NAVIGATING CROSS-CULTURAL COMMUNICATION: CHALLENGES FACED BY ESL LEARNERS AND PRE-SERVICE ENGLISH TEACHERS IN INTERNATIONAL TEACHING PRACTICUM

THESIS

Submitted in Partial Fulfillment of the Requirements
For Graining the Degree of Bachelor of Education
In English Language Education

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ABSTRACT

Title : **Navigating Cross-Cultural Communication: Challenges Faced By ESL Learners and Pre-Service English Teachers in International Teaching Practicum**

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In an increasingly globally connected world, cross-cultural communication is an important element in education, especially for ESL learners and Pre-Service English Teachers in a multicultural teaching environment. This study aims to identify the cross-cultural challenges faced by Indonesian Pre-Service English Teachers during international teaching practice programs with ESL students in Malaysia, especially related to their impact on classroom interaction and teaching effectiveness. Using a qualitative method with the phenomenological case study to explore the experiences of Pre-Service English Teachers and ESL Learners in cross-cultural communication. this study involved classroom observation and semi-structured interviews with 10 ESL students and 5 Pre-Service English Teachers in the academic year 2024/2025. Thematic analysis revealed linguistic barriers, including unclear accents, unfamiliar idioms, and varying student participation norms. Pre-service English teachers face challenges in simplifying language, adjusting delivery speed, and using culturally relevant examples. Effective strategies include visual media, active participation, and cultural adaptation of materials. However, non-verbal communication, like gestures, is underused, hindering comprehension. The study recommends that teachers focus on building cross-cultural skills, using culturally relevant materials, and adopting adaptive teaching methods. Additionally, integrating technology and reflective practice is crucial for preparing teachers for diverse classrooms.

Keywords: *Cross- Cultural Challenges; Cross- Cultural Communication; Cross- Cultural Teaching; ESL Learners; Pre-Service English Teachers.*

MOTTO

"You ˹alone˺ we worship and You ˹alone˺ we ask for help."

~ Al-Fatihah: 5 ~

“A life with direction is a life full of tranquility and wisdom.”

– Ibn Rushd (Averroes)

“Slow and steady, wins the race.”

– Me (2025)

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First, I would like to express my deepest gratitude to Allah SWT for granting me health, strength, and countless blessings that have enabled me to complete this final project. Secondly, my heartfelt shalawat and salam go to our beloved Prophet Muhammad SAW, an exemplary role model whose intercession we long for on the Day of Judgments.

After a long and challenging process, the researcher has completed my thesis entitled "**Navigating Cross-Cultural Communication: Challenges Faced by ESL Learners and Pre-Service English Teachers in International Teaching Practicum**" This thesis is submitted in partial fulfillment of the requirements for gaining a Bachelor's Degree in English Language Education.

The researcher realizes that the completion of this thesis would not have been possible without the help, advice, motivation, guidance, and support of many individuals. Therefore, the researcher extends her deepest gratitude and heartfelt appreciation to:

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7. The students of MTA Darul Falah
8. All Pre-Service English Teachers Team
9. All lectures in the Department of English Education, Faculty of Education, and Teacher Training have given me a lot of knowledge.

Finally, the researcher realizes that this thesis is less perfect. Therefore, the researcher hopes for criticism and suggestions that can make this thesis better. The researcher hopes that this research can be useful for all who read it, especially for future researchers who need references related to this research topic.

Semarang, 19th of December 2024

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DEDICATION

This final project would not have been possible without the support and prayers of many wonderful people. Therefore, I would like to express my gratitude to sincerely:

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6. To myself, thank you for never giving up. I am proud of you.

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LIST OF ABBREVIATIONS

ESL	**:** English as a Second Language
PST	**:** Pre-Service Teacher
MTA	**:** Maahad Tahfiz Al Quran
EIC	**:** English for Intercultural Communication
SLA	**:** Second Language Acquisition
LTM	**:** Language Teaching Methodology
TESOL	**:** Teaching English to Speakers of Other Languages

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CHAPTER I
INTRODUCTION

This research investigates the cross-cultural communication challenges ESL students and Pre-Service English Teachers face at Maahad Tahfiz Al Quran Darul Falah Selangor. In an era of increasingly diverse education, understanding how cultural differences shape classroom interactions is critical. This research focuses on uncovering how these challenges influence the dynamics between students and educators, emphasizing the interaction between cultural perceptions and communication styles.

A. Research Background

In today's increasingly interconnected world, developing proficiency in English is not only an academic necessity but also an important means to foster cross-cultural communication and global collaboration (Banks & Banks, 2015). Cross-cultural communication is vital in helping ESL learners and educators navigate various social and cultural situations more effectively. In a multicultural classroom, students and teachers bring diverse cultural backgrounds, values, and communication styles, which require mutual understanding to create a conducive learning environment (Bennet, 1968). However, cross-cultural communication is often hampered by differences in cultural norms, language barriers, and misunderstandings in reading nonverbal cues. If not properly addressed, these challenges can hinder

productive interactions, reduce student engagement, and create a less inclusive learning environment. Therefore, for ESL learners and Pre-Service English Teachers, understanding cross-cultural dynamics and adapting to various situations is no less important skill than linguistic mastery alone (Bennett & Bennett, 2004).

Research shows that cross-cultural competence is a key skill required by teachers and students to participate effectively in a multicultural education environment. (Deardorff, 2013) emphasizes that cross-cultural awareness enables individuals to engage more deeply with people from different cultural backgrounds, thereby improving the overall quality of the learning experience. In recent years, technology has emerged as a highly effective tool in supporting this process.

Language learning apps, virtual exchange programs, and digital platforms rich in cultural content have enabled students to access cross-cultural materials more easily, thus overcoming language and cultural barriers. For example, students can now interact directly with native speakers through online platforms or explore multimedia content that reflects authentic cultural contexts. Nonetheless, technology integration in ESL education is not free from challenges. Unequal access to digital resources and low digital literacy among teachers and students are often the main barriers to the effective use of technology (Angelova & Zhao, 2016). Therefore, although technology has great potential to

improve cross-cultural communication in the ESL classroom, its implementation requires appropriate support and strategies to address this gap.

The development of cross-cultural competence in ESL learning also involves integrating cultural awareness into language teaching. Effective language education not only focuses on teaching grammar and vocabulary, but also equips students with the skills to understand social norms, cultural values, and nonverbal communication cues that are important in interacting in various contexts.

(Liton & Madanat, 2013) Argues that learning about other cultures does not mean losing one's own cultural identity, but rather enriches the ability to communicate empathetically and effectively. For example, integrating discussions about cultural festivals, traditions and values into language lessons can provide students with a deeper understanding of the target culture, while still respecting their own cultural identity. This approach ensures that students develop a holistic understanding of language as both a means of communication and a medium for cultural exchange. Thus, students are not only able to communicate fluently but also have cultural sensitivity that enables them to interact confidently in cross-cultural situations, both in academic and professional contexts.

In addition to cultural awareness, religious education in a multicultural classroom can further strengthen students' ability to navigate cultural and social complexities. Religious education, if integrated wisely, can encourage empathy, respect, and inclusiveness by addressing the spiritual and cultural needs of students from diverse backgrounds. (Sercu, 2005) emphasizes the importance of teachers having religious literacy to create a learning environment that is sensitive to the diversity of students' beliefs and practices.

Schools like Darul Falah Selangor have successfully adopted a local approach that incorporates multicultural education and religious values into their curriculum. These efforts include teacher training programs designed to prepare educators for culturally and religiously diverse classrooms, as well as the development of learning materials that reflect local and global cultural dynamics (Sehlaoui, 2001). By balancing cultural and religious education, these schools create a holistic learning experience that prepares students to participate effectively in multicultural and multilingual contexts.

Another effective strategy to improve cross-cultural communication in ESL learning is the use of authentic materials. These materials, such as movies, newspapers, and real-world simulations, provide students with opportunities to interact directly with cultural elements inherent to the target language. (Liton &

Madanat, 2013) Highlighted that authentic materials not only increase students' motivation but also facilitate their understanding of cultural aspects that are often missed in traditional language teaching. For example, lessons that include scenes from culturally significant movies can help students understand the nuances of body language, tone of voice, and situational context in the target culture. Similarly, role-playing activities based on real-world scenarios allow students to practice language skills while developing cultural sensitivity. Using these materials, teachers can bridge the gap between language ability and cultural competence, thus ensuring students are prepared to communicate effectively in a variety of environments.

Empirical research shows that cross-cultural communication skills have a significant impact on learning outcomes. Teachers who can navigate cultural differences well tend to have increased student engagement, better academic outcomes, and reduced misunderstandings in multicultural classrooms (Fantini, 2020). However, many ESL learners face emotional and psychological barriers, such as language anxiety and fear of assessment, which can hinder their full participation in classroom activities. These challenges often stem from a lack of confidence in their language skills and ignorance of the cultural expectations of their peers and teachers.

Learners of English as a second language (ESL) frequently face difficulties in communicating with other learners, which can affect their learning process (Bennet, 1968). (Zhai, 2020) suggests that creating an empathic and stress-free learning environment is key to addressing these issues. For example, teachers can adopt a more supportive approach by encouraging collaboration, providing constructive feedback, and celebrating cultural diversity in the classroom.

Finally, Pre-Service English Teachers, especially those who encounter multicultural contexts for the first time, often face unique challenges in adapting their teaching methods and communication styles to meet the needs of culturally diverse students. For example, they may struggle with interpreting nonverbal cues, adjusting to unfamiliar classroom norms, or meeting the specific needs of students who have different cultural assumptions (Y. Y. Kim, 2019).

To address these challenges, innovative pedagogical methods such as cross-cultural simulations, immersion programs, and linguistic sensitivity training have been proposed (Tran, 2010). These strategies not only improve teachers' readiness to interact with diverse student populations but also create a more inclusive and effective learning environment. (Spitzberg & Changnon, 2022) Concluded that Pre-Service English Teachers who have strong cross-cultural communication skills are better able to deal with the

complexities of diverse classrooms, thus creating a more cohesive and productive educational experience for all learners.

Although the challenges of cross-cultural communication in multicultural classrooms, such as language barriers, misunderstanding of nonverbal cues, and students' psychological barriers, have been widely identified (Bennet, 1968; Zhai, 2020), research has specifically explored the direct impact of these challenges on interaction dynamics, classes are still very limited. Teachers, especially preservice teachers, often face difficulties in adapting their teaching methods to meet the needs of culturally diverse students, such as interpreting nonverbal cues and understanding students' cultures (Y. Y. Kim, 2019).

These barriers not only affect the productivity of interactions between teachers and students, but can also reduce student engagement, create misunderstandings, and hinder the creation of an inclusive learning environment. Therefore, this research aims to fill this gap by exploring how cross-cultural challenges influence classroom interactions, thereby providing deeper insight into learning dynamics in multicultural environments.

B. Research Question

Based on the background above, the researcher develops the research questions as follows:

1. What are the primary cross-cultural challenges experienced by ESL and Pre-Service English Teachers in international teaching practicum?
2. How do cultural differences between ESL and Pre-Service English Teachers affect classroom interaction?

C. Research Objective

This study examines the cross-cultural communication challenges faced by ESL (English as a Second Language) learners and Pre-Service English Teachers at MTA Darul Falah, Selangor. Specifically, this study focuses to:

1. To explain the main barriers in cross-cultural communication, including linguistic challenges, cultural misunderstandings, and differences in nonverbal communication.
2. To analyze how cultural differences between ESL learners and Pre-Service English Teachers affect classroom interactions and learning outcomes.

D. Research Significance

This research has important contributions, both theoretically and practically:

Theoretical Significance

1. **Development of Intercultural Communication Theory:** This study expands on the intercultural communication theory by highlighting specific challenges in cross-cultural

interaction in educational contexts, particularly between practical teachers and ESL students.

Practical Significance

1. **For Teachers:**
   Provide practical guidance to improve teaching effectiveness through adaptive methods, such as the use of visual media and examples that are relevant to the student's culture.
2. **For Students:**
   Helping ESL students overcome communication barriers through a more inclusive approach, thereby creating a comfortable learning experience and supporting the development of cross-cultural competencies.

3. **References for Further Research:**
   The results of this study are the basis for further research in developing effective cross-cultural teaching strategies.

This research is expected to make a real contribution to improving the quality of learning in multicultural classrooms.

E. Scope and Limitation of the Research

This research is limited to the context of Maahad Tahfiz Al-Quran Darul Falah, Selangor, Malaysia. The focus is on the challenges of cross-cultural communication faced by 10 ESL students from Maahad Tahfiz Al-Quran Darul Falah and 5 Pre-

Service English Teachers from UIN Walisongo Semarang, 7th-semester students from the English Education. These challenges were explored during a 21-day international internship program in the 2024/2025 academic year that aims to improve learning interactions in a multicultural classroom environment. These ESL students at Maahad Tahfiz come from diverse cultural and linguistic backgrounds, which is an important part of the analysis of cross-cultural challenges.

CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this chapter is to explain the theoretical foundations and review related research regarding cross-cultural communication in educational contexts. The discussion includes the experiences of Pre-Service English Teachers and students, teaching practices, and strategies for dealing with cross-cultural challenges in international teaching practice programs. In addition, this review highlights important findings regarding cultural adaptation, communication barriers, and pedagogical strategies in multicultural classrooms, by considering the role of students as part of cross-cultural interactions that influence the success of the teaching and learning process.

A. Previous Research

Cross-cultural communication is important in education in the era of globalization, especially in ESL learning and pre-service teacher training. Challenges such as language differences, cultural values, and pedagogical expectations affect the success of teaching and learning. This research explores these barriers and offers solutions through inclusive teaching practices. The results are expected to bridge cultural gaps and increase the effectiveness of global education.

Research by Nketsia and Carroll (2023) titled *"Foreign Language Pre-Service Teacher's Perception of Concerns Before and Challenges Experienced During the First Teaching Practicum"* addresses the challenges of foreign language pre-service teachers during teaching practice in Australian public schools, such as English language limitations, student behavior management, and understanding of the local curriculum. Participants felt the experience at a community school did not adequately prepare them for the culture and pedagogical expectations of public schools. Most have successfully adapted through intensive learning. This research highlights the need for specialized training in classroom management, cultural understanding, and teaching strategies.

Research by Parr, Tinney, and Lagi (2024) titled *"Fijian Mentor's Experiences of an International Teaching Practicum for Australian Pre-Service Teachers: Perceptions of a Decolonising Agenda"* examines the experiences of local mentors in Fiji who support prospective Australian teachers in international teaching practice programs. Using the Talanoa approach, this study finds challenges in building cross-cultural relationships, such as differences in educational norms. However, this program also opens up opportunities for joint learning. The decolonization approach is considered important in strengthening cross-cultural relationships and creating inclusive learning. This research

provides insight into the role of local mentors in the success of international teaching practice programs.

Research by Soruç and Griffiths (2023) titled *"Inspiring Pre-Service English Language Teachers to Become ELF-Aware"* examined the perception of prospective teachers about English as a Lingua Franca (ELF) after participating in a 15-week awareness-raising program. The study found seven key characteristics of ELF-aware teachers, such as understanding, tolerance, and respect for cultural identity. The program improves participants' understanding of ELF and prioritizes communication over grammatical accuracy. The main challenge is the preference for conventional English standards. Research by Soruç and Griffiths is different from this research which focuses more on the challenges of cross-cultural communication.

The research of Hasymi and Nurkamto (2023) titled *"Cross-Cultural Experiences in Teacher Education: Indonesian Pre-Service English Teacher's Perspectives on International Teaching Practicum"* discusses the challenges of Indonesian students in international teaching practices, such as understanding local culture and language barriers. Although difficult, they benefit such as cultural sensitivity, interpersonal skills, and confidence. This research highlights the importance of adaptation of social norms and cross-cultural communication.

Another research by Yang and Zhong (2024) titled *"Internationalization of Curriculum: Developing Cross-Cultural Competence in Teacher Education Programs Through Service Learning"* evaluates the development of cross-cultural competencies through a service-based learning approach in teacher education programs. The findings suggest these experiences improve participants' cultural understanding, adaptation, and communication skills. In contrast to other studies, this study highlights the development of cross-cultural competencies in general through an international curriculum, rather than specific cross-cultural communication challenges in international teaching practice.

Research by C et al. (2024) titled *"Challenges and Opportunities Encountered by Filipino SEA-Exchanged Pre-Service Teachers in Indonesia"* examines the experiences of Filipino students in teacher exchange programs in Indonesia. The findings point to challenges in adapting to the education system, cultural differences, and building relationships with local students and staff. Even so, participants gain benefits such as better cultural understanding, cross-cultural communication skills, and confidence. Unlike other studies, this study addresses common experiences, rather than specific cross-cultural communication challenges in educational contexts.

Research by Horwitz et al. (2017) titled *"Mentoring-Learning in a Cross-Language and Cross-Cultural Framework: Australian Pre-Service Teachers and Israeli Mentor-Teachers"* explored the experiences of Australian pre-service teachers with Israeli mentors in a cross-cultural context. Key challenges include language differences, teaching approaches, and cultural norms, but also open up opportunities for cross-cultural skills development and cultural understanding. Unlike other studies, this study emphasizes mentoring relationships, rather than the challenges of cross-cultural communication in general.

Research by Y. Kim and Choi (2019) titled *"Out of the Book and into the Classroom: The Experiences of Korean Social Studies Pre-Service Teachers in an International Teaching Practicum in the United States"* examines the experiences of Korean pre-service students in international teaching practice in the United States. Key challenges include adapting to teaching expectations, teacher-student interaction, and a new work culture. Even so, participants reported improved cultural understanding and pedagogical skills. Unlike other studies, this study focused on teaching experiences in specific social contexts, rather than the challenges of cross-cultural communication in general.

B. Literature Review

Cross-cultural communication is the core of the interactions that take place in the context of international teaching

practice, particularly for English as a Second Language (ESL) learners and teacher candidates. In these contexts, learners and teachers are often faced with cultural differences, language barriers, and complex cultural adaptation processes. This article presents a literature review focusing on cross-cultural communication challenges and strategies to support successful learning and teaching in international environments.

1. Cross-Cultural Communication - Definition and challenges.

Cross-cultural communication is the exchange of meanings involving individuals from different cultural backgrounds, where cultural values, norms, and symbols influence interactions. Ruben (1989) emphasizes the importance of cross-cultural competence, namely the ability to understand and adapt communication to cultural diversity.

In international teaching, this challenge becomes even more significant because pre-service teachers must understand the cultural context of their students. Studies show that cultural misunderstandings often arise due to unconscious differences in assumptions (Adler, 1983). For example, teacher candidates from collectivist cultures may have difficulty understanding the individualist learning styles common in Western countries. Crystal (2016) highlights that globalization has increased the challenges of cross-cultural communication by requiring

individuals to navigate global standards while still respecting local nuances.

Kramsch (1998) deepens this discussion by stating that culture is a system of standards shared by members of a discourse community, who share the same social space and history. In Kramsch's view, language is not only a means of communication but also a way to encode cultural meaning through linguistic, semiotic and pragmatic symbols. This includes how cultural meanings are co-constructed by participants in interaction, whether through language choices, nonverbal cues, or cultural frameworks used to understand social situations. This perspective is relevant to understanding why pre-service teachers often have difficulty in reading and responding to the cultural cues of students who come from different backgrounds.

In international teaching practices, pre-service teachers often face frustration because they don't understand local norms, such as how to provide feedback or the teacher's role in decision-making in the classroom (Toomey & Dorjee, 2018). In addition, a major challenge that arises is the language barriers and cultural differences.

Language barriers occur when teachers and students have different levels of English proficiency or when accents and use of the local language lead to miscommunication. As

reported by Kabilan et al. (2020), pre-service teachers often find it difficult to understand the accents of students who come from diverse cultural backgrounds, and face resistance when students are reluctant to use English during the learning process.

Cultural differences are also a significant challenge. For example, students from different cultures have unique learning habits, norms, and ways of communicating. This can lead to confusion or even miscommunication between teachers and students. In Indonesia, teachers are accustomed to culturally homogeneous learners, while in Malaysia they face a multiracial environment involving Malay, Indian, and Chinese students. In this context, aspiring teachers must adapt their teaching approach to meet the needs of students from diverse cultural backgrounds (Kabilan et al., 2020).

Non-verbal communication also plays an important role in cross-cultural interactions. Ruben and Gozalova et al. (2016) explain that more than 93% of human communication relies on non-verbal factors such as body language, facial expressions, intonation, and tone of voice. However, the interpretation of non-verbal cues often differs in each culture, which can be a source of misunderstanding if not managed properly. For example, hand gestures that are considered positive in one culture can have a negative meaning in another.

Therefore, cross-cultural training that includes interaction simulations, case studies, and reflection on personal experiences is essential to help aspiring ESL teachers and learners better adapt in an international environment. Thus, cross-cultural communication is the key to success in teaching and learning in the era of globalization.

2. Language Barriers – Obstacles experienced by ESL students

Language is one of the biggest barriers to cross-cultural communication, especially for ESL learners. Language, especially for ESL learners, will remain an important barrier, as ESLs often have difficulties with accents, idiomatic expressions as well as specialized vocabulary, limiting active participation in academic contexts (Nunan et al., 2003). The inability to express themselves effectively can also reduce their self-confidence and hinder their integration into the learning environment.

Nunan, Higgins, and Edge (2003) highlighted that cultural communication norms can exacerbate these challenges, such as East Asian students being hesitant to contribute to discussions, which is often misinterpreted as passivity during learning by Western educators. On the other hand, teachers who do not understand these language challenges may not realize the learner's need for additional support.

According to Beaubien and Baker (2004), interactive simulation programs that involve individual guidance can increase learner confidence, especially in understanding the local cultural context. This approach not only helps learners understand academic material but also encourages them to adapt to the local cultural context.

Kolb and Kolb (2009) recommend the use of technology-based applications, language learning centers, and additional classes to improve students' language skills. They also highlight the importance of an experiential approach to understanding academic material and adapting to the local context. According to (Bridges et al., 2011), interprofessional training that includes cross-cultural learning models helps teacher candidates recognize communication barriers and provide appropriate support.

3. **Cultural Adaptation - Processes and strategies for adjusting**

The process of cultural adaptation plays an important role in the success of ESL learners and future teachers in international environments. Adaptation to a cultural shift has involved phases, as outlined by Gardner's adjustment model, including initial euphoria, a crisis phase characterized by culture shock, and ending with assimilation (Ward et al., 2020). In international teaching practice, this crisis phase is often

characterized by culture shock and difficulty understanding social and professional expectations.

(Hammer et al., 2003) States that experiential learning, such as community engagement and homestays, can help individuals develop intercultural competence and can foster deeper relationships with diverse groups. For example, pre-service teachers who participated in homestays reported an increase in their understanding of local cultural norms, which helped them in building positive relationships with their students.

However, challenges remain, especially if there are stereotypes or prejudices against international students. Research in Germany shows that students who lack community support tend to feel isolated and experience greater stress (Thapliyal & Joshi, 2022). Recommended strategies include pre-departure adaptation training, the formation of intercultural support groups, and active involvement in local activities. For Pre-Service Teachers (PST), hands-on experiences such as cultural exchange programs can help them develop better empathy and adaptation skills.

4. **Intercultural Competence - Skills necessary for effective communication**

Intercultural competence refers to the ability to communicate effectively and appropriately in various cultural

settings. Squire (2006) points out that skills such as cultural awareness, emotional intelligence, and adaptability can be strengthened through role-playing in educational environments designed to develop context-based experiences. This means not only understanding cultural differences but also being able to adapt their communication style to respect the norms and values of other cultures. In practice, this competency involves cultural awareness, which is the ability to recognize how culture influences how one thinks, speaks, and acts.

Emotional intelligence is also an important aspect of intercultural competence. Someone who has empathy and the ability to read the emotions of others will be better able to build positive relationships, even with people from very different cultures. Teachers of international students may need to be sensitive to anxiety that is not explicitly expressed by their students. In addition, adaptability is a key element in intercultural competence. In multicultural environments, situations often require a quick and effective change in communication approach. A flexible teacher can change their teaching methods to meet the needs of learners from cultures with different learning styles.

According to Earley and Peterson (2004), experiential training, such as simulations and role plays, is effective for enhancing cultural intelligence. This approach focuses on

applied training, including field trips and other simulation techniques to help participants understand cross-cultural perspectives. In a study Fantini (2016), a program in which future educators interact directly with local communities showed that active participation in cross-cultural activities can improve students' understanding of cultural perspectives.

Toomey and Dorjee (2018) Note that intercultural training designed to enhance understanding of other cultures' values, norms, and beliefs plays an important role in helping individuals adapt more quickly in cross-cultural environments. They explained that intercultural competence is not only limited to the ability to understand other cultures conceptually, but also includes practical skills such as effective communication, conflict resolution, and building meaningful interpersonal relationships.

To ensure students and future teachers can face the challenges of cross-cultural communication, the training should include simulations of real-life situations, role-playing, and reflection on experiences that encourage them to evaluate and adjust their approach to cross-cultural interactions. Moreover, they emphasize the importance of integrating these intercultural skills directly into the educational curriculum, not just as an add-on but as a core part of learning.

This approach aims to prepare learners for the challenges of globalization, where cross-cultural interactions are increasingly becoming an inevitable part of professional and academic life. They underline that a curriculum that includes active, case-based learning, hands-on cross-cultural experiences, as well as teaching about empathy and emotional intelligence, can help create learners who are more prepared and confident in the face of global interactions. Empirical studies in Japan support this view, showing that ESL learners who participate in cross-cultural training programs show significant improvements in their self-confidence and ability to communicate effectively with native speakers. Such programs not only facilitate their adaptation to a new environment but also help them build better relationships with their peers, both socially and academically.

It is important to include role-playing exercises in teacher training programs to simulate cross-cultural interactions, thus improving intercultural communication skills. In addition, encouraging reflective practices where learners analyze their cross-cultural experiences can increase their awareness and understanding of cultural differences. By strengthening intercultural competence, ESL learners and future teachers will be better equipped to interact effectively in international education settings. Investing in the development of these skills

is, therefore, crucial to creating an inclusive and productive learning environment.

C. Conceptual Framework

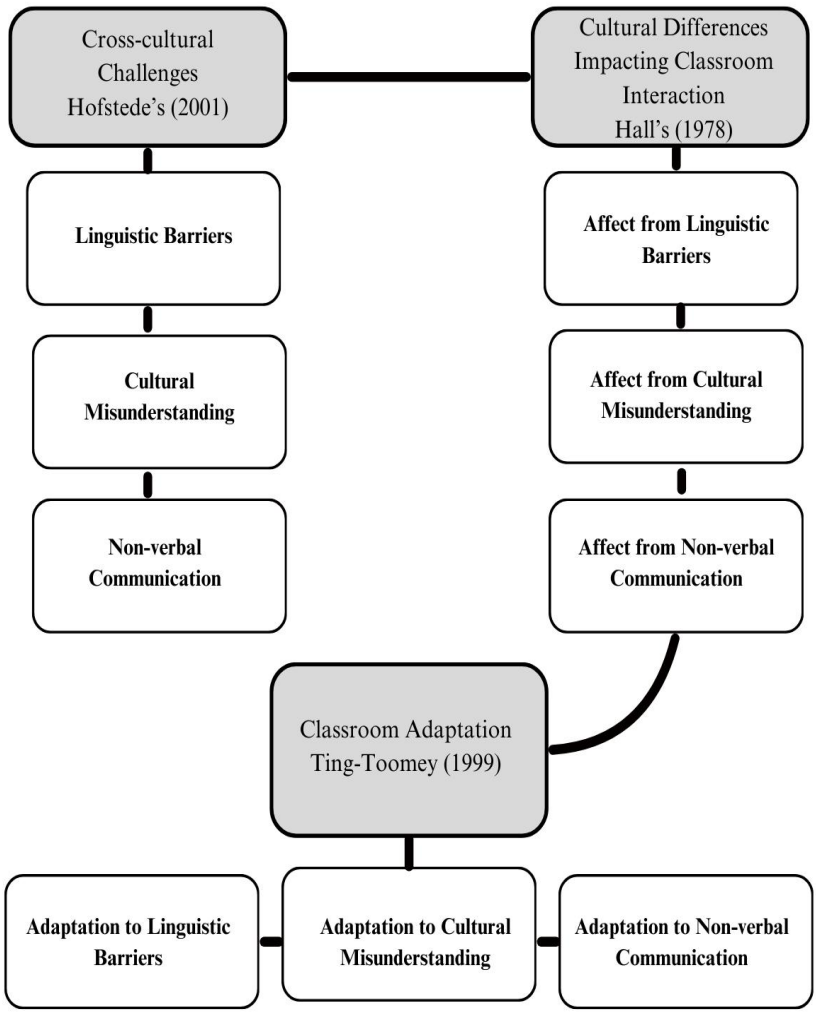

Figure 2.1 Conceptual Framework

Based on the conceptual framework described, this study aims to understand how cross-cultural challenges and cultural differences affect interactions in the classroom, as well as adaptation strategies that can be implemented to overcome these challenges. This framework is divided into three main components. First, cross-cultural challenges, refer to obstacles that arise due to differences in cultural norms and values. Referring to Hofstede's theory (2001), this component includes linguistic barriers, cultural misunderstandings, and non-verbal communication. Second, cultural differences affect interaction in the classroom, which is based on Hall's theory (1978). This section highlights how communication styles and cultural expectations can affect classroom dynamics. Third, adaptation in the classroom focuses on strategies used to bridge cultural gaps and create an inclusive learning environment. Ting-Toomey's theory (1999) is the main reference in this section, emphasizing the importance of using authentic and culturally relevant learning materials, adjusting the speaking speed and vocabulary selection, cross-cultural simulations, and reflective training for beginner teachers.

This conceptual framework was chosen because it can describe the systematic relationship between various variables that affect cross-cultural learning. By integrating the theories of Hofstede, Hall, and Ting-Toomey this approach offers a

practical, evidence-based solution to improve the quality of interaction in the classroom. The use of this framework also ensures that the research not only identifies challenges but also provides concrete solutions that can be applied in the context of multicultural education.

CHAPTER III
METHODOLOGY

This chapter contains the research methodology, including the research design, research setting, research participants, data collection procedure, and data analysis.

A. Research Design

This research employs a qualitative method with a phenomenological case study to explore the cross-cultural challenges encountered by English as a Second Language (ESL) learners and Pre-Service English Teachers at MTA Darul Falah, Selangor. The qualitative approach is particularly well-suited for gaining an in-depth understanding of participants' direct experiences, particularly in contexts where cultural differences and interpersonal dynamics significantly influence the phenomena under investigation.

As noted by Robert C. Bogdan & Sari Knopp Biklen (1982), a case study allows researchers to examine complex phenomena within real-life settings, making it an ideal method for investigating communication barriers in cross-cultural classrooms. Similarly, Fraenkel, Wallen, and Hyun (2015) highlight that case studies provide nuanced insights into

interactions and perceptions, enabling a thorough exploration of the challenges faced by diverse participants.

This study focuses on two key aspects:

1. The primary cross-cultural challenges experienced by ESL learners and Pre-Service English Teachers.
2. The influence of cultural differences on classroom interactions.

To address these aspects, the research collects data through direct observations and semi-structured interviews. These methods provide a comprehensive and multidimensional perspective on cross-cultural communication challenges, allowing for the identification of patterns, relationships, and contributing factors. Data will be analyzed thematically using the framework by Miles, Huberman, and Saldana (2014), which facilitates the inductive emergence of themes directly from the data.

Through this design, the research aims to uncover rich insights into the dynamics of cross-cultural communication at MTA Darul Falah. Additionally, it seeks to identify effective strategies employed by ESL learners and Pre-Service English Teachers to navigate and overcome communication barriers in cross-cultural learning environments.

B. Research Setting

This research was conducted at Maahad Tahfiz Al Quran Darul Falah, Selangor, Malaysia, as part of a collaboration

between Maahad Tahfiz Al Quran Darul Falah and Universitas Islam Negeri (UIN) Walisongo. Maahad Tahfiz al-Quran Darul Falah is an educational center located at Peket 100 Simpang Lima, Sungai Besar, Selangor. This institution is specifically for female students aged 13 and above, offering a Quran memorization program for those who live in Maahad. In addition to teaching the Qur'an, this Maahad also teaches Fardu Ain, which includes Fiqh, Tawhid, Ethics, and exemplary stories. This educational approach aims to form a generation that is not only good at reading and memorizing the Quran but also has a strong understanding of religious and moral values.

In this collaboration, UIN Walisongo sent six students from the English Education Study Program, including the researcher, to join the teaching internship program at MTA Darul Falah, Selangor, Malaysia. This internship program lasted for 21 days, starting on August 26 to September 15, 2024. During this program, each student intern was allowed to teach at the Junior High School (SMP) and Senior High School (SMA) levels. The duration of the 21-day internship program is designed to give Pre-Service English Teachers practical experience in honing their teaching skills, including an understanding of the cross-cultural challenges faced during the learning process.

C. Research Participants

Purposive sampling is a strategy in which researchers select participants based on specific criteria considered relevant or significant to the study, even though it is not conducted randomly. In this study, purposive sampling Patton (1999) was used to ensure that participants had characteristics or experiences that aligned with the research objectives, particularly in understanding cross-cultural learning dynamics. The participants were divided into two main groups. The first group consisted of 10 ESL (English as a Second Language) students at Maahad Tahfiz Al Quran Darul Falah, Selangor, Malaysia. Observations were conducted in one classroom for each teaching session led by the Pre-Service English Teachers. These observations aimed to analyze the classroom dynamics and identify potential cross-cultural challenges. Following the observations, interviews were conducted with selected students through purposive sampling to explore their experiences during the learning process more deeply.

The second group comprised five seventh-semester students as Pre-Service English Teachers from the English Education Program at UIN Walisongo. These Pre-Service English Teachers were selected because they had participated in international teaching practice during the semester. Furthermore, they had completed courses such as Microteaching, English for Intercultural Communication (EIC), Second Language Acquisition (SLA), Language Teaching Methodology (LTM),

and TESOL. Semi-structured interviews with these Pre-Service English Teachers were conducted to gather information about their cross-cultural communication challenges during their teaching practice. The purposive sampling approach ensured that both groups of participants could provide meaningful and relevant insights to address the research goals, especially in understanding the challenges and strategies related to cross-cultural communication in English language teaching.

D. Research Focus

The research focuses on navigating cross-cultural challenges faced by junior and senior high school students, as well as several Pre-Service English Teachers from the 7 semesters of UIN Walisongo Semarang in the 2024 academic year, during their international teaching practicum. Some students encountered challenges in cross-cultural activities within the classroom.

E. Method of Collecting Data

1. Observation

The researcher conducted observations to collect data related to the pre-service teacher practicum. In case study research, observation typically involves creating a detailed record of incidents, events, and activities that provide specific context to the research findings. This includes documenting time, location, significant interactions, conversations, and the

characteristics of the people and environment in the observed setting (Leavy Patricia, 2015).

Observation is crucial in understanding social and religious contexts (Fraenkel et al., 2015). Through observation, researchers can gain insight into interaction patterns and social structures (Spradley, 1979). Moreover, it serves as a tool to evaluate how time is allocated and utilized across various activities (Cohen et al., 2019)

2. Interview

The interview is a data collection method that provides greater flexibility compared to other qualitative approaches, allowing researchers to gather in-depth information directly from participants. Interviews incorporate various sensory cues, including non-verbal expressions, auditory signals, and spoken responses, making them a versatile approach to collecting data. Depending on the research purpose and the required level of flexibility, interviews can be structured, semi-structured, or unstructured (Cohen, 2007).

This study employed semi-structured interviews as a data collection method. Semi-structured interviews allow researchers to explore significant topics while maintaining a guided framework. This approach enables the collection of both subjective and nuanced perspectives that are often

difficult to capture through other methods. Additionally, the semi-structured format allows for a deeper exploration of important themes and provides a solid foundation for discussing key issues (Leavy Patricia, 2015).

F. Instruments

Research instruments are an important element in the research process, which serves to collect data in a systematic and structured manner. Research instruments are tools or facilities used by researchers to facilitate data collection, resulting in better research results. In this context, the instrument acts as a bridge that connects the researcher with the necessary information from the research subject.

(Fraenkel et al., 2015) State that research instruments include various tools or procedures used to obtain information needed to answer research questions. The selection of instruments must be adjusted to the type of data to be collected so that the validity and reliability of the research can be guaranteed.

According to (Creswell, 2011), research instruments include interviews, and observations designed to capture data from participants. These instruments must go through a pilot test to ensure that they are truly capable of capturing information in line with the research objectives.

(Gay et al., 1969) added that effective research instruments must be carefully designed, taking into account the

purpose of the study, the target population, and the data analysis techniques to be used. In this study, the researcher uses 2 research instruments:

1. **Observation Instrument**

   This observation instrument was designed to analyze verbal and non-verbal patterns of behavior in a cross-cultural learning environment at MTA Darul Falah. The observations focused on interactions between Pre-Service English Teachers of Indonesian origin and students of Malaysian origin, taking into account the challenges of cross-cultural communication and the influence of culture on classroom participation. The instrument used a range format from 1-4 to record the presence or frequency of predetermined indicators, thus providing accurate and structured data to support the research analysis.

Focus	Indicator	Question	Theory
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	Hall's Context Communication Theory (Hall, 1976).
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988)
	Use of examples	Are examples culturally inclusive or relevant to students'	Hofstede's Cultural Dimensions

		backgrounds?	Theory (Hofstede, 2001).
Non-Verbal Communication	Body language	Does the teacher use gestures or facial expressions effectively to support understanding?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988).
	Sensitivity to students' non-verbal cues	Does the teacher respond appropriately to students' non-verbal expressions of confusion or disengagement?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988).
Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988).
	Questioning strategies	Does the teacher use inclusive questioning techniques to involve all students?	Hofstede's Cultural Dimensions Theory (Hofstede, 2001).
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988).
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during instruction?	Hofstede's Cultural Dimensions Theory (Hofstede, 2001).
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	Ting-Toomey's Face-Negotiation Theory (Ting-

			Toomey, 1988).
	Conflict resolution	How does the teacher handle cultural misunderstandings or conflicts in the classroom?	Ting-Toomey's Face-Negotiation Theory (Ting-Toomey, 1988).

2. Interview instrument

The interview instrument was designed to explore the cross-cultural experiences and challenges encountered by Indonesian Pre-Service English Teachers and ESL students at MTA Darul Falah. The interviews were semi-structured, allowing flexibility in exploring in-depth answers from the participants. The interviews focused on understanding the main challenges experienced, the influence of cultural differences on classroom interactions, and student's perceptions of the communication styles of teachers from different cultural backgrounds.

Research Question	Focus	Indicators	Interview Questions	Theoretical Basis
1. What are the primary cross-cultural challenges experienced by ESL learners and Pre-	Cross-cultural challenges for ESL learners	Difficulty understanding the teacher's accent or speaking style.	What makes it difficult for you to understand the teacher's speaking style?	**Hofstede's Cultural Dimensions Theory (Hofstede, 2001).**
		Confusion in understanding certain cultural	Have you ever been confused by terms or	

Service English Teachers in MTA Darul Falah?		idioms or terms.	examples given by the teacher? Can you tell me?	
		Difficulty in adjusting to different teaching styles.	What do you find difficult about the way the teacher teaches?	
	Cross-cultural challenges for Pre-Service English Teachers	Difficulty managing a class with students from different cultural backgrounds.	What are the biggest challenges when teaching students from different cultures?	
		Adapt teaching methods to the needs of the students.	How do you customize your teaching to help students understand the lesson?	
		Difficulty in explaining something different from the students' culture	Have you ever felt that students are confused because of different cultures? How do you re-explain?	
2. How do cultural differences between ESL	Cultural differences affecting classroom interaction	Differences in communication styles between students and teachers.	How do you deal with different ways of speaking or communicating	**Hall's Context Communication Theory (Hall, 1978).**

learners and Pre-Service English Teachers affect classroom interaction?			with students?	
		Students do not understand due to cultural differences in instructions.	How do you make sure students understand what you are explaining?	
		Different levels of student participation based on Indonesian and Malaysian cultural backgrounds.	Do you see differences in the way Malaysian students participate in class compared to the way you as a pre-service teacher from Indonesia? What do you do to bridge the differences?	
		Strategies for creating a safe and comfortable classroom atmosphere to support learning.	How do you create an enjoyable and comfortable classroom atmosphere to support ESL Malaysian students in learning?	
		Clarity in the teacher's delivery of material.	Do you think your teacher delivered the material?	

			Why?	
		The teacher shows cultural sensitivity in communication.	What do you think about the way teachers understand your culture?	
		Appropriateness of the teacher's communication style to students' expectations.	Does your teacher's way of teaching match your way of learning? Can you tell me why?	

G. Data Analysis Procedure

The data analysis procedure in this study used the qualitative data analysis framework developed by Miles, Huberman, and Saldana (2014). This procedure consists of four main stages: Data Collection, Data Condensation, Data Display, and Conclusion Drawing and Verification.

1. Data Collection

The first stage is data collection, where data is collected from various sources such as interviews, observations, and supporting documents. This process is carried out by ensuring that the data collected is relevant to the research objectives. In this study, data was obtained through semi-structured interviews with participants and observations in the field. The data collected at this stage became the basis for the next stage of analysis.

2. **Data Condensation**

Once the data was collected, the next step was data condensation. This stage involved selecting, simplifying, and organizing the raw data to focus on aspects relevant to the research. The researcher read the interview transcripts and field notes carefully to identify important information. Furthermore, relevant data was coded to find patterns or main themes, such as cross-cultural communication challenges and adaptation strategies. This reduction process aims to simplify the raw data so that it is more structured and ready for further analysis.

3. **Data Display**

After the data condensation process, the next step is to present the data in visual or narrative form. The data is organized using concept maps, matrices, or tables to show relationships between themes or categories that emerged during the analysis. This data presentation is also complemented by narrative descriptions that explain the patterns or relationships found, making it easier for researchers to analyze the relationship between variables and interpret the findings more clearly.

4. **Conclusion Drawing and Verification**

In the last stage, researchers draw conclusions based on the results of the data analysis that has been presented. This

process includes analyzing patterns, relationships between categories, and themes that emerge from the data. To ensure the validity of the findings, researchers used data triangulation by comparing the results of interviews and observations. The conclusions obtained were then verified by re-evaluating the data that had been collected, thus ensuring consistency between the data and findings.

H. Trustworthiness

A comprehensive validation approach was carried out through a systematic strategy to ensure the reliability of the research analysis. The first step involved member checking, in which participants verified the accuracy of the interview transcript and the interpretations made by the researcher. This process aims to ensure that their voices and experiences are accurately represented in the research (Merriam, 2009). This collaborative verification increases the credibility of research findings by integrating participant perspectives into the final analysis.

The second step is data triangulation, which involves comparing the results of interviews and classroom observations to identify patterns, similarities, and differences in student and teacher experiences. Referring to Denzin's theory (Denzin, 2009), triangulation in this study is applied through four main dimensions: data, theory, methodology, and researcher

triangulation. Data triangulation is carried out by comparing multiple data sources, such as interviews, and observations to ensure consistency of findings. Theoretical triangulation utilizes a variety of approaches, such as cross-cultural communication theory and educational theory, to provide a deeper understanding of cross-cultural challenges.

Methodological triangulation is applied by combining various data collection methods, such as semi-structured interviews and direct observation, to strengthen the validity of the findings. In addition, researcher triangulation is carried out by involving mentors or research colleagues to provide additional perspectives and reduce individual bias. This triangulation process strengthens the validity of the research by providing a more comprehensive understanding of how cross-cultural challenges affect classroom interactions while ensuring that the research results reflect reality objectively and verifiably.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two parts: research results that answer research questions and research discussions. The results of the study were collected from data analyzed from interviews and observations.

A. Findings

1. Primary Challenges

To answer the first research question regarding the main challenge, what teachers and students have experienced, 3 results were obtained from observations and interviews. With the following results:

1.1 Linguistic Barriers

Based on the results of observations, it was found that linguistic barriers often affect the learning process, especially when students have difficulty understanding the accents or terms used by teachers. Observation notes showed that *"students looked confused during explanations,"* which indicated significant challenges in understanding the teacher's accent or way of speaking. This difficulty is even more evident when teachers speak too quickly or use unfamiliar terms without providing

additional explanations. This kind of linguistic barrier affects the clarity of the delivery of the material and the ability of students to understand the lesson effectively.

This was reinforced by interviews with students that highlighted several specific factors related to linguistic barriers. One student revealed, *"I found it difficult because the teacher spoke too fast, so I needed time to process his words"* (SS. S.1.1). In addition to the speed of speech, accent variation is also a big challenge. One student stated, *"The accent is a little different from what I'm used to hearing. Sometimes, I'm not sure what they mean"* (SS. S.2.1). This is exacerbated when teachers use regional accents informally, as other students have noted, *"Their regional accents are difficult to understand, especially when they speak casually or informally"* (SS. S.5.1).

In addition, the use of unknown terms or having different meanings in cultural contexts is also a major obstacle. One student stated*, "No, teachers often use terms in Indonesian that I don't understand"* (CD.S.6.4). When these terms are not accompanied by additional explanations, cross-cultural students find it difficult to understand the context of the material being taught. For example, one student mentioned*, "The teacher once mentioned 'pecel,' and I was confused as to whether it was*

food or something else" (TC. S.1.2). This suggests that culturally specific terms, such as food or daily activities, can confuse if not properly explained. A similar challenge also arises in the use of metaphors, as one student mentioned, *"When the teacher mentions the 'meja hijau,' I only found out that it refers to the court after being explained in more detail"* (TC. S.9.2). Metaphors or abstract terms like this need deeper clarification so that students can understand the context.

The impact of geographical differences is also seen in the differences in terms used in certain countries. One student explained, *"I was confused when the teacher used the term 'macet' as an example because we used the term 'jem'"* (TC. S.4.2). This inconsistency of terms often makes students need additional time to understand the material. The same thing happened with food-related terms, as mentioned by the students, *"When the teacher mentions 'ikan lele,' I feel confused because in my country we used to use the term 'ikan keli'"* (TC. S.5.2). This difference in terms forces students to adjust first before really understanding the concepts being taught.

Both the results of observations and interviews show that linguistic barriers, such as unfamiliar accents,

unfamiliar terms, and the use of certain cultural metaphors or terms, significantly affect students' comprehension.

1.2 Cultural Misunderstanding

Cultural misunderstandings are a major obstacle to creating inclusive and effective learning experiences, especially for ESL students. This term refers to a mismatch in understanding between teachers and students caused by differences in norms, values, habits, and cultural backgrounds

One observation note states, *"The teacher provides descriptions and instructions using concepts that are unfamiliar to students."* This illustrates that in the learning process, teachers often use terms, analogies, or descriptions that are unfamiliar to students. When instructions or descriptions are too specific to a particular culture or have different meanings in a student's culture, this can create a barrier to understanding. Situations like this make students need additional time to understand the intent of the lesson.

Research also shows that the use of unfamiliar terms exacerbates the linguistic gap between teachers and students. Without adequate adjustments and explanations, students have difficulty understanding the material as a whole. One of the students revealed, *"Sometimes teachers give examples that only fit Indonesian culture, so we have*

difficulty understanding them." (CU. S.7.5). This shows that teachers need to ensure that the terms used are not only briefly explained, but also accompanied by a broader or alternative context that can help students understand the material more thoroughly.

In addition, some students feel overwhelmed when the teacher conveys too much information in a short period of time without giving a break to digest the material. One student stated, *"The teacher gives too much information at once without giving time to understand."* (CD.S.10.4). This situation makes students unable to process the material effectively, so they find it difficult to follow the lesson properly.

The lack of inclusivity in the use of teaching examples is another major obstacle to cross-cultural learning. One student stated, *"Sometimes I feel that the teacher does not understand Malaysian culture, so the examples used feel less relevant."* (CU. S.3.5). This shows that many teachers use examples that are too focused on their local culture, without considering the relevance for students from different cultural backgrounds.

When the examples given do not match the student's cultural background, their understanding of the material becomes hampered. One of the students also

complained that humor based on local culture, such as humor rooted in Indonesian culture, is often difficult for students from other cultures to understand. One student stated, *"Teachers often use humor based on Indonesian culture, so sometimes I don't understand what they mean."* (CU. S.8.5). This further shows that learning materials that are too specific to one culture tend to alienate students across cultures.

These findings highlight that barriers to cross-cultural student understanding stem not only from a lack of inclusivity in the use of teaching examples, but also from teachers' inability to understand students' cultural norms.

1.3 Non-Verbal Communication

Based on the results of observations, it was found that the use of non-verbal communication by teachers was very minimal during the learning process. Observation notes state that *"Teachers rarely use facial expressions or body language when teaching." This* shows that non-verbal communication elements, such as facial expressions, hand gestures, or other body gestures, are rarely used as supporting tools in delivering material. Non-verbal communication has an important role in supporting students' cross-cultural understanding, especially when the material is difficult to convey only through verbal

explanations. This lack of non-verbal elements exacerbates the cultural and language gaps that already exist in the learning process.

This was reinforced by interviews with students describing the impact of the lack of non-verbal communication on their understanding. One student stated, *"Teachers often speak directly without much interaction"* (TM. S.3.3). This indicates that the absence of non-verbal elements, such as eye contact or supportive body movements, makes the classroom atmosphere feel rigid and interaction is limited. In addition, another student noted that *"I often struggle because the teacher repeats the same words in different tones"* (SS. S.8.1). The lack of gestures or variations in expression in repeating explanations can make students more confused instead of understanding the material better. Another student adds, *"Sometimes the teacher speaks too quietly in certain sections"* (SS. S.9.1), which shows that weaknesses in the use of tone of voice as part of non-verbal communication also affect students' understanding of material details.

Both observation and interview results revealed that the lack of use of non-verbal communication in teaching creates additional challenges in the learning process. Lacking non-verbal elements, such as facial

expressions, hand gestures, or varied intonation, not only limits interaction in the classroom but also widens cultural and language gaps.

2. Affect in the Classroom Interaction

Two main findings were obtained through observation and interviews to answer the second research question, which focuses on differences in cultural backgrounds and their influence on classroom interactions. This difference in cultural background is known to impact classroom interaction. In addition, strategies adapted by teachers to deal with these conditions are also found. All of these findings will be described in detail in the following sections.

2.1 Affect of Cultural Differences on Classroom Interaction

The impact of cultural differences on classroom interaction has a significant influence on learning dynamics. Through these observations and interviews, an understanding of how cultural differences affect classroom interaction at MTA Darul Falah is obtained, highlighting several important aspects to understand.

2.1.1 Affect Classroom Interaction from Linguistic Barriers

Based on the observation results, it was found that linguistic barriers affect interaction in the classroom, especially in terms of understanding the

accent and structure of material delivery by teachers. Observation notes show that *"students often ask the teacher to repeat the explanation or appear confused during the delivery of the material, which reflects difficulties in understanding the teacher's accent or way of speaking."* This lack of understanding can hinder the smooth learning process because students need more time to process the information provided, and teachers sometimes do not immediately realize the need.

This is reinforced by interviews with students who provide a more detailed view of the linguistic barriers experienced in the classroom. One of the students revealed, *"The way the teacher delivers the material is sometimes less structured, so I am confused about the order of explanations"* (SS. S.4.1). This shows that in addition to accent issues, the poorly organized delivery structure also contributes to student confusion. In addition, another student stated, *"Their regional accent is difficult to understand, especially when they speak casually or less formally"* (SS. S.5.1). This statement highlights the challenges that arise due to the variation of teachers' regional accents that do not match students'

listening habits. Furthermore, one student noted, *"Language differences sometimes lead to misunderstandings in communication. There was a moment where the student gave an answer that did not match my question"* (CC.T.3.3). This suggests that linguistic differences, both in vocabulary and interpretation of meaning, often create gaps in communication between teachers and students.

Overall, both the results of observations and interviews show that linguistic barriers, such as regional accents, poorly organized delivery structures, and language differences, have a significant impact on the effectiveness of classroom interactions. These barriers affect students' ability to comprehend the material thoroughly and create additional challenges for teachers to deliver lessons.

2.1.2 Affect Classroom Interaction from Cultural Misunderstanding

Based on the results of observations, it was found that cultural misunderstandings affect classroom interactions, especially when teachers use culturally irrelevant materials or examples. The observation note states that *"Teachers often give analogies or examples that are difficult for students*

to understand because they are related to Indonesian culture." This cultural irrelevance causes students to find it difficult to relate the subject matter to their own experiences, thus reducing their engagement and understanding during the learning process.

This was reinforced by interviews with students who provided specific examples related to the influence of cultural misunderstandings on classroom interactions. One student stated, *"Sometimes teachers use Indonesian vocabulary (to translate from English) which is similar to Malay, but has a different meaning"* (SS. S.7.1). This statement suggests that small differences in meaning between Indonesian and Malay can confuse students. In addition, another student highlighted the difference in interaction style by saying, *"Also, the way they interact can also be different. Some immediately actively asked, while others were more reserved and waited for directions. This can confuse us because we don't know if they understand or are just embarrassed to speak"* (DC.T.2.1). This difference reflects differences in cultural norms in the way of communication that affect class dynamics.

Another student also mentioned, *"Yes, sometimes there are moments in the classroom where students look confused, especially because of cultural differences"* (CCC.T.2.3), which emphasizes the impact of cultural gaps on students' understanding of the material being taught.

Observation and interview results show that a lack of understanding of cultural differences can hinder smooth classroom interactions. Cultural mismatches, both in the use of vocabulary, learning materials, and communication styles, create barriers that reduce the effectiveness of learning and interaction between teachers and students. To improve interaction in the classroom, it is important for teachers to be more sensitive to cultural relevance in their teaching.

2.1.3 The Influence of Non-Verbal Communication on Classroom Interaction

Based on the results of observations, it was found that teachers tended to be less responsive to non-verbal cues shown by students, such as expressions of confusion or signs of inactivity during learning. Observation notes mention that *"Teachers are less sensitive to student confusion."*

This shows that sensitivity to non-verbal cues, such as students' facial expressions and body language, is underutilized by teachers to adjust teaching approaches in real time. This lack of response to non-verbal cues causes students who have difficulty understanding the material to not get the help they need to overcome their obstacles, thus reducing the effectiveness of the overall learning process.

This was reinforced by interviews with students who revealed some specific experiences related to non-verbal communication in the classroom. One student stated, *"Teachers often speak directly without much interaction, so the classroom atmosphere feels stiff"* (TM. S.3.3). This statement suggests that the lack of non-verbal interactions, such as eye contact or inclusive body language, creates an emotional distance between teachers and students. In addition, another student highlighted the tonal aspect of the voice by saying, *"Sometimes the teacher speaks too quietly in certain passages, so I miss important details"* (SS. S.9.1). This inconsistent intonation is a form of non-verbal communication that affects students' understanding. Finally, one student revealed, *"I often struggle*

because the teacher repeats the same words in different tones, and it's confusing" (SS. S.8.1). This confirms that intonation and repetition patterns without adjustment can cause confusion among students.

The results of observations and interviews show that sensitivity to non-verbal communication is necessary to improve effective interaction in the classroom. Weaknesses in understanding and responding to students' non-verbal cues contribute to their difficulty in understanding the material being taught.

2.2 Teacher Adaptation

Teachers' adaptation in dealing with various diverse classroom environments is a key factor in creating an inclusive and effective learning atmosphere. Through these observations, an understanding of how teachers navigate these challenges can be gained as follows:

2.2.1 Adaptation to Linguistic Barriers

In the face of linguistic barriers, teachers demonstrate various adaptation strategies to ensure that the material taught can be understood by

students, despite language differences. This reflects the importance of adjusting communication methods to create inclusive and effective learning for students across cultures. One of the teachers stated, *"In this position, I need to be able to explain the material in a way that is easy for students to understand, even though we use different languages"* (DC.T.3.1). This statement shows teachers' awareness of the need to simplify the delivery of material to bridge language differences.

Some teachers also choose to use simple language to improve student understanding. One teacher reveals: *"I often use simple language so that everyone can understand. Then, I try to relate the material to the things they know from everyday life"* (TA. T.2.2). This strategy not only helps explain the material but also creates a relationship between the learning concept and the student experience. In addition, one teacher added, *"When students seem confused, I try to re-explain the material in simpler and easier to understand language"* (TA. Q.4.2). This re-explanation is important to ensure that students do not fall behind in understanding the concepts being taught.

Another strategy used is to provide synonyms, descriptions, or concrete examples to explain terms that are difficult to understand. As one teacher put it, *"I also often use synonyms, descriptions, or concrete examples to explain terms that are difficult to understand"* (TA. T.5.2). This approach provides students with additional context to understand new terms or concepts. In addition, repetition is also one of the main methods used to ensure students understand the material. One teacher mentioned, *"I have to repeat and explain the question or instruction more simply and slowly until they understand"* (CC.T.3.3). This repetition provides an opportunity for students to process information gradually.

Teachers also try to create a two-way dialogue to overcome communication barriers. One of the teachers stated, *"I overcome communication differences by establishing a two-way dialogue"* (CS. T.5.4). This approach not only helps to clarify communication but also increases student engagement in learning. In addition, the simplicity of language remains the main principle in conveying material, as stated by one teacher, *"I always try to*

convey material in simple and direct language" (UD. Q.4.5).

Adaptation to linguistic barriers involves using simple language, repetition, giving concrete examples, and creating two-way dialogues. These strategies help to address the language gap and ensure that all students can better follow the learning process, regardless of their language background.

2.2.2 Adaptation to Cultural-Misunderstanding

In cross-cultural learning, adaptation to students' cultures is one of the important strategies to create an inclusive and comfortable learning environment. Teachers recognize the importance of flexibility in teaching methods to ensure all students can participate and feel comfortable. This was expressed by a teacher who stated, *"Therefore, it is very important for us to be sensitive and flexible in our teaching methods so that everyone can participate and feel comfortable"* (DC.T.2.1). This statement shows teachers' awareness that cultural diversity in the classroom requires a more adaptive approach.

One of the strategies used by teachers is to adapt examples that are relevant to the student's

culture. One teacher explained, *"I adapt my teaching to their culture, using examples relevant to Malay culture"* (DC.T.4.1). With this approach, students can more easily understand the material because they can relate it to their cultural context. In addition, the teaching method is also adjusted to the student's learning habits. As one teacher put it, *"I adjust my teaching by focusing on methods that fit their habits"* (TA. Q.5.2). These adjustments help create learning strategies that are more effective and following student preferences.

In addition to providing relevant examples, teachers also actively engage students by asking them to share examples from their own culture. This was expressed by one teacher, *"I also ask them to set an example from their own culture, so that we can learn from each other"* (CCC.T.2.3). This approach not only enriches learning with diverse cultural perspectives but also increases mutual respect between students and teachers.

Adaptation to students' culture is an important element in cross-cultural learning. Teachers not only adapt the materials and teaching methods but also engage students to share their

cultural experiences. This strategy helps to create a more inclusive learning environment, where all students feel valued and connected to the material being taught.

2.2.3 Adaptation to Non-Verbal Communication

To improve student understanding, teachers use a variety of methods that involve visual elements, gestures, and interactive approaches. This strategy helps students better understand difficult concepts and create an inclusive learning atmosphere. One teacher stated, *"I often use methods that are visual, interactive, and relevant to the student's background"* (TA. T.1.2). This statement shows the importance of a student-oriented approach to facilitate learning.

Teachers also realize the importance of delivering material slowly to adjust to the level of student understanding. One of the teachers explained, *"I tried to adjust to explain more slowly to the children"* (TA. Q.3.2). This speed adjustment gives students time to process the information gradually. In addition, the use of informal language, gestures, and an interactive classroom atmosphere are also referred to as effective approaches. Another teacher

stated, *"I use an approach that reinforces comprehension through informal language, helpful gestures, and an interactive classroom atmosphere"* (TA. Q.5.2). This approach creates a more supportive learning environment.

Gestures and visual examples are important tools in conveying material. One teacher said, *"I also encourage the use of body language or non-verbal cues to make sure they understand the instructions"* (CS. T.1.4). This suggests that body language can be used to bridge the gap in verbal communication. Another teacher adds, *"I sometimes use gestures or visual examples to help explain ideas that may be difficult to understand"* (CS. Q.2.4). This visualization provides a concrete context for students to understand abstract concepts.

Using visual methods, gestures, and interactive approaches effectively improves students' understanding of the material being taught. These strategies not only help explain difficult concepts but also create a more inclusive learning environment and support the needs of students across cultures.

B. Discussion

1. Primary Challenges Faced by ESL Learners and Pre-Service English Teachers

The main obstacles found in this study include three major aspects: linguistic barriers, cultural misunderstandings, and the lack of use of nonverbal communication. These obstacles not only affect students' understanding of the material being taught but also impact the dynamics of interaction in the classroom.

a. Linguistic Barriers

One of the significant findings of this study is the difficulty experienced by students in understanding the accents, terms, and idiomatic expressions teachers use. This often causes students to experience confusion during the learning process. For example, some students stated that the teacher's regional accent and speaking speed were the main obstacles that made them take longer to process information. This finding is in line with Hofstede's (2001) theory of Cultural Dimensions, which shows that differences in cultural values can affect students' communication styles and expectations for instruction clarity.

Previous literature, such as research by Nunan, Higgins, and Edge (2003), also supports that differences in accents and terms teachers use can be a major barrier to cross-cultural learning. This study exacerbated linguistic

barriers by using culturally specific terms, such as "pecel" or "meja hijau," which had no clear context for cross-cultural students. The new discovery highlighted in this study is the need for teachers to provide additional explanations for these terms in order to bridge the existing linguistic gap.

b. Cultural Misunderstanding

Cultural misunderstandings are also an obstacle that teachers are often unaware of. This study's findings show that teachers tend to use examples, analogies, or teaching materials that focus too much on their home culture. For instance, Indonesian culture-based humor is often not understood by Malaysian students with different cultural contexts. This supports Kramsch's (1998) theory, which states that language teaching must consider diverse cultural perspectives to create a connection between students and the material being taught.

Previous literature, such as research by Hasymi and Nurkamto (2023), also shows that differences in cultural values are often the main cause of misunderstandings in cross-cultural teaching. However, this study expands on the literature by highlighting how humor or culturally based analogies can directly reduce cross-cultural student engagement in the classroom.

c. Non-Verbal Communication

The lack of use of non-verbal communication elements, such as gestures, facial expressions, and intonation variations, is a major challenge in cross-cultural learning. These findings support the theory of Face-Negotiation Ting-Toomey (1988), which emphasizes the importance of non-verbal communication in bridging cultural gaps in the classroom. For example, students feel that the classroom atmosphere has become rigid due to the lack of non-verbal interaction from the teacher.

Previous research by Soruç and Griffiths (2023) highlighted that non-verbal communication, such as gestures and intonation, can help explain concepts that are difficult for students across cultures to understand. However, this study makes a new contribution by showing that non-verbal communication not only aids understanding but also creates a more inclusive classroom atmosphere.

2. Challenges Affecting Classroom Interaction

The impact of cross-cultural challenges on classroom interaction is one of the main focuses in this study. The barriers mentioned earlier, namely language barriers, cultural misunderstandings, and lack of response to non-verbal cues, have direct implications for learning dynamics in the classroom.

a. The Influence of Linguistic Barriers

Language barriers affect students' understanding of the material and hinder two-way interaction between teachers and students. Students often ask the teacher to repeat the explanation or rearrange the information conveyed because it is difficult to understand the structure of the delivery. These findings support research by Nketsia and Carroll (2023), which shows that teachers often face challenges in adjusting accents and speaking speeds to meet the needs of cross-cultural students.

b. The Influence of Cultural Misunderstanding

Cultural misunderstandings also affect the level of student participation in the class. In this study, students from collectivist cultural backgrounds, such as Malaysian culture, tended to be hesitant to speak in class because of their cultural norms emphasizing politeness and avoiding mistakes. This is in accordance with Hofstede's theory (2001), which explains that collectivist culture tends to inhibit students' active participation because of the fear of losing face.

Previous research by Y. Kim and Choi (2019) also showed that differences in communication styles between teachers and students often create gaps that affect student engagement. This study expands the literature by showing that these differences in communication norms impact not

only student participation but also overall learning effectiveness.

c. Lack of Response to Non-Verbal Cues

Teachers who are less responsive to students' nonverbal cues often miss opportunities to adjust their teaching strategies. These findings suggest that students who show expressions of confusion or inactivity often don't get the help they need. This supports research by Fantini (2016), which shows that sensitivity to nonverbal cues can improve teaching effectiveness in a cross-cultural environment.

3. Teacher Adaptation

Teachers in this study showed various adaptation strategies to overcome cross-cultural challenges, including language simplification, adjustment of teaching materials, and the application of visual and interactive elements.

a. Adaptation to Linguistic Barriers

Teachers use strategies such as simplifying language, providing synonyms, and repeating explanations to help students understand the material. This is in accordance with the theory of Face-Negotiation Ting-Toomey (1988), which emphasizes the importance of linguistic adaptation to create more inclusive communication.

b. Adaptation to Cultural Misunderstanding

Adjusting teaching materials to be more relevant to the student's culture is the main strategy implemented by teachers. For example, teachers ask students to share their cultural experiences, which supports Kramsch's (1998) theory of the importance of authentic material in cross-cultural learning.

c. Adaptation to Non-Verbal Communication

Teachers begin to use visual elements, such as image media and gestures, to explain difficult concepts. This supports previous research by Yang and Zhong (2024), which showed that visual elements can significantly improve students' comprehension.

As a new discovery, the study highlights that visual- and interactive-based adaptation strategies improve student understanding and create a more inclusive and collaborative classroom atmosphere.

CHAPTER V
CONCLUSION

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

A. Conclusion

Linguistic barriers, such as difficulty understanding accents, unfamiliar terms, and idiomatic expressions, are major obstacles in cross-cultural classrooms that affect student understanding and engagement. The lack of use of non-verbal communication, such as hand gestures and facial expressions, exacerbates these difficulties by limiting opportunities to bridge cultural and linguistic gaps. In addition, the use of culturally irrelevant examples and teaching materials often hinders understanding and reduces student participation. To address these challenges, this study emphasizes the importance of adaptive teaching strategies that include clear communication, culturally relevant examples, and non-verbal elements to create a more inclusive and effective learning environment for students from diverse backgrounds.

Cultural differences affect interactions within the classroom, where low student participation is often mistaken for a lack of

enthusiasm. This can be explained through the values of collectivism that make students prioritize politeness and avoid mistakes. To address this, more culturally sensitive questioning techniques and inclusive teaching methods are needed, such as adapting communication styles to diverse classroom dynamics and engaging all students in a balanced manner. In addition, the study found that teachers who were more responsive to students' non-verbal cues, such as expressions of confusion or signs of inactivity, were able to create a more inclusive classroom atmosphere. Responding to these non-verbal cues not only improves students' comprehension but also the overall effectiveness of learning.

B. Suggestion

Based on the results of this study, some suggestions that can be put forward are:

1. **For Practical Teachers:**

   Teachers should use more inclusive teaching methods, such as providing visual explanations, slowing down the pace of speech, and including examples that are relevant to the student's culture. Teachers also need to increase sensitivity to cultural differences by participating in intercultural training to reduce the potential for misunderstandings in classroom communication.

2. **For ESL Students:**

Students are advised to be active in conveying their needs related to understanding the material, such as asking for clarification when they have difficulty understanding certain terms or cultures. Students can also take advantage of technology such as language learning apps to help understand cross-cultural contexts.

3. **For Further Fesearch:**

Subsequent research can involve more participants from more diverse cultural backgrounds to broaden understanding of cross-cultural dynamics in the classroom. Longitudinal research can also be conducted to observe the impact of cross-cultural adaptation strategies on student learning outcomes in the long term.

These suggestions are expected to improve the quality of learning in a multicultural environment and strengthen cross-cultural relationships between teachers and students.

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Appendices

Appendix 1

Research Statement Letter

MAAHAD TAHFIZ AL-QURAN
"DARUL FALAH"
NO. PENDAFTARAN MAIS : 13S (7) 5 / 40
Jalan Masjid Peket 100 Simpang Lima Sungai Besar 45300 Selangor Darul Ehsan
No. Tel : 03-32140016 / 010-8012957 / 013-3031989, Website : www.darulfalah.my

RESEARCH STATEMENT LETTER

The undersigned:
Name : Ustadz Mastor Bin Mohd Tohir
Position : Principal
Unit : Maahad Tahfiz Al Quran Darul Falah

Explain truthfully that:

No.	Name	Nim	University
1.	Lauwwanaddahri Jaufanishshofa	2103046166	UIN Walisongo Semarang

Have carried out research on **August 26** up to **September 15** 2024 in the Maahad Tahfiz Al Quran Darul Falah, Selangor, Malaysia with the title:

"Navigating Cross-Cultural Communication: Challenges Faced by ESL and Pre-Servivce Teachers in International Teaching Practicum"

Therefore, this research statement letter is made in fact and to be used as it should.

Selangor, 14 September 2024
Principal

(Ustaz Mastor Bin Mohd Tohir)
Head of Maahad Tahfiz Al-Quran Darul Falah.

Appendix 2

Observation Data

Monday, 2nd September 2024

(P.T.1)

Variable	Indicator	Question	Score (1-4)	Notes
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	3	Cukup mudah, namun terkadang membingungkan siswa.
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	2	Tidak terlalu memperhatikan hal itu.
	Use of examples	Are examples culturally inclusive or relevant to students' backgrounds?	1	Tidak relevan
Non-Verbal Communication	Body language	Does the teacher use gestures or facial expressions effectively to support understanding?	1	Tidak menggunakan
	Sensitivity to students' non-verbal cues	Does the teacher respond appropriately to students' non-verbal expressions of confusion or disengagement?	1	Tidak memperhatikan hal tersebut

Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	2	Sedikit berusaha mendorong siswa
	Questioning strategies	Does the teacher use inclusive questioning techniques to involve all students?	1	Not at all
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	2	Sedikit namun jarang dilakukan
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during instruction?	3	Jarang terjadi namun tetap menghormati
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	3	Cukup menghindari
	Conflict resolution	How does the teacher handle cultural misunderstandings or conflicts in the classroom?	1	Tidak terlalu berusaha untuk mencari jalan keluar

Scoring Rubric

Score	Description
1	Rarely Observed: The behavior/strategy is rarely or never

	demonstrated.
2	Occasionally observed: The behavior /strategy is demonstrated but lacks consistency or effectiveness.
3	Frequently observed: The behavior/strategy is demonstrated effectively in most situations.
4	Always observed: The behavior/strategy is consistently and effectively demonstrated.

Observation

Friday, 30th August 2024

(P.T.2)

Variable	**Indicator**	**Question**	**Score (1-4)**	**Notes**
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	4	Sudah jelas, namun siswa butuh proses untuk memahaminya
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	1	Masih berbicara terlalu cepat
	Use of examples	Are examples culturally inclusive or relevant to students' backgrounds?	1	Tidak relevan
Non-Verbal Communication	Body language	Does the teacher use gestures or facial expressions effectively to support understanding?	3	Berusaha menggunakan
	Sensitivity to	Does the teacher	3	Menunjuk

	students' non-verbal cues	respond appropriately to students' non-verbal expressions of confusion or disengagement?		siswa yang kebingungan
Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	4	Diajak untuk berinteraksi dan aktif di kelas
	Questioning strategies	Does the teacher use inclusive questioning techniques to involve all students?	3	Berusaha, dan terkadang dilakukan
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	3	Dibahas tapi tidak selalu
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during instruction?	4	Bertanya lebih lanjut tentang budaya mereka
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	2	Berusaha menghindari
	Conflict resolution	How does the teacher handle cultural misunderstandings or conflicts in the classroom?	4	Selalu menanyakan dan klarifikasi

Scoring Rubric

Score	Description
1	Rarely Observed: The behavior/strategy is rarely or never demonstrated.
2	Occasionally observed: The behavior /strategy is demonstrated but lacks consistency or effectiveness.
3	Frequently observed: The behavior/strategy is demonstrated effectively in most situations.
4	Always observed: The behavior/strategy is consistently and effectively demonstrated.

Observation

Thursday, 5th September 2024

(P.T.3)

Variable	Indicator	Question	Score (1-4)	Notes
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	2	Kurang jelas
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	2	Berusaha, namun tidak jelas
	Use of examples	Are examples culturally inclusive or relevant to students' backgrounds?	3	Cukup relevan
Non-Verbal Communication	Body language	Does the teacher use gestures or facial	1	Tidak menggunak

		expressions effectively to support understanding?		an
	Sensitivity to students' non-verbal cues	Does the teacher respond appropriately to students' non-verbal expressions of confusion or disengagement?	2	Kurang tepat
Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	1	Tidak
	Questioning strategies	Does the teacher use inclusive questioning techniques to involve all students?	2	Mencoba memberikan nya dengan contoh
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	1	Tidak dibahas sama sekali
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during instruction?	2	Cukup menghargai
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	4	Sering menghindari
	Conflict resolution	How does the teacher handle cultural misunderstandings or	1	Tidak terlalu memperhati

		conflicts in the classroom?		kan hal tersebut

Scoring Rubric

Score	Description
1	Rarely Observed: The behavior/strategy is rarely or never demonstrated.
2	Occasionally observed: The behavior /strategy is demonstrated but lacks consistency or effectiveness.
3	Frequently observed: The behavior/strategy is demonstrated effectively in most situations.
4	Always observed: The behavior/strategy is consistently and effectively demonstrated.

Observation

Tuesday, 3rd September 2024

(P.T.4)

Variable	Indicator	Question	Score (1-4)	Notes
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	2	Tidak mudah untuk dipahami
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	1	Tidak menyesuaikan
	Use of examples	Are examples culturally inclusive or relevant to	2	Berusaha untuk merelevansik

		students' backgrounds?		an
Non-Verbal Communication	Body language	Does the teacher use gestures or facial expressions effectively to support understanding?	1	Tidak menggunakan
	Sensitivity to students' non-verbal cues	Does the teacher respond appropriately to students' non-verbal expressions of confusion or disengagement?	3	Meyakinkan siswa untuk menanyakan apa yang tidak dipahami
Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	2	Sedikit mengajak
	Questioning strategies	Does the teacher use inclusive questioning techniques to involve all students?	2	Berusaha mengaitkan
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	2	Sedikit dibahas
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during	3	Tetap menghormati

		instruction?		
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	2	Berusaha menghindari
	Conflict resolution	How does the teacher handle cultural misunderstandings or conflicts in the classroom?	3	Melakukan klarifikasi

Scoring Rubric

Score	Description
1	Rarely Observed: The behavior/strategy is rarely or never demonstrated.
2	Occasionally observed: The behavior /strategy is demonstrated but lacks consistency or effectiveness.
3	Frequently observed: The behavior/strategy is demonstrated effectively in most situations.
4	Always observed: The behavior/strategy is consistently and effectively demonstrated.

Observation

Friday, 6th September 2024

(P.T.5)

Variable	Indicator	Question	Score (1-4)	Notes
Verbal Communication	Clarity of teacher instructions	Are instructions clear and easy to follow for students from diverse cultural backgrounds?	3	Jelas, siswa harus memahami secara perlahan
	Language adaptation	Does the teacher adjust vocabulary or pace for non-native speakers?	4	Berusaha menggunakan Bahasa Melayu
	Use of examples	Are examples culturally inclusive or relevant to students' backgrounds?	3	Sedikit relevant tapi tidak sepenuhnya
Non-Verbal Communication	Body language	Does the teacher use gestures or facial expressions effectively to support understanding?	1	Tidak menggunakan, hanya fokus penjelasan pada materi dengan muka datar
	Sensitivity to students' non-verbal cues	Does the teacher respond appropriately to students' non-verbal expressions of confusion or disengagement?	2	Tidak sepenuhnya
Interaction and Engagement	Participation	Are students from different cultural backgrounds equally encouraged to participate?	1	Tidak sama sekali
	Questioning	Does the teacher use	1	Tidak

	strategies	inclusive questioning techniques to involve all students?		
	Group dynamics	Are cultural differences addressed or acknowledged during group activities?	1	Tidak dibahas
Cultural Sensitivity	Awareness of cultural differences	Does the teacher acknowledge and respect cultural differences during instruction?	2	Cukup menghargai
	Avoidance of stereotypes	Does the teacher avoid using or reinforcing cultural stereotypes?	3	Menghindari menggunakan
	Conflict resolution	How does the teacher handle cultural misunderstandings or conflicts in the classroom?	2	Mencoba menjelaskan dan klarifikas

Scoring Rubric

Score	Description
1	Rarely Observed: The behavior/strategy is rarely or never demonstrated.
2	Occasionally observed: The behavior /strategy is demonstrated but lacks consistency or effectiveness.
3	Frequently observed: The behavior/strategy is demonstrated effectively in most situations.
4	Always observed: The behavior/strategy is consistently and effectively demonstrated.

Appendix 3

- **Interview Data (Pre-Service Teacher)**

1. Do you find any difficulties in managing students from different cultural backgrounds?

DC: Difficulties in Cultural Backgrounds

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.DC.1.1	"Understanding their cultural values, which influence how they learn and interact. For example, some cultures have a more passive approach to learning, so students may be less active in speaking or asking questions. These differences can affect classroom dynamics and the way material is presented."	Understand students' cultural values, which influence the way students learn and interact.	Cultural sensitivity in learning
C.DC.1.2	"The biggest challenge when I teach students from different cultures is usually the language barrier. Sometimes we can talk about one thing, but they might interpret it differently because of how they understand the words. For example, some terms may be familiar in one culture, but in another culture, they can be very foreign, and this happens when I interact with them. In addition, the way they interact can also be different. Some are	The biggest challenge is the language barrier.	Language barriers in different cultures

	immediately active in asking questions, while others are quieter and wait to be prompted. This can also confuse us because we don't know if they understand or are just too shy to speak up. Therefore, we need to be sensitive and flexible in our teaching methods so that everyone can participate and feel comfortable."		
C.DC.1.3	"As a pre-service teacher, the biggest challenge I face is the language difference between me and the students. In this position, I need to be able to explain the material in a way that the students can easily understand, even though we use different languages. One of the things that concerns me is the speed of speech. Many students complain that teachers often speak too fast, so I try to slow down the tempo so that they can follow along more easily. In addition, I also have to adjust the difficulty level of the tasks, starting from simple to graduating to more difficult levels, to	Adapting to students' different learning habits and cultural connotations in language.	Cultural appropriation of methods

	help students develop their understanding progressively."		
C.DC.1.4	"The biggest challenge I faced was the language barrier. Although Malay and Indonesian have many similarities, there are vocabulary words that have different meanings or multiple meanings. To overcome this challenge, I adapted my teaching to their culture, using examples relevant to Malay culture. In addition, I also utilize collaborative methods and visual aids to help students understand the material better. These cultural differences sometimes confused me, but I learned to adapt."	Malay and Indonesian have similarities, there are vocabulary words that have different meanings or multiple meanings.	Language barriers and cultural adaptation
C.DC.1.5	"The biggest challenge I face is the difference in students' cultural and language backgrounds. Students have different learning habits, especially since their main program is tahfidz. Also, some terms in Indonesian can have different meanings or connotations in Malay, so adjustments are needed to ensure proper	Students have different habits, especially since their main program is tahfidz.	Culture-based learning habits

	understanding.”		

2. How do you adjust your teaching methods to help students understand the lesson?

TA: Teaching Adjustment

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.TA.2.1	“I often use methods that are visual, interactive, and relevant to the students' backgrounds. For example, I create analogies or examples based on their cultural experiences to facilitate understanding. In addition, I use repetitive techniques and provide time for questions and answers.”	Often use visual and interactive methods that are relevant to students' backgrounds.	Use of visual and interactive media
C.TA.2.2	“When I teach, I always try to make the lessons easier to understand, especially for students who may have different cultural backgrounds. I often use simple language so that everyone can understand. Then, I try to connect the material with things they know from daily life. For example, if we are learning about grammar tenses, I	Use simpler language and connect material to daily life experience	Personal language and context adjustment

	can take examples from daily activities; we can ask students to share their experiences from yesterday or their plans for the weekend. This usually helps them relate better to the lesson. I encourage students to practice speaking using the grammar they just learned. For instance, after learning about the past tense, they can talk about their experiences. When they make mistakes, I provide feedback in a supportive way. I might ask, "What do you think if this sentence is changed a little?" to help them learn without feeling embarrassed about being wrong. Oh, and most importantly, I always open up space for questions and answers. So, if anyone is confused, they can ask right away. I want all students to feel comfortable asking questions or sharing their difficulties."		
C.TA.2.3	"The way I adjust the	Students	Adjustment of

	teaching is not too much. But the most prominent one, the one most often suggested by students is about the speed of teaching. Several times I asked the students, and they often said that we talk too fast. From some pre-service teachers who teach, they do talk too fast. So here I try to adjust it to explain more slowly to the children. That's probably the same thing, some children complain that maybe the tasks given are too difficult. Well, we adjust how we think about how the ability is adjusted. We don't immediately give difficult tasks, but slowly increase the development of the student's knowledge. So it's not immediately difficult, but gradually."	suggest slowing down the speech and gradually increasing task difficulty.	teaching tempo and assignments
C.TA.2.4	"In situations where students seem confused, I try to re-explain the material with simpler and easier-to-understand language. I also open up space for students to ask questions again if something is not clear. This approach requires	Re-explain the material with simpler and easier-to-understand language in situations where students seem confused.	Re-explanation with simple language

	patience and openness from me, especially because of the different ways of communicating between me and the students. In addition, I encourage them to express opinions or questions that they may have previously kept."		
C.TA.2.5	"I customize my teaching by focusing on methods that suit their habits. Since students are used to memorization, I use an approach that reinforces understanding through informal language, helpful gestures, and an interactive classroom atmosphere. I also often use synonyms, descriptions, or concrete examples to explain terms that are difficult to understand."	Customize the teaching by focusing on the methods that suit students' habits, such as using visual aids and informal language.	Adjustment of teaching methods based on students' habits

3. Have you ever felt that students are confused because of different cultures? How do you explain it again?

CC: Cultural Confusion

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.CC.3.1	"Yes, this often happens,	Rephase using	Re-

	especially with certain concepts or expressions that have no direct equivalent in their culture. In situations like this, I rephrase using simpler language, visual aids, or by providing cultural context they are familiar with. For example, if students do not understand an English idiom, I replace it with a similar expression from their culture."	simpler language or provide cultural context that students are familiar with	explanation using cultural context
C.CC.3.2	"Yes, sometimes there are moments in class where students look confused, especially due to cultural differences. For example, when I explain idioms in English, they may not be familiar with the meanings. So, I usually provide a relevant example right away. For example: In Indonesia, we often say 'merk' for products, but in Malaysia, they prefer to use the term 'jenama.' This can be confusing if someone says 'merk' in class.	Give relevant examples, such as "merk" in Indonesia and "jenama" in Malaysia, and involve the students in sharing examples to make the class more interactive.	Cross-cultural terminology

	I can say: "When we talk about 'jenama' for laptops, in Malaysia they might be more familiar with that term. So, for example, we can talk about brands like 'Dell,' 'HP,' or 'Asus.' This way, they can more easily grasp the meaning. Sometimes I also ask them to provide examples from their own culture, so we can learn from each other. It makes the atmosphere more interactive and enjoyable."		
C.CC.3.3	"Cultural and language differences sometimes lead to misunderstandings in communication. There are moments when students give answers that do not match my questions. In situations like this, I have to repeat and re-explain the question or instruction more simply and slowly until they fully understand. This approach requires extra patience."	Using objects directly or local terms to ensure proper understanding	Visual approach and local terms
C.CC.3.4	"When faced with misunderstandings due to cultural or language	Opted for a simple approach to re-explain the	A simple approach to understanding

	differences, I opted for a simple approach to re-explain the context. I also noticed the difference in the participation style of Malaysian students who listen more often than they speak. This motivated me to create a more supportive atmosphere for them to feel comfortable participating, for example through group activities or pair work."	context, noticing that Malaysian students often listen more than speaking	participation styles
C.CC.3.5	"Yes, I have faced situations where students are confused due to cultural differences. For example, when I use the term "piring" in Indonesian, they don't understand it because they are more familiar with the term "pinggan" in Malay. In situations like this, I re-explain by mentioning local terms, giving descriptions, or showing examples of objects directly so that they understand what I mean."	The students don't understand the term "piring" because they are more familiar with the term "pinggan" (the term that is usually used to say "plate"). And re-explain by mentioning local terms, giving descriptions, or showing examples of objects.	Adaptation of local terms for understanding

4. **How do you handle differences in speaking or communication styles with students?**

CS: Communication Styles

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.CS.4.1	"I adapt by speaking, slowly, and simply, especially if students have different accents or dialects. I also encourage the use of body language or nonverbal cues to ensure they understand instructions."	Adapt by speaking, slowly, and simply.	Speech rate adjustment
C.CS.4.2	"I usually approach differences in speaking or communication styles with students in a relaxed manner. For example, I try to listen to them carefully and understand their communication styles. Sometimes, some students prefer to speak slowly or choose simpler words. I always strive to provide positive feedback, so they feel comfortable sharing. I also allow students to use their mother tongue if necessary, and if someone is struggling, I often say, "It's okay, try using your own words!" This makes them feel more confident. Additionally, I sometimes	Encourage students to use their mother language if necessary.	Use of mother language for communication

	use gestures or visual examples to help explain ideas that they might find difficult to understand."		
C.CS.4.3	"One of the ways I overcome the language barrier is by learning to understand the students' language. This way, I can better capture their intentions and reduce the potential for misunderstandings. Although it is not completely effective in eliminating the barrier, it is quite helpful in creating smoother communication in the classroom."	Use gestures or visual examples to help explain ideas.	Non-verbal approach to communication
C.CS.4.4	"The way I deal with differences in the way I speak or communicate with students is by being more open and patient. I understand that differences in ways of communicating, both in terms of language and expression, require a flexible approach. I also allow students to ask questions or express their opinions that may have been previously hidden. With this approach, I try to create a more effective and comfortable	Listen carefully and try to understand the student's communication styles.	Understanding student communication styles

	communication for students."		
C.CS.4.5	"I overcome communication differences by establishing a two-way dialog. When students don't understand a particular word or concept, I look up synonyms, describe the definition, or use body language to help. I also utilize English terms they use frequently, such as "selek," (the term that is used in Melayu, actually in English is "select" it has the same meaning but is different written) to explain concepts that may feel more familiar to them."	Establish a two-way dialog and provide examples or descriptions when needed.	Two-way communication and clarification

5. **How do you ensure that students understand what you are explaining?**

   UD: Understanding Delivery

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.UD.5.1	"I always ask for feedback by asking simple questions or asking them to repeat	Ask for feedback and ask the	Feedback to ensure understanding

	key points in their own words. If they seem confused, I use additional examples or ask them to discuss in small groups.”	students to repeat key points in their own words.	
C.UD.5.2	“I usually make sure students understand interactively. For example, after I explain a material, I like to directly ask them, "Does anyone have any questions?" Or, I ask them to explain it back in their own words. This is important because sometimes they may understand but are not confident in explaining it. Additionally, I often use small quizzes or group discussions. This way, they can help each other and learn from their peers. And of course, I always provide positive feedback, so they feel valued and more courageous to ask questions or express opinions. With this approach, the classroom atmosphere becomes more vibrant, and I can identify who truly understands and who needs more help.”	Use small quizzes or group discussions.	Use of quizzes and group discussions
C.UD.5.3	“As part of learning, I often give assignments as	Ensure clarity by providing	Reinforcement of

	an evaluation tool to ensure students understand the material. In addition, through direct communication, I also check their understanding by asking them to explain the material or instructions again. From their responses, I can assess whether they really understand or still need additional explanation."	synonyms and additional examples.	understanding with synonyms
C.UD.5.4	"To ensure students understand my explanations, I always try to convey the material in simple and direct language. In addition, I allow students to ask questions again if there is something that has not been understood."	Ensure students understand by using gestures and repeating the material in simpler terms.	Reinforcement of understanding through repetition
C.UD.5.5	"To ensure students understand the lesson, I always use an interactive approach. I ask them questions to check their understanding and use relevant gestures. If they are still confused, I provide synonyms or other examples until one of the methods matches their level of understanding."	Giving the opportunities for questioning and providing additional examples to clarify difficult concepts.	Time for questions and clarification

6. **As a Pre-Service Teacher from Indonesia, do you see differences in how Malaysian students engage in class, such as asking questions, answering, or participating in discussions? If so, how do you adapt your teaching approach to keep their participation active?**

   PA: Participation Adaptation

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.PA.6.1	"Compared to students in Indonesia, Malaysian students tend to be more cautious when asking or answering questions, perhaps because they do not want to make mistakes."	Malaysian students tend to be more cautious in asking or answering than Indonesian students, perhaps because they want to avoid mistakes.	Different ways of participation across cultures
C.PA.6.2	"I do see a difference in the way Malaysian students participate in class. They tend to be more cautious when asking or answering questions, perhaps due to a culture that places a higher value on politeness. To make them more active, I usually try to create a comfortable and friendly atmosphere. For example, I often start with simple questions and	Create small group discussions to make students more comfortable sharing their opinions.	Increased comfort with discussion

	divide them into small groups for discussion. This way, they can feel more comfortable sharing their opinions without pressure. I also frequently give praise for every bit of participation, no matter how small, so they feel appreciated. With this approach, over time they become more willing to ask questions and contribute."		
C.PA.6.3	"I feel grateful that the students in the class are quite active and responsive. They show high curiosity towards the material I teach. When given an assignment, they do it with enthusiasm, and they don't hesitate to ask questions if there is something they don't understand. This makes the learning process more lively and interactive, and gives me the motivation to continue providing questions and activities that stimulate their critical thinking."	Active, enthusiastic, and inquisitive students make learning more interactive while motivating teachers to provide activities that stimulate critical thinking.	Adjustment to student strengths
C.PA.6.4	"As a pre-service teacher from Indonesia, I noticed a stark difference in the way	Create activities like group discussions to	Increase participation through

	Malaysian students participate in class. They tend to listen more than they speak. To overcome this, I try to create activities that encourage their active participation, such as group discussions or pair work. By giving them an active role, I see students becoming more confident in their interactions."	encourage interactions, because Malaysian students tend to listen more than they speak.	group discussion.
C.PA.6.5	"Yes, I see the difference. Malaysian students tend to be more familiar with the use of English vocabulary in learning, so they are more confident when facing English materials than students in Indonesia. To ensure their participation remains active, I often reflect on terms they are familiar with and create a relaxed yet structured classroom atmosphere so that they feel comfortable to ask questions or discuss."	Leverage familiarity to build confidence because Malaysian students are more familiar with English vocabulary.	Teaching strategies to increase student participation

7. **How do you create an enjoyable and comfortable classroom atmosphere to support Malaysian students as ESL learners in their learning?**

CA: Classroom Atmosphere

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.CA.7.1	"Respecting each student's opinion and their culture, and I also joke to relieve tension. If they don't understand, I invite them to discuss and try to explain using body language."	Respect every student's opinion and joke to relieve tension	Respect for opinions and a relaxed atmosphere
C.CA.7.2	"I always strive to create a safe and comfortable classroom environment, especially for Malaysian students learning English. First, I like to build a close relationship with them so that they feel free to speak without fear of making mistakes. For example, I often start the class with icebreakers or small games to make the atmosphere more relaxed. In addition, I also establish clear classroom rules so that everyone knows what to expect and feels safe to participate. I also try to appreciate their diversity by including content that is relevant to their culture. For instance, when discussing certain topics, I try to relate them to their experiences or traditions. With all this, I	Use icebreakers or small games to make the learning atmosphere more relaxed.	Opening activity to break the ice

	hope they feel supported and motivated to learn."		
C.CA.7.3	"I always try to create a relaxed and non-threatening learning atmosphere. I emphasize to students that I will not judge them negatively just because they make mistakes. Instead, I encourage them not to be afraid to ask questions and actively participate in class. This approach makes them more comfortable and confident, so the learning atmosphere becomes more effective and fun."	Valuing diversity by including culturally relevant content	Respect for cultural diversity
C.CA.7.4	"Creating a safe and comfortable classroom atmosphere is my priority. I always value every student's opinion, even if it differs from mine. In addition, I encourage them to share personal experiences that are relevant to the material. This approach not only makes them feel valued but also helps them feel more confident."	Valuing every student's opinion and encouraging them to share experiences relevant to the material.	Respecting student opinion
C.CA.7.5	"I create a safe and comfortable classroom atmosphere by being a friendly and interactive teacher. I use humor to break the ice without losing	Use humor to break the ice also ensuring students feel comfortable and motivated.	Use of humor in teaching

	control of the class. When students make mistakes or show inappropriate behavior, I reprimand them politely and subtly. With this approach, students feel valued, confident, and motivated to learn better."		

- **Interview Data (Student)**

1. **What makes it difficult for you to understand the teacher's way of speaking?**

TS: Teacher Speaking

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.TS.1.1	"I find it difficult because the teacher speaks too fast, so I need time to process the words."	The teacher speaks too fast	Difficulty understanding accents and speech styles
C.TS.1.2	"Their accent is a bit different from what I'm used to hearing. Sometimes, I'm not sure what they mean."	The teacher's accent is not familiar	Difficulty understanding accents and speech styles
C.TS.1.3	"Some of the terms used by the teacher were unfamiliar, so I often guessed at the meaning."	Foreign terms used by teachers	Difficulty understanding cultural terms
C.TS.1.4	"The way the teacher delivered the material was sometimes less	Unstructured material delivery	Difficulty understanding the delivery

	structured, so I was confused about the order of the explanations."		of material
C.TS.1.5	"Their regional accents are hard to understand, especially when they speak casually or less formally."	Regional accent is difficult to understand	Difficulty understanding accents and speech styles
C.TS.1.6	"I feel that the teacher does not give enough pauses when explaining, making it difficult for me to understand each part of the lesson."	There is no pause in the teacher's explanation	Difficulty understanding the delivery of material
C.TS.1.7	"Sometimes, teachers use Indonesian vocabulary (to translate the meaning from English) that is similar to Malay, but the meaning is different."	Similar vocabulary but different meanings	Difficulty understanding cultural terms
C.TS.1.8	"I often struggle because the teacher repeats the same words in a different tone, and it is confusing."	Confusing repetition of words	Difficulty understanding the delivery of material
C.TS.1.9	"Sometimes the teacher spoke too softly in certain parts, so I missed important details."	The teacher speaks too softly	Difficulty understanding the delivery of material
C.TS.1.10	"I find it difficult to understand when	Use of unfamiliar	Difficulty understanding

	teachers speak using idioms or terms that are not common in Malaysia.”	idioms	cultural terms

2. Have you ever been confused by terms or examples given by the teacher? Can you tell me?

TC: Terms Confusion

CODE	INTERVIEWEE’S ANSWER	HIGHLIGHT	THEME
C.TC.2.1	“The teacher once mentioned 'pecel', and I was confused about whether it was a food or another meaning.”	Unfamiliar food terms	Difficulty understanding cultural terms
C.TC.2.2	“There are terms like *'dagangan laku keras'* which confused me because in Malaysia we don't usually use that term.”	Unfamiliar expression terms	Difficulty understanding cultural terms
C.TC.2.3	“The teacher once gave an example of a *'bemo'*, and I only knew it was a vehicle after it was explained.”	Examples of unfamiliar cultures	Difficulty understanding cultural examples
C.TC.2.4	“I was confused when the teacher used the term *'macet'* as an example because it's	Out-of-context example	Difficulty understanding cultural examples

	not relevant to our lives here.”		
C.TC.2.5	“There is an example of a *'ikan lele'* that the teacher mentioned, but we here use the term *'ikan keli'* more often.”	Indonesian idioms are not recognized	Difficulty understanding cultural terms
C.TC.2.6	“The teacher mentioned *'arisan'* as an example, but I didn't know what it was until it was explained in more detail.”	Examples of unfamiliar cultural activities	Difficulty understanding cultural examples
C.TC.2.7	“There is a term *'kerja bakti'* that teachers use, but I don't understand it because it's not a common thing to do here.”	Uncommon social activities	Difficulty understanding the cultural context
C.TC.2.8	“The teacher once gave an example of *'nasi uduk,'* but we are more familiar with 'nasi lemak' here.”	Differences in food examples	Difficulty understanding cultural examples
C.TC.2.9	“When the teacher mentioned *'meja hijau,'* I only found out that it referred to the court after further explanation.”	Metaphorical terms that are difficult to understand	Difficulty understanding cultural terms
C.TC.2.10	“Teachers often mention 'berjualan keliling menggunakan gerobak,' but that's not	Irrelevant economic activity	Difficulty understanding the cultural context

	common here, so I had a hard time understanding it."		

3. What do you find difficult about the way the teacher teaches?

TM: Teaching Method

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.TM.3.1	"The way the teacher explained the material was too fast, so I couldn't follow their explanation."	Explanation too fast	Speed of material delivery
C.TM.3.2	"The teacher often repeats the same material, but doesn't explain it in more depth, so I still don't understand."	Repetition without additional explanation	Lack of material development
C.TM.3.3	"Teachers often speak directly without much interaction, so the class feels stiff."	Lack of interaction with students	Lack of class interaction
C.TM.3.4	"When teachers give assignments, they don't explain the	Task instructions are not clear	Difficulty understanding task

	steps clearly, so I'm confused about where to start."	enough	instructions
C.TM.3.5	"Teachers often ask direct questions, and it makes me nervous because I don't know what to answer."	Nervous direct approach	Differences in communication styles
C.TM.3.6	"I feel that the material given is too much at one time, making it difficult to digest."	The material is too dense	Informasi yang berlebihan
C.TM.3.7	"Teachers do not always ensure that all students understand the material before moving on to the next topic."	No comprehension check	Lack of comprehension evaluation
C.TM.3.8	"I feel that teachers focus too much on the more active students, so quiet students like me are often overlooked."	Focus only on active students	Student attention imbalance
C.TM.3.9	"When the teacher uses examples from life in Indonesia, I find it difficult to relate them to my own experience."	Indonesian context-based example	Irrelevance of cultural examples
C.TM.3.10	"I feel that the teacher does not give me enough time to ask questions, so I often hesitate to ask	Lack of time to ask questions	Lack of opportunity to ask questions

	for more explanation."		

4. Do you think your teacher delivered the material? Why?

CD: Clarity of Delivery

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.CD.4.1	"Yes, teachers are quite clear when delivering the material as they always use relevant examples."	Using relevant examples	Clarity in delivery
C.CD.4.2	"No, sometimes the teacher speaks too fast, which makes it difficult for me to follow the explanation."	Explanation too fast	Difficulty understanding the material
C.CD.4.3	"Yes, the teacher always writes important points on the blackboard, making it easier for me to follow along."	Key points are written on the blackboard	Use of supporting media
C.CD.4.4	"Yes, the teacher gave repeated explanations when we didn't understand, so we eventually understood."	Explanation repeated for understanding	Clarity in delivery

C.CD.4.5	"Yes, the teacher always gives me time to ask questions after explaining the material, so I can ask for further explanation."	Giving time for questions	Supportive classroom interactions
C.CD.4.6	"No, the teacher often uses Indonesian terms that I don't understand."	Using terms that are not understood	Difficulty understanding terms
C.CD.4.7	"No, I felt that the teacher did not ensure that all students understood the material before moving on to the next topic."	Did not check students' understanding	Lack of comprehension evaluation
C.CD.4.8	"Yes, the teacher gives a summary at the end of the lesson, so I can recall what has been explained."	Provide a summary of the lesson	Use of repetition strategies
C.CD.4.9	"Yes, teachers often provide interesting illustrations so that the material becomes easier to understand."	Using attractive illustrations	Clarity in delivery
C.CD.4.10	"No, teachers give too much information at once without giving time to understand."	Information overload	Overload information

5. What do you think about the way teachers understand your culture?

CU: Cultural Understanding

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME
C.CU.5.1	"The teacher seemed to be trying to understand our culture by asking us about customs or habits in Malaysia."	The teacher asks about the students' culture	Efforts to understand student culture
C.CU.5.2	"The teacher tries to use Malay terms, but sometimes gets it wrong, and it makes for a funny class atmosphere."	The teacher tries to use the local language	Efforts to understand student culture
C.CU.5.3	"Sometimes I feel like the teachers don't know much about Malaysian culture, so some of the examples they use feel irrelevant."	Examples of culturally irrelevant teachers	Lack of cultural understanding
C.CU.5.4	"I feel that teachers don't understand our habits, such as how we prefer to learn in groups."	Teachers lack understanding of students' learning preferences	Lack of cultural understanding
C.CU.5.5	"Teachers often compare Indonesian and Malaysian culture, and it makes me feel like our culture is valued."	The teacher compares cultures	Efforts to understand student culture
C.CU.5.6	"The teacher allowed us to share stories	Teachers provide space	Efforts to understand

	about our culture, so I felt more comfortable."	for cultural sharing	student culture
C.CU.5.7	"Sometimes teachers give examples that only fit Indonesian culture, so we find it difficult to understand."	Example of focusing too much on Indonesian culture	Lack of cultural relevance
C.CU.5.8	"Teachers often use humor based on Indonesian culture, so sometimes I don't understand what they mean."	Culture-based humor is not relevant	Lack of cultural relevance
C.CU.5.9	"Teachers don't always realize that some of the ways they communicate are not in line with our cultural norms."	Communication does not fit cultural norms	Lack of cultural understanding
C.CU.5.10	"Teachers often try to use Malaysian proverbs, although sometimes they get it wrong, but I appreciate their efforts."	The teacher tries to use local proverbs	Efforts to understand student culture

6. Does your teacher's way of teaching match your way of learning? Can you tell me why?

ML: Matching with Learning style

CODE	INTERVIEWEE'S ANSWER	HIGHLIGHT	THEME

C.ML.6.1	“No, the teacher too often gave long lectures without involving us, so I felt bored.”	Lecture without interaction	Lack of class interaction
C.ML.6.2	“Yes, the teacher often gives us time to ask questions, so I feel more involved in the learning.”	Giving time for questions	Supportive classroom interactions
C.ML.6.3	“Yes, teachers often use teaching methods that involve discussion, and I feel that it suits my learning style.”	The discussion method is suitable	Appropriateness of teaching methods
C.ML.6.4	“Yes, the teacher gives a lot of practice problems, and that helps me learn by trying on my own.”	Practice questions support learning	Use of active learning strategies
C.ML.6.5	“No, I like studying in groups, but teachers often ask us to study alone.”	Lack of group learning	Lack of class interaction
C.ML.6.6	“No, I feel that the way the teacher teaches is too serious, and it makes me bored quickly in class.”	The teaching style is too serious.	Lack of teaching flexibility
C.ML.6.7	“Yes, the teacher always makes sure we understand before moving on to a new topic, so I don't feel	Check understanding before moving on	Appropriateness of teaching methods

	left behind."		
C.ML.6.8	"No, I prefer more relaxed learning, but teachers tend to be too rigid in their teaching."	The teaching style is too rigid.	Lack of teaching flexibility
C.ML.6.9	"Yes, the teacher often invites us to have casual discussions, so I feel more comfortable and find it easy to understand the lessons."	Casual discussion supports learning	Appropriateness of teaching methods
C.ML.6.10	"Yes, teachers often use group activities for assignments, and it makes me more eager to learn."	Group activities support	Supportive classroom interactions

Appendix 4

Documentation

Figure 1: Observation of (P.T.1)

Figure 2: Observation of (P.T.2)

Figure 3: Observation of (P.T.3)

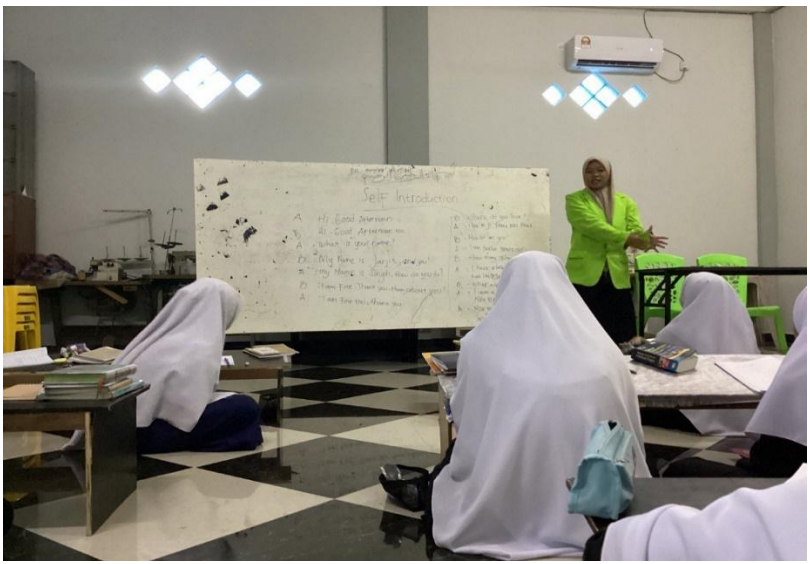

Figure: 4 Observation of (P.T.4)

Figure 5: Observation of (P.T.5)

Figure 6: Interview with (P.S.1)

Figure 7: Interview with (P.S.2)

Figure 8: Interview with (P.S.3)

Figure 9: Interview with (P.S.4)

Figure 10: Interview with (P.S.5)

Figure 11: Interview with (P.S.6)

Figure 12: Interview with (P.S.7)

Figure 13: Interview with (P.S.8)

Figure 14: Interview with (P.S.9)

Figure 15: Interview with (P.S.10)

Figure 16: Interview with (P.T.1)

Figure 17: Interview with (P.T.2)

Figure 18: Interview with (P.T.3)

Figure 19: Interview with (P.T.4)

Figure 20: Interview with (P.T.5)

Appendix 5

Curriculum Vitae

CURRICULUM VITAE

Personal Data

Name	: Lauwwanaddahri Jaufanishshofa
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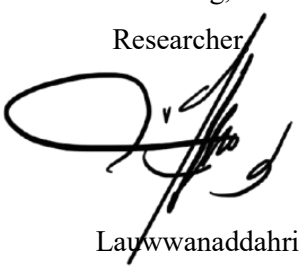
Semarang, 15th of December 2024

Researcher



Lauwwanaddahri Jaufanishshofa

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