

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, finding and data analysis are presented in brief and detail explanation. The data of research displays description about the finding according to the analysis process. The analysis process follows Putney's analysis model for qualitative research using diary.

4.1 FINDINGS

The researcher used two types of data to generate this study properly. The data are pre-service teacher's diary and documentation (photos, video and report).

4.1.1 Pre-service Teacher's Diary

The diary of pre-service teacher is a whole reflection of experience during participating in the exchange program namely SEA-TEACHER Project batch 4. The diary is not limited by some certain topics as it is an uncategorized diary. It summarizes the entire activities in the school as pre-service teacher and journey of discovery in daily basis. The focus of this study is on intercultural communication challenges that appear in the school and the strategy used to deal with.

There are mainly 29 diaries in total due the program lasted for approximately one month. As the pre-service teacher did around 6 teachings, therefore only some diaries that have been explored thoroughly especially that mentions school related environment. The 13 diaries provide some help for the pre-service teacher to capture moments of student-teacher interactions, teaching experience, intercultural communication challenges as well as school adaptation process. The pre-service teacher also can evaluate about her performance on

teaching regarding the material, methodology and approach that she used in the classroom. In addition, pre-service teacher's intercultural competences can be identified within the diary. The discussion of finding is in thematic approach in which the focus of explanation is on major and trend issues related to intercultural communication only. The data are verbatim of diary so as the signal of some statements and explanation from the researcher will be marked by using two bracket signs (...).

An example of diary written by pre-service teacher is in the following table 4.1. The full version of all diaries can be found the appendixes section for further detail.

Table 4.1 Diary Entry Example

Diary Teaching
Day 11 – First Teaching (M5-7)
<u>16 Agustus 2017</u>
<p>The time of teaching practice for me was nearly coming. I just prepared the material and doing some practices. I was really nervous. I tried to tell my to calm down. It worked on me but just a little.</p> <p>My first class for teaching practice was M5-7 (similar to Grade 11-7). There were around 40 students. The lesson plan that I made was about direct and indirect (as I told you before). I was not sure that I can manage the students on time due to the school only allocated 50 minutes for each period. I thought it was shorter than in Indonesia. We used to have 90 minutes for each period.</p> <p>I entered the class at 11.10. Some students were in the class but there were some still outside the class. I opened the class and delivered all the stages of teaching as the lesson plan. I was excited with the students. Finally the class ended without so much problem. The only problem was that I missed the production stage during my teaching practice. I was not familiar yet the time allocation. The students was not bad. They were able to understand the lesson. The followed my instruction well. Therefor the aim of lesson was</p>

achieved.

I noted some feedback and comment from my mentor, Teacher Mee in the office after lunch time. He gave me a positive evaluation. Then I backed to dorm at about 3 pm with my friend after bought a green tea at the canteen.

Oh yeah, On that day, My friend from Philippine gave me something like cookies. It has white color and love shape. She told me the taste is sweet because it made from milk powder. It looked like castengel.

4.1.2 Documentations

Photos and videos of teaching process remain as the supporting data for this study. The researcher will show an example of photo that can describe the process of teaching EFL process in the classroom in the figure 4.1. The whole other documentations will be available in the appendixes of this research.



Figure 4.1 Teaching EFL situation

The picture above is a moment when the pre-service teacher performed teaching EFL learners in the classroom. The topic on that day was about tourism

of Indonesia. The pre-service teacher taught the students about listening for detail. Some videos were used as the material for teaching.



Figure 4.2 Student’s activity during the learning process

The figure 4.2 shows student’s activities in the practice stage during the learning process. The students were completing the task about direct and indirect topic.

4.1.3 Coding

Coding refers to activity which lets the researcher to put some categorization within the data based on a certain themes in order to make it as evidence in the research. The coding steps that followed in this study are renaming, refining, grouping and categories regrouping.

Table 4.2 Coding System in This Research

Source of Data	Coding Sample	Explanation
Pre-service teacher diary	DY-ICC-D4:7-8	‘DY’ (pre-service diary) means the data come from the diary of pre service teacher, ‘ICC’ (Intercultural communication) means it shows intercultural communication, and ‘D4:7-8”

		means that this information is in Entry Day 4 line 7-8.
Document	DOC-ICCcha/LP-C5:37-41	‘DOC’ (Document) means data is gathered from document, ICCha/LP is ICC challenge in form of language problem (LP) as the theme, and C5:37-41 means the data is from report at chapter 5 lines 37-41.

4.1.4 Themetizing

The discussion of this research will be classified according to these themes for further explanation. The themes below were created by referring to the grounded or construct theories of this research.

Table 4.3 Themetizing Matrix

No	Code	Themes	Sub component
1	ICC	Intercultural Communication	Characteristics and Process <ul style="list-style-type: none"> - Social interaction - Respect - Human equality - Democracy <hr/> Component <ul style="list-style-type: none"> - Superficial causes - Basis causes
2	ICCcha LP CP	Intercultural Communication Challenge : <ul style="list-style-type: none"> - Language Problem - Culural Problem 	
3	ICcomp K S A V	Intercultural Competences as the Strategies : <ul style="list-style-type: none"> - Knowledge - Skill - Attitude - Value 	
4	Disc	Discernment	

4.2 DISCUSSION

This section will provide the discussion about the finding and the researcher's brief explanation about the meaning. The interpretation and analysis is according to the themes for elaboration.

4.2.1 Intercultural Communication

In this study, the pre-service teacher did teaching practice in Thailand through an international exchange program for pre-service teacher in ASEAN namely SEA-TEACHER project 2017 batch 4. She became a sojourner in Thailand. As intercultural communication occurs when person meet other person from different cultural background (Hua, 2011), and this kind of international program like SEA-Teacher program encourages intercultural communication in a positive way, therefore, the pre-service teacher experience the intercultural communication. This is due to during the program she happens to make interaction with Thai people on daily basis. Intercultural communication is a form of social interaction on the basis of respect and human equality as the point of human right as well as democracy (Byram, Gribkova, & Starkey, 2002). People do various activities in one day. As example, the pre-service teacher was under supervision of an English teacher when she did teaching practicum. Apparently, her supervisor is native Thai speaker. It is proven in the diary transcript (DY-ICC-D4:7-8) and (DY-ICC-D5:19). The figure 4.3 and figure 4.4 provide an additional support to the diary transcript.

My mentor is Teacher Mee (So sorry for not remembering your Thai name It's quite difficult). He is English teacher for M4 (Matayom 4 / grade 10) and M5. **He is Thai.**

(DY-ICC-D4:7-8)

In the afternoon, **I had lunch with some students from M4** in the canteen
(DY-ICC-D5:19)



Figure 4.3 My mentor Teacher Mee (Somnuek Ubonrat)

Intercultural communication enables to share and to exchange information during the process (Rogers & Steinfatt, 1999). Interaction between two people leads to have time for discussion in order to understand each other better. The student teacher does exchange information with Thailand people. She shared some information about her country. The diary shows evidences for it (DY-ICC-D5:17-18). Figure 4.4 supports the evidence in the diary.

“I helped Teacher Mee by giving information about Indonesia.”
(DY-ICC-D5:17-18)



Figure 4.4 Sharing information about Indonesia to the students



Figure 4.5 Having lunch with students

Further, the SEA-Teacher participants come from different country of ASEAN and the Surrathani School is international school which has foreign teachers as well. As consequences, the intercultural communication is not limited between the pre-service teacher and Thailand people only but also with people from Philippine. It is proven in the diary transcript (DY-ICC-D5:10-11). The

figure 4.5 also displays that there is a Philippines friend with pre-service teacher having meal together.

I was lucky due to a teacher from Philippine at Suratthani School
treated us a cup of Thai milk tea ice.

(DY-ICC-D5:10-11)

From the data above, it displays that intercultural communication can happen in school. The context may be inside the classroom during learning process or outside the classroom, but still in the school environment. The intercultural communicators are possibly teachers, students, and school staff.

4.2.2 Intercultural Communication Challenges

As a new comer, the pre-service teacher needs to adapt with the people, society and culture which is extremely different from her own. This cultural adaptation is a process to promote an effective shared understanding in order to perform a good intercultural communication. During the process, challenge is there without any denial. The challenge of intercultural communication consists of two variations which are language problem and cultural problem (Xiao & Petraki, 2007). The pre-service teacher faces all type of challenges purposed by Xiao and Petraki in teaching EFL students at Thailand School context.

a. Language Problem

When people from two dissimilar cultures build interaction, in this case, a pre-service teacher from Indonesia and her Thai students performed English teaching and learning process in the classroom. They speak totally different language. The students have Thai language as their native language. They use this

language every day. Contrastly, the pre-service teacher speaks Bahasa Indonesia and has good English. As English in Thailand occupies the foreign language position, some people are good in English but most Thai people and students have limited English. They often do not understand English well. The data for this research gives evidence for it (DOC-ICCcha/LP-C6:56-57) and (DOC-ICCcha/LP-C5:37-41)

There were many people who still unable to speak or understand of English in Thailand.

(DOC-ICCcha/LP-C6:56-57)

This was the most challenging part about teaching students in Thailand. **The students seemed hardly to understand English.** This probably because that the medium of instruction that been used in Thai School for English subject is Thai and English with proportion 70% Thai and 30 % English.

(DOC-ICCcha/LP-C5:37-41)

Language is bridge to communication. Difficulty to understand each other would easily happen afterward as the pre-service teacher has no idea about the language to interact with Thai students. This is a typical challenge for pre-service teacher as foreigner in Thailand. The diary transcript proved that there was challenge concerning about language problem (DY-ICCcha/LP-D24:8-9).

It was full in thai. I did not understand any words.

(DY-ICCcha/LP-D24:8-9)

Some documents that relates to the school administration like time schedule for teacher and students, announcements and even the school name sign and school website use full Thai language. The figure 4.6, figure 4.7 and figure 4.8 are the evidences. At the beginning, the pre-service does not understand how

to interpret the information from that document because she does not familiar with Thai language. She asks help and guidance to interpret from her mentor.

วัน/เวลา	คาบที่ 1	คาบที่ 2	คาบที่ 3	คาบที่ 4	คาบที่ 5	คาบที่ 6	คาบที่ 7	คาบที่ 8	คาบที่ 9
40 นาที									
50 นาที									
จันทร์			๑32101 5/10 742			๑32101 5/4 747	๑33101 6/8 512		
อังคาร		๑32101 5/2 734	๑30221 4/8 633			๑33101 6/11 725		ประชุม วิชาการ 1 ชม.ต	ประชุม วิชาการ 1 ชม.ต
พุธ	๑32101 5/8 511	๑30221 4/1 622		๑32101 5/7 746			กิจกรรม น.ป.ช.ช 1 ชม.ต	อบรม น.5 /ทุกสัปดาห์	
พฤหัสบดี	๑33101 6/11 725		๑30221 4/1 622			๑32101 5/10 742			
ศุกร์		๑33101 6/8 512	๑32101 5/8 511	ประชุม วิชาการ 1 ชม.ต		๑32101 5/2 734	๑32101 5/4 747	๑32101 5/7 746	

Figure 4.6 My mentor's time table



Figure 4.7 The school name sign of Suratthani School



Figure 4.8 A board in the classroom

Also, the pre-service teacher has assumption or believes that Thai language is difficult for her. She mentioned that even for a simple vocabulary like name of food or person is hard for her to familiarize with and to remember. The diary transcript has the proof (DY-LP-D4:7-8), and (DY-LP-D24:34-35).

My mentor is Teacher Mee (So sorry for not remembering your Thai name It's quite difficult).

(DY-LP-D4:7-8)

I was not sure about the name. However all of them were yummy
(DY-LP-D24:34-35)

The pre-service teacher ever tried the food street of Thailand with her friends during her stay. She got several halal Thai street foods from a friend but she was unable to recall the name of food she ate because the foods are called in Thai language. Her assumption about Thai Language was problematic becomes stronger. She just remembered the food's tastes which were delicious enough for her. The data (DY-ICCcha/LP-D24:34-35) proved this explanation.

As the pre-service teacher unable to speak Thai language, her teaching process sometime indicates some challenges. The communication in the classroom occurs without full understanding between the pre-service teacher and the students. It needs quite lot energy to make the students understand. Some body languages arise during the process of communication in the classroom. The Figure 4.9 is the evidence.

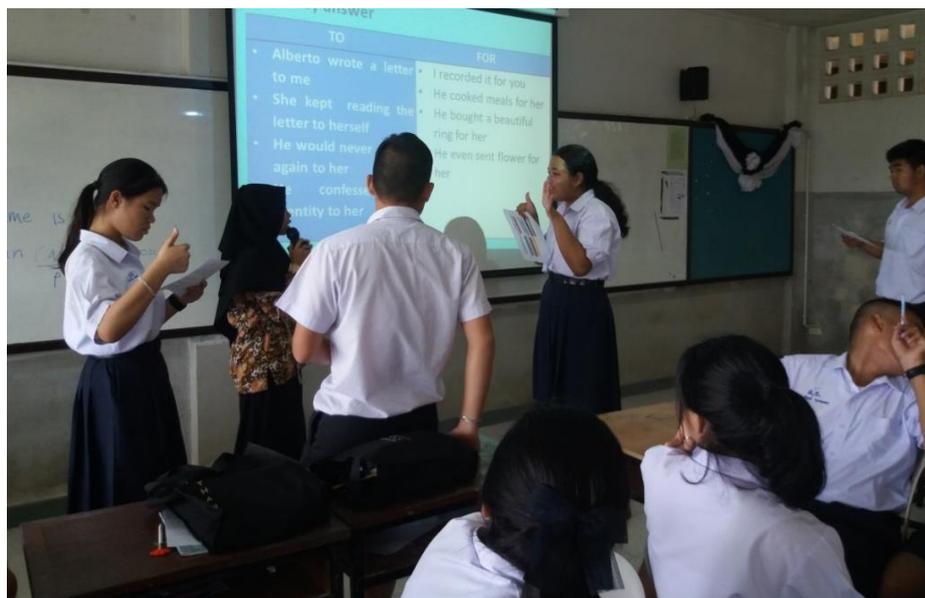


Figure 4.9 Sign language helps the communication process during teaching

Another evidences come from the document in form of report and picture. It supports the diary that stated language barrier is one challenge of intercultural communication in teaching EFL students (DOC-ICCcha/LP-C6:53-54) and Figure 4.10. This figure is a picture from an Instagram story post that has posted on last August 16, 2017 using account namely @ianatulk. She made this story posting after finishing her first teaching session with the students in class M5-7.

In particular, the biggest challenge for me during this program was language barrier.

(DOC-ICCcha/LP-C6:53-54)



Figure 4.10 An instagram story posting about teaching experiences

From the pre-service teacher's experience in teaching EFL students with lack proficiency of Thai language, a problem related to language barriers like misunderstanding during the communication process is rarely to happen. The difficulty does not reach the stage of misunderstanding level yet. It only gives an influence of mostly concerning about motivation. The pre-service teacher lost her enthusiasm to communicate often with the Thai local or Thai teacher. Therefore, as consequence, the interaction is low between the pre service teacher and other Thai teacher in English Department of Suratthani School. The (DOC-ICCha/LP-C6:62-68) proves this explanation.

.....**There were no conversation between sea-teacher and Thai teachers occurred there**, except with the mentor of ours.
(DOC-ICCcha/LP-C6:62-68)

b. Cultural Problem

Culture is part of language and society. Beside language problem, the second challenge in intercultural communication is cultural problem (Xiao & Petraki, 2007). The variation of culture shock may diverse from one person to other. It depends on their knowledge about the interlocutor's culture. The variety is possibly as denial or acceptance of the host culture. The pre-service teacher is familiar with Indonesian culture because she lives in this country for about 20 years. She travelled to Thailand in order to participate in exchange program for student teacher without having much understanding on Thai culture and Thai language. Therefore, the difference on culture leads some emotion to grow whether it is positive or negative feeling. Some problems relate to culture issue were happening to pre-service teacher during the teaching program. The data shows some indications of cultural problem faced by pre-service teacher (DY-ICCcha/CP-D10:15) (DOC-ICCcha/CP-C6:59-60), (DOC-ICCcha/CP-C6:62-68) and figure 4.11.

I was amazed to know it at the first because it does really different in Indonesia.

(DY-ICCcha/CP-D10:15)

As a new comer, the pre-service teacher discovered several new things in Thailand. She realized that there are several differences between her home country and Thailand. Once, she found that people and students give respect to other using a unique way. It is called wai. Also, the Thai students are very respectful to their teacher even they will take off their shoes when entering the

teacher office. Knowing those facts, the pre-service teacher felt amazed. The data showed evidence for this (DY-ICCcha/CP-D10:15).

Furthermore, **halal food was also bit problematic.**

(DOC-ICCcha/CP-C6:59-60)

The pre-service teacher is a moeslim. Halal food is very important for her. When she did teaching practidum in Suratthani School, she was bit worry about halal food at the school. In the school canteen, she could not find many options for lunch because there is only one moeslim seller. Therefore, she ate similar menu everyday at the school. The data (DOC-ICCcha/CP-C6:59-60) confirmed this scene.

Another challenge that I found was related about the school environment of my department at Surat Thani School during this program. I was not really sure about what was exactly going on there. However, **the student teachers including me did not feel so welcomed by all of people in that department** sometime. I did know the name of all teachers there although I was there for approximately one month. **There were no conversation between sea-teacher and Thai teachers occurred there**, except with the mentor of ours.

(DOC-ICCcha/CP-C6:62-68)

Other moment of problem occurred during the pre-service teacher stay at Suratthani School is related to the teachers in English Department. For some reason, there was no much interaction between the pre-service teachers and them. It seemed that the teachers at English Department have hesitant to build communication and to give friendly hospitality for the pre-service teacher. As consequence, the pre-service teacher could not mention the name of each teacher at English Department of Suratthani School although they met everyday. It was a really something for the pre-service teacher. Cultural barrier may be the reason

behind this. This challenge is proved by the data in this research (DOC-ICCcha/CP-C6:62-68).



Figure 4.11 Mother's Day celebration traditions

Other positive cultural problem side would give some beneficial to the pre-service teacher. The finding of this result indicates an acceptance of host culture although the number is just small and the problem was leading a head to contribute challenge (DOC-ICCcha/CP-C6:76-77). Not only accepting, the pre-service teacher also participates in the host culture's custom. As example, she takes part in the Mother's day celebration although she never does it before in her country. The figure 4.11 and Figure 4.12 display her participation on this event.

I could learn and had so much exciting moment and challenging activities with my new friends in Suratthani, Thailand.

(DOC-ICCcha/CP-C6:76-77)



Figure 4.12 Taking part in mother's day celebration with a Philippine friend

The picture above shows that the pre-service teacher was attending and participating during mother's day celebration at Suratthani School with her international friend. She took picture in front of the main stage of celebration where it displays the Royal Queen's photograph. She wore blue clothes like other people in the School. She and her friend also looked so happy to take part in this celebration of host culture country. So, it confirmed that the pre-service teacher accept the host culture very well to stand with her own culture as Indonesian.

4.2.3 Intercultural Competences as the Strategies

Intercultural communication challenge highly relates to knowledge about the interlocutor's culture, cultural meaning and particular representation in building interpretation (Hernández, 2016). Having good intercultural competence is ideal for effective intercultural communication. Intercultural competence is

ability to ensure a shared understanding between two individual from different society and culture identity (Byram, Gribkova, & Starkey, 2002). Considering intercultural competence to give significantly influence in the process of intercultural communication, in this paper, the researcher also identifies the intercultural competence of the pre-service teacher using the Byram (2002) model. According Byram (2002) intercultural competence has four elements which are knowledge, skill, attitude and value. The explanation for each competence is discussed below:

a. Knowledge

In the distinction, knowledge has small sub-elements. To be called competent in culture, pre-service teacher should has knowledge about her social groups, products, practices and the interlocutor country's culture and general process of society and individual interaction (Byram, Gribkova, & Starkey, 2002). The diary proved that pre- service teacher is quite good on her knowledge of culture and the interlocutor's cultural knowledge.

Thai students always do “wai” for their teachers everywhere

(DY-ICcomp/K-D10:11)

The celebration of Mother's day conducted during the morning ceremonial

(DY- ICcomp/K-D6:4)

In order to greets them, some students of Suratthani School who joined army class made a line along the way from the school gate to the students building, the location of the meeting. When donor's car passed through them, **all students would sallute them.**

(DY- ICcomp/K-D20:4-6)

In Thai, **wherever you go, you will meet the wild dog easily** because there a lot of dogs here.

(DY- ICcomp/K-D13:5-6)

People in Thailand have a culture to do 'wai' as a way of giving greeting or respect. "Wai" is when you put your palm together and press it then give a slight bow to other person. The positions of hand and the level of bow determine how high the reverence you give is. Thai people perform way for teacher, parent, monk, the king and family also god. This tradition is totally different with the pre-service teacher's tradition. In Indonesia as the majority is Muslim, to greet someone, people deliver salam or in order to show respect, people kiss the person's hand instead do 'wai'. So, it is new information for her in form of knowledge about Thai culture.

Further, every August 12 each year, Thai students will celebrate mother's day. It is a day to give appreciation to every mother in Thailand. August 12 is commemorated as Her Majesty Queen Sirikit or The mother of all Thai people birthday. Sometimes, people also called it as Queen's birthday. During the celebration, students and teacher will decorate the school with flower and pictures of Queen. The decoration is combination between blue and white as blue is Queen's favorite color. Usually, the students will perform certain customs towards mother and give an arranged flower. The figure 4.11 shows a glimpse of mother day ritual during the celebration.

Moreover, dog is the most favorable pet in Thailand. Nearly every house in Thailand has dog as their pet. Therefore, there is no wonder that you can see dog everywhere. Dog is like chicken in the society of village in Indonesia. They are wild and available mostly everywhere, even at school. The similarity is they do not exist as a threat for people around them.

The diary revealed that during this SEA-Teacher Project, the pre-service teacher emerged with the culture of Thailand by trying to understand it. The evidence (DY- ICcomp/K-D10:11), (DY- ICcomp/K-D6:4) and (DY- ICcomp/K-D20:4-6) include as practices of the interlocutor's culture while the (DY- ICcomp/K-D13:5-6) is example of social product in the environment of Thailand society.

As a teacher who teaches English in Thailand, knowing the Thai Culture is very important as it can help the teacher to provide more relevant context and material in teaching where the students can familiar with. An authentic material that closes to the students in relation due some factors like culture, belonging or other can promote students understanding better about the topic that have been taught in the classroom.

b. Skill

Skill in intercultural competence consists of four types. They are interpreting and relating, discovery and interaction. The diary of pre-service teacher indicated that interaction is the most sequential skill. Interaction refers to ability to operate knowledge, attitude and skill under the constraints of real-time communication and interaction (Byram, Gribkova, & Starkey, 2002). These following are the evidences of interaction.

On the second period, **I taught M4-8 students**

(DY- ICcomp/S-D17:8)

In the afternoon, **I had lunch with some students from M4** in the canteen

(DY- ICcomp/S-D5:19)

In the afternoon, **I joined the Philipinos club with Clarissa**

(DY- ICcomp/S-D18:17)

We visited Teacher Kookai's office in the third floor of foreign language building

(DY- ICcomp/S-D19:19)

The interaction of intercultural happens when two people from different society and culture meet and build communication. The pre-service teacher carried out several interactions with the Thai students, Thai Teachers, and Philippines people. Also, these interactions seem to work without many substantial troubles although basically they share dissimilar culture and social identity. The differences do not become an issue among them.

The next discussion is discovery. Discovery refers to know something new about the interlocutor's culture. The variation is numerous as it relates to everything. The pre-service teacher perform discovery during her stay in Thailand. The evidence is (DY-S-D6:9). She learned that Thai people do respect very much to the King's family. The Queen's favorite color matters in the celebration of mother's day in Thailand.

All wore blue color for their clothes because Blue is Queen's favorite color.

(DY- ICcomp/S-D6:9)

Furthermore, relating is also found in the data for this research. Relating is a skill to emerge the new culture or knowledge and elicit connection between it with previous knowledge or culture. The pre-service teacher arranges this relating skill in her teaching practicum. The data shows the proofs (DY- ICcomp/S-D5:5) and (DY- ICcomp/S-D13:2-3).

I was excited to join and experience how the ceremony of Thailand students. **I used to watch it in Thai movies.**

(DY- ICcomp/S-D5:5)

I just knew that the school did as the Indonesian school too.

(DY- ICcomp/S-D13:2-3)

The last is interpreting. The difference between pre-service's teacher culture and the host culture need interpretation process to share the similar understanding. From the data, there is no indication that pre-service teacher complete this skill although in her daily activities she might execute it several times. This means that diary sometimes cannot deliver the whole activities as life reflection completely into detail. It has limitation.

The pre-service teacher has mastered three out of four skills in intercultural competence. One skill which is interpreting cannot be revealed the evidence in this research due to data limitation. Still, the pre-service teacher able to perform good intercultural communication but mastering the last skill will be much better. Having these four skills as intercultural competence leads the teacher to be more open minded and rich of global perspective. When it comes to diversity of the EFL students in the classroom, the pre-service teacher would have no problem to deal with them.

c. Attitude

Curiosity, openness, and readiness to suspend disbelief about other culture and belief about one's own is considered as attitude in intercultural competence. The pre-service teachers signified some attitude while she was participant at teaching practicum. Openness with three indication leads the way among two

others type. The evidence is below (DY- ICcomp/A-D6:21-22), (DOC- ICcomp/A-C6:44-45) and (DOC- ICcomp/A-C6:75-76).

It was such great day to know something new about Thailand.

(DY- ICcomp/A-D6:21-22)

I got to understand other culture especially Thailand culture and people.

(DOC- ICcomp/A-C6:44-45)

I enjoyed my days a lot during this program because **I could learn** and had so much exciting moment and challenging activities with my new friends in Suratthani, Thailand.

(DOC- ICcomp/A-C6:75-76)

Moreover, the pre-service teacher triggers her curiosity about the interlocutor's culture. She gives effort to understand the curriculum at the host school in order to work based on the school system (DY- ICcomp/A-D4:14).

I spent the time by learning the school curriculum.

(DY- ICcomp/A-D4:14)

The last type of attitude is readiness. It tells about acceptance of incredulity about their certainty to other's belief. In this research, the data do not mention evidence of pre service teacher's readiness. From the data, the pre-service teacher nurses two type, openness and curiosity. The reason is probably because the pre-service teacher did not discuss much about faith and belief in the diary. Therefore, it does not give indication when it comes to readiness.

A sign to categorize that person is open to other culture is through her/his willing to learn other culture. A willing happily to learn and to accept other culture standing beside their culture is a typical good attitude. It shows respect as well. The pre-service teacher ensures herself to behave with good attitude in intercultural communication.

The benefit of having good attitude for teacher in teaching EFL students is it helps the teacher to give virtuous example in form of action for the students as the teacher is a role model for the students. The students will do what their teacher shows them. So, good attitude for teacher leads good attitude for the students too.

d. Value

Value discusses about critical culture awareness. It means a capability to give evaluation analytically about other culture and countries with certain obvious point of view, categorizations, practices, and product basis based on her/his culture and country. Prior to intercultural awareness, it is cultural awareness (Byram, 1997). Critical cultural awareness can be implemented and developed in the classroom through lesson (Nugent & Catalano, 2015). Cultural awareness is essential in the intercultural communication. People should recognize and understand their culture and identity first before comprehend the culture of other. Valuing the culture of own makes intercultural communication effective. The researcher found that there is one parameter of value in the pre-service diary (DY-ICcomp/V-D13:3-4).

The difference is that in Thai not all students joined it but in Indonesia all member of school are obligated to join it.

(DY- ICcomp/V-D13:3-4)

To provide a critic about interlocutor's practice on certain thing using her own culture as standard interpretation of practice suggest that this person has cultural awareness. Prior to giving critic, someone should know the difference of the thing. The pre-service teacher understands her own culture about school

gymnastic practice and observes how it is done in Thailand. At the end, she comes up with statement to critic the Thai practice using her own culture.

Cultural and intercultural awareness help the teacher to manage the stereotype of students. It also encourages to be more engaged with the society and the people of different culture (Byram, 1997). When the context is in the classroom, cultural awareness will support positive interaction and engagement between the teacher and student during the EFL learning and teaching process. Besides, the teacher is able to create lesson that can develop the student's cultural awareness through tasks as practice when she/he already has cultural awareness.

Therefore, to conclude from the whole explanation above, the pre-service teacher in this study can be considered has intercultural competence to build positive intercultural communication in teaching EFL students.

4.2.4 Discernment

In this research, the researcher found an additional emergent finding related to the skill in the intercultural competence as effect of culture shock. Byram et al (2002) has already mentioned four types of skill which are interpreting, discovery, relating and interaction. The finding of this study implies other type namely discernment to the skill of intercultural competence. It refers the ability to give good judgment through comparing or contrasting two different things. The evidence are (DY-Disc-D4:16) and (DY-Disc-D11:7).

School is too big for secondary level compare to the secondary school in my country

(DY-Disc-D4:16)

I thought it was shorter than in Indonesia

(DY-Disc-D11:7)

Culture shock is a psychological condition when people feel so different and uncomfortable after moving to a new place. The cause is different cultural background (Shieh, 2014). One of the symptoms is performing comparison or criticism both in positive and negative way between the host and home country (Jandt, 2004) cited by (Pradita, 2013). The pre-service teacher does comparison about the school in Indonesia and Thailand when she joined teaching practicum. She found that the Thai school is huge in area and building. The students and teachers are massive. Most high schools in Indonesia just have around nearly one thousand students in total but in Thailand there are approximately two until three thousand students. In Thailand, the building is so significant. There are many buildings where each department has different building. The majority building has three floors. It also offers wide yard for ceremony, basketball and football field as well as sport stadium for the students. The student's cafeteria has two floors with capacity of one and half thousand students.

The second, the pre-service teacher also compare between the time allocations for each subject in the school. In Indonesia, the school normally has one till two hours for each subject. However Thai school only gives 50 minutes for every lesson. Therefore, the pre-service teacher found it really concerning. The time management in teaching EFL students becomes additional matter to consider well.

From those two data above, the researcher proposed to give this additional element in the skill of intercultural competence as during the process of

intercultural communication at the SEA-Teacher program, this element is quite helpful for the pre-service teacher to build awareness of difference and similarities between her national culture and the interlocutor culture. Cultural awareness is key element in the effective intercultural communication (Liu, 2007). Discernment as a skill of intercultural competence will trigger someone to be more aware. It concerns about difference and similarity between two cultures in a positive way. It is also a form of culture shock.

The Table 4.4 below displays the pre-service teacher's capability in intercultural competence according the data and finding of this research. The pre-service teacher is competent enough in intercultural communication.

Table 4.4 Pre-service Teacher's Intercultural Competence

Intercultural Competence	Components	Pre-service capability
Knowledge	Practice and product of interlocutor and own culture	✓
	Interpreting	-
Skills	Relating	✓
	Discovery	✓
	Interaction	✓
Attitudes	Curiosity	✓
	Openness	✓
	Readiness	-
Value	Critical cultural awareness	✓