CHAPTER I

1. Introduction

This chapter explains the background of the research and the reasons for conducting the study, including the problem statement, research objectives, research benefits, research limitations, and the discussion framework.

1.1 Background of the Study:

In education, many ways of delivering material are customized to the characteristics of students, different needs, and the scientific background, mindset, and beliefs of the teaching staff. These differences include variations in teaching styles, learning strategies, and teacher evaluation methods. As a result of this complexity, each classroom is considered a unique entity that requires a careful and customized approach.

Teachers are central to creating a learning environment that supports and facilitates student success. A deep understanding of individual differences within the classroom regarding academic needs and personal characteristics is key to designing effective teaching strategies. In addition, knowledge of the students' scientific context and beliefs can influence the teacher's approach to presenting the subject matter.

Given the diversity of learners and the teaching approaches that can be used, it is important for teachers to understand that adapting to change and developing teaching strategies is an integral part of their role. Education is a dynamic place where the challenges and needs of learners, as well as scientific developments, are constantly evolving. Therefore, teachers must consider changes in their teaching methods to remain relevant and effective.

Due to the different situations and characters of learners, each teacher has a way of teaching that is tailored to the needs of the class; teachers adopt different approaches to the same subject because of different teaching situations, learners may have different problems, or classrooms have different resources and facilities, even in the same situation, teachers may have different instructional techniques to be used depending on the particular skills and talents they have for various materials

and various forms of instruction. The influence of learning during the lecture period from colleagues and supervisors, in different situations, with different types of students, what kind of teaching practices are most effective, and then how the teacher does the delivery needs to be known in consideration of this, understanding the teacher's teaching practice is something that needs to be done to understand the shortcomings and strengths and rethink the steps of the teacher's practice that will be developed next.

Teaching practice is one of the important factors in successful learning. This is evidenced by previous research, which notes that low student performance is not only caused by a lack of understanding of the content but is also influenced by teachers' beliefs and practices in the learning process.

The importance of the teacher's role is not only limited to the delivery of information but also to how the information is presented and adapted to suit the needs of students. Effective teaching practices include the teacher's ability to understand students' characteristics, present material with relevant approaches, and accommodate differences in learning needs and styles.

Previous research has found that teachers' belief in students' abilities and their approach to managing the classroom can significantly affect student learning outcomes. A deep understanding of effective teaching practices enables teachers to create a learning environment that supports, motivates, and stimulates students' cognitive and emotional development.

In addition, it is important to recognize that each teacher brings unique scientific backgrounds, mindsets, and personal experiences to the classroom. Awareness of this diversity can help teachers recognize students' potential and individual needs, establish an inclusive classroom atmosphere, and design teaching strategies responsive to differences.

Successful teaching practices cannot be static in an ever-evolving educational context. Teachers need to be open to innovation and able to respond to the dynamics of society and education. Therefore, an in-depth understanding of the

factors that influence teaching practices is key to improving the quality of learning and achieving sustainable educational goals.

This indicates that educators' skills and awareness in creating a good learning environment influence their students' achievement. The learning practices carried out by teachers play an important role in achieving students' understanding and skill improvement.

Understanding and proficiency in the English language are rapidly evolving demands in the global era [1]. English language learning itself encompasses four important skills that every individual must master. Intercultural understanding has long been considered one of the important aspects of English proficiency. Several studies have shown that in addition to understanding structural grammar and pronunciation accents, intercultural understanding allows users to understand the language from a native speaker's perspective. This helps them have a point of view that understands the authenticity of the language. At the same time, intercultural also stimulates critical thinking skills that allow learners to understand and accept cultural differences.

English language skills include technical aspects such as grammar and pronunciation and intercultural skills that allow one to permeate and understand the social and cultural context behind the language being learned. Intercultural understanding is increasingly relevant in globalization, where cross-cultural interactions are becoming more common and important in everyday life.

The importance of intercultural understanding in English language learning is reinforced by its ability to open learners' minds to cultural differences. This not only allows them to communicate more effectively with native speakers but also forms an inclusive attitude and appreciation for diversity. Intercultural understanding can also contribute significantly to critical thinking skills, as learners are challenged to understand cultural contexts and interpret messages carefully.

Previous research has shown that intercultural competence can be integrated with English language skills, particularly reading skills. Reading texts that contain

cultural differences can be an effective way to engage students in the learning process and develop their understanding of a diverse world.

Therefore, this study aims to analyze teaching practices in the context of an intercultural reading course. With a focus on intercultural understanding in English language learning, this research seeks to provide insights into how teachers integrate intercultural aspects into their teaching strategies and how this affects students' understanding of the English language as well as the cultural differences it contains. Beyond that, the ability to communicate and intercultural competence are also crucial to make learners not only capable of communicating in English generally but also interculturally. In its development, intercultural education approaches can be pursued or understood through several language skills that serve as the foundation of understanding, such as listening, speaking, writing, and reading. In the latter aspect, reading plays an important role in intercultural communication so that students can think critically in reading and understanding a text with cultural differences within it. Furthermore, students' opportunity to understand and open new perspectives in other cultures also adds to intercultural learning. As suggested by Usó-Juan& Martínez-Flor [2], intercultural English learning can be incorporated with the four skills of English, including reading skills.

There are many ways to approach intercultural communication through reading skills. Students can read from textbooks, articles, news, or social media posts such as Twitter threads, as well as fictional texts that contain cultural differences as background. However, Gomez [3] suggests that EFL learners should not rely solely on textbooks but also on authentic texts. Authentic texts can be appropriate for students to read, especially because they contain wider and varied information.

Specifically, in intercultural English learning, the most important thing is that the teacher can choose appropriate texts that contain cultural content. It will be very useful as media in the reading class. Thus, in intercultural class learning, the role of teachers in teaching practices is important in students' understanding of intercultural competence.

Research has supported the claim that EFL teachers' cognitions can be highly influential in shaping their instructional practices, thus affecting student learning outcomes [4]. Therefore, teachers' equity practices under the guidance of equity-oriented cognitions can make students "intellectually, socially, and psychologically engaged" ([4]. Given the importance of teachers' cognitions and practices in creating a fair and harmonious learning atmosphere, teachers who carry out EFL teaching tasks should act as equality agents to help each individual reach his or her full potential [5]. Nevertheless, all the teacher have already tried their best to design and practice exciting learning for teaching, but there is a different situation with reality; for example, Nunan [5] showed that there is a mismatch between the planned activities and the actual implementation in the classroom. In order to avoid different. In order to avoid that kind of situation, this research analyzed the teacher's practice in teaching intercultural reading courses at Majapahit Islamic University.

1.2 Formulation of The Problem

1. How does the teacher practice in teaching intercultural reading courses?

1.3 The Purposes of The Study

1. To know about teachers' practice in teaching an intercultural reading course

1.4 The Significance of The Study

1. For the teacher: Certainly, this research is expected to be a development for the intercultural reading course, aiming to identify the strengths and weaknesses of the current teachers' practice that is used. Also, to evaluate if there is any synchronization between the syllabus and the implementation, and last, know any problem that appears in the learning process.

2. for the student: This study will eventually enable students to understand how the practice of teaching intercultural reading in the classroom unfolds, including the strengths and weaknesses of instructors' teaching practices. This information will serve as an additional resource for them to prepare for intercultural classes and enhance their knowledge regarding what intercultural reading learning entails.

3. For the other researchers: It is hoped that other researchers will find results related to the analysis of teaching practices in the intercultural reading course that

will support or serve as a reference in future research on teachers' practices and upcoming intercultural reading courses.

1.5 Limitations of The Study

To avoid any chapters or sections outside the scope of the discussion, the researcher has decided to implement limitations on aspects that will be included in this study. These include the research venue at Majapahit Islamic University, in the 6th semester, where there is an intercultural reading course class in the first several meetings that explain understanding intercultural. There is a limitation in this study that when analyzing the teaching practice of intercultural reading, the teacher uses one specific pattern which over several meetings the teaching practice is similar from the beginning.

1.6 A Systematic Overview of The Study

This research will be conducted after an initial observation, then analyze teachers' reading lessons practice, interview instructors, observe classes about how the teachers practice, and interview students. After collecting the necessary data for this research, the results will be analyzed using qualitative research methods with a descriptive qualitative approach. The data validity technique will involve using English education professors as expert validators.