
PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS TOWARDS THE EFFECT OF CROSS-CULTURAL PEER MENTORING (A CASE OF INDONESIAN PARTICIPANTS OF SEA TEACHER BATCH 8, PANGASINAN STATE UNIVERSITY, THE PHILIPPINES)

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Abstract: This study aimed to determine pre-service English teachers' perceptions about effect of cross-cultural peer mentoring. This study used a mixed method design with quantitative and qualitative analysis conducted at Pangasinan State University, Secondary High school department, The Philippines. The researcher adapted the questionnaire from the Intrinsic Motivation Inventory and Interview as the Instruments of this study. There were 22 Indonesian pre-service English teachers as the subject of this study. There are 45 items in the intrinsic motivation inventory (IMI) scale with seven subscales. In this scale, the researcher measures seven aspects. Interest, perceived competence, effort, pressure, perceived choice, value, and relatedness exist. The data analysis showed that 17 (77.28%) pre-service English teachers were positively classified. Pre-service English teachers' responses to the questionnaire with a mean score of 168 (3.73 range of answer). Pre-service English teachers agree that cross-cultural peer mentoring positively affects their intrinsic motivation.

INTRODUCTION

Cross culture is more than one culture; this implies that cultures are always compared or contrasted. Goldstein & Naglieri (2010) state that Cultural difference involves the integrated and maintained system of socially acquired values, beliefs, and rules of conduct, which impact the range of accepted behaviours distinguishable from one societal group to another. Differences in cultural backgrounds can increase learning motivation for pre-service English teachers that, include cultural, racial, and gender awareness, in addition to English communication skills. Students from various cultural backgrounds are "forced" to collaborate when working in groups. While this may cause worry and anxiety, it may also allow students to gain new insights (Rienties et al., 2013). motivation is an impulse that instigates action. Motivation combines the willingness to obtain the learning objective and

desirable attitudes towards language learning. Motivation plays a key role in language learning (Gilakjani et al., 2012). The findings of research from Leidenfrost et al. (2014) prove that with peer mentoring, mentees passed many courses and achieved better average grades after one year and two years of study than non-mentees.

Based on the findings above, the researcher argues that cross-cultural peer mentoring is a suitable way to improve pre-service English teacher motivation where students can learn and understand well in an enjoyable process because the relation of friendships. This aligns with the statement from Theurer et al. (2022) research about Peer Mentoring program. Peer mentoring can be characterized as an approach provided to peers that incorporates continual emotional support or shared empathy. Despite the findings in the previous research about cross-cultural mentoring towards students' intrinsic motivation, we still need more information based on the mentees' outcomes perspective with mentoring programs significantly, one that was attended by Indonesian pre-service English teachers in a neighbouring ESL country, The Philippines, which the teacher training situation is different from Indonesia.

LITERATURE REVIEW

A. Cross-Cultural peer mentoring

According to Toppin et al. (2006), Peer mentoring is an intentional one-on-one relationship between two employees. The intentional nature of the peer relationship includes the mutual consent of the mentor and mentee. It involves a more experienced employee teaching new skills, sharing knowledge, and supporting a less experienced employee. Based on the values, cross-cultural peer mentoring is a relationship that benefits both parties between individuals with the same career stage or age with different cultural backgrounds. Cross-cultural mentoring involves cultural perceptions management between mentor and mentee (Barker, 2007).

B. Pre-service English teacher

Borg (2005) states that pre-service teachers start a program of educational teaching at the undergraduate level. Borg adds that a pre-service teacher is someone who learns to be a teacher and starts sharing knowledge. Pre-service teachers are college students who conduct teaching practice. Like the professional teacher, the pre-service teachers prepare and carry out the lessons under the guidance of a mentor. The pre-service English teachers are the students of the English Education Department or related majors with teaching practice and responsibilities as in-service teachers.

C. Intrinsic Motivation

Intrinsic motivation is the motivation of someone that emerges from his/herself without any influence from another side. This motivation is important because it is related to the desire of someone to do such an activity where no one can affect them in deciding any success or failure of anything they endeavour for. In doing a certain activity, intrinsic motivation is important because it refers to the attempt to engage someone to do the activity because the mentioned activity is enjoyable and worthy (Dörnyei, 1994). Motivation provides someone to achieve as well as a direction to follow. The objective of a

certain activity has to be achieved simultaneously with the desire to do so. Some difficulties may appear without any desire or lack of motivation (Alizadeh, 2016).

RESEARCH METHODOLOGY

This research design applied Mix method approach by combining qualitative and quantitative data collection procedures for two main reasons. Firstly, Creswell (2009) states mixed method utilizes qualitative and quantitative research strengths. Secondly, Östlund et al. (2011) state that the research will get a better understanding when combining both qualitative and quantitative data. The subject of this research was all of the 22 Indonesian pre-service English teachers who are also the participants of the SEA Teacher project Batch 8 at Pangasinan State University, The Philippines. These student-teachers conducting a month of teaching practice come from different universities across Indonesia. The questionnaire was adapted from the post-experimental Intrinsic Motivation Inventory (IMI), which was used extensively over the decades. It is based on Deci's and Ryan's Self-Determination Theory (1985). There are 45 items in the questionnaire to measure pre-service English teachers' perception of Cross-cultural peer mentoring in their intrinsic motivation. The questionnaire used a Likert scale analysis with a five-point scale to indicate students' perceptions; Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree. The Likert scale is used because of its ease in analyzing data. Jebb (2021) argues that Likert scales provide a convenient way to measure unobservable constructs.

Table 1. Likert Scale

Statements	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Due to the COVID-19 epidemic, the researchers delivered the questionnaire to the respondent pre-service English teachers via a Google Form link. The questionnaire has positive and negative statements. The score value can be seen from table 1. The results of each answer will be classified according to the range of answer options on the Likert scale.

Table 2. Range of Answer Likert Scale

Range		Agreement	Classification
190 – 225	4.21 – 5.00	Strongly Agree	Positive
154 – 189	3.41 – 4.20	Agree	
118 – 153	2.61 – 3.40	Neutral	Neutral
82 – 117	1.81 – 2.60	Disagree	Negative
45 – 81	1.00 – 1.80	Strongly Disagree	

The maximum total score if the respondent answers strongly agree on each questionnaire item is 225 (4.21 – 5.00). Likewise, if the respondent answered strongly disagree on each questionnaire item is 45 (1.00 – 1.80). Based on Table 2, the results will be

classified into Positive, Neutral, and Negative to determine the classification of opinions from respondents.

In order to collect reliable and comparable qualitative data, the researcher conducted semi-structured interviews, which provided clear instructions for the interviewer. The researcher prepared the interview using five items interview guides, and the researcher interviewed via WhatsApp Voice Call. In this case, seven pre-service English teachers were selected to conduct this interview with the researcher. In addition, it was designed to collect additional information that matched and supported the results of the questionnaire that has been done through Google form.

FINDINGS

Based on the questionnaire's result, it was found that pre-service English teachers' responses about cross-cultural peer mentoring toward their intrinsic motivation in teaching are diverse. The following is a table of results from the findings of the mean score and standard deviation of the questionnaire:

Table 3. Mean and Standard Deviation

N	Mean	Standard Deviation (SD)	Range of answer (Likert scale)
22	168	18	3.73

The total score from the questionnaire was 3696, with 22 respondents and 45 questionnaire items. It shows that the mean range of the pre-service English teachers responding about cross-cultural peer mentoring toward their intrinsic motivation in teaching practice is 168 (3.73 range), included in the positive classification. The results of the mean range were supported by frequency and the percentage of the questionnaire, which showed in the table below:

Table 4. Subjective Experience Classification

Range		Frequency	Percentage	Agreement	Classification
190 – 225	4.21 – 5.00	2	9.1 %	Strongly Agree	Positive
154 – 189	3.41 – 4.20	15	68.18 %	Agree	
118 – 153	2.61 – 3.40	4	18.18 %	Neutral	Neutral
82 – 117	1.81 – 2.60	1	4.54 %	Disagree	Negative
45 – 81	1.00 – 1.80	0	0 %	Strongly Disagree	
Total		22	100 %		

From Table 4, the responses ranged from "Strongly Agree" to "Strongly Disagree" and were classified into three groups: positive, neutral, and negative.

Pre-service English teachers' responses about the effect of cross-cultural peer mentoring on their intrinsic motivation are diverse. Two students (9.1%) had a Strongly Agree classification toward this questionnaire. Fifteen students (68.18%) had an Agree classification toward this questionnaire. There are four students (18.18 %) who had a Neutral classification toward this questionnaire. One student (4.54%) had Disagree classification toward this questionnaire. Last, none of the students (0%) had a Strongly Disagree classification toward this questionnaire. Data collected from the pre-service English teachers' responses showed that most students agreed that cross-cultural peer

mentors affected their intrinsic motivation in teaching practice. It showed that the mean score of the scale is 168, also categorized into positive classification. From seven subscales, there are six subscales classified positive and one subscale classified neutral. The value subscale has the highest score with 680 (4.41 range answer), and the pressure subscale has the lowest score with 301 (2.73 range answer).

The discussion part is taken from reveals of the interpretation of the findings of pre-service English teachers' intrinsic motivation. Several indicators could be concluded from this research. However, every respondent in this research has a variety of responses. The response is a reaction to stimuli received by the five senses, usually manifested in behavior where the response is not always positive. It was related to Azwar's (1988) statement that a person's response could be in good or bad form, positive or negative. Table 4 shows that 17 (77.8 %) out of 22 pre-service English teachers' had positive responses about cross-cultural peer mentoring affecting their intrinsic motivation in teaching while conducting the SEA Teacher project. There are seven subscales in the questionnaire. The value scale got the highest point with a 4.41 range of answers interpreted as Pre-service English teachers doing this cross-cultural peer mentoring because of the benefit or uses of this activity, which affects their intrinsic motivation. The pressure scale got the lowest with a 2.7 range of answers Likert scale means that pre-service English teachers' feelings about the pressure when Cross-cultural peer mentoring occurs. The results of this research confirm that Indonesian pre-service English teachers' agree that cross-cultural peer mentoring positively affects their intrinsic motivation in teaching.

CONCLUSION

Indonesian pre-service English teachers' does have a positive perception of Cross-cultural peer mentoring. It was proven by pre-service English teachers' responses to the questionnaire with a mean score of 168 (3.73 range of answers). It was supported by the percentage of the questionnaire, which showed that 2 (9.1%) pre-service English teachers have strongly agree responses, 15 (68.18%) have agreed on responses, 4 (18.18%) had neutral responses, 1 (4.54%) has negative responses. There are 17 (77.28%) pre-service English teachers classified as positive. Overall, it can be concluded that pre-service English teachers' believes that cross cultural peer mentoring have a positive effect on their intrinsic motivation when they carry out the teaching practice process at Pangasinan State University, The Philippines.

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