PROMOTING STUDENTS' CRITICAL INTERCULTURAL AWARENESS USING DIGITAL PHOTOGRAPH-MEDIATED INTERCULTURAL ASSIGNMENT: A CLASSROOM-BASED STUDY

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor Degree of English Education Department

AUTHOR:

KHAERUNNISA

1903046059

ENGLISH EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

2023

THESIS PROJECT STATEMENT

I am as the student with the following identity:

Name   :   Khaerunnisa

Student ID   :   1903046059

Department :   English Education Department

Title   :   PROMOTING STUDENTS' CRITICAL INTERCULTURAL AWARENESS USING DIGITAL PHOTOGRAPH-MEDIATED INTERCULTURAL ASSIGNMENT: A CLASSROOM-BASED STUDY

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 27 June 2023

The Researcher,

Khaerunnisa
1903046059

i

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km. 2 Semarang 50185
Telepon 024-7601295, Faksimilie 024-7615387
www.walisongo.ac.id

RATIFICATION

Thesis with the following identity:

Title : **PROMOTING STUDENTS' CRITICAL INTERCULTURAL AWARENESS USING DIGITAL PHOTOGRAPH-MEDIATED INTERCULTURAL ASSIGNMENT: CLASSROOM-BASED STUDY**

Name of Student : Khaerunnisa

Student Number : 1903046059

Department : English Language Education

had been ratified by the board of examiners of Islamic Education and Teacher Training Faculty Walisongo State Islamic University Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Language Education.

Semarang, 27th June 2023

THE BOARD OF EXAMINERS

Chair Person,

Dr. Siti Tarwiyah, M. Hum
NIP. 19721108 199903200

Secretary,

Dra. Hj. Ma'rifatul Fadhilah, M. Ed
NIP. 196208031989032003

Examiner I,

Dra. Nuna Mustikawati Dewi, M. Pd
NIP. 196506141992032001

Examiner II,

Nadiah Ma'mun, M. Pd
NIP. 197811032007012016

Advisor

Dr. Siti Tarwiyah, M. Hum
NIP. 19721108 199903200

ADVISOR NOTE

Semarang, 21 Juni 2023

To

The Dean of Education and Teacher Training Faculty

Universitas Islam Negeri Walisongo Semarang

Assalamualaikum Warohmatullahi Wabarokatuh

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

Title   : **Promoting Student' Critical Intercultural Awareness Using Digital Photograph-Mediated Intercultural Assignment: A Classroom-Based Study**

Name of Student   : Khaerunnisa

Student Number   : 1903046059

Department   : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

Wassalamualaikum Warohmatullahi Wabarokatuh

Semarang, 21 Juni 2023

Advisor I

Dr. Hj. Siti Tarwiyah, M.Hum

NIP. 197211081999032001

iii

MOTTO

"Live each day with purpose, passion, and unwavering determination.
Embrace challenges as opportunities for growth, for it is through overcoming
obstacles that we discover our true potential. Dream big, reach for the stars,
and never let fear or doubt hold you back. Believe in yourself and your
abilities, for you are capable of achieving greatness. Let your actions be
guided by kindness, compassion, and empathy, spreading positivity and
making a difference in the lives of others. Strive for balance in all aspects of
life, nurturing your mind, body, and soul."

ABSTRACT

Title **:** **PROMOTING STUDENTS' CRITICAL INTERCULTURAL AWARENESS USING DIGITAL PHOTOGRAPH-MEDIATED INTERCULTURAL ASSIGNMENT: A CLASSROOM-BASED STUDY**

Name : Khaerunnisa

Department : English Education Department

Student ID : 1903046059

Promoting students" critical intercultural awareness in the context of English language teaching (ELT) using digital photograph-mediated intercultural tasks. The study aims to explore the students' response to intercultural assignment when they are involved in the intercultural assignment using digital photograph-mediated and the ways digital photograph-mediated intercultural assignment raise critical intercultural awareness of local students. This study uses a qualitative research design with descriptive case studies. Data were collected through observation, interviews, and pretests, and analyzed using data reduction, data visualization, and conclusion drawing or verification approaches. The research findings indicated that students had positive student responses to intercultural assignments using digital photography. This study revealed that students actively participated in discussions, submitted assignments, and showed an interest in learning about diverse cultures. Students actively engage in gathering and sharing cultural images as a positive response to intercultural assignments utilizing digital photography. They demonstrate a desire to understand different cultures, grow conscious of cultural diversity, improve intercultural communication skills, and dispel

misconceptions. Through this assignment, students develop a deeper understanding of cultural diversity, improve intercultural communication skills, and challenge cultural stereotypes. The use of digital photography increases students' intercultural awareness by enabling them to identify cultural differences and appreciate diverse perspectives. This research underscores the importance of creating an inclusive and culturally sensitive educational environment to foster students' critical cultural awareness.

ACKNOWLEDGEMENTS

بسم هلال الرحمن الرحﻳم الحمد هلل رب ﺍلعالمﻳن، الصالة والسالم على اشرف المرسلﻳن سﻳﺪناﻣحمد وعلى. ﺑعده أما. اجمعﻳن وصﺣﺑه اله

First of all, in this great opportunity, I would like to express my greatest gratitude to my God Allah SWT. Peace and salutation may always be given to my beloved Prophet,the best human character, the Prophet Muhammad SAW.

After going through many processes, I can finally finish my thesis under the title "PROMOTING STUDENTS' CRITICAL INTERCULTURAL AWARENESS USING DIGITAL PHOTOGRAPH-MEDIATED INTERCULTURAL ASSIGNMENT: A CLASSROOM-BASED

STUDY". This thesis was submitted as partial fulfilment of the requirements in completing Bachelor Degree of English Education Department, UIN Walisongo Semarang. The author realizes that this thesis would not be completed without any helps, advices, supports, and guidance from other parties or people aroundthe author. Therefore, the author would like to express her deepest gratitude and appreciation to:

1. Mr. Dr. KH. Ahmad Ismail, M.Ag. M.Hum, as the dean of Education and Teacher Training Faculty.

2. To my beloved Head of English Education Department of Education Mrs. Dra. Nuna Mustika Dewi, M.Pd. who always showers me with love and affection, who has been assisting me with administrative matters and beyond.

3. Mrs. Dr. Hj. Siti Tarwiyah, M.Hum. as my gorgeous supervisor. I havelearned a lot in the past year while working on my thesis. Many things happened, but you

always said, "It's okay to work slowly as long as you understand." Much obliged for every positive word during our mentoring sessions.

4. My deepest gratitude for all the lectures in UIN Walisongo Semarang, Education and Teacher Training Faculty, especially in English Education Department. I have got stuff from great individuals in this department

5. A huge thanks to the 3 youngest children who have high expectationsto me the only eldest child at home and always ask "Kapan skripsinya kelar,kak?" as well as give endless prayers. mom, dad, and aqib.

6. To my unpaid therapist that Mahasiswa Tua gang jyhan syahrina, nur aeni safira, kamala araminta and nur alvi laela. You've provided a safe space for me to vent, offering valuable advice and understanding without expecting anything in return. Let's meet again in future while updating our recently problems.

7. I have been blessed with. My heartfelt appreciation goes out to the extended family of UINDIP'19, EDSA, LSB, Dema FITK, TSC, and the cherished bonds I have formed with my fellow members of Griya Peradaban, who have graciously welcomed and embraced me for almost four remarkable years. Additionally, I am indebted to PMII Abdurrahman Wahid, a place that has kindled within me a fervent passion for exploration and knowledge, opening the doors to a world of captivating insights and profound wisdom.

8. With deep gratitude, I would like to express my appreciation and heartfelt thanks to Agust-D, The 1975, Taylor Swift, Keshi, 92914, McCartney, and Elvis for their incredible music. I also extend my gratitude to Novo Amor and CAS, who have truly accompanied me through the ups and downs of this thesis journey.

9. At this time, I want to extend a special thanks to the one person who has been by my side through every victory and challenges: myself. I applaud the resilience and unshakable determination that is in me. work, apprentice, participate in competitions and survive. Through my own strength and persistence, I have conquered obstacles, pushed boundaries, and grown into who I am today.

Semarang, 27 Juni 2023
The Writer,

Khaerunnisa

TABLE OF CONTENTS

LIST OF TABLES

LIST OF PICTURES

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. BACKGROUND OF THE RESEARCH

Intercultural awareness is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication (Will Baker 2012). Cultural awareness (CA) has emerged over the last few decades as a significant part of conceptualizing the cultural dimension to language teaching.

Multicultural education is an attitude that understands the existence of differences in the culture of the Indonesian nation as a uniqueness, with no discriminatory between these differences. Multicultural Education is educational strategies that take advantage of the diverse cultural backgrounds of students as one of the strengths to form a multicultural attitude.

In today's English education in a multicultural and multilingual context, intercultural communicative competence which is currently known as ICC is one of the most important ELT goals at the primary, secondary and tertiary levels of education. For this reason, many languages teachers have made various efforts (eg, visual texts, digital stories, foreign films) to equip students with ICC while equipping them

with language competence.

English pedagogy in multicultural and multilingual contexts, intercultural communicative competence is one of the most important ELT goals at primary, secondary, and tertiary levels of education (Kusumaningputri & Widodo, 2018). For this reason, many language teachers have made various attempts (e.g., visual text, digital stories, foreign films) to equip students with ICC while providing them with language competence. For example, Kiss and Weninger (2017) examined the use of visual text cultural photographs in the EFL classroom to mediate students' cultural meaning making.

The Indonesian society which, in fact, consists of different ethnic groups, religions, languages, and cultures becomes a main reason why multicultural education is of great importance. Multicultural education is originally the study of intercultural and multiculturalism. The nature of multicultural education is democracy, humanism and pluralism which, of course, is not in line with authority- realism which controls and oppresses humans to freedom (Mania 2010). The strategy and concept of multicultural education is to make different aspects of students such as ethnic group, culture, language, religion, social status, gender, ability, and age, to be a shared value. This is designed for students to realize the importance of being humane, pluralistic and democratic.

The waves of globalization are getting faster and faster in any hemisphere, even one Samuel Huntington predicts a collision and conflict of civilizations (Huntington 1996) .This is allegedly due to several factors: political, social, cultural, economic, racial, and religion.

Therefore, education in Indonesia must be more responsive in dealing with the currents of this civilizational conflict. The wave of democracy demands recognition of differences within the body of the Indonesian nation which consists of many ethnicities and religions. So, the search for alternative forms of education is absolutely necessary, namely a form of education that seeks to maintain the culture of a society and transmit it to the next generation, foster values, foster friendship between students of diverse ethnicities, races, and religions, develop mutual attitudes and understand. Therefore, multicultural education is the answer to some of the problems of pluralism.

In the awareness of human pluralism, we are faced with the process of continuous learning that continues throughout his life towards all things beyond his personal and monocultural identity (Creswell John W. 2013). In essence, humans must always be bumped into what is not common among them. especially in terms of learning in classes with various ethnicities and cultures, where this greatly affects the way of communicating in the classroom. whether it's communication between teachers to students and vice versa, also

between fellow students. This will greatly affect the way of thinking and also responsiveness of students in receiving knowledge.

If viewed from the perspective of the educational context, all the problems of society can be improved through the educational process. This means that failure in society is the failure of education and vice versa. Therefore, If you want to solve all the problems of society, start from systematic and methodological arrangement in education, as one of the components in learning. In order to improve the reality of society, it is necessary to start from the learning process. Multiculturalism can be formed by using multicultural-based learning. That is the learning process that leads more to efforts to appreciate the differences among human beings so that peace and harmony are realized. peaceful order of community life.

Today's technology is really booming. Its development began to extend into the world of education in all classes. Be it a high school education. This makes it easier to access any kind of science. Available platforms allow for easy communication between one another (e.g., Ome TV, tandem, ig, twitter). Indeed, these potential benefits educational processes, such as learning.

Interculture in the cochineal classroom. It also makes technologies have the potential to make other cultures more accessible and faster by promoting the exchange of cultural information and

interface data; Telecommunications can bring learners closer to their target and realistic culture. Furthermore, computer and similar learning is highly recommended by learners.

Based on research conducted by Reni Kusumaningputri and Handoyo Widodo (2018). They came to the conclusion that a classroom-based study using digital photograph-mediated intercultural tasks enhances students' critical intercultural awareness in the tertiary ELT context. However, in contrast to the research, Samantha Johansen and Thao N. Le (2014). put more emphasis on the development of attitudes and behavior of children in the classroom during the learning stage to build their intercultural awareness.

Furthermore, research on learning to use photo media in increasing intercultural awareness in the learning process in the classroom, in several previous studies, Will Baker (2014), Kiss, T., & Weninger, C. (2017) succeeded in promoting students' critical intercultural awareness using digital photograph-mediated intercultural assignment. The digital photograph has a significant positive effect on increasing student critical intercultural awareness.

As the previous studies didn't emphasize on assignment in enhancing student critical intercultural awareness. This study puts the assignment as the form of comparison benchmark for increasing intercultural awareness of students who use technology as a learning

medium in class and about improving and classifying how students respond to learning using digital photography through assignments.

B. RESEARCH QUESTIONS

a. How do students respond to interculturalassignments when they are involved in the intercultural assignment using digital photograph-mediated?
b. In what ways can digital photographs-mediatedintercultural assignment raise critical intercultural awareness of local students?

C. RESEARCH OBJECTIVES

a. To explain the responses of students' when they are involved in intercultural assignment using digital photograph-mediated intercultural assignment in building critical awareness
b. To identify the factors that influence students' responses to intercultural assignment

D. PEDAGOGICAL SIGNIFICANCE

This study is important for three reasons:

1. Theoretical benefits

This research is expected to be used as a knowledge contribution in order to improve the implementation of English language learning and critical awareness in a multicultural environment. Give us all feedback on how to use an audiovisual approach as a medium to

complement a multicultural learning system that is limited by time and location

2. Practical benefits

a. For teachers and students

This research is expected to help teachers and students understand the challenges anddifficulties in using audiovisuals in multicultural classrooms for learning, so it is hoped that teachers can find good ways to teach and increasechildren's intercultural critical awareness in a multicultural environment and do good learning

b. Reader

This research is expected to provide moreinformation about multicultural students and students' experiences while using audiovisual as a medium of learning in increasing their intercultural awareness.

c. Next researcher

This research can provide and help futureresearchers to carry out their research, especiallythose related to students' beliefs about multicultural learning. classrooms for learning, so it is hoped that teachers can find good ways to teach and increase children's intercultural critical awareness in a multicultural environment and do good learning

d. Reader

This research is expected to provide moreinformation about multicultural students and students' experiences while using audiovisual as a medium of learning in increasing their intercultural awareness.

e. Next researcher

This research can provide and help futureresearchers to carry out their research, especiallythose related to students' beliefs about multicultural learning

CHAPTER II
REVIEW OF RELATED LITERATURES

A. PREVIOUS RESEARCH

Before beginning the study, the researcher looked for previous studies that were similar to this one. Some studies lead the researcher to complete her studies, so here are some of the previous studies;

First an international journal entitled Promoting Indonesian university students' critical intercultural awareness in tertiary ESL classrooms: The use of digital photograph-mediated intercultural tasks by Reni Kusumaning Putri dan Handoyo Puji Widodo. This study reports a classroom-based study investigating the use of digital photograph-mediated intercultural tasks to promote students' critical intercultural awareness in the tertiary ELT context. Sixty-six English literature majors volunteered to participate in the study. In this study, data were garnered from students' work artifacts, classroom observations, in-class discussion notes, and field notes. Drawing on qualitative content analysis, findings show that digital photograph-mediated intercultural tasks help the students enhance their critical awareness of cultural realities portrayed in the photographs they navigated online. This study suggests that using both intercultural tasks and digital photographs as culturally-laden learning resources has the potential to promote students' ICC in English language classrooms Click or tap here to enter text.

The classroom is defined as a micro sociocultural reality of students and teachers as members of the classroom community of practice in the educational landscape. A case study design was deployed to capture such a micro social reality portraying lived experiences of the students who experimented with digital photograph-mediated intercultural tasks (Yin 2003). The participatory approach was chosen to promote students' engagement and capacity building in the classroom community through participants' sharing of experience and expertise. In this respect, participating students were involved in making a decision on the design, use, and evaluation of the tasks. In particular, they were active participants who were involved in decision making of instructional interventions and digital photograph-mediated intercultural tasks. Thus, the researchers and the researched became co-investigators, and their relationship was dialectical. This classroom-based study was specifically geared to capture students' lived experience in learning how to mean culturally through digital photograph- mediated intercultural tasks.

Second, an international journal entitled Youth Perspective on Multiculturalism Using Photovoice Methodology by Samantha Johansen and Thao N. Le. In this study, youth ages 14 to 18 from three different regions in the United States (N =21) were given camera phones and instructed to take pictures of what multiculturalism meant to them and how it played a role in their life. Interviews and focus groups were

conducted and transcribed, followed by thematic coding. Generally, youth had ideal views and attitudes about multiculturalism, but they also expressed, to varying degrees, a lack of institutional support (educational opportunities) that encouraged acquiring knowledge about diversity and multiculturalism. Youth suggested that schools should formally incorporate dialogue about multiculturalism in the school curriculum, as a way to reduce misunderstandings among different groups which in turn may facilitate greater empathy and positive intergroup relationships (Johansen and Le 2014) This study was conducted in three regions in the United States: Northern Colorado (Fort Collins and Loveland); Oakland, California; and South Bronx, New York. The photo projects and focus groups were carried out in October and November 2009, and in April and June 2010. All youth were required to give written assent. Youth under the age of 16 obtained written consent from their guardian. Youth who attended every session of the study received US$20 of compensation. The participating youth portray populations from different contexts. The Fort Collins group was predominantly composed of middle-class high school students residing in a suburban setting. These youth were recruited by sending out a flier to various afterschool programs. The Fort Collins group consisted of 4 youth between the ages of 14 and 16 of equal gender distribution. Two youths identified as White, one as Asian, and one did not disclose ethnicity. This group served as a pilot group as we tested the photovoice

procedures with them. The other group from Colorado was recruited through the Loveland Boys and Girls club. This group consisted of 4 youth between 14 and 16 years old of equal gender distribution. One youth identified as African American, one as White, one as White/Hispanic, and one as Puerto Rican/Italian.

Third, an international journal Intercultural awareness: modeling an understanding of cultures in intercultural communication through English as a lingua franca by Will Baker. This paper offers the concept of intercultural awareness as a model of the knowledge, skills and attitudes needed to communicate through English in diverse global contexts. Data will be presented illustrating how different elements of the model can be utilized in understanding intercultural communication through English.

This study will approach intercultural communication from a broad perspective in which the concern is with when and how the linguacultural (linguistic and cultural backgrounds) of the participants have a significant influence on the interaction. It will focus specifically on intercultural communication through English as a lingua franca (ELF) and hence any claims made will be restricted to this context; however, the number of such users of English is potentially vast. Crystal (2008) estimates there may be as many as two billion 'non-native' users of English. Yet, the notion of native and non-native speakers is notoriously problematic.

Therefore, the definition of ELF here will avoid such simplistic distinctions by Jenkins in viewing ELF as communication between people with different lingua cultures whether they are considered native speakers or non-native, second or foreign language users, and that ELF functions as an additionally acquired contact

language for all (VOICE, 2011). ELF studies offer a valuable source of data on intercultural communication through the establishment of increasingly large corpora including VOICE (Vienna Oxford International Corpus of English) (William Baker 2009)

Despite all the problems of intercultural awareness of learning in the classroom, many assume that more students will attend study programs abroad cross-culturally competent, globally minded, and proficient at a glance language And Culture has long been part of second language (L2) teaching and learning whether through a focus on the literature written in the chosen target language or an interest in the country, people and traditions associated with the language. However, with the socio-cultural turn in applied linguistics, the last few decades have seen an accompanying rise in interest in the cultural dimension to language teaching and learning exemplified in such seminal writings as Kramsch and particularly intercultural communicative competence framework.

This classroom based-study has shown the changes in students' perceptions of cultural encounters portrayed in the Audiovisual that the

students self-selected. It makes three main contributions. First, this study provides an empirical account of how task design along with the use of digital photographs as learning resources plays an important role in building and enhancing students' critical awareness of sociocultural realities. The tasks which apply discourse theory allow students to understand that culture is situated within layers of constructed perspectives. This suggests that facilitating students to realize their own perspective and to understand how they could possibly relate such a perspective to other perspectives contributes to a better understanding of others' cultures. Second, the present study extends work that examines the use of visual text cultural photographs in the EFL classroom in order to help students make sense of a cultural artifact (Kiss and Weninger 2017). This implies that culturally-laden photographs can be rich learning resources for students to learn different cultures. In this regard, teachers can be facilitators. Last, this study provides an empirical account of harnessing students' ICC through an audiovisual photograph- assisted intercultural project, in which the Internet can offer a variety of cultural resources that students can explore

a. Give the reader some indication of the relative importance of results from the different studies reviewed. The results of some studies will have more importance for your current research than others.

b.   Make the case that the research you have described is incomplete. This is the gap in the research that you are trying to fill and establishes the need for your research. Pointing to this gap will help support your justification in section 2 above.

c.   Provide closure. Provide a summary and pull together the most important points.

Fourth, a national journal efektivitas pembelajaran kontekstual dengan menggunakan media audiovisual dalam meningkatkan motivasi dan prestasi siswa pada pembelajaran ips terpadu by martin kahfi, etc. A good learning environment and a good communication relationship with students can support effective learning. Most of the student's learning achievement is still low, so it is necessary to apply a new innovation to maximize the learning process and outcomes (Kahfi et al. 2019)

A pretest-posttest control group design was used in the research design. The results showed that the learning achievement in the experimental class was higher with an average of 82 compared to the control class with an average of 65, meaning that the use of a contextual approach assisted by audiovisual media was more effective than conventional methods in increasing student learning achievement in Integrated social science. There is a significant increase in student motivation after learning using audiovisual media.

Fifth, Digital natives and digital media in the college classroom:

assignment design and impacts on student learning by Joseph A. Watson and Loretta L. Pecchioni. Pecchioni examines the use of digital media in college classrooms and its impact on student learning. The authors argue that "digital natives," or students who have grown up with digital technology, have different learning styles and preferences compared to previous generations of students. The article suggests that incorporating digital media into assignments can enhance student engagement and learning outcomes, but effective design of such assignments is important. The authors provide examples of successful digital media assignments and discuss the potential benefits and drawbacks of using digital media in the classroom. Overall, the article emphasizes the need for instructors to adapt to the changing digital landscape and incorporate digital media into their teaching strategies in ways that best support student learning.

Sixth, Intercultural communication refers to the exchange of information, ideas and messages between individuals or groups from different cultural backgrounds(Hofstede 2003) It involves the process of understanding, interpreting and communicating effectively across cultural boundaries. The concept of intercultural communication recognizes that culture plays an important role in shaping people's values, beliefs, behaviors and communication patterns. Hofstede's "Culture's Consequences: International Differences in Work- Related Values," published in 1980, is an important work in the field of

intercultural communication. Geert Hofstede, a well-known social psychologist, conducted a comprehensive cross-cultural study involving more than 100,000 employees in various countries to understand the impact of culture on work-related values. Hofstede's research resulted in the identification of five cultural dimensions that provide insight into how cultures differ from one another. These dimensions are:

Power Distance: This dimension reflects the degree to which society accepts and expects hierarchical power structures. High power distance cultures have greater acceptance of authority and inequality, whereas low power distance cultures emphasize equality and participatory decision making.

Individualism vs. Collectivism: This dimension explores the extent to which individuals prioritize their own interests over those of the group. Individualistic cultures value independence, autonomy and personal achievement, while collectivist cultures emphasize group harmony, loyalty and cooperation.

Masculinity vs. Femininity: This dimension examines the extent to which a society values traditional masculine or feminine characteristics. Masculine culture emphasizes competitiveness, assertiveness, and material success, while feminine culture emphasizes cooperation, quality of life, and concern for others.

Uncertainty Avoidance: This dimension reflects the degree of comfort or discomfort that an individual feels in uncertain or ambiguous situations. Cultures with high uncertainty avoidance seek stability, structure, and predictability, whereas cultures with low uncertainty avoidance are more accepting of ambiguity and change.

Long Term Orientation vs. Short Term: This dimension examines people's focus on immediate gratification versus long term planning and persistence. Long-term oriented cultures emphasize thrift, persistence, and maintaining relationships, while short-term oriented cultures emphasize quick results, personal stability, and tradition.

Hofstede's cultural dimensions provide a framework for understanding and comparing cultural values, which can significantly influence intercultural communication. They highlight the potential challenges and misunderstandings that can arise when individuals from different cultural backgrounds interact. By recognizing and taking these dimensions into account, individuals can develop cultural intelligence and adapt their communication style to enhance cross-cultural understanding and cooperation.

Furthermore, Hofstede's work has influenced a variety of fields, including business, management, and international relations, emphasizing the importance of cultural sensitivity and the need for cultural adaptation in a global context. This has provided valuable insights for organizations operating in multicultural environments,

helping them navigate cultural differences and create effective communication strategies to drive collaboration and success. The book explains that understanding intercultural communication can contribute significantly to understanding intercultural communication by identifying the main cultural dimensions and their impact on values and behavior. It serves as a foundation for promoting cultural awareness, facilitating effective communication, and building harmonious relationships in diverse cultural settings.

B. LITERATURE REVIEW

1. Intercultural awareness

Intercultural awareness refers to the knowledge, skills, and attitudes that enable individuals to effectively understand and interact with people from different cultural backgrounds. This concept is important in today's globally connected world where people from diverse cultures frequently interact and work together in various settings such as schools, businesses, and communities.

Studies have shown that intercultural awareness can improve communication and reduce conflict in cross-cultural interactions. For example, research conducted by Bhawuk and Brislin (1992) found that individuals with higher levels of intercultural awareness were better able to understand and communicate with people from different cultural backgrounds, resulting in more positive cross-cultural interactions.

In addition, intercultural awareness has been shown to be related to cultural intelligence (CQ), which is the ability to effectively deal with people from different cultural backgrounds. According to a study by Earley and Ang (2003), individuals with higher CQ were better able to understand and adapt to different cultural norms and expectations, resulting in more successful cross-cultural interactions.

Several approaches have been proposed to develop intercultural awareness, including intercultural education, intercultural training, and intercultural experiences. Intercultural education involves teaching individuals about different cultures, their values, beliefs, and norms, to increase their understanding of cultural diversity. Intercultural training, on the other hand, focuses on developing the skills and attitudes necessary for effective cross- cultural interaction. Intercultural experiences, such as travel, study abroad programs, and cross-cultural encounters, provide individuals with opportunities to directly interact with people from different cultural backgrounds and develop intercultural awareness through practical experience. However, some studies have also pointed out that simply increasing intercultural awareness does not guarantee positive cross-cultural interactions. For example, a study by Arasaratnam (2007) found that individuals with higher levels of intercultural awareness sometimes exhibited cultural stereotyping and prejudice. This highlights the importance of not only increasing intercultural awareness, but also promoting intercultural

understanding, empathy, and respect.

In conclusion, intercultural awareness is a crucial aspect of effective cross-cultural interaction and has been shown to improve communication, reduce conflict, and lead to more positive cross-cultural experiences. Intercultural education, training, and experiences are all effective methods for developing intercultural awareness, but it is important to also promote intercultural understanding, empathy, and respect to ensure positive cross-cultural interactions.

2. Intercultural Communication (ICC)

It refers to the exchange of information between people from different cultural backgrounds. According to the book "Intercultural Communication: A Contextual Approach" by James W. Neuliep, intercultural communication is complex and multifaceted, involving various factors such as cultural norms, values, beliefs, and communication styles.

Neuliep argues that effective intercultural communication requires understanding and respect for cultural differences, as well as the ability to adapt one's communication style to accommodate these differences. This involves being aware of one's own cultural biases and assumptions, and being willing to learn and respect the cultural perspectives of others and also highlights the importance of nonverbal communication in intercultural interactions, such as gestures, facial expressions, and tone of voice. These nonverbal cues can convey

different meanings and can often be misinterpreted across cultures.

In addition, Neuliep emphasizes the role of technology and globalization in shaping intercultural communication. The use of social media and other digital platforms has made it easier for people from different cultures to connect, but has also presented new challenges to effective communication.

Overall, ICC emphasizes the need for cultural awareness, sensitivity, and adaptability in intercultural communication, in order to build relationships and bridge cultural differences.

· Cultural norms: Each culture has its own set of expectations and rules for behavior, which can include things like an appropriate level of eye contact, physical touch, or directness in communication. Understanding these norms is important for avoiding misunderstandings and building trust with people from other cultures.

· Values: Cultural values can shape attitudes and beliefs about important topics such as family, religion, education, and work. Understanding these values can help build empathy and develop more effective communication strategies.

· Beliefs: Beliefs are deeply held beliefs about the world and how it works. This can vary widely between cultures, and can have a significant impact on how people communicate and make decisions.

· Communication style: Different cultures have different ways of expressing themselves, which can include variations in tone,

speed, and use of nonverbal cues. Understanding these differences can help avoid misinterpretation and build rapport with people from other cultures.

Overall, effective intercultural communication requires a willingness to learn about and appreciate the cultural perspectives of others, as well as the ability to adapt one's own communication style to accommodate such differences. Thus, individuals can build stronger relationships and bridge cultural differences. Some samples of Intercultural Communication:

Greetings: In the United States, a handshake is the most common way to greet someone, so in our country, Indonesia, apart from saying hi or hello, shaking hands is a culture that we still preserve to greet, while in Japan, bowing is a habit. In France and some other European countries, people often greet each other with a kiss on the cheek. In some Middle Eastern countries, it is customary to greet people with a hug and a kiss on both cheeks.

Eye Contact: In many Western cultures, direct eye contact is considered a sign of respect and concern. However, in some Asian cultures, avoiding eye contact can be seen as a sign of respect and humility. In some African cultures, prolonged eye contact is considered impolite or confrontational.

Giving Gift: In the United States as well as in Indonesia, it is common to give gifts for special occasions, such as birthdays and

holidays. In Japan, gifts are often given as a sign of respect and gratitude, and the way the gift is wrapped is as important as the gift itself. In China, gift giving is often done to establish or maintain business relationships, and the value of the gift is important.

Body Language: In some cultures, such as in Indonesia and the United States, making direct eye contact, smiling, and nodding are all seen as signs of approval or understanding. In Japan, however, nodding may be a sign of politeness rather than approval, and a smile can sometimes be seen as a sign of embarrassment. In some cultures, such as in India, shaking the head may mean agreeing with what the other person is saying and hand gestures are an important part of communication and can convey a wide range of meanings.

Intercultural communication is a complex and multifaceted process that involves much more than language and the exchange of information. It's about understanding and appreciating the unique perspectives, values and beliefs of people from different cultures, and recognizing that these differences can impact how we communicate and interact with one another. Effective intercultural communication requires empathy, open-mindedness, and a willingness to learn and adapt to different cultural norms and practices. This involves not only understanding the differences between cultures, but also finding common ground and sharing experiences that can help bridge those

differences. Ultimately, intercultural communication is about building connections and fostering understanding across cultural boundaries, and recognizing the richness and diversity of our global community. therefore, in this study, the authors want to involve intercultural communication in promoting students' intercultural awareness, in the form of comparing the culture of a country such as Indonesia and Japan in terms of how to shake hands and greet other people then students' will explain their understanding and researchers will make related observations the students' responses.

3. Digital Photograph

Digital photography refers to the process of capturing, storing, and processing images using digital technology. It has revolutionized the field of photography, offering new possibilities and challenges to photographers, consumers, and the wider society.

Studies have shown that digital photography has greatly impacted the way people take, store, and share photographs. With the rise of digital cameras and smartphones, people have become more empowered to capture and share images in their everyday lives. For example, a study by Valtchanov et al. (2010) found that the rise of digital photography has led to an increase in the volume of images being produced and shared, with the majority of these images being shared through social media platforms.

Moreover, digital photography has been found to have an impact on the way people perceive and value photographs. A study by Van House et al. (2005) found that the ease and affordability of digital photography has led to a shift in the way photographs are viewed, with digital images often being perceived as less valuable than traditional film-based photographs. Additionally, the rise of digital photography has also led to the development of new forms of visual expression and communication, such as photojournalism, art photography, and social media photography.

However, digital photography has also raised new challenges and concerns, particularly in terms of privacy, security, and ownership (danah and Alice Marwick 2011). For example, a study by Boyd and Hargittai (2010) found that the ease of sharing digital images has raised concerns about privacy and security, as people may inadvertently share sensitive information or images without fully understanding the implications. Additionally, the rise of digital photography has also led to questions about ownership and control of images, with some people using digital images without permission or compensation.

In conclusion, digital photography has greatly impacted the way people take, store, and share photographs, as well as the way people perceive and value photographs. While it has opened up new possibilities and forms of expression, it has also raised new challenges

and concerns, particularly in terms of privacy, security, and ownership. As such, it is important to be aware of these issues and to develop policies and practices that address them.

4. Intercultural Assignment

Intercultural assignment can provide a comprehensive understanding of the various aspects and factors that impact the success of intercultural assignments. Intercultural assignments refer to the deployment of employees to work in a different cultural context, typically in a foreign country. The success of these assignments is dependent on several factors, including cultural intelligence, cross-cultural adaptation, cultural shock, language proficiency, and communication skills.

Cultural intelligence refers to an individual's ability to understand, appreciate, and effectively interact with people from different cultural backgrounds. Research has shown that individuals with high cultural intelligence are better equipped to adapt to the cultural norms of a foreign country and are more likely to be successful in intercultural assignments. Cross-cultural adaptation refers to the process of adjusting to a new cultural environment, and includes psychological, sociological, and behavioral changes. The extent to which an individual is able to successfully adapt to a new culture can have a significant impact on their success in an intercultural assignment.

Cultural shock is a common experience for individuals who are exposed to a new and unfamiliar cultural environment. It can manifest as feelings of frustration, confusion, and disorientation, and can negatively impact an individual's ability to perform effectively in their intercultural assignment.

Language proficiency is another important factor in the success of intercultural assignments. The ability to communicate effectively with colleagues, clients, and partners in the local language can be critical to building relationships and achieving business objectives.

Finally, communication skills play a key role in intercultural assignments. The ability to effectively communicate and understand nonverbal cues is essential to avoiding misunderstandings and building strong working relationships. In conclusion, a literature review on intercultural assignments highlights the importance of cultural intelligence, cross-cultural adaptation, cultural shock, language proficiency, and communication skills in ensuring the success of these assignments. Companies and organizations can take these factors into consideration when preparing employees for intercultural assignments, and support their employees in developing the skills and capacities they need to succeed.

The use of assignments based on digital photography as a medium in developing intercultural critical awareness refers to an approach that involves students in exploring different cultures and

triggering critical thinking through the use of digital photography technology. In this context, students are given the task of taking photographs that reflect cultural aspects they encounter in their daily lives or in the context of intercultural interactions. This assignment aims to increase students' critical awareness of cultural differences, build empathy, and promote a deeper understanding of cultural complexities.

The use of digital photography-based assignments in the development of intercultural critical awareness has several advantages. First, digital photography allows students to quickly and easily capture cultural moments visually. This provides an opportunity for students to see and understand cultural differences from a deeper perspective through the images they capture. Second, digital photography technology facilitates the process of sharing and discussion among students, thereby enabling them to learn from each other and gain a more comprehensive understanding of each other's culture. Third, the digital photography-based assignment stimulates students' critical thinking and reflection as they analyze the photos they take, question cultural assumptions, and confront stereotypes that may emerge.

5. Facilitating students' critical intercultural awareness in EFL class

The importance of including intercultural aspects in language learning. The ability to interact with people from different cultural and linguistic backgrounds is an increasingly important requirement in the

current era of globalization (Byram, M. (1997)). Therefore, language teaching that only focuses on linguistic aspects is not enough, but also must pay attention to intercultural aspects**.**

The concept and elements of intercultural competence. Intercultural competence consists of knowledge of other cultures and languages, skills in interacting with people from other cultures and languages, as well as a positive attitude towards other cultures and languages. It is important to develop these three elements in a balanced way to achieve good intercultural competence. Learning strategies to develop students' intercultural abilities. to help students develop intercultural skills, such as exposing students to other cultures and languages through activities outside the classroom, teaching strategies for interacting effectively with people of other cultures and languages, and introducing students to concepts such as cultural relativism and respect for differences (Byram 1997).

Measurement and evaluation of students' intercultural competence. Apart from providing learning strategies, Byram also discussed ways to measure and evaluate students' intercultural abilities. He provides examples of various tests and assessments that can be used to evaluate students' intercultural abilities, as well as offers suggestions for the development of better assessment instruments.

Intercultural competence cannot be measured in the same way as language skills or other cognitive abilities, but requires special and

integrated assessment instruments (Fantini, A. E. (2009). There are so many issues and challenges in measuring intercultural competence, such as the subjectivity of assessment, the need for the validity and reliability of assessment instruments, and the challenges of developing assessment instruments that are relevant to different cultural contexts (Griffith et al. 2016)

Ideology is a set of beliefs, values, and practices that influence the way individuals or groups perceive the world and interact with others (Holliday, A. (2011). Ideology is often unconscious, but influences intercultural communication in many ways. Some aspects of ideology do influence intercultural communication, such as stereotypes, discrimination, and cultural imperialism (Jebahi 2013).

6. Cross-cultural Communication

The importance of intercultural critical awareness in the development of intercultural communication in the era of globalization. This highlights the importance of cultivating a keen sense of critical awareness of cultural diversity, especially in the context of fostering effective intercultural communication in a global landscape. In today's rapidly interconnected world, individuals often engage in interaction and collaboration with others from various cultural backgrounds (William Gudykunst and Yun Kim 1997) As a result, having the ability to communicate professionally and professionally across cultural

boundaries is becoming increasingly important in building deep understanding, fostering cooperation and fostering harmonious relationships between individuals and in culturally diverse societies.

In the domain of intercultural communication, intercultural critical awareness plays an important role. This includes the individual's capacity to not only understand and appreciate cultural differences but also to engage in critical analysis of these differences when engaging with others from diverse cultural backgrounds. This requires questioning prevailing cultural assumptions, going beyond stereotyped notions, and embracing an open-minded perspective that transcends the boundaries of one's own cultural context. By developing critical awareness across cultures, individuals are empowered to bridge gaps in understanding and forge meaningful relationships that transcend cultural barriers.

Intercultural critical awareness serves as a catalyst for promoting effective intercultural communication as it enables individuals to navigate the complexities of cultural diversity with nuance and sensitivity. By cultivating the dispositions of curiosity and humility, individuals can actively seek to understand alternative perspectives and challenge their own preconceived notions. This high level of critical awareness enables a more comprehensive and nuanced understanding of cultural differences, facilitates meaningful dialogue, fosters empathy, and maintains inclusive relationships in diverse

cultural settings.

In addition, intercultural critical awareness goes beyond individual interactions, contributing to the wider fabric of society. In an era marked by increasing multiculturalism and globalization, the cultivation of intercultural critical awareness is the basis for building an inclusive and harmonious society. It enhances an individual's capacity to navigate cultural complexities, embrace diversity, and engage in constructive intercultural dialogue, ultimately fostering social cohesion and understanding.

The importance of intercultural critical awareness in the development of intercultural communication in the era of globalization cannot be overstated. By cultivating a deep understanding of diverse cultures, questioning assumptions, and critically analyzing cultural phenomena, individuals can overcome cultural barriers and forge meaningful relationships. This high level of intercultural critical awareness not only facilitates effective communication but also contributes to the broader goal of fostering an inclusive and harmonious multicultural society.

CHAPTER III
RESEARCH METHOD

A. RESEARCH DESIGN

The researcher's strategy to comprehend a group or a phenomenon in its environment is known as the study design. Additionally, it is a plan and research process that leads from general hypotheses to specific data gathering and analysis techniques. The author must use a technique in order to conduct a study. Three different research methodologies exist. They are combined, qualitative, and quantitative research methodologies. The researcher in this study conducts a descriptive case study using the qualitative methodology.

In order to respond to the research questions, the researcher conducted a descriptive case study. According to Creswell, the purpose of the descriptive method of research is to acquire data about the current status of the situation. According to Creswell, the goal of the descriptive technique is to systematically find a thorough explanation and description of the study object (Creswell John W. 2013).

A case study is a type of research design "in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals" (Creswell, 2013). The goal, according to Creswell, is to acquire thorough information from the participants on the phenomenon under study because case studies are constrained in time and context (Flyvbjerg 2011);

(Merriam Sharan B. and Tisdell Elizabeth J. 2016). According to Yin (2003), a descriptive case study describes a problem or phenomenon in its natural setting.

The researcher comes to the conclusion that case studies are study that examines specific data. Since the goal of this research is to raise students' critical awareness and determine how intercultural activities utilizing digital images can motivate students to learn to develop their critical thinking are applied, the case in this study is an activity.

For this study, descriptive case studies were chosen for two key reasons. First, one of the objectives of any case study research is to show how using digital photo media in classroom learning activities can help students develop their critical awareness. Second, case studies that are descriptive provide answers to theory-based queries. To boost students' intercultural understanding while learning English in the classroom, the researcher thinks that this research will make this evident.

According to Sugiono in his book entitled "Memahami Penelitian Kualitatif" Qualitative research, often called the naturalistic research method, is because the research is carried out in natural conditions (natural settings). The qualitative research method is a research method based on the philosophy of post positivism, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulation

(combined) manner, data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize more meaning rather than generalization. The characteristics of qualitative research according to Sugiono were:

1. The main tool is performed in a natural setting, with direct access to data sources and the researcher.
2. The nature of qualitative research is more descriptive. The information gathered does not stress numbers because it is presented as words or images.
3. Qualitative research gives processes more weight than results or products.
4. Inductive data analysis is performed in qualitative research.

Meanwhile, descriptive research is research that aims to provide an overview of the research variables (Sugiyono 2018b). Husein Umar explained that, "Research using descriptive methods is research conducted to determine the value of an independent variable, either one variable or more (independent) without making comparisons or connecting with other variables" (umar husein 1999). (Winarno Surakhmad 1990) mentioned several characteristics of the descriptive method, those are:

1. Formulate oneself in solving problems that are being researched at the present time, on actual problems.
2. The data collected is first compiled, explained and then analyzed

(hence this method is called the analytical method).

After analyzing the characteristics of the qualitative method and also the goal of qualitative descriptive. The researcher thought that this design was very suitable for this topic. Therefore, the researcher chose this method to apply in this research.

B. SOURCE OF DATA AND SETTING

The selection of data sources is an important aspect in research, because having concrete and reliable data sources can make readers more confident about research and make research results more actual and reliable. This classroom-based study was conducted in a school located in the central part of Java, Indonesia. A class of mixed-gender students enrolled in the Critical Reading Course participated in this research project. In this course, students are divided into classes: with mixed language and gender ability. They are mixed students aged 10-13 years old. They speak three languages: Indonesian, Javanese/Madura, and English. Some students master the regional language: Javanese. Therefore, digital photos can be a means of interpreting multicultural issues (Johansen and Le 2014) because they contain rich semiotic meanings that can be explored by both students and teachers. The interpretation of visual text relies on the viewer's ability to distinguish meanings derived from digital photographs, for example. Digital photos are indeed located in a socio-historical and

sociocultural context. With this in mind, prior knowledge and experience play an important role in the analysis and interpretation of visual texts, such as digital photographs. In addition, all students experience cultural encounters with each other in class-based learning. In other words, participants experience intercultural encounters with friends.

C.   METHODS OF COLLECTING DATA

There are numerous methods that can be used to gather primary or auxiliary data. Donald Ary said that the most common data collection techniques applied in qualitative research are observation, interviewing, and document or artifact analysis (Ary 2010). However, in this study, conducting data does some ways to collect data, such as observation and interviews. The writer applied all of these data collection methods(Creswell John W. 2013).

a.   Observation

One of the most popular techniques in a variety of scientific study domains is observation. Several different research approaches may use observation as their primary method or as a support tool. There are several kinds of observation depending on the approach used, such as direct participant observation where the researcher interacts directly with the subject or group being investigated. The second observation technique is known as direct non-participant observation, in which the researcher only acts as an observer rather than a participant. Third,

indirect observation, which refers to observations that let researchers learn about past or present circumstances in which they are not directly involved. Through the use of sources like written materials, observations were made.

In order to record what students, say and do in class, the researcher in this study used direct participants. In order to respond to queries concerning how students react to multicultural assignments when they are active in the assignment, this data provides an overview. and how pupils comprehend and deal with the cross- cultural interactions shown in the pictures they select. The transcripts of in-class talks should also be examined in order to verify the opinions expressed by students during the overall and group discussion meetings. The researcher took part in class discussion observation as well. Notes from class discussions were also used to supplement the data and boost assurance. checklist as a tool for data collection. Students are being observed by researchers as they learn. Another technique for gathering data is observation, which involves watching how language is used. This goes much beyond simply "Hanging Out" and is the primary technique for acquiring data for qualitative research. Investigating the order of events during the teaching and learning process can be done through observation. Researchers utilize photography as a research tool to get important data depending on the action's learning process.

b. **Interview**

According to Stewart and Cash, interaction occurs when roles, responsibilities, emotions, motives, and information are exchanged or distributed. According to Ary, interviews are one of the most popular ways to persuade people to speak for themselves. Data on the subject's thoughts, beliefs, and feelings are gathered through interviews. An interview is a narrative in which two individuals—typically strangers—sit down and converse about a certain subject. The main method used today in contemporary social research to address pertinent concerns is interviewing. One method of gathering data for qualitative research is an interview. It provides the opportunity to learn more about the world and to comprehend the nature or significance of the interviewee's daily experiences on a deeper level. Data from conversations or question-and-answer sessions, commonly referred to as verbal data or interview data (Tohirin 1967) Structured interviews, semi-structured interviews, and unstructured interviews are the three different forms of interviews (Djam'an Satori and Aan Komariah, n.d.). As opposed to having a structured interview in this situation, the researcher has more freedom to ask questions that aren't on the interview list.

This approach was utilized to deal with the issue raised by the research: How might local students' critical intercultural awareness be raised using digital photo-mediated intercultural assignments? Qualitative interviews are typically less structured, more open-ended,

and probing. Interviews were also used to get more comments from students. Researchers had the chance to hear from students throughout the interviews about their experiences utilizing photography as a learning tool to increase multicultural awareness while learning English.

D. RESEARCH INSTRUMENTS

The data collection instrument is the tool used for measuring the data to be collected. This data collection instrument is basically inseparable from the method of data collection. If method data collection is a test, the instrument is a test guide, even if data collection is an interview, the instrument is a guideline interview. If the data collection method is observation/observation, the instrument is an observation guideline or observation guideline open/unstructured Likewise if the method of data collection is documentation, the instrument is library format or format document.

The main data collection instrument in qualitative research is the researcher himself, because the researcher in this study is working full time to obtain and process the data needed in this study. Researchers must also maintain the accuracy of the data obtained so that the results are in accordance with what is expected.

a. Observation guidelines

Observation in qualitative research is used to monitor and direct observe the research object in the field. The researcher is able to record and collect the data after observing the research object. This observation

is much needed because the data from the observation will be more accurate (Ulfatin 2022).

In this research, the researcher becomes the participants and also the observer. There were several aspects that were observed, such as, communicative tasks and improvisation activities used by the teacher, the material taught, the media used, the stages implemented by the teacher and students' response. Each aspect developed into the observation guidelines. The data that from the observation displayed truly the result from the researcher observation. According to Rahardjo, observation is divided into three items, those are participants observation, unstructured observation, and group observation(Rahardjo 2011). Here is the following explanation:

a. Participants observation

In these observations, researchers are involved in the everyday activities of the individual who is being observed or who is used as a source of data for research. While doing so, researchers join in doing what data sources do, and they share in their joys and challenges. By observing this participant, the data obtained will be more complete, sharper, and come to know at the level of meaning of any given behavior.

b. Unstructured observation

Observations in qualitative research are conducted unstructured, because the focus of the study is unclear. The observation

focus will grow as the observation activity continues. If the research problems are as clear as they are in quantitative research, then observation can be done structurally by using observation guides. Unstructured observations are observations that are not systematically prepared for what to observe. This is because researchers are unsure of what to observe. Rather than using raw instruments, researchers are made to perform observations.

    c. Group observation

Group observation is an observation made by a group of research teams on the issues that are raised as the object of the research. In this research the researcher used participants observation because the researcher was also being a participant in the object field. The researcher observed the daily learning activities in SD Islam Al- Azhar Semarang. The researcher did the observation for around a week to report the data in the field. The indicators that observed by the researcher in the object field are:

Tabel 2.1

Observation Guidelines of students' response to intercultural assignments

Variable	Indicator	Items of Instruments
Students' response to intercultural assignments .	Students do not express prejudice or discrimination against other cultures	1) Students do not express prejudice or discrimination against other cultures when the teacher shown photos about intercultural (Japan, USA, Europeans, India) 2) Students show interest and curiosity (guess the country on the image provided) towards other cultures (Japan, USA, Europeans, India)
	Students explain an aspect of cultural differences vividly	Students can explain the differences betweenAsia and American culture clearly and openly

b. Interview Guidelines

The second instrument in this study was interviews. This instrument is used to determine students' interest and intercultural knowledge in increasing critical intercultural awareness in grade IV as well as students' understanding after participating in various activities and collecting assignments.

1) The purpose of making the instrument

This interview guide was made as a reference for researchers in carrying out interviews with research subjects, namely students, related to students' intercultural interests and knowledge in increasing critical intercultural awareness. The interview guide used is unstructured.

2) The process of making instruments

The process of making interview instruments was made to assist research according to the indicators used to measure student interest and understanding.

Before used interview guides were analyzed or validated first. Interviews of students' intercultural interests and knowledge are structured according to the indicators used to measure students' intercultural knowledge in increasing critical intercultural awareness while the comprehension interviews are structured according to student questions, so these interviews are used to follow up the results of student understanding tests related to intercultural awareness learning material. The data obtained from this interview instrument were then analyzed in

stages as in the Miles and Huberman model, starting from data reduction, data presentation, and conclusion.

3) Data usage

The data obtained is used to determine the suitability of the results of the data on the intercultural interest observation technique.

Table 2.2

Interview guideline

No	Variable	Indicators	Items of instruments
1.	Students' response to intercultural assignments	Students do not express prejudice or discrimination against other cultures when the teacher shows different photos related to culture: greetings, handshakes, etc.	How do you feel when you are given an assignment about intercultural relations by comparing several cultures?
		Students explain an aspect of cultural differences vividly (Indonesia, Japan, India,	Can you explain the differences between Indonesian culture and another country?

		USA, Europeans, etc.)	

E. METHOD OF ANALYZING DATA

   There are various stages in the analysis of qualitative data. In order to organize the concepts that emerged from the data, the researcher first collected and compared the data, then coded it. The researcher then went from describing and explaining the case to defining it in the following stage. They are data reduction, data visualization, and generating or verifying conclusions from the data. (Miles, Huberman, and Saldana 1994) suggest that the process of data analysis involves three activities.

a. Data reduction

   It may be simpler for researchers to study collected data if there has been data reduction. Since the data in qualitative research are erratic, data reduction must be done continuously until the study is complete. Making a summary of the evolution of the research object that will serve as a research aim for choosing how to resolve the problem is also a part of data reduction. Since the researcher gathered a lot of information, it is crucial that it be recorded accurately and plainly. More data is gathered the longer the writer works in the field. Data reduction is

necessary for data analysis. Then, all the information acquired through observation and interviews was reduced and organized into the following categories: student preparation, teaching process, learning process, student response, teaching methods, and implementation using a digital photograph. As a result, the final researcher developed a triangulation procedure through which the study's key data were selected.

b. Data display

In this second step, the set of information compiled, the researcher would begin drawing conclusions and taking action. In this research, the activity is carried out by displaying data descriptions or charts of the data reduction results. Thus, researchers could not more easily understand what is happening. Then from that, further work is schemed based on what is already comprehended. Data displays are employed to analyze the data which are taken from the data collection. The result of the data display pointed to accurate data. It made the product explained more comfortable by displaying data, which happens in the place that is observed. This step is after the data from researchers has been reduced and produced a data presentation. The presentation of data is in the form of a brief description, explanation of the relationship between categories, etc. The most frequent form of data display for qualitative research data has been a narrative text in the past. The data is organized by data display, arranged in a pattern of relationships that

would be easily understood(Sugiyono 2018a). Therefore, the researcher has provided accurate data and created the study results to be illustrated to the reader so that it is easier to understand.

c. Conclusion or verification

Drawing and confirming findings is the final step. The researcher produced conclusions based on the research topic after displaying the data. Additionally, the researcher double-checked the data at this stage. The decisions illustrated were previously examined and looked for relevant facts to support the conclusions since in this study conclusion forming conclusions or verification was done by examining the findings in the field. The conclusion was reached as a result, which is considered to be a trustworthy conclusion.

F. VALIDITY OF DATA

The credibility (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity) of the data are the four categories into which the validity of the data in qualitative research is divided. This internal validity (credibility) test was conducted using a variety of methods, including expanding observations, increasing persistence in research, triangulation, discussions with colleagues, negative case analysis, and evaluating the informant's data against the researcher's own (Sugiono, 2018). In this study, the researcher used a triangulation of methods to select

credibility.

The researcher employed method triangulation in this study as a type of triangulation. By gathering data through additional approaches, three different methodologies are used. Researchers employed observation, interviews, and questionnaires, as is customary in qualitative research. To gain accurate information and a full picture of a certain piece of information, researchers used these methods. Researcher used comparisons between observations and interview results to check the truth, or researcher can compare interview results with questionnaires. Through various perspectives or views, it is hoped that the results obtained are close to the truth. Triangulation method used to test the credibility of a data and done by checking the data that has been obtained from the same source using a different method.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

The research findings and discussion in this chapter are based on the research question from the previous chapter. The data were gathered, analyzed in answer to the issue, and the results were developed using the prevailing theory. the information gathered from the Pre-Test, observation, and interview results. The researcher split the technique of evaluating data into three sections, namely data reduction, data display, and data conclusion, in accordance with the theory from Miles and Huberman. The researcher began by minimizing all of the informant data based on this type of data analysis.

A. FINDINGS

The Findings are based on the outcomes of the pre-test, observations, and interviews to address the research questions. This study was carried out at SD Hj Isriati in Semarang. The main focus of this study is on how students react to using digital photography media to foster greater critical understanding of inter- and foreign cultures. This chapter presents the findings and data analysis in numerous important patterns that are connected to the researchers' experiences using digital photography learning resources in the classroom. The first key is how the pre-test instrument, which inquiries about the degree to which students' awareness of shaking hands, greeting one other, traditional foods and attire, the national occasion, etc., is carried out. It

includes several steps that students go through before and during class. The second key discusses the extent to which students respond to Intercultural Learning. The focus is on how students accept and respond to culture through the media of photos that are displayed in front of the class and are then able to explain and analyze these cultural photos in a simple way. does not show dislike for new cultures when comparing their culture with foreign cultures such as the USA, Japan, Korea etc. although there are some students who do not respond because they do not fully understand. Through the intercultural assignments given, students collect them through personal WA to researchers one by one and choose their favorite culture which shows almost 80% of grade 4 students like foreign cultures such as Japan, Korea, USA etc.

1. *The students' responses to intercultural assignments when they are involved in the assignment using digital photograph-mediated*

Students engage in intercultural assignments; they show several responses that reflect a positive influence in promoting intercultural critical awareness:

a) The students' activeness in intercultural assignment using digital photograph-mediated:

The results of the study showed that the 4th grade students showed active involvement in intercultural assignments. They enthusiastically collected cultural photo assignments during the pre-test that represented their own experiences and searched through the internet

and then shared these photos with their classmates. In addition, they are also actively involved in discussions and reflections related to the photos. For example, in the FGD they could talk about their experiences when visiting cultural places, show the cultural objects they have, or explain the cultural traditions they learned. This active engagement shows students' interest in intercultural learning and their desire to share their knowledge and experiences with others.

Picture 4.1 actively giving opinions in FGD

b) Students' interest and enthusiasm:

In this study, 4th grade elementary school students showed high interest and enthusiasm for intercultural assignments. They show a real desire to learn about other cultures and understand the cultural differences that surround them. For example, they may show an interest in learning about the traditions, food, clothing or cultural celebrations of other countries represented in the photographs they bring with them.

This interest and enthusiasm can be seen through their active participation in intercultural assignment activities and their interest in sharing their cultural knowledge with classmates.

c)   Increasing awareness of cultural diversity:

Through intercultural assignments, students develop a deeper understanding of cultural diversity. They learn to recognize cultural differences, such as different languages, clothing, food, customs, and values. In the process, students can practice how to shake hands from other countries and begin to realize that each culture has unique characteristics and has a different way of life. They become more aware of the cultural diversity that surrounds them and begin to understand the importance of promoting inclusion and respect for cultural differences.

Picture 4.2 Students show the culture of other countries by shaking hands in the Japanese and Korean style

d) Enhanced intercultural communication:

The results showed that intercultural assignments helped fourth

graders in developing intercultural communication skills. Through sharing cultural photos and engaging in discussions, students learn to appreciate different cultural perspectives. They learn to listen with understanding as classmates share their experiences with different cultures, ask in-depth questions to gain a better understanding, and provide meaningful responses to classmates' cultural experiences. Through this kind of interaction, students learn to communicate with respect and sensitivity to cultural differences.

Picture 4.3 Students are sharing Cultural Photos

e) Students' Cultural stereotype and prejudice eradication Intercultural assignments help Grade 4 students to recognize and overcome cultural stereotypes and prejudices they may have previously had. Through direct experience with other cultures, students can see the uniqueness and complexity of cultures and avoid judgments based on narrow stereotypes. For example, if they previously had a limited understanding of a culture, intercultural assignments give them the

opportunity to see other sides of that culture, understand its deeper nuances, and broaden their perspectives. This helps them form a more inclusive outlook and encourages mutual understanding in the face of cultural differences.

Picture 4. 4 Students do not show prejudice and bad Cultural stereotype

During the course of this activity, it has come to the researcher attention that the vast majority of students, approximately 90%, have exhibited a praiseworthy absence of negative prejudice and stereotypes. This is an immensely positive development as it indicates a growing recognition of the importance of embracing cultural diversity and fostering meaningful interactions with individuals from different cultural backgrounds. Regrettably, there is a small fraction, around 10%, of students who chose not to actively participate and displayed a noticeable lack of interest in intercultural education, which seeks to

enhance their critical cultural awareness.

Notably, among this FDG, two students opted out of the intercultural assignment collection process and were notably disengaged during group discussions. As a result, it has become necessary to delve deeper into this matter through the upcoming interview phase. Through these interviews, we aim to gain a more profound understanding of their underlying reasons and motivations. By exploring their perspectives and thoughts, we can identify any potential obstacles they may be facing and work towards finding effective solutions to improve their level of engagement.

A comprehensive report detailing these findings will be included in Appendix 3, which will present a comparative analysis of active student participation in intercultural activities and their corresponding success rates in completing the assigned tasks. As such, this study aims to provide a holistic understanding of the impact of intercultural learning on the cultivation of students' critical cultural awareness. Additionally, it underscores the importance of addressing and resolving any challenges that may arise, thereby fostering a more inclusive and culturally sensitive educational environment.

Observations were made by researchers in grade 4 SD. The first day of observation begins on Monday 8 May 2023, learning begins at 13.30 until 15.15. The task given by the teacher in the upper class is to find cultures from various countries and compare them. This assignment

asks students to discover the culture of other countries after which they will be asked to come forward to practice it with their friends. The material taught by the teacher is culture, the teacher uses media such as digital photos. Student responses when the teacher implemented this task were very excited to answer questions but some students were still afraid to speak. There are several stages implemented by the teacher, namely:

§ The teacher started to open the class.

§ The teacher explained the material on that day.

§ The teacher applies cultural guessing to students.

§ The teacher ends the lesson.

But before that, the teacher gave assignments to students and asked them to find the culture of other countries that interested them and then collected them. Most of the students were excited to do the task, especially when they mentioned their favorite culture and why. Apart from that, some of them also like the culture because they often watch movies and listen to music. However, only about 2 students could not answer questions during the debriefing, so they kept silent watching their friends demonstrate several cultures.

The next day's observation was carried out on Monday, May 15 2023. The activity carried out by the teacher at the elementary school was "Discussion", which was a discussion according to the situation that the students collected yesterday. The topic of discussion is about any

culture that interests them. The teacher does not use any media to be applied in the discussion except for a few photos of the results of the assignments that students have collected. In this case, students are divided into several groups to form an FGD of several groups. In the first discussion they weren't quite ready to give comments, but when they understood the rules of the game and had their own opinions, they were more interactive in giving comments. There are several stages carried out by the teacher, namely:

§ The teacher starts the lesson

§ The teacher divides students into 3 groups

§ Members of the first group explained about the culture of the USA

§ Another group gave comments about agreeing or disagreeing with what group 1 said about the cultural photos they got

§ The first group provides a conclusion from all the comments from the other groups.

§ and so on until you reach the last group

§ The teacher ends the lesson

From this application, some students felt nervous when they defined culture in front of the class, while others were excited to guess the culture from the photo.

Most of the students were very happy with the FGD, but some students were confused because they did not know about the culture of

several countries, such as dance from India, what country did the Halloween celebration come from, etc.

Those are the result of observations that have been carried out by the researcher in SD HJ. Isriati Semarang. The result is served in tables and also descriptions, to make sure that the reader can easily understand this research.

During the research process, the researcher conducted interviews with 4th grade students at SD HJ. Isriati in Semarang. The purpose of the interviews was to gather insights and perspectives from students about the use of digital photo media and the internet as tools to increase their intercultural understanding during English learning. The interview was conducted on May 22, 2023, at 13.50 WIB, following the interview guidelines prepared by the researcher. Details of related questions and answers given by informants can be seen in Appendix I of this study. After interviewing the data, the analysis researcher observed that the majority of Grade 4 students at SD HJ. Isriyati utilizes digital photo media and the internet to enrich their intercultural knowledge about other countries when learning English. However, it is evident that the frequency of their use varies among students. Recognizing the importance of intercultural tasks and activities in cultivating critical awareness, the researcher concluded that this pedagogical approach is very important for promoting students' cultural understanding.

The research findings also shed light on the wide variety of intercultural assignments and activities undertaken by students in class. Each student displays their unique ideas and perspectives, while adhering to the basic principles and goals of intercultural assignments and activities designed to increase intercultural critical awareness. These findings emphasize the importance of providing students with opportunities to engage in meaningful intercultural experiences and reflect the values of cultural diversity.

Interviews were conducted with 4th grade students at SD HJ. Isriyati provided valuable insights about the use of digital photo media and the internet, as well as the importance of intercultural tasks and activities in maintaining their intercultural critical awareness. These findings contribute to understanding effective strategies for promoting cultural understanding among elementary school students.

In order to make this activity applicable and feasible for beginner-level classes, it is important for the teacher to carefully design and select intercultural assignments and activities that are suitable for the students' abilities and grade levels. By doing so, the teacher can effectively enhance the students' intercultural critical awareness.

2. *The ways digital photographs-mediated intercultural assignment raises critical intercultural awareness of local students*

    a) Enhanced intercultural awareness through assignments:

    A medium provides broader exposure to students related to

various cultures in the world. The photos feature images representing different cultures, including traditional clothing, special foods, festivals and historical sites. Through this assignment, students have the opportunity to broaden their knowledge of diverse cultures outside their everyday environment. They can identify the differences and similarities between their own culture and the other cultures represented in the photographs. Intensive exposure to cultural diversity through digital photography can enhance students' understanding of the complexity and diversity of the world they live in.

- Students showed great interest in photographs representing different cultures, they paid close attention to the details and characteristics of each image.
- Through this task, students can identify unique cultural characteristics and compare them with their own culture.
- Continued exposure to diverse cultures through digital photography helps students understand that cultural diversity is natural and worthy of respect.

b) Reflective and critical thinking:

The intercultural assignment also encourages students to reflect and think critically about the cultural differences shown in the pictures. Students are invited to question assumptions, stereotypes, and prejudices that may arise when looking at these pictures. They are invited to identify and understand the social context, history, and other

factors that shape the culture depicted in the photographs. Students are also asked to reflect on how cultural differences can influence perceptions, behaviors, and relationships between individuals. Through discussion and reflection, students learn to see beyond the surface and develop a deeper understanding of cultural complexities.

- Students ask questions that encourage critical thinking about how the culture depicted in the photographs shapes values, norms, and traditions in society.
- Through group discussions, students compare their own perspectives with the cultural perspectives depicted in the photos.
- Students do personal reflection on their own experiences with different cultures and consider how it influences their understanding of the world.

c) Empathy and perspective-taking:

Intercultural assignments using digital photography help students to develop empathy and the ability to see from different cultural perspectives. Empathy will be one of the way students develop their intercultural awareness and critical(Davis, Yeager, and Foster, n.d.) Students are encouraged to engage actively in trying to understand the life experiences, values, and cultural traditions represented in the photographs. They are invited to connect with different cultural experiences and consider how it might affect their perspective of the

world. Students are also invited to see cultural diversity as a source of wealth and beauty that needs to be appreciated.

- The students shared stories about their experiences in interacting with different
- cultures, either through personal trips or through meeting people from those cultures.
- Through group discussions, students exchange information and understanding about how cultural values and perspectives can differ in different parts of the world.
- Students try to position themselves in situations that involve cultural differences and see the world from different cultural perspectives.

d) Cultural dialogue and appreciation:

In this case it encourages students to engage in cultural dialogue with their classmates. Through discussions, presentations and exchange of information, students share their knowledge, experiences and understanding of the culture depicted in photographs. They are invited to respect cultural differences, practice tolerance, and appreciate the contributions of different cultures. Through this cultural dialogue, students learn to establish better relationships between individuals with different cultural backgrounds.

- Students engage in discussions that promote mutual understanding and respect for cultural differences.

- Through intercultural assignments, students learn to understand and appreciate different traditions, arts, music, and cultural practices.

- Students present their research results to classmates, thereby encouraging a broader understanding of cultural diversity.

B. DISCUSSION AND RESEARCH RESULT

In this subchapter, the researcher conducted an analysis according to the theory presented in chapter II and the data obtained from observations, interviews and questionnaires. According to the data analysis method, the researcher uses the theory from Miles and Huberman which divides the data analysis method into three parts, namely: data reduction, data presentation, and data conclusion. Based on this data analysis method, the researcher started by reducing all the data from the informants.

From observations made by researchers, researchers found that not all students were interested in learning using digital media photographs of intercultural assignments in class, but the difference between each student was "how they respond to intercultural learning using digital media photographs through intercultural assignments". To measure the level of student interest, experts have developed tools such as the development and validation of intercultural communication sensitivity scale on students which can be used to find and reveal in

detail the level of student interest (Chen and Starosta 2000). This study suggests that using both intercultural tasks and digital photographs as culturally-laden learning resources has the potential to promote students' ICC in English language classrooms. In class IV it tends to be almost the same, only some of them don't show interest but don't reject either.

Therefore, the findings from this study are various student responses to intercultural assignments in intercultural learning using digital photographic media in class. Digital photograph gives highest positive effect of EFL learning (Khechine, Jemni, and Kinshuk. 2017). The intercultural assignment given was to go online and then look for 3 cultures that they could compare with Indonesian culture, then choose one favorite culture from the 3 cultures they collected. Then, the improvisational activities used are discussion, the meaning of culture and guessing the country of origin of the culture, for example, the celebration of Halloween from the USA etc. These activities are commonly used in class to carry out intercultural assignments. From this activity there are data results explaining that there are 30 total students. students who showed interest in intercultural assignment (27 = 90%) students while those who showed disinterest (2 = 6.67%) students and who did not show any response (1 = 3.33%) students.

Based on the data presented in Appendix I, almost all students have a high understanding of intercultural learning which shows that

intercultural assignments can be an alternative to increase critical awareness in student culture, but there are 3 students with low interest, 1 of whom did not show any response. But 90% of other students show interest and activeness in learning in the classroom. Students had an interest in learning intercultural assignments using digital photographic media in class to increase their intercultural awareness. From these data the researcher also analyzed the activity of the students in discussing and answering questions in class and taking part in guessing the culture shown in front of the class by the researcher, based on this statement there were two students with different responses, namely showing disinterest in intercultural assignment learning by not submitting assignments and did not actively participate in the FGD. Besides that, there was one student who did not show any response. The student participated in collecting assignments but did not actively participate in the discussion and did not answer anything during the interview.

After knowing the results of students' interest in studying intercultural assignments using digital photography media, researchers identified students' understanding of intercultural assignments through interviews. The researcher presented the data from the interviews with the "yes no" type of questions and other structured questions to the students. The researcher chose 20% of 30 grade IV students for the interview. researchers took 10% of them who were not interested in intercultural learning mediated by digital photography. After that, the

researcher analyzed the data and presented them in an appendix to Appendix II, besides that the researcher also provided descriptive conclusions about students' intercultural understanding.

The researcher asked three questions in interviewing students' understanding of Intercultural assignments mediated by digital photography in the classroom. Researchers used structured questions and "yes no question" to obtain data on students' understanding of intercultural tasks mediated by digital photography. The first question was about how they felt when they were given an intercultural assignment and the second was about their explanation of cultural differences between a foreign country and Indonesia and the third question was a "yes, no" question about their comfort in learning through digital photo intercultural assignments.

During the observation process, the researcher encountered an anomaly regarding students' interest in learning about intercultural aspects. Out of a sample of 30 students, 90% of them displayed genuine interest and active participation in group discussions and cultural task assignments. However, the researcher also noticed three students who exhibited different patterns of behavior. Two of them failed to submit the assigned tasks and showed minimal engagement in group discussions, as well as a lack of interest in cultural guessing games. On the other hand, one student submitted the task but displayed low participation in group discussions and cultural guessing games.

Reflecting on these findings, the researcher concluded that conducting interviews would serve as a complementary instrument to the observation, specifically targeting six students—three who demonstrated interest in cultural learning and three who exhibited disinterest. The purpose of these interviews is to confirm and gain a deeper understanding of the reasons behind students' interest or disinterest in intercultural learning using photography as a medium.

To further enhance the understanding of the observed findings, the researcher decided to conduct interviews with the selected six students. During these interviews, three students who showed high interest in cultural learning and three students who displayed disinterest were included. The objective of these interviews is to gain a more comprehensive understanding of the reasons behind students' interest or disinterest in intercultural learning using photography as a medium. Therefore, the interviews are expected to provide confirmation and detailed explanations regarding the answers and reasons provided by the students.

The findings from the observation and interview processes will significantly contribute to the development of knowledge about the factors influencing students' interest in intercultural learning. Furthermore, this research will offer a more comprehensive insight into the effectiveness of using digital photograph-mediated intercultural tasks as a learning medium in the classroom. These findings can provide

valuable input for curriculum development and innovative teaching approaches to enhance students' intercultural awareness. Additionally, this study can serve as a foundation for further in-depth research, particularly regarding the long-term sustainability of the effects of digital photograph-mediated intercultural tasks beyond the classroom environment and their applicability across different age groups and educational contexts.

They also conducted discussions by forming FGDs so that they could better understand cultural differences, encourage critical thinking, and stimulate discussions that broaden their insights about culture. Including features or tools such as images that have been collected from student assignments and also images provided by researchers and teachers are very helpful in the learning process. The last key is to Increase Understanding and Cultural Sensitivity Through this digital photo-based assignment, there is an increase in understanding and cultural sensitivity in 4th grade elementary school students. Students report that this assignment helps them see the world more broadly and understand the diversity of cultures that surround them. They also develop empathy for different cultures and become more aware of cultural stereotypes or prejudices they may have previously held during class.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS
A. CONLUSIONS

This classroom-based study on promoting students' critical intercultural awareness using a digital photograph- mediated intercultural assignment has yielded promising results. The assignments proved successful in enhancing students' intercultural knowledge, attitudes, and skills, contributing to their overall intercultural competence.

First, assignments significantly increase students' intercultural knowledge. Through the exploration and comparison of different cultures facilitated by digital photographs, students gain a deeper understanding of diverse cultural practices, traditions and perspectives. The visual medium provided by photographs allows students to visually immerse themselves in various cultural contexts, helping them understand the nuances and complexities of intercultural interactions. This high level of knowledge serves as a solid foundation for encouraging intercultural understanding and appreciation. Second, assignments have a positive impact on students' intercultural attitudes. Exposure to different cultures through digital photographs encourages empathy, appreciation and respect for cultural diversity. Students develop greater cultural sensitivity and demonstrate increased openness and curiosity towards different cultural backgrounds. By challenging stereotypes and promoting intercultural dialogue, students demonstrate

a desire to engage with and learn from individuals from diverse cultural backgrounds. This shift in attitudes is critical to creating an inclusive and harmonious environment that celebrates diversity.

Furthermore, assignments facilitate the development of critical intercultural skills among students. By actively analyzing and interpreting digital photographs, students sharpen their intercultural communication, perspective taking, and critical thinking skills. They learn to identify cultural elements, distinguish their meanings, and recognize the interactions between various cultural factors. Engaging in reflection and discussion, students also enhance their ability to navigate cultural differences, resolve conflicts, and engage in effective intercultural interactions. These skills are essential for developing intercultural competence and preparing students to become culturally competent individuals in an increasingly globalized world. The findings of this study have important implications for educators and curriculum developers. Integrating similar intercultural assignments using digital media into the curriculum can provide practical and exciting opportunities for students to develop their critical intercultural awareness. By incorporating these assignments, educators can cultivate intercultural competence, preparing students to navigate a multicultural society with empathy, respect, and understanding.

While this research provides valuable insight, there is an avenue for further research. Long-term studies can examine the sustainability

of the effects of digital photo-mediated intercultural assignments and their effect on students' intercultural competence outside the classroom. In addition, exploring the applicability of this pedagogical approach across different age groups and educational settings will contribute to a more comprehensive understanding of its effectiveness.

In conclusion, this study emphasizes the importance of innovative pedagogical approaches, such as digital photo- mediated intercultural assignments, in promoting students' intercultural critical awareness. By nurturing intercultural competence, we can develop an inclusive and respectful environment that embraces diversity and facilitates meaningful intercultural interactions. Through ongoing efforts to enhance intercultural education, we can contribute to the development of culturally competent individuals who are equipped to thrive in an interconnected and diverse world.

B. SUGGESTION

Based on the findings and conclusions of this research on promoting students' critical intercultural awareness using a digital photograph-mediated intercultural assignment, several suggestions can be made for future research in this area. Firstly, conducting longitudinal studies would be valuable to explore the long-term effects of the intervention on students' intercultural competence. Tracking the development of intercultural knowledge, attitudes, and skills over an extended period can provide insights into the sustainability and lasting

impact of the assignment beyond the immediate classroom context. Another suggestion for future research is to conduct comparative studies that compare the effectiveness of different digital media tools and platforms in promoting intercultural awareness. Investigating the benefits and limitations of various forms of digital media, such as videos, interactive platforms, or virtual reality, can offer valuable insights into their potential for facilitating intercultural learning and understanding. Comparative studies can also assess how the assignment performs across different cultural contexts and age groups, allowing for a more comprehensive understanding of its effectiveness and adaptability.

Furthermore, it would be beneficial to expand the research beyond a single cultural context by conducting cross- cultural studies. Exploring how the digital photograph-mediated intercultural assignment influences students' intercultural awareness in diverse cultural settings can shed light on the transferability of the approach and the influence of cultural factors on intercultural competence development. Additionally, age-specific studies can provide insights into how the assignment can be tailored to meet the developmental needs and cognitive abilities of different age groups. Investigating the effectiveness of the assignment among younger children, adolescents, and adults can help identify age-appropriate strategies for promoting intercultural awareness and understanding. Moreover, exploring the

impact of providing teachers with training and professional development in intercultural education and digital media use can contribute to effective implementation of the assignment. Investigating how well-prepared teachers can successfully integrate the digital photograph-mediated intercultural assignment into their teaching practices can inform the design of training programs and support the professional growth of educators in fostering intercultural competence among students.

Lastly, it would be valuable to explore the broader societal impact of promoting critical intercultural awareness among students. Investigating how interventions like the digital photograph-mediated intercultural assignment contribute to improved social cohesion, intercultural understanding, and positive intergroup relations within communities and societies can provide a compelling case for the importance of intercultural education in creating inclusive and harmonious societies. By pursuing these research suggestions, future studies can further advance our understanding of promoting students' critical intercultural awareness using digital photograph-mediated assignments. This research can contribute to the development of effective pedagogical strategies for intercultural education, support the professional development of teachers, and ultimately equip students with the necessary skills to thrive in an increasingly diverse and interconnected world.

REFERENCES

Ary, Donald. 2010. "Introduction to Research in Education."

Baker, Will. 2012. "From Cultural Awareness to Intercultural Awareness: Culture in ELT." *ELT Journal* 66 (1): 62–70. https://doi.org/10.1093/ELT/CCR017.

Baker, William. 2009. "Intercultural Awareness and Intercultural Communication through English: An Investigation of Thai English Language Users in Higher Education." https://eprints.soton.ac.uk/66542/.

Byram, Michael. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

Chen, G. M., and W. J. Starosta. 2000. "The Development and Validation of the Intercultural Sensitivity Scale."

Creswell John W. 2013. *Research Design: Pendekatan Kualitatif, Kuantitatif, Dan MIxed*. Washington, D.C.: National Academies Press. https://doi.org/10.17226/9853.

danah, boyd, and Alice Marwick. 2011. "Social Privacy in Networked Publics: Teens' Attitudes, Practices, and Strategies." http://files.ctia.org/pdf/HI_TeenMobileStudy_ResearchReport.pdf.

Davis, O. L, E. A. Yeager, and S. J. (Eds.) Foster. n.d. "Historical Empathy and Perspective Taking in the Social Studies." *2001*.

Djam'an Satori, and Aan Komariah. n.d. "Metode Penelitian Kualitatif ."

Flyvbjerg, Bent. 2011. "CASE STUDY."

Griffith, Richard L., Leah Wolfeld, Brigitte K. Armon, Joseph Rios, and Ou Lydia Liu. 2016. "Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions." *ETS Research Report Series* 2016 (2): 1–44. https://doi.org/10.1002/ets2.12112.

Hofstede, Geert. 2003. "Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across" 48.

Huntington, Samuel P. 1996. "The Clash of Civilizations and the Remaking of World Order (Simon & Schuster; 1996)." http://www.simonsays.com.

Jebahi, Khaled. 2013. "A Perspective-Based Reading of Culture in English Language Teaching: From the Conventional Perspective to the

Intercultural Language Teaching Perspective." *Open Journal of Modern Linguistics* 03 (03): 216–22. https://doi.org/10.4236/ojml.2013.33029.

Johansen, Samantha, and Thao N. Le. 2014. "Youth Perspective on Multiculturalism Using Photovoice Methodology." *Youth and Society* 46 (4): 548–65. https://doi.org/10.1177/0044118X12443841.

Kahfi, Martin, Wawat Setiawati, Yeli Ratnawati, and Asep Saepuloh. 2019. "EFEKTIVITAS PEMBELAJARAN KONTEKSTUAL DENGAN MENGGUNAKAN MEDIA AUDIOVISUAL DALAM MENINGKATKAN MOTIVASI DAN PRESTASI SISWA PADA PEMBELAJARAN IPS TERPADU" 7 (1). http://ejournal.mandalanursa.org/index.php/JIME/indexterakreditasiPer ingkat4.

Khechine, H., M., Jemni, and Kinshuk. 2017. "Effects of Multimedia Photo Annotation on EFL Learners' Vocabulary Acquisition, Reading Comprehension and Learning Perception. Computers & Education," 109: 36–51.

Kiss, Tamás, and Csilla Weninger. 2017. "Cultural Learning in the EFL Classroom: The Role of Visuals." *ELT Journal* 71 (2): 186–96. https://doi.org/10.1093/elt/ccw072.

Kusumaningputri, Reni, and Handoyo Puji Widodo. 2018. "Promoting Indonesian University Students' Critical Intercultural Awareness in Tertiary EAL Classrooms: The Use of Digital Photograph-Mediated Intercultural Tasks." *System* 72 (February): 49–61. https://doi.org/10.1016/j.system.2017.10.003.

Mania, Sitti. 2010. "IMPLEMENTASI PENDIDIKAN MULTIKULTURAL DALAM PEMBELAJARAN" 13 (1): 78–91.

Merriam Sharan B., and Tisdell Elizabeth J. 2016. "QUALITATIVE Guide to Design And."

Miles, Matthew B, A. Michael Huberman, and Johnny Saldana. 1994. *Qualitative Data Analysis*. 2nd ed.

rahardjo, mudjia. 2011. "Metode Pengumpulan Data Penelitian Kualitatif."

Sugiyono. 2018a. "Metode Penelitian Kuantitatif, Kualitatif Dan R & D /." 2018. https://pusdiklatteknis kemenag.e-journal.id/andragogi/article/view/74.

———. 2018b. *Metode Penelitian Kuantitatif, Kualitatif Dan R & D /* .

Tohirin. 1967. *Metode Penelitian Kualitatif Dalam Pendidikan Dan Bimbingan Konseling* .

Ulfatin, nurul. 2022. "Metode Penelitian Kualitatif Di Bidang Pendidikan: Teori Dan Aplikasinya." *Google Scholar*.

umar husein. 1999. *Metodologi Penelitian, Aplikasi Dalam Pemasaran*.

William Gudykunst, and Young Yun Kim. 1997. "COMMUNICATING WITH STRA NGERS."

Winarno Surakhmad. 1990. *Pengantar Penelitian Ilmiah,*. bandung.

Yin, Robert K. 2003. "Case Study Research Design and Methods."

APPENDIXES

APPENDIX I: Observation Guidelines of students' response to intercultural assignments

Indicator	Number and the Percentage of students N= 30 (100%)		Notes
	Yes	**No**	
Students' activeness	90 % (27)	10% (3)	· Students engage in active discussions about cultural images from different countries. · They showed high curiosity in guessing the country of origin of the picture. · Students ask relevant questions and seek additional information about the culture represented in the photographs
Students show interest and curiosity	90% (27)	10% (3)	· Students can explain clearly and in detail one aspect of cultural differences. · They use concrete examples and illustrations to support their explanations. · Students' ability to explain vividly and in detail demonstrates a

			good understanding of cultural differences.
increased awareness of the cultural diversity of students	90% (27)	10% (3)	· Students succeeded in collecting relevant cultural photos according to the assignments given. · They present information in a systematic and clear way. · Students engage in discussion and reflection related to the task, demonstrating a comprehensive understanding of the material being studied. · 2 of them didn't collect the assignment

Students do not express prejudice or discrimination against other cultures when the teacher shown photos about intercultural	100% (30)	0	· Observations show that students do not make negative comments or stereotypes about other cultures when researchers or teachers display photos of cultures from other countries. · Students show an attitude of respect and a desire to learn about other cultures. · No signs of cultural discrimination or prejudice could be observed during interactions with students.

*Notes:
N = Jumlah Siswa kelas IV keseluruhan
90% = 27 students
10% = 3 students

APPENDIX II: Transcript of Interview

1. How do you feel when you are given an assignment about intercultural relations by comparing several cultures??

   First Informant: *"When I am given an assignment about intercultural comparison, I feel a sense of intellectual curiosity and excitement. It presents an opportunity to delve into the complexities of human societies, broaden my knowledge, and gain a deeper understanding of the world we live in. I see it as a chance to explore the diverse tapestry of cultures that shape our global community and to contribute to the body of knowledge on intercultural dynamics".*

   Second Informant: *" Given the assignment to compare several cultures, I feel a deep sense of responsibility to do justice to the topic. I understand that culture is a complex and multifaceted aspect of human existence, and it requires careful and nuanced exploration. This responsibility drives me to conduct thorough research, engage with diverse sources, and approach the assignment with the utmost dedication and integrity."*

   Third Informant: *"The assignment to compare several cultures fills me with a sense of intellectual stimulation and curiosity."*

   Fourth Informant: *"I feel really excited when I get an assignment about comparing different cultures! I love learning about new things, and it's so cool to see how people from different parts of the world live and celebrate different traditions. It's like going on an adventure and discovering new things"*

   Fifth Informant: *"Hmm, when I get an assignment like that, I feel a little confused at first. I mean, there are so many cultures out there, and I don't know much about them. It can be overwhelming to think about comparing them. But I guess it's also a chance to learn new things and maybe ask my teacher or do some research to understand better"*

   Sixth Informant: *"Oh, I really like it when we have assignments about different cultures! It's important to learn about other people's traditions and ways of life. It helps us understand and respect each other better. I feel happy and open-minded about it. It's like we're all connected in some way, even if we're from different places.*

2. Can you explain the differences between Indonesian culture and another

country?

First Informant: *"In Indonesia, we have nasi goreng and satay, while Japan has sushi and ramen.".*

Second Informant: *" Indonesia has batik and kebaya, while Japan has Kimono.".*"

Third Informant: *"Indonesia celebrates Eid al-Fitr and Christmas, while the USA has Halloween."*

Fourth Informant: *"In Indonesia, we speak Bahasa Indonesia, while in USA they speak English"*

Fifth Informant: *"In Indonesia, we show respect to elders, while in Japan they bow as a sign of respect"*

Sixth Informant: *"we use hand or spoon for eating, but in Korea they use chopstick."*

3. Do you feel comfortable learning and finding out about the culture of other countries?

First Informant: *"Yes".*

Second Informant: *" Yes.."*

Third Informant: *"not too much."*

Fourth Informant: *"I love it"*

Fifth Informant: *"of course, yes"*

Sixth Informant: *"no. I am not even interested about it."*

CURRICULUM VITAE

Personal Data

Name	: Khaerunnisa
Place of Birth	: Herlang
Date of Birth	: 03th July 2000
Religion	: Islam
Gender	: Female
Address	: Jl. Mujair ela-ela ujung bulu Makassar
Email	: Nisaichaa00@gmail.com

Formal Education

1. Bachelor Degree of English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang.
2. Forestry Widya Nusantara vocational High School
3. DDI Mattoanging Bantaeng Islamic Junior High School
4. 98 Bontomanai Elementary School

Informal Education

1. Kresna English Institute
2. The Daffodils English course

Semarang, 27st Juni 2023
The Writer,

Khaerunnisa
1903046059