

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining the
Bachelor Degree of English Language Education



By

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2024

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THESIS STATEMENT

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ASSESSING STUDENTS' INTERCULTURAL COMPETENCE: THE EXPERIENCE OF PRE-SERVICE TEACHERS IN MALAYSIAN SCHOOL

is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

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To inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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ABSTRACT

Title : **Assessing Students' Intercultural Competence: The Experience of Pre-Service Teacher in Malaysian School**
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Intercultural competence is the ability to successfully and appropriately engage with people from different cultural backgrounds. However, studies on pre-service English teachers' practical experiences in assessing intercultural competence are limited. This study aimed to describe how Indonesian pre-service English teachers in Malaysian school assess their students' intercultural competence, to explain whether the assessment meet the standards of intercultural competence assessment, and to explain the challenges of Indonesian pre-service teachers in assessing students' intercultural competence in Malaysian school. The participants of this study were five pre-service teachers of UIN Walisongo in the 2024 academic year who conducted their international teaching practicum at Maahad Tahfiz Al-Qur'an Darul Falah Selangor, Malaysia. Observation, document study, and interview were used as method of collecting data. The methods of data analysis include data condensation, data display, and conclusion drawing. The result showed that the pre-service English teacher used a direct method with subjective questions, self-report survey, and peer assessment in assessing their students' intercultural competence. By using direct method, pre-service English teachers can create a dynamic assessment environment that accurately reflects the standards ad goals of intercultural competence. The assessment meets the standards of intercultural competence Intercultural competence assessment carried out by pre-service English teachers was implemented in four components, those were attitudes, knowledge and comprehension, and skills. The pre-service English teachers face challenges in assessing students' intercultural competence in the form of language proficiency, and limited time. The implication of this study include the need for development of more effective assessment methods as well as institutional support for cross-cultural practices.

Keywords : Intercultural competence, pre-service English teachers, teachers' experience, teaching practicum

MOTTO

“Surrender to the Almighty”

“Pasrah sumarah marang Kang Moho titah”

(Abah Drs. H. Ah. Adib Al Arif, M.Ag)

بِقَدْرِ الْكَدِّ تُكْتَسَبُ الْمَعَالِي

“The measure of your hard work is the measure of your success”

“Sejauh mana ukuran kerja kerasmu, begitu pula ukuran engkau
meraih keluhuran (kesuksesan)”

(Ta’lim al muta’allim)

“Life is a learning journey, keep going even though slowly”

“Hidup adalah perjalanan belajar, terus melangkah meski perlahan”

(Rohilah Ilal Ilah)

ACKNOWLEDGEMENT

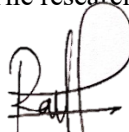
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Gratitude is extended to Allah SWT, the sustainer and most compassionate, for His guidance and good health throughout the thesis process. Prayers and blessings are also sent to Prophet Muhammad Saw, for leading us to enlightenment and righteousness. The researcher expresses deepest gratitude to those who provided guidance, corrections, suggestions, advice, and unwavering support, making the completion of this thesis possible, especially the prayers from my father, mother, and family. This thesis dedicates to all parties who have supported me in completing the thesis:

1. The Dean of Education and Teacher Training Faculty, Prof. Dr. Fatah Syukur, M. Ag.
2. The Head of English Department, Dra. Nuna Mustikawati Dewi, M.Pd.
3. The secretary of English Department, Lulut Widyaningrum, M.Pd.
4. My beloved thesis advisor, Dr. Siti Tarwiyah, S.S., M.Hum., and all lecturers at English Department whom I always respect.

Semarang, 20th December 2024

The researcher



Rohilah Ilal Ilah

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DEDICATION

In the name of Allah SWT, the Most Beneficent, the Most Merciful, the writer dedicated this thesis to:

1. My endless love and my best support system in the world, my parents (Abah Ah. Adib Al Arif, Ibu Almh. Sholihati, and Ibu Sri Wahyuni), my beloved siblings, Roro Royatal Ilah and Royan Royyanal Ilah who always guide and pray the best for me every time and everywhere, who always never letting me down and reminding me that I can get through it. While finishing this script, they always gave me prayers, encouragement, love, spirit, motivation, and patience. Thank you all so much for everything. I love you so much more than anything.
2. My role models, Dr. KH. Fadlolan Musyaffa', Lc., MA., Ibu Nyai Hj. Fenty Hidayah, S.Pd.I,
3. My cousins Fina Al-Mafaz, Arbaita Khoirol Ummah thank you for sharing everything and always ready to listen my complaints.
4. My beauty besties, Sifa, Alif, Faza, and Ines thank you for sharing everything and being part of my life story.
5. My college besties, Tsania, Aura Nabila, Rizqi, Aura Chodijah, Lauwwana, Muflikha, Azzahra, Annisa, Nanda, Vivi, Khodijah, Revina, Danik, Arin, Erika thank you for being with me from the beginning till the end of the semester.
6. My aisipi family, ICP PBI 2021 who struggled with me, thank you for always being solid and having me guys.

7. My international PLP 2 team, as well as my participants, Lauwwana Jojo, Muflikha Ika, Khodijah, Ahmad Nurul Huda, and M Ridwan Abdullah, thank you for sharing your time for observation and interview.
8. Members of alqurfah alkhomisah, members of 2/2, thank you for accompany me all this time and thank you for members of KKN group Posko 67, thank you for 45 unpredictable days.
9. And all the kindhearted people around the writer who can't be written one by one.
10. And last but not least, for me, myself, and I, Rohilah Ilal Ilah, thank you for never giving up and fighting till the end, I'm proud of myself

Finally, the researcher dedicates that this thesis is not perfect and realizes that there is still room for improvement. Therefore, the researcher welcomes constructive feedback to improve its quality. Hopefully, this thesis can provide benefits, especially in advancing the teaching and learning process for all parties involved.

Semarang, 20 December 2024

Best regards from the writer

A handwritten signature in black ink, appearing to read 'Rohilah Ilal Ilah', with a horizontal line drawn through the middle of the letters.

Rohilah Ilal Ilah

2013046096

TABLE OF CONTENTS

COVER;	i
THESIS STATEMENT	i
RATIFICATION	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO	vii
ACKNOWLEDGEMENT	viii
DEDICATION	ix
TABLE OF CONTENTS	xi
TABLE LIST	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Questions	3
C. Research Objectives	4
D. Limitation of the Research	4
E. Research Significance	5
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Previous Research	9
B. Literature Review	15
1. Intercultural Competence	15
2. Assessing Intercultural Competence : the important of intercultural competence approaches, methods, and objectives	19

3. Challenges in intercultural competence	22
4. Pre-service teachers	24
CHAPTER III RESEARCH METHOD	28
A. Research Design	28
B. Research Setting and Time	29
C. Research Focus.....	30
D. Method of Collecting Data	30
1. Observation	30
2. Document study.....	30
3. Interview.....	31
E. Data Validity.....	32
F. Instrument.....	33
1. Document Study	33
2. Observation	34
3. Interview.....	35
G. Method of analyzing data	36
1. Data condensation.....	36
2. Data display.....	36
3. Conclusion drawing.....	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	38
A. Findings.....	38
1. The ways Indonesian pre-service teachers assess their Malaysian students' intercultural competence.....	38

2. Whether the assessments meet the standards of intercultural competence assessment	44
3. Challenges Faced by Indonesian Pre-Service Teachers in Assessing Intercultural Competence in Malaysian Schools	57
B. Discussion	60
1. The ways Indonesian pre-service teacher assess their students intercultural competence	61
2. Whether the assessment appropriate with the standards in assessing students' intercultural competence?.....	62
3. Challenges Faced by Indonesian Pre-Service Teachers in Assessing Intercultural Competence in Malaysian Schools	63
CHAPTER V CONCLUSION	64
A. Conclusion.....	64
B. Suggestion	65
REFERENCES.....	68
APPENDICES.....	74
CURRICULUM VITAE.....	97

TABLE LIST

Table 3.1 Observation sheet to check the conformity of the assessment with the standard of intercultural competence assessment.....	34
3.2 List of questions of interview in validity data and challenges.....	35
4.1 The conformity of the assessment with the standard of intercultural competence assessment of pre-service teacher A	45
4.2 The conformity of the assessment with the standard of intercultural competence assessment of pre-service teacher B	47
4.3 The conformity of the assessment with the standard of intercultural competence assessment of pre-service teacher C	50
4.4 The conformity of the assessment with the standard of intercultural competence assessment of pre-service teacher D	52
4.5 The conformity of the assessment with the standard of intercultural competence assessment of pre-service teacher E	54
4.6 Challenges in language proficiency faced by pre-service teachers	57

4.7 Challenges in limited time and resource constraints faced by pre-service teachers	59
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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions, research objectives, limitation of research, and research significance.

A. Background of the Research

Intercultural competence is the capacity to interact with individuals from diverse cultural backgrounds in a suitable and successful manner. since teachers are frequently entrusted with instructing students from a variety of backgrounds in our increasingly globalized world, this ability is crucial. Because Malaysia has distinct cultural dynamics and English is taught as a second language as opposed to English as a foreign language in Indonesia, pre-service English teachers in Indonesia must build intercultural competence (Liskinasih et al., 2020).

Intercultural competence is the capacity to communicate successfully and adapt to different cultural circumstances. In the context of education, it is crucial that students develop this ability to negotiate the complexity of a globalized world (Hossain, 2024). Indonesian and Malaysia with their different cultural landscapes, present different challenges and possibilities for promoting intercultural competence among their pupils (Djatkika et al., 2024). Indonesian students faced obstacles while studying in South Korea, such as language barriers, cultural disparities, and social prejudices (Mulyana & Eko, 2017). These problems highlight the

necessity for comprehensive programs that improve intercultural competence among Indonesian students.

Assessing intercultural competence in educational settings is an important step towards ensuring that students are adequately prepared to deal with these cross-cultural realities. By evaluating and tracking the development of intercultural competence, educators can identify areas for improvement and provide targeted support to help students thrive in a multicultural environment. However, approaches to assessing intercultural competence can vary widely across different education systems and cultural contexts.

Research highlights how foreign teaching practicums help Indonesian pre-service English teachers develop their intercultural competency, but little thought is paid to how pre-service English teachers assess their students' intercultural competence throughout these experiences. The literature currently in publication primarily addresses the intercultural awareness, professional development, and personal growth of pre-service English teachers (Atmojo & Putra, 2022; M Hasymi, 2024), but it provides little information on assessment practice in classroom with a variety of cultural backgrounds between Indonesian pre-service English teachers and Malaysian students.

Vi Thi Tuong Pham & Anh Tuan Pham (2021) investigated an assessment of students' intercultural competence in public and private universities in Vietnam. This research aim to provide an

assessment of the intercultural competency of students at public and private universities in Vietnam. It is then proposed that the findings of the study can act as a basis for additional research to enhance students' capacity to handle cross-cultural situations. However, studies on pre-service English teachers' practical experiences in assessing intercultural competence are limited.

This study focuses on the examination of assessing intercultural competence in schools in two neighboring Southeast Asian countries, Indonesia and Malaysia. These two countries share common historical and cultural ties but also have clear differences in education systems and approaches to fostering intercultural understanding among students. By conducting an analysis, the researchers aimed to uncover similarities in how teachers in Indonesian and Malaysian schools assess their students' intercultural competence.

The findings from this study can provide valuable insights for educators in both countries, as well as other countries grappling with the challenge of effectively developing and evaluating intercultural competence in their schools.

B. Research Questions

According to the research objectives, the research questions are:

1. How do Indonesian pre-service English teachers in Malaysian schools assess their students' intercultural competence?

2. Does the assessment meet the standards of intercultural competence assessment?
3. What are the challenges of Indonesian pre-service English teachers in assessing students' intercultural competence in Malaysian school?

C. Research Objectives

Based on the research questions mentioned above, the purpose of the research study are:

1. Describe how Indonesian pre-service English teachers in Malaysian schools assess their students' intercultural competence
2. Explain whether the assessment meet the standards of intercultural competence assessment.
3. Explain the challenges of Indonesian pre-service English teachers in assessing students' intercultural competence in Malaysian school.

D. Limitation of the Research

This research was conducted during an international teaching practicum at Maahad Tahfiz Al-Quran Darul Falah (MTADF) Selangor, Malaysia. The participants of this research were 5 EFL pre-service English teachers majoring in the English Education Department at UIN Walisongo in the 2024 academic year. This research was limited to the perception of assessing

intercultural competence by Darla K Deardoff (2006) in assessing intercultural competence.

E. Research Significance

1. Theoretical benefit

Assessing students' intercultural competence provides a valuable opportunity to enhance the understanding of this complex construct. Through evaluation, educators can define and analyze key components such as awareness, knowledge, and skills that contribute to effective intercultural interactions. This process not only helps in refining existing theories but also facilitates the development of new frameworks that outline best practices for assessing intercultural competence in various educational contexts. Additionally, the experiences of Indonesian pre-service English teachers in Malaysian schools can contribute to the broader academic discourse on intercultural education, offering empirical evidence that supports or challenges existing theoretical perspectives.

2. Pedagogical benefit

The assessment of intercultural competence offers numerous advantages for the curriculum and teaching strategies within teacher education programs. Insights gained from such assessments can lead to significant improvements in curricula by integrating intercultural competence as a core learning objective. Furthermore, these assessments provide educators

with valuable information on effective teaching strategies that promote intercultural understanding and skills among pre-service English teachers. Engaging in this assessment can also increase student motivation, as they become more actively involved in discussions and activities related to cultural diversity. Ultimately, the process encourages reflective practice, allowing pre-service English teachers to critically examine their own cultural biases and refine their teaching methodologies, thereby better preparing them for the realities of multicultural classrooms.

3. Practical benefit

a. For learners

For learners, assessing intercultural competence equips them with essential skills to navigate and thrive in diverse environments. This assessment fosters greater cultural awareness and sensitivity, enabling students to understand and appreciate different perspectives. As they engage with peers from various cultural backgrounds, learners develop critical thinking and communication skills that are crucial for collaboration in multicultural settings. These competencies not only enhance their educational experience but also prepare them for future careers in an increasingly globalized world, where intercultural interactions are commonplace.

b. For the teacher

For teachers, assessing students' intercultural competence provides valuable insights into their strengths and areas for improvement. This information can inform instructional strategies, allowing educators to tailor their teaching methods to better meet the needs of a diverse student body. By understanding their students' cultural backgrounds, teachers can create more inclusive and engaging learning environments that promote intercultural dialogue. Additionally, this assessment encourages teachers to reflect on their own cultural biases and teaching practices, fostering professional growth and enhancing their effectiveness in multicultural classrooms.

c. For the next researcher

For future researchers, the assessment of intercultural competence opens avenues for further exploration and inquiry. The insights gained from studying the experiences of Indonesian pre-service English teachers in Malaysian schools can serve as a foundation for more extensive research on intercultural education across different contexts. Future studies can build on these findings to investigate the effectiveness of various assessment methods, explore the impact of cultural exchanges on learning outcomes, and identify best practices for fostering intercultural competence in diverse educational settings. This ongoing research can

contribute significantly to the field of education and inform policy decisions regarding intercultural training.

d. For the researcher

For the researcher, engaging in the assessment of students' intercultural competence provides a unique opportunity for professional development and expertise in a critical area of education. Through this process, the researcher can gain firsthand experience in data collection and analysis, enriching their understanding of intercultural dynamics within educational settings. This experience not only enhances the researcher's credibility but also contributes to their academic portfolio, opening doors for collaborations, publications, and presentations in the field of intercultural education. Additionally, the findings can inform the researcher's future work, guiding them toward impactful research questions and methodologies that address pressing issues in multicultural education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter summarizes a few theories and previous research on the topic of research title

A. Previous Research

Numerous scholars have looked at how instructors and pre-service English teachers evaluate students' intercultural competency. The current study is related to previous research.

According to Yue Zhai, Jenny, Hiu Tin Leung, and Cecilia's (2023) study, assessing students' intercultural competence: construction and psychometric evaluation of a brief measure, scores on a brief self-report measure determining university students' intercultural competence are constructed and validated through a series of qualitative and quantitative investigations. A brief assessment consisting of five content-specific items measuring intercultural competence capturing cross-cultural self-efficacy, cultural knowledge application, perspective taking judgment, and behavioral regulation in intercultural situations was produced through item response theory analysis. (Zhao et al., 2023).

Ahmed Mehdaoui (2022) in his article an assessment of undergraduate EFL students' intercultural competence has aim to evaluate the development of intercultural competence of undergraduate EFL students. The study was conducted at Ibn Khaldoun University of Tiaret. The method of this study use

questionnaire with questions on attitudes, knowledge, and skills—the three dimensions of intercultural competence. According to the study’s finding, despite the participants’ high levels of intercultural attitudes and knowledge, they lack the intercultural abilities necessary for perceptive intercultural speakers to understand and employ suitable expressions related to the cultural setting. Because of this, the study strongly suggests that the existing English curriculum at Algerian institutions should include all of the components of intercultural competency (Mehdaoui, 2023).

Vi Thi Tuong Pham & Anh Tuan Pham (2021) investigated an assessment of students’ intercultural competence in public and private universities in Vietnam. This research aim to provide an assessment of the intercultural competency of students at public and private universities in Vietnam. The participants were 336 participants include 161 students from public universities and 175 students from private universities. This research used quantitative descriptive research design based on the questionnaire that based on the five components: attitudes, knowledge and understanding, skills, and action. The results demonstrate that while intercultural competency was not particularly high in either type of school students attitudes and abilities were shown to be exceptional. (Pham & Pham, 2022).

Using an evidence-based approach to course design, Nadine Binder (2018) study, promoting and assessing students’ intercultural competence development : the role of self reflection,

peer learning, and multi-method assessment, aimed to integrate intercultural competence into the formal curriculum for all students, both domestic and foreign. The evidence-based course design incorporated empirical data collected from the target group in two studies in addition to pre-existing theory and research. In the spring. A group of 34 students at Jacobs University Bremen participated in a pilot study of the course in the spring of 2016. A formative assessment that examined the advantages and difficulties of the course design and a summative assessment that gauged how successfully the learning objectives of the course had been satisfied as well as the growth of students' intercultural competency comprised the evaluation stage (Bremen, 2018).

In the study on assessing intercultural competence in English language learners from perspectives on local cultural integration in Indonesia, Andi Asrifan and Anita Candra Dewi (2024) emphasize the value of cultural integration by examining the development and assessment of intercultural competence in English language courses taken by Indonesian university students. In this case study, students' experiences with foreign cultures are examined through focus groups, interviews and an analysis of their academic achievement in relation to Indonesia's rich historical background and cultural variety. 18 respondents were categorized as having a high orientation toward their local culture, and 12 respondents were classes as having a high orientation toward US

culture based on their answers to direct and indirect interview questions(- & Anita Candra Dewi, 2024) .

Andi Asrifa and Anita Candra Dewi (2024) examines the value of cultural integration and interaction by examining the development and evaluation of intercultural competence among Indonesian university students enrolled in English language courses. A Thorough case study, the research looks at students' interactions with different cultures through focus groups, interviews, and scholarly performance evaluation considering Indonesia's historical background and rich cultural variety. In order to enhance intercultural competence in language instruction, this study sheds light on the complexities and context-dependence of intercultural competence as well as the advantages of cultural integration and understanding for society (Anita Candra Dewi, 2024).

Oscar Prieto-Flores, Jordi Feu, and Xavier Casademont (2016) founded in their study about assessing intercultural competence as a result of internationalization at home efforts. The goal of internationalizing curricula at many higher education institutions is to help the non-mobile majority of students become more interculturally competent.several have created service learning projects that center on assisting marginalized groups from various cultures. The study used mixed-method research using ten daily life stories from university students enrolled in and involved in the mentoring program, as well as a survey administered to a

treatment group that took part in the program (n=95) and a control group (n=71). The results show that there are some marginally significant differences in favor of the treatment group in terms of symbolic racism and dominance orientation (Prieto-Flores et al., 2016).

In the research on evaluating state junior high schools' intercultural competency, Mas Muhammad Idris (2020) assess and determine the degree of intercultural competency possessed by Yogyakarta's state junior high school English instructors. Cluster random sampling was used to select 260 participants from among the 790 state junior high school teachers that made up the entire population. The information was gathered through the use of a genuine and trustworthy questionnaire. The study's findings indicated that there were no appreciable variations in their degree of intercultural competency based on where they teach-four districts and one city. This indicates that their degree of intercultural competency is unaffected by the places where they teach (Idris, 2020).

In the research about fostering assessment of student mobility in secondary schools from indicators of intercultural competence, Mattia Baiutti (2017) focuses on the assessment of the intercultural competence of returnees who participated in annual study-abroad programme offered by the Italian educational association intercultural. The aim of this study is to identify potential intercultural competence evaluation indicators that are

relevant to secondary school student mobility. A qualitative approach was used to do this; 21 semi-structures interviews with the returnees, their parents, friends, teachers, and intercultural volunteers were carried out. According to the result, the following factors should be taken into account when evaluating returnees' intercultural competence: self-awareness, curiosity about those who are perceived to have different cultural backgrounds, interest in global issues, critical comparison skills, adaptability, and an ethnorelative perspective (Baiutti, 2018) .

Josh P Armstrong (2020) in his research assessing intercultural competence in international leadership courses founded that future leaders will need to be able to lead with intercultural competency and be able to help others achieve this competency. Establishing successful leadership for the future depends critically on undergraduate students developing the abilities necessary to handle this task. The aim of this research is to establish effective leadership for the future in development of skills in undergraduate students. This research use quantitative examining intercultural competency outcomes students derive from leadership-based study abroad experiences. The result demonstrate statistically significant growth on students' intercultural competency across all ten measures of dimensions and sub-scales(Armstrong, 2020).

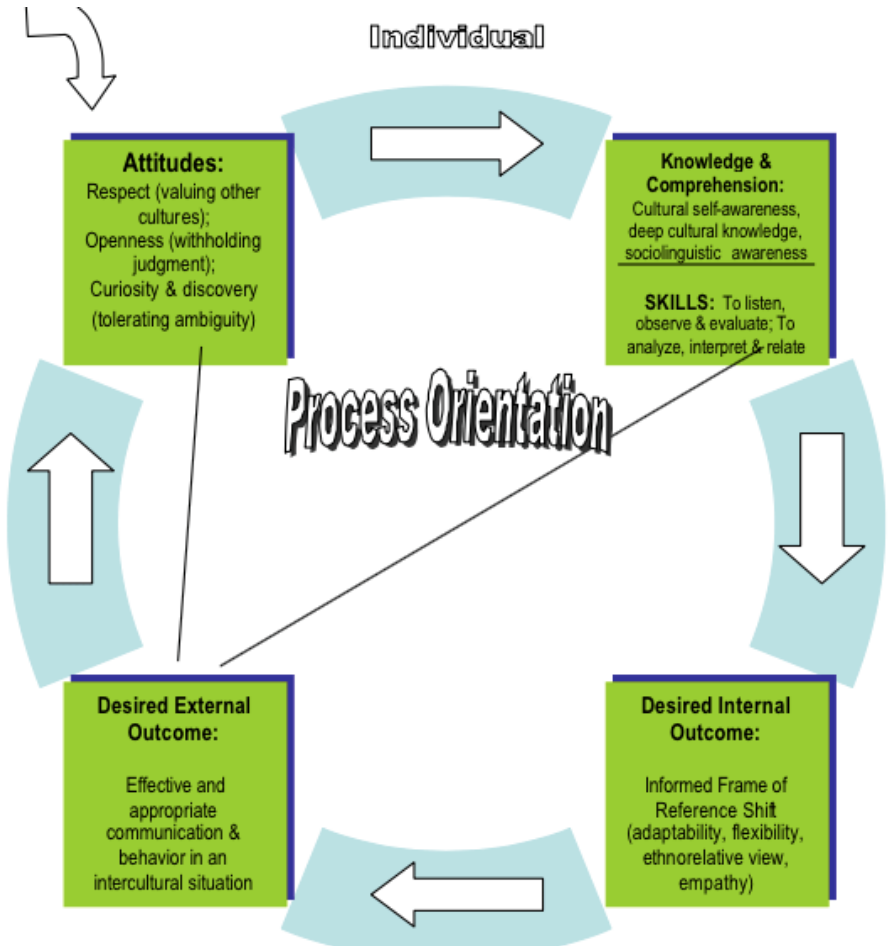
B. Literature Review

1. Intercultural Competence

Intercultural communication competence is treated in the literature in a manner of like that of communication competence in general. The main difference is that intercultural communication experts give more significance to environmental considerations in addition to evaluating communication competency as acceptable and successful engagement (Chen & Starosta, 2016). They define communication competence as both appropriate and successful interpersonal engagement between individuals who identify with specific and symbolic contexts. This perspective is similar to that of communication physical experts who stress competence as a behaviour that depends on the circumstance (Chen & Starosta, 2016).

The terminology used to describe intercultural competency is not universally accepted (Deardorff, 2006). The terms used to describe this idea varies by approach (the diversity field uses phrases like multicultural competence and intercultural maturity) and discipline (for instance, social workers use the term cultural competence, whereas engineers prefer to use global competence). A range of terminology used in the literature and with reference to evaluation instruments. These include global citizenship, multiculturalism, cross-cultural awareness, cross-cultural adaptability, intercultural sensitivity, cultural intelligence, international and transcultural communication, and global competence(Deardorff, 2011).

There are several key points based model for assessment of intercultural competence.



(source: Darla K Deardorff, 2006)

The component for evaluating intercultural competence was measured based on four components according to Darla K Deardorff (2006). The four components included attitudes,

knowledge, skills, internal outcomes, and external outcomes. Below is the data that supports the findings related to the assessment of students' intercultural competence.

A. Attitude

The pyramid model of intercultural competence by Darla K Deardoff (2006) highlights the fundamental part attitudes play in fostering intercultural competency. Deardoff asserts that the foundation of the pyramid is made up of three essential attitudes :respect, openness, curiosity and discovery

1. Respect : this involves understanding cultural diversity and other cultures. Respect is ingrained in the daily routines, classroom operations, and teaching paradigm of a Montessori classroom. In order to help students develop respect, teachers are taught to observe without passing judgment and to set an example of polite behavior(Carver-Akers, 2013).
2. Openness : this mindset entails putting aside assumptions about other cultures and being open to learning from others. People who can approach intercultural interactions with curiosity instead of defensiveness.
3. Curiosity and discovery: The drive to learn about other cultures in depth and show an interest in

understanding the perspectives and experiences of others.

B. Knowledge

1. Cultural self-awareness: Students must understand their own cultural values, norms, and assumptions. This self-awareness helps them become aware of how their culture influences their views and behaviors.
2. Deep cultural knowledge: Insights into other cultures, including the values, social norms, traditions, and beliefs that shape the mindset of people from that culture.
3. Socio-linguistic awareness: the ability to understand language variations and communication norms in specific social and cultural contexts.

C. Skills

1. To listen, observe and evaluate : in cross-cultural encounters, this refers to the capacity to actively listen, pay close attention, and assess behaviors, communication methods, and cultural norms critically. It emphasizes obtaining data before drawing assumptions or opinions about other people.
2. To analyze, interpret and relate: in order to create deep cross-cultural relationships, one must be able to evaluate cultural information, correctly interpret

is significance, and connect it to own experiences and knowledge.

D. Internal Outcome

Informed frame of reference shift yang mencakup adaptability, flexibility, ethnorelative view, and empathy (Tohamba, 2021).

E. External outcome

External outcomes are manifestations of intercultural competence seen in an individual's behavior and communication skills. This includes how others perceive the interaction, as well as the effectiveness of communication demonstrated by the individual in the intercultural context (Deardorff, 2006).

However, this study does not include internal and external outcomes because it focuses on observable components, namely attitude, knowledge and comprehension, and skills. Internal and external outcomes also take significant time to develop in depth so within the available time limit, assessing the basic elements allows educators to provide immediate feedback that supports learning in a timely manner.

2. Assessing Intercultural Competence : the important of intercultural competence approaches, and methods

Approaches to assessing students' intercultural competence must employ a multimeasure approach that incorporates both direct and indirect evidence in order to get reliable, accurate results. In fact, a more comprehensive picture is shown by utilizing both direct and indirect information, which may be helpful in describing why surveys, for instance, may indicate regression whereas, in reality, the direct evidence may indicate development.

Learning contract. When appropriate, it is frequently beneficial to collaborate with students to help them create their own learning goals that are connected to the overarching objectives of intercultural competence. Then, E portfolios are becoming a popular tool used by many schools to gather firsthand proof of students' global or intercultural learning. Students' reflection papers, term papers, photos, and other records of their learning are among the items that they put in their portfolios. Most often, learner-perspective questionnaires or inventories are used to gather indirect evidence of students' acquisition in intercultural competence.

Intercultural competence is evaluated using both direct and indirect method. Every technique offers different perspectives and complimentary methods for assessing the complex and multifaceted nature of intercultural competence.

1. Direct method

Direct method emphasize visible proof of intercultural competence. students' actual behaviors, skills, and applied knowledge in intercultural competence. Interviews and portfolios are two popular direct techniques for evaluating intercultural competency. A thorough assessment of a student's experiences and thoughts on cross-cultural interactions is made possible by these resources. But they can also pose methodological problems, such subjectivity and the requirement for qualified assessors(Deardorff, 2006).

2. Indirect method

To give a thorough assessment of a person's intercultural competency, indirect techniques of assessment are frequently employed in conjunction with direct approaches. Indirect measurements can include end-of-course evaluations and institutional surveys, which offer information about students' experiences and perceptions of intercultural competency. These techniques assist in identifying factors, such study abroad programs and cultural immersions, that promote intercultural growth(Uribe et al., 2014).

Assessment Techniques and Strategies Assessing intercultural competence also requires using a variety of different techniques and strategies. Some examples include the following:

1. Question with close and open ends
2. Scoring based objective techniques (such as matching items and true/false questions, multiple choice question, cloze or gap filling)
3. Written and spoken assignments (such as essays, translations, and paraphrases)
4. Both passive and active pursuits
5. Independent and collaborative tasks in couples or groups
6. Discussion, debates, interview, and dialogue
7. Poster presentations, role-plays, simulations, and demonstrations
8. Field assignments and experiences, both structured and unstructured
9. Surveys that call for individual, peer, and group evaluations (Fantini, 2009)

3. Challenges in intercultural competence

Challenges are situations that test a person's abilities because they require a lot of mental or physical effort to complete effectively. It is described as an activity or circumstance that tries a person's aptitude and skill. It is evident that a challenge is something difficult to do and that handling it calls for greater expertise and effort. Therefore, the term "challenge" refers to the difficulties or issues teachers encounter when instructing EFL students in English. It takes both mental

and physical strength to overcome the obstacles, yet doing so has no detrimental effects on the teaching and learning process (Rahmiyati, 2022).

A successful learning process in language instruction requires careful consideration of numerous factors. For pupils to more easily assimilate the learning process, a variety of suitable techniques and strategies are required. To establish a successful learning environment, the instructor must also be capable of creating lesson plans. This is due to the fact that when teaching a foreign language, a teacher may encounter many challenges. Teachers encounter certain difficulties when teaching language (Husna et al., 2021).

There are some challenges faced by Indonesian pre-service English teachers in assessing their Malaysian students' intercultural competence :

1. Language Proficiency

Language barriers, including limited vocabulary, differences in grammar, pronunciation, and variations in dialects between Indonesian and Malaysian contexts, complicate communication and evaluation processes. Despite the shared linguistic roots of Malay in both countries, pre-service English teachers report difficulties in overcoming linguistic nuances, leading to miscommunication and reduced assessment accuracy.

2. Limited Time

The tight schedules and insufficient resources hinder the ability to conduct in-depth assessments of students' intercultural competence. Teachers find it challenging to provide detailed feedback or design culturally sensitive and linguistically appropriate assessment tools within limited timeframes. Adaptation to Malaysian pedagogy: there are significant difficulties when switching from Indonesian EFL to Malaysian ESL contexts, especially when it comes to integrating intercultural competence into classroom objectives and activities. These transitions have not been adequately studied in research (Liskinasih et al., 2020).

4. Pre-Service English Teachers

Pre-service English teachers are trained to meet challenges of education reform and perform teaching effectively. Pre-service English teachers are essential to the reform and practices of English teacher education and professional development because they are ready to assume new responsibilities and carry out their teaching duties in a way that demands and expectations of education reform (Lim et al., 2009). A pre-service teacher is a student of a future educator. Teachers must impart subject-matter expertise, cultivate abilities, and cultivate attitudes that will help students realize their full potential. The training that instructors receive before entering the field or starting work in a variety of educational

settings is known as pre-service teaching. First and foremost, pre-service teachers need to be capable of handling all the duties associated with teaching. A strong sense of confidence in the teaching process is one step skills. Remember that the instructor is the main element in the classroom activity(Amelia, 2019). Pre-service English teachers who completed undergraduate English teacher education are frequently referred to as teacher candidates(Andani, 2019).

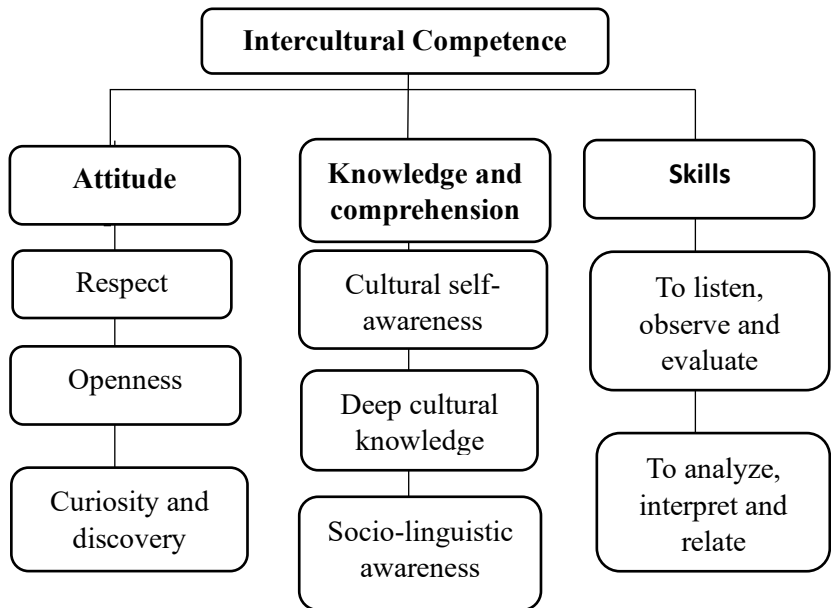
Students in English teacher training programs who have not yet fulfilled all the prerequisites to become fully qualified teachers are known as pre-service English teachers. Pre-service English teachers are sometimes known as English student-teachers. As part of their training, students who are learning to become teachers are known as student-teachers. By integrating and applying their acquired knowledge into their practice as teachers or educators, pre-service English teachers and students have the responsibility of preparing future educators with professional values, attitudes, knowledge, and skills(Rahmi, 2020). Therefore, it is expected that pre-service English teachers would get instruction and experience through teacher training education in order to become a professional teacher (Putri, 2022)

C. Conceptual Framework

A conceptual framework comprises interrelated ideas that, when taken as a whole, offer a comprehensive comprehension of

a situation. By structuring research and advancing the advancement of theory and practice, it plays a crucial part in educational technology research (Antonenko, 2015). It establishes parameters for the clear, coherent, and consistent interaction of facts, ideas, theories, and propositions, directing research and curriculum development (Chater, 1975).

Here is Process model of intercultural competence by Deardorff (2006)



Based on the theory, this study used Deardorff's Process Model of intercultural competence emphasises the interaction of attitudes (respect, openness, curiosity and discovery), knowledge and

comprehension (cultural self-awareness, deep cultural knowledge, and socio-linguistic awareness), and skills (to listen, observe and evaluate, to analyze, interpret, and relate) as fundamental elements and offers an organised method for cultivating and evaluating international competency.

CHAPTER III

RESEARCH METHOD

This chapter covers the methodology, which includes the research design, research setting and time, data source, research focus, data collection method, instrument, and data analysis method.

A. Research Design

Qualitative research involves using qualitative case studies to describe a problem. Case studies are a popular qualitative research tool. However, it still does not occupy a legitimate position as a social science research strategy, because it does not yet have a structured and well-defined protocol. As a result, novice researchers often struggle to understand what a case study is.

Qualitative case study research is a methodological approach that involves in-depth exploration and analysis of a particular case or cases to gain a comprehensive understanding of a phenomenon within its real-life context. This research method is characterized by its detailed and holistic examination of a specific case, aiming to identify and describe phenomena while contributing to theory development (Flyvbjerg, 2006). Qualitative case studies are less structured and more open-ended compared to quantitative research, allowing researchers to delve into the complexities of the case under investigation (Lekan et al., 2021).

In terms of implementation, researchers conducting qualitative case study research can employ various data collection methods such as interviews, observations, document analysis, and

focus groups to gather comprehensive data on the case(Houghton et al., 2013). Triangulation, the use of multiple data sources, can enhance the credibility and validity of the findings, ensuring a robust and thorough analysis. Additionally, researchers should pay attention to maintaining rigor in their research process, adhering to established qualitative research standards and guidelines

B. Research Setting and Time

This study was carried out in partnership with Walisongo State Islamic University at Maahad Tahfiz Al-Qur'an Daarul Falah in Selangor, Malaysia. 6 students from Walisongo State Islamic University's English Education Department, including the researcher, were sent to Maahad Tahfiz Al-Qur'an Daarul Falah in Selangor, Malaysia, to complete a teaching practicum. The practicum ran from August 27th , 2024- September 14th , 2024, for a total of 17 days. Throughout the practicum, each pre-service English teacher had the chance to teach junior high school to children under the age of 15 years old and senior high school with students 15 years old and above.

C. Objectives of the Research

The primary objectives of this research revolve describe how Indonesian pre-service English teachers in Malaysian schools assess their students' intercultural competence, explain whether the assessment meet the standards of intercultural competence

assessment, explain the challenges of Indonesian pre-service English teachers in assessing students' intercultural competence in Malaysian school.

D. Research Focus

This research was conducted at Maahad Tahfidz Alquran Darul Falah (MTADF) Selangor, Malaysia. The primary focus of this research is how Indonesia pre-service English teachers assess their Malaysian students' intercultural competence during their international teaching practicum program in Malaysia.

E. Method of Collecting Data

1. Observation

Observation involves picking a location and conducting research to gain an overview of study objectives. The researcher would like to collect the data by doing direct observations to teachers of English. The researcher used this method to answer the first research question.

Through observation, researchers can obtain highly personal experiences and knowledge that when, how long, and how the research process will be conducted during the observation stage. Observation shows that researchers do not actively participate in class to obtain background knowledge on the research that needs to be done.

2. Document study

Document study method sometimes referred to a document analysis is a methodical process for going over or assessing documents, including printed and electronic content. An operational scientific approach to data collection is document analysis, which entails methodically heading over documents to glean important information(Danilovic, 2022). This document study was used to answer the second research question. In qualitative research, this method is frequently used to collect data from pre-existing documents, which may provide insightful information and support other research techniques. Because document analysis enables the examination of pre-existing texts, it is especially helpful when researches lack the time or resources for field research(Morgan, 2022). It may reduce privacy issues and participant consent, two ethical concerns related to other qualitative methods.

3. Interview

An interview involves the interviewer asking question to the interviewee. The data are bases on the teachers' opinion. Interviews are a fundamental tool in qualitative research, serving various purposes and underpinned by several reasons. They are utilized to gather in-depth information, explore perceptions, experiences, and understandings of individuals, and delve into complex phenomena(DiCicco-Bloom & Crabtree, 2006). In this study, interviews were used to answer the third research question. Interviews are crucial for data

collection, allowing researchers to uncover unique insights and perspectives while respecting the rights and protection of participants(DiCicco-Bloom & Crabtree, 2006). The flexibility of interviews compared to structured approaches enables the discovery of important information that might not have been initially considered by the research team(Gill et al., 2008).

Moreover, interviews can be enhanced through reflexivity, where researchers critically reflect on their own biases and assumptions throughout the interview process(McNair et al., 2008). This reflective practice can lead to more nuanced and insightful data collection. Additionally, using standardized protocols can help orient multiple interviewers, ensuring consistency and quality in the interview process(Boutain & Hitti, 2006).

Interviews play a vital role in qualitative research by providing a platform for rich data collection, fostering participant engagement, and enabling researchers to gain deep insights into various phenomena. The evolution of interview methods, including the integration of technology, reflexivity, and standardized protocols, continues to enhance the quality and effectiveness of qualitative research interviews

F. Data Validity

Data collection technique in this study is:

Interview

After observing, the researcher interviewed the pre-service English teachers. An interview involves the interviewer asking question to the interviewee. This interview was used to validate the data on the first and third research questions.

G. Instrument

A research instrument is a facility or tool that the researcher uses to collect data so that their task is easier and they can get better results. In order words, instruments are methods of gathering information in order to get the greatest outcome. There are three instrument that used in this study:

1. Document Study

This research used document study as the main instrument for collecting the data to answer the second question regarding the compatibility in assessing students' intercultural competence. Described document analysis as a methodical procedure for looking at or evaluating both electronic and textual documents. The study additionally gathered the documents to be examined in order to bolster the information from the interviews and observations(Fischer, 2006). This study used document analysis as the main method to collect the data. The document of questions of the assessment are collected from 5 pre-service English teachers to be analyzed in used of assessing students' intercultural competence.

2. Observation

The observation approach is helpful in many ways. The researchers can monitor events that informants might not be able or willing to share during interviews and become aware of any inaccurate or distorted information those informants may provide by using participant observation, which they find helpful in confirming the definitions of terms used by participants in interviews. During their teaching practicum, the participants were watched for a few hours to compare their interview responses with the observed beliefs, behaviors, verbal replies, and feelings. To observe how the pre-service English teachers assess their students' intercultural competence, the researcher used this table below

Table 3.1 observation sheet to check the conformity of the assessment with the standard of intercultural competence assessment

Components		Conform / not conform	Conformity proof
Attitudes	Respect		
	Openness		
	Curiosity and discovery		
Knowledge and comprehension	Cultural self-awareness		
	Deep cultural knowledge		
	Sociolinguistic awareness		

Skills	To listen, observe, and interpret		
	To analyze, evaluate, and relate		

3. Interview

Following the teaching practicum, each pre-service English teacher participated in a semi-structured interview. The researcher used table below

Table 3.2 list of questions of interview in validity data and challenges

Variable	questions
Validity data	In assessing students' intercultural competence, do you use the direct method?
	What direct method do you use? Does it include open-ended question/self-report/peer assessment
Challenges and solution	What are your challenges in using the methods you use?
	How do you overcome this?
	What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?
	How do you deal with these challenges?
	What are the challenges you face in assessing students' intercultural competence with limited time?
	How do you overcome this?

H. Method of Analyzing Data

This study uses the Miles, Huberman, and Saldana (2014) technique for data analysis, which consist of three steps: data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

The first step in analyzing qualitative data using data analysis technique by Mile and Huberman is data condensation. Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the information found in the entire corpus (body) of written field notes, transcripts of interviews, documents, and other empirical materials. Condensing helps to strengthen the data (Miles et al., 2014). In the first step, the researcher used observation and interviews to gather information on beliefs and how they are used to assessing students' intercultural competence. The next step for the researcher is to transcribe the data and present it in a descriptive format.

2. Data Display

A display is compressed, well-organized compilation of data that enables inference and action (Miles et al., 2014) . These formulations of the research topic constitute the basis for data reduction and presentation. This step is completed by offering a collection of structured data from which inferences

can be made. This is required because qualitative research, which often takes the form of tales, has to be made simpler.

3. Conclusion Drawing

In this data analysis, the formulation and validation of conclusion is the last step. In addition, findings are verified as the analyst proceeds. The process of drawing conclusions starts when the data has been gathered and a provisional conclusion has been developed. In other words, in order to reach the best conclusion about the evaluation of students' intercultural competence, conclusions are continuously reviewed and their validity verified.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides the study findings and a discussion of Assessing students' intercultural competence based on the experience of Indonesian pre-service English teachers in Malaysian school.

A. Findings

1. The Ways Indonesian Pre-Service English Teachers Assess Their Malaysian Students' Intercultural Competence

Based on the analyzed data, the findings showed that the pre-service English teachers perceived their experiences in assessing Malaysian students' intercultural competence. Pre-service English teachers believed that innovative teaching involved using direct method as technique for assessing students' intercultural competency.

1.1 Using subjective question

Subjective questions are assessments or evaluations that ask respondents to respond using their own knowledge, beliefs, or interpretations as opposed to choosing from pre-determined options. Subjective questions are used in educational contexts to assess students' knowledge application and comprehension. Subjective question used open-ended question. In this case, pre-service English teacher A and pre-service English teacher B used subjective questions in assessing their students' intercultural competence.

1.1.1 Attitude

In assess attitude, pre service teacher A in point attitude using subjective questions can be shown in the type of question "Explain how you respond if you meet someone who has cultural habits different from yours. Are you feeling comfortable? Why?" This question is a subjective question that focuses on the reader.

It is also similar to pre-service teacher B, here is an example that asks about attitudes in the students' intercultural competence assessment "How do you show openness to different cultures? Give examples of situations where you face differences with a positive attitude"

1.1.2 Knowledge

In point knowledge, pre service teacher A "Mention the values or norms of your culture that you think are different from other cultures. How can these differences affect communication?" the question relates to students' knowledge and understanding of intercultural competence. Likewise with pre service teacher B: "What do you know about the values and norms of other cultures that are different from your own? Name some interesting aspects." The question was to test knowledge related to intercultural competence in the form of open-ended questions.

1.1.3 Skills

Almost the same as the previous point, in the pre-service teacher A question mentioned that "In a cross-cultural situation, how do you ensure that you understand other people's opinions correctly?" in the

word "how do you understand other people's opinions.." It is enough to explain that the question tests intercultural competence from the aspect of skills using open-ended questions. Then in pre-service teacher B mentioned that "How do you adjust to social situations involving people from other cultures?" the question also refers to how pre-service teacher B asks students about their self-adjustment skills when meeting people who have different cultures through open-ended questions.

This approach successfully captures the complex facets of intercultural competency that are challenging to measure using objective formats. But using open-ended questions presents drawbacks as well, especially when it comes to guaranteeing a consistent and impartial assessment of students' answers. In order to overcome this constraint and offer unambiguous evaluation criteria, a structured rubric is necessary. By providing deep insights into students' capacity to successfully negotiate cultural differences, the use of subjective questions emphasizes the value of reflective and analytical thinking in intercultural education.

1.2 Using self-report survey

Self-report studies are research methods in which participants answer questions about themselves, usually in the form of interviews or questionnaires. When evaluating factors like attitudes, beliefs, and self-reported abilities that are only available to the individual, this approach is essential (Flom et al., 2012). This self-report survey is

used by pre-service English teacher C in assessing students' intercultural competence.

1.2.1 attitude

In assessing attitude, pre-service English teacher C uses a self-report survey using multiple choice, the question shown are as follow.

“How important is it that you value the cultural diversity in your environment?

- A. Very important
- B. Important
- C. Not very important
- D. It doesn't matter at all"

1.2.2 Knowledge

Then in the aspect of knowledge pre-service English teacher C gave the following questions

" How well do you understand the customs and traditions of other cultures?

- A. Excellent
- B. Pretty good
- C. Not good
- D. I don't know at all"

This shows that the question is related to students' knowledge and understanding related to intercultural competence.

1.2.3 Skills

In the skills aspect, pre-service English teacher C presents questions that refer to the student's skills. One of them is "How effective are you in working with people from different cultural backgrounds?"

- A. Highly effective
- B. Quite effective
- C. Less effective
- D. Ineffective"

Self-report surveys are especially useful for gathering subjective experiences and individual viewpoints because they enable students to assess their own attitudes, knowledge, and abilities regarding cross-cultural contexts. Overall, the use of self-report surveys by pre-service English teacher C demonstrates a practical approach to gathering data on students' intercultural competence, particularly for measuring subjective dimensions like attitudes, knowledge, and skills. The method's effectiveness could be enhanced with complementary qualitative tools for deeper exploration.

1.3 Using peer assessment

Peer assessment is a teaching method in which students assess the caliber, worth, or level of a peer's performance or work (K. Topping, 1998; K. J. Topping, 2009). In this context, the assessment is carried out by assessing students' intercultural competence.

Participants who use this method are pre-service English teacher D and pre-service English teacher E. Assessment is carried out by scoring related aspects of the question to assess students' intercultural competence. This peer assessment uses a scale of 1-5 to assess students' intercultural competence with scale 1 meaning never, scale 2 meaning rare, scale 3 meaning sometimes, scale 4 meaning often, and scale 5 meaning always. Pre service teacher D said that "the method I use is peer assessment, so here I use peer assessment with my peers to assess my students"

1.3.1 Attitude

using questions related to the attitude carried out by the bench mate. One of the question from pre-service teacher D "My bench mate show respect for different values, beliefs, and cultures". Then, one of the questions from pre-service teacher E is "My bench mate show respect for cultural differences in communication and action". These questions show that students assess attitude by showing respect directed by their peers.

1.3.2 Knowledge

In the knowledge aspect, pre-service teacher D pointed out that "My bench mate understand the relationship between cultures, contexts, and individual behaviors in cross-cultural situations". Likewise with pre-service teacher E with his question "my bench mate understand that cultural differences can affect the way a person thinks and acts". These questions show that students evaluate their peers as knowledge and understanding with different cultures.

1.3.3 Skills

In terms of skills, pre-service teacher D in his question mentions “My bench mate are able to adapt their way of communication to better suit members from different cultures”. Beside that pre-service teacher E showed a question to his classmates "My benchmate is able to adjust his speech and attitude to be more effective when interacting with Indonesian pre-service teachers" This shows that pre-service teachers assesses how speech adjustment skills are carried out by his classmates.

Peer assessment emphasizes attitudes, knowledge, and skills through observable behaviors, offering a distinctive and cooperative method of assessing intercultural competency. This approach encourages reciprocal learning and introspection by incorporating students in the assessment procedure. Peer assessment can, however, be made more effective by combining it with structured rubrics or guidelines, which can help reduce bias and guarantee evaluation consistency.

2. Whether the Assessments Meet the Standards of Intercultural Competence Assessment

Below are the results of the observation of the document that will determine whether the document used to assess students' intercultural

competence is in accordance with the standards assessment based on Deardoff's theory.

Table 4.1 The conformity of the assessment with the standard of intercultural competence assessment of pre-service English teacher A

Components of Intercultural Assessment		Conform /not conform	Conformity proof
Attitudes	Respect	C	Tell us about your experiences interacting with individuals from other cultures. How do you respect for their culture?
	Openness	C	Explain how you respond if you meet someone who has cultural habits different from yours. Are you feeling comfortable? Why?
	Curiosity and discovery	C	How do you respond to situations when you feel confused or unsure when communicating with Someone from another culture?
Knowledge and comprehension	Cultural self-awareness	C	Name the values or norms of your culture that you think are different

			from other cultures. How can these differences affect communication?
	Deep cultural knowledge	C	Do you know the traditions or customs of your teachers' cultures? Describe one of these traditions and how they differ from yours.
	Sociolinguistic awareness	C	How do you understand if your teacher uses a different language?
Skills	To listen, observe, and interpret	C	In a cross-cultural situation, how do you ensure that you understand the opinions of others correctly?
	To analyze, evaluate, and relate	C	If you see someone from another culture feeling uncomfortable in a new environment, what will you do to help them feel welcome? Explain how you adjust the way you communicate when talking to someone from a different cultural background

The results of data analysis in table 4.1 show that the assessment conducted by prospective teacher A meets the standards of intercultural competency assessment in terms of attitude, knowledge and understanding and skills. In the attitude section, it can be seen from the first three questions that have meanings related to respect in question number 1, openness in question number 2, and curiosity and discovery in question number 3. In the knowledge and comprehension section, aspects of cultural self-awareness are seen in question number 4, aspects of deep cultural knowledge in question number 5 and sociolinguistic aspects in question number 6. Likewise, in the skills section, aspects of listening, observing, and interpreting are found in question number 7, and aspects of analyzing, evaluating, and connecting in aspect number 8.

Table 4.2 The conformity of the assessment with the standard of intercultural competence assessment of pre-service English teacher B

Components of Intercultural Assessment		Conform /not conform	Conformity proof
Attitudes	Respect	C	How do you show respect for different traditions?
	Openness	C	How do you show openness to different cultures? Give examples of

			situations where you faced differences with a positive attitude.
	Curiosity and discovery	C	How important is empathy in intercultural interactions? Tell me about an experience where you managed to understand the perspective of another person from a different culture
Knowledge and comprehension	Cultural self-awareness	C	What do you know about the values and norms of other cultures that are different from your own?
	Deep cultural knowledge	C	Mention some interesting aspects of it.
	Sociolinguistic awareness	C	Tell us about an experience when you heard someone speaking in a dialect you didn't fully understand. How did you

			respond, and what did you learn from the experience?
Skills	To listen, observe, and interpret	C	What communication skills do you consider important when talking to people from different cultural backgrounds? How do you apply it in real-life situations?
	To analyze, evaluate, and relate	C	How do you adjust to social situations involving people from other culture such as your Indonesian teacher? Mention the skills or strategies you use.

Table 4.2's data analysis results demonstrate that, in terms of attitude, knowledge, understanding, and skills, the assessment by pre-service English teacher B conform with the standards of intercultural competence assessment. The first three questions in the attitude section—question number one, openness, and question number two have meaning in curiosity and discovery, then question number three

have meanings in respect. In the knowledge and comprehension section, questions 4 highlight cultural self-awareness, 5 and 6 highlight deep cultural knowledge and sociolinguistic aspects, respectively. Similarly, question number 7 in the skills section covers listening, observing, and interpreting. Then, question number 8 covers analyzing, evaluating, and relating .

Table 4.3 The conformity of the assessment with the standard of intercultural competence assessment of pre-service English teacher C

Components of Intercultural Assessment		Conform /not conform	Conformity proof
Attitudes	Respect	C	How important is it that you respect the cultural diversity in your environment?
	Openness	C	How do you feel when your teacher talks about Indonesian traditions, like batik or wayang (shadow puppets)?
	Curiosity and discovery	C	How often do you look for opportunities to learn about other cultures?

Knowledge and comprehension	Cultural self-awareness	C	What do you know about the similarities between Malaysian and Indonesian traditions?
	Deep cultural knowledge	C	How well do you understand the customs and traditions of your Indonesian teacher's culture?
	Sociolinguistic awareness	Nc	
Skills	To listen, observe, and interpret	C	How good are you at listening to others when they talk about their culture?
	To analyze, evaluate, and relate	C	If you were given the task of solving a problem involving cultural conflict, how would you go about it?

Table 4.3 above shows the results of assessment from pre-service teacher C conform with the standards of intercultural competence assessment by including aspects of attitudes, knowledge and comprehensiveness and skills. But, in the aspect of knowledge and

comprehension, there is no question about students' sociolinguistic awareness.

Table 4.4 The conformity of the assessment with the standard of intercultural competence assessment of pre-service English teacher D

Components of Intercultural Assessment		Conform /not conform	Conformity proof
Attitudes	Respect	C	My bench mate show respect for different values, beliefs, and cultures.
	Openness	C	My bench mate are open to hearing new perspectives from group members with different cultural backgrounds.
	Curiosity and discovery	C	My bench mate showed a deep curiosity about other cultures during the discussion.
Knowledge and comprehension	Cultural self-awareness	C	My bench mate understand the relationship between cultures, contexts, and individual

			behaviors in cross-cultural situations.
	Deep cultural knowledge	C	My bench mate demonstrated an understanding of relevant cultural norms in the interaction with Indonesian teachers.
	Sociolinguistic awareness	C	My bench mate were able to recognize language differences that affect communication between group members.
Skills	To listen, observe, and interpret	C	My bench mate are able to adapt their way of communication to better suit teacher from different cultures.
	To analyze, evaluate, and relate	C	My bench mate are able to work collaboratively with others regardless of their cultural background

Table 4.4 investigates that the assessment conducted by pre-service English teacher D is in accordance with the standards of intercultural competence assessment. Through peer assessment, pre-service English teacher D uses a scale to assess their students through their peers. In terms of attitude, question number 1 assesses respect by peers, question number 2 shows openness, and question number 3 shows curiosity and discovery. Then for the knowledge and comprehension aspect, it can be found that the cultural self-awareness point is found in number 4, deep cultural knowledge is found in number 5 and sociolinguistic awareness is found in number 6. Likewise with the skills aspect, the point to listen, analyze, and interpret is found in number 7, and the point to analyze, evaluate, and relate is found in point number 8.

Table 4.5 The conformity of the assessment with the standard of intercultural competence assessment of pre-service English teacher E

Components of Intercultural Assessment		Conform /not conform	Conformity proof
Attitudes	Respect	C	My bench mate show respect for cultural differences in communication and acting
	Openness	C	My bench mate is open and open to

			different opinions from other cultural perspectives
	Curiosity and discovery	C	My bench mate showed interest in understanding the culture of Indonesian pre-service English teachers and were not easy to judge when they found cultural differences
Knowledge and comprehension	Cultural self-awareness	Nc	
	Deep cultural knowledge	C	My bench mate have a deep understanding and often share insights clearly.
	Sociolinguistic awareness	C	My bench mate is sensitive to differences in the use of language or cultural terms and adjusts communication with Indonesian pre-service English teachers well.

Skills	To listen, observe, and interpret	C	My bench mate demonstrated skills by active listening such as listening patiently regarding language differences and asking questions to understand more deeply
	To analyze, evaluate, and relate	C	My bench mate was able to adjust their speech and attitude to be more effective when interacting with Indonesian pre-service English teachers

Table 4.5 examines how pre-service English teacher E's assessment is conducted in accordance with intercultural competence assessment standards. Through peer assessment, pre-service English teacher E uses a scale to evaluate on Attitude, knowledge and comprehension, and skills. In the result of the table above, the assessment by pre-service English teacher E conform with the standards of intercultural competence assessment except in the point of knowledge and comprehension especially in cultural self-awareness because there is no question that match in there.

3. Challenges Faced by Indonesian Pre-Service English Teachers in Assessing Intercultural Competence in Malaysian Schools

Indonesian pre-service English teachers face several challenges when it comes to student assessment in Malaysian schools, particularly in the context of intercultural competence. Based on the interview, these challenges can be categorized into several key areas:

1. Language Proficiency

Language proficiency is another significant challenge. While English is taught as a foreign language in Indonesia (EFL), it is taught as a second language in Malaysia (ESL). This difference can create a gap in language proficiency, making it difficult for Indonesian pre-service English teachers to accurately assess their students' language skills. Language proficiency was a notable challenge for Indonesian pre-service English teachers in Malaysian schools (Liskinasih et al., 2020). Language differences can be a significant challenge. Although Malay is a common linguistic root between Indonesian and Malaysian, variations in usage and dialects can cause miscommunication.

Table 4.6 Challenges in language proficiency faced by pre-service English teachers

Challenges in language proficiency	How to deal the challenges

<p>1. Lack of vocabulary Lack of vocabulary data leads to errors in communication, accuracy of assessment</p> <p>2. Pronunciation Different pronunciation in assessing students' intercultural competence can lead to misunderstanding due to incomprehension of instruction</p>	<p>1. Improve foreign language skills Through active reading, speaking practice can increase vocabulary and also contextual understanding, and enabling learners to use words naturally in communication.</p> <p>2. Listening and imitating of Malaysian people. Listening and imitating native Malaysian speakers is an effective method for addressing pronunciation differences between Indonesian and Malay</p>
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Based on the table above the result of challenges in language proficiency are Limited vocabulary, particularly in academic or cultural contexts, Differences in grammar and pronunciation, leading to potential miscommunication, Dialectal variations between Indonesian and Malaysian, despite shared linguistic roots. To overcome these barriers, teachers employ strategies such as continuous language practice, using translation tools and seeking definitions for unfamiliar terms, and learning the local language and culture.

2. Limited Time and resource constraints

Limited time and resource constraints are significant challenges faced in assessing students' intercultural competence, impacting the successful completion of the assessment. These constraints can stem from various sources, including tight deadlines, budget limitations, and shortages of skilled personnel or materials.

Table 4.7 Challenges in limited time and resource constraints faced by pre-service English teachers

Challenges in limited time and resource constraints	How to deal the challenges
<p>a. Managing time. Due to time constraints, assessments are often more limited or restricted to elements that are easier to measure</p> <p>b. Providing detailed feedback. Feedback within the time limit is often general and lacks specificity. This inhibits students from understanding their strengths and areas for improvement when interacting with others. Students may feel</p>	<p>a. designed more focused questions. By focusing on particular areas of performance or comprehension, more focused questions allow assessors to focus their time and effort more effectively, which accelerates the evaluation process and improves the quality of feedback.</p> <p>b. prioritizing the main assessment components. Focusing on the most critical aspects of an evaluation ensures that feedback remains</p>

<p>unappreciated or not get clear direction due to the lack of in-depth feedback</p>	<p>impactful and relevant. By prioritizing essential elements such as attitudes, knowledge and skills, assessors can deliver high quality feedback within limited time.</p>
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Pre-service English teachers struggle with time and resource limitations during the assessment process. The challenges include managing time to provide detailed feedback to students and designing questions in a language accessible to students while ensuring clarity in interpreting responses. Teachers address these constraints by creating more focused assessment questions to save time and prioritizing key assessment components aligned with learning objectives.

B. Discussion

The purpose of this study was to describe how Indonesian pre-service English teachers in Malaysian schools assess their students' intercultural competence and explain the challenges of Indonesian pre-service English teachers in assessing students' intercultural competence in Malaysian school. To answer the research questions, qualitative research results were integrated. The findings contribute to the body of knowledge already available on technology integration. Two research questions from the study serve as the framework for the outcomes discussion.

1. The ways Indonesian Pre-Service English Teachers Assess Their Students Intercultural Competence

Intercultural competence is the ability to use one's knowledge, skills and attitudes to communicate successfully and properly in intercultural situations. The task of assessing students' intercultural competence which is becoming more and more crucial in the context of globalization. Three approaches that use direct methods in the assessment process include subjective questions, self-report study, and peer assessment. Pre-service English teachers frequently use subjective questions to gauge their pupils' comprehension of cultural similarities and differences. The qualitative nature of these questions aligns with Deardorff's emphasis on knowledge as a critical component of intercultural competence, fostering deeper engagement with cultural contexts (Nazhafah & Muslim, 2021).

Another important tool that pre-service English teachers use is self-report evaluations. This strategy aligns with Deardorff's concept, which emphasizes the value of self-evaluation in fostering international knowledge and proficiency (Liskinasih et al., 2020). Then Peer assessment involves students evaluating each other's intercultural competencies, providing a collaborative learning environment. Engaging in peer assessments allows students to learn from one another's experiences and perspectives, contributing to a more

comprehensive understanding of cultural diversity (Mutia Hasymi & Nurkamto, 2023).

2. Whether the assessment appropriate with the standards in assessing students' intercultural competence

Observation and data analysis found that the assessment of students' intercultural competence conducted by five pre-service English teachers was in accordance with the standards on assessing intercultural competence formulated by Deardorff. The standards formulated by Deardorff include attitudes, knowledge, and skills. Deardorff's model highlights the importance of attitudes such as openness, curiosity, and respect towards other cultures. These attitudes are foundational for developing intercultural competence (Toyoda, 2016).

The model stresses the need for understanding cultural differences and similarities, including self-awareness and knowledge of other cultures. This component is crucial for fostering intercultural understanding and communication (Southwood & de la Marque Van Heukelum, 2020). Skills such as critical thinking, problem-solving, and the ability to adapt communication styles are essential in Deardorff's model. These skills enable individuals to navigate and engage effectively in diverse cultural settings (Southwood & de la Marque Van Heukelum, 2020).

3. Challenges Faced by Indonesian Pre-Service English Teachers in Assessing Intercultural Competence in Malaysian Schools

Assessing the intercultural competence pupils presents a variety of challenges Indonesian pre-service English teachers that teaching internship program in Malaysian school. Language proficiency, Limited Time and resource constraints, and lack of consensus on assessment tools in allying intercultural competence frameworks are the causes form these challenges.

The two challenges above reflect the complexity of intercultural competency assessment in a cross-cultural educational environment. Linguistic challenges have an impact on direct interaction, while time and resource limitations affect the effectiveness of the implementation of assessment methods. The solutions proposed by pre-service English teachers demonstrate their awareness of the importance of a strategic approach, both in personal skill improvement and in the optimization of assessment tools.

CHAPTER V

CONCLUSION

The researcher covered the all chapters, as well as an explanation of its implications, the results along with suggestion are presented in this last chapter.

A. Conclusion

In conclusion, this research discusses about assessing students' intercultural competence based on the experience of Indonesian pre-service English teachers in Malaysian school. Based on finding and discussion, it can be concluded that

1. The ways Indonesian Pre-Service English Teacher Assess Their Students Intercultural Competence

The study investigates how Indonesian pre-service English teachers evaluate the intercultural competency of Malaysian students while they are enrolled in teaching internships. It draws attention to the techniques employed, conformity to accepted norms, and difficulties faced throughout the evaluation procedure. The pre-service English teachers employed three main types of evaluation, there Subjective Questions with open-ended questions, Self-Report Survey, and Peer Assessment

2. Whether the assessment appropriate with the standards in assessing students' intercultural competence

These evaluation methods are consistent with Deardorff's framework for intercultural competence, which emphasizes

attitudes (openness, respect, and curiosity), knowledge and comprehension (deep understanding and cultural self-awareness), and skills (interpreting, analyzing, and evaluating cross-cultural interactions).

3. Challenges Faced by Indonesian Pre-Service English Teachers in Assessing Intercultural Competence in Malaysian Schools

The Indonesian pre-service English teachers encountered several difficulties in Language Proficiency: Miscommunication resulted from variations in English use and dialects. Limited Time: Teachers found it difficult to complete comprehensive exams and offer in-depth comments in the allotted time. Teachers utilized techniques including strengthening language proficiency, creating targeted tests, and utilizing structured rubrics to improve uniformity and clarity in order to overcome these obstacles.

B. Suggestion

The researchers think that the study's conclusions and discussion must serve as the foundation for the suggestions in order to be taken seriously.

a. For learners

For learners, assessing intercultural competence equips them with essential skills to navigate and thrive in diverse environments. This assessment fosters greater cultural awareness and sensitivity, enabling students to understand and

appreciate different perspectives. As they engage with peers from various cultural backgrounds, learners develop critical thinking and communication skills that are crucial for collaboration in multicultural settings. These competencies not only enhance their educational experience but also prepare them for future careers in an increasingly globalized world, where intercultural interactions are commonplace.

b. For the teacher

For teachers, assessing students' intercultural competence provides valuable insights into their strengths and areas for improvement. This information can inform instructional strategies, allowing educators to tailor their teaching methods to better meet the needs of a diverse student body. By understanding their students' cultural backgrounds, teachers can create more inclusive and engaging learning environments that promote intercultural dialogue. Additionally, this assessment encourages teachers to reflect on their own cultural biases and teaching practices, fostering professional growth and enhancing their effectiveness in multicultural classrooms.

c. For the researcher

For the researcher, engaging in the assessment of students' intercultural competence provides a unique opportunity for professional development and expertise in a

critical area of education. Through this process, the researcher can gain firsthand experience in data collection and analysis, enriching their understanding of intercultural dynamics within educational settings. This experience not only enhances the researcher's credibility but also contributes to their academic portfolio, opening doors for collaborations, publications, and presentations in the field of intercultural education. Additionally, the findings can inform the researcher's future work, guiding them toward impactful research questions and methodologies that address pressing issues in multicultural education.

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APPENDICES

Appendix 1

Interview guideline

List of questions of interview

Variable	Questions
	In assessing students' intercultural competence, do you use the direct method?
	What direct method do you use? Does it include open-ended question/self report/peer assessment
Challenges and solution	What are your challenges in using the methods you use?
	How do you overcome this?
	What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?
	What are the biggest challenges you face in using a foreign language when interacting with people from other cultures? How do you overcome it?
	How do you deal with these challenges?
	What are the challenges you face in assessing students' intercultural competence with limited time and technology?
	How do you overcome this?

Appendix 2

Document of assessment

1. Pre-service English teacher A

Name :

Class :

Answer each of the questions below in detail based on your experience, knowledge, and understanding of intercultural interactions. There is no right or wrong answer, but your answer should reflect your deep thinking, positive attitude, and skills in intercultural situations.

Part 1: Attitude

1. Explain how you respond if you meet someone who has cultural customs different from yours. Are you feeling comfortable? Why?
2. Tell us about your experiences interacting with individuals from other cultures. How do you show respect for their culture?
3. How do you respond to situations when you feel confused or unsure when communicating with
Someone from another culture?

Part 2: Knowledge

1. Name the values or norms of your culture that you think are different from other cultures. How can these differences affect communication?

2. Do you know the traditions or customs of other cultures? Describe one of these traditions and how they differ from yours.
3. How do you understand the influence of globalization on intercultural relations? Give an example.

Part 3: Skills

1. In a cross-cultural situation, how do you ensure that you understand the opinions of others correctly?
2. If you see someone from another culture feeling uncomfortable in a new environment, what will you do to help them feel welcome? Explain how you adjust the way you communicate when talking to someone from a different cultural background.

Part

2. Pre-service English teacher B

Name :

Class :

Answer each of the questions below by providing an in-depth explanation and accompanying real-life examples of your experience. There are no right or wrong answers, the answers show how your reflections, positive attitudes, and skills are.

Sikap (Attitude)

1. How do you show openness to different cultures? Give examples of situations where you faced differences with a positive attitude.
2. How important is empathy in intercultural interactions? Tell me about an experience where you managed to understand the perspective of another person from a different culture.
3. What does appreciating another culture mean to you? How do you show respect for different traditions or customs?

Knowledge

4. What do you know about the values and norms of other cultures that are different from your own? Name some interesting aspects.
5. What are some common stereotypes you know about other cultures? How does your knowledge of these stereotypes affect the way you interact with people from those cultures?
6. How can your understanding of the history and context of a culture be helpful in interacting with individuals from that culture?

Skills

7. What communication skills do you consider important when talking to people from different cultural backgrounds? How do you apply it in real-life situations?

8. Explain how you will deal with a difference of opinion with someone from a different culture. What skills will you use to reach a deal?
9. How do you adjust to social situations involving people from other cultures? Mention the skills or strategies you use.

3. Pre-service English teacher C

Name :

Class :

Answer each question by choosing one of the options that best suits your experience and opinion. Your choices will help measure how you interact with and understand individuals from different cultural backgrounds. There is no right or wrong answer, so give the answer that best reflects you.

1. How often do you look for opportunities to learn about other cultures?
 - A. Very often
 - B. Quite often
 - C. Rare
 - D. Never
2. When you face different views, how do you react?
 - A. Receiving and discussing
 - B. Accepting but feeling uncomfortable

- C. Reject directly
 - D. Ignoring and not caring
3. How important is it that you value the cultural diversity in your environment?
- A. Very important
 - B. Important
 - C. Not very important
 - D. Not important at all
4. How well do you understand the customs and traditions of other cultures?
- A. Very good
 - B. Good enough
 - C. Not good
 - D. Not knowing at all
5. Where do you usually get information about other cultures?
- A. Books and articles
 - B. Social media
 - C. Discussion with friends
 - D. Not looking for information
6. How would you rate the influence of local culture on your views?
- A. Highly influential
 - B. Quite influential
 - C. Slightly influential
 - D. No effect at all

7. How good are you at listening to others when they talk about their culture?
- A. Very good
 - B. Good enough
 - C. Need to improve
 - D. Not good
8. What do you do when there is a culture conflict?
- A. Finding a mutually beneficial solution
 - B. Avoiding conflict
 - C. Imposing one's own point of view
 - D. Not trying to solve
9. How effective are you in working with people from different cultural backgrounds?
- A. Highly effective
 - B. Quite effective
 - C. Less effective
 - D. Ineffective

4. Pre-service English teacher D

Name :

Peer's name :

Answer the following questions by providing an objective assessment of your peers' ability to demonstrate cross-cultural competence during learning activities or group work.

Use the following scale:

1 = strongly disagree

2 = disagree,

3 = neutral,

4 = agree,

5 = strongly agree

Attitude

Observation items	Score (1-5)	Note
My bench mates show respect for different values, beliefs, and cultures.		
My bench mates are open to hearing new perspectives from group members with different cultural backgrounds.		
My bench mate showed a deep curiosity about other cultures during the discussion.		

Knowledge and comprehension

Observation items	Score (1-5)	Note
My bench mate understand the relationship between cultures, contexts, and individual behaviors in cross-cultural situations.		
My bench mate demonstrated an understanding of relevant cultural norms in the working group.		
My bench mate were able to recognize cultural differences that affect communication between group members.		

Skills

Observation items	Score (1-5)	Note
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My colleagues are able to adapt their way of communication to better suit members from different cultures.		
My bench mate are able to work collaboratively with others regardless of their cultural background		

5. Pre-service English teacher E

Name :

Peer's name :

Observe student behavior during learning activities or cross-cultural interactions. Give each item a value using the following scale:

- 1 = Never Seen
- 2 = Rarely Seen
- 3 = Occasionally Visible
- 4 = Often Seen

-5=AlwaysVisible

Attitude

Observation items	Score (1-5)	Note
My bench mate show respect for cultural differences in communication and acting		
My bench mate are open and open to different opinions from other cultural perspectives		
My bench mate showed interest in understanding the culture of Indonesian pre-service teachers and were not easy to judge when they found cultural differences		

Knowledge and comprehension

Observation items	Score (1-5)	Note
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My bench mate understand that cultural differences can affect the way a person thinks and acts		
My friend is sensitive to differences in the use of language or cultural terms and adjusts communication with Indonesian pre-service teachers well.		

Skills

Observation items	Score (1-5)	Note
My bench mate demonstrated skills by active listening such as listening patiently regarding language differences and asking questions to understand more deeply		

<p>My bench mate were able to adjust their speech and attitude to be more effective when interacting with Indonesian pre-service teachers</p>		
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Appendix 3

Result of interview

Pre-service English teacher :A

Date of Interview : September 13th, 2024

A : What methods do you use in assessing students' intercultural competence? Is it true that you use assessment with subjective questions?

B : Yes, that's right, in assessing students' intercultural competence, I use a direct method in the form of open-ended questions

A : What are your challenges in using the methods you use?

B : The main challenge in the use of open-ended questions is the subjectivity in the students' answers, which can lead to variations in the raters' interpretations.

A : How do you overcome this?

B : I overcome this challenge by using an assessment rubric designed to evaluate answers based on clear and measurable criteria

A : What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?

B : The biggest challenge I faced was the lack of specific vocabulary or idioms that are often used by native speakers. This sometimes leads to misunderstandings in communication or hinders my ability to express ideas clearly.

A : How do you deal with these challenges?

B : To overcome this, I continue to improve my foreign language skills by actively practicing through live conversations, using language learning apps, and reading materials from other cultures

A : What are the challenges you face in assessing students' intercultural competence with limited time and technology?

B : The main challenge is the difficulty in managing time to provide in-depth feedback to students, especially when the number of students is large

A : How do you deal with these challenges?

B : I designed a more focused question to reduce the assessment time. In the limited time constraints, I also prioritize the key aspects of the most relevant intercultural competencies

Pre-service English teacher :B

Date of Interview : September 13th, 2024

A : What methods do you use in assessing students' intercultural competence?

B : I use open-ended questions to assess students' intercultural competence

A : What are your challenges in using the methods you use?

B : Some students may have difficulty expressing their thoughts clearly, so their answers are less structured or indirectly related to the question

A : How do you overcome this?

B : I address this challenge by providing guidance to students on how to answer questions in a structured manner and setting specific times to analyze the answers.

A : What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?

B : The biggest challenge is language barriers such as grammatical differences, pronunciation, or idioms that I don't understand. This often hinders smooth communication and leads to potential misunderstandings, including in formal or non-formal situations.

A : How do you deal with these challenges?

B : I face this challenge by improving my foreign language skills through practice both independently and with fellow pre-service teachers.

A : What are the challenges you face in assessing students' intercultural competence with limited time and technology?

B : The challenges I faced included the difficulty of providing detailed feedback to each student due to time constraints.

A : How do you deal with these challenges?

B : To overcome time constraints, I prioritize the main assessment component, in accordance with the learning objectives that have been determined.

Pre-service English teacher : C

Date of Interview : September 13th, 2024

A : What methods do you use in assessing students' intercultural competence?

B : The method I use is the direct method with self-report survey

A : What are your challenges in using the methods you use?

B : The challenge may be that the assessment carried out is less objective, because the name is self-report survey, so yes, it is more objective

A : How do you overcome this?

B : I address this by asking students to use concrete examples. So it's like they have a perception, but they have to have real evidence. So mention an example.

A : What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?

B : The biggest challenge in using a foreign language when interacting with people from other cultures is when we both lack mastery of some of the vocabulary used in the conversation so neither I nor the interlocutor has to look for other alternatives such as describing the definition of the word or looking for synonyms which

also takes twice the work because I am sure to translate it, translate the foreign language in my native language while the interlocutor will catch it, will try to understand it in their native language so there is cross-language that needs to be skipped in overcoming it

A : How do you deal with these challenges?

B : The way to deal with these challenges is still the same as translating the language, my mother tongue and the mother tongue of the interlocutor and by looking for a definition to explain the word in question or looking for synonyms and with body gestures as well

A : What are the challenges you face in assessing students' intercultural competence with limited time and technology?

B : My challenge is how I present the questions or questions in a language they understand and how do I understand their answers which of course use their native language.

A : How do you deal with these challenges?

B : I deal with it by using Google Translate company to translate the language itself or because our language is still the same Malay and Indonesian so it's not too big a problem but still I have to feel like there is a validity of the answer such as by checking with the member asking them again, reconfirming or the like

Pre-service English teacher :D

Date of Interview : September 13th, 2024

A : What methods do you use in assessing students' intercultural competence?

B : The method I use is peer assessment, so here I use peer assessment with my peers to assess my students

A : What are your challenges in using the methods you use?

B : In my opinion, the challenge of advertiser peer assessment is quite a bit biased, because we know that the so-called class must be mostly differentiated, right, that means that the abilities of students are different, some have high abilities, some are low, only that will also affect how they judge the work of their peers. So sometimes it can be said that the term is a bit unfair if it is peer assessment. The term is like that

A : How do you overcome this?

B : The way I overcome this is with this, by providing clear rules, providing clear rules, meaning maybe here are any aspects that are assessed, for example, we judge the gramer, it means that we are judged by the gramer, for example we give the right provisions, if the gramer is wrong three, how much can be scored. Let's clarify the rules. And we make sure all students understand. So that with clear rules and everything according to the understanding, it is hoped that this peer assessment can be objective and feel fair.

A : What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?

B : The tawang is clearly a language difference. That is, we explain to them that they do not necessarily understand

A : How do you deal with these challenges?

B : we have to really use vocabulary, adapt what their language is like. We learn their language terms as well. After that, we try to explain to them slowly so that they understand. Because if our instructions are not clear, it will cause misunderstandings and make our learning less conducive. So the solution is that we have to explain slowly and if possible we can increase their language vocabulary. So that they understand better

A : What are the challenges you face in assessing students' intercultural competence with limited time and technology?

B : Because in my opinion, there should be a certain framework for the assessment of inter-cultural competence which will also be easily applied with technology. For example, to fill out forms and others. It's just that we don't have technological limitations and also what about us, if we apply the actual framework that follows the rules, maybe the one that follows the latest rules may be quite difficult. So maybe here we use the same assessment framework. Well, that's the challenge maybe it's not accurate. Because it considers technology and limited resources

A : How do you deal with these challenges?

B : So maybe here we use the same assessment framework. Well, that's the challenge maybe it's not accurate. Because it considers technology and limited resources

Pre-service English teacher :E

Date of Interview : September 13th, 2024

A : What methods do you use in assessing students' intercultural competence?

B : peer assessment

A : What are your challenges in using the methods you use?

B : Language and Cultural Differences

A : How do you overcome this?

B : I try to understand their culture and learn their language

A : What are the biggest challenges you face in using a foreign language when interacting with people from other cultures?

B : their over-fast and different accents cope with it by learning their accents

A : How do you deal with these challenges?

B : I will learn more and try to understand while adapting

A : What are the challenges you face in assessing students' intercultural competence with limited time and technology?

B : difficulty in managing time to provide detailed and in-depth feedback to students

A : How do you deal with these challenges?

B : I designed more focused and specific questions so that the assessment process becomes more efficient without reducing the depth of analysis. In addition, I prioritize the main assessment components that are most relevant to the learning objectives.

Appendix 4

Documentation with the participants

Documentation with pre-service teacher A



Documentation with pre-service teacher B



Documentation with pre-service teacher C



Documentation with pre-service teacher D



Documentation with pre-service teacher E



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