

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

English is said to be the first lingua franca and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications (Rao, 2019, p. 66). Because of this fact, people especially students will face English in many varieties of field, so that it is important for the students to study English in the school.

English has been taught in every school in Indonesia as a subject that is included in curriculum 2013 with several goals, they are: (1) Developing deep communication skills in the target language both oral and written. These abilities include listening, reading, speaking, and writing. (2) Raising awareness of the nature and importance in English as one of the foreign languages as a primary learning tool. (3) Developing an understanding of the relationship between language and culture and expand cultural horizons. Thus, students have cross insights culture and involve themselves in cultural diversity (Setiawan, Suryani, & Suharno, 2018, p. 23)

The point number 3 wants the teacher to develop an understanding between language and culture because the both of them cannot be separated in real life. People is arranged by many different cultures, then it influences the language which they use as a tool to do communication, but sometimes the differences become source of

problems. Meanwhile, it is a gift from Allah The Almighty. Based on holy Qur'an Al-Hujurat verse 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتَقْوَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.”

This verse asserts that Allah creates humans from the same origin, then divides it into groups as His authorization. All humans have the same origin of the creation. It is not permissible for one tribe to pride themselves over the others because of their descent. Allah makes the difference in nations and tribes is not for glorifying but for knowing each other so the social affairs and the relationship among society will be happened perfectly (Hanafi, 2016, p. 170). It also can be seen on prophet's tradition below:

يَا أَيُّهَا النَّاسُ أَلَا لَا فَضْلَ لِعَرَبِيٍّ عَلَىٰ أَعْجَمِيٍّ وَلَا لِعَجَمِيٍّ عَلَىٰ عَرَبِيٍّ وَلَا أَحْمَرَ عَلَىٰ

أَسْوَدَ وَلَا أَسْوَدَ عَلَىٰ أَحْمَرَ إِلَّا بِالتَّقْوَىٰ

Abu Nadrah reported: The Messenger of Allah, peace and blessings be upon him, said during the middle of the day at the end of pilgrimage, “O people, your Lord is one and your father Adam is one. There is no favor of an Arab over a foreigner, nor a foreigner over an Arab, and neither white skin over black skin, nor black skin over white skin, except by righteousness.”

Even though they have different race, religion, group, etc. it doesn't rank one community to another. Humans come from the same start, Allah The Almighty and have the same father, Adam, so that, the differences do not make a group superior than others, they are the same in front of Allah. The difference that makes them higher than others is just the righteousness, good deed in their live (HOTD Staff Writer, 2012).

Because of the development of technology, it is easy to go everywhere, even people now can communicate to someone in different continent. Because of this, the communication among people is not restricted by an area, it expands to other countries that have different language and culture. English as a lingua franca has a big role here, and it should be accompanied by intercultural competence. The differences of culture sometimes make us have to do special treatment for every culture, so that, intercultural competence is very important to be taught to the student in the class along English lesson. It can be from the story of the teacher, practicing the material from the book, learning through literature, watching a movie that represents intercultural competence and many others.

One of definition of intercultural competence is delivered by Byram, he argues that “Intercultural communicative competence is the capability to direct effective

interaction with interlocutors of different cultures” (Byram, as cited in Estaji & Rahimi, 2018, p. 3). It is a capability that learner must have in learning foreign language, something that lead someone has a good interaction with another culture which is different from the speaker. The purpose of developing intercultural communicative competence to the student in learning foreign language, English, is to increase international and cross cultural acceptance and tolerance among learners (Israelsson, 2016, p. 1).

People who learn a language, need to learn cultural awareness too. It is as socially acquired knowledge (Yule, 2010, p. 267), a conceptual system that includes a society, things and ideas as distinct and identifiable category, by the knowledge they will develop their self-cultural awareness in order to avoid misunderstanding and other problems refer to the difference of culture such as stereotype, prejudice, or racism.

The Hundred-Foot Journey is the film that the researcher chose to analyze the intercultural competence component. It is a movie adapted from a novel written by Richard Morais in 2010 by the same title. The story is about an Indian family that moved from India to France after an accident. They open an Indian restaurant across to a lofty Michelin star restaurant. There are several conflicts between these two different cultures, such as competition, love, family, and life. The cross cultural situation between two different cultures, Indian and French, is suitable with the purpose of this study, to know the components and outcomes of intercultural competence in that situation. Therefore, the students can learn about intercultural competence appropriately through the movie, and apply it in their social life.

The importance in teaching intercultural competence to the students is actually inversely related to the practice. Based on the previous study by Ali Rosyidi and Oikurema Purwati, entitled *Revealing Intercultural Communicative Competence in an EFL High School Textbook*, they did a research in the tenth grade textbook entitled *Bahasa Inggris*, which is published in 2014 and was revised in 2016 by Ministry of Education and Culture of Indonesia. The researchers found very small extent learning tasks encouraged students' intercultural competence (Rosyidi & Purwati, 2017, p. 69), meanwhile, the book becomes the reference for the teachers to teach English in the class. In the practice, especially in MAN 1 Banjarmasin, most of the teachers just taught about skill in learning English as the concentration to face national exam without integrated it with intercultural competence.

This research is related to the previous study conducted by Alexander Cleberg entitled *The Intercultural Competence of Immigrant Entrepreneurs in the Twin City: Immutable and Protean*. He conducted a qualitative study to some immigrants in Twin City, a city in Minnesota, about their intercultural competence in facing the differences when having a job in United States as an immigrant from Middle East. In this research, he provided the real picture about how effective and appropriate communicative in intercultural situation between immigrants and native is. The result showed a deep understanding about intercultural competence behavior in a person suitable with the theory of intercultural competence's elements, and discovered how they thought and acted as an immigrant in a country which obviously faced the culture differences in their society (Cleberg, 2014, p. 107). It is similar as what the researcher wants to

conduct in this study, an analysis about the elements of intercultural competence which is presented by an Indian immigrant in France from The Hundred-Foot Journey movie.

In conclusion, the urgency of teaching intercultural competence has become trend in education field these days. But it is not in accordance with the readiness of the teacher to teach it. It can be from the competence of the teacher, the environment in the school, students' needs, lacking of sources for teaching such as textbook, or other media. Because of the problem, the researcher wants to conduct a research in a movie entitled The Hundred-Foot Journey. This movie is chosen because it contains of many cultural aspects and shows cross cultural situation. Furthermore, the language of this movie is English, so that the students will be able to improve their skill in English too, comprehend everything in the movie by listening to the character, reading the subtitle, writing some important messages, or discussing the contents with friends about the movie.

### **B. Research Question**

In conducting this research, the writer formulated a focus question as guidance,

1. What intercultural competence aspects are found in The Hundred-Foot Journey movie?
2. How the outcome of intercultural competence that will be faced in the movie based on Deardorff theory?

### **C. Objective of Study**

Based on the question above, the purposes of this research are:

1. To know what intercultural competence aspects are found in The Hundred-Foot Journey movie.
2. To analyze how the outcome of intercultural competence that will be faced in the movie based on Deardorff theory.

#### **D. Significance of Study**

The expected benefit to the research and development are as follows:

1. Teacher can have a resource to teach intercultural competence to the student in the class by learning it through a movie.
2. Teacher will be easier to develop the material which integrates intercultural competence along with English skills from the movie.
3. Students and teacher will be easier to understand and know about intercultural competence in practice.

#### **E. Definition of Key Term**

There are some term used in this research. In order to avoid misunderstanding of them, they are defined as follows:

1. Intercultural Competence: an ability which is acted by the characters in the movie as the result of different culture that they must face in one environment to avoid misunderstanding, stereotype, prejudice, etc. through communication or behavior among them.
2. Component: aspects in intercultural competence that based on the theory in chapter II.