EXPLORING INTERCULTURAL AWARENESS AND ITS IMPLEMENTATION IN TEACHING PRACTICE

(A Case Study of the Senior Students of English Education Department of Undergraduate Program of Sebelas Maret University in the Academic Year of 2014/2015)

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Graduate Degree in English Education

Written by
ANNISA AULIA SAHARANI
NIM. S891302004

ENGLISH EDUCATION DEPARTEMENT
GRADUATE PROGRAM
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MOTTO

A success comes from big dreams, hard works and sincere prays.

(Anonymous)
DEDICATION

To Rustam and Padmo families and everybody who always love and inspire me to be a better person.
ABSTRACT


Teaching and learning language cannot be separated from teaching and learning its culture. Therefore, it is important for language teachers to have good intercultural awareness in order to be able to teach their students culturally. Intercultural awareness is one of the indicators which is used to identify someone’s awareness of own culture and other cultures. This research is conducted to explore more about the intercultural awareness of senior students of English Education Department of Undergraduate Program of Sebelas Maret University and its implementation during their teaching practice because they are the would-be language teachers who are expected to be able to teach English culturally. The objectives of the research are to explore and describe: 1) the senior students’ intercultural awareness; 2) the factors which influence their intercultural awareness; and 3) the way they implement it during their teaching practice in real teaching training program or Praktik Pengalaman Lapangan (PPL).

The sources of the data of this case study are informants, events, and documents. The informants of this research are five seniors students who did their teaching practice at SMA N 3 Surakarta, SMA N 5 Surakarta, and SMP N 14 Surakarta. The informants are selected through purposive sampling. The events are the teaching practice processes. The documents analyzed are the teaching instruments made by the senior students. The techniques of collecting the data are observation, interview, questionnaire, and documentation. The data were analyzed using the interactive model proposed by Miles and Huberman.

The findings demonstrate that: (1) most of the senior students being investigated have good intercultural awareness; (2) the factor which influences the senior students’ intercultural awareness most is individual experience; and (3) most of the senior students are good enough in implementing their intercultural awareness in the teaching practice: a) they have positive attitude toward intercultural teaching, b) self motivation, self curiosity, teaching technique, teaching topic, teaching media and facilities influence the senior students’ implementation of intercultural awareness.

Keywords: Culture, Intercultural Awareness, Implementation, Case Study.
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The researcher welcomes constructive criticism and suggestions. Hopefully, this work may be useful for all readers.

Surakarta, January 2015

Annisa Aulia Saharani
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