

**ENGLISH TEACHERS' PERCEPTIONS AND PRACTICES:
A CASE STUDY OF INTERCULTURAL COMMUNICATIVE COMPETENCE**

THESIS



By :
Zubaida
SRN: 212101060025

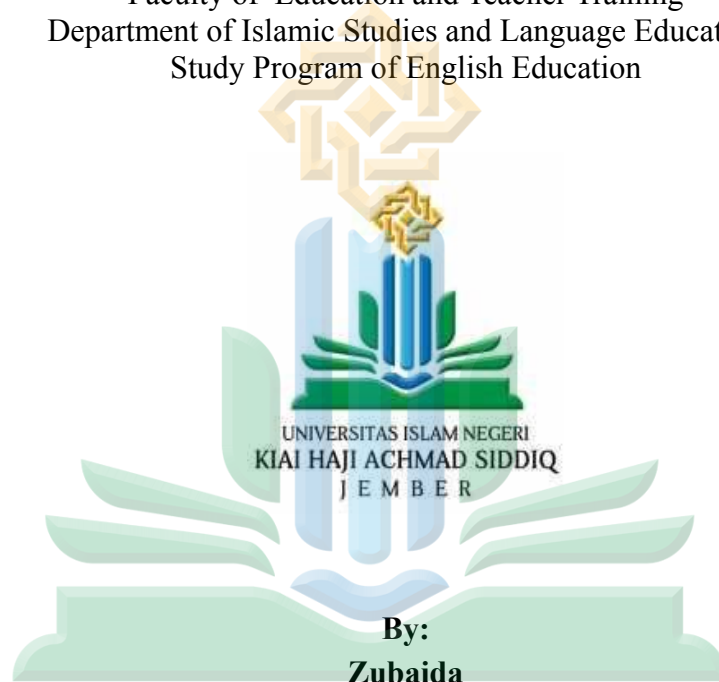
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MAY 2025

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill requirement to get Bachelor's degree (S.Pd)
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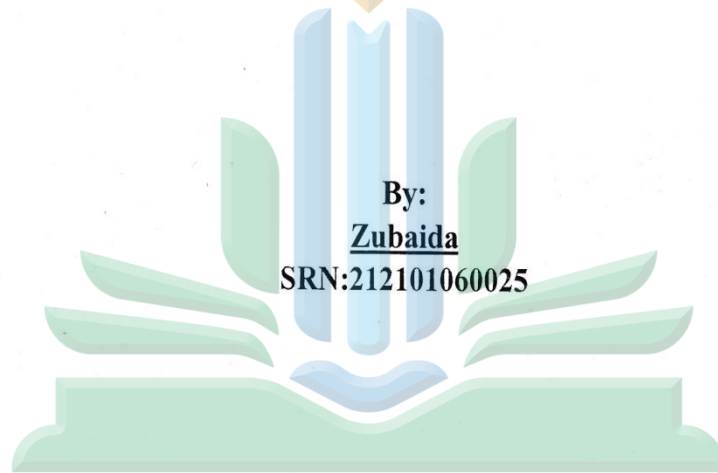
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Advisor:


Dr. Mega Fariziah Nur Humairoh, M.Pd.
NIP:199003202019032010

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Day: Thursday

Date: 22nd May 2025

Examiner Team

Chairman



Dewi Nurul Qomariyah, S.S., M.Pd.
NIP: 197901272007102003

Secretary



Praptika Septi Femilia, M.Pd
NIP: 198809032023212029

Members:

1. Dr. Suparwoto Sapto Wahono, M.Pd
2. Dr. Mega Fariziah Nur Humairoh, M.Pd



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Approved by

Dean Faculty of Education and Teacher Training
Of UIN Kiai Achmad Siddiq Jember



Dr. H. Abdul Mu'is, S. Ag., M. Si.
NIP. 197304242000031005

MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ

Meaning: “Among the signs of His greatness are the creation of the heavens and the earth, the difference in your languages and the color of your skin. Surely in such there are signs for those who are knowledgeable”. (QS. Ar-Rum [21]:22)*



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* Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan. "Translations of the Meaning of THE NOBLE QUR'AN in English Language. Pdf," n.d.

DEDICATION

This Thesis is dedicated to those always love, encourage and guide me in every steps of my journey to complete this thesis promptly and these are behind it all:

1. To my mother, Mrs. Aminah, whose boundless love, countless sacrifices, and unfailing support have been the greatest source of strength and inspiration in my life. Thank you for being the reason I stayed strong when I doubted myself, for the prayers that you always say in every prostration that has become my bridge to overcome challenges, and for the encouragement that you always give has succeeded in pushing me to achieve my dreams. Your determination and kindness is the foundation that I use to live my next life, and this achievement is not only mine but also yours. I thank you with all my heart for being a blessing in my life now and forever.
2. My father, Mr. Moch. Fadil, I dedicate this to you. This achievement is proof of the sacrifice and love you always give to your little daughter, your wisdom that has shaped me as I am today, your belief is the strongest potential in my process, and encouragement is a big pillar for me to survive until now. I wholeheartedly thank you for the sacrifices you have made to make this achievement possible.
3. My siblings and close relatives, who have always listened to my complaints, with your support have helped my spirit stay awake during this journey. Thank you for your prayers, support, understanding and words of encouragement. The family's high expectations of the author are an inspiration so that the author can complete this achievement. This opportunity is ours together. Thank you for being the inspiration and reason to complete this journey.

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First, I want say thanks to Allah SWT who has mercy and blessing, who has blessed me a health body to finish my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

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7. All participant in this study who are willing to be involved in a series of glearning activities through problem based learning and in-depth interview session.

The researcher acknowledges this thesis is a work in progress and is not without its imperfections, particularly regarding its content and language. In the spirit of continual improvement, the author welcomes any constructive criticism and suggestions that could enhance its quality. It is the author's hope that this thesis will serve as a valuable resource for future researchers in the field. Additionally, the author wishes to express heartfelt gratitude to all those who provided assistance and support throughout the thesis completion process.

May Allah reward all the extraordinary efforts of those who supported me in completing my thesis.

Jember, 21th April 2025

Researcher



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ABSTRACT

Zubaida, 2025: English Teachers' Perceptions and Practices: A Case Study of Intercultural Communicative Competence

Key words: English Teachers', Intercultural Communicative Competence, English Teachers' Perceptions and Practices.

English has now an international language used in various contexts like global trade, education, and cross-cultural communication, highlighting the need for intercultural competence. In English Language Teaching (ELT), developing Intercultural Communicative Competence (ICC) is crucial to help Indonesian learners engage effectively at the global level. However, there is still a research gap in understanding how English teachers perceive and apply ICC, particularly in integrating cultural elements into their teaching. This study addresses this gap by investigating English teachers' experiences in implementing ICC in their teaching practice.

This study is guided by two main research questions: What are English teachers' perception of ICC in their teaching practices? and How do English teachers' implement ICC in their teaching practices? The objectives of this research are to explore English teachers' perceptions of ICC in the context of English language teaching and to investigate English teachers' experiences in implement ICC in their teaching practices.

This study used a case study design with data collected through interviews, classroom observations, and document reviews. Interviews explored teachers' perceptions of ICC, observations examined its implementation in teaching, and document reviews analysed how ICC was integrated into teaching materials and the curriculum. Three English teachers were selected through purposive sampling, with their consent obtained during initial communication.

The findings show that most English teachers recognize the importance of ICC and integrate it into lessons through cultural texts, discussions on social norms, and intercultural-themed projects. However, they face challenges such as limited time and resources. To address this, it is suggested to review the curriculum and allocate more time while using authentic materials. This study offers practical insights for policymakers and curriculum developers to better integrate ICC, ensuring that English learning also fosters intercultural interaction skills.

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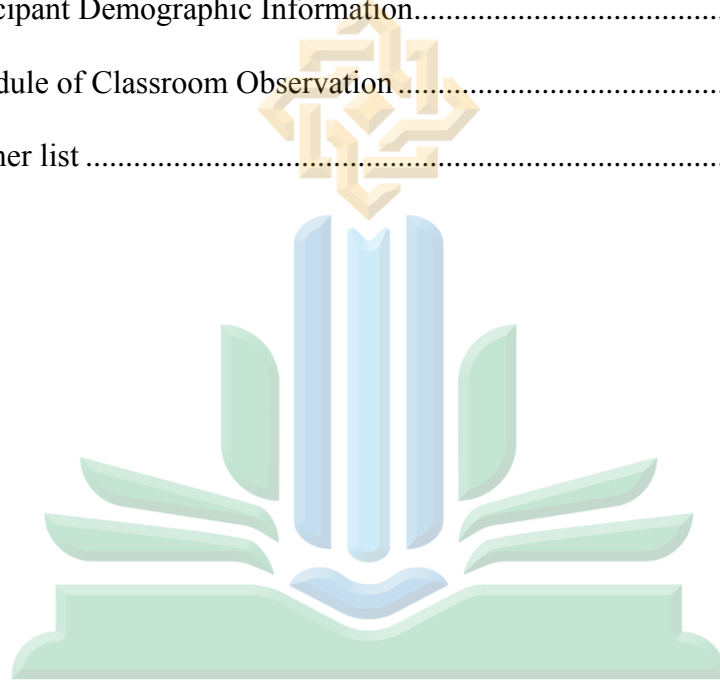
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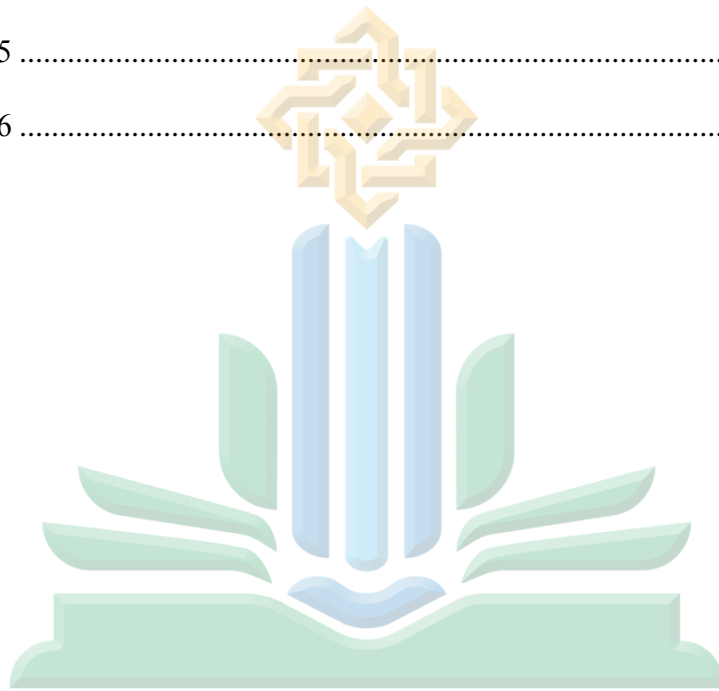
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CHAPTER I INTRODUCTION

This chapter presents a comprehensive overview of the research, which includes the background, research questions, research objectives, research significances, scope of the research, as well as an explanation of the key terms used.

A. Research Context

In today's globally interconnected era, English has firmly established itself as a common language, enabling effective communication among individuals from various cultural backgrounds.¹ This development has brought a growing focus not only on teaching English language skills but also on cultivating intercultural communicative competence (ICC) to facilitate meaningful interactions with speakers from diverse cultures. ICC, which centers on the ability to communicate effectively and respectfully across cultural divides, has become an essential skill in our multicultural world. English teachers, who regularly work with students from diverse language backgrounds, provide valuable insights into both the challenges and rewards of teaching with an intercultural emphasis.² Goldsmith highlights two potential emerging connected themes in the pattern of globalised communication: the power to build communities of choice and the dramatic increase in the possibilities of instantaneous, huge global communication.

¹ Salsabila, F. L., Widiyanarti, T., Ashari, S. D., Zahra, T., & Fadhilah, S. A. (2024). Pengaruh Globalisasi terhadap Perubahan Pola Komunikasi antar Budaya pada Generasi Z. *Indonesian Culture and Religion Issues*, 1(4), 13-13.

² Nindya, M. A., Utami, W., & Khoiri, N. E. (2022). Understanding and Practices of Intercultural Communicative Competence Elements Perceived by English Pre-Service Teachers'. *International Journal of Language Education*, 6(3), 297-313.

Global trade, media evolution and development, technology progress, international education, scientific interchange advancements, and international tourism are some of the elements driving the increase.³

In light of this, many nations have learned English as a second or foreign language. English is widely recognized for its role as a global language, serving as a medium of communication not only among people from English-speaking nations but also among individuals from diverse linguistic backgrounds. People from various countries frequently use English to converse, particularly when they come from different cultural or national origins.⁴ This has prompted many educational institutions to make English language teaching one of the main focuses of their curriculum, often starting at an early age. In addition, technological developments and global digitalization have further cemented English's position as the primary means of communication, especially in various online platforms such as social media, discussion forums, and international work environments. Therefore, mastering English is no longer considered an additional skill, but an essential need to compete in the global market and play an active role in an increasingly connected international community. Thus the importance of intercultural communication and the integration of cultural dimensions into language

³ Pattiwael, A. S. (2016). Addressing 21st century communication skills: Some emerging issues from eil pedagogy & intercultural communicative competence. *IJEE (Indonesian Journal of English Education)*, 3(2), 158-170.

⁴ Aminullah, F., Sada, C., & Sudarsono, S. (2019). Local culture-based reading materials for EFL context. In *Proceedings International Conference on Teaching and Education (ICoTE) Vol* (Vol. 2, No. 2).

teaching are therefore widely recognised and have prompted influential changes in foreign language teaching.⁵

The fact that communication in the 21st century encourages international interaction opens up many opportunities. Opportunities to learn become greater due to the vast access to communication.⁶ According to Goldsmith, communication in the 21st offers the possibility of "global connectedness." However, the advanced 21st century communication also presents certain difficulties.⁷

Byram et al. define ICC as the capacity to preserve individuals' individuality while fostering a more shared understanding of those with diverse social identities.⁸ ICC is more than just language proficiency; it encompasses knowledge, skills, and attitudes that enable one to communicate in culturally sensitive ways.⁹ For English teachers, fostering ICC involves helping students understand and respect cultural differences, teaching them to adapt their communication styles, and encouraging open-mindedness. English teachers often find themselves as cultural mediators, guiding students to understand cultural nuances and helping them develop empathy for

⁵ Smakova, K., & Paulsrud, B. (2020). Intercultural communicative competence in English language teaching in Kazakhstan. *Issues in Educational Research*, 30(2), 691-708.

⁶ Pattiwael, A. S. (2016). Addressing 21st century communication skills: Some emerging issues from eil pedagogy & intercultural communicative competence. *IJEE (Indonesian Journal of English Education)*, 3(2), 158-170.

⁷ Pattiwael, A. S. (2016). Addressing 21st century communication skills: Some emerging issues from eil pedagogy & intercultural communicative competence. *IJEE (Indonesian Journal of English Education)*, 3(2), 158-170.

⁸ Hoominian Sharifabad, Z., Fazilatfar, A. M., & Yazdanimoghaddam, M. N. (2021). Exploring Iranian pre-service English teachers' intercultural communicative competence (ICC) identities and the role of mentor teachers. *Journal of Modern Research in English Language Studies*, 8(3), 93-124.

⁹ Garcia, J. V. (2022). Integration of intercultural communicative competence: A case of English language teachers in higher education. *English as a Foreign Language International Journal*, 2(1), 28-58.

perspectives different from their own. Language learners who have ICC can act as mediators between themselves and others. With ICC, learners can connect and reconcile differences between varying cultures and languages of different groups, as intermediaries who understand diversity well.¹⁰ Therefore, the experiences and attitudes of English teachers play a crucial role in promoting ICC. Teachers who view intercultural competence as an integral part of language education are more likely to prioritize it in their lessons.

Teachers' perceptions about the importance of cultural understanding significantly influence their teaching practices. When teachers' perceive cultural awareness as valuable, it affects how they select materials and plan classroom activities. Those who view cultural diversity positively and are open to exploring different cultures tend to create learning environments that support and encourage students to appreciate various cultural perspectives. For Byram, a language classroom is an inevitable potential ground for constructing intercultural competencies; he noted, "teaching for linguistic competence (in the foreign language) cannot be separated from teaching for intercultural competence".¹¹

Developing ICC in the context of teaching English enhances students' comprehension of global cultural variety while also promoting intercultural communication skills. Teachers can assist pupils in developing an awareness of the value of respecting differences and thoroughly comprehending different

¹⁰ Garcia, J. V. (2022). Integration of intercultural communicative competence: A case of English language teachers in higher education. *English as a Foreign Language International Journal*, 2(1), 28-58.

¹¹ Smakova, K., & Paulsrud, B. (2020). Intercultural communicative competence in English language teaching in Kazakhstan. *Issues in Educational Research*, 30(2), 691-708.

points of view by combining language and culture education. In addition to imparting cultural knowledge, this approach develops critical thinking abilities that let students assess, analyse, and react intelligently to cross-cultural dynamics.

By actively integrating ICC components into their lessons, educators may foster an inclusive classroom where students are at ease expressing their opinions and benefiting from one another's cultural backgrounds. In this way, educators facilitate students' exploration of their own cultural identities while fostering interpersonal interactions. In terms of integration, the statistic indicated that teachers incorporated various cultural topics into their English lessons at a moderate level. However, there were two areas that were strongly emphasized: encouraging students to actively participate in real intercultural communication situations, and teaching them to accept and respect cultural and linguistic diversity. Smakova and Paulsrud also conducted similar research on the application of the ICC concept in English language teaching (ELT).¹² Therefore, the development of Intercultural Communicative Competence (ICC) in English language teaching in Indonesia is crucial, given the vast cultural diversity in the country and the role of English as a global communication tool.

Teachers can integrate local and global cultures in learning materials, such as comparing Indonesian traditions with those of English-speaking countries, so that students can understand and appreciate cultural differences.

¹² Garcia, J. V. (2022). Integration of intercultural communicative competence: A case of English language teachers in higher education. *English as a Foreign Language International Journal*, 2(1), 28-58.

Culture-based projects, such as cross-cultural discussions, can help students explore their identities while honing cross-cultural communication skills. In addition, the use of media and technology, such as videos of conversations with international people, allows students to understand global cultural variations while developing critical thinking. As Byram emphasized, effective language teaching is not only about linguistic skills but also about instilling intercultural competence, empowering students to become adaptive, sensitive global citizens capable of navigating the challenges of cross-cultural communication.¹³

The previous studies by Idris and Widyantoro examine the competencies that need to be possessed by English language teachers in Indonesia in the context of Intercultural Communicative Competence (ICC).¹⁴ These studies were generally conducted in formal academic settings and have not touched much on the reality of teachers who are already teaching in the field. However, there are still very few studies that explore how English language teachers who actively teach in rural environments, especially in the suburbs with cultural diversity such as a blend of Javanese and Madurese cultures, which can be very different from urban contexts or higher education institutions. There is thus a gap in the literature regarding the understanding and practice of ICC among active teachers in rural multicultural contexts. This

¹³ Byram, M. (1997). *Teaching and assessing intercultural communicative competence (Multilingual Matters)*. Multilingual Matters.

¹⁴ Idris, M. M., & Widyantoro, A. (2019). Intercultural communicative competence (ICC): What should Indonesian EFL teachers have related to ICC's elements. *Journal of English Language Teaching and Linguistics*, 4(1), 67-76.

study aims to fill that gap by exploring English teachers' perceptions of ICC in an environment rich in local cultural diversity, in order to provide a more comprehensive and contextualized understanding of the implementation of ICC in English language learning.

In addition, by focusing on the perspectives of English language teachers, this research can identify specific areas where additional teaching and learning facility support and resources are needed to better prepare English language teachers to teach in diverse language and cultural environments. This focus not only contributes to the academic understanding of the exploration of teachers' experiences in teaching ICC in education, but also has practical implications for improving English teacher programs and enhancing the success of classroom teaching practices. Therefore, the researcher proposed a study entitled “English Teachers’ Perceptions and Practices: Case Study of Intercultural Communicative Competence” to explore English teachers' experiences on ICC in depth and the application of ICC as an English as a Foreign Language (EFL) in their classrooms.

B. Research Question

Based on the research background above, the researcher formulated the research question as

1. What are English teachers’ perceptions of ICC in their teaching practices?
2. How do English teachers’ implement ICC in their teaching practices?

C. Research Objective

Based on the research problems above, the objective of this research is

1. To explore English teachers' perceptions of ICC in teaching practice.
2. To investigate English teachers' experiences in implementing ICC in their teaching practice.

D. Research Significance

This research is expected to provide some contributions which are divided into two parts, as follows:

1. Theoretical significance

This research is expected to contribute ideas as a bridge to explore teachers' perspectives on intercultural communicative competence in English language teaching. This research is also expected to expand knowledge related to cultural awareness with different backgrounds, especially in English language learning.

2. Practical Significance

a. For Teacher

For English teacher, the researcher findings should be able to shed light on the intricacies of intercultural communicative competence and its component parts and how it is instructed in classrooms based on current research.

b. For Students

For students, it was expected that this study could provide insights to teachers' reasons of their choices of classroom activities. Therefore,

despite the different opinions they might have on the activities, the students could understand why said activities were chosen by the teachers`

c. For Further researcher

Conducting this research will provide the researcher with additional experience and insight into how teachers' understand and deal with challenges and solutions in the development of Intercultural Communicative Competence (ICC). This experience will contribute to the researcher's professional development and expertise in multicultural education strategies and increased understanding of teachers' perceptions in the context of cross-cultural learning.

E. Scope of the Research

In this study, the researcher focused on the exploration and how intercultural communicative competence is applied in English language teaching in the classroom. This study took three English teachers to be interviewed which aimed to get detailed information in understanding and implementing ICC in English language teaching in the classroom. The teaching context is specific to English language learning for junior high school students. The aspects of ICC that are the focus of this study are understanding different communication styles such as greeting someone to saying thank you to someone who has a different culture, but also include broader aspects of ICC. These aspects include awareness of different cultural values and norms, the ability to be open to differences, and skills to interact effectively in cross-

cultural contexts. This research aims to provide insights to improve teaching practices and support English language teachers in the school environment. The research was conducted over a period of one month, which included planning, observing teaching practices, interviewing, and data analysis stages.

F. Definition of Key Term

To avoid any misunderstanding of the key terms used in this study, those are the clarification of some terms in this paper:

1. Teachers' Perception

In the context of this study, teacher perceptions refer to English language teachers' knowledge, attitudes, and skills. In this context, knowledge means understanding cultural contexts, attitudes refer to being aware of the importance of ICC, and skills involve the ability to communicate across cultures. This includes the extent to which they realize the role of ICC, how they see its relevance in English language teaching, as well as how cultural and intercultural values are understood in a culturally diverse classroom context.

2. Teachers' Practice

In this study, teachers' practices include various teaching strategies used to implement ICC in teaching practices and classroom activities that reflect how they integrate cultural elements into English language teaching. In Indonesian EFL classroom, the use of English in everyday life is still limited. As a result, students have little opportunity to interact directly with native speakers and foreign cultures.

Therefore, the English learning process in the classroom needs to be designed not only to improve language skills, but also to foster cultural understanding, tolerant attitudes, and cross-cultural communication skills. Incorporating ICC into the classroom does not mean that teachers have to use new methodologies, Byram et al., Corbett, foreign language teachers can also use many familiar methods such as role playing, cooperative activities, assignments and so on.

3. Intercultural Communicative Competence

In this study, ICC adapted from Byram includes knowledge or understanding of cultural context, attitude or awareness of the importance of intercultural competence, and skills in intercultural communication. Teachers need a deep understanding of cultural differences as a basis for designing inclusive learning, particularly in culturally diverse settings such as Javanese and Madurese communities. Awareness of cultural diversity encourages teachers to view language not only as a communication tool but also as a bridge for cross-cultural understanding. In this context, teachers must develop intercultural communication skills to manage classroom interactions, interpret student responses shaped by local cultural values, and foster an inclusive learning environment.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature that consists of relevant previous research, theoretical, and conceptual framework.

A. Previous Study

The first research conducted by Derya Uzcü Eken in. The research objective of this study was to aim of this study is to investigate the views and perceptions of EFL non-native practicing teachers, the study was conducted with university teachers working at a university in Turkey. University teachers were chosen, as it is believed that, they work with young adults who knows her/his own culture and, therefore, is ready to meet new cultures with the help of English course. The research design use in this study used both quantitative and qualitative research approach to data collection that includes the application of a survey and interviews. The first part of the interview focuses on the concept of ICC and aims to reveal the participants' knowledge over ICC, the relationship between ICC and foreign language learning, the second part questions the necessity of developing EFL students' ICC in classrooms, ways of developing it and lastly queries whether the teachers include ICC into their classroom practices.¹ In addition, if the previous research emphasizes on issues related to investigating the views and perceptions of non-native EFL practicum teachers, this research shifts the focus on the experiences of English teachers in understanding, implementing and stimulating ICC so that they can

¹ Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

respect cultural differences by giving examples of simple sentences in everyday life by comparing local culture with foreign cultures which in fact have many differences in everything.

The second research was an article written by Umi Fitriyah in 2019. The research objective of this study aimed to gain an in-depth understanding of this issue by investigating English lecturers' perception and practice on ICC in ELT. This study focused on speaking practice. This study used data about the lecturers' perception toward intercultural communicative competence in ELT gotten from questionnaires were analysed through descriptive quantitative method. It used frequency test with SPSS 20.0 to know the average mean of the lecturers' perception toward ICC in ELT. Besides, the subjects were three out of twenty lecturers from three universities who were chosen randomly based on the questionnaire about perceptions of ICC given previously. One of the universities is a private university in Gresik which is called UNMUH Gresik, the others are a private university in Surabaya which is called UNUSA and State Islamic University Sunan Ampel.² Furthermore, while previous research may have covered an in-depth understanding of the issue by investigating English teachers' perceptions of ICC in ELT, this study is dedicated to understanding the concepts and their application in the English classroom.

The research conducted by Idris and Widyanoro aims to examine the competencies that need to be possessed by English language teachers in

² Fitriyah, U., & Munir, A. (2019). Intercultural communicative competence in ELT: lecturers' perception and practice. *IJET (Indonesian Journal of English Teaching)*, 8(1), 62-71.

Indonesia in the context of Intercultural Communicative Competence (ICC).³ Using a qualitative approach, the study highlighted four main elements of ICC based on Byram's model, namely linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence. The results show that many EFL teachers in Indonesia have not fully realized the importance of integrating cultural elements in English language teaching. This study makes an important contribution in understanding teachers' perceptions of ICC and serves as a reference in developing learning practices that are more sensitive to cultural diversity.

The fourth research was written by Meyga, Utami and Niamika. The research aims to record empirical data from pre-service teachers while they are doing their teaching practice. The case study was employed a survey research design to collect data at one point in time to examine attitudes, opinions, or practices by using a questionnaire Creswell & Guetterman. The main instrument used to collect the data were items of the questionnaire adopted from Zhou. To collect the data, the researcher sent the link of the online questionnaire in the Google Form format through individual's phone number and WhatsApp group messages to personal acquaintances and hundreds of members of undergraduate students and alumni ELT program from different universities in Indonesia. Upon the data collection, the returned data were

³ Idris, M. M., & Widyantoro, A. (2019). Intercultural communicative competence (ICC): What should Indonesian EFL teachers have related to ICC's elements. *Journal of English Language Teaching and Linguistics*, 4(1), 67-76.

descriptively analysed.⁴ In addition, while the previous studies emphasized empirical data from pre-service teachers as they practiced teaching (ICC) in the classroom, this study explored English teachers' views on ICC and English teachers' experiences regarding the implementation of ICC.

The fifth research was conducted by Thieu Q. Minh, Thai C, Thai P. B. Han, Ho T. T. Hang, Pham H. Yen, Phu T. H. Chau, and Nguyen V. Tai. The researcher study aimed to investigate student-teachers' perception of intercultural communication competence and how they practiced in English language teaching. Besides, the study was a descriptive study. In this study, quantitative data were collected through questionnaires to answer the first research question, i.e., to find out EFL student teachers' perceptions of Intercultural Communication Competence (ICC) in English language teaching in high school practice and how the EFL student practiced ICC in English language teaching. Data were collected by means of 62 questions from the questionnaire of Likert-five-point scale items. This research was analysed Quantitative data were subjected to SPSS program version 20.⁵ While previous research addresses ICC practices in English language teaching, this study hones in on the specific issue of understanding ICC and its application in the English as a foreign language classroom.

⁴ Nindya, M. A., Utami, W., & Khoiri, N. E. (2022). Understanding and Practices of Intercultural Communicative Competence Elements Perceived by English Pre-Service Teachers'. *International Journal of Language Education*, 6(3), 297-313.

⁵ Minh, T. Q., Dan, T. C., Han, T. P., Hang, H. T., Yen, P. H., Chau, P. T., & Tai, N. V. (2019). EFL student-teachers' perceptions and practices of intercultural communication competence in high school English language teaching: A case in a University in Vietnam. In *RSU International Research Conference 2019*.

2. 1 Similarities and Differences between Previous Research and Present Research

No	Author and Title	Similarities	Differences
1.	Derya Uzcü Eken, <i>“intercultural communicative: EFL Teachers’ Beliefs and Practices”</i>	a. Both researchers focused on teachers’ experiences especially in ICC b. Both researchers conduct on teacher perception	a. The method of previous research was quantitative and qualitative research approach b. The previous study focusses on EFL non-native teacher.
2.	Umi Fitriyah, <i>“Intercultural Competence In ELT: Lecturer’s Perception and Practice”</i>	a. Both researchers’ focus on intercultural competence in ELT b. Both researchers’ conduct research on experiences teaching	a. The previous research focused on speaking practice b. The previous research of descriptive quantitative method
3.	Idris and Widyantoro, <i>“Intercultural Communicative Competence: What Should Indonesian EFL Teachers Have Related ICC’s Elements?”</i>	a. Both researchers focused exploring Intercultural Communicative Competence (ICC) b. Both researchers use qualitative design	a. Previous research focused on pre-service teachers.
4.	Meyga, Utami and Niamika, <i>“Understanding and Practice Intercultural Communicative</i>	a. Both researchers focused on ICC in English	a. Previous research was employed a survey

No	Author and Title	Similarities	Differences
	<i>Competence Element Perceive by English Pre-service Teachers''</i>	teaching b. Both researchers used teachers' perspective	research design b. The previous study focused on pre-service teacher or undergraduate student and alumni ELT from different university in Indonesia.
5.	Thieu Q. Minh, Thai C, Thai P. B. Han, Ho T. T. Hang, Pham H. Yen, Phu T. H. Chau, and Nguyen V. Tai, <i>"EFL Student-Teachers' Perceptions and Practices of Intercultural Communication Competence in High School English Language Teaching: A Case in a University in Vietnam"</i>	a. Both researchers focus on teacher perception and teacher practice. b. Both researcher explore teachers' perceptions and practices of Intercultural Communication Competence (ICC)	a. The method of previous research was quantitative descriptive study. b. The previous was research in university.

Based on the detailed explanation above, it can be concluded that each researcher has their own way of conducting research. This research has its own characteristics compared to the five previous studies mentioned above. This research has a gap, namely the lack of research that explicitly examines intercultural communicative competence (ICC) in the context of English language teaching in the classroom, especially from the perspective of English

language teachers themselves. Although there are some previous studies that examine ICC in language teaching, not many have focused on the direct views of teachers regarding the awareness and application of this competence in English classrooms in Indonesia. Many studies emphasize the theory or model of ICC in general without involving teachers' voices in their real practices in the field.

Therefore, this study offers a more in-depth and applicable approach by emphasizing the exploration of English teachers' views and direct experiences regarding the awareness and application of intercultural communicative competence in their teaching process. The uniqueness of this study lies in the use of descriptive qualitative method that allows the researcher to further explore the perceptions, challenges, and strategies used by the teachers in implementing ICC. With interviews as the data collection method, this study makes an important contribution to the understanding of how teachers in Indonesia deal with the need to teach intercultural competence, as well as how they perceive the relevance of ICC in the context of English language learning.

B. Theoretical Framework

1. Teacher Perceptions and Practices

a. Definition of Teacher Perceptions

Teacher perceptions encompass the ideas, attitudes, and opinions of educators on several facets of their profession, such as their roles, responsibilities, teaching methods, and the classroom

setting.⁶ With this foundation, they can design captivating classes, oversee the classroom, adjust to shifting conditions, and cultivate a supportive learning environment.

One concept describes teacher perceptions as deeply held thoughts that shape trust in their actions, judgments, and expectations, whether or not these perceptions are based on accurate knowledge. These perceptions are rooted in values formed through past experiences and prior knowledge. Moreover, teacher perceptions cannot be fully understood or changed without considering both the individual and the environment in which these views developed. In practice, teacher perceptions often have a stronger influence on classroom instruction than content knowledge, as they significantly shape how teachers interpret teaching and learning and how they implement instructional practices.⁷ In the context of Intercultural Communicative Competence (ICC), teachers' perceptions include how they view cultural diversity in the classroom and the importance of developing ICC in students.

1) Perceptions of Cultural Diversity

Like everyone else, school teachers have their own opinions about what is important and what they want. In a diverse society, these opinions also relate to how to deal with cultural differences. Schools are

⁶ Fidinillah, S. (2024). *teachers' perceptions towards intercultural communicative competence in efl classroom at senior high schools in batusangkar, west Sumatera* (Doctoral dissertation, Universitas Muhammadiyah Malang).

⁷ Century, J. (2023). The power of teachers' perceptions. *Phi Delta Kappan*, 104(6), 44-49.

expected to build good relationships between different cultures and provide fair opportunities for all students.⁸ Therefore, schools need to create an environment that values difference, encourages mutual respect, and ensures that every student feels welcome and has equal opportunities to learn and develop.

One of the reasons why we, as education researchers, are interested in teachers' beliefs is that they are thought to influence how they teach and impact on students. However, teachers' beliefs do not always fully reflect their practices in the classroom. Teachers' ability to implement their beliefs is also influenced by various factors, both from within themselves and from the classroom environment. In addition, the school environment, curriculum, education policies, as well as expectations from parents and society also play a role in shaping how teachers carry out their beliefs in teaching. Sometimes, even if a teacher has strong beliefs about a particular teaching method, time constraints, resources or pressures from the education system can make it difficult for them to fully implement it. Therefore, it is important to understand how these factors interact with each other in order to support teachers in creating more effective and inclusive learning.

⁸ Thijs, J., Krijnen, M., van Vemde, L., Hornstra, L., Mainhard, T., & Wansink, B. (2025). The diversity teaching beliefs scale: Addressing cultural diversity, communalities between cultures, and the national culture in the classroom. *Teaching and Teacher Education*, 153, 104846.

2) Perceptions about ICC Development

Given the increasing demand for English in a globalized society, a number of scholars Byram, Chen & Starosta, Fantini, Sercu, have argued for the need to prioritize the teaching and development of intercultural communicative competence (ICC) over linguistic competence within the framework of English language teaching (ELT).⁹ According to Byram, the development of ICC aims to equip a person with an understanding of cultural differences, so that they can adapt, interact, and appreciate their own culture and the culture of others.¹⁰ Recent developments in ICC and language testing may offer a way forward in resolving teachers' concerns about the lack of ICC elements in student evaluations. Deardorff states that teachers' understanding has a very important role in developing the ICC of their future students, as teachers who have a clear understanding of ICC can be more effective in achieving cross-cultural learning goals.¹¹ Intercultural language teaching prioritizes communication skills and seeks to teach culture in a way that simultaneously develops language skills and intercultural communication.

⁹ Garcia, J. V. (2022). Integration of intercultural communicative competence: A case of English language teachers in higher education. *English as a Foreign Language International Journal*, 2(1), 28-58.

¹⁰ Idris, M. M. (2021). The Proposed Elements of Intercultural Communicative Competence (ICC) For Indonesian EFL English Teachers. *SAGA J. Engl. Lang. Teach. Appl. Linguist*, 2, 65-72.

¹¹ Nindya, M. A., Utami, W., & Khoiri, N. E. (2022). Understanding and Practices of Intercultural Communicative Competence Elements Perceived by English Pre-Service Teachers'. *International Journal of Language Education*, 6(3), 297-313.

The development of ICC in English language teaching in Indonesia is crucial to equip students with communication skills that are not only based on linguistic competence, but also broader cultural awareness and understanding. Therefore, teachers' belief in ICC plays an important role in intercultural teaching. By increasing teachers' belief in the importance of ICC as well as developing ICC and implementing more effective strategies in teaching, students can become more competent communicators, ready to interact in a multicultural global environment.

b. Definition of Practices

“Any action that is part of the teaching process (e.g., planning, decision making, instructional strategies or approaches, assessment, reflection, work with families, and relationship building)” is what is meant to be understood when the term “practice” is used in this study.

Teachers' beliefs impact everything they say and do, how they behave as educators, how they make decisions, how they engage with students, and even how students grow in the classroom. Understanding teachers' beliefs is crucial to understanding their cognitive processes, their pedagogical approaches, and the process of learning to teach, Zheng. Beliefs also aid in the planning, curriculum selection, and

identification of the subjects that should be taught in the classroom by educators.¹²

1) Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach was introduced in the 20th century and triggered major changes in language teaching and learning methodologies globally. CLT is based on the concept that language is used as a means of communication.¹³ One of the basic beliefs of CLT is that by learning to communicate, students will be more motivated to learn another language because they will feel that they are learning something that they can apply in real life.¹⁴ In short, to establish communicative ability requires not only linguistic competence, but also communicative competence - knowing when and how to say what to whom.

One of the main goals of CLT is to increase fluency in language, which is the ability to use language naturally in meaningful interactions. This allows speakers to still communicate clearly and fluently, despite limitations in their communicative skills. To develop fluency, classroom activities are designed so that

¹² Pudiyastuti, R. *Beliefs and Practices of English Teachers on Communicative Competence (A Case Study at SMAN 4 Tangerang Selatan)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

¹³ Pandarangga, S., & Kapoe, S. K. K. L. (2021). The Importance of An Intercultural Communicative Competence to English Language Teaching and Learning. *JURNAL TRANSFORMATIF UNKRISWINA SUMBA*, 10(2), 48-64.

¹⁴ Tekliuk, H. (2020). Communicative language teaching. *Актуальні питання гуманітарних наук*, 2020215.

students can negotiate meaning, apply communication strategies, overcome misunderstandings, and prevent barriers in conversation. Classes using CLT are based on the use of meaningful communicative contexts that encourage students to use English to express their ideas in authentic and real communication, feedback is essential to enable students to improve their communicative skills, and errors are tolerated as long as they do not interfere with the true meaning of the message.

One of the hallmarks of CLT is the use of authentic materials. This is considered important because it allows students to develop strategies in understanding language as it is used in real life.¹⁵ The teacher's creativity in English learning media is very helpful in achieving the main goal of CLT itself, namely by using authentic materials such as videos that display cultural diversity.

So that students easily absorb material related to cultural differences.

2) Promoting ICC in the Language Classroom

Byram and Feng stated that to develop ICC in terms of cognitive, affective and cognitive, affective and behavioural components, one must be aware of their own and others' cultural identities, and adjust to accept differences.¹⁶ According to

¹⁵ Tekliuk, H. (2020). Communicative language teaching. *Актуальні питання гуманітарних наук*, 2020215.

¹⁶ Banjongjit, B., & Boonmoh, A. (2018). Teachers' perceptions towards promoting intercultural communicative competence in the EFL classroom. *REFlections*, 25(2), 76-97.

Gudykunst, effective communication with people from different cultural backgrounds requires the ability to understand their perspective. This process requires deep concentration as well as an empathic and open attitude towards cultural diversity. Therefore, in the context of language learning, strategies implemented to promote the development of Intercultural Communicative Competence (ICC) should focus on increasing students' awareness of their own identity, recognition of cultural differences, as well as the formation of positive attitudes towards other cultures.

To promote ICC in English classrooms in Indonesia, English teachers need to create a learning environment that encourages students to recognize and reflect on their own cultural identity, while appreciating the diversity of other cultures. In addition, teachers should also encourage empathy, curiosity, and openness to differences in students.

According to Uso-Juan and Martinez-Flor, there are various types of activities that can be used to develop Intercultural Communicative Competence (ICC) in language learning, according to the language skills being learned.¹⁷ First, for listening skills, teachers can use activities such as listening to dialogs about cultural differences, recordings of cultural misunderstandings, interviews with people from other cultures, songs, or watching

¹⁷ Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

movies. Second, for speaking skills, students can learn through tandem learning, role-playing, or interviewing native English speakers. Third, for reading skills, students can be invited to do critical reading, read stories about cultural collisions, or read texts that introduce other cultures in more depth. Fourth, for writing skills, activities such as exchanging emails with students from other countries, writing stories together, or composing a sequel to a story can be an option. Thus, English language learning in Indonesia does not only aim to master the vocabulary of a foreign language, but also to form a generation that has intercultural skills.

2. Intercultural Communicative Competence

The ability to communicate or engage with individuals from diverse cultures and social backgrounds using a language other than one's original language is known as intercultural competency (ICC). The evolution of communicative competence theory, which upholds the native speaker premise, gave rise to ICC. Prior to the turn of the twenty-first century, the communicative competence (CC) hypothesis, which forms the basis of the communicative language teaching approach, was used to systematise the acquisition of the English language.¹⁸ ICC, the capacity to decide on cultural interpretations and to use acceptable and successful communication behaviours that acknowledge the interactants' diverse identities in a particular setting. In this description, the highlighted

¹⁸ Bella, I. I., Hidayah, J., & Edy, S. (2021). Indonesian EFL Teachers' Attitudes towards Intercultural Communicative Competence as a Goal of EFL Learning. *International Journal of Multicultural and Multireligious Understanding*, 7(9), 410-422.

components of ICC are recognising and valuing diverse cultural identities, reaching a compromise on cultural aspects, and creating suitable and productive communication patterns. Teachers must help students view the world from the perspectives of others, help them become more knowledgeable and proficient communicators, and help them become sensitive to and aware of different cultures in order to help them build their own ICC.¹⁹

After reaching such an ICC level, a learner of foreign languages is referred to as an "intercultural speaker." Byram lists attitudes, skills, and knowledge as characteristics of intercultural speakers. He further suggests that intercultural speakers possess attitudes such as "curiosity and openness, being ready to suspend disbelief about other cultures and belief about one's own." While skills include interpretation and relational thinking in addition to discovery and interaction, knowledge is defined as "social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction". However, it is not as simple as it may seem to train students to acquire these attributes. Therefore, intercultural and communicative abilities are essential for foreign language learners in order to engage with people from diverse cultural backgrounds. ICC is the outcome of inclusion as a model for producing intercultural speakers who

¹⁹ Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

can utilize a foreign language in intercultural communication in an appropriate fashion.²⁰

When language is taught in an EFL classroom, culture is automatically taught as well. Teachers should at the very least use language to introduce some cultural references. Speakers should promote cultural understanding by their gestures, body language, and distance, Cakir. Language learners must acknowledge the reflective influence patterns of their own culture over their thoughts, activities, and forms of linguistic expression in addition to understanding the cultural influences at play in other people's behaviour if they are to interact personally with people from different cultural backgrounds, Cakir. Teachers might encourage their pupils to be inquisitive in how non-native speakers of a language express their culture through language donation.²¹

There are two sub-competences within intercultural communicative competence. First, communicative competence, which encompasses language proficiency, sociolinguistic proficiency, and discourse proficiency; Second, intercultural competence, which is defined as intercultural attitudes, curiosity, or openness to suspend disbelief about other cultures and belief about one's own; Intercultural knowledge, which demonstrates knowledge of social groups, products, practices, and interaction processes; Skills of Interpretation and Relationship, which are

²⁰ Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual matters.

²¹ Fitriyah, U., & Munir, A. (2019). Intercultural communicative competence in ELT: lecturers' perception and practice. *IJET (Indonesian Journal of English Teaching)*, 8(1), 62-71.

understood as the capacities to recognise and explain cultural perspectives and mediate between and function in new cultural contexts; Discovery and interaction, which aims to advance ethnographic and research skills and explore cultures; Multidisciplinary education is defined as assessing political instruction and cultivating a critical understanding of culture.²²

3. ICC Elements

In the field of teaching foreign languages, Byram's model is acknowledged as the most prominent framework for evaluating and improving students' ICC under different conditions. Linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence—which consists of five components—were separated into four categories in the current model: attitude, knowledge, skill of interpretation and relation, skill of discovery and interaction, and critical cultural awareness/political education. In line with this model, he highlights specific educational goals designed for language and cultural learning and offers a way for teachers and students to evaluate each other's intercultural competence using criteria pertaining to attitude, knowledge, and skill as components of his definition of intercultural competence. Though preliminary research has been done on the subject, it appears that many Indonesian EFL teachers are reluctant to integrate the intercultural competence (attitude, knowledge, and skill) and other crucial elements of intercultural communicative competence (ICC) into their teaching and

²² Fitriyah, U., & Munir, A. (2019). Intercultural communicative competence in ELT: lecturers' perception and practice. *IJET (Indonesian Journal of English Teaching)*, 8(1), 62-71.

learning process. This is in contrast to the intercultural competence of these teachers. In order to help pupils develop intercultural competency, teachers should therefore give careful thought to the current circumstances.²³

These are the explanation of ICC finding elements, they are knowledge, attitude, skill of interpreting and relating, skill of discovery and interaction and critical cultural aware:

a. Knowledge

Knowledge (savoirs). It has to do with how social groups are understood, how one regularly travels to the nations of one's interlocutors, and how one conducts social or individual conversations. Regarding this knowledge, the goal for EFL or English teachers is to minimize "misunderstandings" by understanding the types, causes, and processes of "misunderstandings" that occur between people with various cultural backgrounds. Additionally, EFL or English teachers must be knowledgeable about the social structures found in both their own nations and the countries of their interlocutors, including the educational systems and religious institutions.²⁴ Important priorities for intercultural teaching in Saudi Arabia include the ability to suspend judgement, identify intercultural misunderstandings, and overcome

²³ Idris, M. M., & Widyantoro, A. (2019). Intercultural communicative competence (ICC): What should Indonesian EFL teachers have related to ICC's elements. *Journal of English Language Teaching and Linguistics*, 4(1), 67-76.

²⁴ Idris, M. M. (2021). The Proposed Elements of Intercultural Communicative Competence (ICC) For Indonesian EFL English Teachers. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 2(1), 65-72.

conflicting perspectives. The country is known for its Arabic and Islamic cultural identity, and English is increasingly used as a shared language between Saudis and foreign workers.

In Indonesia, intercultural EFL pedagogy has been the subject of recent studies conducted investigated the ways in which EFL teacher educators view language, identity, and culture in connection to their work. The study highlights the intricate and dynamic relationship between intercultural identity building and professional learning, as evidenced by the way local educators "struggle for voice" in the midst of dominating western discourses about ELT professionalism. Similarly, Gandana examined the ways in which the ideas and understandings of English, culture, interculturality, and pedagogy of EFL lecturers overlap with their professional identities and classroom discourses and practices. Her research demonstrates how crucial the institution is in determining the "enacted professionalism" of the lecturers. In 2016, Siregar conducted research at a private Christian institution in Java to examine the obstacles and prospects associated with using an intercultural approach in EFL lessons. The study exposed a dominant essentialist perspective on language and culture, which was shaped by the political objectives of the State. Siregar also discovered in her autoethnography that adopting non-essentializing

intercultural attitudes and teaching practices was both facilitated and hindered by ethical and religious beliefs.²⁵

1) Knowledge of Self and Other Cultures

Culture has various definitions as scholars view it from different angles. In general, culture encompasses everything that humans believe, think and produce. According to Brown's definition, culture includes the ideas, customs, skills, arts and equipment that characterize a group over a period of time. As such, a cultural group refers to a group of individuals who share similar mindsets, norms and attitudes. This means that cultural identity is not always linked to national boundaries. Within one national culture, there are various subcultures formed based on race, ethnicity, gender, social class, and other factors, Kramsch.²⁶ This view emphasizes the importance of ICT utilization by individuals to communicate both within the scope of national culture and cross-culturally between countries. However, the interview results show that teachers still understand culture in the national context only, so they consider the importance of intensive teaching of intercultural competence (IC) when cultures from different

²⁵ Munandar, M. I., & Newton, J. (2021). Indonesian EFL teachers' pedagogic beliefs and classroom practices regarding culture and interculturality. *Language and Intercultural Communication*, 21(2), 158-173.

²⁶ Kramsch, C., & Hua, Z. (2016). Language and culture in ELT. In *The Routledge handbook of English language teaching* (pp. 38-50). Routledge.

countries interact with each other.²⁷ Meanwhile, in a more specific sense, culture refers to a group that shares common beliefs, experiences, values, and worldviews, formed from a shared historical background and interests.

In an aesthetic context, culture refers to human creations such as media, movies, music, literature and other forms of artistic expression. From a sociological perspective, culture is understood as the structure and characteristics of family life, social relationships, economic conditions, work, leisure activities, traditions, and social institutions. Meanwhile, semantically, culture is defined as a system of concepts reflected in language, which shapes the way we perceive the world, think, understand space and time, feel emotions, and interpret colours.²⁸

People with a global mindset are usually driven to look at events around them and the world from a broader perspective. By understanding culture, social life, the world of work, and the similarities and differences between societies, they can make informed decisions, solve problems well, and keep up with the times in the era of globalization.²⁹ English is no longer the exclusive property of countries such as Australia, the United States, Canada, or the United Kingdom, as it has now become a

²⁷ Bouslama, A., & Benaissi, F. B. (2018). Intercultural competence in ELT contexts: A study of EFL teachers' perceptions. *Arab World English Journal (AWEJ) Volume, 9*.

²⁸ Margana, M. (2009). Integrating local culture into English teaching and learning process. *Kajian Linguistik dan Sastra, 21*(2), 123-131.

²⁹ Chen, G. M. (2005). A model of global communication competence.

global language used by various countries around the world. Therefore, in the process of learning English, teachers need not only emphasize the culture of the inner circle, but also need to accommodate the culture of English-speaking countries in the outer circle and expanding circle, McKay.³⁰

Integration of learners' local culture can be done through various strategies. For example, English teachers can incorporate elements of local culture into English learning activities, such as in the selection of class discussion topics, preparation or adaptation of English teaching materials, designing assignments or projects, developing learning media, and making evaluation tools. Thus, the combination of knowledge about one's own and other cultures makes English teachers important agents in shaping learners who are not only linguistically competent, but also culturally aware and ready to communicate in a global context.

2) Skill of Discovery and Social Interaction

Discovery and interaction refer to an individual's ability to discover information and understand unfamiliar cultural practices, and then apply that understanding directly in real communication situations, Byram.³¹ Discovery and interaction skills require learners to be able to recognize, understand and learn new

³⁰ Margana, M. (2009). Integrating local culture into English teaching and learning process. *Kajian Linguistik dan Sastra*, 21(2), 123-131.

³¹ Atmowardoyo, H., & Noni, N. (2023). The Implementation of Intercultural Communicative Competence-based Learning in Senior High School Context. *Celebes Journal of Language Studies*, 295-304.

information related to a culture, as well as establish effective communication with individuals from diverse cultural and linguistic backgrounds.³² Skill of discovery and interaction have the ability to acquire new knowledge about culture and cultural practices, as well as the ability to apply their knowledge, attitudes and skills even in time-limited situations of communication and interaction.³³ Additionally, Kramsch draws our attention to the idea that teaching culture in language learning is not an optional addition to the instruction of speaking, listening, reading, and writing. It has been there in the background from the beginning." Stated differently, culture cannot be viewed as a separate component from the four linguistic abilities because it penetrates the language class.

Related to the skill, divides it into two terms. The first term of skill is described as the skills of interpreting and relating in which it portrays the capability to elucidate a document or an event within a context of another culture as well as to describe and associate it to documents or events from one's own. The skills of interpreting and relating also comprises three abilities, namely, identifying ethnocentric point of views within an event or a document, in which according to Altan, this ethnocentric mostly

³² Petosi, E., & Karras, I. (2020). Intercultural communicative competence: Are Greek EFL teachers ready?. *European Journal of Applied Linguistics*, 8(1), 7-22.

³³ Fajriyah, L., Lestari, L. A., & Aswandi, A. (2020). Teachers' practices about intercultural communicative competence in teaching English language. *International Journal of English Literature and Social Sciences*, 5(5), 1730-1736.

happens in the context of psychological boundaries between one owns cultures as well as the target cultures, and explaining their origins, identifying areas of misconceptions or dysfunction in the process of interaction and explaining them in accordance with every cultural system that presents, and mediating the interpretations of conflicting phenomena. Above all, the second term of skill is related to the skills of discovery and interaction in which it usually defines as the competence of acquiring new knowledge of cultural practices as well as the culture and competence of operating the knowledge, attitudes and skills with the constraints of communication and interaction in real-life situations acts as the principal consideration. Furthermore, the skills of discovery and interaction comprises the ability of eliciting the notion and significance of documents or phenomena in order to enhance the system of explanatory for applicative susceptible to other phenomena, identifying notable authorities within and across cultures and evoke their importance and connotations, identifying homogeneous and heterogeneous processes of interaction, verbal and non-verbal, and arranging an appropriate implementation of them in a particular circumstance, using a proper collaboration of knowledge, skills and attitudes to cooperate with interlocutors from dissimilar countries and cultures, making provision for the level of one's existing familiarity with the country and culture and the

extent of differentiation between one's own and the others, identifying concurrent as well as former correlation between one's own and the other cultures and countries, identifying and taking an advantage of private and public institutions which encourage and promote contact with other cultures and countries, and employing the knowledge, skills and attitudes in a real life situation for the sake of mediation process between a foreign culture and interlocutors of one's own.³⁴

3) Skill in interpreting and relating

Interpreting and linking skills refer to an individual's skills in understanding the meaning of a foreign cultural text, event or practice, explaining its meaning, and comparing it to their home cultural context in a reflective manner.³⁵ Intercultural skills include the ability to understand and interpret documents or events originating from individuals with different cultural backgrounds, then describe them and relate them to similar documents or events in one's own culture, Byram.³⁶ An intercultural speaker needs to master 13 skills to be able to recognize potential misunderstandings and interruptions in interactions, and explain

³⁴ Idris, M. M., & Widyanoro, A. (2019). Intercultural communicative competence (ICC): What should Indonesian EFL teachers have related to ICC's elements. *Journal of English Language Teaching and Linguistics*, 4(1), 67-76.

³⁵ Atmowardoyo, H., & Noni, N. (2023). The Implementation of Intercultural Communicative Competence-based Learning in Senior High School Context. *Celebes Journal of Language Studies*, 295-304.

³⁶ Idris, M. M. (2021). The Proposed Elements of Intercultural Communicative Competence (ICC) For Indonesian EFL English Teachers. *SAGA J. Engl. Lang. Teach. Appl. Linguist*, 2, 65-72.

them based on their respective cultural systems. In addition, they must also be able to bridge differences in interpretation of a phenomenon through *savoir comprendre*, which is the ability to interpret and connect.³⁷ In this context, EFL teachers or English language instructors need to utilize their knowledge to identify and explain potential sources of misunderstandings and help their interlocutors understand and resolve differences in perspective.

Interpreting and linking skills refer to the ability to understand cultural documents from other countries, then explain and relate them to documents from one's own culture in order to mediate in a cross-cultural context. Meanwhile, discovery and interaction skills relate to the ability to acquire new cross-cultural knowledge and utilize the knowledge, attitudes and skills to communicate effectively in the midst of real interaction challenges.³⁸ By encouraging students to compare and contrast cultural differences, they can be trained to develop skills in interpreting documents or events from other cultures, explaining them, and relating them to documents or events from their own culture-which is the essence of *savoir comprendre*.

³⁷ Nguyen, Binh Thi Thanh. "Cultural awareness and intercultural awareness in ELT practices from Global Englishes perspective in higher education in a Vietnamese university." PhD diss., University of Southampton, 2023.

³⁸ Thi, P. D. H. (2019). Vietnamese teachers' perceptions of integrating intercultural communicative competence (ICC) into business English teaching. *ThaiTESOL Journal*, 32(2), 17-31.

4) Critical Cultural Awareness

The capacity to apply critical evaluation to the viewpoints, customs, and products of both one's own culture and the foreign culture is known as "cultural awareness/political education." These five elements, which go hand in hand with linguistic, sociolinguistic, and discourse abilities, make up ICC. Byram's paradigm is illustrated graphically.³⁹

It is therefore hypothesised that an individual who possesses these capacities to some extent will be more able to deal with CAAIC. These competency areas can be added to a variety of training programmes that include intercultural components if they are verified empirically as truly "performance enhancing" or if they are just trusted. It goes without saying that teaching these kinds of intercultural skills assumes that students already have a certain level of cultural awareness and, often, proficiency in a foreign language. As such, they would not be appropriate at the beginning of an introductory module devoted exclusively to intercultural communication or in a very low-level foreign language programme. However, these are not competency areas that, in my opinion, should be ignored for very long given how regularly CAAIC occurs and how frequently it is problematic. Moreover, these competencies are simply recast pedagogically to provide

³⁹ Pereira, B. S. R. (2023). *Intercultural Competence in the ESL Classroom: Challenges and Successes*. West Virginia University.

course learning objectives and associated evaluation criteria. They can also be methodically included into course content in any curriculum environment where this component of developing intercultural abilities is to be included.

The Common European Framework of Reference for Languages, published by the Council of Europe in 2001, is a significant international document that strongly advocates for the inclusion of cultural aspects in language instruction. According to Byram, Gribkova, and Starkey one of the fundamental objectives of interculturality is to "assist language learners in interacting with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors." According to Byram et al., language learners who acquire intercultural awareness are essentially able to communicate effectively and build "human relationships with people of other languages and cultures." This suggests that in order to effectively engage with individuals from diverse cultural backgrounds, English speakers must cultivate intercultural understanding.⁴⁰

a) Intercultural Awareness

As explained in the previous chapters, language teaching is not only about understanding grammar rules and language skills, but also about how to use the language appropriately in a social

⁴⁰ Galante, A. (2015). Intercultural communicative competence in English language teaching: Towards validation of student identity. *BELT-Brazilian English Language Teaching Journal*, 6(1), 29-39.

and cultural context. Byram et al. integrate these innovations and place particular emphasis on the importance of intercultural awareness, cross-cultural interaction skills, and existential competence.⁴¹

As defined by Byram et al., intercultural awareness is “the process of becoming more observant and developing a more accurate understanding of one's own and others' cultures in order to enhance international and cross-cultural understanding”.⁴² Therefore, the integration of intercultural awareness in the teaching and learning process is very important. English teachers play a major role in helping students recognize cultural differences and foster an attitude of openness, tolerance and mutual respect. Learning that involves cultural aspects can help students avoid misunderstandings and build better communication relationships with people from different backgrounds. Thus, developing intercultural communication competence is one of the main goals in language teaching in today's global era.

b) Language Awareness

Language awareness is an important aspect that supports the development of intercultural communicative competence.

⁴¹ Barany, L. K. (2016). Language awareness, intercultural awareness and communicative language teaching: Towards language education. *International Journal of Humanities and Cultural Studies*, 2(4).

⁴² Barany, L. K. (2016). Language awareness, intercultural awareness and communicative language teaching: Towards language education. *International Journal of Humanities and Cultural Studies*, 2(4).

Language awareness not only includes an understanding of the structure and use of language, but also includes an understanding of how language reflects the cultural values, identity, and way of thinking of the speaking community. Language awareness (LA) has developed into an approach that is increasingly discussed and applied in the process of language learning and teaching, both for first language (L1) and second or foreign language (L2). In recent years, this approach has received attention from various researchers and practitioners, such as Dufva, van Lier, Bolitho et al., Byram, and Araújo and Sílvia Melo, among others.⁴³

The main goal of Language Awareness (LA) is to help learners observe how language is used in everyday contexts, so that they can recognize gaps and achieve readiness for learning. Another goal is to help students develop cognitive skills, such as connecting, generalizing and hypothesizing, and support them to become more independent with a positive attitude towards language and the language learning process outside the classroom. Critical Language Awareness (CLA), meanwhile, has the additional goal of encouraging students to explore the reasons behind the language structures they learn, as well as understanding what socio-political factors influence them.

⁴³ Barany, L. K. (2011). Language awareness, intercultural awareness and communicative language teaching: Towards language education. *International journal of arts and sciences*, 4(4), 158-181.

4. Teachers' Perception of ICC

Teacher perceptions encompass their beliefs, attitudes, and viewpoints regarding different aspects of their profession, such as their roles, duties, instructional methods, and the overall learning environment.⁴⁴ Teachers' perceptions are shaped by their prior knowledge, life experiences, personal beliefs, and attitudes toward teaching. Additionally, the way teachers are perceived can affect their interactions with students, their teaching approaches, and their overall effectiveness in the classroom. It is also emphasized that teachers have a crucial role and therefore need a strong knowledge base and awareness to effectively manage the classroom. This foundation allows them to design engaging lessons, maintain classroom discipline, adjust to evolving situations, and cultivate a supportive learning environment.⁴⁵ By enhancing their knowledge and awareness, teachers can create a more effective and nurturing learning environment that supports students' academic and personal growth.

For reflective practice to be effective, it is essential to recognize and communicate teachers' perspectives on it during classroom learning. Understanding that individuals' views and interactions with practice are shaped by their perceptions enables teachers to foster positive attitudes

⁴⁴ Fidinillah, S. (2024). *teachers' perceptions towards intercultural communicative competence in efl classroom at senior high schools in batusangkar, west sumatera* (Doctoral dissertation, Universitas Muhammadiyah Malang).

⁴⁵ Ilmi, I. K., & Fitriati, S. W. (2020). Teachers' Perceptions, Plans, and Their Practices on Teaching Vocabulary in Context at SMP N 1 Parakan, Temanggung. *English Education Journal*, 10(2), 154-163.

from the beginning. This approach ensures that the practice is grounded in clear instructions and a strong theoretical foundation. Understanding this fundamental concept of perception allows us to gain insight into how teachers view their classroom practices. So, this study aims to find out how teachers' understanding of ICC and how teachers' implement ICC in classroom.

a. Understanding of ICC Concepts

The idea of intercultural competence gained theoretical traction in the latter part of the 20th century due to the growing demand for cross-cultural communication stemming from an increase in international travel Sinicrope et al. One's perspective, perception, expressions, behaviour, and interactions with others in learning one's first language can all be observed when one is proficient in acquiring a second language. Furthermore, it can offer an adequate substitute for traditional communication methods in the second language. In summary, Indonesian EFL teachers should fully embrace the imperative of possessing ICC competencies.⁴⁶

The concept of "intercultural competence" is a general one that incorporates the earlier ideas as well as research from applied linguistics, sociology, anthropology, and sociolinguistics. It is a skill that allows language speakers to critically evaluate cultural phenomena

⁴⁶ Idris, M. M. (2021). The Proposed Elements of Intercultural Communicative Competence (ICC) For Indonesian EFL English Teachers. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 2(1), 65-72.

in other cultures that are both internally and externally linked to a civilization. As a result, it helps language learners to interact with people from different cultural backgrounds and traverse multicultural environments with ease. Kramsch talked about a change in the ways that academic language learning environments see teaching culture. She clarified that a long-standing method of teaching culture is the modernist perspective, which considers ideas of Little C culture (habits, traditions, beliefs) and Big C culture (literature, arts, music, and religion). However, new ways of thinking and looking at culture have led applied linguists to suggest a postmodernist viewpoint on teaching culture, where the focus is on subjectivity of each speaker and the discursive practices taking place in the moment of engagement. In light of this, we can argue that this is a more inclusive strategy that respects the variety of identities that each person brings to cross-cultural communication while also taking into consideration the nationalist side of culture. Thus, as these viewpoints focus on students' capacity to switch topics and cultivate a more critical awareness of the other culture, they are closely aligned with fundamental principles for the growth of strong intercultural competency.⁴⁷

Cultural concept, if acquired in English classes, need to be regarded with caution as the spread of the English language over the world suggests that many non-native speakers of English utilise the

⁴⁷ Pereira, B. S. R. (2023). *Intercultural Competence in the ESL Classroom: Challenges and Successes*. West Virginia University.

language to connect with other non-native speakers. Talking about culture in the English classroom should go beyond allusions to the native speaker's membership in a monolingual society; for example, studying British or American cultural facets may make it less likely that other, less prominent cultural groups will be acknowledged. For instance, different dialects of English spoken in English-speaking (like South Africa) and non-English-speaking (like Brazil) nations, as well as in specific geographic and social groups must be given credit. Another objective of ICC is to explore cultures unrelated to the English language, such as Brazilian indigenous and immigrant languages, Portuguese dialects, among other things, given that one of the purposes of the English language is to promote communication among speakers of different languages and cultures.⁴⁸

Smakova and Paulsrud did a study that was similar in nature on the incorporation of ICC as a concept in ELT 2020. The participants were aware of the concept of ICC and its importance for teaching English language, according to the researchers, who specifically investigated the perspective and degree of ICC integration among high school instructors in Kazakhstan. Regarding integration, data indicated that educators incorporate a variety of cultural subjects into their English classrooms in a modest manner. Encouraging students to participate actively in real-world cross-cultural communication

⁴⁸ Galante, A. (2015). Intercultural communicative competence in English language teaching: Towards validation of student identity. *BELT-Brazilian English Language Teaching Journal*, 6(1), 29-39.

scenarios and teaching them to accept and value differences in both language and culture are the only two strongly integrated indicators. Despite the respondents' moderate integration of ICC, the researchers came to the conclusion that the respondents' challenges, including their "lack of knowledge on what to do in order to promote students' ICC, how to teach ICC, and how to assess ICC aspects," prevented them from integrating ICC on a regular basis. It was suggested that professional development programmes be made available to instructors in order to improve their understanding of and ability to teach ICC.⁴⁹

Portuguese speakers who are native English speakers in Brazil frequently use English to converse with non-native English speakers (such as Chinese speakers). In this instance, English is the lingua franca (ELF) for both speakers. Since language and culture are intertwined, differences exist between a given language and its culture.

For instance, it is not expected that an English native from India would have the same cultural inclinations as an English native from Australia.

Thus, effective communication requires an awareness of people's cultural orientations.

The current study identified certain gaps in EFL teachers' understanding of the notions of IC and culture in ELT settings. Teachers do not appear inclined to successfully implement the ICA in their EFL classes and support learners' growth as ISs, despite the fact

⁴⁹ Garcia, J. V. (2022). Integration of intercultural communicative competence: A case of English language teachers in higher education. *English as a Foreign Language International Journal*, 2(1), 28-58.

that teachers' attitudes can influence and shape their classroom practices (Pajares, Cronin-Jones,).

First of all, it appears that EFL teachers are neither well-versed in the theoretical underpinnings of the ICA and its main goals, nor do they have a suitable grasp of the ideas of IC and culture. So, in order to ensure that intercultural communication studies and its pedagogical applications in ELT contexts are taught as a course at universities with the necessary depth and breadth, educational professionals should make sure of this. Second, in order to effectively integrate IC into EFL teaching practices, educational professionals should endeavour to establish pre-service and/or in-service teacher training programmes. These programmes should acquaint EFL teachers with the ICA, its benefits, and its relevance to modern education. Additionally, they should equip them with practical methodology. In light of the demands of a globalised education system, educators should also make a personal effort to understand more about the ICA.⁵⁰

b. Perception Important of ICC in EFL Teaching

Numerous significant international educational organisations have endorsed intercultural communicative competence. Since many people use English to communicate with people from diverse cultural backgrounds, it is imperative that ICC be included into language teaching, including ELT. The Common European Framework of

⁵⁰ Bouslama, A., & Benaissi, F. B. (2018). Intercultural competence in ELT contexts: A study of EFL teachers' perceptions. *Arab World English Journal (AWEJ) Volume, 9*.

Reference for Languages, published by the Council of Europe in 2001, is a significant international document that strongly advocates for the inclusion of cultural aspects in language instruction. According to Byram, Gribkova, and Starkey, one of the fundamental objectives of interculturality is to "assist language learners in interacting with speakers of other languages on equal terms, and to be aware of their own identities and those of their interlocutors." According to Byram et al., language learners who acquire intercultural awareness are essentially able to communicate effectively and build "human relationships with people of other languages and cultures." This suggests that in order to effectively engage with individuals from diverse cultural backgrounds, English speakers must cultivate intercultural understanding.⁵¹

Teachers felt that teaching students about culture was crucial to helping them learn and comprehend English in a culturally relevant way. According to some educators, EFL students must acquire culture in order to successfully engage in cross-cultural conversation and utilise English in the proper sociocultural context. The ICA places a high value on the idea of cultural mediation. "a third place" where learners' home culture and the target culture(s) coexist peacefully, it is. Learners are directed to cultural mediators or ISs in such a setting. According to interview data, the majority of EFL teachers believed

⁵¹ Galante, A. (2015). Intercultural communicative competence in English language teaching: Towards validation of student identity. *BELT-Brazilian English Language Teaching Journal*, 6(1), 29-39.

that cultural mediation was occurring, particularly between the home culture of the learners and British/American culture. They continue to adhere to the NS model; thus, this is not.⁵²

The majority of them understood the significance of culture in ELT and thought that teaching language without incorporating its cultural context was impossible. More precisely, they largely agreed that teaching culture is just as important as teaching foreign languages (82.3%) and that teaching the two together is preferable (83.9%). Researchers generally agree that language and culture are inextricably linked. Language and culture don't seem to be seen as mutually exclusive as they once were in the context of conventional language instruction. It serves as a foundation for incorporating an intercultural perspective into language instruction. In addition, instructors supported the inclusion of foreign cultures in EFL classes and expressed reluctance to focus solely on the cultures of English-speaking nations when promoting an intercultural learning environment.⁵³ Most importantly, it was discovered that EFL teachers had a favourable attitude towards intercultural education and felt that teaching English was a necessary means of imparting ICC. They believed that schools in general and EFL classrooms in particular provided a suitable environment for students to acquire and develop ICC abilities.

⁵² Bouslama, A., & Benaissi, F. B. (2018). Intercultural competence in ELT contexts: A study of EFL teachers' perceptions. *Arab World English Journal (AWEJ) Volume, 9*.

⁵³ Petosi, E., & Karras, I. (2020). Intercultural communicative competence: Are Greek EFL teachers ready? *European Journal of Applied Linguistics*, 8(1), 7-22.

Additionally, teachers reinforced an intercultural context in their teaching by introducing cultures from other countries into the EFL classroom rather than just those of English-speaking nations. They also concurred that cultural education can influence students' attitudes and that pupils grow more accepting and tolerant of other cultures and languages the more they are exposed to them. Additionally, they disagreed with the assertion that intercultural education had little bearing on students' attitudes and behaviours and instead emphasised the idea that teachers' perspectives have a significant impact on students' attitudes. It appears that teachers' attitudes towards foreign cultures, in addition to students' familiarity with and knowledge of them, play a critical role in shaping students' development of polite and good attitudes towards foreigners.

c. Teachers Attitudes Toward Incorporates ICC are Related To Education

To put it simply, "attitudes" (also referred to as "motivation" in Byram's study) are the state of being open and willing to consider things from the perspective of another person, refraining from passing judgement, and engaging in self-referential thinking when considering the cultural practices involved on both sides. Byram emphasised that this element is essential to the growth of ICC.⁵⁴

⁵⁴ Pereira, B. S. R. (2023). *Intercultural Competence in the ESL Classroom: Challenges and Successes*. West Virginia University.

In-depth reflection on attitudes from interactions with people from different cultures is necessary for cultural analyses, especially in English language classrooms. This reflection should not place greater or lesser value on any particular culture; rather, it should highlight the positive experiences and lessons that can be learned from these interactions, Beacco. Basically, any conversation about culture in English classes needs to transcend preconceived notions. For instance, in Brazil, English instruction may incorporate resources showcasing the variety of the English language and the ways in which speakers of other cultural backgrounds utilise it for communication. One illustration would be the addition of listening materials featuring speakers of English from non-English speaking nations like Korea, Spain, and Russia, as well as speakers from English-speaking nations like Jamaica, New Zealand, Singapore, and Tanzania. Though other elements like an understanding of people's identities and the sociocultural context are also crucial, it is important to remember that teaching methodologies like Communicative Language Teaching (CLT), Task-based Learning (TBL), and the Audiolingual Method², among others, still have a place in English classrooms. These ideas are fundamental to the five "knowledges" of ICC.⁵⁵

⁵⁵ Galante, A. (2015). Intercultural communicative competence in English language

Byram's Model of Intercultural Communicative Competence requires foreign language instructors to assist students in developing intercultural competence attitudes, knowledge, and abilities while they are speaking a foreign language. Instructors need to guide students through exercises that take into account attitudes towards the "other" and, perhaps, change the learner. In order to eventually experience reciprocity in relationships, the students have to begin by challenging their preconceived notions before embarking on a process of learning about the "other" and becoming more open to seeking out and interacting with otherness.⁵⁶

5. Experience of ICC Implementation

a. Integration of ICC In English Language Learning

In addition to the prevalent cultural and domestic themes, English for Communication instruction may incorporate an intercultural perspective. In this situation, having frequent discussions on life events involving the students becomes feasible. It goes without saying that each topic or subtopic's intercultural content calls for the proper lexical content. Thus, it is possible to give students the chance to compare national cultural variations utilising nationally biased lexical units of native and target languages when studying the topic of

teaching: Towards validation of student identity. *BELT-Brazilian English Language Teaching Journal*, 6(1), 29-39.

⁵⁶ Moroz, T., & Demianenko, O. (2022). INTERCULTURAL COMMUNICATIVE COMPETENCE OF UNIVERSITY STUDENTS. *Scientific Journal of Polonia University*, 53(4), 67-74.

"customs and traditions." Although there are situations where it is unavoidable, when choosing terminology, the principles of functionality and frequency should not collide. Of course, it is impossible to introduce the chosen vocabulary for every topic at once or concurrently. Small, carefully dosed doses should be administered. This kind of approach relies on the particulars of home and cultural concerns. According to a specific survey, new information that is motivated by communication is constantly being added to these themes. As a result, it is possible to revisit each theme again and expand it to include new ones, which will introduce new vocabulary from other cultures.⁵⁷

The implementation of intercultural communication requires the possession of linguistic material, which can only be attained through the in-depth study of all forms of linguistic activity and the integration of the material into all analysers' interactions—that is, in the unity of speaking, listening, reading, and writing. Foreign language teachers can also use many methods that they are familiar with such as role- play, cooperative activities, tasks and so on. Here the difference lies in the focus on the development of ICC and designing the tasks or

⁵⁷ Moroz, T., & Demianenko, O. (2022). INTERCULTURAL COMMUNICATIVE COMPETENCE OF UNIVERSITY STUDENTS. *Scientific Journal of Polonia University*, 53(4), 67-74.

activities in a way that naturally promotes intercultural advanced learners, Byram.⁵⁸

Training is therefore the most efficient way to teach intercultural communication. While traditional learning methods emphasise primarily on an individual's general development, training is more concerned with meeting practical needs and studying particular scenarios, Solodka. This attitude fosters the development of a broad range of applied techniques, the use of which in the educational process allowed for the successful and intentional learning of intercultural communication, Buerkel-Rothfus.

Here are some examples of the following methods to integrates ICC:

- 1) The method of the interactive modelling approach is to intentionally replicate different intercultural communication scenarios for both individuals and groups. The educational process's participants' emotional and cross-cultural energy is channelled towards scenario analysis and evaluation because of this methodology. Participants can better grasp and explore the ways and types of interactions in intercultural contacts thanks to the simplified environment of interactive models than they could in real life. We can talk about the issues that arise when people from different cultures communicate with one another—language,

⁵⁸ Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

conduct, customs, etc.—and address the problem scenario that arises.

- 2) The method of simulation involves the artificial creation of a particular intercultural communication scenario and the prediction of potential options and results depending on various factors and points of view. Situations that are unique let you see into the mind of someone from a different culture and are typically representative of everyone involved in the process when it comes to intercultural communication. Since the primary activity of its members is creativity, one of the method's key components is the mandatory establishment of conditions for cultural creativity. The utilisation of simulation games ensures that these requirements are implemented to a great degree. The purpose of simulation games is to teach pupils how to live in a culture that involves being in a foreign setting where people can experience multiple emotions at once. Participants can put themselves to the test in various roles. Discussion of game outcomes occurs.⁵⁹
- 3) The last method problem circumstances are those in which ethical and intellectual concerns become emotionally charged. They are organised in this way. As a result, the participants are aware of the paucity of resources available, work with the teacher to identify the

⁵⁹ Moroz, T., & Demianenko, O. (2022). INTERCULTURAL COMMUNICATIVE COMPETENCE OF UNIVERSITY STUDENTS. *Scientific Journal of Polonia University*, 53(4), 67-74.

resources needed to overcome obstacles, and independently set the tasks that will help them develop their own skills. These skills are essential for developing a suitable course of action in either an indirect or direct situation involving intercultural communication. For instance, the following questions could be posed: Which linguistic distinctions might point to distinct national traits? How do the customs and ideals of each country translate into their language?

b. Teachers' Challenges Faces in Integrates ICC

The differences that academics concentrate on are incredibly diverse. Major domains include variations in pragmatics of written or spoken discourse, variations in values and their relationship to language, and variations in working practices , Schneider and Barsoux, Guirdham and Guirdham. These variations frequently result in psychological "cognitive dissonance," which brings with it cross-cultural difficulties, Leontovich. Studies that describe the competencies required to deal with these differences have been added to this type of research, Koester and Olebe, Byram, Spitzberg. These studies can also be focused on particular professional contexts, such as translation or tourism Koskinen, Cranmer, Phipps, Jack and Phipps. But the question I want to pose here is: Is there not a shared aspect of intercultural communication, which was already mentioned and is connected to cultural difference? This aspect needs to be theorised, given more

attention than it has gotten, and further competencies would need to be defined in order to address it.⁶⁰

Though real-time forms of conversation will often involve some of the most acute challenges, examples of the types of challenges on which I wish to focus can be easily multiplied and drawn from any aspect of communicative style, from body language and discourse patterns to politeness codes and far beyond, from any genre of spoken or written discourse and using any medium. However, a commonality among many of the challenges is that they involve elements of the communicative style of the first language that, for one of the speakers, have become completely habitual or "internalised," and which are then transferred to the usage of foreign languages. These internalised habits can be notoriously difficult to unlearn, even when one is aware of them. However, one speaker in the cases is oblivious to the fact that the pertinent element of their communicating style is not universal due to their inadequate intercultural competence. Because of this, the speakers in question may be, in the words of M.J. Bennett, "fluent fools," linguistically competent according to more conventional standards but less competent across cultures. This is not surprising considering the scant attention that has historically and even in much modern methodology and practice been paid to the development of intercultural competence in general and communicative style in

⁶⁰ Cranmer, R. (2017). Intercultural Communicative Competence-a Further Challenge. *Russian Journal of Linguistics*, 21(4), 870-884.

particular within language teaching. The aforementioned examples (1) and (2) highlight the effects of a lack of intercultural competency on one communicator's communication style. On the other hand, Examples (3) and (4) highlight the effects of low intercultural competence on how people may evaluate foreign communication styles in "meta-communication"; they exhibit denigration, stereotyping, dismissal, lack of engagement, or even a failure to recognise the existence or reality of alternatives. We will now proceed to a brief setting of these types of cases within the framework of current theoretical research.⁶¹

In addition to the previously mentioned elements, insufficient administrative assistance and educational resources that facilitate ICC in a language classroom may provide challenges to the incorporation of ICC into language instruction Barletta Manjarrés; Garrido & Álvarez; Gu; Young & Sachdev. Regarding administrative support, Gu said clearly that the low integration of ICC into foreign language instruction was caused by "the lack of administrative encouragement, support, or imperatives" There are currently not enough relevant learning resources available to facilitate the integration of ICC into foreign language instruction Barletta Manjarrés,; Garrido & Álvarez. The majority of easily accessible textbooks continue to promote language proficiency over ICC. The fact that teachers do not have

⁶¹ Cranmer, R. (2017). Intercultural Communicative Competence-a Further Challenge. *Russian Journal of Linguistics*, 21(4), 870-884.

enough time to cover the cultural content due to the abundance of curriculum content Karbinar & Guler, and that ICC is still not seen as the primary goal for foreign language learning in the eyes of teachers, learners, and their parents Sercu; Onalan, as cited in Tran & Dang, further contributed to the teachers' minimal adoption of the intercultural approach to language teaching.⁶²

While there are many methods to incorporate ICC into teaching foreign languages, and numerous studies show that ICC improves students' ability to communicate in the language they have learned, there are very few foreign language classrooms globally that incorporate ICC Alyan; Byram & Risager; Byram et al.; Garrido & Álvarez; Sercu. According to the literature, several obstacles hinder foreign language teachers from fully implementing the intercultural approach and integrating ICC into their teaching.

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⁶² Cheewasukthaworn, K., & Suwanarak, K. (2017). Exploring Thai EFL Teachers' Perceptions of How Intercultural Communicative Competence Is Important for Their Students. *PASAA: Journal of Language Teaching and Learning in Thailand*, 54, 177-204.

CHAPTER III RESEARCH METHOD

This chapter discusses thoroughly the research methods used by researchers to conduct research consisting of research approach design, research location, participation involved, data collection methods, data collection techniques, data analysis techniques, ensuring data validity, and procedures followed during the research.

A. Research Design

The nature of this investigation is qualitative. This study employed a case study design as its method to explore how English teachers' perceive and implementation ICC in their teaching practices. Case study was chosen in this study, which was defined as “an approach used to explore and to understand the effects that individuals or groups have on a social or human problem”, Creswell.¹

This study discusses in detail what English teachers' perceptions and implementation of ICC are in teaching practices. This study explores each case, providing a detailed description and analysis of the case.

B. Research Setting

This research was conducted at a junior high school located in Ambulu sub-district, Jember district, Indonesia. The school serves approximately 1,038 students and represent a culturally diverse environment. This environment comes from occupations are private employees, traders, fishermen and

¹ Pudyastuti, R. *Beliefs and Practices of English Teachers on Communicative Competence (A Case Study at SMAN 4 Tangerang Selatan)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

farmers. The school is situated at the edge of the city in semi-rural area characterized by rice fields and proximity to beaches. The student population reflects the culture diversity of the Ambulu community, comprises primarily Javanese and Madurese ethnic groups. This multicultural composition creates a unique context for English language teaching, where students bring diverse cultural backgrounds, values, and communication styles into the classroom, making it an ideal setting for exploring how Intercultural ICC can be integrated into English language teaching. The blend of Javanese and Madurese cultures within the student body offers real-life examples of cultural interaction, which teachers can utilize to foster intercultural awareness and sensitivity. In such a setting, English teachers are not only tasked with teaching language skills but also with guiding students to understand and respect cultural differences, both within their own community and in a broader global context. This environment supports the development of students' ICC by encouraging them to engage in discussions, activities, and reflections that highlight cultural perspectives and promote effective communication across cultural boundaries.

This school was selected as the research site because it has a diverse learning environment and to explore English teachers' perceptions and practices in teaching ICC in their teaching practices. The researcher chose this location for several reasons. First, this school has students with diverse cultural backgrounds, which reflects the reality of cross-cultural communication in daily life. This diversity provides an opportunity for

research to explore how teachers teach different cultures and cross-cultural communication skills to students. Secondly, there are several English teachers with considerable teaching experience and understanding of culture-based teaching methods. This allowed the research to gain insights into teachers' perceptions of ICC, its strategies and implementation in the classroom. Finally, the researcher obtained school permission and had prior teaching experience there, ensuring access to relevant data and participant collaboration.

C. Research Participants

This study involved 3 English teachers from junior secondary schools in Jember specifically in the Ambulu area. The participant selected through purposive sampling from a pool of 10 English teachers based on 4 criteria: (1) teaching experience, (2) experience of direct interaction with other cultures or teaching students from different cultural backgrounds, (3) creative and innovative in teaching cultural materials, (4) have ever incorporated ICC into English language teaching. Four teachers meet all criteria were selected to participate in in-depth interviews aimed at exploring their perceptions and teaching practices related to ICC. The extended teaching experiences (20–35 years) were prioritized to ensure that the participants had developed a mature and reflective understanding of language teaching, particularly in relation to integrating cultural aspects into their instruction. Such long-term experience was considered crucial for capturing nuanced insights into how intercultural elements have been incorporated over time, how teachers have responded to

culturally diverse classrooms, and how their teaching philosophies have evolved. These experienced educators were expected to provide valuable perspectives on the implementation of ICC, including the strategies they used, the challenges they encountered, and the ways in which they adapted their teaching to promote intercultural understanding among students. Their depth of experience also added credibility to the findings, allowing the study to explore ICC implementation from a well-informed and practical standpoint.

3. 1 Participant Demographic Information

Name	Teaching experience (years)	Ethnicity	Date of Interview
MR	35	Javaness & Madurese	24/02/2025
KP	20	Javaness & Madurese	24/02/2025
SW	20	Javaness & Madurese	24/02/2025

D. Data Collection Technique

Data collection in qualitative research comprises obtaining information via a variety of techniques, including observation, interviews and document review. The objective is to gather accurate and comprehensive data that may be utilised to look into and understand a certain event or situation.

The researcher employed the following data collection techniques:

1. Observation

The process of gathering information by using the sense of sight to observe the occurrence scenario is called observation. Because direct observation necessitates that researchers dive straight into the field or

research arena.² The researcher conducted observations aimed at seeing how teachers implemented the practices of ICC, understanding teachers' experiences in teaching ICC and collecting data for other qualitative approaches.

In this case, the researcher just sit down in the back row of the class, paid attention in more detail to all the activities that occurred in the classroom, and made some notes to obtain data, which focused on the English teacher's views on ICC and the application of ICC in teaching practice in the classroom.

The indicators being measured in the checklist are:

- a. The step of teaching ICC in English classroom
- b. The material of implementing of ICC as foreign language.
- c. The evaluation of implementing of ICC in English classroom.

The following table presents the detailed information about the classroom observations.

3. 2 Schedule of Classroom Observation

Observation	Class	Date of Observation
MK/1	VIII.A	24/02/2025
KP/1	VII.B	24/02/2025
SW/1	VIII.D	24/02/2025

2. Interview

An interview is a method of gathering data that involves the interviewer and informants having a conversation or exchanging questions in order to obtain information directly from data sources.

² Muhammad Djamal, *Pardiga Penelitian Kualitatif* (Yogyakarta: Pastaka Pelajar, 2015), 66.

A set of open-ended questions based on the study questions and the ICC integration principles put forward by Baker, Byram, Munandar, and Newton were included in the interview guide that the researchers created prior to the interviews.³ Three teachers participated in the testing of the interview guide, which was then revised to improve its accuracy.

The teachers granted permission to participate in the study by signing a consent form. In order to avoid unnecessary obstacles, the interviews were done in-person in either English or Bahasa Indonesia, at the participants' decision. 15-20 minutes were allotted for each interview. The informants' identities were kept private and their participation was voluntary in compliance with ethical guidelines. The interviews were recorded on video, the audio was transcribed, and English translations were made of the Indonesian passages. Following the interview recordings, the researchers read through all of the transcriptions, coded the recurring theme, analysed the information, and prepared a report that included the conclusions backed by the chosen passages.

To obtain data through interviews, the researcher focused on two main objectives. First: explore English teachers' perceptions of ICC in the context of English language teaching. Second, to investigate English teachers' experiences in implement ICC in their teaching practices. To address the both objective, sample of questions were asked:

- How do you define Intercultural Communicative Competence (ICC)?

³ Batunan, D. A., Kweldju, S., & Wulyani, A. N. (2023, April). Portraying Indonesian EFL teachers' perceptions and teaching practices on intercultural communicative competence. In *Proceedings of the International Seminar on Language, Education, and Culture* (pp. 56-65).

- How would you explain the importance of intercultural awareness in communication?
- What do you think are the key component of ICC?
- How can English teachers' incorporate ICC into their lesson?

3. Document Review

In this study, document review was used to obtained data school policies, curriculum documents, lesson plans, and other relevant materials that reflect how Intercultural Communicative Competence (ICC) is incorporated into English teaching practices. In this research, the data obtained through documentation are:

a. Lesson plan of the English teacher in English Teaching

Aided the researcher investigate the methods of instruction, how instructors deal with difficulties in ICC instruction, and how they incorporate values and learning goals that are pertinent to the local setting.

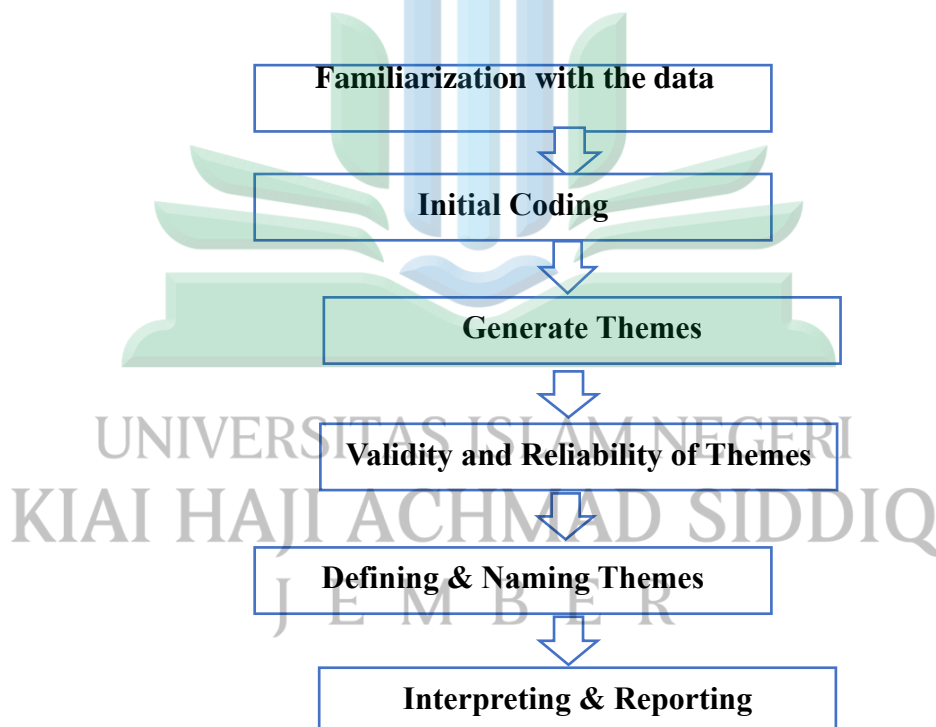
b. Photos of implementation ICC

The researcher was able to see and examine the real practice of teaching ICC in the classroom by using photos of the implementation of ICC at junior high school in Ambulu. These photos offer crucial visual proof for comprehending the difficulties teachers encounter, how ICC is taught, and how students interact in a cross-cultural setting. When studying teachers' experiences teaching ICC, photos can

be a highly helpful tool to supplement other qualitative data and give a more detailed context.

E. Data Analysis

This study, which involved observation, interview, and document review, employed thematic analysis to analyze the data. Thematic analysis was chosen because it provides a flexible and systematic approach to identifying, analysing, and reporting patterns (themes) within qualitative data Braun & Clarke. The analysis followed by Braun and Clarke of the six step of Thematic Analysis (TA).⁴



In the familiarization with the data stage, the researcher repeatedly reviewed the data, made initial notes, and highlighted key points to build a

⁴ Cernasev, A., & Axon, D. R. (2023). Research and scholarly methods: Thematic analysis. *Journal of the American College of Clinical Pharmacy*, 6(7), 751-755.

thorough understanding before coding. Then the initial coding stage, the researcher identified and labelled relevant data segments to capture key meanings related to teachers' perceptions, practices, and strategies in implementing ICC. Meanwhile generate theme, researcher grouped the codes into patterns of meaning, such as how teachers interpreted ICC or the strategies they used. In validity & reliability of theme, the researcher unsured and critically reviews that the theme generated truly represent teachers' perceptions and practices accurately and consistently. The researcher ensured that the theme generated truly reflected teachers' perceptions and actual practices in defining & naming themes. Finally, in interpreting & reporting the researcher present a clear and in dept narrative of the finding, supported by direct quotes from the teacher.

F. Trustworthiness

Trustworthiness is one-way researchers can persuade themselves and readers that their research findings are worthy of attention Lincoln & Guba. Lincoln and Guba refined the concept of trustworthiness by introducing the criteria of credibility, transferability, dependability, and confirmability.⁵

Strategies to Ensure Trustworthiness:

1. Triangulation

Comparing data from various sources, such as interviews with participants who have different backgrounds, and combining data with documentation or field notes. This strategy helps strengthen the findings

⁵ Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), 1609406917733847.

by ensuring that the information obtained is consistent and does not only come from one source, thus reducing the possibility of bias.

2. Member checking

Process of asking participants to double-check the data or interpretations the researcher has made based on their interviews. Member checking can be done directly after the interview or during the data analysis process. The aim is to ensure that what the researcher has written is true to the participants' intentions and views.



CHAPTER IV

FINDING & DISCUSSION

A. FINDINGS

1. English Teachers' Perceptions and Implementation of ICC in The Teaching Practices

This study aims to answer two main research questions, namely:

- (1) What are English teachers' perception ICC in their teaching practices?
- (2) How do English teachers' implement ICC in their teaching practices?

This chapter aims to answer these questions. The research findings are presented systematically according to their relevance to the research questions. This section outlines the results obtained from the data collected to answer the main questions, namely how English teachers perceive Intercultural Communication Competence (ICC) in their teaching practices as well as how they implement it in the classroom. Data were obtained through interviews and observations of three English teachers who were willing to take the time to answer each question and participate in the research process. Data presentation was structured to facilitate analysis and understanding of the research findings.

As an English teacher, understanding and appreciating cultural differences among students not only supports the learning process, but also helps create an inclusive and dynamic environment. The following are some relevant themes in understanding cultural diversity in English language learning obtained from the results of interviews between

researchers and English language teachers as participants. To make easier for researcher to display the data coding was conducted for each teacher as follows:

4. 1 Teacher List

No	Pseudonym	Explanation
1	MR	Teacher 1
2	KP	Teacher 2
3	SW	Teacher 3

a. Understanding Students' Cultural Diversity

From the interview results from teacher 1, teacher 2, and teacher 3 stated that they have students who have cultural diversity in the classroom. These three teachers know that they understand the cultural diversity of their students in language. From teacher stated that:

“ I understand the cultural diversity of my students’, especially in language”.¹

“ Madurese intonation is more like dragging while the Javanese intonation is more like *medok*”.²

“ My students have several cultures such as Javanese culture and Madurese culture”.³

This finding shows that English teachers have shown awareness of the cultural meanings contained in culture, such as dialect, speaking style, word choice and the way students express opinions or respond to situations. It helps teachers understand that their

¹ MK., Interviewed by author, February 24, 2025

² KP, Interviewed by author, February 24, 2025

³ SW, Interviewed by author, February 24, 2025

students have diverse cultures, namely Javanese and Madurese cultures.

From the evidence of the three participants' statements above, they also implement it in the classroom. The teachers said:

“I can understand it from the dialect and accent that students use every day, other than that I pay attention such as gestures and expressions of the interlocutor”.⁴

“I hear my students' conversations with their friends using their respective regional languages”.⁵

“I pay attention when they interact with their friends and such as body movements, facial expressions, and polite ways of communicating”.⁶

Apart from the results of interviews from the three teachers above, this research is further strengthened by the results of observations made by researchers, namely:

“The students began to interact with their group mates, and in their conversations, there was interesting cultural diversity. However, the accents and expressions typical of each culture are still audible, creating an atmosphere that reflects the diversity in the class”.⁷



Picture 4.1

The Teacher controls the students for group discussion

⁴ MK, Interviewed by author, February 24, 2025

⁵ KP, Interviewed by author, February 24, 2025

⁶ SW, Interviewed by author, February 24, 2025

⁷ MK, Class observation, collected by author, February 23, 2025

This picture shows that English teachers have an active role in creating an inclusive learning environment. The teacher is seen approaching and watching students interact with their friends as a form of culturally sensitive pedagogical strategy, where the teacher does not only deliver cultural material from the front of the class, but is also present among students to build closeness and understanding of their needs, so that the teacher can understand the needs of students who have different cultures, Javanese and Madurese cultures.

b. The Importance of ICC in English Language Teaching

An interview with some English teachers revealed that they viewed the importance of ICC in English teaching positively. Some teachers felt that they were motivated to help students with the importance of ICC in English teaching. The three participants stated that they consider ICC is important in English teaching, their perception of the importance of ICC in English teaching the teacher stated that:

“Is very important because it helps students know about cultural differences and appreciate them. Because I realize that ICC is very important to help students know cultural differences and appreciate them, teachers not only teach language skills, but also deliberately include cultural elements in the learning process”.⁸

“Actually, it is very important. I provide opportunities for students to discuss cultural differences that they may encounter during communication. In this way, students learn to not only

⁸ KP, Interviewed by author, February 24, 2025

pay attention to language, but also the context of respecting cultural differences”.⁹

Based on the opinions of the three participants above that indeed ICC is very important in teaching English and then they prove it by implementing it. The teacher stated that:

“ICC learning helps students speak more fluently, confidently and effectively in English and also opens up more career opportunities in the future”.¹⁰

“ICC has a very positive impact on students' speaking skills”.¹¹

They said that the ability to communicate with people from different cultures is very important nowadays, as cultural differences are often encountered. Therefore, they think that ICC should be an important part of English teaching to make learning more useful and in line with the needs of the times.

The following observations will corroborate the results of the interviews above. The observation states that:

“As a closing activity, the teacher asks some groups to do role-playing or retelling of stories using English. This activity not only practiced their speaking skills but also helped them to understand how a culture affects the style of storytelling

⁹ SW, Interviewed by author, February 24, 2025

¹⁰ KP, Interviewed by author, February 24, 2025

¹¹ SW, Interviewed by author, February 24, 2025

supported by the teachers' lesson plan below:¹²

Tujuan Pembelajaran

1. Peserta didik dapat memahami dan membandingkan cara menyapa orang lain dengan konteks budaya yang berbeda.
2. Peserta didik dapat memperkenalkan diri sendiri dan orang lain.
3. Peserta didik dapat memahami perbedaan cara memperkenalkan diri dan orang lain dalam berbagai budaya
4. Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.
5. Peserta didik dapat menulis data diri.

Picture 4.2

Learning Objective in the Teachers' Lesson Plan

This lesson plan shows that teachers have started integrating ICC elements in English learning objectives. Some points of the learning objectives explicitly reflect efforts to build cultural awareness and intercultural communication skills in students.

c. Material Selection for ICC Integration

Material selection in English language learning is one of the important aspects that determine the effectiveness of the teaching and learning process. To understand more about how an English teacher chooses the right materials for their students, an interview was conducted with an experienced teacher. From the interview with teacher said:

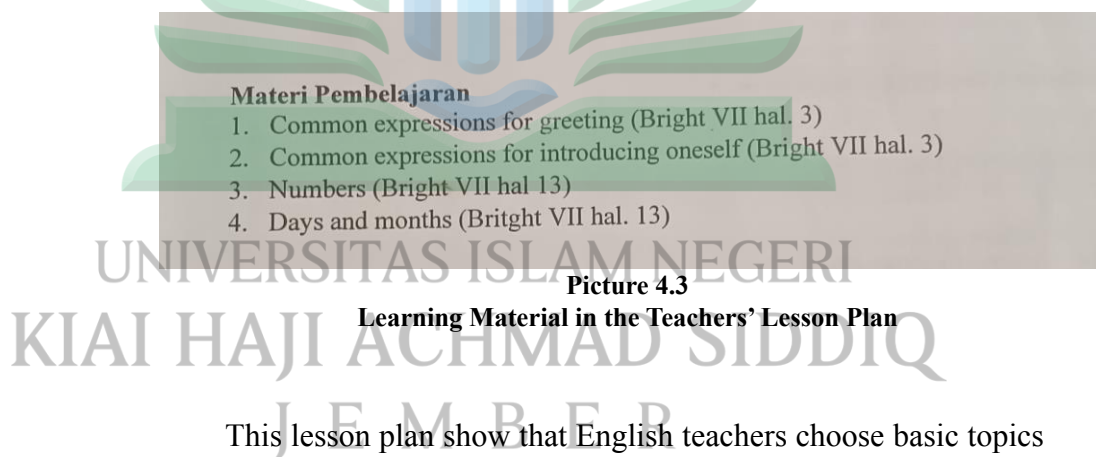
"I chose were transactional materials for example *Introducing* one self and other. The way one introduces oneself not only depends on the choice of words, but is also strongly influenced by cultural norms, social etiquette, level of formality, and body language. This is relevant to ICC because one of the main objectives of ICC is to help students communicate well and effectively in intercultural situations. Through this material, students can gradually begin to build cross-cultural awareness

¹² MK, Lesson Plan, collected by author, February 29, 2025

from the very beginning of communication, namely when introducing themselves.¹³

Teachers understand that the way one introduces oneself is not only about constructing sentences, but also showing the values and customs of different cultures. Therefore, through basic materials like this, students begin to realize that good communication with people from other cultures requires understanding cultural differences from the start. This is in line with the main goal of ICC, which is to help students to communicate appropriately and appreciate differences in intercultural situations.

The results of this interview are supported by the teachers' lesson plan below:¹⁴



Picture 4.3

Learning Material in the Teachers' Lesson Plan

This lesson plan shows that English teachers choose basic topics that have very potential to be integrated with ICC elements. Topics such as common expressions for greeting and introducing oneself are basic forms of communication that have significant variations in various cultures, so they can be utilized as a bridge to build cross-

¹³ MK, Interviewed by author, February 24, 2025

¹⁴ MK, Lesson Plan, collected by author, February 29, 2025

cultural awareness in language learning. This lesson plan has great potential to support the development of intercultural competence. The teacher invites students to compare, reflect, and discuss cultural differences, both local (such as Javanese and Madurese cultures) and global. The selection of this material is a strategic first step in integrating ICC into English language learning.

Then another teacher also stated that he also chose learning materials that reflect the target (English culture) with local culture.

“I chose the material procedure “how to make something. The material is related to ICC because it introduces culture through cultural products such as specialty foods and crafts. Encouraging an open and tolerant attitude, students are trained to accept that “different ways” do not mean wrong, but rather reflect cultural diversity”.¹⁵

Those who had their say in the interviews also implemented the materials that had been selected as materials that reflected ICC in the classroom. The teacher implements it in a way:

“Direct classroom practice, such as speaking practice.”¹⁶

“Group discussions and then presented “how to make something” in front of the class”.¹⁷

The classroom observations also supported the interviews that they were conducted in the classroom. It is evident that:

“The current lesson is themed on *how to make something*, which is linked to ICC. The lesson starts with the teacher asking students questions about food, drinks or crafts from different cultures. Students are asked to share their experience in making something from another culture”.¹⁸

¹⁵ KP, Interviewed by author, February 24, 2025

¹⁶ MK, Interviewed by author, February 24, 2025

¹⁷ KP, Interviewed by author, February 24, 2025

¹⁸ KP, Classroom observation, collected by author, February 23, 2025

“The teacher was seen dividing the students into groups and was given the task of composing a procedure text based on a predetermined culture”.¹⁹

“Each group presented their work in front of the class, explaining the process of making the product”.²⁰

The three observations show that teachers have implemented the ICC-based approach concretely and meaningfully in English language learning. The activities not only train students' language skills, but also build cultural awareness, openness to differences, and cross-cultural communication skills.

d. Teaching Strategies for Implementing ICC in English Language Teaching

The teaching strategy to implement ICC is no less important to realize the learning process in accordance with the situation which certainly does not give the impression of boredom or boredom to students. Therefore, the purpose of the interview was conducted so that researchers could dig deeper information on how English teachers use teaching strategies that show that they implement ICC in their teaching process. The teacher said that:

“I chose a discovery learning strategy that uses a role-playing learning model. I chose this learning strategy because it supports the development of ICC. By role-playing using the transactional text Introducing one self and others, students not only learn the language in theory, but also encourage students to practice using the language in different cultural contexts.”²¹

¹⁹ MK, Classroom observation, collected by author, February 23, 2025

²⁰ SW, Classroom observation, collected by author, February 23, 2025

²¹ MK, Interviewed by author, February 24, 2025

The statement reflects a strong understanding that language acquisition is not limited to linguistic aspects, but must also include the social and cultural aspects of its use. The choice of discovery learning and role-playing as learning approaches shows that the teacher has a global competency-based learning orientation and provides space for students to interact, experiment, and practice language in a cross-cultural context.

This participant's words are supported by the teachers' lesson plan below:²²

Kode Modul	Bhs Inggris D.VII.1
Penyusun/Tahun	Mukarromah, S.Pd./2024
Kelas/Fase Capaian	VII/Fase D
Elemen/Topik	Menyimak – Berbicara Membaca – Memirs Menulis – Mempresentasikan / Introducing one self and others
Alokasi Waktu	4x60 menit (4 Jam Pelajaran)
Pertemuan Ke-	
Profil Pelajar Pancasila	Independent
Sarana Prasarana	Papan Tulis
Target Peserta Didik	Reguler/tipikal
Model Pembelajaran	Discovery Learning
Metode Pembelajaran	Role-playing
Mode Pembelajaran	Tatap Muka

4.4

Teaching Strategies 1 in the Teachers' Lesson Plan

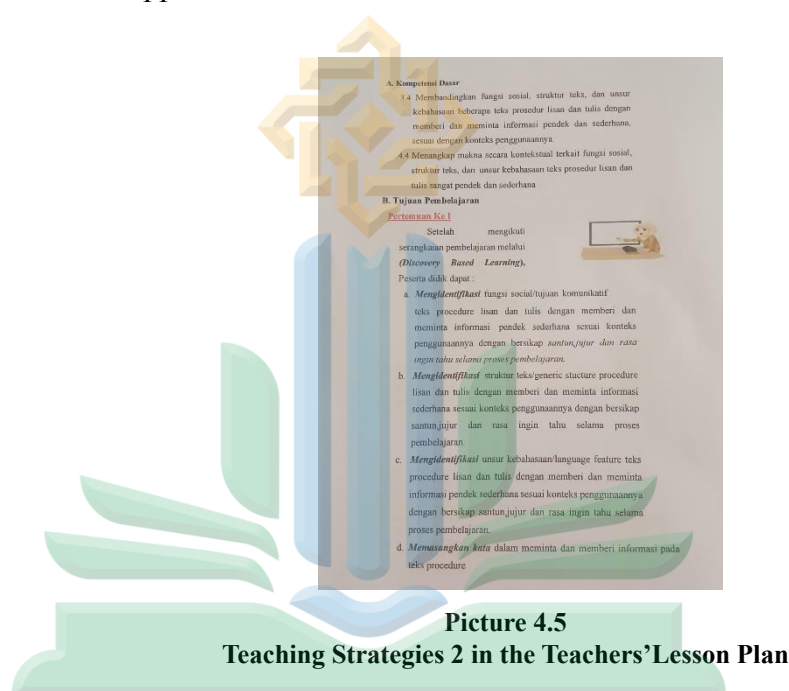
Based on the lesson plan documents displayed, it appears that teachers consciously choose learning strategies and models that support the development of ICC. The learning strategy used is discovery learning, while the learning model is role-playing, which helps students learn language while learning culture, develop skills to communicate effectively in a global context, and hone attitudinal

²² MK, Lesson Plan, collected by author, February 29, 2025

competencies such as tolerance, empathy, and respect for cultural differences.

The teacher said:

“I use discovery learning then I create a group project consisting of small groups”.²³ The teachers’ lesson plan below supported the words of teacher 2.²⁴



The teaching strategies featured in this meeting clearly demonstrate the implementation of ICC values in English language teaching. By instilling intercultural attitudes, introducing the social context of texts, and using active learning approaches, teachers equip students with communication skills that are not only linguistic, but also adaptive and sensitive to cultural diversity.

“I apply is more to game-based learning. In my class students understand cultural concepts more easily if they are involved in

²³ KP, Interviewed by author, February 24, 2025

²⁴ KP, Lesson Plan, collected by author, February 29, 2025

fun, relaxed and interactive activities. I think this game-based learning gives students the opportunity to actively explore other cultures, interact with friends and practice intercultural communication skills in a more relaxed and fun atmosphere”.²⁵

This is supported by the teachers’ lesson plan below:

C. Teaching Methods

- **Game-Based Learning** (Interactive activities)
 - Group discussions
 - Question and answer
-

Picture 4.6
Teaching Strategies 3 in the Teachers’ Lesson Plan

This strategy shows that teachers consciously choose teaching methods that are: Interactive and participatory, facilitate cultural exchange, and encourage the development of cross-cultural communication skills in a contextualized manner. Thus, this approach supports the achievement of ICC as an integral part of English language teaching, especially in the context of learning that is responsive to students' cultural diversity.

The three participants also implemented the strategies used in the classroom. The teacher implements it in a way:

“I asked each student with a peer to create a conversation dialog and then asked to practice in front of the class with his/her friend”.²⁶

“I asked the students to form groups and discuss “how to make something” and then asked them to compare their results with other groups”.²⁷

“I give my students a game that doesn't bore them, so that I can easily start learning”.²⁸

²⁵ SW, Classroom observation, collected by author, February 23, 2025

²⁶ MK, Interviewed by author, February 24, 2025

²⁷ KP, Interviewed by author, February 24, 2025

The implementation of the three teachers is also corroborated by the results of observations in the classroom:

“This observation shows that teacher 1 seen uses discovery learning when delivering the material introducing one self and others and when practicing in front of the class using the role-playing method. For example, students pretend to be foreigners from different countries and introduce themselves according to the character, so that they not only practice language skills but also appreciate cultural norms in introducing themselves in various cultures. Teacher 2 seen uses discovery learning in delivering the material procedure text then create group discussion to work the task. For example, groups are asked to create instructions for making food typical of other countries, such as How to make Sushi, how to make Tacos and etc. Teacher 3 seen uses Game-Based Learning strategy in learning such as *Cultural Quiz* Where students answer questions about customs, festivals, etc. to help students develop ICC skills. Teachers also successfully create an inclusive learning environment and encourage cross-cultural awareness in communication by using these strategies”.²⁹

The observations show that all three teachers adopt active learning approaches that explicitly support the development of ICC.

Each teacher applies different but complementary strategies in building cross-cultural awareness and skills. These strategies clearly help students not only master the language, but also become sensitive and effective communicators in cross-cultural contexts.

B. DISCUSSION

This discussion addresses two main points in the research; namely how English teachers understand and apply Intercultural Communicative Competence (ICC) in the learning process. Based on the results of the

²⁸ SW, Interviewed by author, February 24, 2025

²⁹ MK, KP, SW, Classroom observation, collected by author, February 23, 2025

research, teachers realize that recognizing students' cultural background - especially in the context of cultural diversity such as Javanese and Madurese - is important in language teaching. ICC is seen as an inseparable aspect of language learning because it is closely related to cultural understanding. In its implementation, teachers apply various approaches, such as choosing materials that reflect cultural diversity and encouraging intercultural interaction in the classroom. However, teachers still face some obstacles such as limited resources and lack of training, so they need to adjust their teaching strategies to better suit the needs of culturally diverse students.

1. English Teachers' perceptions of Intercultural Communicative Competence in Teaching practices

The finding reveal that three English teachers understood the cultural diversity of their students by observing how students communicate with their peers in the classroom. The teachers realized that the students they taught had two dominant cultures, namely Javanese culture and Madurese culture. Teachers see that the existence of different cultural backgrounds in the classroom creates unique communication dynamics, such as differences in speaking styles, ways of expressing opinions, and comfort levels in interacting. This makes teachers more aware that cross-cultural communication skills are not only important for interacting with English speakers from other countries, but also relevant in everyday local contexts. This aligns with Byram, M. theory of perceptions, concept of ICC, which emphasizes the importance of understanding

cultural differences to enable effective communication in both local and global contexts. Byram argues that language teaching should go beyond linguistic proficiency, but also include cultural awareness and attitudes that foster mutual respect and openness.³⁰ In this case, English teachers who are aware of the cultural differences among their students are becoming more attentive to the importance of ICC in the way they teach. This view is supported by Barany, the integration of intercultural awareness in the teaching and learning process is very important.³¹ Derya Uzcü Eken, also point out, whose research findings also reveal the importance of equipping students with cross-cultural knowledge and skills, as cultural capital that can enrich language and cultural learning in the classroom.³² Thus, these findings can support this study regarding EFL teachers' perceptions and practices towards intercultural communicative competence.

Additionally, the way teachers are perceived can affect their interactions with students, their teaching approaches, and their overall effectiveness in the classroom. In this case materials chosen by English teachers such as Introducing one self and other and how to make something help achieve the effectiveness of the teaching and learning process. Was similar with Biswalo to understand more about how an English teacher chooses the right materials for his/her students,

³⁰ Byram, M. (1997). *Teaching and assessing intercultural communicative competence (Multilingual Matters)*. Multilingual Matters

³¹ Barany, L. K. (2011). Language awareness, intercultural awareness and communicative language teaching: Towards language education. *International journal of arts and sciences*, 4(4), 158-181.

³² Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

emphasised the importance of curriculum and materials in enhancing students' ICC,³³ as well as the learning strategies used such as role-playing, group discussions and games-based learning will greatly help the teacher in reconciling cultural materials in the language teaching process in the classroom this is in line with Byram et al.; Corbett, that foreign language teachers can also use a variety of familiar methods such as role-playing, cooperative activities, tasks, and so on.³⁴ This view is also supported by previous research by Banjongjit & Boonmoh that role-play is the best way to improve students' ICC.³⁵

In conclusion, English teachers' perceptions of the importance of ICC teaching in language classes have a positive impact on students' language skills. Students not only learn vocabulary contextually but also learn about cultural diversity, which encourages students to appreciate and not look negatively at differences in cultural diversity.

2. The Implementation of ICC in The Classroom

The interview results show that English teachers apply various strategies in implementing Intercultural Communicative Competence (ICC), which are adjusted to the classroom conditions and student characteristics. This is in line with the theory proposed by Byram that effective ICC teaching involves not only linguistic skills, but also includes

³³ Biswalo, U. P. (2015). *Exploring intercultural communicative competence among English language teachers in secondary schools in Tanzania: A postcolonial perspective* (Doctoral dissertation, Open Access Te Herenga Waka-Victoria University of Wellington).

³⁴ Eken, D. T. (2015). Intercultural communicative competence: EFL teachers' beliefs and practices. *Journal of Teaching and Education*, 4(3), 63-71.

³⁵ Banjongjit, B., & Boonmoh, A. (2018). Teachers' Perceptions towards Promoting Intercultural Communicative Competence in the EFL Classroom, 25(2), 76-97.

attitudes, knowledge, and critical cultural awareness, all of which require adaptive pedagogical decisions.³⁶ Teachers consider students' language proficiency level, interests, interaction style, as well as learning objectives in determining appropriate teaching approaches. This finding shows the active role of teachers in shaping learning that is responsive to students' cultural diversity. This finding is also reinforced by Suryani and Marlina's study (2020) which found that teachers tend to modify the ICC approach based on students' cultural background and classroom dynamics.³⁷ Thus, the variety of strategies used by teachers is not a form of irregularity, but rather a form of conscious effort to create meaningful and contextualized intercultural learning experiences.

The strategies teachers use to teach ICC have their own advantages and challenges. Role-playing, for example, is considered effective in practicing empathy and the ability to understand different cultural perspectives, but requires adequate emotional readiness and language skills from students. It is consistent with Byram et al. recommendations that role-playing and simulation might be helpful activities to promote comparative analysis in a language class. Meanwhile, group projects can encourage collaboration and a deeper understanding of cross-cultural issues, but face constraints such as time constraints and unequal

³⁶ Byram, M. (1997). *Teaching and assessing intercultural communicative competence (Multilingual Matters)*. Multilingual Matters

³⁷ Suryani, A., Soedarso, S., Diani, K. T., & Rosmawati, R. (2020). English teaching in social and cultural contexts: Language teachers as cultural managers. *LLT Journal: A Journal on Language and Language Teaching*, 23(2), 273-292.

participation among students. In this views support by Permatasari & Andriyanti (2021) engaging in role play provides students with exposure to diverse cultural situations, enabling them to cultivate a more profound comprehension of distinct cultures and their subtleties. Game-based learning strategy creates a fun learning atmosphere and increases students' motivation, but is considered less effective in building critical reflection on cultural differences. The findings in this study show that the teaching strategies teachers use have a significant impact on how they implement ICC in the classroom. In addition, ICC learning is proven to have a positive impact in shaping students' attitudes and skills in dealing with diverse social environments.

For future research, it is recommended to involve more participants, not only English teachers, but also students as learning subjects. The research location also needs to be expanded to include more than one institution or region to obtain a more comprehensive picture. In addition, quantitative research methods can be combined to provide more concrete evidence, for example through percentage data on the implementation of ICC and its influence on the English learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study explores English teachers' perceptions and practices towards intercultural communicative competence, focusing on English teachers' perceptions and their implementation in the teaching practices. The findings show that most English teachers understand the cultural diversity of students by paying attention to the way students interact with their friends using their respective regional languages. Therefore, teachers feel it is very important to teach ICC to students.

In terms of implementation, this study has identified that the strategies used by each English teacher adjust the needs of students in the absorption of material and circumstances in the classroom. Although the learning strategies used by each English teacher are different, it does not prevent English teachers from implementing ICC to students in the classroom. However, despite the differences in the strategies used, this study confirms that ICC is very important and relevant to be taught to students in the classroom to improve English language skills well and help students interact using foreign languages with people who have different cultural backgrounds.

B. SUGGESTION

Based on the conclusions of this study, the researcher provides the following suggestions:

For English teachers, although ICC is very important and relevant to be taught to students, to optimize teaching in English classes, teachers should provide recommendations to improve ICC training for future English teachers, adjust the time limit to minimize misunderstanding of cultural differences, and select appropriate teaching materials to implement ICC well and maximally. In addition, the use of teaching strategies, such as role-playing, group discussion and game-based learning, can help improve English language skills and help interact using a foreign language with people who have different cultural backgrounds.

For future research, further studies should explore the different views of teachers and students on the importance of ICC in English language learning. The long-term impact of ICC implementation on students' intercultural communication skills. It is recommended that observations be conducted more than 2 times to strengthen the research data taken from the field. In addition, research on the extent to which various icc-based teaching strategies affect students' communication skills.

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APPENDIX

Appendix 1: Declarations of Authenticity

STATEMENTS OF AUTHENTICITY

This undersigned below:

Name : Zubaida
 SRN : 212101060025
 Major : English Education Program
 Faculty : Faculty of Education and Teacher Training
 Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled “Intercultural Communicative Competence: English Teachers’ Perceptions and Practices” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact: I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 2nd of May 2025

Author

UNIVERSITAS ISLAM JEMBER
 KIAI HAJI ACHMAD SIDDIQ JEMBER



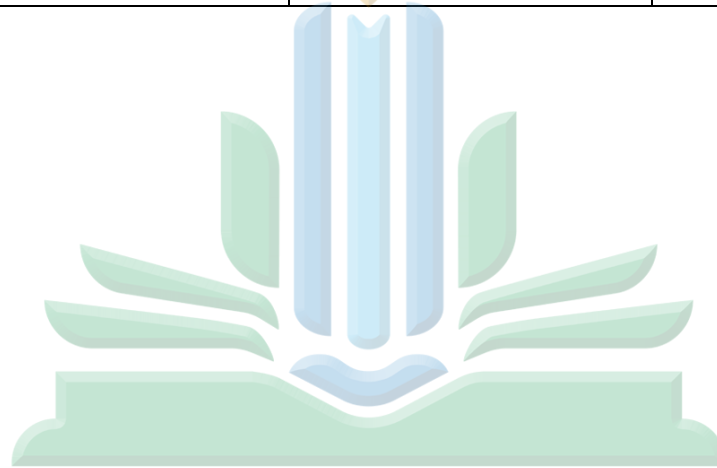
Zubaida
 SRN. 212101060025

Appendix 2: Matrix of Research

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
English Teachers' Perceptions and Practices: A Case Study of Intercultural Communicative Competence	1. Teachers' perceptions of ICC	<ul style="list-style-type: none"> To understand of ICC concept To perceived important of ICC in EFL teachers Teachers' attitudes toward incorporates ICC 	1. Observation 2. Interview 3. Document review	1. Research approach: Qualitative approach 2. Research Design: Case study 3. Data Collection method: a. Observation b. Interview c. Document review 4. Data Analysis Method: Thematic analysis 5. Validity of data (Triangulation): Sources Triangulation	1. What are English teachers' perception of ICC in their teaching practices? 2. How do English teachers' implement ICC in their classroom?
	2. Teachers' practices of ICC	<ul style="list-style-type: none"> Teachers' Knowledge Teachers' Skill of discovery and social interaction Teachers' Critical cultural awareness Teachers' Methods of integrates ICC 			

		<ul style="list-style-type: none"> Teachers' Challenged face integrates ICC in 			
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Appendix 3: Field Note Observation

Oservation 1

Date : 24 Februari 2025

Teacher : MR

Class : VIII. A

The researcher came to school and observed class VIII.A at 07.30, according to the schedule and agreement with the teacher. In the classroom, the researcher sat at the back and took notes on what the teacher said during the English learning process, taking some photo documentation of classroom activities.

When the researcher was in the classroom, the teacher prepared the students to follow the learning process by inviting them to start the activity with prayer and checking their attendance. At the beginning of the lesson, the teacher introduces students to narrative text. The teacher conveys the learning objectives or basic competencies to be achieved. Then, the teacher and students discuss what a narrative text is and how to write a narrative text. The teacher explains to the students what the general structure of narrative text is, and explains that narrative text aims to tell a story or entertain readers with a storyline that has a beginning, middle and end. While explaining the narrative text, the teacher asks the students to summarize the narrative text. After summarizing, the teacher gives examples of fiction and non-fiction narrative texts. With the guidance of the teacher, the students read the text and look for the content, social function, and general structure, as well as the linguistic features in the text. The teacher gives some questions to the students to help them reflect on the learning activities they have done. After that, the teacher assigns the learners to find examples of narrative texts as homework. At the end of the lesson, the teacher asks one of the students to summarize the material that has been learned. Finally, the teacher ends the lesson and gives greetings to the students.

During the learning process, the first teacher tends to speak English and mix it with Indonesian to make it easier for students to understand. Students generally understand the vocabulary spoken by the teacher during the learning process in class and most students also try to respond to the teacher in English. As a closing activity, the teacher asks some groups to do role-playing or retelling of stories using English. This activity not only practiced their speaking skills but also helped them to understand how a culture affects the style of

storytelling. Some students still seemed to have difficulty conveying their ideas in English, but the teacher patiently provided guidance and encouraged them to try.

Oservation 2

Date : 24 Februari 2025

Teacher : KP

Class : VII B

When the researcher was in the classroom, the teacher prepared the students for the lesson by inviting the students to start the activity by praying and checking the students' attendance. Before starting the lesson, the teacher ensures that all students are calm and ready to receive the lesson. the teacher provides brainstorming in the form of materials to make something. after students begin to understand what will be discussed in this lesson, the teacher explains what procedure text is, the general structure, to the linguistic features used in procedure text. then students are asked to compare traditional specialties in various countries using English and presented in front of the class. The students began to interact with their group mates, and in their conversations, there was interesting cultural diversity.

In one of the groups, Student A who came from a Javanese cultural background spoke quietly to his friends. He occasionally used Javanese, such as when he asked, “Iki piye carane?” to ask for clarification about the steps in the procedure text. Meanwhile, Student B, who has a Madurese cultural background, seemed more expressive in speaking. He used a typical Madurese accent when talking to his friend, for example saying, “Engkok jhâ' abâcâ dâh!” which means “I will read first!”. When the two interact, they try to use Indonesian to make it easier for all group members to understand. However, the accents and expressions typical of each culture are still audible, creating an atmosphere that reflects the diversity in the class.

Oservation 3

Date : 24 Februari 2025

Teacher : SW

Class : VIII D

When the researcher was in the classroom, the teacher prepared the students for the lesson by inviting the students to start the activity by praying and checking the students' attendance. Before starting the lesson, the teacher ensured that all students were calm and ready to receive the lesson. The current lesson is themed on *how to make something*, which is

linked to ICC. The lesson starts with the teacher asking students questions about food, drinks or crafts from different cultures. Students are asked to share their experience in making something from another culture. The teacher then explains that today's learning objective is to understand and use procedure texts in English and relate the process of making things to different cultural perceptions.

In the core activities, the teacher is seen sharing several examples of procedure texts from various cultures, such as how to make sushi from Japan, pasta from Italy, and batik from Indonesia. Students are asked to read and identify the text structure, including the title, materials, and steps. Then the teacher is seen directing a discussion about the differences in techniques, materials, and culture in each product discussed. After that, the teacher was seen dividing the students into groups and was given the task of composing a procedure text based on a predetermined culture. They researched the materials and manufacturing steps, then composed the text according to the structure they had learned. Each group presented their work in front of the class, explaining the process of making the product.

Oservation 3

Date : 24 Februari 2025

Teacher : MK, KP, and SW

During the observation, it was seen that each teacher applied different learning strategies to develop ICC in the classroom. Teacher 1 seen uses a discovery Learning by dividing students into pairs and giving a cross-cultural communication scenario, such as a tourist asking for directions to a local with different communication norms. Through this simulation, students learn to understand how culture affects communication styles and practice adjusting their responses appropriately. Meanwhile, Teacher 2 seen applies the discovery Learning by asking students to work in small groups to discuss personal experiences or real-life examples of intercultural communication misunderstandings. The teacher facilitates the discussion with reflective questions, such as how body language can have different meanings in each culture. On the other hand, Teacher 3 used a game-based learning strategy by presenting an interactive game where students had to match certain cultural expressions with their country of origin. This game not only enhances their understanding of cultural diversity, but also creates a fun and collaborative learning atmosphere. From these three strategies, it can be seen that the approaches used by each teacher succeeded in making students more active in understanding and practicing cross-cultural communication.

Appendix 4: Blueprint of Observation Checklist

Blueprint of Observation Checklist

This observation sheet is designed to record English teachers' daily experiences during the classroom teaching process, focusing on the understanding and implementation of ICC in the English classroom. Through the observation checklist, English teachers will demonstrate how the understanding and implementation of ICC affects their teaching and classroom interactions. These observations encourage coping strategies, cultural adjustment, and personal growth. This format allows for real-time insights while offering teachers the flexibility to share their evolving perspectives throughout the English teaching process.

Research Question	Indicator	Example	Answer		Notes
			Yes	No	
1. How do English teachers perceive ICC in their teaching practices?	1. Knowledge <ul style="list-style-type: none"> Understanding of cultural context (understand about the knowledge of local culture with global culture (English)) 	The teachers ask students to describe local tourist attractions in English, for example, "Borobudur Temple is one of the biggest Buddhist temples in the world."			
	<ul style="list-style-type: none"> Relevance of ICC in English Language Teaching (ELT) (awareness that ICC helps students become effective cross-cultural communicators) 	The teacher gives simple conversation examples such as			

Research	Indicator	Example	Answer	Notes
	<ul style="list-style-type: none"> Perceive role of teachers in promoting ICC (teacher as a link between students' culture and other cultures) 	<p>The teacher asks the students to compare the traditions of Lebaran in Indonesia with Christmas in Western countries in the form of presentations or discussions.</p>		
	<p>2. Attitude</p> <ul style="list-style-type: none"> Openness to Cultural Diversity (appreciate the cultural diversity of students in the classroom) Empathy Toward Other Cultures (ability to see the world from another culture's point of view) Encouragement of Cultural Exchange in the Classroom (encouraging students to share their cultural experiences and learn from classmates' cultural experiences) 	<p>The teachers ask students share how to greet in their local language.</p> <p>The teacher asks the students to compare the manners in Indonesia with other countries</p> <p>The teachers ask one or two students are asked to share their cultural experiences, for example, about family traditions, typical foods, or</p>		

Research	Indicator	Example	Answer		Notes
	3. Skill <ul style="list-style-type: none"> • Communication skill • Skill in facilitating intercultural dialogue 	<p>celebrations in their area.</p> <p>The teacher greets, “Good morning, everyone! How are you today?” and encourages students to answer in English as well.</p> <p>Teachers use videos or stories from different cultures and discuss them in class.</p>			
2. How do English teachers implement ICC in their classroom?	<ul style="list-style-type: none"> • utilizing texts that reflect other cultures (English) with local culture • utilizing video that reflect other cultures (English) with local culture 	<p>Read the folktale “Cinderella” and compare it with “Bawang Merah dan Bawang Putih”. then discuss the similarities and differences in cultural values between the two.</p>			

Appendix: 5 Blueprint of Interview

Blueprint of Interview

This interview guide was designed to learn about English teachers' experiences during classroom practice, especially focusing on teachers' views on ICC. The guide includes questions about how English teachers perceive ICC in their classroom teaching practice. It also explores how English teachers implement ICC in the classroom, and what support they think could help English teachers in the future. The flexible format allowed participants to give detailed answers and share their personal experiences. The interview guide was designed to be flexible and adaptable. This meant that although there were core questions to guide the conversation, the interview could evolve based on the participants' responses. This interview guide has been proofread by a supervisor

No	Research Questions	Indicators	Questions
1.	How do English teachers perceive ICC in their teaching practices?	1. Knowledge <ul style="list-style-type: none"> Understanding of cultural context 	What do you understand about cultural diversity among your students?
		2. Attitude <ul style="list-style-type: none"> Awareness on the importance of ICC 	How do you see the importance of ICC in English language teaching?
		3. Skill <ul style="list-style-type: none"> Intercultural communication skills 	How do you choose learning materials that reflect the target culture (English) with the local culture?
2.	How do English teachers implement ICC in their classroom?	<ul style="list-style-type: none"> Teaching strategies Classroom activities 	1. What strategies do you use to implement ICC in your teaching practice? 2. What types of materials do you use to introduce students to different

No	Research Questions	Indicators	Questions
			<p>cultures?</p> <p>3. How do you teach students to adapt their communication style to different cultural contexts?</p> <p>4. Can you give an example of a role-play or group project that promotes cultural understanding?</p>
1 and 2	<p>1. How do English teachers perceive ICC in their teaching practices?</p> <p>2. How do English teachers implement ICC in their classroom?</p>	<ul style="list-style-type: none"> • Cross-culture interactions • Reflections and recommendation 	<p>1. Do you feel that ICC is relevant for students in your environment? Why?</p> <p>2. How does the local cultural context affect the way you teach English?</p> <p>3. How do you think learning associated with ICC can affect students in the future such as improving speaking skills?</p> <p>4. Reflecting on your experiences, what aspects of teaching ICC do you find most rewarding?</p> <p>5. Based on your experiences, what recommendations would you make for improving ICC training in teacher education programs?</p> <p>6. What changes do you foresee in the approach to teaching ICC in the future?</p>

Appendix 6: Instrument Document Review (related to Observations Checklist and Interview Semi Structured)

1. Purpose

- To analyse documents that complement the data from observations and semi-structured interviews. These documents will help provide a deeper understanding of how English language teachers perceive ICC in their teaching practices and implement ICC in their classrooms.

2. Type of Document Review:

- Teaching material: These include what the topic of the teaching practicum

3. Review focus area:

- Understanding Intercultural Context: Explore how documents highlight the importance of understanding and navigating intercultural contexts in diverse classroom settings. Examine how English teachers perceive and address linguistic and cultural differences, and compare these insights with reflections shared in observations sheet and interviews to gain a deeper understanding of their practices and approaches to fostering effective intercultural communication.
- Strategies for Teaching in Intercultural Context: Identify evidence of teaching strategies discussed by English teachers in interviews to address intercultural communication in diverse classrooms. Assess whether these strategies are effectively reflected in their teaching plans and materials, highlighting their approaches to fostering cultural understanding and language learning
- Professional Growth: Assess how the documents reflect the development of language proficiency and teaching confidence over time.

4. Triangulation of Data

- By comparing insights from document reviews with data from observations sheet and interviews, you can confirm and strengthen the findings. For example, if a teacher mentions using a specific language strategy during an interview, you can check their lesson plan to see if the strategy is included in the planned activities and review their interview to understand how effective they found it.

Document Reviews Rubric

This document review focuses on analysing the teaching materials used by English teachers during the teaching practicum of SMPN 2 Ambulu. The review examines how teachers perceive ICC in their lesson plans, instructional resources, and classroom activities. By assessing these materials, this study aims to understand how English teachers adapt their teaching approaches. This method provides insight into the strategies and tools used, while allowing flexibility to explore how the teaching materials evolve during the practicum.

Research Questions	Indicators	Example	Answers		Notes
			Yes	No	
1. How do English teachers perceive ICC in their teaching practices?	Lesson plan (This lesson plan covers the principles of ICC and provides opportunities for students to explore British culture) ICC principle include: teachers' attitude, teachers' knowledge, and teacher skills of discovery and interaction.	Teachers' knowledge (The teacher wrote in the lesson plan that language and culture are interrelated such as differences in how to greet, express opinions, or give compliments in other cultures) Teachers' attitude (Teachers train students not to immediately feel strange or confused when they encounter something different such as how			

Research	Indicators	Example	Answers		Notes
		<p>Indonesians eat and how people from other countries eat.)</p> <p>Teachers' skills of discovery and interaction (The material covered includes things like teaching how to ask questions and understand other cultures in a polite and reflective way)</p>			
2. How do English teachers implement ICC in their classroom?	<p>Engagement Strategies (The teaching strategies used were interesting and appropriate for exploring the ICC themes)</p> <p>2. project-based learning</p>	<p>Interesting strategies include:</p> <p>1. Contextual & Authentic Learning (example, articles, videos, songs)</p> <p>(use project-based activities to introduce students to various cultural traditions)</p>			

Appendix 7: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10331/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 2 AMBULU

Jl. Watu Ulo No.57, Krajan, Sabrang, Kec. Ambulu, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060025

Nama : ZUBAIDA

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Intercultural Communicative Competence: English Teachers Perceptions and Practices" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Achmad Samanan, S. Pd., M.KPd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Februari 2025 an.

Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 8: Research Finishing Letter

JURNAL KEGIATAN PENELITIAN

Nama Peneliti : Zubaida

Judul peneliti : Intercultural Communicative Competence: English Teachers' Perceptions and Practices

Lokasi Peneliti : SMPN 2 Ambulu

No.	Hari/ Tanggal	Jenis Kegiatan	TTD
1.	10 Februari 2025	Observasi di SMPN 2 Ambulu	
2.	13 Februari 2025	Memohon izin penelitian kepada KEPSEK SMPN 2 Ambulu	
3.	12 Februari 2025	Menemui WAKA Kurikulum	
4.	24 Februari 2025	Interview dengan guru bahasa inggris Mrs. Mukarromah	
5.	24 Februari 2025	Interview dengan guru bahasa inggris Mrs. Siti Wahyuni	
6.	24 Februari 2025	Interview dengan guru bahasa inggris Mr. Ketut Purnomo	
7.		Permohonan surat selesai penelitian sebagai akhir mengadakan penelitian	

Jember, 19 Februari 2025

Mengetahui

Kep. Sekolah



Amirah Samanah, S.Pd., M.KPd.

Appendix 10: Expert Validation Form for Observation

EXPERT VALIDATION FORM FOR OBSERVATION

Petunjuk pengisian format penelaahan butir soal

Mohon berikan penilaian terhadap setiap aspek instrument observasi dengan memilih tanda cek (✓) pada kolom “ya” bila aspek instrument yang ditelaah sesuai dengan kriteria dan berikan tanda cek (✓) pada kolom “tidak” bila aspek instrument yang ditelaah tidak sesuai dengan kriteria. Silahkan berikan komentar pada kolom yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah instrument ini memiliki kejelasan dalam setiap indicator?	✓		
2.	Apakah instrument ini relevan untuk menilai kompetensi komunikasi antarbudaya (ICC)?	✓		
3.	Apakah bahasa yang digunakan dalam instrument mudah dipahami	✓		
4.	Apakah instrument ini dapat digunakan secara praktis dalam observasi kelas	✓		
5.	Apakah instrument ini cukup komprehensif untuk menilai pengalaman dan praktik guru dalam mengajar ICC di kelas bahasa inggris?	✓		
6.	Apakah secara keseluruhan, instrument ini sudah jelas dan dapat digunakan?	✓		

Jember, 05 Februari 2025

Validator,

Dr. Ninuk Indrayani, M.Pd

197802102009122002

Appendix 11: Expert Validation Form for Interview

EXPERT VALIDATION FORM FOR INTERVIEW

Petunjuk pengisian format penelaahan butir soal

Mohon berikan penilaian terhadap setiap aspek instrument wawancara dengan memilih tanda cek (✓) pada kolom "ya" bila aspek instrument yang ditelaah sesuai dengan kriteria dan berikan tanda cek (✓) pada kolom "tidak" bila aspek instrument yang ditelaah tidak sesuai dengan kriteria. Silahkan berikan komentar pada kolom yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah pertanyaan wawancara relevan dengan tujuan penelitian?	✓		
2.	Apakah pertanyaan-pertanyaan wawancara yang diajukan dapat secara efektif menggali perspektif guru tentang intercultural communicative competence?	✓		
3.	Apakah pertanyaan-pertanyaan wawancara jelas dan mudah dipahami?	✓		
4.	Apakah pertanyaan-pertanyaan tersebut mendorong guru untuk memberikan jawaban yang rinci dan informative?	✓		
5.	Apakah pertanyaan wawancara terstruktur dan logis?	✓		
6.	Apakah pertanyaan wawancara cukup komprehensif untuk mencakup berbagai aspek pengalaman guru terhadap ICC dalam kegiatan belajar mengajar dalam kelas bahasa inggris?	✓		
7.	Apakah pertanyaan wawancara memungkinkan adanya fleksibilitas dalam respon guru, sehingga mereka	✓		

dapat berbagi pengalaman positif dan negatif mengenai ICC dalam proses belajar mengajar di dalam kelas bahasa inggris?			
--	--	--	--

Jember, 05 Februari 2025

Validator,



Dr. Ninuk Indrayani, M.Pd

197802102009122002

Appendix 12: Expert Validation Form for Document Review

EXPERT VALIDATION FORM FOR DOCUMENT REVIEW

Petunjuk pengisian format penelaahan butir soal

Mohon berikan penilaian terhadap setiap aspek instrument document review dengan memilih tanda cek (✓) pada kolom “ya” bila aspek instrument yang ditelaah sesuai dengan kriteria dan berikan tanda cek (✓) pada kolom “tidak” bila aspek instrument yang ditelaah tidak sesuai dengan kriteria. Silahkan berikan komentar pada kolom yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah kriteria tinjauan dokumen dijelaskan dengan jelas?	✓		
2.	Apakah instrument ini relevan untuk menganalisis ICC dalam persepsi dan proses mengajar guru bahasa inggris?	✓		
3.	Apakah bahasa yang digunakan dalam instrument jelas dan tidak ambigu?	✓		
4.	Apakah instrument ini komprehensif dan sesuai untuk meninjau dokumen terkait ICC?	✓		

Jember, 05 Februari 2025

Validator,

Dr. Ninuk Indrayani, M.Pd

197802102009122002

Appendix 13: Documentation

DOCUMENTATION



Class Observation

The picture above shows the learning situation in the classroom, where the teacher is seen discussing with students about cross-cultural material themed 'How to Make Something' which raises the topic of typical food from various countries.



Interview with Mrs. MK

The picture shows the researcher conducting an interview with English teacher Mrs. MK as part of data collection. This interview aims to gain a deeper understanding of the teacher's perception of the implementation of Intercultural Communicative Competence (ICC) in English language learning in the classroom.



Interview with Mrs. SW

This picture documents the interview process between the researcher and English teacher Mrs. SW. The interview was conducted to explore the teacher's views on the importance of intercultural communicative competence (ICC) and how it is implemented in daily learning activities.



Interview with Mr. KP

The documentation in this picture shows the interaction between the researcher and Mr. KP as English teacher during the interview session. This activity was conducted to collect data on teachers' perceptions of Intercultural Communicative Competence (ICC) as well as their practices in integrating intercultural aspects into English language learning.

Appendix 14: Lesson Plan

➤ Lesson Plan Mrs. Mukarromah

MODUL AJAR 1 BAHASA INGGRIS SMP/MTs FASE D

A. Informasi Umum

Kode Modul	Bhs Inggris D.VII.1
Penyusun/Tahun	Mukarromah, S.Pd./2024
Kelas/Fase Capaian	VII/Fase D
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / Introducing one self and others
Alokasi Waktu	4x60 menit (4 Jam Pelajaran)
Pertemuan Ke-	
Profil Pelajar Pancasila	Independent
Sarana Prasarana	Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning
Metode Pembelajaran	Role-playing
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

1. Peserta didik dapat memahami dan membandingkan cara menyapa orang lain dengan konteks budaya yang berbeda.
2. Peserta didik dapat memperkenalkan diri sendiri dan orang lain.
3. Peserta didik dapat memahami perbedaan cara memperkenalkan diri dan orang lain dalam berbagai budaya
4. Peserta didik dapat mengenali angka, hari, dan bulan dalam Bhs Inggris.
5. Peserta didik dapat menulis data diri.

Pertanyaan Pemantik

1. Do you know how to introduce yourself when meeting new people? Do you know how to greet someone? Let's find out!

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan bahan tayang PPT materi menyapa dan memperkenalkan diri dalam Bhs. Inggris.

Materi Pembelajaran

1. Common expressions for greeting (Bright VII hal. 3)
2. Common expressions for introducing oneself (Bright VII hal. 3)
3. Numbers (Bright VII hal 13)
4. Days and months (Bright VII hal. 13)

Langkah Pembelajaran

Pertemuan 1 (2 JP)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait menyapa orang lain dalam bahasa Inggris.
- *Do you know how to greet someone?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

- Mempersilahkan siswa untuk melihat gambar dan mendengarkan rekaman tentang menyapa saat pagi, siang, atau malam hari (5')
- Mempersilahkan siswa untuk mengikuti pengucapan menyapa dalam bahasa Inggris. (10')
- Mempersilahkan siswa untuk mendengarkan kosakata yang berhubungan dengan sekolah. (10')
- Mempersilahkan siswa untuk mengikuti pengucapan kosakata yang sudah diperdengarkan. (10')
- Mempersilahkan siswa berlatih menyapa teman dan guru. (10')
- Mempersilahkan siswa mempraktekkan menyapa teman dan guru. (10')

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Memberi tugas menyusun kalimat acak menjadi dialog utuh tentang percakapan menyapa dan responsnya.
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (2 JP)

Kegiatan awal (15')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait memperkenalkan diri
- *Do you know how to introduce yourself?*

- *What would you say to introduce yourself?*

- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55)

- Mempersilahkan siswa untuk mendengarkan rekaman tentang memperkenalkan diri. (10')
- Meminta siswa untuk melengkapi percakapan tentang memperkenalkan diri sesuai dengan rekaman yang sudah didengar. (15')
- Mempersilahkan siswa untuk berlatih memperkenalkan diri. (15')
- Mempersilahkan siswa untuk memperkenalkan diri di depan kelas. (15')

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Memberikan tugas *mini project* yang harus diselesaikan dalam waktu 4 Minggu (hal. 21).
- Menyampaikan agenda pertemuan berikutnya.

Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17 – 20.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- ✓ *What will you say to greet someone in the morning, afternoon, evening and at night?*
- ✓ *What do you say to introduce yourself to others?*
- ✓ *What do you say to introduce other to other people?*
- ✓ *Can you identify cardinal and ordinal numbers in English?*
- ✓ *Can you identify days and months in English?*
- ✓ *Can you fill in forms with your personal identity?*
- ✓ *Can you write short paragraph about your personal identity?*

Refleksi Guru

- ✓ *Does the teaching and learning process run as planned?*
- ✓ *Do the students participate in class activities?*
- ✓ *Do students have any difficulties in understanding some parts of the materials?*

C. Lampiran

Lembar Aktivitas

Silakan kerjakan **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17-20.

Bahan Bacaan Guru dan Peserta Didik

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 11 – 20.

Daftar Pustaka

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

Ambulu, 15 Juli 2024

Mengetahui
Kepala SMPN 2 Ambulu

Guru Mata Pelajaran

H. Maroji, M.Pd.
NIP. 196409041988031010

Mukarromah, S.Pd.
NIP. 196601312007012009

➤ Lesson Plan Mr. Ketut

MODUL AJAR 3 BAHASA INGGRIS SMP/MTs FASE D

D. Informasi Umum

Kode Modul	Bhs Inggris D.VII.3
Penyusun/Tahun	Ketut Purnowo, S.Pd/2024
Kelas/Fase Capaian	VII/Fase D
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / Procedure Text
Alokasi Waktu	2x60 menit (2 Jam Pelajaran)
Pertemuan Ke-	
Profil Pelajar Pancasila	Creative
Sarana Prasarana	Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning

Metode Pembelajaran	Diskusi, tanya jawab, presentasi & penugasan
Mode Pembelajaran	Tatap Muka

A. Kompetensi Dasar

- 3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis sangat pendek dan sederhana

E. Tujuan

Pembelajaran

Pertemuan

Ke-1

Setelah mengikuti serangkaian pembelajaran melalui ***(Discovery Based Learning)***, Peserta didik dapat :

- a. ***Mengidentifikasi*** fungsi social/tujuan komunikatif

teks procedure lisan dan tulis dengan memberi dan meminta informasi pendek sederhana sesuai konteks penggunaannya dengan bersikap *santun,jujur dan rasa ingin tahu selama proses pembelajaran.*

- b. ***Mengidentifikasi*** struktur teks/generic stucture procedure lisan dan tulis dengan memberi dan meminta informasi sederhana sesuai konteks penggunaannya dengan bersikap santun,jujur dan rasa ingin tahu selama proses pembelajaran.

- c. **Mengidentifikasi** unsur kebahasaan/language feature teks procedure lisan dan tulis dengan memberi dan meminta informasi pendek sederhana sesuai konteks penggunaannya dengan bersikap santun, jujur dan rasa ingin tahu selama proses pembelajaran.
- d. **Memasangkan kata** dalam meminta dan memberi informasi pada teks procedure
- e. **Menentukan kosa kata** dalam meminta dan memberi informasi teks procedure.

Pertemuan Ke-2

Setelah mengikuti serangkaian pembelajaran melalui
(*Discovery Based Learning*), Peserta didik dapat :


- f. **Menyusun** teks prosedur tentang resep pendek dan sederhana dengan baik sesuai dengan struktur teks dan unsur kebahasaan berdasarkan urutan gambar yang ada.
- g. **Menciptakan/membuat** procedure text pendek sederhana secara benar sesuai dengan struktur teks dan unsur kebahasaan dalam bentuk tulisan dan langkah- langkah kerja secara berurutan
- h. **Membaca dan memaparkan** teks prosedur pendek sederhana sesuai dengan konteks penggunaannya terkait contoh teks procedure pendek sederhana dalam bentuk lisan dengan memahami bentuk langkah- langkah kerja secara berurutan.

Ambulu, 15 Juli 2024

Mengetahui
Kepala SMPN 2 Ambulu

Guru Mata Pelajaran

H. Maroji, M.Pd.
NIP. 196409041988031010

K  Pd.
NIP. 198105172023211007

➤ **Lesson Plan Mrs. Yuni**

MODUL AJAR 1 BAHASA INGGRIS SMP/Mts FASE D

A. INFORMASI UMUM

Kode Modul	Bhs Inggris D. VIII.2
Penyusun/Tahun	Wahyuni, S. Pd./2024
Kelas/Fase	VIII/D
Elemen/Topik	Menyimak-Berbicara Membaca-Memirsa Menulis-Mempresentasikan
Alokasi Waktu	480 (12 jam Pelajaran)
Pertemuan Ke	
Profil Pelajar Pancasila	Noun
Sarana Prasarana	Papan Tulis
Target Peserta Didik	Regular/Tipikal
Model Pembelajaran	Game-based Learning
Mode Pembelajaran	Tatap Muka

A. Learning Objectives

By the end of the lesson, students should be able to:

1. Identify and understand vocabulary related to common objects.
 2. Describe objects using appropriate adjectives.
 3. Communicate in English through interactive games.
-

B. Learning Materials

- Vocabulary: common objects (e.g., book, chair, bag, pencil, bottle).
 - Adjectives for descriptions (e.g., big, small, round, soft, hard).
 - Sentence structures:
 - *It is a small blue bag.*
 - *The book is thick and heavy.*
-

C. Teaching Methods

- **Game-Based Learning** (Interactive activities)
 - Group discussions
 - Question and answer
-

D. Learning Activities

1. Introduction (10 Minutes)

✓ Ice Breaker: "What's in My Bag?"

- The teacher brings a bag containing different objects.
 - The teacher gives clues to describe an item (e.g., *It is round. It is used to play. What is it?*).
 - Students guess the object and discuss.
 - The teacher introduces the lesson objectives.
-

2. Main Activities (40 Minutes)

✓ Game 1: "Find and Describe" (15 Minutes)

- Students search for an object in the classroom.
- Each student describes their object using at least two adjectives.
- Example:
 - *This is a big black chair.*
 - *My bottle is small and blue.*

✓ Game 2: "Guess the Object" (15 Minutes)

- Students work in teams.
- One student picks a word card and describes the object without saying its name.
- The team guesses the object.
- Example:
 - *It is made of wood. It has four legs. You sit on it.* (Answer: Chair)

✓ Game 3: "Memory Challenge" (10 Minutes)

- The teacher describes five objects in sequence.
 - Students must recall and repeat them in English.
-

3. Conclusion (10 Minutes)

✓ Reflection & Summary

- Students mention three new words they learned.
- The teacher asks:
 - *What was the most fun part of today's lesson?*
 - *How can we learn more vocabulary?*
- Homework: Write five sentences describing objects at home.

E. Assessment

- **Cognitive:** Ability to name and write object descriptions.
 - **Affective:** Participation and teamwork in games.
 - **Psychomotor:** Speaking and explanation skills.
-

F. Teaching Aids and Media

- Word cards
 - Picture flashcards
 - Real objects from the classroom
-

G. References

- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson.
 - Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson.
 - British Council: <https://learnenglish.britishcouncil.org>
 - Kemdikbud Learning Resources: <https://gurubelajar.kemdikbud.go.id/>
-

Ambulu, 15 Juli 2024

Mengetahui

Kepala Sekolah SMPN 2 Ambulu

Guru Mata Pelajaran

H. Maroji, M.Pd.
NIP. 19409041988031010

Siti Wahyuni, S.Pd.
197405102024212003

Appendix 15: Curriculum Vitae



1. Personal Information

- a. Name : Zubaida
- b. SRN : 212101060025
- c. Place, date of birth : On 10 March 2002
- d. Gender : Female
- e. Address : Purwoasri-Gumukmas-Jember
- f. Faculty : Education and Teacher Training
- g. Major : English Education Program
- h. Email : zubaidazubai043@gmail.com

2. Education Background

- a. Elementary School : MI. MIFTAHUL ULUM
- b. Junior High School : SMP PLUS BUSTANUL ULUM
- c. Senior High School : SMA PLUS BUSTANUL ULUM