INVESTIGATING SELF-EMOTIONAL TALK IN INTERCULTURAL COMMUNICATION COMPETENCE OF PRE-SERVICE TEACHER DURING INTERNATIONAL TEACHING PRACTICUM: A THEMATIC ANALYSIS

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that I wrote this thesis myself. There are no other works except those cited in quotation and references, as scientific paper should.

Yogyakarta, July 8th 2021

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MOTTO

“I will no longer go full throttle, instead I will walk slowly enjoying every step of the journey at my own pace following my own rhythm.” – Mark Lee

DEDICATIONS

First of all, I dedicate this thesis to myself who accomplish this thesis with many efforts. Secondly, I would like to present this thesis to my parents and my younger brothers who always give me supports. Also, I feel grateful to my supervisor that guides me through this thesis writing process.

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Alhamdulillah, all praises to Allah SWT who has given me blessing and inspiration during thesis writing process since the beginning so that I can accomplish this thesis as a partial requirement to obtain Sarjana Pendidikan in English Language Education. Also, may peace be with our Prophet Muhammad SAW and his family who has brought us from the darkness to the bright life.

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INVESTIGATING SELF-EMOTIONAL TALK IN INTERCULTURAL COMMUNICATION COMPETENCE OF PRE-SERVICE TEACHER DURING INTERNATIONAL TEACHING PRACTICUM: A THEMATIC ANALYSIS

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ABSTRACT

The purpose of the study is to investigate self-emotional talk in intercultural communication competence during international teaching practicum. This study is conducted by applying the qualitative method using thematic analysis with two students as the participants. The participants of this study are undergraduate students of English Department in an Islamic Private University in Yogyakarta. The data were collected from interviews of the participants using Zoom meeting. After the data were collected, the researcher transcripted it, arranged the data into coding, grouping the coding into themes, checking the results to make sure the coding earlier is relevant with themes, analyzing the themes, and the last is presenting the data results analysis. The findings of this research are both participants have higher interest to go abroad, they could interact with locals although still struggled with the language. They obtained new knowledge about other cultures, improving understanding of differences from worldview. They gained awareness towards other cultures and language competence to avoid misunderstanding, building well-communication to maintain anxiety, empathic towards others, trained before going abroad to adapt new environment, and they understand and could explain others' behavior based on their experience.

Keywords: *Intercultural Communication Competence, Emotional Talk, International Teaching Practicum*

CHAPTER I

INTRODUCTION

1.1. Background

Learning is not limited only in class but we also could learn everywhere, for instance, students going abroad for various purposes such as join exchange, volunteer, conference (Wang & Chen, 2019). Moreover, Wang and Chen (2019) explained that there is much informal learning that could be used outside the classroom, especially related to cultural exchange. In that case, students would be communicating with foreigners and definitely get intercultural experiences. As stated by Yu and Moskal (2018) the interaction among people that have different cultures can improve students' global academic experience and encourage positive learning outcomes. Therefore, students that are exposed abroad can develop their global academic experience and get a more positive impact for instance: improving their communication skill, self-confidence, and language proficiency as Tsang (2020). Language proficiency could influence enthusiasm to communicate and self-confidence when interacting with foreigners. This implies that a person's language proficiency could affect enthusiasm to communicate and self-confidence.

However, students who have experiences abroad may experience mixed emotions while adapting to an unfamiliar culture. Therefore, there is a term called culture shock, it refers to a term to explain the first experiences of

international students in different cultural scope (Lombard, 2014). Students may feel unstable emotionally in the initial experiences abroad. Emotional is related to social competence or skill to adapt to new cultural environment (An & Chiang, 2015). Moreover, emotional talk means a person's expressing their emotions using their facial expression (Bednarek, 2008). During adapting abroad, students often feel emotional talk in themselves as self-communication. Self-communication refers to sense of ourselves and how we act to others (Payne & Manning, 2006). Therefore, the purpose of this research is to investigate students' self-emotional talk during international teaching practicum.

1.2. Identification of the problem

When EFL students going abroad in the initial, they would express their emotional talk towards their interlocutors since they faced by unfamiliar socio-cultural abroad.

1.3. Formulation of the problem

Concerning the problem mentioned above, this study attempts to answer the question: How EFL students expressing their self-emotional talk during intercultural experience abroad?

1.4. Objectives of the study

The research objectives of this study is to investigate EFL students expressing their self-emotional talk during intercultural experience abroad.

1.5. Significance of the study

The aim of the research is to investigate EFL students expressing their self-emotional talk during international teaching practicum in Australia. To prevent culture shock abroad, EFL students are necessary to learn about other cultures before going abroad through intensive intercultural communication class and learning English to communicate with natives

CHAPTER II

LITERATURE REVIEW

2.1 Emotional Talk

Students abroad often sense unstable feelings during interaction with interlocutors and it is called emotion. Emotion is something that can make the conversation lively because, without emotion, the conversation is boring (Planalp, 1999). Bednarek (2008) stated that in fact, an individual's manner against emotions is often mixed between positive and negative. It implies that person's emotions almost have mixed feelings. Reddy (2001) argued that in emotion some fields that can be found such as psychology, affective neuroscience, anthropology, sociology, and linguistics. Although there are many fields of emotions, the most important are in psychology, sociology, and linguistics (Bednarek, 2008). For instance, a Korean student expressed that when he communicated with the native speakers of English, he felt anxiety since his English proficiency is not good (Peck & Yates, 2018). Thus, the reason for that experience is because of a lack of English proficiency as a linguistics field. Moreover, another Korean student explained that she is scared of miscommunicating whether the interlocutors understand or not of her point of view. On that occasion, she felt shyness and fear at the same time as in psychology and sociolinguistic fields.

Additionally, Bednarek (2008) explained that two types of emotion that are emotion talk which is how individuals express their emotions verbally directly (for example, I'm happy) and emotional talk which is how individuals express their

emotions using their facial expressions. Hence, the researcher would focus on emotional talk to interpret both participants' expressions (non-verbal communication). A recent study from Peck & Yates (2018) found that their participants have different expressions during interviews. For instance, a Korean EFL named Mina, she took TOEFL and GRE test, then she entered the Ph.D. program in the United States, she has a personality that is open-minded and adaptable, and she did not express any negative emotion. From that example, it can infer that she expressed her emotional talk in appropriate action since she could manage her emotional talk towards others.

2.2 Intercultural Communication Competence (ICC)

Intercultural experience is one of the learning processes, obtained from mutual communication with foreigners. It is supported by recent study from Japan that reveals EFL learners were presented that the learners who have an interest in learning a foreign language and culture would be more actively engaged in communication with the target communities (Ghasemi et al., 2019). Intercultural Communication Competence refers to someone's ability to communicate with others that have a different socio-cultural background. Byram (1997) stated that ICC is a competence which not only to understand and acquire insight about their culture but also attempts to help them to understand our own culture without any judgment. From that view, could be seen ICC as a mediator of people with different socio-cultural backgrounds.

Some aspects that represent a person that has ICC such as attitudes, insight, and ability within linguistic, sociolinguistic, and discourse competence (Byram, 1997).

Attitude is related to person's interest, open-mindedness to other cultures, and tolerance towards others' and our own cultures meanwhile insight refers to person's insight into the target and our country's social groups, practices, social and individual interaction. In addition, ability language focuses on person's skill to interpret from other cultures, analyzing and correlating it to our own culture. For example, one student explained about his/her experience during first year in a United States college, he/she said that there is a local student who did not give any expression during their interaction then he/she began to introduced about Chinese cultures and the local students got interested in and expressed his/her feeling as the response (Senyshyn, 2019). From the example above it implies that Chinese student and his/her partner have ability to tolerate each other.

The main point of ICC is language skill competence to master the target language since it is necessary as people want to communicate with the native. The problem of a country where the first language is not lingua franca is they have to deal with the tension of mediating intercultural experiences and opportunities because the target language competence is a key to face it (Peck & Yates, 2018). For instance, in the South Korea context, EFL learners have a lack of English competence and struggle when they interact and encounter native speakers of English.

2.3 Relevant Studies

Recently, participants of global mobility program increased from undergraduates and postgraduate students since they would like to experience foreign

language learning directly in native countries (Bennu, 2021). He explained that individual's language identity is influenced by interlocutors, environment, and desires. It implies that students who has higher desires to learn foreign language, they would be actively participate in social community to get intercultural experience abroad.

The first study, Giovanangeli and Oguro (2016) investigated students' interculturality through study abroad. An undergraduate student narrated her experience when she was in host country for study abroad, in her university's academic teaching did not give her about how to engage in social community but she could engage with local community towards joining volunteer association. Another student explained that when you are abroad, you could view perspective of others and obtain cultural experience.

The second study, Senyshyn (2019) explained about EFL undergraduate students who are studying in United States and how they develop their intercultural communication competence. A student stated that he/she does not have any desire to make a friend with American partners since he/she only thinks that it is just for a group work or formal activities then after the event ends, he/she would not meet again. Another student explained about his/her experience during first week after arrival abroad he/she had problems with English then he/she tried to develop his/her proficiency through joining some project and he/she got better at proficiency.

Both examples above, it can infer that students expressing their self-emotional talk in intercultural communication could be different for every person. Those are the

relevant studies of this research due to investigating self-emotional talk of EFL students' intercultural communication experiences abroad.

2.4 Theoretical Framework

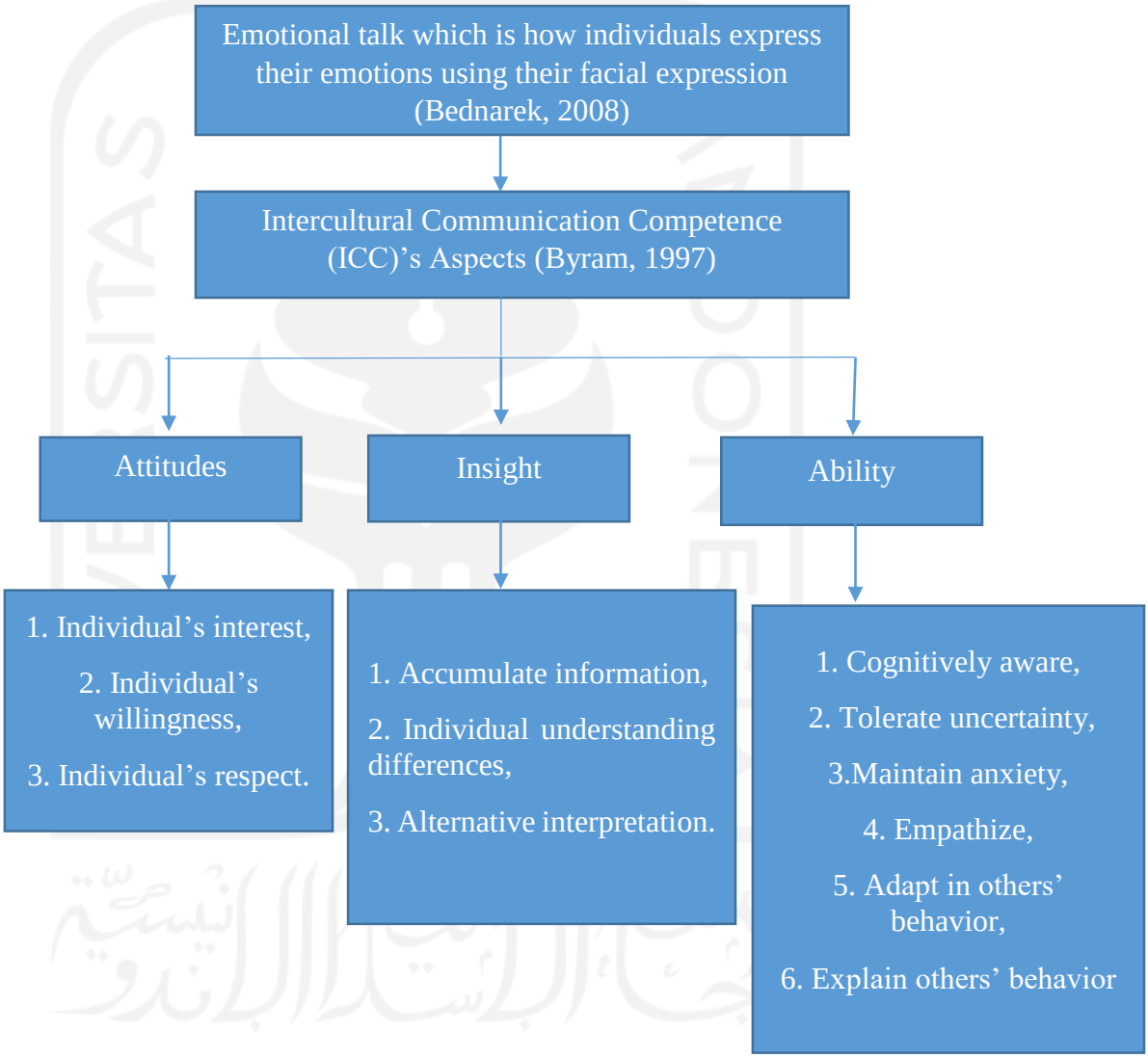

Figure 2.4 Theoritical Framework

Based on figure 2.4 above, there are two theories such as emotional talk (Bednarek, 2008) and ICC (Byram, 1997). The aim of this research is to investigate self-emotional talk in intercultural communication competence. Thus, the first theory is emotional talk as for construct and the second theory is intercultural communication competence as for themes. In ICC, there are three sub-themes such as attitudes, insight, and ability. In attitudes, consists of individual's interest, individual's willingness, and individual's respect. In insight, consists of accumulate information, individual understanding differences, alternative interpretation. In ability, consists of cognitively aware, tolerate uncertainty, maintain anxiety, empathize, adapt in others' behavior, explain others' behavior.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This study has purpose of investigating participants' emotional talk during students' intercultural communication competence experiences and how they overcome their mixed emotions while interacting with the native speakers of English. Thus, this study was designed as a qualitative research using thematic analysis since it describes the data in deep details. Thematic analysis is an approach for identifying, investigating, and describing patterns or themes in data (Braun & Clarke, 2006).

3.2 Data Preparation

There are some aspects of data preparation that require the researcher to be concerned in thematic analysis. Those aspects are review of construct, consent form, and data sources.

3.2.1 Review of Construct

In this study, the researcher uses two main theories such as intercultural communication competence and emotion. The first theory from Byram (1997) explained that there are some components in ICC which are attitudes, insight, and skill within linguistic, sociolinguistic, and discourse competence. The second theory from Bednarek (2008) clarified that there are two types of emotions which are emotion talk (express emotions verbally) emotional talk (using facial expression) but the researcher would only focus on emotional talk.

3.2.2 Consent Form

After determining participant, setting, data type, and data sources of the research, the next procedure which the researcher must do is to make permission with informed consent as ethical issues. This consent form asks the participants' availability to do interviews, it comes with sign-document, and the participants' privacy will evaluate only for academic scope.

3.3 Research Participants

This research will focus on investigating emotional talk in intercultural communication experience of EFL undergraduate students. The participants are 2 female students from English Department in one of Islamic Universities in Yogyakarta. This university often holds some activities abroad and also has Memorandum of Understanding (MOU) with other universities in the world. They had participated in global mobility program that provided teaching practice experiences in Australia for two weeks.

3.4 Data Collecting Technique

This research has aimed to investigate EFL students' emotions during intercultural experience using qualitative data. Therefore, the data that the researcher needs is from interview using one-on-one interview type. One-on-one type of interview refers to interviewing only one participant in that time (Creswell, 2012). Since this research design is qualitative using thematic analysis, it requires the participants to retell their experiences during global mobility.

Interview Questions

Emotional Talk Bednarek (2008)	Intercultural Communication Competence (ICC)'s Aspects Byram (1997)	Questions
Emotional talk which is how individuals express their emotions using their facial expression.	1. Attitudes 2. Insight 3. Ability within • Linguistic, • Sociolinguistic, • Discourse competence.	• What did you feel when you were abroad for the first time? Is there any cultural difference there? What do you do when you are faced with those differences? (Attitude) • How do your ICC experiences help you to understand new things? (Insight) • How do you overcome your problems when you experience some difficulties in a new environment? (Ability) • Could you tell me about your experience when you were communicating with foreigners? (Ability) • Is there any problem when you were communicating with the locals there? Could you explain it to me? (Ability)

	• How do you mediate those problems with the foreigners? (Ability)

Table 3.4 Interview Questions

3.5 Data Analysis

There are six steps to analyzing and interpreting the qualitative data using thematic analysis which are familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006). First, after I got the data from interviewing the participants, I transcribed it then I re-read to check if the data was right or not. Second, I made initial codes to coding and arranging the relevant data. Third, after I did coding then I arranged the coding into themes. Fourth, I reviewing the themes that I made previously to check whether that themes are relevant with the coding or not. Fifth, I naming the themes then continueing to analyze the themes to clarify each themes. Sixth, the last step is I produce the final report of data analysis.

3.6 Trustworthiness

According to Nowell et al. (2017) there are several criteria to achieve trustworthiness using thematic analysis such as credibility, transferability, dependability, confirmability. First, credibility refers to a match between both participants' experience and researcher's depiction of them. Second, transferability refers to a process that researcher should make a detailed description about the research in order to be understood by the future researcher. Third, dependability refers to

auditing process of the whole research process. Fourth, confirmability refers to researchers' interpretation and findings are certainly obtained from the data. In addition, based on Braun and Clarke (2006) stated that trustworthiness must includes confirmability & credibility. Confirmability means that the research data are gained from the interview results. Credibility means that the data which researcher get is the same as participants' experience.

CHAPTER IV
FINDINGS & DISCUSSION

4.1 Findings

The researcher obtained the data from one session interview with two English Language Department students using Zoom meetings due to pandemic covid-19. The first participant was interviewed on December 5th 2020 meanwhile the second participant was interviewed on December 8th 2020. Both interviews were held in Indonesian then translated into English. The findings discussed participants' experience in managing their self-emotional talk (Bednarek, 2008) during their international teaching practicum. The findings reveal that both participants experience 3 intercultural communication competence aspects (Byram, 1997): attitude, insight and ability with linguistics, sociolinguistics, and discourse competence.

1. Attitudes

In the aspect of attitude involve 3 implications such as individual interest, individual willingness, and individual respect:

1.1 Individual interest

The implication of individual interest is both participants have anthusiasm during their international teaching practicum in Australia. Participant 1 expressing her happiness since Australia is her wishlist country to go. Meanwhile, participant 2 express that she could learn how to socialize with

the neighbors since in her experience abroad previously she does not have a chance to interact with neighbors. These are the example of the interview results about interest:

> Participant 1
>
> ***Happy, I definitely happy because it's my first time***, personally it's my first time I went to overseas and came to Aussie a country that I really wanna go there, definitely happy. (Showing interest)
>
> Participant 2
>
> Nah, that was the benefit from intercultural communication so it's easier to adapt the culture then adapt the culture it means that the environment and ***I could socialize with the neigbors there*.** (Showing interest)

1.2 Individual willingness

The implication of individual willingness is both participants express their willingness such as happy, panicked, anxious, and afraid. Participant 1 encountered mixed feelings since she never traveled abroad before. Meanwhile, participant 2 already had several experiences abroad as in South Korea, China, and Australia. She wants to interact with natives but she was afraid if the interlocutors did not understand with her English competence. These are the example of interview results about willingness:

> Participant 1
>
> That was my first time abroad, ***I feel happy, panic, and afraid*** but that senses gather into one. (Showing willingness)
>
> Participant 2

> I wanna talk but ***I feel like awkward because I'm still anxious***, honestly I think that I was wrong, I'm afraid that they can't understand my English. (Showing willingness)

1.3 Individual respect

The implication of individual respect is both participants express their respects towards locals' behavior, culture, and religion. Participant 1 showing her respect to her house family that has pet dogs although she is a muslim. Participant 2 explained that actually the environment abroad is respect to us if we also respect to them. These are the example of interview results about respect:

> Participant 1
>
> Then when I, while eee they have dogs and I indeed that I lived there, ya although I was afraid, ***I tried to respect it.*** (Showing respect)
>
> Participant 2
>
> Actually, the environment they are respect they are ***respect if we also respect to them***. (Showing respect)

2. Insight

In the aspect of insight involve 3 implications such as insight of how to accumulate information, insight of individual similarities along with understanding differences, and insight of alternative interpretation or attitude interpretation:

2.1 Insight of how to accumulate information

The implication of how to accumulate information is both participants gaining new insight from their experience abroad, choose the right culture and could learn from it. Participant 1 got new insight of holding an open door for other people as a sign of care or help for others. Meanwhile, participant 2 got new insight that in Australia, dinner is a crucial time to gather with family in abroad. These are the interview results of how to accumulate information:

> Participant 1
>
> We know that ***locals often hold the door and keep the door open for others to get in***. (Showing obtained new insight)
>
> Participant 2
>
> Nah, in my experience in ***Australia has habit that dinner is a very crucial time for family then I must join it.*** (Showing obtained new insight)

2.2 Insight of individual similarities along with understanding differences

The implication of individual similarities along with understanding differences is both participants expressing the differences when they were in Australia. Participant 1 express her feeling as differences when she lived with her house family. Meanwhile, participant 2 express that she felt a little bit differences since she had already abroad previously. These are the example results of individual similarities along with understanding differences:

> Participant 1

I just feel the differences when I lived with my house family (an Indonesian language teacher) in Rosebud, her name is Laura and Lulu. (Showing understanding of differences)

Participant 2

Nah, eee actually ***I just feel a little bit of culture shock*** in Aussie since I went to Korea for some days and I lived in China for 1 month. (Showing understanding of differences)

2.3 Insight of alternative interpretation or attitude interpretation

The implication of alternative interpretation or attitude interpretation is both participants think about others interpretation about them when they were in Australia. Participant 1 express that she did not want other people will think negative of her. Participant 2 express that if she makes the toilet wet, other people will think that is dirty. These are the interview results of alternative interpretation or attitude interpretation:

Participant 1

That behavior makes me eee ***I thought that I must do that so they will not think negative of me*** since they often do that in everyday life and I was the stranger that came and did not do it. (Showing attitude interpretation)

Participant 2

Maybe if I didn't brought tissues that I made it wet in Korea to the toilet I would not know that in abroad eee the toilet didn't allow to make wet, ***they will think that if the toilet wet it is dirty.*** (Showing attitude interpretation)

3. Ability language

In the aspect of ability language involve 6 implications such as ability to be cognitively aware, ability to tolerate uncertainty, ability to maintain anxiety, ability to empathize, ability to adapt in others' behavior, and ability to explain others' behavior:

3.1 Ability to be cognitively aware

The implication of ability to be cognitively aware is both participants express their awareness towards different cultures abroad. Participants 1 as a muslim, she could not get in touch with dogs but her house family pet dogs so she respects it since she has pet cats in her home. Participant 2 her house family know some about islam, she thinks that it is a challenge for her to explain about islam when her house family ask to her. These are the example of interview results about ability to be cognitively aware:

> Participant 1
>
> Therefore, Laura have dogs whereas I am a Muslim and assume that dogs are najis 'unclean', ***but I aware*** that I have cats at my home. (Showing awareness)
>
> Participant 2
>
> Nah, that was my house family know about muslim, and this is ***the challenge when they ask it***. (Showing awareness)

3.2 Ability to tolerate uncertainty

The implication of ability to tolerate uncertainty is both participants showing their language competence to avoid miscommunication with their interlocutors. Participant 1 got house family which is an Indonesian language

teacher in Australia, she told her house family that she still learning English and they were talking slowly to each other. Participant 2 also got house family which is an Indonesian language teacher when she could not understand what her house family said to her, she asked her house family to described it and translated it into Indonesian. These are the example of interview results about ability to tolerate uncertainty:

> Participant 1
>
> But Alhamdulillah, I was very grateful that ngng thus ***when I was with Laura which she is native English but teach Indonesian language since she eee know that I am not native***, I am Indonesian that learn English there, thus when we were talking slowly to each other. (Showing their language competence)
>
> Participant 2
>
> Thus, sometimes when I speak English then I did not eee she talked to me using English that I did not really know the meaning yet, she has already described it then ***I did not understand what she was saying, she would translate it to Indonesian*** and from that incident I know the meaning. (Showing their language competence)

3.3 Ability to maintain anxiety

The implication of ability to maintain anxiety is both participants think that build well-communication towards interlocutors could overcome the anxiety. Participant 1 explained to her house family that she still learning English thus would make her house family understand about her. Participant 2 said that communication is important solution to developing inner contact with

family and friends. These are the example of interview results about ability to maintain anxiety:

> Participant 1
>
> When I was with my house family, ***I directly said that I still learn English*** (smile). (Showing that well-communication is to maintain anxiety)
>
> Participant 2
>
> Nah, that was eee actually, communication ya back to ***communication is the important solution*** is developing the communication what is that ***developing inner contact with family and friends.*** (Showing that well-communication is to maintain anxiety)

3.4 Ability to empathize

The implication of ability to emphatize is both participants express their emphatize towards others, they would feel what other people feel about them. Participant 1 express her feeling about her house family pet if others did not like it because she ever felt like that. Participant 2 she afraid her house family would be offended if she did not like get touch with their dogs that is her challenge. These are the example of interview results about ability to emphatize:

> Participant 1
>
> Because ***I know how it feels when I have pets and other people didn't like it***, I understand it because I have ever felt that. (Showing emphatize to others)
>
> Participant 2

> My house family has 2 dogs but that's my challenge then ***I was afraid afraid that Laura will offended*** or anything. (Showing emphatize to others)

3.5 Ability to adapt in others' behavior

The implication of ability to adapt in others' behavior is both participants had already trained about Cross Cultural Understanding (CCU) before they went abroad and they must explain about their culture rules towards others. Participant 1 explained that she had preparing CCU before she went to Australia. Participant 2 explained that we must explain about what we could not do and do not be quiet because it would lead to misunderstanding. These are the example of interview results about ability to adapt in others' behavior:

> Participant 1
>
> And before I went to Australia, ***there was a training about CCU (Cross Cultural Understanding)*** the aim is to learn about culture and habit there so that I won't shock. (Showing their insight about how to adapt abroad)
>
> Participant 2
>
> If there is a thing that ***we couldn't do it ya we must explain*** and don't be quiet. (Showing their insight about how to adapt abroad)

3.6 Ability to explain others' behavior

The implication of ability to explain others' behavior is both participants got new insight about habit and cultures in Australia. Participant 1 narrated that Australian has habit to filter the trash into organic and non-organic

and locals there are tidy. Participants 2 explained that Australia has behavior to drink alcohol after dinner and we could learn the right habit that only suitable with our culture. These are the example of interview results about ability to explain others' behavior:

> Participant 1
>
> Thus ***everyone there has a habit to filter the trash*** into organic and non-organic type and ***they are indeed tidy***. (Showing about behavior abroad)
>
> Participant 2
>
> From us, we desire to accept their culture or not, accept in this context means that we did not fully accept the culture but to make respect for them then we must choose which culture that suitable for us, what was that name***, my house family in Aussie have habit that after eat sometimes after dinner, they drink wine otherwise beer***. (Showing about behavior abroad)

The findings of the research data indicated that both participants expressing their self-emotional talk in intercultural communication competence during their international teaching practicum. Their self-emotional talk includes attitude, insight, ability language within intercultural communication competence.

4.2 Discussion

This research has aim to investigate students' self-emotional talk during their international teaching practicum. ICC means a mediator to respect each other who have different socio-cultural backgrounds (Byram, 1997). Both participants expressing their self-emotional talk when they were faced with ICC abroad.

1. Attitudes

Byram (1997) stated that attitudes in this context refer to mind towards individuals who are recognized as different in respect within cultural meanings, faith and practices they exhibit, which are seen in their interaction with individuals from their own social group or others. Attitudes considered as successful or unsuccessful of interaction since attitudes required individuals' interest and willingness, skill to prevent distrust and judgment to others' with respect (Byram, 1997). These are the implication of both participants express their interest, willingness, and respect towards others:

1.1 Individual interest

Individual interest is one of aspect determine to acquire other cultures and language. If individual has positive attitude in learning foreign language and interested to interact with intercultural friends, it leads to improve their confident after getting their foreign language achievement (Ghasemi, Ahmadian, Yazdan, & Amerian, 2020). These are the interview of showing interest from both participants:

Participant 1

> ***Happy, I definitely happy because it's my first time***, personally it's my first time I went to overseas and came to Aussie a country that I really wanna go there, definitely happy.

Participant 1 expressing her interest about Australia and she is very happy that she could go there.

Participant 2

Nah, that was the benefit from intercultural communication so it's easier to adapt the culture then adapt the culture it means that the environment and ***I could socialize with the neigbors there*.**

Participant 2 explained that she got benefit from her intercultural experience which is she could adapt the culture easily and she also could socialize with the neighbors in Australia.

1.2 Individual willingness

If a person does not have willingness to engage with second language environment, it would be difficult to develop their second language identity (Bennu, 2021). It implies that individual willingness is necessary in developing their second language identity in the target community. These are the interview of showing willingness from both participants:

Participant 1

That was my first time abroad, ***I feel happy, panic, and afraid*** but that senses gather into one.

Because even though we understand when we are speaking English in Indonesia but when ***I talked with native I felt***

nervous whether because they were talk fastly or I felt nervous then sometimes I felt blank and I did not speak correctly.

The first participant expresses her willingness that she went to Australia and she explained about her willingness to interact with natives even though she was struggled in the language.

Participant 2

I wanna talk but ***I feel like awkward because I'm still anxious***, honestly I think that I was wrong, I'm afraid that they can't understand my English.

Nah, then I went to Aussie, to Aussie got me another challenge because ***they are natives of English then when I first came, one day two days honestly I'm still adapting to their accent, adapt to hear their voices.***

The second participant express her anxious and nervous when she was interacted with natives because she did not confidence with her English competence. She also adapting to hear Australian accents around first week of her arrival.

1.3 Individual respect

During abroad journey, individuals often deal with different cultures that have not ever encountered yet, this requires individual exertion and negotiation to adapting other cultural environments (Yu & Moskal, 2018). Negotiation between different culture required to be apply since it would prevent misunderstanding. Furthermore, respecting others means that not only look at their own cultures as the best culture, open-minded, and accept other culture (Alaei & Nosrati, 2018). These are the interview of showing respect from both participants:

Participant 1

Then when I, while eee they have dogs and I indeed that I lived there, ya although I was afraid, ***I tried to respect it.***

Hmm okay, for me, ***I tolerant mmm learning to deal with the differences with respect that differences.***

The first participant narrated that her house family lived with dogs although she afraid of it, she tried to respect it. She explained that she learned to deal with differences with respecting the differences.

Participant 2

Actually, the environment they are respect they are ***respect if we also respect to them***.

> Nah, thenceforth ***the dogs could live inside the house, this was the challenge for me*** because I live in Laura's house ya during one week then sometimes in the morning the dogs chased me (smiling) which is the dogs are very agile as little cat like that little cat.
>
> When I was outside bedroom, I thought ya ***I use my socks instead of my feet got licked by the dogs***, since I brought several socks.

The second participant said that the environment itself is respect if we also respect them. She narrated that when she was in Australia meanwhile her house family pet dogs and allow the dog inside the house, she resolved to not directly get licked by dogs with using socks that has stated.

2. Insight

An intercultural environment gives opportunities to the students to engage with socio-cultural interaction since people there are 'cultural carrier', they could obtain cultural knowledge and improving personal skills (Yu & Moskal, 2018). From that statement, students whom directly interact with target community would gain cultural insight about it. These are the implication of both participants express their insight of how to accumulate information, insight of individual similarities along with understanding differences, insight of alternative interpretation or attitude interpretation:

2.1 Insight of how to accumulate information

Devillar and Jiang (2012) stated that through directly interact with different cultures, individuals might expand their knowledge about cross-cutural skills, then it would be benefit to them as future teacher (as cited in Arthur et al., 2019). Moreover, they recommend us to have intercultural peers are helpful since we could transfer our knowledge and skills to each other. These are the interview of showing insight of how to accumulate information from both participants:

> Participant 1
>
> We know that ***locals often hold the door and keep the door open for others to get in.***
>
> Therefore, one of my reasons I'm here was ***to learn besides to teach Indonesian language but I also learn English language*** with my own way and I used to do it every day.

The first participant explained that she got new insight into locals' habits from her experience in Australia. She learned English language with natives directly and taught Indonesian language to students at school.

> Participant 2
>
> Nah, in my experience in ***Australia has habit that dinner is a very crucial time for family then I must join it.***

Then, ***Laura taught me a lot of daily language in Australia***.

Nah, here ***I learn many, learn many English language and it is the real implications from what I have learn in college***.

The second participant narrated that from her experience, she got new knowledge about behavior in Australia. She also got new English vocabularies which often uses in daily conversation. She explained that she could apply her English that she had already learned from college there.

2.2 Insight of individual similarities along with understanding differences

Participants from culturally diverse classess learned about different cultural between their own culture and other cultures (Arthur, Becker, Dressler, Crossman, & Kawalilak, 2019). They are observing and acknowledge the differences that they were perceived abroad. These are the interview of showing understanding of differences from both participants:

Participant 1

The main point was ***I'm in another country with different culture and different environment, big different temperature and I began to hear natives talking to each other directly***, that was I panicked for honestly.

I just feel big differences when I lived with my house family (an Indonesian language teacher) in Rosebud, her name is Laura and Lulu.

The first participant stated about she felt and recognize the differences when she was in Australia for the first time. She added that she felt big differences when she lived with her house family.

Participant 2

Nah, eee actually ***I just feel a little bit of culture shock*** in Aussie since I went to Korea for some days and I lived in China for 1 month.

The second participant explained that she does not feel big differences in Australia since she had already experience abroad previously.

2.3 Insight of alternative interpretation or attitude interpretation

Higher concern in ICC is to interpreting behavior, to reflect and evaluate interactions, to act appropriately, and to knowledge in intercultural situations (Peck & Yates, 2018). In intercultural environment, participants must behave properly and understand about others' perspective to avoid misunderstanding.

These are the interview of showing attitude interpretation from both participants:

Participant 1

That behavior makes me eee ***I thought that I must do that so they will not think negative of me*** since they often do that in everyday life and I was the stranger that came and did not do it.

The first participant expressing her interpretation towards others if she does not do what locals' do in daily habits.

Participant 2

Maybe if I didn't brought tissues that I made it wet in Korea to the toilet I would not know that in abroad eee the toilet didn't allow to make wet, ***they will think that if the toilet wet it is dirty.***

The second participant expressing her interpretation towards others based on her experience abroad previously.

3. Ability Language

Through learning intercultural communication competence, it emphasize to obtaining and processing between individual's culture and other cultures (Dalib, Harun, & Yusof, 2016). Furthermore, the ability which required in intercultural communication is to observation, listening, evaluating, analyzing, interpreting, and

relating. These are the implication of both participants express their ability to be cognitively aware, ability to tolerate uncertainty, ability to maintain anxiety, ability to empathize, ability to adapt in others' behavior, ability to explain others' behavior:

3.1 Ability to be cognitively aware

Students who learn abroad contributed to improving global awareness from cultural differences and similarity since environment abroad support the students to build international understanding and respecting others (Chien, 2020). Intercultural environment encouraged the students to communicate with others that have different socio-cultural backgrounds. In addition, awareness in ICC refers to students reflecting on their intercultural experiences (Giovanangeli & Oguro, 2016). These are the interview of showing awareness from both participants:

Participant 1

> Therefore, Laura have dogs whereas I am a Muslim and assume that dogs are najis 'unclean', ***but I aware*** that I have cats at my home.

The first participant expressing her awareness towards others belief to pet dogs and respecting it since she has pet in her house.

Participant 2

> Nah, that was my house family know about muslim, and this is ***the challenge when they ask it***.

The second participant expressing her awareness towards her house family when they ask her about islam. She said that it was challenge to explain since she must explain them about her belief.

3.2 Ability to tolerate uncertainty

The essential aspect of intercultural communication is to tolerate ambiguity because individuals who have ambiguity tolerance are more willing to interact with people from different socio-cultural backgrounds (Fatemi, Khajavy, & Choi, 2016). Moreover, Gudykunst (1993) individuals who have higher ambiguity tolerance are would ask others about information that they do not yet understand and likely open to accepting others' opinion (as cited in Fatemi et al., 2016). Maude (2011) argued that 'repairs' strategy aims to reduce others' misunderstanding because often individuals who have different cultural backgrounds are unaware of communicative behavior that provokes miscommunication to the interlocutors' meaning (as cited in Dalib, Harun, & Yusof, 2016). The repairs strategy required the interlocutor to ask to clarify meaning to the speaker. These are the interview of showing their language competence to prevent miscommunication from both participants:

Participant 1

But Alhamdulillah, I was very grateful that ngng thus ***when I was with Laura which she is native English but teach Indonesian language since she eee know that I am not native***, I am Indonesian that learn English there, thus ***when we were talking slowly to each other.***

The first participant explained to her house family that she still learns English to communicate with them. Thus, when she does not yet understand what her house family has said, she would ask to clarify the information and ask her house family to talk slowly.

Participant 2

Thus, sometimes when I speak English then I did not eee she talked to me using English that I did not really know the meaning yet, she has already described it then ***I did not understand what she was saying, she would translate it to Indonesian*** and from that incident I know the meaning

The second participant narrated her experience that when she does not yet understand with the meaning, she asks her house family to describe it then if she did not yet understand again, her house family would translate it into Indonesian.

3.3 Ability to maintain anxiety

Horwitz and Cope (1986) described anxiety as individuals' sense of tension, apprehension, nervousness, and worry (as cited in Lee, 2018). When intercultural communication occurred, individuals are most likely to feel anxiety and it related with negative affect (Logan, Steel, & Hunt, 2014). It implies that intercultural communication and anxiety are strongly related. These are the interview of showing that building well-communication has aim to manage anxiety from both participant:

> Participant 1
>
> That was my panick***, I felt afraid when my house family who is an Indonesian language teacher picked up m***e then I, eee I lived with them.
>
> ***To overcome my panick and our nescience, me and my friend use Javanese to communicate each other*** because sometimes we cannot yet understand using English since she can understand if we use Indonesian besides we were talking about her.
>
> When I was with my house family, ***I directly said that I still learn English*** (smile).

The first participant expressed her anxiety when she came to her house family. Then, when she could not yet understand the information from her house family, she asked her friend to described it using Javanese. At the first encounter, she explained to her house family about her English competence, her

aim was she would build well-communication to manage her anxiety.

Participant 2

Nah, that was eee actually, communication ya back to ***communication is the important solution*** is developing the communication what is that ***developing inner contact with family and friends.***

The second participant has solution to overcome her anxiety is building well-communicating to develop inner contact towards family and friends.

3.4 Ability to empathize

Garaigordobil and Galdeano (2006) defined empathy as the ability to put individual in one's place and to understand their point of view and feeling (as cited in Cebrián & Cava, 2014). Furthermore, ability to empathize are necessary for intercultural environment since it has function as cultural mediation and to maintain stereotype, bias, and conflicts (Portera, 2014). These are the interview of showing empathize to others from both participants:

Participant 1

Because ***I know how it feels when I have pets and other people didn't like it***, I understand it because I have ever felt that.

The first participant expressing her empathy to her house family about their pet since she also has pet in her house and she ever felt that other people do not like her pet. She put herself in other's point of view.

Participant 2

My house family has 2 dogs but that's my challenge then ***I was afraid afraid that Laura will offended*** or anything.

The second participant expressing her empathy about her house pet that she could not get in touch. She was afraid whether her house family would be offended by her act or not.

3.5 Ability to adapt in others' behavior

During intercultural communication, participants encounter new environment and it requires the participants to do some efforts and negotiation in their progress of adapting new socio-cultural environment (Yu & Moskal, 2018). Moreover, that negotiation has aim to overcome the gaps, develop their knowledge, and worldview about their international education. These are the interview of showing their insight about how to adapt abroad from both participants:

Participant 1

And before I went to Australia, ***there was a training about CCU (Cross Cultural Understanding)*** the aim is to learn about culture and habit there so that I won't shock.

The first participant explained that before went to Australia, there was a training about CCU (Cross Cultural Understanding). This program has aim to learn the cultures and habit in Australia. It implies that the participant had already prepared to adapt while they were in Australia.

Participant 2

If there is a thing that ***we couldn't do it ya we must explain*** and don't be quiet.

The second participant concluded her experience abroad that if she could not do something based on Indonesian cultures, she would rather speak up and explain it than be quiet and make her interlocutors feel misunderstanding to her.

3.6 Ability to explain others' behavior

Byram (1997) stated that intercultural communication competence is a mediator between people with different cultures, it means that individual

understand the target language and host behavior as well as could explain to others. These are the interview of showing about behavior abroad from both participants:

Participant 1

Thus ***everyone there has a habit to filter the trash*** into organic and non-organic type and *they are indeed tidy*.

But ***they are very on time***… (did not clear)

The first participant explained about cultures in Australia that locals there has habit to filter the trash (organic and non-organic type), they are tidy, and on time.

Participant 2

From us, we desire to accept their culture or not, accept in this context means that we did not fully accept the culture but to make respect for them then we must choose which culture that suitable for us, what was that name***, my house family in Aussie have habit that after eat sometimes after dinner, they drink wine otherwise beer***.

The second participant explained that her house family has habit to drink alcohol after having dinner.

CHAPTER V
CONCLUSION & SUGGESTION

The researcher investigates participants' intercultural communication competence during teaching practicum in Australia. Based on the result of research, participants faced differences in socio-culture and environment abroad and it made them struggle to adapt there. From attitude aspect, both participants are expressing their interest towards going abroad since they could socialize with locals although they were struggled with the language, they are respect to locals' cultures. From insight aspect, they gained new insight about other cultures, they are showing understanding of differences and attitude of others' interpretation. From ability aspect, they are aware towards other cultures and their language competence to prevent misunderstanding, building well-communication to manage anxiety, they were showing empathize to others, they were prepared before going abroad to adapt the cultures and they could understand and explain others' behavior based on their experience. Moreover, the researcher suggests to pre-service teachers who are willing to take part in international practicum programs to enroll intensive intercultural communication class to prepare how to communicate with people that have different socio-cultural backgrounds and learning English as universal language to interact with others.

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APPENDIX

CODING TRANSLATION

No	Overarching theme	Themes	Sub-themes	Coding	Data	Keyword/ description
		Established				
1	Preservice teacher emotional talk	Attitude	Individual interest	Showing interest	P1: ***Happy, I definitely happy because it's my first time***, personally it's my first time I went to overseas and came to Aussie a country that I really wanna go there, definitely happy. P2: Nah, that was the benefit from intercultural communication so it's easier to adapt the culture then adapt the culture it means that the environment and ***I could socialize with the neigbors there.***	All participants express their interest to go abroad
			Individual willingness	Showing emotion	P1: That was my first time abroad, ***I feel happy, panic,***	Both participants express their feeling when

					and afraid but that senses gather into one. P2: I wanna talk but ***I feel like awkward because I'm still anxious***, honestly I think that I was wrong, I'm afraid that they can't understand my English.	they were abroad
			Individual respect	Showing respect	P1: Then when I, while eee they have dogs and I indeed that I lived there, ya although I was afraid, ***I tried to respect it.*** P2: Actually, the environment they are respect they are ***respect if we also respect to them***.	All participants' expression that extend their respect to others.
2		Insight	Insight of how to accumulate information,	Showing obtained new insight	P1: We know that ***locals often hold the door and keep the door open for others to get in.*** P2: Nah, in my experience in ***Australia has habit that***	Both participants gain new insight about other cultures.

			dinner is a very crucial time for family then I must join it.	
	Insight of individual similarities along with understanding differences,	Showing understanding of differences	P1: ***I just feel big differences*** when I lived with my house family (an Indonesian language teacher) in Rosebud, her name is Laura and Lulu. P2: Nah, eee actually ***I just feel a little bit of culture shock*** in Aussie since I went to Korea for some days and I lived in China for 1 month.	Both participants express their understanding of differences.
	Insight of alternative interpretation or attitude interpretation.	Showing attitude interpretation	P1: That behavior makes me eee ***I thought that I must do that so they will not think negative of me*** since they often do that in everyday life and I was the stranger that came and did not do it.	Both participants express their good attitudes towards others.

				P2: Maybe if I didn't brought tissues that I made it wet in Korea to the toilet I would not know that in abroad eee the toilet didn't allow to make wet, ***they will think that if the toilet wet it is dirty.***	
3	Ability Language	Ability to be cognitively aware	Showing awareness	P1: Therefore, Laura have dogs whereas I am a Muslim and assume that dogs are najis 'unclean', ***but I aware*** that I have cats at my home. P2: Nah, that was my house family know about muslim, and this is ***the challenge when they ask it***.	Both participants showing their awareness to others.
		Ability to tolerate uncertainty	Showing their language competence	P1: But Alhamdulillah, I was very grateful that ngng thus ***when I was with Laura which she is native English but***	Both participants explain to their house family about their English competence.

			teach Indonesian language since she eee know that I am not native, I am Indonesian that learn English there, thus when we were talking slowly to each other P2: Thus, sometimes when I speak English then I did not eee she talked to me using English that I did not really know the meaning yet, she has already described it then ***I did not understand what she was saying, she would translate it to Indonesian*** and from that incident I know the meaning	
	Ability to maintain anxiety	Showing that well-communication is to maintain anxiety	P1: When I was with my house family, ***I directly said that I still learn English*** (smile).	Both participants think that communication is important to maintain anxiety.

			P2: Nah, that was eee actually, communication ya back to ***communication is the important solution*** is developing the communication what is that ***developing inner contact with family and friends.***	
	Ability to empathize	Showing emphatize to others	P1: Because ***I know how it feels when I have pets and other people didn't like it***, I understand it because I have ever felt that. P2: My house family has 2 dogs but that's my challenge then, ***I was afraid afraid that Laura will offended*** or anything.	Both participants express their emphatize to others.
	Ability to adapt in others' behaviour	Showing their insight about how to adapt abroad	P1: And before I went to Australia, ***there was a training about CCU (Cross Cultural Understanding)*** the aim is to	Before going abroad participants was trained culture abroad and explain about their

			learn about culture and habit there so that I won't shock. P2: If there is a thing that ***we couldn't do it ya we must explain*** and don't be quiet.	culture rules to others.
	Ability to explain others' behaviour	Showing about behavior abroad	P1: Thus ***everyone there has a habit to filter the trash*** into organic and non-organic type and they are indeed tidy. P2: From us, we desire to accept their culture or not, accept in this context means that we did not fully accept the culture but to make respect for them then we must choose which culture that suitable for us, what was that name***, my house family in Aussie have habit that after eat sometimes after dinner,***	Both participants explain about behavior abroad.

	they drink wine otherwise beer.