

## ABSTRACT

**Muhammad Riyadh Anshori.** 2023. Teacher's Beliefs in Developing Students' Intercultural Communicative Competence in Intensive Reading Classes. Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Hj. Nida Mufidah, M. Pd, (II) Siti Muflichah, M.Ag., M.Ed., Ph. D

**Keywords:** Teacher's Beliefs, Intercultural Communicative Competence, Intensive Reading

In this globalization era, EFL teachers are constantly being encouraged to integrate intercultural competence into English language classes. This research aimed to answer the intensive reading teacher's think about developing students' Intercultural Communicative Competence (ICC) and how the teacher incorporates it into intensive reading classroom. The research used a descriptive qualitative and the participants involved 13 English Education students of UIN Antasari 3rd semester. Furthermore, the data were collected through interviews and documentation analyzed by the theory of Miles and Huberman: data reduction, data display, and drawing conclusions. The results showed the intensive reading teacher believes that it is important to incorporate and develop ICC in intensive reading classes. Moreover, the teacher incorporates it by providing books that are related to culture and authentic material. The teacher also implements discussion and analyzes short stories and poetry to incorporate and develop students' ICC. The teachers are expected to be aware of ICC not only in reading class but also in other classes and then put it in their classes. Moreover, the students of English Education are expected to be aware of ICC and foreign culture and able to incorporate it into their classes in the future.

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**Kata Kunci:** Keyakinan Guru, Kompetensi Komunikatif Antar Budaya, Membaca Intensif

Di era globalisasi ini, guru EFL terus didorong untuk mengintegrasikan kompetensi antarbudaya ke dalam kelas bahasa Inggris. Penelitian ini bertujuan untuk menjawab pemikiran guru membaca intensif tentang pengembangan kompetensi komunikatif antarbudaya siswa dan bagaimana guru memasukkannya ke dalam kelas membaca intensif. Penelitian ini menggunakan deskriptif kualitatif dan partisipannya melibatkan 13 mahasiswa Pendidikan Bahasa Inggris semester 3 UIN Antasari. Selanjutnya data dikumpulkan melalui wawancara dan dokumentasi, dianalisis dengan teori Miles dan Huberman: reduksi data, penyajian data, dan penarikan kesimpulan. Hasilnya menunjukkan guru membaca intensif percaya bahwa penting untuk memasukkan dan mengembangkan ICC di kelas membaca intensif. Selain itu, guru memadukannya dengan menyediakan buku-buku yang berkaitan dengan budaya dan materi autentik. Guru juga melaksanakan diskusi dan menganalisis cerita pendek dan puisi untuk memasukkan dan mengembangkan ICC siswa. Para guru diharapkan menyadari kompetensi komunikatif antarbudaya tidak hanya di kelas membaca tetapi juga di kelas lain dan kemudian menerapkannya di kelasnya. Selain itu, mahasiswa Pendidikan Bahasa Inggris diharapkan menyadari kompetensi komunikatif antar budaya dan budaya asing serta mampu memasukkannya ke dalam kelas mereka di masa depan.