PRE-SERVICE ENGLISH TEACHERS’ ATTITUDE TOWARDS INTERCULTURAL LANGUAGE LEARNING
(An Instrumental Case Study on the Sixth Semester of Tertiary English Students at Sebelas Maret University)

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MOTTO

Learning is the nature of humans. It becomes their blueprint to live. Willy-nilly, to stay still in this nature we, humans, have to be lifelong learners, or we ourselves will tear our own blueprint.

_Ruly Morganna_
DEDICATION

Al-hamdu lillahi rabbil 'alamin, this thesis is finally accomplished.

This thesis is dedicated to:

1. My beloved father and mother, Nazarrullah and As Linda, who always pray for every single good thing that I do to reach my ambition, and who always give me their lifelong supports for any condition I deal with.
2. Lembaga Pengelola Dana Pendidikan (LPDP) that has fully funded my master study in Universitas Sebelas Maret;
3. My beloved brothers in Curup and Lebong, Bengkulu;
4. My beloved fiancée;
5. Ikatan Penerima Beasiswa LPDP UNS, my beloved family in Solo;
6. All of my friends who always support me too.
ABSTRACT

Ruly Morganna. S891608015. “Pre-service English Teachers’ Attitude towards Intercultural Language Learning.” Thesis. Advisor I: Dr. Sumardi, M. Hum. Advisor II: Prof. Dr. Sri Samiati Tarjana. English Education Department, Graduate School, Sebelas Maret University, Surakarta.

The present research focused on probing into pre-service English teachers’ attitude towards intercultural language learning (ILL), the factors influencing their attitude, and analyzing their English teaching practice in the perspective of ILL principles.

An instrumental case study was employed to reveal the data oriented to the aforementioned focuses. Six pre-service English teachers taking English education major in Universitas Sebelas Maret were purposively engaged as the subjects. Interview, questionnaire, and observation were exerted to garner the data which were further analyzed by using the interactive model of data analysis. During soliciting up to reporting the data, a range of strategies to pursue the data credibility, transferability, dependability, and confirmability were also applied.

The results indicated that all pre-service English teachers had a positive attitude towards ILL as manifested in their positive evaluative judgments vis-a-vis ILL ideologies and principles across affective, cognitive, and behavioral domain of attitude. Along with their positive attitude, there were a number of influential factors extending to: the attention to ILL, the comprehensibility of ILL, the attractiveness of ILL, the acceptability of ILL, good mediators to understand ILL, the merit of the mediators to understand ILL, the understanding with respect to ILL, prior knowledge associated with ILL, social environment, the reasonableness of ILL, the habit of learning, the frequency of interaction with ILL, the professionalism related role, and professional efficacy. In turn, reflected on their positive attitude per se, they had also capably enacted three ILL principles in their English teaching practice. First, the active construction principle was implemented through engaging students to play guessing game, using intercultural material, and assigning activities like a group discussion, paired free talk, and peer checking. Second, the making connection principle was implemented through posing leading questions, comparing and contrasting two lingua-cultures, and assigning students to brainstorm ideas before speaking practice. Third, the interaction principle was implemented through tasking communication in group and assigning activities like reading comprehension, free talk, peer checking and peer interview. Given that they were just about to be the beginner English teachers, such efficacy to apply those principles became adequate evidence to reflect on their positive attitude towards ILL. Further studies are highly recommended to more deeply deal with the realm of ILL implementation in Indonesian contexts. Such studies can be meaningful references for Indonesian English teachers to apply ILL.

Keywords: Attitude; Intercultural language learning; Pre-service English teachers
ABSTRAK


Penelitian ini bertujuan untuk menginvestigasi sikap calon guru bahasa Inggris terhadap intercultural language learning (ILL), menggali faktor yang mempengaruhi sikap mereka, dan menganalisa praktek mengajar bahasa Inggris yang mereka laksanakan dalam perspektif prinsip-prinsip ILL.


Temuan penelitian menunjukkan bahwa semua calon guru (subjek penelitian) memiliki sikap positif terhadap ILL. Sikap mereka direpresentasikan oleh evaluasi positif yang mereka berikan terhadap ideologi-ideologi serta prinsip-prinsip ILL dimana evaluasi tersebut meliputi aspek afektif, kognitif, dan konatif dari sikap mereka. Sikap positif mereka terhadap ILL dibentuk oleh beberapa faktor seperti: perhatian terhadap ILL, keterpahaman ILL, kemenarikan ILL, keberterimaan ILL, mediator yang ideal untuk memahami ILL, kualitas mediator yang mendukung pemahaman ILL, pemahaman mereka terhadap ILL, pengetahuan sebelumnya terkait ILL, lingkungan sosial, kebiasaan belajar, frekuensi interaksi dengan ILL, peran terkait profesionalisme, dan kemampuan terkait profesionalisme. Selanjutnya, mereka sudah mampu menerapkan tiga prinsip ILL dalam praktek mengajar. Prinsip pertama (active construction) diaplikasikan dengan melibatkan siswa bermain guessing game, menggunakan materi yang interkultural dan menjalankan aktivitas seperti a group discussion, paired free talk, dan peer checking. Prinsip kedua (making connection) diaplikasikan dengan menjalankan aktivitas belajar seperti communication in group, reading comprehension, free talk, peer checking dan peer interview. Berhubung mereka masih pemula, kemampuan mereka dalam menerapkan prinsip-prinsip ILL tersebut sudah cukup membuktikan sikap positif mereka terhadap ILL. Studi lanjut sangat dianjurkan khususnya pada area penerapan ILL dalam konteks pembelajaran bahasa Inggris di Indonesia agar temuan-temuannya bisa menjadi referensi bagi para guru bahasa Inggris di Indonesia dalam menerapkan ILL.

Kata Kunci: Calon guru bahasa Inggris, Intercultural language learning, Sikap
PRONOUNCEMENT

I would like to certify that the thesis entitled PRE-SERVICE ENGLISH TEACHERS’ ATTITUDE TOWARDS INTERCULTURAL LANGUAGE LEARNING (An Instrumental Case Study on the Sixth Semester of Tertiary English Students at Sebelas Maret University) is really and entirely my own work. It is not plagiarism and is not written by others. Everything pertinent to others’ works is written in quotation, and the overall related sources are provided on the list of references.

If then, this pronouncement is proven wrong; I am ready to take the consequences.

Surakarta, July 2018

Ruly Morganna
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In the name of Allah, the most gracious and the most merciful

Firstly, I would like to express my sincere gratitude to my first and second advisor, Dr. Sumardi, M.Hum., and Prof. Dr. Sri Samiati Tarjana, for the continuous support, patience, motivation, and immense knowledge that they have given to me for the sake of this thesis completion. I also would like to thank the thesis examiners for their meaningful and essential comments which have definitely supported the betterment of this thesis. My sincere gratitude is also expressed to all participants of this thesis who have been voluntarily willing to be engaged as the sources of data.

As the author, I realize that this thesis is not totally free from mistakes. Further meaningful suggestions in support of the betterment of this thesis are always welcome. The last, it is expected that this thesis can be beneficial to anyone who has the same interest as one addressed in this thesis.

Surakarta, July 2018

Ruly Morganna
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