

**INTERCULTURAL TEACHING IN AN EFL SECONDARY SCHOOL CONTEXT:
INDONESIAN TEACHERS' PERSPECTIVES AND PRACTICES**

A Dissertation

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by

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Intercultural Teaching In an EFL Secondary School Context: Indonesian Teachers' Perspectives and Practices

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PAGE OF APPROVAL

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ABSTRACT

This exploratory case study investigates intercultural teaching perspectives and practices among secondary school English as a Foreign Language (EFL) teachers in Indonesia, using Byram's Intercultural Communicative Competence (ICC) framework as its theoretical foundation. The study involved 253 senior high school English teachers from various schools in Lampung, Indonesia. The research procedures included a questionnaire, semi-structured interviews, and classroom observations. Out of the 253 survey participants, 6 were randomly selected for interviews based on their representation of Lampung's secondary school zones, and 2 were chosen for classroom observations based on their representative professional profiles and notable achievements. All participants held a bachelor's degree and had at least 2 years of teaching experience. Findings reveal a shared recognition among teachers of the importance of integrating language and culture in EFL instruction. However, challenges such as limited exposure to diverse cultural contexts, insufficient intercultural training, and variability in pedagogical expertise impede effective intercultural teaching. The study addresses these issues by recommending enhanced professional development, improved teacher training programs, and greater access to intercultural resources. The study is notable for its methodological approach, combining surveys, interviews, and classroom observations to provide a comprehensive view of intercultural teaching practices. It uniquely describes the actual implementation of intercultural teaching through the lens of Liddicoat's principles of intercultural teaching and Borghetti's model of intercultural teaching. The study underscores the need for integrating cultural content into language instruction and developing professional development programs that enhance both linguistic proficiency and intercultural competence. Recommendations include using diverse cultural materials, fostering inclusive classrooms, and leveraging technology for authentic intercultural experiences. Institutions and policymakers should invest in resources, professional development, and global collaborations. Future research should consider larger sample sizes and longitudinal studies to further explore and improve intercultural teaching practices.

Keywords: classroom practices, intercultural teaching, teachers' perspectives.

ABSTRAK

Dengan menggunakan kerangka Intercultural Communicative Competence (ICC) dari Byram sebagai landasan teori, penelitian ini bertujuan untuk mengeksplorasi perspektif dan praktik pengajaran lintas budaya di kalangan guru Bahasa Inggris sebagai Bahasa Asing (EFL) di tingkat Sekolah Menengah Atas di Indonesia. Sebanyak 253 guru Bahasa Inggris dari berbagai Sekolah Menengah Atas di Lampung berpartisipasi dalam penelitian ini. Metode yang digunakan meliputi kuesioner, wawancara semi-terstruktur, dan observasi kelas. Dari 253 responden, 6 guru dipilih secara acak untuk wawancara berdasarkan representasi wilayah sekolah, dan 2 guru dipilih untuk observasi kelas berdasarkan profil keprofesian dan pencapaian mereka yang menonjol. Semua peserta memiliki gelar sarjana dan pengalaman mengajar setidaknya 2 tahun. Hasil penelitian menunjukkan bahwa mayoritas guru sepakat akan pentingnya mengintegrasikan bahasa dan budaya dalam pengajaran Bahasa Inggris. Namun, beberapa tantangan seperti terbatasnya paparan terhadap berbagai konteks budaya, kurangnya pelatihan interkultural, dan perbedaan kemampuan pedagogis menjadi hambatan dalam penerapan pengajaran antarbudaya yang efektif. Untuk mengatasi tantangan ini, studi ini merekomendasikan peningkatan pengembangan keprofesian, program pelatihan guru yang lebih komprehensif, dan akses yang lebih luas terhadap sumber budaya yang multikultural. Kebaruan penelitian ini terletak pada penggunaan metode yang menggabungkan survei, wawancara, dan observasi kelas sebagai basis pengambilan data untuk memberikan gambaran menyeluruh tentang praktik pengajaran lintas budaya. Selain itu, penelitian ini mengaplikasikan prinsip-prinsip pengajaran antarbudaya dari Liddicoat dan model praktek pengajaran dari Borghetti, yang secara unik menggambarkan penerapan nyata pengajaran lintas budaya di dalam kelas. Penelitian ini juga menekankan pentingnya integrasi konten budaya dalam pengajaran bahasa serta perlunya program pelatihan profesional yang dapat meningkatkan kemampuan bahasa dan kompetensi antarbudaya para guru. Hasil dari penelitian ini merekomendasikan penggunaan materi budaya yang lebih beragam, menciptakan lingkungan belajar yang inklusif, serta memanfaatkan teknologi untuk menghadirkan pengalaman interkultural yang lebih otentik. Institusi pendidikan dan pembuat kebijakan didorong untuk berinvestasi dalam pengembangan sumber daya, pelatihan profesionalitas guru, serta mendorong kolaborasi global. Keterbatasan yang ditemukan dalam penelitian ini mendorong penelitian lanjutan untuk menggunakan sampel yang lebih besar dan menggunakan pendekatan longitudinal untuk mendapatkan hasil yang lebih mendalam terkait dengan implementasi pengajaran lintas budaya di Sekolah Menengah Atas di daerah-daerah lain di Indonesia.

Kata kunci: praktik kelas, pengajaran lintas budaya, perspektif guru.

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