

THE IMPLEMENTATION OF ENGLISH LEARNING BASED ON MODEL OF INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) FOR IMPROVING STUDENTS' COMMUNICATION INDEPENDENCE

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Abstract: The purpose of this research is to determine the implementation of English learning based on the intercultural communicative competence (ICC) model to increase student independence in communication. Students can develop their talents, interests, knowledge, attitudes, awareness, behaviour, and skills when talking with people from different cultures (foreigners). The method approach in this research is qualitative-grounded theory using the techniques and data analysis of Miles and Huberman (1994), namely data collection, data reduction, data display, and conclusion drawing/verification. The number of participants in this research consisted of eleven participants in the fourth semester and eleven participants in the sixth semester, so total participants were twenty-two participants in this research, this sample was taken randomly. The results of this study show that students could not implement five dimensions, namely skills: interaction (11), knowledge: social (5), awareness: practice (5), attitude: 4 and behaviour: 3. Conclusion of this research, the students of the English Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Mataram implemented three main dimensions encompasses skills: The ability to interact, knowledge: social knowledge, and awareness: awareness to do the practice.

Keywords: *English learning; ICC model; implementation; independence communication.*

INTRODUCTION

Learning English as a foreign language needs a special model to learn it with various variants of language skills. The learning process is an activity that consists of two components, namely learning and teaching. Learning is said to be effective if students can absorb the material provided (Sataloff *et al.*, 2017). One of the peak language skills is communicative communication commonly referred to as the top priority of language productive skills that need to be mastered by students in higher education. Higher education learners must be able to speak in public (public speaking) which is the ability to process, design, deliver, and evaluate a message orally to the public (audience). Public speaking includes understanding a lecture material, the purpose of delivering the material, and understanding the 'character' of the audience. The teaching of public speaking has also necessarily shifted over time in terms of where speaking skills have been taught (within formal educational systems or without), how accessible speaking training was and to

whom, and how formalized the rules of correct performance have been (Bailey, 2019).

The students of Muhammadiyah Mataram University must be having the ability to communicate with people from different cultures. Based on initial observations that students in the English Education study program at the Faculty of Teacher Training and Education Muhammadiyah University of Mataram that the majority of students can understand grammar, sentence structure, and vocabulary (lexis) are good but lack the competence to communicate well with people who have different cultures. Meanwhile, the lecturers emphasize mastering the theory of speaking, listening, reading, writing, and micro skills (Vocabulary and grammar) without emphasizing the development of overall communication skills.

Implementation of learning English using the Intercultural Communicative Competence (ICC) model in higher education is the most important thing because ICC is an intercultural communication model for a foreigner with a different style. In general, this communication skill is the ability to interact effectively with people who

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have different cultures. Intercultural competence has been defined, in general terms, as 'the ability to interact effectively with people from different cultures, as foundational strategy in teacher education, IC requires a critical examination of thoughts through reflection actions, problem-solving skills, an ability to recognize and deconstruct assumptions, and a resolution to constantly question personal dogmas. (Westerlund & Karlsen, 2020). Communication is an interaction between one or more people based on ethnic, gender, and social differences in the same and different cultures. that adopting online-teaching may serve as an effective way to develop students' ICC during epidemic and in the future (Shen, 2021).

Students need intercultural communicative competence (ICC) to maintain successful cross-cultural communication and to enhance their literacy during interaction in order that they will not easily end up the cross-cultural communication with stereotype conflicts (Morganna, 2017). Instructional communication involves a process where teachers (sources) establish objectives (encoding), create messages to teach skills necessary to achieve objectives, send these messages through proper channels to students (receivers) who provide feedback (Chaisanit, 2018). Teacher educators and teaching practitioners with better understandings of various approaches in intercultural education; therefore, they can make better choices of ICC-related practices fitting their own situations (Hang, 2021). Intercultural Communicative language teaching (ICLT) model is effective in facilitating EFL learners' ICC development, and it can be applied in other similar EFL context (Duong, 2018). The feasible tasks used in real class and find it is possible to develop students' intercultural communicative competence in Chinese educational context (Cai, 2019). Communicative Language Teaching (CTL), this approach comprises some axioms in which activate the students to be able to communicate well in the language learned. CTL emphasizes on the contextually and authenticity, so that the students can learn the materials as the whole part and can easily adjust their knowledge with the reality existing (Sabrina, 2020).

Intercultural communicative competence (ICC) is the ability to communicate effectively and appropriately with other cultures to negotiate meaning. A high level of ICC is required for a successful communication across numerous cultures (Sevimel-Sahina, 2020). Intercultural

communicative competence (ICC) is importance for international students, so that they may be able to prepare themselves not only in developing communication skill but also intercultural appreciation before studying in foreign countries (Zhai & Razali, 2020). Teachers considered culture and ICC teaching to be important and required support in ICC teaching in terms of instructional materials and resources (Choi, 2019). Development of respect for cultural differences as well as an open and constructive intercultural dialogue (Butković & Čepić, 2020). The concept of ICC can build a new dimension of language learning minimizing the communication gap between the speakers of English from different parts of the world by incorporating intercultural materials into EFL curriculum. in EFL classes intercultural materials introduce the learners with the multiplicity of cultures across the world. Intercultural materials, in its extended realm, covers a far wider range that opens up immense scope for developing the knowledge and tolerance of other cultures and of the people who practice those cultures (Snigdha, 2022).

The lecturers commonly promoted the aspects by comparing the target culture with the students' own culture. Those teaching approaches are used to improve students' linguistic knowledge and facilitate a better oral and written skill so the students can employ various strategies in the academic situation, and that the activities carried out in the classroom contributed a lot to develop students' intercultural communicative competence (ICC) (Syam *et al.*, 2020). The literature review revealed a relationship between intercultural communicative competence and EAP studies, with students having higher levels of intercultural communicative competence also having higher levels of academic success (Douglas & Rosvold, 2018).

Communicative competence: the three level, the procedure level, or the actual performance as competence or the systemic level: which includes linguistics competence and grammatical knowledge, capacity or the schematic level: which includes the ability to use language and create meaning, and performance or the procedural level: which includes practical performance and the capacity to perform a language in a new context (Järvenpää *et al.*, 2021). Developing communicative competence implies understanding a message, interpreting a speech orally, speaking safely, being coherent, writing a text, creating a personal message; and allows the construction of effective messages that are directed to groups of

people in different media and codes, it is also a fundamental means to teach and learn in the increase of new words (de Arruda, 2021). People can achieve the goal of transforming students from academic talents to application-oriented talents on the basis of strengthening the practice and application of intercultural communicative competence (Ping *et al.*, 2019).

Hymes defined communicative competence as the grammatical competence of a language and as the ability to use a language in a variety of communicative situations (performance) (Järvenpää *et al.*, 2021). Intercultural Communicative Competence (ICC) is the ability to interact with people who have different cultures (foreigners). ICC components consist of attitudes, knowledge, skills, and awareness. The ICC models are Attitudes: curiosity and openness, readiness to suspend disbelief about other cultures, and belief about one's own (*savoir être*). Knowledge: of social groups and their products and practices in one's own and in one's interlocutor's country, and the general processes of societal and individual interaction (*savoirs*). Skills of interpreting and relating: the ability to interpret a document or event from another. Culture, to explain it and relate it to documents from one's own (*savoir comprendre*). Skills of discovery and interaction: ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes, and skills under the constraints of real-time communication and interaction (*savoir apprendre/faire*). Critical cultural awareness/political education: an ability to evaluate critically and the basis on of explicit criteria perspectives, practices, and products in one's own and other cultures and countries (*savoir s'engager*). Acting interculturally can be something very simple or very complex. The issue of the relationship between being intercultural and social identity. That documentaries, news clips and foreign films, especially those with multi-cultural elements, play an important role in the cultivation of students ICC. Students show great enthusiasm for cross-cultural comparison in VSL courses and they also like to incorporate video watching into their class because of its diversity of content and form, its authenticity of language and scenes, its vivid reflection of social culture, values and ways of thinking. Since intercultural communication tasks involve in intercultural social relations and intercultural communicative behaviours, language teachers should take full advantage of various activities such as role play, simulation, cultural comparison, drama to achieve their teaching goals.

By selecting appropriate video material, asking appropriate prompt questions, assigning cultural context tasks as well as designing related classroom activities, teachers can facilitate the development of the students' intercultural communicative competence (Liu, 2021). That 7 dimension and 36 variables of the constructed assessment scale can effectively measure students of ICC can be enhanced by exploring the college student ICC teaching model from the perspective of linguistics subjectivity based on MIT, and the backwash effect of ICC teaching and assessment can effectively boost college students' intercultural communicative sensitivity, comprehensive cultural literacy, and practical language applications skills (Peng & Harbin, 2021). Multimodality in web 2.0 tools and applications effect ICC development in multiple ways but more research on ICC and L2 and FL learners in multimodal environments needs to be conducted (Aygousti, 2018).

While M.N. Edi Model (Edi *et al.*, 2017). Model is another ICC model with larger components covering skills: interpretation and relating, ability to interact, attitude: readiness and openness, awareness: participation and practice, knowledge: individuals and social groups, behaviour: action situations: Skills: The skills of interpreting and relating (Ability to interpret events from other cultures and relating or collaborate more than one different culture). Skills Interaction (The ability to obtain new knowledge about the behaviour of verbal and non-verbal communication to the continuity of interaction with others). Attitude: Readiness and openness (Readiness and openness to believe in other cultures and maintain one's own). Awareness: Participated and practiced (The ability to participate and practice in one's own and other cultures). Knowledge: Individual and social group (The knowledge of the individual and social group, practice with people have a different culture to improve the knowledge of ICC). Behaviour: Action and situation (Ability to do action and the way to interact with people from different cultures through non-verbal codes) (Edi *et al.*, 2017). Awareness will afford students a stronger connection to their heritage culture and identity, and a more positive attitude towards their own and other varieties (Díaz & Callahan, 2020). Aspect knowledge and skills is a better of ICC and its pedagogy, the training could produce intercultural communicative teachers. (Iswandari and Ardi, 2022). The communicative-based instructional speaking skill model was practical, effective in improving students 'verbal ability, and considered

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valid by the experts. (Muammar *et al.*, 2021). Skills and knowledge contributed to improve communicative competence. (Ahmad & Millar, 2020). Findings from a variety of approaches to ICC attest to the value ICC brings to FLE in cultivating learner's intercultural competence. (Liu, 2019).

The importance of this ICC model relates to the ability to interact with people who have different cultures. The ICC model can change the mindset of communicating in English on an ongoing basis with the main needs of a specific process. By mastering ICC, students can increase the intensity of their ability to communicate with foreigners, both in Indonesia and abroad. The implementation of communication related to the ICC model will discuss the ICC components, namely the skills of Interpreting and relating, skills interaction, attitude-readiness, and openness, awareness-participated and practice, knowledge-individual and social group, and behaviour-action and situation M.N. Edi Model (Edi *et al.*, 2017).

METHOD

This research was conducted in the fourth and sixth semesters. Several participants in this research consist of eleven participants in the fourth semester and eleven participants in the sixth semester of the English Educational Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram. Researchers used a qualitative method-Grounded Theory. Grounded theory is a qualitative strategy in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study (Creswell, 2012; 2014; 2018). Researchers use this approach because it relates to the way of observation (Structured, semi-structured, and open) in class, learning, face-to-face interactions, the actions of communication with those studied in the research location, independent or personal interactions, interviews (Structured/formal, semi-structured, and formal/open) with students as the main key in conducting research during interviews, observations, footnotes, recordings, and documentation, all of which were done to find models of student communication with people who have different cultures.

In the research design, researchers conducted observations, interviews, review recordings, and documentation on students to be studied, namely English Educational Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram. After the researchers

conducted observations, interviews, recording, and documentation. So, the researcher makes further observations, it will be summarized in a very concise note to be concluded in interpretation. After all that was done, the researchers documented all student activities related to the implementation of English language teaching based on the ICC Model in increasing student communication independence.

These techniques and data analysis using the theory of Miles and Huberman, 1994, namely data collection, data reduction, data display, and conclusion drawing/verification as follow:

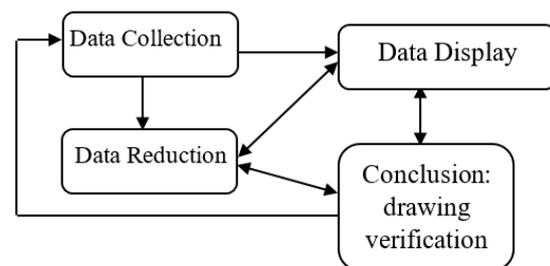


Figure 1. *The flow of qualitative data analysis (Miles and Huberman, 1994)*

RESULTS AND DISCUSSION

This research shows, that the researcher finds out the implementations of Learning English based on model intercultural communicative competence (ICC) for improving student communications independence in the English Educational Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram.

This research shows, that the majority of the participants fourteen learned well about language and culture with people who have different cultures (foreigners). Five students do not study the culture and communication methods of people who have different cultures. Sometimes, one participant learns well about different languages and cultures but he always forgets the words when to say something, he did not like when to say the word in English. One of the students stated that he felt very good learning other people's languages and cultures, just for fun too, and only to be seen close to people who have different languages and cultures without paying attention to other things one of the students explained that yes, I learned different languages and cultures with different people and I get more to communicate with them, the greater benefits of learning English itself and can also increase knowledge of multiple languages. Learning other people's languages and cultures is very important to improve communication. It can

also increase mutual respect even though they have different languages and cultures. Thus, to improve communication with people who have different languages and cultures, students are expected to be able to understand other people's languages and cultures in depth (attitude).

Participants are very interested in talking and socializing with people who have different languages and cultures which is indicated by the results of the interviews, sixteen participants stated that there is only one student who is interested in talking and socializing with people who have different languages and cultures, he wants to know something new, he wants to be close friends continuously with people who have different languages and cultures, and other participants who are very interested because he likes to be social, knows everything about their language and culture, make close friends and add insight when communicating with them about language and culture. One participant also stated a similar statement stating that he is very interested in learning and knowing different languages and cultures, and also wants to know more about how to communicate with foreigners or communicate with people from different cultures. One participant also stated that I am sometimes interested in studying and socializing with people who share their cultural related to values and customs, and another participant also commented that I am very interested in their language, culture, and customs compared to other cultures and added one student as a participant in this research that he is very interested in studying different cultures with different people because it can facilitate friendly relations with different customs, it will also expand relations between different people, and is also interested in getting traditional values so that we can mutually respect, mutual understanding between cultures. Thus, participants are very interested and socialize with people who have different languages and cultures because it will improve their own English (Attitude and knowledge).

The number nineteen participants appreciate and respect differences in behaviour, values, and customs with people from different cultures, and as many as three also appreciate/respect it but if other cultures don't respect their culture then there will be punishment they will get. The majority (seventeen) of participants feel confident when talking, discussing, and participating with people from different cultures. One of the participants stated that discussion with them also gained new experiences and one of the students also thought

that if the communication felt comfortable, it would feel comfortable when communicating with those who have different cultures (Skills/Knowledge).

All participants want to interact with people who have different cultures every day because it can improve their communication in English. However, many students do not have the opportunity to interact due to the lack of time and opportunity to interact with people who have different cultures (Skills/Knowledge). In other statements in other questioners, sixteen participants who understand their own culture and know other people's cultures globally. A total of six students knows their own culture and do not know the culture of others so they have difficulty improving their communication. They a lack of understanding of other people's cultures, in the future they will try to understand more deeply about other people's cultures (Knowledge).

The majority of participants, namely as many as twelve participants had references to other people's related values, customs, cultures, and eight participants did not have references to other people's values, customs, and traditions. Two participants had little reference to other people's values, customs, and customs. Thus, the plan participate knows about the values, customs, and customs of others.

The other questions, that as many as eleven participants knew the history of cultural differences when communicating but there are five participants did not know when communicating with people from different and two participants stated that they knew their own culture and forgot the culture of others when they are communicating with them (Knowledge).

A total of sixteen participants knew were able to express non-verbal behaviour such as eye contact with people who have different cultures and six participants did not know directly about the use of non-verbal so it can be concluded that participants have non-verbal abilities such as eye contact when communicating through non-verbal (Skills and Behavior).

The majority of participants, twelve participants know the technique of communicating with people who have different cultures and they have one strategy to use applications on the internet such as Skype and others. Two participants often use communication strategies using those applications and other participants do not know anything about communicating strategies with people who have different cultures, especially

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communication strategies through skype and others (Skill and Knowledge).

Thirteen participants were able to communicate and influence others. When communicating and when experiencing difficulties, they used body language. five participants were able to communicate and influence others when they were in University so if they were outside university they had difficulties when communicating and influencing people who had different cultures other participants could communicate and influence but had to have a long time to communicate to run smoothly. Good, and can also affect it. Many activities are related to developing communication. So, the majority of participants as many as twenty can participate in social activities with people who have different cultures, and three participants do not have the ability. Thus, participants have awareness in participating in activities with people who have different cultures (awareness).

In the other situation, there are eleven participants had the ability to communicate with people from different languages and cultures via the internet using applications. Ten participants also use the internet but not very often, and one participant cannot communicate via the internet with the provider's application when they are communicating with other cultures (Skills). But all participants can collaborate between their own culture and the culture of others (Skills). In the other condition, twenty participants enjoyed talking to people from different cultures while one participant stated that he sometimes enjoyed it, and another participant stated that he enjoyed it but would learn more about how to enjoy it when talking to different people (Skills).

The majority of participants, namely twenty participants used verbal and non-verbal skills. it both in their own culture and other cultures. There are two participants stated that they sometimes use verbal and non-verbal skills and one participant does not use verbal and non-verbal communication in their own culture and the culture of others (Skills).

In this section, participants have a wide variety of strategies when communicating with people of different cultures. The six participants did not have a strategy but always watched movies to improve their communication with people from different. Ten participants always communicate with people from different and other strategies to improve it through watching western films and other participants do not always have a variety to communicate with people who have cultures and

also sometimes watch western films to improve their English (Skills).

There are seventeen participants argued that people from different cultures did not have a narrow mindset and the other (two participants) stated that sometimes people from other cultures had a narrow mindset while one participant stated that they had a narrow mindset and the other participants stated that they did not know at all. Thus, people who have different cultures must have a broad mindset (Knowledge).

In other statements, six participants found it difficult to communicate when meeting people from different cultures. Five participants did not find it difficult when communicate with people from different cultures and four participants stated that sometimes it was difficult when meet people from different while the other participants felt it a little difficult to communicate with people who had different cultures (Skills).

One of the strategies to improve communication is interaction but there are ten participants felt rejected when interacting with people who had different cultures and five participants were rejected when interacting with people who had different cultures while there are four participants were rejected but not necessarily when interacting with people who have different cultures and there were three participants who were often rejected, and there were three participants who did not feel rejected when interacting with people who had different cultures (behaviour). The other statement, a total of fourteen participants did not participate in the workshop on awareness, attitude, knowledge, and skills. There were eight participants attended and participated in workshops on awareness, attitude, knowledge, and skills.

The majority (twenty) of the participants were aware of the existing cultural diversity while two participants felt that they were not aware of the existing cultural diversity. (awareness). Twenty participants realized that there were cultural differences in language both inside and outside the classroom, while two participants were not aware of it. (awareness).

Nineteen participants do not think negatively when people who have different cultures and act look different from their habits because of the cultural diversity that exists, while three participants always think negatively of strangers because they always act and/or look different. (Awareness). The majority (fourteen) participants act as cultural mediators and function as bridges between people who have cultures and as many as

five participants will not act as mediators between people who have different cultures while other participants feel sometimes become a mediator (awareness).

Thirteen participants stated that the best way to communicate with different people is with polite speech/language while four students stated that the best way to communicate is by mutual respect/tolerance and three participants stated by establishing a friendly relationship. (awareness). Meanwhile, for three participants, the best way to communicate with people of different cultures is to use a second language. (Awareness).

The majority (nineteen) participants stated that attitudes, knowledge, abilities, and awareness are the basis of communication with people who have different cultures and they know that skills are the basis of communication with people who have different cultures while the three participants do not know. (Attitude, Knowledge, Skills, and Awareness). In the other statement, nine participants changed their behaviour (non-verbal) such as eye contact when the cultural situation required it and nine participants would not change it, while four participants sometimes changed their behaviour when the cultural situation required it. (behaviour).

At least but not least, twelve participants did not recognize the signs of cultural tension and determine strategies to overcome them, while ten participants recognized them and were able to determine strategies to overcome them. (Skills) and the majority (twenty) participants have never attended national or international conferences on cultural diversity and have never studied abroad, while two participants have attended national and international conferences and have never studied abroad.

CONCLUSION

Intercultural communicative competence (ICC) model to increase students' communication with people from a different cultures. This research used thirteen instruments (deep interviews) consisting of twenty-two participants from two different semesters encompasses eleventh participants in semester four and eleventh participants in six semesters taken randomly. Students of the English Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Mataram implemented three main dimensions of the ICC model namely skills: The ability to interact, knowledge: social knowledge, and awareness: awareness to do the practice.

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