

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. This research will provide data using questionnaires and interviews. A total of 15 questions were filled in by 39 student respondents from class 1 I'dadi. 1 I'dadi Class is a preparatory or trial class category held at the Darul Hijrah boarding school, which consists of students who have just entered the boarding school but have entered the boarding school after graduating from junior high school (non-boarding school). Furthermore, researcher conducted interviews with 10 students. The data from the questionnaire is used to answer the first research question, while the data from the interview is used to answer the second research question.

A. Findings

The following are the results that are presented in this part in response to the two research questions posed:

1. The Problems in Intercultural Communication in Learning English

The findings of the first research question are displayed in a questionnaire to answer the problems in intercultural communication. The resulting data from participating EFL responses is displayed in the form of a chart below.

The findings are reported in sequence as follows:

a. Anxiety

Anxiety in intercultural communication refers to the feeling of unease and discomfort experienced by individuals when interacting with people from different cultures due to the high level of uncertainty involved (Neuliup, 2019).

1) Awkward and uncomfortable when learning English

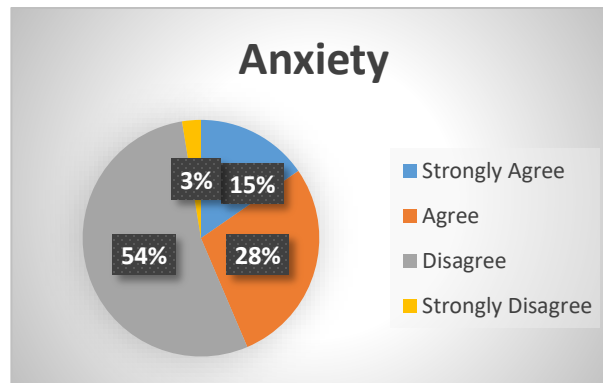


Figure 4.1 The First Finding of Anxiety

On the question of whether students feel awkward and uncomfortable when learning English because of differences in communication between cultures, A total of 21 people (54%) said they disagreed, 11 people (28%) chose to agree, and 6 people (15%) chose to disagree.

2) Having excessive anxiety

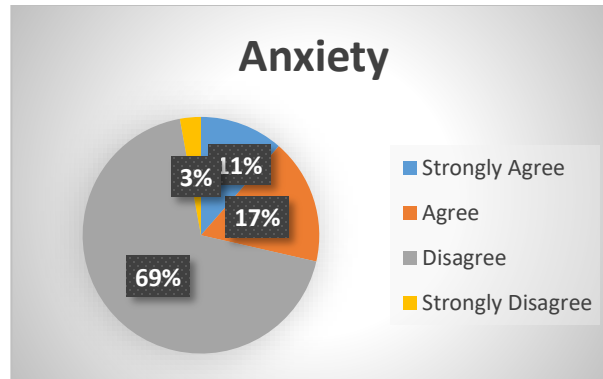


Figure 4.2 The Second Finding of Anxiety

In the second statement, "I have excessive anxiety when communicating with friends from different cultures when learning English," 24 people (69%) said they did not agree, while 6 students (17%) said they agreed. The resulting category for the aspect of whether people are aware of differences in cultural background is the high category, with a score of 108.

3) Not having language skills when communicating in learning English.

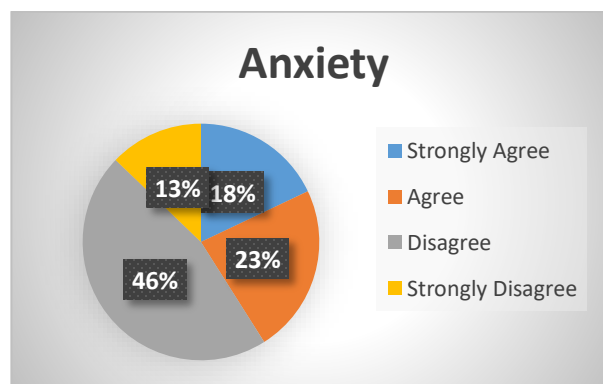


Figure 4.3 The Third Finding of Anxiety

In the third statement, "I don't have language skills or express language in communication, so it makes me anxious about communicating and learning English." The anxiety aspect is the lack of language ability or expressing language in communication. A total of 18 students (46%) chose not to agree. 9 people (23%) chose to agree. 7 students (18%) strongly agreed. And five students (13%) strongly disagreed. Based on the formula contained in Chapter III, their lack of language ability or ability to express language in communication is a high category with a score of 99.

b. Assumption of Similarities

Assumption of similarity in intercultural communication is when someone assumes that their cultural norms and values are universally accepted (Ivypanda, 2023).

1) Not realizing the difference in cultural background

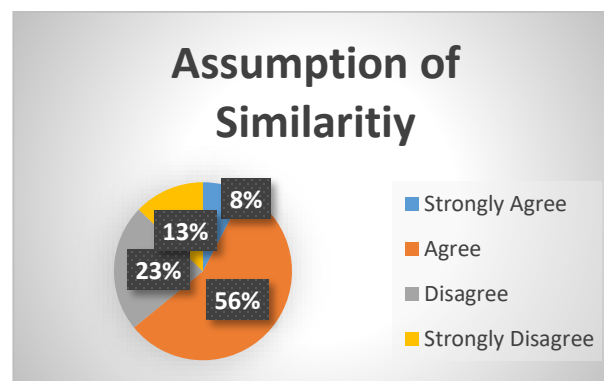


Figure 4.4 The First Finding of Assumption of Similarity

In the aspect of the assumption of similarity, “I was not aware of the differences in cultural background between me and the environment where I was the highest” frequency was 22 people (56%) who agreed, 9 students who disagreed (23%), strongly disagreed with 5 students (13%). This statement enters the low category with a total score of 94.

- 2) Frequent misunderstandings due to unawareness of intercultural communication differences

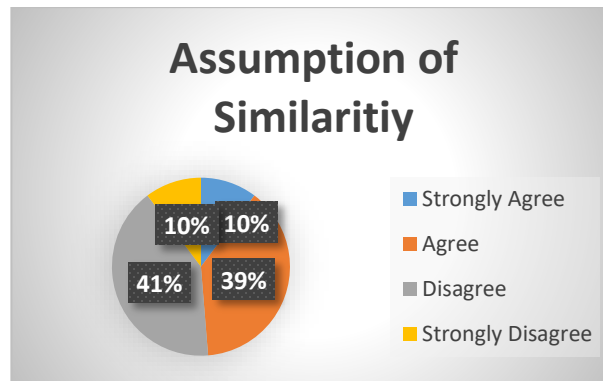


Figure 4.5 The Second Finding of Assumption of Similarity

In the second statement, there is an assumption of similarity. “There are often misunderstandings between me and my friends when studying English because I am not aware of the differences in intercultural communication.” As many as 16 students (41%) said they disagreed, while 15 students (39%) chose to agree, and 4 people (10%) said they strongly disagreed and strongly agreed with the existence of

misunderstandings in learning English due to differences in intercultural communication. After accumulating the entire score, the statement gets a result of 98 by entering the high category.

- 3) Perplexing to people who claim that intercultural communication is different

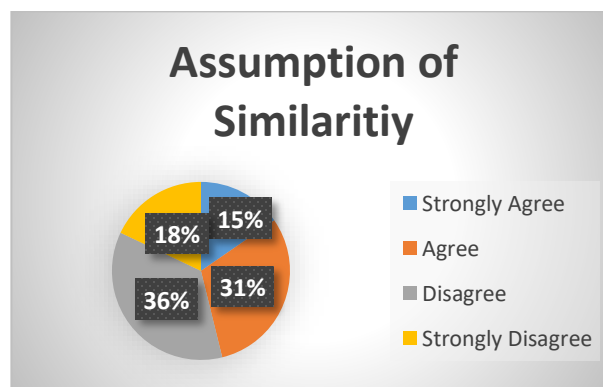


Figure 4.6 The Third Finding of Assumption of Similarity

In the third statement, in the aspect of the assumption of similarity, "I feel confused by friends who state that intercultural communication is different," as many as 14 students (36%) said they disagreed, 12 students (31%) chose to agree, and 7 students (18%) said they strongly disagreed with the statement that they felt confused by friends who stated that intercultural communication was different. This statement produces a high category with a score of 100.

c. Ethnocentrism

Ethnocentrism is the experience of seeing one's own culture as superior to other cultures (Justen, 2009).

1) Receiving insults when using English

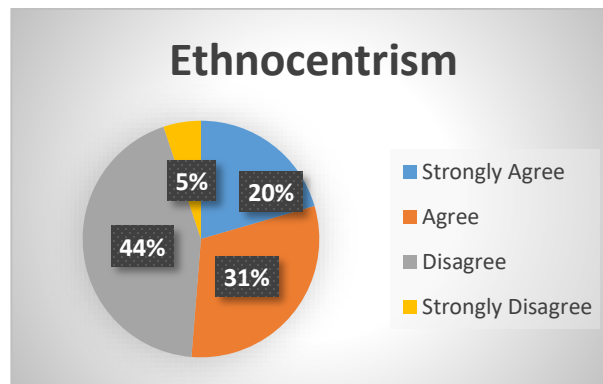


Figure 4.7 The First Finding of Ethnocentrism

In this aspect, data is obtained on statements about whether the students have ever received insults when using English with friends. “I ever got insulted by my friend when communicating in English.” A number of 17 people (44%) said they disagreed, 12 people said they agreed (31%), and 8 people (20%) said they strongly agreed with the statement. The category obtained in this data enters the low category with an overall score of 61.

2) Fighting over misunderstanding of communication

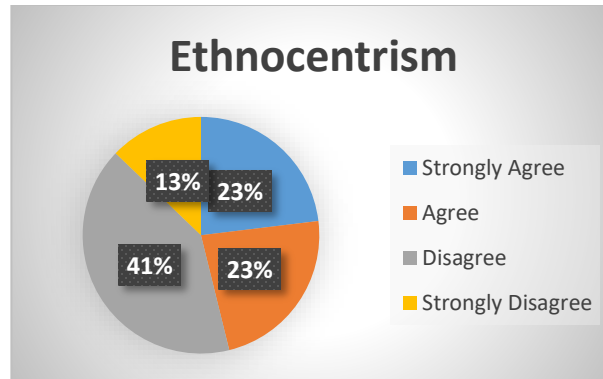


Figure 4.8 The Second Finding of Ethnocentrism

In this aspect, data is obtained on statements about whether the students have ever had an argument because of a communication misunderstanding. "I ever had an argument with my friend due to a communication misunderstanding." A total of 16 people (41%) said they disagreed, 9 (23%) said they agreed and strongly agreed, and 5 people (13%) chose strongly disagree. The category obtained in this data enters the low category with an overall score of 95.

3) Difficult to adapt to a different cultural environment

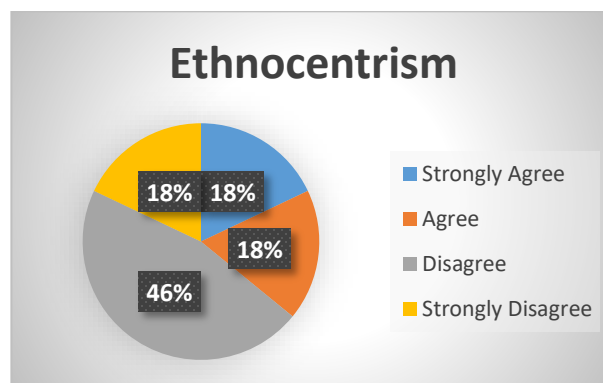


Figure 4.9 The Third Finding of Ethnocentrism

In the third statement in the aspect of ethnocentrism. “I feel difficult to adapt to a different cultural environment” as many as 18 students (46%) said they disagreed, and the other 3 scales show the same frequency, namely 7 people (18%) from each scale. Based on the formula for determining categories listed in chapter 3, this statement indicates the high category with a score of 103.

d. Stereotypes

Stereotypes in intercultural communication refer to oversimplified or distorted views of another race, ethnic group, or culture (Hudriati et al., 2020).

1) Feeling differentiated when learning English

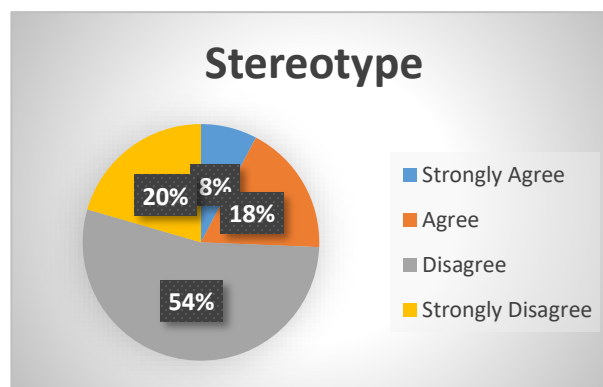


Figure 4.10 The First Finding of Stereotype

In the fourth aspect, we want to find out what problems occur in intercultural communication, one of which is the stereotype aspect. In

this statement, the researcher asked whether students ever felt differentiated when learning English. “I feel differentiated when communicating learning English,” so the results showed that 21 people (54%) said they disagreed, then 8 people (20%) said they disagreed, and 7 people (18%) said they agreed. This statement produces an overall score of 112 in the high category.

2) Easy to have negative prejudices

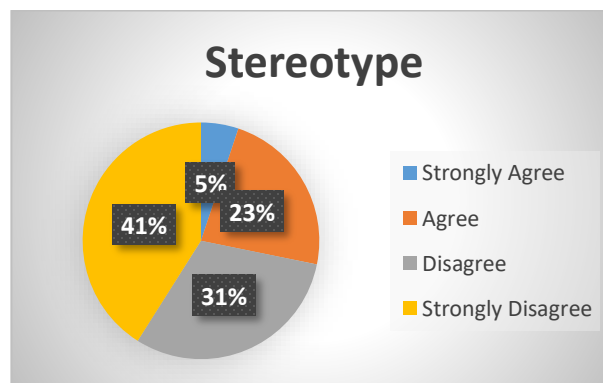


Figure 4.11 The Second Finding of Stereotype

The second statement is that it is easy to have negative preconceptions about friends from different cultures. “I feel it's easy to have negative prejudices towards friends from different cultures.” This data resulted in 16 people (41%) saying they strongly disagreed, 12 people (31%) saying they disagreed, and 9 people (23%) saying they disagreed with the ease of having negative prejudices against friends

from different cultures. In this statement, after accumulating, the score is 120, so it enters the high category.

3) Feeling misunderstood by my friends' cultural behaviors

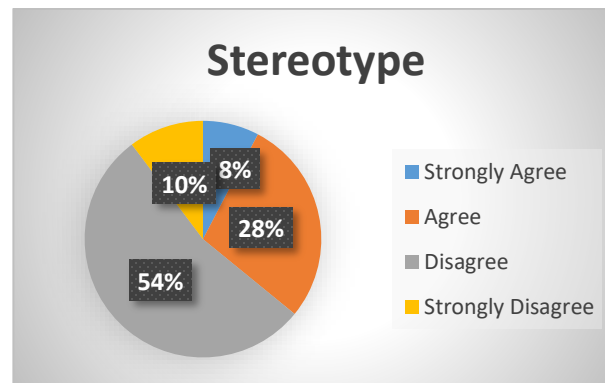


Figure 4.12 The Third Finding of Stereotype

On the statement of whether students feel misunderstand their friends' cultural behavior. "I often feel like I misunderstand my friends' cultural behavior," a number of 21 people (54%) said they disagreed, 11 people (28%) chose to agree, and 4 people (10%) chose to strongly disagree. Based on the formula contained in Chapter III, their feeling of misunderstanding with friends' cultural is high, with a score of 104.

e. Prejudice

Prejudice in intercultural communication means having negative thoughts or feelings about people from different cultures without really knowing them (Nisa et al., 2017).

1) Feeling of being excluded and differentiated

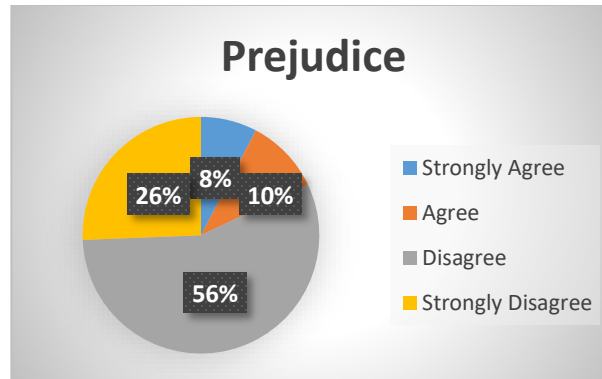


Figure 4.13 The First Finding of Prejudice

In the prejudice aspect of the first statement, there is a feeling of being excluded and differentiated when communicating with friends from different cultures. "I feel ostracized in my current environment, which causes me difficulty in communicating with friends from different cultures." Based on the results of the questionnaire distributed, 22 people (56%) said they disagreed, 10 people (26%) said they disagreed, 4 people (10%) said they agreed, and 3 people (8%) said they strongly agreed. After adding up all the scores for each indicator, the result was 117 in the high category.

2) Feeling unappreciated and finding it difficult to work together

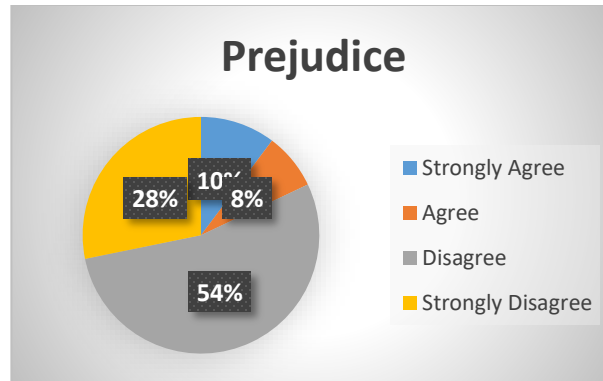


Figure 4.14 The Second Finding of Prejudice

In the aspect of prejudice in this statement. “I feel unappreciated and find it difficult to work with friends from different cultures.” The highest frequency was among 21 people (54%) who disagreed and 11 students (28%) who strongly disagreed. This statement enters the high category with a total score of 117.

3) Feeling of difficulty in conveying ideas when communicating

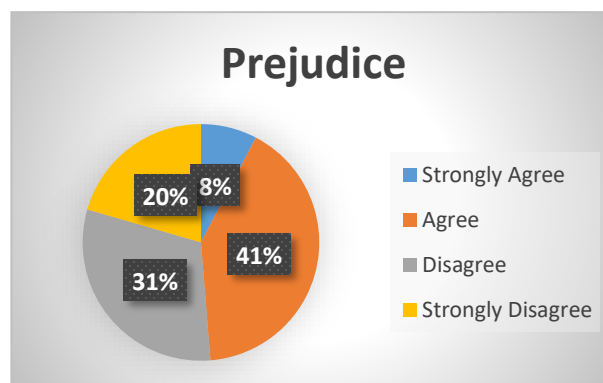


Figure 4.15 The Third Finding of Prejudice

On the statement “I feel it is difficult to convey ideas or opinions when communicating with friends from different cultures,” a total of 16 people (41%) said they agreed, 12 people (31%) chose to disagree, and 8 people (20%) chose to strongly disagree. Based on the formula contained in Chapter III, their awkward and uncomfortable feeling when learning English because of differences in communication between cultures is high, with a score of 103.

The following calculations are displayed per aspect, along with the types of categories that have been obtained. Formulas for calculating this questionnaire are based on Umar (2001). After calculating intercultural communication problems in each aspect, the researcher then compiled an average recapitulation per aspect for clearer and more complex calculations, see the appendix. This was done with the aim of determining which aspects best reflect the main challenges faced by students in the context of intercultural communication. Below are the average results of the recapitulation of each aspect.

Table 4.1 Average Results of the Recapitulation of each Aspect

No	Problems in Intercultural Communication	Average	Category
1	Anxiety	100,6	High
2	Assumption in Similarity	97,3	High
3	Ethnocentrism	86,3	Low
4	Stereotype	112	High
5	Prejudice	112,3	High

This questionnaire uses a Likert scale with a score to indicate the level of agreement with negative statements. The score given is strongly agree with a value of 1, agree with a value of 2, disagree with a value of 3, and strongly disagree with a value of 4. Therefore, the lower the score obtained, the higher the level of agreement with the statement submitted.

Based on the results of the average calculation for each aspect, it can be concluded that ethnocentrism is the lowest aspect, indicating that students' problems in dealing with cultural differences during English learning are most often related to the ethnocentrism aspect.

2. The Strategies in Intercultural Communication in Learning English

The findings of the second research question are displayed in relation to the strategies to overcome intercultural communication in learning English. The data collection technique used was through interviews with 10 students who came from different cities to represent the desired answers. Because this research was based on cultural differences, the researcher chose people who actually had cultural differences from each other. The researcher transcribed the interviews, taking accurate notes of participants' responses by writing notes verbatim. However, because some students experience nervousness during interviews, there is a possibility that grammatical errors will occur that were present in their original response. The next researcher adapts the initial response while maintaining its underlying meaning.

The results of the interview will be compiled by researcher based on the types of strategies for overcoming cultural differences from the theory of Ruben et al. (2013), namely recognizing cultural differences and the existence of differences and self-evaluation, finding out the customs of the culture, avoiding negative judgment, and protecting against culture shock.

a. Recognizing cultural differences and existence of differences

Students can overcome misunderstandings in communicating English by recognizing that each individual has a different cultural background. By being aware of these differences, they can better understand other people's perspectives and ways of thinking, thereby avoiding misunderstandings that may arise due to cultural differences. This allows for more effective communication and mutual understanding when learning English.

"I realized that I was in a school with students from various regions, not only from Banjarmasin, but also from East Kalimantan, Barito Kuala, Tanjung, and so on. Therefore, when there was a misunderstanding in communicating with my friends, I had to realize that the environment I was in was very diverse, with people from different backgrounds." (S9)

From the statement above, students use the strategy of recognizing cultural differences and the existence of differences to realize that the environment student were in was very diverse, with people from different backgrounds.

The student endeavored to identify cultural elements that might be obstacles in my adaptation process and to understand the values and norms of the learning environment.

"In an effort to overcome this problem, I implemented a strategy that involved a deeper understanding of the different cultures of my peers. I endeavored to identify cultural elements that might be obstacles in my adaptation process, and to understand the values and norms of the learning environment. With these steps, I hope to open myself up to differences, increase my understanding of diverse cultural perspectives, and actively participate in the social and academic life of my learning environment. In doing so, these strategies not only help me to overcome adaptation difficulties, but also open doors to engage in more positive and inclusive intercultural interactions." (S7)

From the statement above, students use the strategy of recognizing cultural differences and the existence of differences. Student implemented a strategy that involved a deeper understanding of the different cultures of their friends.

Besides understanding different communication styles of friends, it is also important for students to find out the values and norms they adhere to, as well as their level of interest in speaking English. This is considered important because it will have a significant impact on their communication skills.

"In dealing with this problem, I implemented a strategy that involved a deeper understanding of the culture of my friends who had different interests. In this way, I try to understand their cultural background, the values they hold, and the extent of their interest in English. Through these efforts, I hope to build stronger connections with them, increase their mutual interest in speaking English, and facilitate my adaptation process into a diverse

learning environment. Thus, this strategy not only helped me overcome communication barriers, but also created a more inclusive and collaborative learning environment.” (S6)

From the statement above, students use the strategy of finding out the customs of the culture, student implemented a strategy that involved a deeper understanding of the culture of the friends who had different interests.

b. Self-Evaluation

Some students carry out self-evaluation strategies as a first step in overcoming misunderstandings. They carry out evaluations by assessing the extent of their understanding of their friends' culture as well as the extent to which their communication conforms to their friends' cultural values. In this case, students stated that they critically assessed their knowledge of their friends' culture and the extent to which their ability to communicate was in accordance with existing cultural values.

“To overcome this challenge, I have implemented a specific strategy that involves self-evaluation steps first before interacting with people from different cultures. In this way, I try to better understand the extent of my understanding of the culture and the extent of adjustment required in communicative interactions. With this approach, I hope to reduce anxiety levels, improve intercultural communication skills, and create a more inclusive learning environment.” (S2)

From the statement above, students use the strategy of self-evaluation, student has implemented a specific strategy that involves

self-evaluation steps first before interacting with people from different cultures.

A number of students highlighted the importance of self-evaluation strategies before assessing friends in the context of communication. In this approach, they measure the extent of their English communication skills, routinely checking for weaknesses and errors related to accent, spelling, and intonation that may arise during interactions. They realize that in some situations, tonal nuances also play an important role as part of cultural uniqueness. Thus, students attempt to understand and adapt their speaking styles according to the culture adopted by their friends. Student said:

“In an effort to overcome this problem, I implemented a strategy that involved self-evaluation and a deeper understanding of the culture of my friends who have different cultural backgrounds. In this way, I actively evaluate my English skills, identify weaknesses and potential errors in accent or pronunciation, tone and strive to improve these aspects. Additionally, by recognizing the culture of my peers, I strive to capture linguistic nuances that may influence communication and create a more inclusive learning environment. Through this approach, I hope to improve intercultural communication skills, reduce anxiety levels, and progressively overcome obstacles that arise in the process of learning English.” (S8)

From the statement above, students use the strategy of self-evaluation. student implemented a strategy that involved self-evaluation and a deeper understanding of the culture of their friends who have different cultural backgrounds.

A number of students expressed other views regarding self-evaluation when communicating with peers. They carry out a process of self-introspection both before and after interacting with friends. These students realize that differences in cultural aspects, perceptions, and values can arise during communication, potentially leading to feelings of being disrespected. Therefore, doing self-introspection is an important step to ensure smooth communication and create better understanding in social interactions. Student uttered:

“In overcoming this problem, I implemented a strategy that involved self-evaluation steps, especially in different cultural contexts. I try to better understand aspects of my peers' culture, identifying differences in perceptions and values that may contribute to feelings of being unappreciated. With these efforts, I strive to open better lines of communication, create mutual understanding, and build more positive relationships with them. "In addition, this strategy also includes increasing self-awareness of feelings of exclusion, with a focus on understanding and appreciating cultural diversity." (S10)

From the statement above, students use the strategy of self-evaluation, student implemented a strategy that involved self-evaluation steps, especially in different cultural contexts.

c. Recognizing the customs of the culture

Some students argue that handling intercultural communication is not only limited to awareness of aspects of life such as value systems, beliefs and traditions in a social aspect. But it also focuses on how to interact with society according to cultural expectations.

“To overcome this problem, I implemented a strategy that involved a deep understanding of how to interact with the community well in accordance with applicable customs. Therefore, I make active efforts to absorb and understand the cultural context in every aspect of English learning, so that I can improve my communication skills more effectively and confidently.”

From the statement above, students use strategies to find out their cultural customs. Students apply strategies that involve a deep understanding of how to interact with society well in accordance with applicable customs.

In this approach, students can reflect on unique things, such as the meaning of words and ways of pronunciation, that come from friends with different cultural backgrounds.

“To overcome this problem, I implemented a strategy that involved getting to know more deeply the culture of my friends who had different accents. In doing so, I attempt to understand the nuances of the accent they use, identify differences in word meaning or pronunciation, and attempt to mitigate any potential misunderstandings that may arise. Through this approach, I hope to improve my communication skills, create better understanding, and reduce the possibility of misinterpretation in intercultural interactions when using English.” (S4)

From the statement above, students use the strategy of finding out the customs of the culture, student implemented a strategy that involved getting to know more deeply the culture of my friends who had different accents.

“To overcome this problem, I implemented strategies that involved a deeper understanding of the culture of my English-speaking friends. With this approach, I seek to recognize their

cultural uniqueness, understand how they communicate, and pick up on linguistic nuances that may influence my interpretations. Apart from that, I also focus on improving my understanding of English through practice, learning the context in which words are used, and building confidence in speaking. Through these strategies, I hope to reduce my anxiety levels, improve my ability to communicate in English, and feel more confident in intercultural interactions.” (S5)

From the statement above, students use the strategy of finding out the customs of the culture and implement strategies that involve a deeper understanding of the culture of student English-speaking friends.

Through reflection on the meaning of words and how to pronounce them, students stated that the result was the creation of comfort in communicating, making it easier to convey ideas, and increasing the ability to collaborate.

“To overcome this problem, I have implemented strategies that involve getting to know and understanding more deeply my friends' different cultures. In this way, I strive to create better connections with them, increase their confidence in communicating, and understand the best ways to convey ideas and invite collaboration effectively. By getting to know their culture, I hope to overcome communication barriers, expand my social network, and improve my overall English skills” (S3)

From the statement above, students use the strategy of finding out the customs of the culture, student have implemented strategies that involve getting to know and understanding more deeply the friends' different cultures.

B. Discussion

The researcher has conducted qualitative methods research using the case study method to collect relevant data. This research specifically focuses on intercultural communication problems and strategies in learning English. In the discussion section, the researcher details the findings obtained from the data collection and analysis process. The main purpose of this discussion is to provide answers to the general and specific research questions that have been formulated in the context of this study.

Some important themes and categories that emerged from the data collection and analysis were used as core concepts in linking the findings of this study with theories and previous research on intercultural communication problems and strategies in learning English.

The following description will discuss each research finding that has been examined by the researcher:

1. The problems of intercultural communication in learning English

- a. The problems of intercultural communication in learning English findings

Based on Coleman et al. (2022), there are five barriers to intercultural communication: anxiety, the assumption of similarities, ethnocentrism, stereotypes, and prejudice.

1) Anxiety

The symptoms of anxiety are worry and excessive anxiety. Anxiety can make it difficult for us to communicate across cultural boundaries and form connections. Intercultural communication anxiety can be exacerbated by barriers to communication, such as differences in language ability, emotional expression, and verbal and nonverbal communication styles (Spencer-Rodgers & McGovern, 2002). When it comes to intercultural communication, anxiety is the unease and discomfort people feel since there is a lot of ambiguity involved when they connect with people from various cultures (Neuliup, 2019).

As highlighted in table 4.1 Findings 1 there is an explanation of the results of intercultural communication problems felt by students, anxiety in intercultural communication makes students feel awkward and uncomfortable when learning English because of differences in communication between cultures, having excessive anxiety when communicating with friends from different cultures when learning English, and not having expressive language skills in communication makes it anxious to communicate and learn English.

Anxiety is ranked 3 among all intercultural communication problems that have been studied by researcher. This research is in line with the theory highlighted by Coleman et al. (2022), Neuliup

(2019), Spencer-Rodgers & McGovern (2002), Lustig & Koester (2010), and Neuliep (2016).

2) Assumption of Similarities

The assumption of cultural similarity is the conviction that people share many characteristics with one another, despite the fact that every individual has a distinct cultural background. Because of our similar experiences, it is often assumed that everyone accepts the behavior as the norm. negatively impacted by someone acting differently (Coleman et al., 2022). In intercultural communication, the assumption of similarity occurs when someone believes their cultural norms and beliefs are shared by everybody (Ivypananda, 2023).

As highlighted in table 4.2 Findings 2 there is an explanation of the results of intercultural communication problems felt by students, assumption of similarities in intercultural communication problems is not realizing the difference in cultural background between the individual and the environment one is in, there are often misunderstandings between individuals and other individuals when learning English because they do not know the differences in intercultural communication, and feeling confused by people who claim that intercultural communication is different.

Assumption of Similarities is ranked 2 of all intercultural communication problems that have been studied by researcher. This

research is in line with the theory highlighted by Coleman et al. (2022), Ivypanda (2023), Lustig & Koester (2010), and Neuliep (2016).

3) Ethnocentrism

Ethnocentrism is the viewpoint or opinion of someone who diminishes other people's cultures and feels deeply proud of their own, viewing their own as superior to all others. Misunderstandings and disputes, as well as contempt or animosity toward other civilizations, can arise from ethnocentrism (Coleman et al., 2022). Paige (1993) pointed out that degree of ethnorelativism is frequently linked to ethics. An ethnocentric mindset that makes it difficult to comprehend and adjust to the ethics of different cultures can lead to conflict. People, for instance, are unable to recognize and comprehend ethical and cultural distinctions. The idea that one's own culture is better than other civilizations is known as ethnocentrism (Justen, 2009).

As highlighted to table 4.3 Findings 3 there is an explanation of the results of intercultural communication problems felt by students, ethnocentrism in intercultural communication problems are being insulted by someone when communicating in English, quarreling with someone because of a communication

misunderstanding, and challenging to adapt to a different cultural environment.

Ethnocentrism is ranked 1 of all intercultural communication problems that have been studied by researcher. This research is in line with the theory highlighted by Coleman et al. (2022), Justen (2009), Paige (1993), Lustig & Koester (2010), and Neuliep (2016).

4) Stereotypes

Stereotyping is the process of establishing assumptions about other people based on our ideas of how they should be. The preconceived notion of stereotyping often leads to unconscious prejudices in the workplace. In intercultural communication, stereotypes are characterized by simple or skewed perceptions of another race, ethnicity, or culture (Hudriati et al., 2020).

As highlighted in table 4.4 Findings 4 there is an explanation of the results of intercultural communication problems felt by students. Stereotypes in intercultural communication problems are feeling differentiated when communicating in English language learning, feeling easily prejudiced against someone from a different culture, and often feeling misunderstood by someone's cultural behavior.

Stereotypes is ranked 4 of all intercultural communication problems that have been studied by researcher. This research is in

line with the theory highlighted by Coleman et al. (2022), (Hudriati et al. (2020), Lustig & Koester (2010), and Neuliep (2016).

5) Prejudice

According to Allport (1954) and Brown (2010), prejudice is an unfavorable opinion or attitude toward a person solely because of that person's affiliation with a certain social group. Gender, color, ethnicity, nation, socioeconomic status, religion, sexual orientation, and many more are examples of these groupings. Prejudice may take many forms, such as negative attitudes against people who were born abroad and a distaste for them because of their status as "foreigners." When it comes to intercultural communication, prejudice is defined as holding unfavorable opinions or sentiments about individuals from other cultures without really getting to know them (Nisa et al., 2017).

As highlighted in table 4.5 Findings 5 there is an explanation of the results of intercultural communication problems felt by students. Prejudice in intercultural communication problems is feeling ostracized in a new environment, causing difficulty communicating with people from different cultures, feeling unappreciated and finding it difficult to work with people from different cultures, and finding it difficult to convey ideas or opinions when communicating with people from different cultures.

Prejudice is ranked 5 of all intercultural communication problems that have been studied by researcher. This research is in line with the theory highlighted by Coleman et al. (2022), Nisa et al. (2017), Lustig & Koester (2010), and Neuliep (2016).

Through this discussion, ethnocentrism is the problem most felt by students, as it ranks first out of all intercultural communication problems.

Through this discussion, ethnocentrism is the problem most felt by students.

2. The Strategies of intercultural communication in learning English

- a. The strategies of intercultural communication in learning English findings

The following are some techniques, according to Ruben et al. (2013). Based on the findings, there are several strategies that students apply to overcome problems in intercultural communication when learning English are recognizing cultural differences, self-evaluation, recognizing the customs of the culture, avoiding negative judgment, and protecting against culture shock.

- 1) Recognizing cultural differences and existence of differences

Emphasized by Ruben et al. (2013) Strategies to avoid barriers in intercultural communication are to fully acknowledge the cultural distinctions between each other. Never be afraid to ask questions and refrain from drawing conclusions about similarities. However, while doing so, stay alert and look for values that may be

similar. Then, use these similarities to your advantage in the conversation. For example, identifying tricky intercultural communication issues with the other person.

As highlighted in the findings, recognizing cultural differences is one of the strategies that students use to overcome intercultural communication problems. By carrying out this strategy, students feel comfortable communicating, especially when learning English with people of different cultures.

2) Self-evaluation

Emphasized by Ruben et al. (2013) Strategies to avoid barriers in intercultural communication never forget that meaning is personal and is expressed via gestures and words as well. Consider meaning in relation to the meaning of others. Verify that any presumptions regarding parallels or discrepancies in meaning are accurate.

As highlighted in the findings, self-evaluation is one of the strategies that students use to overcome intercultural communication problems. By carrying out this strategy, students feel confident in communicating, especially when learning English with people of different cultures.

3) Recognize the customs of the culture

Emphasized for Ruben et al. (2013) Strategies to avoid barriers in intercultural communication are recognize the custom of the culture that are relevant in different contexts of intercultural communication. Pay attention to the standards that others adhere to. Don't assume that the reasons and rules are correct. Never be afraid to ask questions if you are unsure. The normative communication patterns in an increasingly globalized society serve as the basis for the cultural standards that govern intercultural communication. By enabling us to perceive others from their cultural perspective rather than our own, intercultural communication seeks to break down barriers brought up by cultural differences. Communication is more successful when people of diverse cultures are understood. (Rizak, 2018).

As highlighted in the findings, recognizing the customs of the culture is one of the strategies that students use to overcome intercultural communication problems. By carrying out this, these students feel that many are able to understand someone who is culturally different when communicating, especially when learning English with people of different cultures.

4) Avoiding negative judgment

Emphasized for Ruben et al. (2013) Strategies to avoid barriers in intercultural communication are refrain from expressing unfavorable opinions on cultural differences using words or body language. Recognize the diversity of cultural norms and practices, both the norms and practices of the local culture and those of others, as fascinating and arbitrary rather than natural or logical. By studying and comprehending other values, people should be able to appreciate cultural and religious diversity. People can prevent religious and cultural disputes and foster inclusivity by valuing diversity (Thahir, 2023).

According to the findings, students do not use these strategies to overcome intercultural communication problems when learning English.

5) Protecting against culture shock

A strategy to avoid barriers in intercultural communication is to acquire as much knowledge as possible about the culture with which one is interacting to prevent culture shock. For instance, via reading, corresponding with members of the culture, engaging with persons who have firsthand knowledge of the culture, and viewing films (Ruben et al., 2013).

According to the findings, students do not use these strategies to overcome intercultural communication problems in learning English. Highlighting the above discussion and based on the findings, recognizing different cultures, self-evaluation, and recognize the customs of the culture are strategies that students use to overcome problems in intercultural communication in learning English.