APPENDICES

Appendix 1. Interview Questions

Semi-structured interviews were used to collect data regarding the integration of intercultural awareness in English language teaching that is able to create an inclusive and tolerant learning environment by using appropriate teaching materials and techniques where students from different cultural backgrounds feel valued and understood.

Title Exploring Intercultural Awareness in English Language

Teaching: A Comparative Study of Indonesian and

Ghanaian English Teachers

Recordings Face- to- face video recorded and Zoom meeting application

Table Interview Questions

No.	Questions
1.	How important is the integration of cultural knowledge in language learning in the classroom? (Arif & Jusuf, 2022)
2.	How do you incorporate "intercultural awareness" into your language teaching? (Estrella, 2023)
3.	Can you give me some examples of exploring cultural representations in the materials you use in your class? (Nguyen, 2023)
4.	How do you promote understanding and respect for cultural diversity among your students? (Byram, 1997)
5.	Do you think if it is useful to develop Asian/African cultures or global cultures in relation to teaching and learning English? If yes, how do you do in your class? (Nguyen, 2023)
6.	What methods and techniques are suitable for teaching language classes with diverse backgrounds? (Arif & Jusuf, 2022)
7.	Alongside textbooks, what other source for exploring cultural representations you bring to class? How do you use them in class? (Nguyen, 2023)

8.	How do you handle situations where cultural differences affect student interactions or understanding in the English classroom? (Byram, 1997)
9.	What materials or topics are suitable to be taught for these diverse language classes? (Arif & Jusuf, 2022)
10.	How do you encourage students to reflect on their own cultural identities and biases while learning English? (Byram, 1997)
11.	How do you address stereotypes or misconceptions about different cultures in your English lessons? (Byram, 1997)
12.	How do you assess students' intercultural communication skills in the English classroom? (Byram, 1997)

Appendix 2. The Transcript of Semi-Structured Interviews

Interview Coding

U	Yes, it's a very	•	Cultural	The	We have many
	nice question.		awareness	integrati	students that
	In my line of		(Understan	on of	
	work here		ding and	intercult	African South
	particularly,		appreciatin	ural	region, some
	many of the		g cultural	awarenes	from outside
	students that		diversity	s	of Africa,
	we have, as		and also the		continents like
	I've told you		value of		America,
	before, it's an		recognizing		Britain,
	international		and		Egypt,
	school. We		respecting		Lebanon,
	have many		the diverse		Turkey. So,
	students that		cultural		basically,
	come from the		background		what we do as
	African South		s)		teachers is
	region, some	•	Openness		that we bring
	from outside		to change		our culture.
	of Africa,		(marrying		We do
	continents like		of the		something
	America,		various		called
	Britain, Egypt,		cultures)		marrying of
	Lebanon,				the various
	Turkey. So,				cultures. (U)
	basically, what				By doing that,
	we do as				we get to
	teachers is that				respect their
	we bring our				culture, learn
	culture. We do				something we
	something				didn't know
	called				about them,
	marrying of				and
	the various cultures. We				appreciate
					that the world
	try to understand the				is much bigger
	various				than what they know within
	cultures of				their cultural
	these students				settings. (U)
	from their				
	backgrounds				
	and try to				
	marry them				
	together. By				
	doing that, we				
	get to respect				
	their culture,				
	learn				
	something we				
	didn't know				

		about them, and appreciate that the world is much bigger than what they know within their cultural settings. This way, the children are able to learn faster because they leave their comfort zone, come to a new culture in a different setting, and are able to learn faster and better because of the				
		integration of other cultures beside their				
		own.				
How do you incorporat e "intercultu ral awareness" into your language teaching?	REP	Untuk lebih memahami anak-anak atau peserta didik dalam kebudayaan atau kesadaran antar budaya, Ibu harus memberikan contoh yang biasanya mereka lakukan dalam kehidupan sehari-hari atau dalam kehidupan bermasyarakat . Misalnya, adat istiadat yang berbeda harus dihargai.	•	Cultural relativity (give examples that are relevant to students)	The integrati on of intercult ural awarenes s	Untuk lebih memahami anak-anak atau peserta didik dalam kebudayaan atau kesadaran antar budaya, Ibu harus memberikan contoh yang biasanya mereka lakukan dalam kehidupan sehari-hari atau dalam kehidupan bermasyaraka t. Misalnya, adat istiadat

	menghargai keanekaragam an budaya yang ada di Indonesia.			harus dihargai. Kita harus menghargai keanekaraga man budaya yang ada di Indonesia. (REP)
U	You see when it comes to English for example, for example the lesson on comprehensio n. Comprehensio n is something called comprehensio n across fields and cultures. So I can go and pick any topic, maybe any passage from Egypt but in English. You know the content is about Egypt but the language is English. So those of us from different backgrounds rather than Egypt, we learn, we get to know more about those areas of Egypt which is away from our others. So doing there's an integration of those of us	Creativity and adaptabilit y (apply the content from all over the world) Teaching tool (comprehe nsion)	The integrati on of intercult ural awarenes s	You see when it comes to English for example, for example the lesson on comprehensio n. Comprehensio n is something called comprehensio n across fields and cultures. So I can go and pick any topic, maybe any passage from Egypt but in English. You know the content is about Egypt but the language is English. So those of us from different backgrounds rather than Egypt, we learn, we get to know more about those areas of Egypt which is away from our others. (U)

	DVD	who don't belong there and those who belong there with ours. We learn to marry the two cultures so by using comprehensio n we are able to read across cultures and then different fields.				
Can you give me some examples of exploring cultural representat ions in the materials you use in your class?	REP	Misalnya dalam materi bahasa Inggris, banyak contoh deskriptif teks, recount, report, Ibu selalu memberikan contoh-contoh keberagaman Indonesia. Misalnya adat budaya, wonderful Indonesia, adat-istiadat di Minangkabau. Anak-anak harus mengetahui berbagai macam keanekaragam an. Misalnya dalam teks deskripsi, mereka harus menggambark an suatu tempat yang ada di Indonesia.	•	Cultural relativity (giving examples of various regions in Indonesia) Materials (descriptive text, recount text, report text)	Materials in integrati ng in ELT	Misalnya dalam materi bahasa Inggris, banyak contoh deskriptif teks, recount, report, Ibu selalu memberikan contoh-contoh keberagaman Indonesia. Misalnya adat budaya, wonderful Indonesia, adat-istiadat di Minangkabau. Anak-anak harus mengetahui berbagai macam keanekaraga man. Misalnya dalam teks deskripsi, mereka harus menggambark an suatu tempat yang

						ada di
						Indonesia.
						(REP)
	U	Yes, we use a	•	Avoid	Materials	Yes, we use a
	U	different	•		in	different
		setting. For		generalizatio		**
		•		n (introduce	integrati	O
		example, in		their origin	ng in	example, in
		descriptive		such as	ELT	descriptive
		writing,		hometown,		writing,
		students are		customs, and		students are
		able to		traditional		able to
		describe what		food)		describe what
		they are	•	Materials		they are
		familiar with.		(descriptive		familiar with.
		We are		text)		We are
		comfortable				comfortable
		allowing				allowing
		students to				students to
		describe their				describe their
		hometown,				hometown,
		community, or				community, or
		how their				how their
		favorite food				favorite food
		is prepared.				is prepared.
		This way, they				This way, they
		are				are
		comfortable				comfortable
		and we also				and we also
		learn more				learn more
		about them as				about them as
		they describe				they describe
		what they				what they
		know well.				know well. (U)
How do	REP	Anak-anak	•	Avoid	The	Anak-anak
	KEI	disuruh	•		integrati	disuruh
you		memperkenal		generalizat		memperkenalk
promote understand		•		ions (share	on of intercult	an apa yang
		kan apa yang khas dari		unique		1 , 0
ing and		daerah		aspects of	ural	khas dari daerah
respect for cultural				their local	awarenes	
		mereka,		culture)	S	mereka,
diversity		misalnya	•	Activities		misalnya
among		salam dalam		(open		salam dalam
your		bahasa daerah.		dialogue or		bahasa
students?		Cara bertamu		role-play)		daerah. Cara
		misalnya, ada				bertamu
		adat yang				misalnya, ada
		harus kita				adat yang
		makan				harus kita
		makanan yang				makan
		disajikan. Itu				makanan yang

	cara saling			disajikan. Itu
	menghormati			cara saling
	dan			menghormati
	menghargai			dan
	sesama.			menghargai
				sesama.
				(REP)
U	There's one	 Cultural 	The	So, after
	student from	awareness	integrati	talking to
	Nigeria from	(different	on of	them, they ok
	Ogun state it's	accents)	intercult	so this also
	in grade 10 D	 Cultural 	ural	exists in the
	now. You	relativity (a	awarenes	world it's not
	know they are	global	S	just me it's not
	the same as the	phenomen		just the way I
	Ghanaians,	on that		see that
	they say but	should be		should be
	we say but ah	accepted		accepted I just
	yes the accent	gracefully)		be able to
	right. They say			accept what
	church we say			others how
	church.			they see it. So,
	Initially our			during that
	students that			people are
	we have in			able to accept
	class anytime			that ok we
	he speaks they			have people
	laugh at him			speaking
	but then after			accents that
	therefore			should be
	talking to			accepted. It's
	them there are			what we are
	other students			trying to
	from Liberia.			promote here.
	Liberians they			(U)
	have the same			
	accent even			
	worse than			
	Nigeria. So			
	after talking to			
	them, they ok			
	so this also			
	exists in the			
	world it's not			
	just me it's not			
	just the way I			
	see that should			
	be accepted I			
	just be able to			
	accept what			

Do you think if it is useful to develop Asian/Afri can cultures or global cultures in relation to teaching and	REP	others how they see it. So during that people are able to accept that ok we have people speaking accents that should be accepted. It's what we are trying to promote here. Untuk mengembangk an budaya lokal sangat harus dilakukan, apalagi kebudayaan kita sendiri. Kita jangan sampai lupa pada	•	Openess to change (assosiatin g English with local cultures) Cultural awareness (cultural identity and sustainabili	The integrati on of intercult ural awarenes s	Untuk mengembangk an budaya lokal sangat harus dilakukan, apalagi kebudayaan kita sendiri. Kita jangan sampai lupa pada
do you do in your class?		sekarang banyak anak- anak mengikuti budaya Barat seperti girl band, boy band. Ibu selalu mengingatkan untuk jangan melupakan kebudayaan kita. Contohnya permainan anak-anak tradisional zaman dahulu. Meskipun zaman				sekarang banyak anak- anak mengikuti budaya Barat seperti girl band, boy band. Ibu selalu mengingatkan untuk jangan melupakan kebudayaan kita. Contohnya permainan anak-anak tradisional zaman dahulu. Meskipun zaman

	sekarang digitalisasi, kita tetap harus mengembangk an atau memberikan pemahaman kepada anak- anak didik untuk mencintai kebudayaan sendiri.			sekarang digitalisasi, kita tetap harus mengembangk an atau memberikan pemahaman kepada anak- anak didik untuk mencintai kebudayaan sendiri. (REP)
U	Yes, yes. See the world has become a global village. In the olden days when something happened somewhere in Malaysia you could not even hear it at all because of lack of internet, lack of rules. But today something happens maybe in America within minutes we hear it. That's one. So for better communication you can never better understand things you are not aware of. So in order to have better understanding of situations in the world we	generalizat ions (global awareness, understand	The integrati on of intercult ural awarenes s	Yes, yes. See the world has become a global village. In the olden days when something happened somewhere in Malaysia you could not even hear it at all because of lack of rules. But today something happens maybe in America within minutes we hear it. That's one. So, for better communication you can never better understand things you are not aware of. (U)

try to promote		
intercultural		
relationships		
between		
nations and		
students and		
people of the		
whole world.		
But if you		
don't		
understand my		
situation you		
•		
understand,		
you can never		
appreciate my		
peculiar		
situation. So		
that's what		
basically we		
do here. We		
try to promote		
the proper		
understanding		
of intercultural		
relationships		
between		
students that		
we have here		
so that		
anywhere they		
go they will fit		
in. Otherwise		
if you don't		
understand me		
postgraduate		
whatever you		
go. That's why		
we try to		
•		
promote. I think it's		
important that		
we all embark		
on this journey		
of cultural		
integration of		
the whole		
world I mean		
population.		

What	REP	Daile hanvale	_	Caratiritar	• Teachin	Terus
methods	KEF	Baik, banyak	•	Creativity		
		ya metode dan		and	g	menggunakan
and		teknik yang harus kita		adaptibility	techniq	teknologi
techniques		lakukan di		(using	ues in	juga. Jadi kita
are suitable				technology)	presenti	tidak
		dalam kelas.	•	Teaching	ng · 1	tertinggal
for		Di dalam		tools	intercult	gitu. Misalnya
teaching		kelas pasti		(canva)	ural	anak-anak
language classes		banyak sekali	•	Materials	awarene	kan. Kadang
with		dan beragam		(biography	ss in	mereka. Belum tahu
		sekali peserta		text and	ELT	
diverse		didik kita ya.		descriptive	• Materia	gitu
backgroun ds?		Apalagi kan		text)	ls in	menggunakan
us:		misalnya Ibu			integrati	teknologi dalam
		mengajar di			ng · 1	
		beberapa kelas, tidak			intercult	pembelajaran. Jadi kita
		mungkin satu			ural	memberikan
		kelas sama			awarene	memberikan materi atau
		dengan yang			ss in	pengajaran
		lainnya. Ada			ELT	menggunakan
		yang kelas ini				teknologi.
		mampu				Misalnya cara
		menangkap				membuat
		materi itu				biografi di
		dengan baik				aplikasi
		dan cepat. Ada				Canva atau
		juga kelas				web Canva
		yang sangat,				seperti itu.
		maksudnya				Jadi kan
		harus				mereka bisa
		diberikan				edit, mengulik
		bimbingan				gitu ya.
		khusus gitu.				Membuat
		Bimbingan				biografi.
		khusus baru				Membuat
		mereka bisa				biografi di
		menangkapny				aplikasi
		a. Menangkap				Ĉanva.
		apa yang kita				Kemudian
		jelaskan. Yang				pendekatan
		pertama				inklusif juga
		metodenya				itu penting ya.
		mungkin kita				Karena kita
		harus				harus bisa
		menciptakan				menghargai
		suasana kelas				dan
		itu nyaman,				menghargai
		lingkunganny				keunikan
		a nyaman.				berbagai
		lingkunganny				keunikan

	Terus			siswa kita.
	menggunakan			siswa kiia. Mungkin
	pendekatan			seperti itu.
	kita kepada			Jadi tidak ada
	siswa.			diskriminasi
	Kemudian			ya antara
	kolaboratif			ya amara siswa. Antara
	juga sangat			siswa. Antara siswa. Satu
	penting ya			dengan yang
	untuk			lain. (REP)
	dilakukan di			ium. (KET)
	dalam kelas	Teaching	• Teachin	Kemudian
	gitu. Yang	methods or	g	kolaboratif
	pertama	techniques	techniq	juga sangat
	memang	(colaborativ	ues in	penting ya
	pendekatan	e approach)	presenti	untuk
	dulu ya. Jadi	• Cultural	ng	dilakukan di
	kita tahu	awareness	intercult	dalam kelas
	karakteristikn	(recognizing	ural	gitu. Yang
	ya. Mereka	and	awarene	pertama
	mau memiliki	understandi	ss in	memang
	anak seperti	ng cultural	• Materia	pendekatan
	apa, mereka	diversity in	ls in	dulu ya. Jadi
	mau	the	integrati	kita tahu
	belajarnya	classroom)	ng	karakteristikn
	seperti apa,	,	intercult	ya. Mereka
	dan harus		ural	mau memiliki
	menggunakan		awarene	anak seperti
	metode apa		ss in	apa, mereka
	yang cocok		ELT	таи
	dengan			belajarnya
	karakteristik			seperti apa,
	mereka gitu.			dan harus
	Kalau Ibu sih			menggunakan
	selalu			metode apa
	memberikan			yang cocok
	kolaborasi			dengan
	juga ya.			karakteristik
	Kolaboratif itu			mereka gitu.
	sangat penting			Kalau Ibu sih
	gitu.			selalu
	Kelompok			memberikan
	belajar juga			kolaborasi
	sangat			juga ya.
	penting.			Kolaboratif
				itu sangat
	Terus			penting gitu.
	menggunakan			Kelompok
	teknologi			belajar juga
	juga. Jadi kita			sangat
L	. · · ·			

tidak	penting.
tertinggal gitu.	(REP)
Misalnya	
anak-anak	
kan. Kadang	
mereka.	
Belum tahu	
gitu	
menggunakan	
teknologi	
dalam	
pembelajaran.	
Jadi kita	
memberikan	
materi atau	
pengajaran	
menggunakan	
teknologi.	
Misalnya cara	
membuat	
biografi di	
aplikasi Canva	
atau web	
Canva seperti	
itu. Jadi kan	
mereka bisa	
edit, mengulik	
gitu ya.	
Membuat	
biografi.	
Membuat	
biografi di	
aplikasi	
Canva.	
Kemudian	
pendekatan	
inklusif juga	
itu penting ya.	
Karena kita	
harus bisa	
menghargai	
dan	
menghargai	
keunikan	
berbagai siswa	
kita. Mungkin	
seperti itu.	
Jadi tidak ada	
diskriminasi	
ya antara	
ya amara	

U	siswa. Antara siswa. Satu dengan yang lain.	• Cultural	Teaching	Okay
	sometimes we use the focus groups. Focus groups. Like we have small groups sometimes in class you are going to write about a particular topic let's say you are doing narrative writing you want students to narrate something they know. So something that they are made up because of creativity. So if you put them in a group because of their various	awareness (a group has a different background)	techniqu es in presentin g intercult ural awarenes s in	sometimes we use the focus groups. Focus groups. Like we have small groups sometimes in class you are going to write about a particular topic let's say you are doing narrative writing you want students to narrate something they knowSo we give them okay three of you one from Egypt, one from Lebanon, one from let's say Nigeria. So, they have

Г	Г		
	cultural		different, this
	backgrounds		one will bring
	they are going		his view from
	to discuss so		Nigeria, this
	one person is		one will bring
	leading the		his view from
	group they		Egypt, this
	discuss and		one from
	then they		Lebanon, put
	write. Because		it together. (U)
	if they are able		
	to accept each		
	other's view		
	within the		
	groupings they		
	always come		
	up with better		
	results		
	because the		
	results come		
	from divergent		
	views because		
	the results		
	come from		
	various people		
	from various		
	different		
	cultures. It's		
	something		
	unique that is		
	always		
	brought up		
	rather than		
	people from		
	one particular		
	geographic		
	location. So		
	normally we		
	use what we		
	call the focus		
	groups also we		
	call them		
	project		
	writers,		
	project based		
	learning. So		
	we give them		
	okay three of		
	you one from		
	Egypt, one		
	Legypt, one		

Alongside textbooks, what other source for exploring cultural representat ions you bring to class? How do you use them in class?	REP	from Lebanon, one from let's say Nigeria. So they have different, this one will bring his view from Nigeria, this one will bring his view from Egypt, this one from Lebanon, put it together. Selain buku pelajaran, memang banyak ya di misalnya website, internet gitu kan. Sekarang memang sudah mudah untuk mencari berbagai macam materi gitu. Tidak	Creativiy and adaptibility (using internet or online platforms) Teaching sources (textbook, e- book, website)	Materials in integrati ng in ELT	Selain buku pelajaran, memang banyak ya di misalnya website, internet gitu kan. Sekarang memang sudah mudah untuk mencari berbagai macam materi gitu. Tidak
		gitu ya. Anakanak juga kan sekarang leluasa untuk mencari misalnya mencari materi apapun gitu yang ada di internet. Jadi Ibu selalu menggunakan ya yang pertama buku sumber terus apa namanya. Internet gitu terus berbagai macam lagi ebook atau apapun itu			gitu ya. Anak- anak juga kan sekarang leluasa untuk mencari misalnya mencari materi apapun gitu yang ada di internet. Jadi Ibu selalu menggunakan ya yang pertama buku sumber terus apa namanya. Internet gitu terus berbagai macam lagi e- book atau apapun itu

	untula acc				aurataulz are =
	untuk apa				untuk apa
	namanya				namanya
	untuk				untuk
	mengajar di				mengajar di
	kelas.				kelas. (REP)
U	Our school is	•	Creativity	Materials	Sometimes, in
	full of high-		and	in	the middle of a
	tech materials.		adaptability	integrati	lesson, we can
	We have a		(direct and	ng in	just go to
	smart board,		in-depth	ELT	YouTube,
	an ICT		cultural		maybe to the
	laboratory, and		exploration)		Taj Mahal, for
	many books	•	Teaching		example. I
	stored in our		media/		take them on a
	library.		sources		virtual tour
	Sometimes,		(Youtube		using the
	off the hook in		and		smart board,
	the middle of a		textbook)		like to the Taj
	lesson, we can	•	Teaching		Mahal or the
	just go to		tools (smart		Blue Mosque
	YouTube,		board, ICT		of Turkey. We
	maybe to the		laboratory		integrate
	Taj Mahal, for		and books in		different
	example. I		the library)		cultural
	take them on a	_	Activities		backgrounds.
	virtual tour	•			We can go to
	using the		(virtual		the Moko
	smart board,		tours		Moko of
	like to the Taj		through		Nigeria or any
	Mahal or the		smart board, discussion		area we want
	Blue Mosque				to virtually
	of Turkey. We		and present		explore. We
	integrate		with their		can also ask
	different		group using		the students to
	cultural		smart board)		read about
	backgrounds.				topics like
	We can go to				how the Mau
	the Moko				Mau rebels
	Moko of				were defeated
	Nigeria or any				in Kenya or
	area we want				how the
	to virtually				now ine Malaysians
					used palm
	explore. We can also ask				-
	the students to				nuts to transform
	read about				•
					their country.
	topics like how the Mau				When we are
					there, we see
	Mau rebels				many unique
	were defeated	<u> </u>			things from

		in Kenya or how the Malaysians used palm nuts		the students, and they present what they have
		to transform		discussed with their group
		their country. When we are		their group using the
		there, we see		smart board.
		many unique		(U)
		things from		
		the students,		
		and they		
		present what		
		they have discussed with		
		their group		
		using the		
		smart board.		
How do	REP	Jika ada		
you handle		situasi		
situations		perbedaan		
where		pendapat atau		
cultural		perbedaan		
difference s affect		budaya,		
student		langkah pertama yang		
interaction		Ibu ambil		
s or		adalah		
understand		memberikan		
ing in the		pemahaman		
English		kepada siswa		
classroom		tentang		
?		mengapa		
		kebudayaan kita beragam.		
		Yang		
		terpenting		
		adalah		
		komunikasi		
		yang lancar		
		untuk		
		menghindari		
		kesalahpaham		
		an dan miskomunikas		
		i. Selain itu,		
		penting untuk		
		saling		
		menghargai		
		dan		

	menghormati				
	menghormati satu sama lain				
	terjadi konflik. Jika kita bisa				
	bertoleransi				
	dan				
	menghormati,				
	Ibu rasa tidak				
	akan ada				
	kesalahpaham				
	an atau konflik				
T T	di dalam kelas.			Tri .	mt t
U	Yes it's a major	•	Cultural	The	The students
	problem we		awareness	integrati	come from
	have here. Yes,		(recognizing	on of	00
	because		and	intercult	cultural
	sometimes		understandi	ural	background
	they		ng one's own	awarenes	because their
	misunderstand		cultural	S	mother tongue
	or like, yeah		background)		is not English
	student it's	•	Creativity		they find it
	true. It's		and		difficult to
	always like		adaptability		understand
	there, you		(students'		the language
	know		mother		the base of the
	language per		tongue are		language. (U)
	se people are		not English)		
	very familiar				
	with				
	languages that				
	they are born				
	with what we				
	call mother				
	tongue.				
	Mother tongue				
	is a language				
	that you are				
	born with, the				
	first language				
	you learn is				
	your mother				
	tongue. The students come				
	from different				
	cultural				
	background because their				
	mother tongue				
	is not English	<u> </u>			

	ı	
they find it		
difficult to		
understand the		
language the		
base of the		
language. For		
example one		
of the students		
called		
Muhammad		
it's called		
Abdullah it's		
not 11a but		
brilliance,		
mathematics		
excellence		
everything is		
perfect except		
English		
language,		
except English		
language. Yes,		
so sometimes		
what we do is		
we take them		
to extra lesson,		
extra tuition.		
So after		
classes we		
take classes		
with him. He		
does extra		
reading with a		
very		
monitored		
extra reading		
material that		
we will		
provide for		
him. So he is		
able to		
progress that		
well. He is		
now in		
university of		
Ghana it was		
very worse he		
was crying		
that his		
language was		

What materials	REP	not so good but after completion he passed and he is now in university now. Menurut Ibu, tidak ada satu	•	Avoid generalizati	Materials in	Menurut Ibu, tidak ada satu
or topics are suitable to be taught for these diverse language classes?		materi yang cocok untuk semua siswa, mengingat mereka memiliki karakteristik yang beragam. Semua materi pun bisa diajarkan kepada anakanak yang memiliki keberagaman karakteristik. Misalnya, teks naratif dan teks-teks lain juga bisa diajarkan. Jika topiknya diarahkan ke keberagaman budaya, itu bisa menjadi cara yang baik. Kita juga bisa memberikan instruksi kepada siswa untuk mencari informasi tentang keberagaman budaya atau adat istiadat dari berbagai wilayah di Indonesia.	•	on (Each student has a unique cultural background and experience) Materials (narrative text)	integrati ng intercult ural awarenes s in ELT	materi yang cocok untuk semua siswa, mengingat mereka memiliki karakteristik yang beragam. Semua materi pun bisa diajarkan kepada anakanak yang memiliki keberagaman karakteristik. (REP)

П	TZ 1'	ı	1		
	Kemudian,				
	mereka bisa				
	menjelaskan				
	apa yang				
	mereka				
	temukan.				
U	The material	•	Creativity	Materials	The material
	that we best		and	in	that we best
	use is, we use		adaptability	integrati	use is, we use
	a multiple of		(using	ng	a multiple of
	materials. It's		multiple	intercult	materials. It's
	because we are		materials)	ural	because we
	teaching	•	English	awarenes	are teaching
	language. We		skills	s in ELT	language. We
	teach, we		(speaking,		teach, we
	make impact		listening,		make impact
	on four		reading and		on four
	different areas.		writing)		different
	Speaking	•	Materials		areas.
	skills, okay,		(prompts)		Speaking
	listening		(11)		skills, okay,
	skills, okay,				listening
	reading skills,				skills, okay,
	and then				reading skills,
	writing skills.				and then
	So if you use				writing skills.
	only one				So, if you use
	material, only				only one
	one aspect of				material, only
	these four will				one aspect of
	be affected. So				these four will
	we use				be affected.
	multiple. For				(U)
	writing skills,				()
	we use maybe				
	writing				
	prompts. After				
	a lesson, in the				
	middle of a				
	lesson, every				
	15 minutes in				
	the middle of a				
	lesson, I will				
	stop. And so				
	we can ask				
	you a question				
	to write about				
	it. I could also				
	give oral				
	questions. Ask				
	questions. Ask				

	a question that			
	students have			
	to stand up and		1	
	talk about a		1	
	particular			
	given topic.			
	But students			
	are doing that.			
	Maybe they			
	are speaking			
	slow. Or			
	maybe, I just			
	ask you to			
	•			
	maybe, to say			
	anything about			
	what you saw			
	or to			
	summarize the			
	topic. Let's say			
	I spoke at			
	length about			
	something.			
	When I'm			
	done with 10			
	minutes, I'll			
	stop and say,			
	okay. Who			
	will give me a			
	summary of			
	the entire			
	lesson? Yes.			
	That's me			
	doing that.			
	That's me			
	doing that.			
	Students will			
	just articulate			
	themselves or			
	learn to do so			
	very well. So			
	we use			
	multiple			
	multiple of			
	means to teach			
	students who			
	have different			
	cultural			
II 1 53	backgrounds.		TO 1	01 : 1 1
	EP Oh iya, dalam		The	Oh iya, dalam
you	pembelajaran,	relativity	integrati	pembelajaran,

encourage students to refleksi bisa dilakukan their intercult dilakuk reflect on their bertanya and awarenes bertanya cultural setelah materi ng of local setelah sete	an cara a
reflect on their bertanya and understandi setelah materi ng of local warenes bertanya setelah	cara a
their own kepada siswa understandi setelah materi ng of local bertany awarenes bertany s kepada setelah	а
own kepada siswa understandi s kepada setelah materi ng of local setelah	
cultural setelah materi ng of local setelah	
1.4	materi
identities pelajaran cultures) pelajara	an
and biases selesai. • Activities selesai.	
while Misalnya, (asking or Misalny	ra,
learning setelah assigning a setelah	
English? membahas final task or membahas	has
topik tertentu encouraging topik t	ertentu
seperti them to look seperti	
keberanekarag up keberan	ekara
aman budaya, information gaman	
kita bisa about budaya	kita
mengajukan specialties bisa	
pertanyaan or customs mengaj	ukan
seperti, "Apa in their own pertany	
saja makanan area) seperti,	
khas dari saja m	_
Ciamis?" atau khas	dari
"Apa makanan Ciamis	o' atau
	akanan
daerah	dari
kalian?". daerah	
Pertanyaan kalian?	,
seperti ini bisa Pertany	aan
mendorong seperti	
siswa untuk mendor	
mencari tahu siswa	untuk
lebih dalam mencar	i tahu
tentang ciri lebih	dalam
khas makanan tentang	ciri
dari daerah khas m	
	daerah
masing- mereka	
masing. Jika masing	
kita tidak masing.	
memberikan	` /
instruksi atau	
tugas seperti	
ini,	
kemungkinan	
besar siswa	
tidak akan	
mengeksplor	
lebih lanjut	
tentang	
makanan khas	

г			1			
		dari Ciamis				
		atau daerah				
		lainnya.				
		Dengan				
		memberikan				
		tugas akhir				
		atau meminta				
		mereka				
		mencari				
		informasi				
		tentang				
		makanan khas				
		atau kebiasaan				
		di tempat				
		mereka				
		masing-				
		masing, siswa				
		yang awalnya				
		tidak tahu bisa				
		menjadi tahu				
		dan lebih				
		memahami				
		budaya daerah				
		mereka.				
	U	As I said,	•	Cultural	The	So, learning
		English is only		relativity (to	integrati	English or
		a language. It's		accept and	on of	language
		not a craft. It's		understand	intercult	cannot force
		only a		that every	ural	you to change,
		language. It's		culture has	awarenes	to become
		only a means		its	S	human or not.
		•			ن	But I'll tell
		to knowing		uniqueness		
		yourself		that should		you that every
		better. It's only		be		culture is
		a language.		appreciated)		unique. It's the
		So, learning				uniqueness of
		English or				the culture
		language				that makes us
		cannot force				who we are as
		you to change,				human beings.
		to become				And no culture
		human or not.				is better than
		But I'll tell you				any other
		that every				culture.
		culture is				Indonesian
		unique. It's the				culture,
		uniqueness of				Malaysian
		the culture that				culture,
		makes us who				Ghanaian
		we are as				culture, you
		we are as	L			canac, you

	human beings.		are all unique
	And no culture		people. So we
	is better than		want students,
	any other		we want
	culture.		students to
	Indonesian		accept that
	culture,		their cultures
	Malaysian		are okay. It's
	culture,		okay to be a
	Ghanaian		Ghanaian. It's
	_		okay to be an
			Indonesian.
	are all unique		
	people. So we		It's okay to be
	want students,		a Turkish. (U)
	we want		
	students to		
	accept that		
	their cultures		
	are okay. It's		
	okay to be a		
	Ghanaian. It's		
	okay to be an		
	Indonesian.		
	It's okay to be		
	a Turkish. No		
	one can take		
	that away		
	from you.		
	Accept that		
	only learn		
	English. Learn		
	it and better		
	articulate your		
	culture in		
	English. That's		
	all we need to		
	do. We let		
	them know		
	that if you		
	only learn		
	English, you		
	better		
	articulate and		
	express your		
	cultures using		
	English		
	language. Yes.		
	So, I think		
	that's it. Okay.		
	So, how to say,		

you taught		
them, you		
accept their		
cultures into		
your English		
language		
teaching.		
When they		
meet for the		
first time, if		
student meet		
for the first		
time, let's say		
in the class,		
you know		
when they		
start in grade		
10, before they		
meet in grade		
10, for		
example,		
because they		
are meeting		
for the first		
time, they		
don't know		
each other		
from Adam.		
They just met.		
So, initially,		
they have		
cultural shock.		
Yes. Cultural		
shock is when		
you see your		
friend saying		
something that		
you should not		
be saying. For		
example,		
Americans,		
the child can't		
say anything		
to you because		
they are used		
to the		
confidence		
and the		
freedom. It's		
the same thing		

you cannot say	
normally in a	
Ghanaian	
culture or	
maybe African	
culture or	
maybe Arabic	
culture. But	
the same thing	
you cannot	
imagine. So,	
those who are	
going for a	
different, they	
are shocked.	
But as time	
goes on, they	
begin to adapt	
to it, okay.	
This is how	
they speak	
part there. So,	
let us learn to	
accept it.	
Between	
seeing it and	
disrespect, it's	
another way of	
learning how	
they approach	
the language,	
how they	
speak, learn	
from	
something,	
and even food,	
even food here	
too,	
sometimes the	
food, the	
country leads,	
they are not	
used to the	
food. But	
sometimes we	
find	
Egyptians,	
Americans	
eating our own	

		food Itla years			
		food. It's very			
How do	DED	unique.	0 1	TPI	V. 1:4. 1
	REP	Ya kita harus	• Openess to	The	Ya kita harus
you		memberikan	change	integrati	memberikan
address		pemahaman	(persuading	on of	pemahaman
stereotype		kenapa kalian	or correct	intercult	kenapa kalian
s or		harus belajar	misconcepti	ural	harus belajar
misconcep		bahasa	ons about	awarenes	bahasa
tions		Inggris.	English)	S	Inggris.
about		Karena bahasa			Karena
different		Inggris itu			bahasa
cultures in		bahasa yang			Inggris itu
your		global.			bahasa yang
English		Internasional.			global.
lessons?		Kalau kalian			Internasional.
		misalnya mau			Kalau kalian
		berkomunikas			misalnya mau
		i dengan yang			berkomunikas
		lain jadi			i dengan yang
		mudah.			lain jadi
		Misalnya mau			mudah
		liburan atau			Apalagi kan di
		mencari kerja			kejuruan-
		di luar negeri			kejuruan ya di
		pun. Kalian			SMK itu kan
		mudah			memang pasti
		menjalannya			saling
		kalau memang			berkesinambu
		sudah bisa			ngan antara
		bahasa Inggris			bahasa
		gitu. Apalagi			Inggris atau
		dasarnya.			bahasa asing
		Apalagi kan di			dan jurusan mereka.
		kejuruan-			mereка. Contohnva
		kejuruan ya di			-
		SMK itu kan			kan di teknik sepeda motor,
		memang pasti saling			
		berkesinambu			perbankan syariah, dan
					teknik
		ngan antara bahasa Inggris			komputer
		atau bahasa			jaringan itu
		asing dan			kan. Di dalam
		jurusan			komputer
		mereka.			banyak kan
		Contohnya			bahasa-
		kan di teknik			bahasa asing
		sepeda motor,			yang harus
		perbankan			mereka
		syariah, dan			pahami
		syarian, uan		l	panami

U	terlebih dahulu, dikomunikasi kan, dan diberi pemahaman terlebih dahulu. For stereotypes, they are always there. Stereotypes are always there among students, even among adults. But with the advent of technology,	 Cultural relativity (creating a respectful atmosphere in the classroom) Activities (discussion and self-discovery) 	The integrati on of intercult ural awarenes s	Respectful atmosphere. They can accept the difference, culture among them. Yes. Very, very respectful atmosphere for every culture. Every
	komputer jaringan itu kan. Di dalam komputer banyak kan bahasa-bahasa asing yang harus mereka pahami apalagi di motor juga banyak bahasa-bahasa yang harus mereka pelajari. Jadi bahasa Inggris itu sangat penting bagi mereka. Untuk menjaga kesalahpaham an harus dijelaskan			motor juga banyak bahasa- bahasa yang harus mereka pelajari. (REP)

They know a about one lot more than food in we do. Give Nigeria. We them some call the food time. Give Amala. them some Amala. It's a credit for. So Nigerian food. Our friend we use prompts. We from Nigeria, use prompts in Sokumbi, Tengdi. The class. The food, the way moment student says the food something in prepared class that we very unique. don't, You know, we think, wow, when he was their students talking about think is not, is the food, the friend was, ah, strange, we address the it looks very issue and then nasty. The food is made we link them using, we let with, you them do their know. research cassava. They themselves to put cassava in find out more water until the about cassava rots. particular When it rots, topic and why they steam it that really is in and then they various new food out the of it. Now cultures. when he was Respectful talking about atmosphere. the food, they They look some way can accept less. Having the difference, said it and culture among explained it, them. Yes. okay, the question Very, very got respectful him, okay, atmosphere there are for things every culture. Every elsewhere that culture is free we don't know, to express that we have itself. Last to learn from.

 T		
time I	Å	So it's very
remember we	1	interesting.
were talking		(U)
about one food		
in Nigeria. We		
call the food		
Amala.		
Amala. It's a		
Nigerian food.		
Our friend		
from Nigeria,		
Sokumbi,		
Tengdi. The		
food, the way		
the food is		
prepared is		
very unique.		
You know,		
when he was		
talking about		
the food, the		
friend was, ah,		
it looks very		
nasty. The		
food is made		
with, you		
know, cassava.		
They put		
cassava in		
water until the		
cassava rots.		
When it rots,		
they steam it		
and then they		
new food out		
of it. Now		
when he was		
talking about		
the food, they		
look some		
way less.		
Having said it		
and explained		
it, okay, the		
question got		
him, okay,		
l _		
things		
elsewhere that		
we don't know,		

		that we have to				
		learn from. So				
		it's very				
		interesting.				
How do	REP	Untuk	•	Cultural	Teaching	Untuk
you assess	1421	menilainya	ľ	awareness	techniqu	menilainya
students'		yang pertama		(trying to	es in	yang pertama
intercultur		pasti siswa		make the	presentin	pasti siswa
al		bisa		atmosphere	g	bisa siswa
communic		menjelaskan		of classroom	intercult	menjelaskan
ation skills		atau		respectful)	ural	atau
in the		menerangkan		Openess to	awarenes	menerangkan
English		tentang		change	s in	tentang
classroom		kebudayaan		(avoiding	5 111	kebudayaan
?		yang ada di		culture		yang ada di
		Indonesia.		shock by		Indonesia.
		Kemudian		constantly		Kemudian
		siswa juga		learning		siswa juga
		mampu		about and		татри
		menangkap		adjusting to		menangkap
		makna-makna		other		makna-makna
		yang kita		backgrounds		yang kita
		komunikasika)		komunikasika
		n tentang		,		n tentang
		kebudayaan.				kebudayaan.
		Terus yang				Terus yang
		kedua, tidak				kedua, tidak
		adanya				adanya
		kesalahpaham				kesalahpaham
		an satu dengan				an satu
		yang lainnya.				dengan yang
		Yang ketiga				lainnya. Yang
		juga, siswa				ketiga juga,
		mampu				siswa mampu
		memberikan				memberikan
		ide atau				ide atau
		gagasan				gagasan
		mereka				mereka
		tentang				tentang
		kebudayaan				kebudayaan
		atau materi-				atau materi-
		materi				materi
		kebudayaan.				kebudayaan.
		Yang keempat,				Yang keempat,
		siswa juga				siswa juga
		mampu mendengarkan				mampu
		secara efektif				mendengarka n secara
		tentang				efektif tentang
		penjelasan	<u> </u>			penjelasan

	yang guru			yang guru
	sampaikan di			sampaikan di
	kelas. Terus			kelas. Terus
	yang kelima,			yang kelima,
	mereka			mereka
	mampu			татри
	mengkomunik			mengkomunik
	asikan atau			asikan atau
	mempresentas			mempresentas
	ikan informasi			ikan informasi
	dengan baik			dengan baik
	kepada teman-			kepada
	teman			teman-teman
	sebanyaknya.			sebanyaknya.
	, ,			, , , , , , , , , , , , , , , , , , ,
	terakhir,			terakhir,
	mereka atau			mereka atau
	siswa mampu			siswa mampu
	menggunakan			menggunakan
	bahasa yang			bahasa yang
	baik dan			baik dan
	efektif.			efektif. (REP)
U	Well, the first	 Creativity 	Teaching	Well, the first
	one of them is	and	techniqu	one of them is
	through	adaptability	es in	through
	speaking. In	(ensuring	presentin	speaking. In
	one of our	their	g	one of our
	lessons, there's	adaptation to	intercult	lessons,
	something	the	ural	there's
	called oral	appropriate	awarenes	something
	English. And	way of	s in	called oral
	oral English,	teaching)		English. And
	we teach	2)		oral English,
	children how			we teach
	to pronounce			children how
	words			to pronounce
	correctly, how			words
	to pronounce			correctly, how
	words. And it			to pronounce
	means that			words. And it
	sometimes we			means that
	let them read			sometimes we
	different			let them read
	topics. So			different
	when they			topics. So
	_			
	read on given			-
	topics, we're			read on given
	able to see			topics, we're
	whether they			able to see
	are adapted to		j	whether they

the proper way of what we are telling them. We also use comprehensio n. After doing comprehensio n lessons, as I said, we do reading across topics, across cultural boundaries. That's another way. We also use project works. Now project works, what do you mean? In that case, having given them group, now we now give them individual project work. Let's say we put them in three groups. Three students in a group. Having done the first group work, we now give every student his own project work based on what they did together. So while you were in the group with your colleagues, what did you learn? What light was a student with your colleagues, what did you learn? What light was a student with your colleagues, what did you learn? What light was a student with your colleagues, what did you learn? What light was a student was a student with your colleagues, what did you learn? What light was a student was a s			
telling them. We also use comprehensio n. After doing comprehensio n lessons, as I said, we do reading across topics, across cultural boundaries. That's another way. We also use project works. Now project works, what do you mean? In that case, having given them group, now we now give them individual project work. Let's say we put them in three groups. Three students in a group. Having done the first group work, we now give every student his own project work based on what they did together. So while you were in the group with your colleagues, what did you learn? What	the proper way		are adapted to
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your colleagues, what did you learn? What	were in the		
colleagues, what did you learn? What	group with		
what did you learn? What	your		
learn? What			
learn? What	what did you		
4:4 1			
did you learn	 did you learn	 	

together as a		
group? Just		
you alone.		
See, like, he		
has learned		
from his		
colleagues,		
•		
Lebanon, from		
Turkey, from		
America. All		
here, I learned		
all that by		
myself. That's		
what we're		
doing. We		
promote		
intercultural		
relationships		
to this. We		
show them the		
adapted, based		
on what they		
learned from		
the group.		
Okay. And		
-		
then, because this is		
international		
school, such as		
like American		
or British, they		
are already		
native		
speakers.		
While		
Turkish,		
Egyptian,		
Lebanese, it's		
non-native		
speakers. So		
we use		
English as		
foreign		
language,		
right? And		
also, Ghanaian		
also, right?		
Yes. Yeah,		
Ghanaian also.		

		1
Then, how you		
can handle the		
difference		
between the		
native and the		
non-native?		
Yes. Besides		
the		
pronunciation,		
of course, it's		
really		
different.		
Native is like		
this already-		
deaf language.		
Well, in our		
culture, in our,		
it's second of		
foreign		
language that		
we use for,		
you know,		
formal or		
international		
or global		
things, right?		
Yes. So, but		
we use our		
own language		
for daily		
communicatio		
n.		

Appendix 3. Research Permit Letter in Ghana



YAYASAN PENDIDIKAN GALUH

UNIVERSITAS GALUH FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor

: 474 /21/SP/KM/D1/V/2024

Ciamis, 6 Juni 2024

Perihal

: Ijin Penelitian

Kepada

Yth. . Kepala Sekolah Hudai Tiwnkli International Senior High School, TINASCO

Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Ciamis :

Nama

: NURUL ARIFIN

NIM

: 2109200041

Program Studi

: PENDIDIKAN BAHASA INGGRIS

Tingkat/Semester

: IV (EMPAT)/VIII (DELAPAN)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data sehubungan dengan penulisan karya ilmiah (Skripsi) yang berjudul: EXPLORING INTERCULTURAL AWARENESS IN ENGLISH LANGUAGE TEACHING: A COMPARATIVE STUDY OF INDONESIAN AND GHANIAN ENGLISH TEACHERS

Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami, Wakil Dekan I

ovon Sutresna, Drs., M.Kes.

196504121990021001

Tembusan disampaikan Kepada Yth,

- 1. Prodi di FKIP UNIGAL
- 2. Panitia DBS
- 3. Arsip

Appendix 4. Research Permit Letter in Indonesia



YAYASAN PENDIDIKAN GALUH

UNIVERSITAS GALUH FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor

: 474 /21/SP/KM/DI / V/2024

Ciamis, 6 Juni 2024

Perihal

: Ijin Penelitian

Kenada

Yth. . Kepala Sekolah SMK Miftahussalam

Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Ciamis :

Nama

: NURUL ARIFIN

NIM

: 2109200041

Program Studi

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Tingkat/Semester

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Demikian permohonan kami, atas bantuan dan perhatiannya kami ucapkan terima kasih.

Hormat Kami, Wakil Dekan I

Yoyon Sutresna, Drs., M.Kes. WILLER NID 196504121990021001

Tembusan disampaikan Kepada Yth,

- 1. Prodi di FKIP UNIGAL
- 2. Panitia DBS
- 3. Arsip

Appendix 5. Research Consent Forms in Ghana

Consent Form

Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers

I agree to participate or agree to participate in the research project titled "Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers", conducted by Nurul Arifin who has discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort, or harm as a consequence of my participation in the research project
- the steps that have been taken to minimize any possible risks
- what I expected and required to do
- whom I should contact for any complaints about the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

By signing the form, I agree to the terms indicated above

Researcher's Signature

Nurul Arifin

Date: 10-06-2024

Participants's Signature

Umar Mutawakil Date: 10-06-2024

Appendix 6. Research Consent Form in Indonesia

Consent Form

Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers

I agree to participate or agree to participate in the research project titled "Exploring Intercultural Awareness in English Language Teaching: A Comparative Study of Indonesian and Ghanian English Teachers", conducted by Nurul Arifin who has discussed the research project with me.

I have received, read, and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort, or harm as a consequence of my participation in the research project
- the steps that have been taken to minimize any possible risks
- what I expected and required to do
- whom I should contact for any complaints about the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

By signing the form, I agree to the terms indicated above

Researcher's Signature

Participants's Signature

Nurul Arifin

Date: 11-06-2024

Rinzani Edyani Putri, S. Pd., Gr

Date: 11-06-2024

Appendix 7. Curriculum Vitae

Curriculum Vitae



A. Personal identity

Name : Nurul Arifin

Place of Birth : Ciamis

Date of Birth : 29th June 2001

Sex : Female

Home Address : Cijoho, RT11/RW15, Desa Muktisari, Kec.

Cipaku, Kab. Ciamis

Nationality : Indonesia

Phone/ Mobile : -

E-mail : <u>narifin622@gmail.com</u>

B. Educational Program

- Elementary School at SDN 2 Muktisari (2008-2014)
- Junior High School at SMPN 1 Ciamis (2014-2017)
- Senior High School at SMAN 2 Ciamis (2017-2020)