

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS & RECOMMENDATIONS**

The final chapter provides conclusions derived from the data presentation and discussion presented in the preceding chapter. This chapter provides a comprehensive overview of the research findings, as well as the limitations and implications of this study. This chapter ends with recommendations and ideas for future research endeavors on related subjects.

#### **5.1 Conclusions**

First, based on the research findings, it is evident that secondary school teachers in Indonesia generally share a common understanding of the knowledge and the significance of intercultural teaching. They acknowledge the importance of integrating both language and cultural education into intercultural teaching. The study demonstrates that successful intercultural teaching extends beyond language proficiency to include fostering students' cultural awareness and intercultural skills. It highlights the crucial connection between language and culture, emphasizing that developing both linguistic abilities and intercultural understanding is essential for effective communication. While teachers recognize key aspects of intercultural communicative competence (ICC), such as effective communication and cultural understanding, some may focus narrowly on language skills or cultural habits, potentially overlooking broader elements of ICC like attitudes, empathy, and the dynamic nature of intercultural interactions. To address this, the study advocates for professional development programs that provide a holistic approach to intercultural teaching. This approach integrates specialized training to cover not only language and cultural knowledge but also attitudes, empathy, and the complexities of intercultural interactions, ensuring that educators can help students achieve a thorough and well-rounded understanding of intercultural competence.

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Second, upon observing the classroom, it was evident that there was a noticeable difference in the effectiveness of intercultural teaching between two teachers. This study showcases the influence of teachers' pedagogical competence and teachers' communicative competence on the inclusivity and effectiveness of their teaching practices. This study highlights the potential advantages and challenges that teachers encounter when incorporating cultural awareness into the EFL teaching practices. Effective teaching in multicultural settings requires both pedagogical and intercultural competence. Successful teachers create inclusive and engaging learning environments by integrating well-rounded pedagogical skills. In contrast, those who struggle with these competencies face challenges in facilitating effective intercultural instruction. This emphasizes the need for development in both pedagogical and intercultural competencies to achieve successful educational outcomes.

The variations in the efficacy of intercultural instruction between the two teachers can be ascribed to disparities in their pedagogical and communicative proficiencies, encompassing their capacity to incorporate cultural awareness into lesson plans, modify teaching approaches to accommodate diverse student requirements, and effectively handle classroom dynamics. External variables like the availability of school resources and the diversity of students might also have a substantial impact. The study emphasizes the need for targeted support to enhance both teachers' competencies and the educational environment, highlighting the importance of addressing these variables.

## **5.2 Implications**

A notable limitation of this study is the variability in teachers' pedagogical and communicative competence, which impacts the effectiveness of intercultural teaching. While some teachers exhibit a solid grasp of intercultural concepts, others may struggle due to insufficient skills, highlighting a potential inconsistency in delivering

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intercultural education. Additionally, the study's reliance on adopted questionnaires and a limited number of classroom observations may introduce biases, such as teachers overestimating their own capabilities. To address these issues, future research should focus on developing more tailored questionnaires, expanding the sample size and observation frequency, and incorporating objective measures to better assess teachers' understanding and competence in intercultural teaching.

To improve the evaluation of instructors' comprehension and proficiency in intercultural instruction, a variety of methodologies can be employed. To begin with, creating customized surveys that target distinct aspects of intercultural competence, such as cultural knowledge, instructional tactics, and practical application, will yield a more thorough assessment. Enhancing the sample size and frequency of observations can enhance the potential to apply the findings to a broader context and provide more comprehensive insights into teaching practices over a longer period. Utilizing objective metrics, such as video recordings, peer evaluations, and student feedback surveys, can provide an external viewpoint on the efficacy of teaching. Furthermore, evaluating the influence of professional development programs on teachers' practices and conducting subsequent assessments to monitor advancement over time would yield useful insights into the efficacy of training interventions. By employing a mixed-method approach that integrates both quantitative and qualitative data, a deeper understanding of teaching practices and issues can be attained. Introducing peer review mechanisms, where teachers observe and provide feedback on each other's intercultural teaching, can be a valuable way to identify exemplary practices and areas for further improvement. By implementing these measures, instructors can gain a more accurate and comprehensive assessment of their intercultural competency and teaching practices.

Educational institutions should create an environment that supports intercultural learning by offering resources, professional development opportunities, and a curriculum rich in intercultural elements. This support will enable teachers to

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implement effective intercultural teaching practices and prepare students for global interactions. Additionally, curriculum designers must integrate authentic materials and real-world cultural contexts to enhance students' critical thinking and reflection. The use of technology, such as multimedia resources and virtual exchanges, can also significantly enhance intercultural education by broadening students' global perspectives and providing authentic language practice.

### **5.3 Recommendations**

Building on the conclusions drawn from the study on intercultural teaching in Indonesian EFL secondary school classrooms, the following recommendations are proposed to enhance the integration of intercultural competence into English language education. These recommendations are directed towards teachers, educational institutions, policy makers, and future researchers.

Teachers are suggested to actively seek out and incorporate teaching materials that represent a wide range of cultures, create inclusive classroom environments where students feel safe and encouraged to share their cultural backgrounds and perspective, provide the students activities that promote mutual respect and understanding should be a regular part of the curriculum, encourage students to think critically about cultural stereotypes and biases through discussions and assignments, participate in ongoing professional development opportunities focused on intercultural competence, and utilize digital tools and online platforms to connect students with peers from different cultural backgrounds to provide authentic intercultural experiences.

It is advisable for educational institutions to allocate funds towards acquiring resources that facilitate intercultural instruction. This investment encompasses the procurement of culturally diverse educational materials, including books, multimedia resources, and access to international communication channels that facilitate

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interaction between students of diverse cultural backgrounds. In addition, establishing a collection of exemplary methods and instructional materials helps facilitate the exchange of effective strategies among educators and promote mutual learning.

Regarding the policy makers, this study recommends to integrate intercultural competence into the teacher standards, promote research and innovations involving teachers and scholars, facilitate global collaborations by forging alliances with schools and educational institutions in foreign nations to offer teachers and students genuine intercultural encounters.

Forthcoming research ought to contemplate the implementation of a mixed-methods design, wherein qualitative and quantitative data are integrated to furnish a more exhaustive evaluation of the perspectives and practices of intercultural teaching among educators. A greater representation of institutions and regions within Indonesia in the sample using comparative studies could facilitate the generalization of the results. These studies may demonstrate best practices that are adaptable to the complex and multicultural settings. Promoting longitudinal investigations may also provide valuable insights regarding the enduring effects of professional development initiatives on the intercultural competencies of educators.

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