Egne 2016). Moreover, culture influence people' behavior, mind, and the way how they deliver or receive the material in the teaching-learning process (Gay, 2010).

2.3 Multi-dimensional Construct of Intercultural Intelligence

The dimensions acquired in this questionnaire are divided into four dimensions which has relevancy to use in culturally diverse setting. The four dimensions are metacognitive dimension, cognitive dimension, motivational dimension, and behavioral dimension. Metacognitive dimension dealt with individual's capability to understand the cultural knowledge (Flavell, 1979) and how to anticipate a certain person's cultural preferences during the process of intercultural interaction. By understanding other's cultural preferences, it is easier to make judgement that has the relevance meaning with others. Acknowledging different characteristic of each individual in the culturally diverse setting need a higher knowledge of metacognitive dimension.

The second dimension is cognitive dimension which focus on knowledge of the norm in culturally diverse setting (Ang et al, 2007). This dimension dealt with the social systems of others in different culture setting (Triandis, 1994). By acknowledging the social system of different culture, people will be easier to characterize the culture that might be similar or different in order to propose the good interaction with others in different cultural setting. Moreover, it also assists people to appreciate how framework shape of practices and communications vary within a culture (And & Van Dyne, 2008). The next dimension is motivational dimension which dealt the way people adapt positively in the culturally diverse situation. When people can adapt in the different situation, it can engage them to interact confidently with people from different cultural background. The last is behavioral dimension. This dimension reflects the capability to communicate with people from different cultural background verbally or non-verbal. Behavioral dimension attracted people to manage social behavior in intercultural situation in order to reduce the misperception in interpreting a certain cultural value. To be concluded, this study examined four dimensions of intercultural value such as metacognitive, cognitive, motivational, and behavioral dimension and to know the level of intercultural knowledge in senior high school English teacher in Jember.

2.4 Previous Research Review

Research to examine the English teachers' knowledge of intercultural value has been widely conducted by researchers from many different countries such as Iran, China, and US. Benaissi (2018) analyzed teachers' knowledge, perspective, and understanding about the concept of culture, intercultural competence and intercultural approach. This study aimed to help teachers to improve the implementation of intercultural competence in the classroom. Semi-structured interview was used in this study with eight in-service teachers. The finding of this research revealed that many English teachers as foreign or second language had lack of understanding of intercultural competence and it negatively impacted their intercultural competence teaching practice.

Lei (2021) investigated the pre-service English teachers' intercultural competence level and if there were any differences between their intercultural competence levels and their gender in China. There were 186 pre-service English teachers who contributed to fulfill the Intercultural Communicative Competence Self Rating Scale (SCCSRS) developed by Zhong et al (2013). The result showed that the female pre-service English teachers got higher IC level than the male pre-service English teacher. The study suggested that the university should pay more attention to provide the opportunities to communicate interculturally.

Elena, et al (2021) in their study examined Vietnamese primary teachers' level of intercultural competence. 70 in-service teachers fulfilled the ISS-15 questionnaire. The data collected were analyzed through descriptive statistic: one-way ANOVA and Kruskal-Wallis test. The study revealed that teachers' culturally diverse background had high level of respect for cultural differences.

Lash et al (2020) investigated the pre-service teachers of intercultural competence through intercultural teaching and learning. This study took 2 places in Midwestern university and Rocky Mountain. There were 43 pre-service teachers in Midwestern and 9 pre-service teachers in Rocky Mountain completed the same instrument to measure their intercultural sensitivity using the intercultural

development inventory (IDI). To analyze the result of IDI data, researchers used statistical package for social science. Paired samples t-test also used in this study. The result showed that pre-service teachers of intercultural competence's level has statistically significant level.

Senyshyn (2018) studied the importance of intercultural learning for pre-service teachers. There were 41 pre-service teachers of undergraduate education major participate in this study. The participants were enrolled in intercultural conversation project course with the international students for total nine meetings. The result of pre-service teachers had lack knowledge and experience in the context of cultural diversity.

Alaei & Nosrati (2018) investigated Iranian EFL teachers' knowledge level of intercultural competence and intercultural sensitivity. In other hand, this study also examined the possible relationship between their intercultural competence and intercultural sensitivity. There were 167 EFL teachers fulfilled the IC & IS questionnaire. The result of the study showed that there was significant relationship between IC & IS and the high level of IC knowledge among EFL teachers in Iranian.

Saricoban and Oz (2014) explored the pre-service English teachers' intercultural communicative competence in Turkish. This correlational study also examined whether there were factors such as study abroad, gender, and academic achievement. 89 pre -service English teachers completed the IC questionnaire of knowledge dimension. The study revealed that there was no significant correlation between academic achievement and the level of intercultural competence. Moreover, study abroad had strong correlation with knowledge dimension of IC such as knowledge, skill, and attitude.

Asrial et al (2019) examined the elementary school teachers' culture and local wisdom knowledge and the problem that teachers face in applying it. Quantitative design, specifically research design was used in this study. The questionnaire and interview were conducted to 30 teachers. The result showed that teachers' knowledge of culture and local wisdom is in good condition.

From all the previous studies above, it can be concluded that there were a lot of studies related to intercultural competence among English teachers around the world. Most of the researchers focused on how pre-service English teachers' must develop their qualities in the term of intercultural knowledge. There are still few researchers examined the in-service English teachers' knowledge especially the senior high school knowledge regarding the intercultural value by using survey study. To extend this survey study of teachers' knowledge regarding the intercultural value, this study attempts to explore further the intercultural value for in-service English teachers in Jember.



CHAPTER III

METHODOLOGY

This chapter covers research design, research context, participant, data collection method, and data analysis.

3.1 Research Design

The study conducted in an EFL context to explore the EFL teachers' knowledge about intercultural value. To examine the teachers' knowledge of intercultural value, a survey study used in this present study. This design was used in this study because it helped to describe the attitude, opinions, behaviors, or characteristics of the population. Creswell (2012:377-378), indicates that "survey studies typically select and study a sample from population and generalize results from the sample to the population". This study allowed the researcher to collect, analyze, and describe the data in-depth understanding of the research problem arises.

According to Creswell (2012:376), the sequence steps of the research in the study of quantitative would be done as follows:

1. The researcher collects quantitative numbered data using questionnaire (e.g., printed questionnaire, mailed questionnaire, et.)
2. The researcher analyzes the data statistically to describe trends about responses to questions.
3. The researcher interprets the meaning of the data by relating the results of the statistical test.

3.2 Research Context

The study was concerned with the English teachers' knowledge of intercultural value which is using a quantitative method, specifically, a survey study. Based on Lei (2021), the English teachers' intercultural values are needed to be mastered in order to develop the qualities such as tolerance, empathy, and acceptance. The qualities that teachers have to consider include the basic knowledge of the culture. Mostly, to teach the learner about certain material, the teacher avoids the fact that their background knowledge of culture gives a big impact on the way how they

deliver the material appropriately. With the knowledge of cultural value, learners can maintain a positive attitude towards cultural diversities and give appreciation or tolerance in any kind of cultural difference (Sadeghi & Sepahi, 2017). It also increases a sense of belonging and caring about their differences in culture.

3.3 Research Participants

The number of subjects included in the questionnaire mostly depends on the aim of the study (Kvale and Brinkmann, 2009). According to Arikunto (2010), in the research procedure, the researcher could take the sample of participants between 10%-15% or 20%-25% from the total number of participants. In this study, the participants included 66 in-service Senior High School English teachers from different public school around Jember. In this research, there were 31% participants from the total number 207 of senior high school English teachers in Jember. The participant selected was using random sampling by delivering the questionnaire to all of Senior High School English teachers in Jember. As Creswell (2012) said in her book that the sampling was selected as large as possible in order to exhibit the characteristic close to the real population.

3.4 Data Collection Method

The data of this study related to English teachers' knowledge of intercultural value collected from a survey questionnaire. The questionnaire used Cultural Intelligence Scale (CQS). This questionnaire was used to measure the teachers' knowledge of intercultural value of the teachers. Originally, the questionnaire had been developed by Early and Ang (2003) to investigate teachers' attitude toward intercultural value in culturally diverse setting which contains 20-item scales. This questionnaire used a 5 (five) Likert scale (positive statement Strongly Agree get the score 5, Agree get 4, No Idea got 3, Disagree got 2, and Strongly Disagree get the score 1).

The CSQ questionnaire used to examine the teachers' knowledge of cultural value. The questionnaire related to teachers' knowledge of cultural value was divided into four parts. The first part was metacognitive dimension that reflects the individual

ability to understand cultural knowledge (Flavell, 1979). The second parts dealt with the cognitive dimensions that focus on knowledge of the norms in diverse culture (Ang et al, 2007). The next part was motivational dimension that expect people to adapt positively in culturally diverse situation. The last part was behavioral dimensions that reflects the capability to interact with other people in diverse culture in verbal or non-verbal (Ang, 2007).

Each participant got both questionnaire via Google forms during the pandemic. The questionnaires contain the close-ended question. This study chose the in-service English teachers in Indonesian public school as the participants. The in-service English teachers came from different school in Jember, East Java.

3.5 Data Analysis Method

To measure the collected data statistically from the questionnaire, the software SPSS (Statistical Package for Social Science) version 25.0 employed. After getting the score from the questionnaire of Cultural Intelligence Scale (CQS) by using SPSS, the meaning of the intercultural value was described by linking the result of CQS with the elements of CQS questionnaire. Descriptive statistic was used in order to know the Senior High School English teachers' attitude toward each element of CQS questionnaire. According to Cohen et al (2005), descriptive analysis is used to describe the large amount of population (participants).

In order to determine the level of each dimensions of intercultural value, the mean score of all dimensions were computed. The mean score indicated that the higher score of mean is, the higher level of teachers' knowledge toward intercultural value is. The criteria of intercultural values were shown below:

High level : $3.50 < M < 5.00$

Moderate level : $2.50 < M < 3.49$

Low level : $1.00 < M < 2.49$

Moreover, the amounts of participants or the respondents' level of achievement and their percentages for each dimension were also calculated. These

results were used to know the contribution of participant. To know the level of the respondents' level of achievement, the formula as follow:

$$\text{TCR} = \text{Score average} \times 100 / \text{maximum score}$$

TCR Classification:

No	Achievement Classification	Criteria
1	85%-100%	Very Good
2	66%-84%	Good
3	51%-65%	Average
4	36%-50%	Less Good
5	0%-35%	Not Good

(Saricoban & Oz, 2014)



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the research result including the discussion of the finding perceived in the research.

4.1 The Research Results

This research aimed to know the level of senior high school English teachers' knowledge of intercultural value. The data was collected by using CQS questionnaire developed by Early and Ang (2003). This questionnaire was administered by using Google Form on 28th January 2021 to 66 in-service English teachers in MGMP (Musyawarah Guru Mata Pelajaran) Bahasa Inggris in Jember. The data of the questionnaire were calculated by using SPSS 25.0. Based on the calculation, the result had showed a good level of teachers' knowledge toward intercultural value (see App 5, p.32).

Table 1. Descriptive Statistics for four dimensions in Early and Ang (2003)

Dimension 1 (Metacognitive)	Mean	SD
Question number 1 to 4	3.87	0.635
Dimension 2 (Cognitive)	Mean	SD
Question number 5 to 10	3.7	0.648
Dimension 3 (Motivational)	Mean	SD
Question number 11 to 15	3.8	0.637
Dimension 4 (Behavioural)	Mean	SD
Question number 16 to 20	3.49	0.709

Table 1 showed that each of dimensions had different score which indicated that teachers had different level of intercultural value knowledge. The first dimension was metacognitive dimension which dealt with the ability of a person to acknowledge the intercultural value. This dimension got the mean score 3.87 with the standard deviation 0.635. From the criteria of intercultural value level, the first dimensions had

the high level of intercultural value from the total score 5.00. The second dimension was cognitive dimension that related to a person's competency to accept the norms from different cultural background. This dimension got the mean score 3.7 with the standard deviation 0.648 from the total mean score 5.00. Based on the criteria level, the second dimension also had the high level of intercultural value for senior high school English teachers. The next dimension was motivational dimension. This dimension dealt with the way how individual can put his position and adapt positively in culturally diverse situation. Moreover, this dimension got the score 3.8 with the standard deviation 0.637, almost the same with the first dimension. It indicated that teachers' knowledge of intercultural value had the high level in this dimension. The last dimension was behavioural dimension which got the lowest score among others dimension. Behavioural dimension dealt with individual's competency to communicate and interact with people from different cultural background verbally or non-verbal. This dimension only got the score 3.49 with the standard deviation 0.709. Based on the level criteria, teachers' knowledge of intercultural value in this dimension got the moderate level of intercultural value.

In other hand, the respondents' level of achievement for the first dimension got the score 77.35%. This percentage indicates that participants' achievement was good. The second dimension got the respondents' level of achievement at the score 74.04%. It showed that respondents' achievement in this dimension also get a good level. The next dimension was motivational dimension which got slightly higher than the first dimension with the percentage 76% and classified as a good level of respondents' achievement. The last dimension was behavioural dimension. In this dimension, the respondents' level of achievement got the score 69.88% which indicates that it had a good level. To be concluded, the result of this research showed that the level of the senior high school English teachers' respondent achievement was high. Besides, the respondents' level of achievement also showed a good level for four dimensions.

4.2 Discussion

The result of the analysis previously showed that among four dimensions of CQS, all of them got high level of senior high school English teachers' knowledge of intercultural value which in this case very important for teachers to communicate across various culture. By acknowledging the intercultural value for teacher within teaching-learning environment, it also made the students to prepare in order "to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures" (Moeller & Nugent, 2014, p. 2). Among four dimensions of CQS, the highest level of intercultural value was metacognitive dimension. However, the other three dimensions still showed high level of intercultural value with very slightly different score. The level of each dimension come from the result of mean score and standard deviation. Mean score showed the average score of the group meanwhile the standard deviation showed the distribution of the data from the sample and to know how near the data with mean score. If the standard deviation got the lower score, it means that the data clustered around the mean score and the highest score of standard deviation means that the data was spread out from the mean score (Saricoban & Oz, 2014). On table 1, it showed that most of all standard deviation close to 0 score. This indicated that the data distribution from the sample close to the mean score. From this result, we knew that most senior high school English teacher in Jember had a high level of intercultural value knowledge. This study has the same opinion with some experts on how teachers should acknowledge the knowledge of intercultural value in order to communicate with the students from different cultural background (Egne, 2015) and prepared them to communicate in this globalization era (Moeller & Nugent, 2014). As Uso-Juan & Martinez-Flor (2008) said in their study, communicate with people from different background was not only involving the language itself, but also the target language's culture of the people we were going to communicate with.

The first dimension was metacognitive which related to the knowledge of intercultural value of English teachers. This dimension had the highest level among the other four dimensions. Based on Triandis (2006), individual with high level of metacognitive dimension could increase their awareness of how their perception toward their own culture influenced behavior in the culturally diverse setting. By acknowledging the value of culture, it allowed the individual to proceed further whether their interpretation toward intercultural value was appropriate or not during the interaction with people from different cultural background. Besides, this dimension also made individuals to see the world with the others' eyes and built the self-awareness toward different culture.

The second dimension was cognitive dimension which dealt with individual's understanding about the norm in culturally diverse setting. This dimension got the third highest level of intercultural value. Understanding this dimension can help the individuals to learn about how the norms that occurs in the society may differ from each other and cause of the different behavioral within the society. In the context of teaching-learning environment, senior high school English teachers who had high level knowledge of cognitive dimension would be easier to set various learning situation. It was very useful especially for engaging teachers to adapt in the new learning situation. Moreover, gaining the wider understanding toward intercultural value could make a further understanding about people's behavior and thought in certain cultural environment which was substituted by the globalization (Dayne, 2012). Besides, the general elements of intercultural value (e.g., norms) also important to be understood because it let people to appreciate how the culture might be similar and different for each other. For instance, an English teacher with high cognitive level dimension might know there were some different systems within teaching-learning environment across the culture. Meanwhile, it would be easier for them to positioned themselves in different cultural situation.

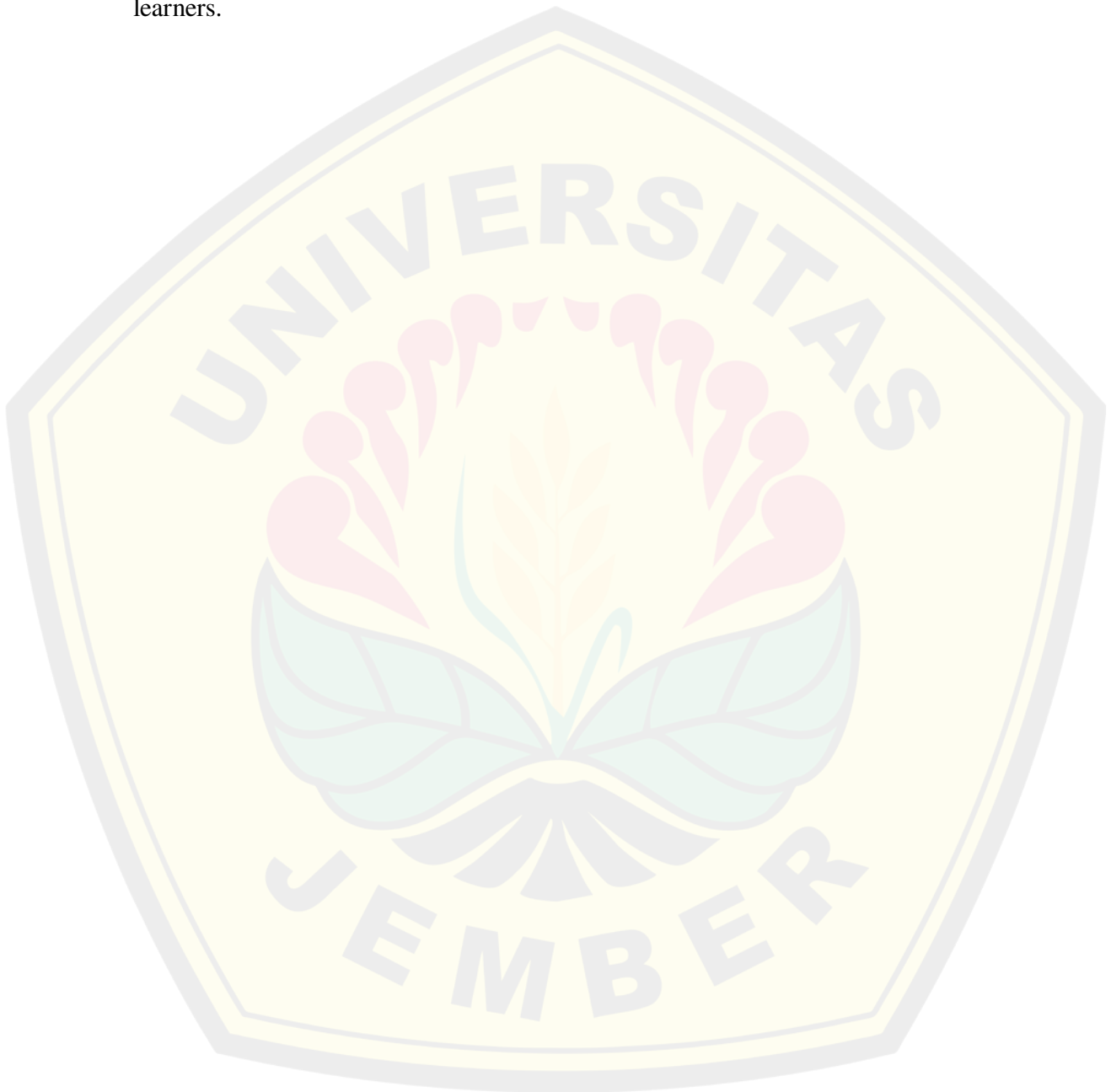
The next dimension was motivational. This dimension dealt with individual's ability to pay attention toward affection and behavior that come through in order to

avoid obstacles in the culturally diverse communication (Molinsky, 2007). Individual with high motivational dimensions were confident to deal with challenges in culturally different situation. In the context of teaching-learning situation, teachers under the high level of motivational dimension would warn the students that had habit to speak loudly in the classroom in order to appreciate teachers that took positioned as parents at school.

The last dimension was behavioral dimension. This dimension got the lowest level of intercultural knowledge among the other four dimensions. In this dimension, individuals need to manage their behavior to interact in the intercultural situations in order to reduce the misperception verbally or non-verbally (Ghahremani et al, 2010). By understanding behavioral dimension, it would be easier for individual to interpret and adapt their own cultural behavior in the culturally diverse situation. As Early and Ang (2003) stated behaviors that fit into a specific cultural setting may be inappropriate for another cultural situation. In the teaching-learning situation, teachers needed to acknowledge this behavioral dimension further to communicate with students from different cultural background in order to avoid the misunderstanding between students and teacher. Moreover, it would be easier for teacher who understand about this dimension to deliver the teaching-learning materials in various way without any misunderstanding.

After all the result of research were calculated, it could be concluded that the level of senior high school English teachers' knowledge in Jember toward intercultural value was high. The highest level of dimension in intercultural knowledge was metacognitive dimension with the mean score 3.87 from the total score 5.00. this dimension was focus on how teachers should master the cultural knowledge in order to conduct the teaching-learning process properly. From this result, we knew that senior high school English teachers in Jember were aware of culture related information and flexible in engaging themselves with other culture appropriately. By acknowledging the intercultural value for senior high school English teachers can help "to plan, facilitate, and participate in cultural teaching

activities, such as interactional discussions” (Garrido & Alvarez, 2006). Moreover, teachers need to develop their intercultural knowledge and promote their cultural teaching in order to engage students in different cultural communication. As Sercu et al (2004) said that the more eligible teachers are regarding to the intercultural knowledge, it will be easier for them to promote intercultural knowledge to their learners.



CHAPTER V**CONCLUSION AND SUGGESTION**

This chapter presents conclusions with respect to the objectives of the research.

5.1 Conclusion

The level knowledge of intercultural value among senior high school English teachers showed a good result. The way teachers conduct the classroom, manage the teaching-learning materials, communicate with the students, and deliver the materials was influenced by their understanding of culture. There were four dimensions of intercultural knowledge, each of them had different level based on the result of the research. From those four dimensions, metacognitive dimension got the highest level with the slightly score's differences. It means that having a good level of metacognitive increase the English teachers' understanding toward others culture in different situation. The second highest level was motivational dimension which means that English teachers in Jember got confident in order to avoid the obstacles related to intercultural value in culturally diverse situation. The next was cognitive dimension. This dimension got the third highest level of intercultural value which means that English teachers in Jember understands different norms occurs in different situation and how to dealt with it. The last dimension was behavioral dimension. It means that English teachers in Jember needed to learn further about different behaviour in order to avoid misunderstanding between one culture to another. This result had already been analysed using SPSS 25.0 with the level of four dimensions showed high level and the respondents' level of achievement also showed a good achievement. Along with the result of this research, senior high school English teachers were expected to have a deep understanding of intercultural value that will be shared with students in the teaching-learning process as a source of knowledge.

5.2 Suggestion

This research's result informed that senior high school English teachers' knowledge toward intercultural value had a high level. Intercultural knowledge was divided into four dimensions, they were metacognitive dimension, cognitive dimension, motivational dimension, and behavioural dimension. All of the four dimensions also had high level with the slightly different score to each other. However, there were some limitations for this research. This research was not deep research to know the English teachers' knowledge toward intercultural value. Thus, for future researchers were expected to conduct research using interview with senior high school English teachers in order to get further information about their understanding toward intercultural value. By using interview, the researchers will be easier to know the obstacles that come into teaching-learning process with culturally diverse situation. Moreover, the future researchers are expected to use the result of this study as their additional information or references to conduct further research related with senior high school English teachers' knowledge of intercultural value.

REFERENCES

- Alaei, M., & Nosrati, F. (2018). Research into EFL Teachers' Intercultural Communicative Competence and Intercultural Sensitivity. *Journal of Intercultural Communication Research*. 10.1080/17475759.2018.1424020
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1),57–64. doi: 10.1093/elt/56.1.57.
- Altugan, A. S. (2015). *The Relationship between Cultural Identity and Learning. Social and Behavioral Sciences*, 186,1159-1162.
- Ang, et al. (2007). Cultural Intelligence: Its Measurement and Effectson Cultural Judgment and Decision Making,Cultural Adaptation and Task Performance. *Management and Organization R*. 3, 335-371. doi: 10.1111/j-1 740-8784.2007.00082.X.
- Asrial, et al. (2019). Ethno-social knowledge: How does knowledge of basic school teachers in Indonesia. *Journal of Education and Learning*, 13(4). Doi: 10.11591/edulearn.v13i4.13739
- Arikunto, S. (2010). *Prosedur Penelitian: suatu pendekatan praktik*. Jakarta. Rineka Cipta.
- Atmodjo, J. T. (2006). *Modul 4 Format Penelitian Deskriptif dan Analisis Data Deskriptif*. 14th edition. http://pksm.mercubuana.ac.id/new/elearnings/files_modul/940410-4-70619577899.
- Benaissi, F. B. (2018). Intercultural Competence in ELT Contexts: A Study of EFL Teachers' Perceptions. *Arab World English Journal*, 9(4). Doi: 10.24093/awej/vol9no4.8
- Byram, M. (1988). *Cultural studies in foreign language education*. Clevedon, PA: Multilingual Matters.
- Byram, M. (2013). Foreign language teaching and intercultural citizenship. *Iranian Journal of Language Teaching Research*, 1(3), 53–62.

- Chan, D. W. (2001). Characteristics and competencies of teachers of gifted learners: The Hong Kong perspective. *Roepers Review*, 23, 197–201.
- Cohen, L., Manion, L., & Morrison, K. (2005). *Research methods in education*. UK: Routledge
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E.Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196–219). New York: Cambridge University Press.
- Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). University of Nebraska-Lincoln.
- Dyne, L. V. (2012). Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. *Social and Personality Psychology*. 295-313. Doi: 10.1111/j.1751-9004.2012.00429.x
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Palo Alto, Calif: Stanford University Press
- Egne, R. M. (2015). “Ethiopia in Transition: A Multicultural Education Perspective on Teacher Education Policies, Curricula, and Practices.” PhD diss., University of Oslo, Norway.
- Egne, R. M. (2016). Perceptions and practices of multicultural education among Ethiopian secondary teacher education program officials, teacher educators and prospective teachers. *An international journal of teachers' professional development*, <http://dx.doi.org/10.1080/13664530.2016.1259650>.
- Fantini, A. E. (1995). Introduction—language, culture and world view: exploring the nexus. *In International Journal of Intercultural Relations*, 19(2), 143-153. [https://doi.org/10.1016/0147-1767\(95\)00025-7](https://doi.org/10.1016/0147-1767(95)00025-7)
- Feldhusen, J. F. (1997). Educating teachers for work with talented youth. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (2nd ed., pp. 547–552). Boston, MA: Allyn & Bacon.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive inquiry. *American Psychologist*, 34, 906-911.

- Garrido, C., & Álvarez, I. (2006). Language teacher education for intercultural understanding. *European Journal of Teacher Education*, 29(2), 163–179. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/02619760600617342?journalCode=cete20#.VFyYYckyGKE>
- Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research, and Practice*. 2nd ed. New York: Teachers College Press.
- Hanley, J. (1999). Beyond the Tip of the Iceberg: Five Stages Toward Cultural Competence. *Reaching Today's Youth*, 3(1), 9-12.
- Holliday, A. (2011). *Intercultural Communication and Ideology*. London: Sage.
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed. Los Angeles: Sage.
- Lash, et al. (2020). Developing the intercultural competence of early childhood preservice teachers: preparing teachers for culturally diverse classrooms. *Journal of Early Childhood Teacher Education*. Doi: 10.1080/10901027.2020.1832631
- Lei, W. (2021). A Survey on Preservice English Teachers' Intercultural Communicative Competence in China. *English Language Teaching*. 14(1). <https://doi.org/10.5539/elt.v14n1p37>
- Li, D.C.S. (1998). Incorporating Lt Pragmatic Norms and Cultural Values in L2 : Developing English Language Curriculum for EIL in the Asia-Pacific Region. *Asian Englishes*. <http://dx.doi.org/10.1080/13488678.1998.10800993>.
- McConachy, T. (2018). Critically engaging with cultural representations in foreign language textbooks. *Intercultural Education*. <https://doi.org/10.1080/14675986.2017.1404783>.
- Moeller A. J., & Nugent K. (2014). *Building intercultural competence in the language classroom*. In S. Dhonau (Ed.), Report of the central states conference on the teaching of foreign languages (pp. 1-18). Richmond, VA: Robert M. Terry
- Molinsky, A. (2007). Cross-cultural code-switching: The psychological challenges of adapting behavior in foreign cultural interactions. *Academy of Management Review*, 32, 622–640.

- Monfared et al. (2016). Where the difference lies: Teachers' perceptions toward cultural content of ELT books in three circles of world Englishes. *CURRICULUM & TEACHING STUDIES*. <http://dx.doi.org/10.1080/2331186X.2015.1125334>.
- Paige, R.M., Jorstad, H.L., Siaya, L., Klein, F., & Colby, J. (2003). Culture learning in language education: A review of the literature. In D.L. Lange & R.M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning* (pp. 173–236). Greenwich, CT:Information Age Publishing.
- Pantic, N., & Wubbels, T. (2010). Teacher Competencies as a Basis for Teacher Education – Views of Serbian Teachers and Teacher Educators. *Teaching and Teacher Education*, 694-703.
- Pantic, N., & Wubbels, T. (2011). Teachers' Moral Values and Their Interpersonal Relationships with Students and Cultural Competence. *Teaching and Teacher Education*, 451-460.
- Pierce, L. A. (2017). Teaching Multicultural Awareness and Mentoring minority Students. *Journal for Multicultural Education*, 11(1).
- Reed, D. 1993. "Multicultural Education for Preservice Students". *Action in Teacher Education*, 15 (3): 27–34.
- Sadegi, K., & Sepahi, Z. (2017). Cultural content of three EFL textbooks: teachers' and learners' cultural preferences and cultural themes of textbooks. *Pedagogies: An International Journal*. <https://doi.org/10.1080/1554480X.2017.1417128>.
- Sanchez, A. (2004). The Task-Based Approach in Language Teaching. *International Journal of English Studies (IJES)*, 4(1), 39–71. Retrieved from: <http://dialnet.unirioja.es/descarga/articulo/919479.pdf>.
- Saricoban, A., & Oz, H. (2014). Research into pre-service English teachers' intercultural communicative competence (ICC) in Turkish context. *The Anthropologist*, 18(2), 523–531.
- Senyshin, R. M. (2018). Teaching for transformation: converting the intercultural experience of preservice teachers into intercultural learning. *Intercultural Education*. Doi: 10.1080/14675986.2018.1429791
- Sercu, L., Mendez Garcia, M. D. C., & Castro Prieto, P. (2004). Culture teaching in foreign language education. *EFL teachers in Spain as cultural mediators. Porta Linguarum*, N,1. 85–102.

- Shin et al. (2012). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253–268. <http://dx.doi.org/10.1080/07908318.2011.614694>.
- Spitzberg, H., & Chagnon, G. (2009). *Conceptualizing intercultural communication competence*. The SAGE handbook of intercultural competence (pp. 2–52).
- Uso-Juan, E., & Martinez-Flor, A. (2008). Teaching Intercultural Communicative Competence Through The Four Skills. *Revista Alicantina de Estudios Ingleses*, 21, 157-170.
- Van den Branden, K. (2009). *Training teachers: Taskbased as well?* In K. Van den Branden, M. Bygate, & J. M. Norris (Eds.), Amsterdam: John Benjamins.
- Weaver, G. R. (1986). *Understanding and coping with cross-cultural adjustment Stress*. In R.M. Paige (Ed). Cross-cultural orientation. New conceptualizations and applications. Lanham MD: University Press of America.
- Zhang, K., & Sung, C.C.M. (2013). EIL, ELF, Global English: teaching and learning issues. *Language and Intercultural Communication*, 13(1), 117-120. <http://dx.doi.org/10.1080/14708477.2012.761329>
- Zhang, Y. (2017). A Study on ESL Teachers' Intercultural Communication Competence. *English Language Teaching*, 10(11). 10.5539/elt.v10n11p229
- Zhong, H., Bai, Q. H., & Fan, W. W. (2013). A trail study on construction of Intercultural communicative competence self-rating scale. *Foreign Language World*, 3, 47-56.

APPENDIX 1

Research Matrix

Research Title	Research Problem	Variable	Indicators	Research Methodology	Source of Data
Senior High School English Teachers' Knowledge of Intercultural Value	1. How the level of senior high school English teachers' knowledge of intercultural value	1. Teachers' Knowledge of Cultural Value	Indicators based on Cultural Intelligence Scale develop by Ang (2003)	<ol style="list-style-type: none"> 1. Research Design: Survey Research Design 2. Research Method: Descriptive Statistic Test 3. Data Collection Method: Questionnaire 4. Data Analysis Method: <ul style="list-style-type: none"> • Dealing with senior high school English teachers' knowledge of intercultural value, the researcher used Likert Scale by counting the quartile of the questionnaire. 	66 participants from Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris SMK Kabupaten Jember

APPENDIX 2

Questionnaire for Teacher

Dear Teacher

This questionnaire is part of a research work. Originally, this questionnaire had been developed by Early and Ang (2003). It aims at investigating the teachers' understanding of cultural knowledge in culturally diverse settings. You are kindly requested to answer the following questionnaire. There are 5-point likert scale ranging from *strongly disagree* to *strongly agree*. Please, choose one of the scales based on your preference.

Name:

Gender: Male/ Female

Affiliation:

No	Questionnaires Item	Scale				
		Strongly Agree (5)	Agree (4)	No Idea (3)	Disagree (2)	Strongly Disagree (1)
1.	I am conscious of the cultural knowledge as I use when interacting with people in different cultural backgrounds.					
2.	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.					
3.	I am conscious of the cultural knowledge as I apply to cross-cultural interactions.					
4.	I check the accuracy of my cultural knowledge as I interact with people from different cultures.					
5.	I know the legal and economic systems of other cultures.					
6.	I know the rules (e.g., vocabulary, grammar) of other languages.					
7.	I know the cultural values and religious beliefs of other cultures.					
8.	I know the marriage systems of other cultures.					
9.	I know the arts and crafts of other cultures.					
10.	I know the rules for expressing nonverbal behaviors in other cultures.					

11.	I enjoy interacting with people from different cultures.					
12.	I am confident that I can socialize with locals in a culture that is unfamiliar to me.					
13.	I am sure I can deal with the stresses of adjusting to a culture that is new to me.					
14.	I enjoy living in cultures that are unfamiliar to me.					
15.	I am confident that I can get accustomed to the shopping conditions in a different culture.					
16.	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.					
17.	I use pause and silence differently to suit different cross-cultural situations.					
18.	I vary the rate of my speaking when a cross-cultural situation requires it.					
19.	I change my nonverbal behavior when a cross-cultural situation requires it.					
20.	I alter my facial expressions when a cross-cultural interaction requires it.					

APPENDIX 4

The Percentages of Teachers' Knowledge of Cultural Value

No	Questionnaires Item	Agree		No Idea	Disagree	
		Strongly Agree	Agree		Disagree	Strongly Disagree
1.	I am conscious of the cultural knowledge as I use when interacting with people in different cultural backgrounds.	17,4%	66,7%	10,1%	5,8%	0%
2.	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	8,7%	66,7%	17,4%	4,3%	2,9%
3.	I am conscious of the cultural knowledge as I apply to cross-cultural interactions.	8,7%	76,8%	13%	1,4%	0%
4.	I check the accuracy of my cultural knowledge as I interact with people from different cultures.	7,2%	71%	20,3%	1,4%	0%
5.	I know the legal and economic systems of other cultures.	2,9%	59,4%	36,2%	1,4%	0%
6.	I know the rules (e.g., vocabulary, grammar) of other languages.	10,1%	62,3%	24,6%	2,9%	0%
7.	I know the cultural values and religious beliefs of other cultures.	5,8%	68,1%	23,2%	2,9%	0%
8.	I know the marriage systems of other cultures.	5,8%	56,5%	30,4%	7,2%	0%
9.	I know the arts and crafts of other cultures.	5,8%	63,8%	24,6%	5,8%	0%
10.	I know the rules for expressing nonverbal behaviors in other cultures.	7,2%	56,5%	30,4%	5,8%	0%
11.	I enjoy interacting with people from different cultures.	24,6%	65,2%	10,1%	0%	0%
12.	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	10,1%	62,3%	24,6%	2,9%	0%
13.	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	5,8%	65,2%	26,1%	2,9%	0%
14.	I enjoy living in cultures that are unfamiliar to me.	8,7%	50,7%	36,2%	4,3%	0%
15.	I am confident that I can get accustomed to the shopping conditions in a different culture.	7,2%	56,5%	33,3%	2,9%	0%
16.	I change my verbal behavior (e.g., accent, tone) when a cross-cultural	5,8%	53,6%	27,5%	13%	0%

	interactionrequires it.					
17.	I use pause and silence differently to suit different cross-cultural situations.	5,8%	53,6%	33,3%	7,2%	0%
18.	I vary the rate of my speaking when a cross-cultural situation requires it.	4,3%	53,6%	39,1%	2,9%	0%
19.	I change my nonverbal behavior when a cross-cultural situation requires it.	4,3%	42%	43,5%	10,1%	0%
20.	I alter my facial expressions when a cross-cultural interaction requires it.	5,8%	43,5%	42%	8,7%	0%



DIGITAL REPOSITORY UNIVERSITAS JEMBER

APPENDIX 5

No	Questionnaires Item	Agree		No Idea	Agree		N	Score	Mean	TCR	Category
		Strongly Disagree	Disagree		Agree	Strongly Agree					
Metacognitive Dimension											
1	I am conscious of the cultural knowledge as I use when interacting with people in different cultural backgrounds.	0	3	7	45	11	66	262	3.97	79.39	Good
2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	2	3	11	45	5	66	246	3.73	74.55	Good
3	I am conscious of the cultural knowledge as I apply to cross-cultural interactions.	0	1	8	52	5	66	259	3.92	78.48	Good
4	I check the accuracy of my cultural knowledge as I	0	1	13	47	5	66	254	3.85	76.97	Good

	interact with people from different cultures.										
Cognitive Dimension											
5	I know the legal and economic systems of other cultures.	0	1	24	39	2	66	240	3.64	72.73	Good
6	I know the rules (e.g., vocabulary, grammar) of other languages.	0	2	16	41	7	66	251	3.80	76.06	Good
7	I know the cultural values and religious beliefs of other cultures.	0	2	15	45	4	66	249	3.77	75.45	Good
8	I know the marriage systems of other cultures.	0	4	21	37	4	66	239	3.62	72.42	Good
9	I know the arts and crafts of other cultures.	0	3	16	43	4	66	246	3.73	74.55	Good
10	I know the rules for expressing nonverbal behaviors in other cultures.	0	4	20	37	5	66	241	3.65	73.03	Good
Motivational Dimension											

DIGITAL REPOSITORY UNIVERSITAS JEMBER

11	I enjoy interacting with people from different cultures.	0	0	7	43	16	66	273	4.14	82.73	Good
12	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	0	2	15	43	6	66	251	3.80	76.06	Good
13	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	0	2	17	43	4	66	247	3.74	74.85	Good
14	I enjoy living in cultures that are unfamiliar to me.	0	3	23	34	6	66	241	3.65	73.03	Good
15	I am confident that I can get accustomed to the shopping conditions in a different culture.	0	2	22	38	4	66	242	3.67	73.33	Good
16	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	0	9	17	37	3	66	232	3.52	70.30	Good

17	I use pause and silence differently to suit different cross-cultural situations.	0	5	22	36	3	66	235	3.56	71.21	Good
18	I vary the rate of my speaking when a cross-cultural situation requires it.	0	2	26	36	2	66	236	3.58	71.52	Good
19	I change my nonverbal behavior when a cross-cultural situation requires it.	0	7	29	28	2	66	223	3.38	67.58	Good
20	I alter my facial expressions when a cross-cultural interaction requires it.	0	6	28	29	3	66	227	3.44	68.79	Good