

INTERCULTURAL COMPETENCE OF THE SEA-TEACHER IN DEALING WITH INTERCULTURAL COMMUNICATION CHALLENGES: A DIARY STUDY

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Abstract

This study is aiming to explore intercultural communication challenges of pre-service teacher as well as to investigate the strategies on the experience of teaching English for English as Foreign Language (EFL) students in Thailand during an international exchange program for pre-service teacher namely *Sea-Teacher Project 2017 batch 4*. The whole experiences were recorded in diaries which were written daily and posted in an open-source blog. It became a tool to study pre-service teacher's reaction in dealing with challenge of intercultural communication. The design of this research is a qualitative research using diary study form in which it has only one participant. The diaries portray feelings, reflection and values of the writer in a better systematic way to understand about intercultural communication issue and English teaching. The finding revealed that language and cultural problem contribute as challenge for pre-service teacher. The skill, attitude, knowledge and value as intercultural communication competences become the strategy mastered by pre-service teacher to deal with those challenges.

Keywords: *Intercultural Communication, TEFL, Diary Study*

A. Introduction

International opportunity for pre-service students is in high popularity around the world as globalization occurred to make the world more distance-less. The establishment of ASEAN Economic Community in Southeast Asia gives major changes in several sectors including education among its member countries (Pyakurel, 2014). Global education gain world-wide acceptance. There are a lot of countries which compete to provide good education and to open international program for international students. This increasing demand of international teaching and learning leads to inquiry for high competent teacher especially for English language teaching (ELT). To prepare for teaching both locally and internationally, the necessity of developing teacher's international knowledge and skills increases (Zhao, 2009). It is claimed that these knowledge and skill will be helpful for them in

teaching their students about global perspective in the future.

Further, a data over these ten years shows that there is increasing steady number of pre-service teacher from English as Foreign Language (EFL) countries like Thailand, Japan and Hong Kong who took a part in several English language immersion programs (Bodycott, 2001). The programs are conducted mostly in overseas. English language field program is a temporary stay in certain country which has several aims. Some of them are to make the participants blend or emerge with the culture and people in the surrounding. Then, it is to improve their English skill and to feel the native-like. The participants will also study about cross-cultural understanding between their home country and the country they stay. Cross cultural understanding is important skill to deal with plural society and culture. It is

ability of being aware and respectful to other's differences and similarities.

As a future teacher, pre-service teacher needs to complete the teaching practice before graduate. A teaching practicum is a core basis essential course for teacher education. It is an important for all novice teachers as preparation of teaching (Yunus, Hashima, Ishaka, & Mahamoda, 2010). A teacher trainee would do some assignments during the teaching practicum such as teaching, observing in language classroom and working a report gradually in certain number of hours (Isihara, 2005). An initial well-known exchange program namely SEA-Teacher Project has given an opportunity to experience teaching practicum in the other country of ASEAN for student teachers since 2016. The program has approximately one month for duration. It opens annually.

Ideally, pre-service teachers who already joined this kind of teaching practicum would be ready to become a teacher. They are having experience to help them to solve any problems that may appear in the classroom. However, although teacher students have finished the teacher training, there are still many pre-service teachers who are unready with the challenges of teaching students in the classroom (Yunus, Hashima, Ishaka, & Mahamoda, 2010). Their preparation during the teaching practicum seems to be not really effective for all pre-service teachers. It is believed that challenges during teaching practice play a key element to determine the output of pre-service teachers.

Furthermore, the experience on teaching English and dealing with intercultural communication issue of pre-service teacher who participates in a program called SEA-Teacher Project 2017 specifically in Thailand context gives an insight of English as foreign language

teaching in the actual situation. The diaries of pre-service teacher reflect that there are some challenges of intercultural communication. The differences on teaching duration, limitation of English use and plenty teaching materials are daily problem to solve prior teaching by the pre-service teacher. Concerning the issue above, this study will present a research about intercultural communication challenge in teaching EFL students: a diary study. The author wants to achieve aim of providing description about intercultural communication challenge during process of teaching English for EFL students as well as the strategies to solve the challenge.

B. Literature Review

Intercultural communication relates two way communication process of people with different cultural background in which involves verbal and nonverbal symbols and affected by belief, norms and value (Gudykunst, Ting-Toomey, & Nishida, 1996). It relies much on communication ability and cross-cultural adaptation of each individual. Every individual brings their own identity and culture. As culture and identity is inseparable, when building communication and interaction together these two elements will give effect. ICC refers to direct, unmediated interpersonal communication about cultural differences that involves awareness during the process (Cuza, 2015). People from a similar culture or one community is not performing intercultural communication. The communication should occur live, between person to person or group to group.

Intercultural communication claimed as essential for student teacher. As an English as foreign language teacher to be, pre-service teacher obligated to establish good intercultural communication. To understand intercultural

communication is a key to teach the students. When a teacher has lack on cultural confidence, it will influence the way of her/his teaching to students as well as the location of teaching (Walters, Garii, & Walters, 2009). English learning process merges with cultural learning as language and cultural is indivisible. So, intercultural communication may become a bridge to the English learning process through intercultural communicative competence.

Foreign language education objective is in term of language learning and intercultural competence acquisition (Sercu, 2005). To execute intercultural communication, pre-service teachers should maintain their intercultural competence. Verena Bernhrd defines intercultural competence as an individual skill to create communication and to effectively work with people in culturally different and diverse situation in foreign environment (Behrnd & Porzeltb, 2012). It is one of 21st century skill of integral characteristic which is probably helpful to apply this skill in developing their students in which diverse in term of background, culture and religion at the school in the future (Bridgstock, 2012). Intercultural competence is highly to develop during a stay in abroad for study or internship. In accordance of this, the duration of stay will affect student's development on intercultural competence Sensitive ability, reflective, and productive acting are required in intercultural competence. The longest length of stay in overseas benefited to increase intercultural competences (Behrnd & Porzeltb, 2012).

Byram et al. (2002) also mentioned that in order to ensure a shared understanding by people of different social identities and to interact with people as complex human being with multiple identities having intercultural competences is vital. It refers to ability of maintaining a similar

interpretation during communication of two people with dissimilar cultural background (Byram, Gribkova, & Starkey, 2002). This also works in English language learning and teaching context. The intercultural competences by Bryam (2002) have five savoirs as the following:

1. *Savoirs* or Knowledge about social groups and their cultures in one's own country, similar knowledge of the interlocutor's country on the one hand, and similar knowledge of the process, interaction at individual and societal levels on the other hand (Byram., 1997).
2. *Savoir apprendre and Savoir comprendre* *Savoir apprendre* refers to the capacity to learn cultures and assign meaning to cultural phenomena in an independent way (Byram & Zarate, 1997:24). Meanwhile the *savoir comprendre* is the capacity to interpret and relate cultures
3. *Savoir Faire* means the overall ability to act in an intercultural competent way in intercultural context situations, to take into account the specific cultural identity of one's interlocutor and to act in a respectful also cooperative way.
4. *Savoir-e^tre and Savoir-s 'engager* *Savoir-s 'engager* is a critical engagement with the foreign culture under consideration and one's own (Byram., 1997). The *savoir-e^tre* is the capacity and willingness to abandon ethnocentric attitudes and perception, the ability to establish and maintain a relationship between one's own culture and the foreign culture.

The implementation of intercultural communication in English teaching becomes new trend recently. English teaching is facing a new version in this 21st century where integration of

culture and language takes part. Intercultural communication in English language teaching aims to give students about not only English language but also intercultural communicative competence (Yu, 2014). English teaching and intercultural communication is nearly linked. English teaching means culture teaching as language and culture is one. Therefore, intercultural communication between (national culture and foreign culture) is visible. English considered intercultural communication as inter-cultural communication or cross cultural communication. It has meaning as communication between native speakers and non-native speakers also communication between people from different language cultural background (Yu, 2014). When the teacher is from different country with the students, it is also a contact between two dissimilar cultures which intercultural communication is highly to take place.

Additionally, for teacher and learner of English, developing communicative competence will happen if intercultural competence is improving (Janik, 2016). The intercultural competences according to Janik (2016) are awareness of their own culture and others, knowledge of their own culture and others, skill to prevent misunderstanding and attitude to give respect for themselves and others. Cultural awareness is prior to intercultural awareness (Byram, 1997).

Teaching carried difficulties to provide commitment and development on its professional for the individual (Armutcu & Yaman, 2010). Pre-service teacher are also coping some problems related to their students' attitude, motivation and the support system and on dealing with their bias issue (Yunus, Hashima, Ishaka, & Mahamoda, 2010). The communication and interaction between student teacher at school is a must to

happen. Pre-service teacher builds interaction with students, teachers and school administration in balance on the daily basis

Challenge for pre-service teachers who do teaching practicum in other country outside their own may be double as it also relates to the intercultural communication issues. The difference background of pre-service teacher and their students in culture, language, habits, value and environment is clearly dominant and inevitable. Several challenges for this type of pre-service teacher and other common teachers are finding the optimal location to teach, culture shock, unaccustomedness of teaching situation, and personal life challenges (Halicioğlu, 2015). The cultural barrier between the teacher and the student as well as to the culture of target language is undeniable to support the difficulties for pre service teacher.

According to Xiao and Petraki (2017) cited by (Liu, 2007) mentioned some reasons that contribute to intercultural communication challenge in the classroom faced by Chinese students when they study abroad. The top two reasons that founded in their research are language problem and cultural problem.

C. Research Method

This study is designed as qualitative research with form of diary study in order to provide more in depth description of exploration about intercultural communication challenge in teaching EFL students. The diary study is chosen as approach because this research uses diary of experiences in teaching English and intercultural communication challenge.

Bailey (1990) stated that diary study refers to a process of collecting patterns or events by analyzing a journal which is written personally by a diarist about a her/his teaching experience or

language learning and it is regularly documented in an entry based on time sequence. It means that the experience in the diary should be the real diarist's event with full involvement.

Discussing about the participant of study, there is only one participant in a diary study. The writer as pre-service teacher is the participant of this study. This study investigates her daily journal written during participating international exchange teaching practice program in Thailand for one month. The data were collected from pre-service experiences in teaching EFL students. It is well documented through several web postings in the writer's personal blog. The address is www.ianatulkhoiriyah.wordpress.com. Altogether, for the original data there were 30 entries. As for this research, the writer used some of them that contain the topic of intercultural communication challenge and teaching EFL students. Some documents also collected to support the diary.

In data analysis, the writer did content analysis for the whole diaries that have been collected. The writer used asynchronous feedback which allows the writer to track temporal patterns in content. The researcher categorized the data division by Porto (2008) as below:

- a. Raw data file
- b. Data reduction file
- c. Data reconstruction file

Some categorizations of specific theme followed during the proses of analysis. There are four steps of data analysis (Putney et al cited in Porto, 2008):

1. Macro analysis

In this first step of analysis, the writer reviewed all the diaries extensively in order to get the general and holistic sense about what was occurring. Then, the author moved to focus the topic chosen for this research which is about intercultural communication.

2. Micro analysis

The researcher started to concern only on looking for keywords that reveal action, habit, important event and others. After that, description of certain important action and behavior is made.

3. Coding

Comment and adding some notes based on certain categories happen in this stage of data analysis. The researcher gave some code by marking, naming and grouping the data.

4. Triangulation

The last step is done by considering many types of data to check the information that has been revealed. There are various ways of data triangulation process. The researcher follows several step of triangulation purposed by Porto (2008). Individual naming and reviewing is done by the researcher. A second rater who is a lecture and has good qualification in diary study is provided as a check for the researcher's biases. The last, collaboration with second rater is done to determine the final categories and result.

D. The Findings and Discussion

The finding of this research will be discussed according the categorization on the following themes:

a. 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).

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)

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).

"I helped Teacher Mee by giving information about Indonesia."

(DY-ICC-D5:17-18)

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.

b. Intercultural Communication Challenge

As a new comer, the pre-service teacher needs to adapt with the people, society and culture which extremely be 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 consist two variations which are language problem and cultural problem (Xiao & Petraki, 2007). The pre-service teacher faces all type of challenge purposed by Xiao and Petraki in teaching EFL students in Thailand School context.

1. 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. They use this language every day. In the other hand, the 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-LP-C6:56-57) and (DOC-LP-C5:37-41)

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

(DOC-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-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 language to interact with them. 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-LP-D24:8-9).

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

(DY-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.

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 as well as 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)

As the pre-service teacher unable to speak Thai language, her teaching process sometime indicates some challenges. The communication in

the classroom occurs without fully 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 4.1 Sign language helps the communication process during teaching

2. 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-CP-D10:15) (DOC-CP-C6:59-60), (DOC-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-CP-D10:15)

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

(DOC-CP-C6:59-60)

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-CP-C6:62-68)

c. Intercultural Competence as Strategy

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 finding revealed that the pre service teacher is identified to perform those four elements of

intercultural competence (DY-S-D18:17), (DY-S-D5:19), (DY-S-D19:19), (DY-A-D6:21-22), (DOC-A-C6:44-45), (DY-K-D6:4), (DY-K-D10:11), and (DY-V-D13:3-4). The explanation for each competence is discussed below:

a. Knowledge

In the distinction, knowledge has small sub-elements. To be called competence in culture, pre-service teacher should have knowledge about her social groups, their 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-K-D10:11)

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

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

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

(DY-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 do 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 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-K-D10:11), (DY-K-D6:4) and (DY-K-D20:4-6) include as practices of the interlocutor's culture while the (DY-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 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-S-D17:8)

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

(DY-S-D5:19)

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

(DY-S-D18:17)

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

(DY-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 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-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-S-D5:5) and (DY-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-S-D5:5)

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

(DY-S-D13:2-3)

The last is interpreting. The difference between pre-service 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-A-D6:21-22), (DOC-A-C6:44-45) and (DOC-A-C6:75-76).

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

(DY-A-D6:21-22)

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

(DOC-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-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-A-D4:14).

I spent the time by learning the school curriculum.

(DY-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 as well.

d. Value

Value discuss 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-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-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.

Critical culture awareness helps 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 likely 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.

E. Discernment

In this research, the researcher found an additional emergent finding related to the skill in the intercultural competence. 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-S-D4:16).

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

(DY-S-D4:16)

The pre-service teacher does comparison about the school in Indonesia and Thailand. 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 offer 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 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.

F. Conclusion

The researcher revealed that there were some intercultural communication challenges faced by pre-service teacher during the international teaching practicum in Thailand. These challenges are related to language problem which tell about the lack Thai language

proficiency and cultural problem that discuss about cultural awareness of the interlocutor. As the strategy, the pre-service teacher accomplishes intercultural competence to encounter the challenge of intercultural communication. The pre-service teacher executes the whole variety of intercultural competence namely skill, knowledge, attitude and value. However, there are still two type of intercultural communication that the components do not fulfil completely by the pre-service teacher. These components are readiness in attitude and interpreting in skill.

G. References

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