

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the thesis that discusses about the background of the study, the research questions of the study and the objective of the study. In addition, the significant of the study and the definition of the key terms are also explained in this chapter.

A. Background of Study

A specific language must be used as a lingua franca when individuals from diverse origins come together. As Yustika (2021) stated the most widely used language in the world for international trade, diplomacy, mass, entertainment, international telecommunications, and scientific journals is English, which is said to be the first lingua franca. So does English have been taught in every school and universities in Indonesia as foreign language or called English for foreign language (EFL) in the classroom.

The primary goal of English as foreign language learning in today's classrooms is to develop communicative competence. In addition, improving EFL students' communicative competence often requires the enhancement of intercultural knowledge and skills (Eken, 2015). In this globalization era, EFL teachers are constantly being encouraged to integrate intercultural competence into English language classes (Chaouche, 2016).

The importance of intercultural competence in English language learning is supported by several researcher who stated that intercultural

contexts should be included in teacher education and practice. In addition, the Common European Framework of Reference (2001) emphasizes the importance of cultural awareness and suggests to improve language learners' cultural awareness and intercultural competence (Eken, 2015).

Intercultural communicative competence (ICC) is needed to be incorporated in the language curriculum so that teachers will help students to develop an appreciation for the language and culture studied, an understanding of their own culture, and the development of skills that will enable them to be capable and adaptable communicators (López-Rocha, 2016). In conclusion, in English language classroom require to put Intercultural communicative competence in the curriculum.

According to Byram, an individual who has learned Intercultural communicative competence (ICC) is able to establish relationships when communicating in a foreign language; communicates efficiently, taking into account his own and the other person's view points and needs; mediates interactions between people from various backgrounds; and aims to continue improving communicative skills (López-Rocha, 2016).

When teachers teach language in an EFL classroom, they are also automatically teaching culture. At the very least, teachers use language to introduce cultural references. Speakers should use gestures, move their bodies, and keep their distance to promote cultural understanding (Cakir, 2006 cited in Fitriyah et al, 2019).

Teachers need to develop an understanding between language and culture because both of them cannot be separated in real life (Yustika, 2021). Language is needed as a tool to communicate and understand other cultures. Since people come from different cultures and have different languages, it can be a source of problem if they cannot understand each other. Meanwhile, it is a gift from Allah The Almighty. Like stated in QS. Al-Hujurat verse 13 as follows:

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

This verse claims that Allah creates humans from a common origin and then separates them into groups with His permission. Humans are all descended from the same creator. It is not appropriate for one tribe to take pride in their descent over the others. Allah divides nations and tribes not for glory, but for the purpose of getting to know one another so that social affairs and relationships can run smoothly (Yustika, 2021).

This study was conducted after considering some previous study related to intercultural communicative competence in English classroom. One of them is “Exploring EFL Teachers’ Understanding and Beliefs in Intercultural Communicative Competence in Indonesian Context”, was conducted by Hasanah and Gunawan (2020). This research try to find out understanding and views of senior high school teachers, as well as their efforts to promote intercultural communicative competence in the classroom. Another research related to intercultural communicative competence is done by Eken (2015) under the title is “Intercultural Communicative Competence: EFL Teachers’ Beliefs and Practices”. The study tries to investigate EFL teachers’ practices

and beliefs about the concept ‘intercultural communicative competence’ (ICC) in classrooms. Also, the research that was conducted by Estaji and Rahimi (2018) with the title “Exploring Teachers’ Perception of Intercultural Communicative Competence and their Practices for Teaching Culture in EFL Classrooms” try to explore the influence of EFL teachers' level of instruction, schooling, and experience on their perceptions of Intercultural Communicative Competence (ICC) on the one hand, and the impact of teachers' ICC perceptions on their cultural teaching practices on the other.

Based on the importance of Intercultural Communicative Competence (ICC) in the classroom and some previous study related to it, that is the reason why it is necessary to investigate the study about teachers’ beliefs and incorporate in students' intercultural communicative competence in reading class. Moreover, this study entitled “**Teacher’s Beliefs in Developing Students’ Intercultural Communicative Competence in Intensive Reading Classes**”

B. Research Questions

Based on the background of the study, the writer formulates a problem statement as:

1. How does the intensive reading teacher believe about developing students’ intercultural communicative competence?
2. How does teacher incorporate intercultural communicative competence into intensive reading classroom?

C. Objectives of Study

Based on the problem formulation above, the objectives of this research are:

1. To find what the intensive reading teacher's belief about developing students' intercultural communicative competence.
2. To find how teacher incorporates intercultural communicative competence into intensive reading classroom

D. Significance of Study

The significance of the study will give some beneficial inputs theoretically and practically, they are:

1. Theoretically
 - a. The results of the study can be used as input in understanding what the intensive reading teacher's belief about developing students' intercultural communicative competence.
 - b. The results of the study can be used as input in understanding how teachers incorporate intercultural communicative competence into intensive reading classroom.
 - c. The results of the study can be used as the reference for those who want to conduct research about intercultural communicative competence.
2. Practically
 - a. For the lecturers of English education department, the results of this study are expected to give an input in understanding on developing students' intercultural communicative competence. In addition, it can be a reference for the lectures in dealing with how

they should teach and direct their students.

- b. For the students, the results of this study are expected to give an input in participating every learning in the class maximally so that they will be understood how important intercultural communicative competence especially in EFL classroom.
- c. For readers, the result of this study is expected to make readers interested in observing intercultural communicative competence from other point of view.

E. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms:

1. Teachers' Beliefs

Teachers' beliefs derived from two words: teacher and beliefs. Based on Cambridge dictionary teacher is an individual who instructs or trains others, especially in a school. While beliefs mean anything in which you believe. In this research, teachers' beliefs mean is point of view that teachers' believe about intercultural communicative competence in their classes.

2. Intercultural Communicative Competence

In this research, intercultural Communicative Competence means the ability to interact in a foreign language with people from other countries and cultures (Byram, 1997, cited in López-Rocha, 2016). In this research, the researcher wanted to find out about the understanding

about Intercultural Communicative Competence of the teacher and the application on the reading classroom.

3. Intensive Reading Classes

Intensive reading classes that is meant in this research are intensive reading III classes semester 3 at UIN Antasari Banjarmasin. Moreover, they are the students of intensive reading III classes in academic year 2020.