

Intercultural Communication Competence Model in English Speaking Classroom

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Abstract: This study aims to describe the application of the intercultural communication competence model in English speaking classroom. The researchers used descriptive qualitative research, in which two lecturers and eight students of English Education Department IAIN Sultan Amai Gorontalo as the participants. The data collection techniques used interviews and documentation. The data analysis technique was carried out through four stages, namely data collection, data reduction, data display and conclusions. The results showed that lecturers used American dialects, the lecturers used social media such as Instagram to introduce viral everyday English, the lecturers used personal experience and role play to make students understand about other people's cultures in English speaking classroom. and This research implied that that Intercultural Communicative Competence model provide information to lecturers how to apply that model in English Speaking Classroom.

Keywords: Intercultural communication; American dialect; Instagram; English speaking classroom.

How To Cite: Jusuf, H., Daud, E., & Tawe, S. (2024). Intercultural Communication Competence Model in English Speaking Classroom. *Al-Ta lim Journal*, 31(3). doi:<https://doi.org/10.15548/jt.v31i3.892>

Article info: Submitted: 04th November 2023 | Revised: 17th October 2024 | Accepted: 31th November 2024

INTRODUCTION

Intercultural communication competence is a term which is refers to the ability to communicate across cultures (Oda & Wallin, 2015). Intercultural relationships are those formed as a result of interactions between individuals with various cultural backgrounds. Therefore, intercultural communication competence (henceforth, called ICC) needs Intercultural understanding and competence which enable the people to interact with the people from different cultures. ICC can optimize the likelihood of mutually beneficial outcomes (Esen, 2021; Hariri, 2022). In the same tone, Chen & Starosta, (2017) defined intercultural communication competence as the competence to communicate effectively and appropriately that negotiate one's own cultural identity or identities within a diverse cultural environment.

From the ICC definition, some points should be underlined that it is defined as the ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their individuality. Hence, the focus of ICC is giving competence to students to communicate effectively and appropriately with people from different cultures.

No debate that the concept of ICC is needed, since the era entered to global era. Realize or not, the world faces a financial crisis, and increases global competition. To respond the situation, Common European Framework of References for Languages (CEFR), profound changes in education, economy, and society to cope the challenges in globalization era, one of the changes are applying ICC model in teaching English.

Morganna & Sumardi, (2019) which in line with Fakhruddin (2020) stated that the emergence of the 21st century, makes the English language is not seen as a language only owned by native speakers. The users of English have pervaded all over the world. The user of English language can be divided into inner, outer, and expanding circles (Kachru & Smith, 2008). Therefore, the phenomenon of non-native English users outnumbering native users ultimately makes a convincing case for the socio-functional essence of English as a world lingua franca where the role of English has become a contact language among both native and non-native users. Moreover, Rauschert and Byram suggest that English users originally came from a variety of cultures.

When English as a language contact is used by multicultural users, an intercultural dimension in the use of English is naturally created by Byram & and Wenger (2018). Teac views English as the world lingua franca (WLF) because it is the representation of English used by people from a variety of cultural origins all over the world (Kirkpatrick 2018, Liu Fang 2017, Mauranen 2018, and Sung 2017). Grounded in this paradigm, English Foreign Language teachers are demanded to design English materials that drive students to face cultural diversities so that students are engaged in communication within the dimension of English as World Lingua Franca with its cultural differences.

In addition, the need for English education should go beyond the essence of native-speakerism. To do so, external pedagogical empowerment developed to help EFL teachers improve their competencies in English as World Lingua Franca is also needed so that the essence of English as WLF is well-embedded in their teaching paradigm. The foregoing highlight can be summarized that at least teach is grounded in five paradigms to be held in English Foreign Language classrooms.

They extend to viewing English as World Lingua Franca, prioritizing mutual intelligibility and comprehensibility in English communication, making intercultural communicative competence the norm of English communication, encouraging students to be intercultural English users, and making bilingual and intercultural English users the proper models of EFL learning. These five paradigms are required to be understood by Indonesian EFL teachers given that Indonesian students are multicultural, and English education calls for the application of English teaching in Indonesia. To understand the concept of ICC in English language classroom, for example English Speaking classroom, Bryam & Wagner, (2018) suggested that ICC has its components, that consists of knowledge, and skills. Each of the components gives a competence to students in order to use English effectively and appropriately, when they interact with people from different cultures.

Walinski (2016) explains some of the reasons why the concept of Intercultural Communicative Competence is needed, as follows Facing a financial crisis, and increasing global competition, the European Union needs to implement profound changes in education, economy, and society to cope with the challenges of the present times. There is an urgent need to equip Europeans, both young and old, with increased mobility skills, initially focused on learning, but ultimately for jobs, competitiveness, cultural exchange, and European citizenship. Pezik quoting from the European Report of the High-Level Expert Forum on Mobility the Union needs to forge a new generation of citizens with openness and multicultural cooperation skills for intercultural dialogue in the globalizing world.

Based on the explanation above, researchers are interested in examining the application of Intercultural Communication Competence in English speaking classroom.

Hence, the purpose of this research is to describe the application of the intercultural communication competence model in English speaking classroom.

METHOD

This research used qualitative research. This research has been done at Semester 4 of English Education Department FITK IAIN Sultan Amai Gorontalo, which located on Jl. Sultan Amai, Pone, West Limboto District, Gorontalo Regency. It used interview and documentation to collect the data. there were 12 questions related to intercultural communication competence and its application in English Speaking classroom. This research used Miles, (2014), to analyse the data. The steps were data collection, data reduction, data display, and data conclusion. The figure below showed the procedure of data analysis.

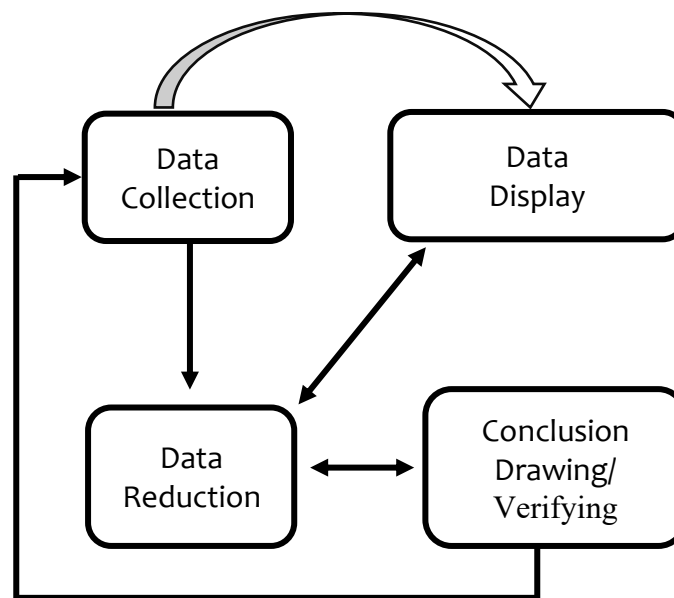


Figure 1. Analysis Techniques

It has been mentioned that data were collected through interview and documentation. The data from interview and documentation were transcribed and then they were reduced based on their main ideas. After that, the main ideas from interview and documentation were displayed into their categorized. The display of data described into table. From data display, the researcher concluded the data by selecting the main theme of data themselves. The conclusion showed the result of research finding.

RESULT AND DISCUSSION

The result of research showed that the lecturers used American dialects in giving content of speaking in the classroom. The lecturers used social media such as Instagram to introduce viral everyday English. The lecturers used personal experience and role play to make students understand about other people's cultures in English speaking classroom.

Dialect is a part of the English language that has special differences with another person in every place. It makes a kind of variety of language styles in each place. The use of language by natives in over the world is not only about the dialect of American and British English but also the language can be used by nonnatives. It is called a "World Englishes" that was introduced by Kachru as known well with the three concentric circles.

Therefore, the lecturers specified American dialect in the speaking classroom. They said that :

“we provide an understanding of English-speaking skills with the American dialect”.

American dialects in English language learning refer to the variations in pronunciation, vocabulary, grammar, and intonation that can be found in different regions of the United States. Each region has its distinctive features in English usage, such as certain accents, local terms, and unique speech patterns. For example, Southern accents are characterized by long voices and a slowing down in pronunciation, while Midwest dialects tend to be more neutral in intonation. Understanding these dialects helps English learners adapt to the diverse styles of speech in the United States, improving communication and interaction with different walks of life (Agus Hari Wibowo & Riyadi Santosa, 2021).

Dialect that is used in American English (AE) does not need to be contradicted with British English (BE). It is truly one language that can be understood by the use of the language itself. M, Subiyanti (1991) assumes that some components that make a difference between AE and BE are pronunciation, spelling, vocabulary, grammar, and the function of have got in the sentence. For example, the American dialect says French fries, while British says chips, football and soccer, cookie and biscuit, etc. This research found that social media such as instagram be a media to introduce English words. The lecturers said that:

“We used instagram account to access English words which related to the context of American dialect and culture”.

The lecturers mentioned some instagram accounts that concerned to English speaking. The lecturers said:

“We used instagram accounts, such as learn with parishay, learnenglish.nu, englishacademy.id, englishwithlucy, linguamaria, etc.

The lecturers' statements were also stated by the students. They said that:

“The lecturers asked us to follow the instagram accounts such as learnwithparishay, learnenglish.nu, englishacademy.id, englishwithlucy, linguamaria, etc.”

The lecturers used online media, because it's used as social engagement. Social media, such as Facebook, Instagram, and YouTube, makes communication more interactive and more interested for students in learning. Since the lecturers wanted to focus the students to use English as a media of interacting, then taking instagram as media of learning is proper.

Fortunasari, (2016) offers another explanation of what social media is. Social media is a type of media that places a lot of emphasis on the people who use it to interact and carry out activities. Therefore, social media may be viewed as an online facilitator that develops user relationships as well as a social bond (Nasrullah, 2017). Social media, such as

instagram has emerged as the channel via which individuals from all over the world connect. Various uses of social media are currently prevalent.

In the context of studying English, social media refers to the utilization of internet platforms that permit content exchange and interaction between individuals or groups in English (Abdullah Balıkçı, Tarık Ünlü, Fatih Bayram, Selman Üzüm, 2022; Afifah et al., 2019). Social media can be used as a tool to develop a dynamic, relevant, and interesting learning environment where students can engage, share knowledge, and put their English skills to use. Students are encouraged to speak, listen, read, and write in English in more authentic and applicable contexts through the usage of social media in English study.

This research also found that lectures used personal experience and role-play methods are diverse and interesting approaches to help students understand English-speaking culture. A combination of these two methods can provide a richer and more interactive learning experience. Here is a further explanation of how each method can be applied. The lecturers shared their personal experience to give understanding about intercultural interaction in English speaking classroom. The lecturers said that:

“I share my personal experience when I give some materials in teaching English speaking in my classroom. I have ever joined abroad study workshop”,

This statement was also said by the other lecturer.

“I used my personal experience when I joined abroad study workshop to talk about cultural differences in my English-speaking classroom”.

The lecturers' statements were also stated by the students. Five students said:

“The lecturers always told us about the cultural differences between Indonesia and America or British based on their personal experiences”

Sharing personal experiences or stories about cultural experiences in the English-speaking world can make the material more vivid and relevant to students. Teachers can recount their trips to English-speaking countries or experiences with people from those cultures. Cancino (2023) stated that this helps students understand the context of everyday life and gain a deeper insight into the culture. Besides sharing the personal experience, the lecturers also used role play method in giving understanding about cultural differences to the students. The lecture method is a way of presenting lessons conducted by the teacher by direct narration or explanation in front of students (Kalinowski et al., 2024).

In line with Basalama (2018), emphasised that the lecture method is the oral delivery of information and knowledge to several students or educators.. The lecture method is one of the most widely used methods because it is easy to do, allows a lot of material to be conveyed. It enables and gives an opportunity for the lecturer to emphasize important parts of the lesson. It also arranged, the class simpler and more motivated (Abuddin Nata, 2011).

Aforementioned that the lecturers used role play to make students understand about the culturally differences. Bilal Khalaf Alzboun, (2017) explained that role play is an interactive method that allows students to engage directly in English-speaking cultural

situations. Teachers and students can play characters in various scenarios that include social interactions, cultural celebrations, or everyday situations. This helps students practice in real contexts and improve their ability to communicate, adapt, and understand cultural norms.

Zakirova (2022) explained that role-play is a method of mastering learning materials through student imagination and appreciation. The development of imagination and appreciation is carried out by students by playing them as living or inanimate objects. It is generally done by more than one person; it depends on what is being played.

The role play method will be more powerful when it combined with the lecturers' personal experience. Therefore, there were some points to be highlighted: 1) Make sure there is a balance between lectures' personal experience, and role-play methods, thus; the students don't feel like they are being given too much information without any direct interaction; 2) Adjust the material to the students' level of understanding. Use appropriate language so the students can follow and internalize the information; 3) Provide opportunities for students to talk, ask questions, and share their thoughts. This will increase their engagement in learning; 4) Involve technology where possible, such as the use of videos, images, or online platforms to enrich the material.

By combining these two methods effectively, you can help students develop a deeper understanding of English-speaking culture and stimulate their interest in learning (Houghton, 2019; Huriati et al., 2023; Saeed et al., 2024). Based on the documents analysis about the lecturer's lesson plan, this research found one example of delivering role play method in English speaking classroom. The lecturers took table manner as one of material. they used it based on their experience when they were at abroad study workshop.

Table manners are the rules that must be followed when dining at the table. Table manner of native English is important, because it is shaping polite and respectful behavior while eating. Huang, (2021) explained that table manner is one of the things that cannot be removed in a social life, one of which is among young executives. Table manner has an important meaning in this circle, where executives easily often have meals together with their collagen. Indirectly that is where the attitude and personality of a young executive can be seen, this is the role of table manners for a young executive is very valuable in improving his image and avoiding social gaps.

Furthermore, the lecturers explained the procedures of applying table manner in role play method. 1) The students put in group. One group was consisted of 3 students; 2) Each group practiced the table manner by sitting properly at the dining table; 3) Each group practiced to use cutlery, such as forks and knives properly; 4) Each group practiced how the norms in speaking and interacting during meals; 5) Each group practice how to cover aspects of hygiene, such as using napkins correctly and maintaining good posture. The lecturers aim in giving table manner as one of material to be practice is through learning dining etiquette, individuals can form a positive image in social and professional situations, while showing respect for the host or dining companions (Dwi Hanadya, Ariya Agustin, & Nyayu Ullly Auliana, 2022).

The lecturers also included the materials, such as an event or special occasion refers to native English culture. Events can involve a variety of activities such as performances, exhibitions, business meetings, cultural celebrations, or sporting events. Special days are also a type of event marked by a specific date in the calendar, which has significance or emotional meaning to a particular individual or community.

In this case, the lecturers gave information about how the native English doing marriage reception. The lecturers focused to how the marriage invitation given. The lecturers asked the students how to deliver invitation to others in role play method. Before practicing, the lecturers gave conventional style when someone is invited to attend the marriage. Here are the procedures of inviting based on native English culture: 1) The lecturers put the students in pairs. One student was host and one student was guest; 2) The students practiced the conversation of being host and being guest. The host invited the guest by using informal expression, such as *would like to come to my party tomorrow, do you have some time morrow, please join my party, I invite you to come to my party tomorrow*, etc. theme, or meaning.

Based on the research findings, this research implied that intercultural communicative competence model can apply in English speaking classroom. The lecturers can select the English speakers' dialect, select the kinds of social media, and select the kinds of learning method based on their preferences and the characteristic of their classroom. However, this research has found its finding, it still has limitation. The research limitation can be seen from the technique of collecting data. This research did not use observation checklist to see the lecturers applying ICC model in the English-speaking classroom. It only used interview questions and documents analysis.

Therefore, for the further research, this research recommended to observe the English-speaking classroom which applying ICC model. It can observe how the lecturers apply the lesson material, the media, and the method of learning. Besides, this research also recommended to use quantitative method to measure the students' achievements after the ICC model applying in the English-speaking classroom.

CONCLUSION

Based on the results of findings, this research concluded that the lecturers used American dialects in teaching English speaking, because they thought American dialects are easier to use. The lecturers used social media such as Instagram to introduce viral everyday English to students. They thought that Instagram is more interesting media for students. The lecturers used personal experience and role play method to understand students about other people's cultures. Besides that, the lecturers took table manner and the special event or occasion as the material of teaching English speaking. Therefore, it is suggested to use ICC model in teaching English speaking.

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