

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings and discussion are designed to answer the research questions about on how the intensive reading teacher's beliefs about developing students' intercultural communicative competence and how teacher incorporates intercultural communicative competence into intensive reading classroom.

A. Findings

In this section, the researcher presents the data that have been gathered from one intensive reading teacher and 13 students of English Education Department of UIN Antasari Banjarmasin 2020 that had already obtained through interview and documentation. The data will be presented in descriptive form to explain the intensive reading teacher's thought about developing students' intercultural communicative competence and how the teacher of intensive reading incorporates intercultural communicative competence into intensive reading classroom. Moreover, to support the interview data from the teacher, the researcher interviewed 13 students who attended intensive reading class to know what they think about intercultural communicative competence of the students and how the teacher implements or teaching intercultural communicative competence of the students in the class. Here are the explanations about the findings based on the research questions of this thesis:

1. The Intensive Reading Teacher's Beliefs About Developing Students' Intercultural Communicative Competence

Based on the interview with all of the participants, the researcher was summarized the interview and documentation carried out by teachers and students such as:

a. Intensive reading teacher and students' opinion about Intercultural Communicative Competence

Intensive reading teacher believed that intercultural communicative competence is an ability to communicate effectively and appropriate with people whose have different culture and background so there is no any misunderstanding. The teacher said,

"I think this way, intercultural communicative competence as our ability to communicate effectively and in accordance with people whose cultures are different from ours so as to reduce misunderstanding" (N, interview result, October, 2021).

The researcher then asked about students' opinion about intercultural communicative competence to the students who attended intensive reading class. The students whom being interviewed have already known well about intercultural communicative competence. In the interview result, one of the students stated that intercultural communicative competence of the students is the ability that need to be developed, she said,

"Intercultural communicative competence of the students is a very good skill to develop because it can broaden our knowledge" (E, interview result, October 26, 2021).

In line with the teacher, four of the students explained that

intercultural communicative competence of the students can help students or everyone to communicate well with people who have different cultures and prevent misunderstanding among others. One of the students said,

“It would be great if you have the ability to communicate with other people from different cultures. Because with that, the possibility of misunderstanding between cultures will be avoided” (SNA, interview result, October 26, 2021).

The students also believed that the ability to communicate with other people who have different culture with foreign language give the new experience for students. By having this ability, it will give people the chance to understand other cultures, get new knowledge, and have a new relation. For the example, one of the students said,

“Communicating with people of different cultures will create new insights, be able to know each other's cultures, among others, exchange ideas, etc.” (RNA, interview result, October 26, 2021).

She explained more that communicating with people who have different cultures might create an uncomfortable situation at first, there are many things that each other did not know, yet that things make the conversation is fun and interesting. She said,

“Communicating with other people who have different cultures, in my opinion, is more exciting, although sometimes there are things that are not known that make us feel uncomfortable with that person's culture” (RNA, interview result, October 26, 2021).

The other students stated that it is a must to communicate with people from different cultures since all people in the world live together and need each other. Some people couldn't live alone without the help of other people and everybody need to respect other cultures in order to live in

comfort, she said,

“In my opinion it is important to communicate with people of different cultures, we can't always rely on what we have and we really need other people. The first thing to be accepted is to communicate with these people, accept and respect their culture” (RNA, interview result, October 26, 2021).

b. Teacher’s Awareness About Intercultural Communicative Competence

From the result of interview with the teacher, the teacher said,

“The way we talk, intonation, accent influenced by the culture. Should a teacher aware about this? I believe we should not only as a teacher but also a human being. Because we all do need to communicate with other” (N, interview result, October, 2021).

In conclusion, it is known that the teacher has already aware about intercultural communicative competence. In learning about language, the teacher stated that language is really related to culture.

c. The Importance of Intercultural Communicative Competence in Intensive Reading and Develop it

The teacher stated that intercultural communicative competence is important in English for foreign language learning to prevent misunderstanding. Some sources of learning reading in the class are mostly written by the native speaker with the authentic materials of them which it is absolutely different with the situation in Indonesia. The teacher stated

“When in reading class, because students read authentic material which is written by native speakers, it is not impossible for them to read about cultures that are different from what they usually do in Indonesia, maybe they read texts about Halloween but our country doesn't celebrate it” (N, interview result, October, 2021)

Moreover, all of the students who being interviewed agreed that intercultural communicative competence is important in intensive reading.

For the example, one of the students said,

“It is so important, because learning Intensive Reading also contains a lot of material, especially in terms of reading, so we receive a lot of information and think critically about it” (WL, interview result, October 27, 2021).

The students explained that from reading, the students will get many information about everything and force them to think critically about it. The students who were being interviewed also stated, in intensive reading class they know and learn many cultures from around the world. For the example, the student said,

“Without realizing it, during intensive reading lessons, we can get to know various cultures, especially the West, such as writing poetry, which is something that is usually done by Westerners for someone special” (RNA, interview result, October 26, 2021).

The other students stated,

“It is important, because in language learning we automatically learn how the people or culture of the original language interact or socialize with other people, then we can understand and use language effectively” (R, interview result, October 26, 2021).

In some context of reading text, the content of materials that is written in the text could be different each country. The style of writing and the diction of words might be different. That’s why intercultural communicative competence is important in intensive reading. One of the students said,

“I think it is very important because in the reading material there is an introduction to the cultural elements of the author or something that is described by the text” (R, interview result, October 26, 2021).

Moreover, in intensive reading class, there are a lot of reading text that contain cultural context that should be taught and discussed so that they understand about other’s cultures. It can be concluded that there are several

points of Intensive Reading teacher' belief about Developing Students' Intercultural Communicative Competence: Intercultural communicative competence is an ability to communicate effectively and appropriate with people whose have different culture and background so there is no any misunderstanding.

The teacher has already aware about intercultural communicative competence. In learning about language, the teacher stated that language is really related to culture. Furthermore, the teacher added that intercultural communicative competence is important in English for foreign language learning to prevent misunderstanding.

2. Teacher Incorporates Intercultural Communicative Competence Into Intensive Reading Classroom

a. Teacher's Thought about the Textbook that Used in Intensive Reading Classroom

From the interview, the teacher of Intensive reading classroom explain that she used several books that have been written by native speakers to her students and she believed that's have enough information about others' culture. It is in line with the result of interview with the students. The students stated that the textbook of intensive reading that they used in learning contain the material about cultures. For the example, the student said,

“There is such a thing as the Indonesian and English accents and poetry, there are differences” (TR, interview result, October 27, 2021).

The other students said,

“Yes, usually when reading news material, it is usually related to culture” (FA, interview result, October 27, 2021).

Most of the students agreed that every text in intensive reading book often contain cultures but implicitly. For the example, one of the students said,

“In my opinion, every reading material has cultural elements, even if only implied” (R, interview result, October 26, 2021).

There were only some students who did not sure if the book of intensive reading contains intercultural communicative competence materials or not. The student said,

“I don't know, maybe there is but we haven't studied it this semester” (NH, interview result, October 26, 2021).

Based on all the interviews, both teacher and students' belief about the used of textbook in intensive reading classroom contain the material about cultures. For the examples, text of poetry and news in the intensive reading textbook. However, most of the students agreed that the textbook of intensive reading contain cultures material implicitly.

b. Authentic reading texts material in Intensive reading class

The teacher explain there are a lot of authentic materials that used in intensive reading classroom. Teacher also added that for this semester, there's a topic on element of short story. Next, she asked her student to find short stories written by classic authors such as Charles Dicken, O'mallen and so on. Afterthat, all of the student were told to analyze those short

stories differences from Indonesian one.

- c. Learning activities to develop intercultural communicative competence applied in intensive reading class

In interview, intensive reading teacher stated that in her classes, she assigned the students to read classic short stories, and she also encouraged them to work in small group for this semester so that the student can share their knowledge and learn how others' solve their problem. She also added that she told her student to read poetry and asked them to analyze their friends' poem and the way they read it. Some of the students answered the same thing related to the teacher, the student said,

“Yes. Like analyzing English poetry or stories. So, we also analyze how they use or how they make poetry. Sometimes the meaning and poetry are related to their lives” (SNA, interview result, October 26, 2021).

Teacher's answer is in line with students' answer that said if in intensive reading class, the students are asked to analyse the poetry or short story. The student said,

“We learn inter-cultural things indirectly. For example, by recognizing short stories written by outside writers and about poetry as well” (TR, interview result, October 27, 2021).

In some situation, the teacher asked the students to watch the video from YouTube application, the teacher gave the students the material that must be discussed later. The student said,

“By watching material on YouTube” (NAP, interview result, October 26, 2021).

The teacher applied intercultural communicative competence through intensive reading class by giving the materials about international

cultural festivals. Moreover, the teacher tells the students about how the cultures in other country is different from the cultures in own country. The student said,

“Lecturers sometimes like to tell stories or give knowledge about how foreign cultures are so that students know about cultures from other countries” (RI, interview result, October 26, 2021).

After giving the material, the teacher also explained the differences and similarities about the cultures of each other. Intercultural communicative competence also taught in intensive reading class by doing activity such as discussion whether it is in online or offline learning. The student explained that sometimes the teacher along with the students doing a discussion, and there are a lot of culture differences that can be seen during the discussion. The student said,

“We often have discussions even though it's only online, there are many cultural differences such as for example a friend who communicates still has an accent in the local language when discussing” (WL, interview result, October 27, 2021).

In Summary, teacher incorporates intercultural communicative competence into intensive reading classroom by using several books that have been written by native speakers to her students and she believed that's have enough information about others' culture. The teacher used authentic material such as short stories written by classic authors. In addition, there are several learning activities in intensive reading class to develop ICC such as read and analyse poetry or short story, giving the materials about international cultural festivals, and doing activity such as discussion.

B. Discussion

Based on the findings above, here are the discussions about intensive reading teacher belief in developing students' intercultural communicative competence and incorporate intercultural communicative competence into intensive reading classroom. Here are the discussions:

1. Intensive Reading Teacher's Beliefs about Developing Students' Intercultural Communicative Competence

According to Byram (1997) intercultural communicative competence is the ability to interact in a foreign language with people from other countries and cultures. It is also in line with what the intensive reading teacher said, intercultural communicative competence is the ability to communicate with other people who came from different culture effectively. Byram (1997) also explained that those who have learned intercultural communicative competence of the students can build relationships by communicating in a foreign language. Communicate efficiently by considering the perspectives and needs of yourself and others. Mediates interactions between people with different backgrounds. Aim to further improve communication skills. The students explained that intercultural communicative competence of the students can help them or everyone to communicate well with people who have different cultures and prevent misunderstanding among others as one of the students (Siti Nur Anisah) said in the interview, "*Akan sangat bagus kalau memiliki kemampuan*

komunikasi dengan orang lain. Karena dengan hal itu, kemungkinan misunderstanding antar budaya akan dapat dihindari.” It means that the ability to communicate with any model of communication is important such as sociolinguistic competence that Canale (1983) explained that it includes using the appropriate vocabulary, register, politeness and style depending on the situation.

The students explicitly explained that communicative competence can help them to understand the poetry that has allegory or hidden meaning as one of the students said (Siti Nur Anisah) in the interview, *“Seperti menganalisis puisi atau cerita berbahasa Inggris. Jadi kita juga menganalisis bagaimana penggunaan atau bagaimana cara mereka membuat puisi. Terkadang makna dan puisi tersebut related dengan kehidupan mereka.”*

According to Canale (1983), communicative competence has four main elements, namely grammatical competence, sociolinguistic/ sociocultural competence, discourse competence, and strategic competence. It means that communication can take many forms and is not only limited to verbal communication. Thus, the process of meaning-making associated with communicative competence occurs in other kinds of communication as well. Aside from that, because communication occurs in a variety of contexts and with a variety of people, communicative competence includes selecting the appropriate register and style for specific situations and people. As a result, communication competence is context dependent in addition to not being restricted to spoken discussions as one of the students explained before.

The teacher of Intensive reading class is aware to intercultural communicative competence. The teacher explained that in learning language, automatically also learning about cultures as Hofstede (1994) in Jandt said that people communicate their cultural things through a system of symbols, refers to verbal and nonverbal language, to their children even to foreigners. Therefore, Language thus becomes the carrier of culture, or language and culture are "intricately interwoven" with one another.

This is equal with sociolinguistic/ sociocultural competence that explained that learning a language without relating it to the culture and context of language use can lead to difficulties for both the students and people when they try to use what they have learned in real-life communication. The main categories of sociocultural competence proposed by Celce-Murcia and colleagues (1995) is on the table below.

Table 4.1 Suggested Components of Sociocultural Competence

Categories	Details
Social Contextual Factors	1) Participant variables (age, gender, office and status, social distance, relations). 2) Situational variables (time, place, social situation)
Stylistic Appropriateness Factors	1) Politeness conventions and strategies. 2) Stylistic variation (degrees of formality, field-specific registers).
Cultural Factors	1) Background knowledge of sociocultural aspects of the target language community

	2) Awareness of major dialect or regional differences
	3) Cross-cultural awareness
	1) Kinesics factors (body language)
Non-Verbal	2) Proxemic factors (use of space)
Communicative	3) Haptic factors (touching)
Factors	4) Paralinguistic factors
	5) Silence

The teacher also added that the way of using accent, intonation it influenced by cultures as it is stated in interview, *“Untuk ICC dalam pembelajaran bahasa saya pikir penting karna bahasa linked to culture. The way we talk, intonation, accent influenced by the culture. Should a teacher aware about this? I belief we should not only as a teacher but also a human being. Cause we all do communicate with other people not isolated.”* Thus, she believes not only teacher but also everyone should be aware of intercultural communicative competence. It shown that the teacher is aware of the cultural differences or every each of her student has their own identities. It also in line with Galante (2015) that stated teachers need to recognize the importance of including educational resources that promote linguistic and cultural diversity in English and the ability of students to express their identities.

Both of teacher and students believed that it is important to put intercultural communicative competence in intensive reading III classroom. By

integrating intercultural communicative competence in intensive reading, the students learn how to appreciate other cultures and prevent misunderstanding that can be happened when communicating and interacting with people who have different cultures. It will enhance one of five models of intercultural communicative competence by Byram that is skills of discovery and interaction (*savoir apprendre/ faire*). Skills of discovery and interaction is the ability to learn and operate newly learned information, behaviors, and skills under the constraints of real-time interaction is referred to as discovery and interaction skills (Thomé-Williams, 2016). The students can examine important situations to identify critical answers, as well as looking at examples of cultural misconceptions and finding strategies to overcome them (Boucgard, 2017).

All of the students also agree that intercultural communicative competence is important to put in intensive reading classes because it can help students think critically. One of the students believed there are a lot of information in reading materials that could make the reader to think critically about the text. According to Eken (2015) critical readings, cultural bump events, cultural comprehensive reading, and so on are all common reading choices to improve intercultural communicative competence in reading skill as it is stated in interview, *“Seperti yg saya sdh terangkan diatas pentingnya icc itu diterapkan dalam pengajaran bahasa asing menghindarkan misunderstanding lebih lebih di kelas reading karena mahasiswa membaca authentic material which is written by native speaker bukan tidak mungkin mereka membaca tentang kebudayaan yg berbeda dgn yg biasa yg mereka*

lakukan di indonesia mungkin mereka baca text ttg halloween tapi negara kita tidak merayakan. With the authentic material we as teachers wants them to be able to learn there's more culture out there so they won't be ethnocentric, I hope that can be open minded and also can have creative problem solving because they learn about other from what they read." Moreover, some of the reading materials that contain in intensive reading books are authentic that written by the native speakers. The teacher gives example about the text that she used in her classes. For instance, the text is about halloween, she believes that halloween is one of the cultures that in Indonesia doesn't celebrate every years.

Furthermore, intercultural communicative competence in intensive reading class will help the students to have the skills of interpreting and relating (*savoir comprendre*) where the students can learn how the other people from different cultures communicate and their cultures. The theory said that the ability to translate and describe a text or an occurrence from one culture to another is known as interpreting and relating skills (Thomé-Williams, 2016). The text of reading in the book can help the students to develop their ability in interpreting and relating.

2. Incorporating Intercultural Communicative Competence into Intensive Reading Classroom

The teacher of intensive reading class in English education department always provides a book for the need of teaching and learning intensive reading

as it is stated in the interview, “I used several books which written by native for my students and I believe that’s enough for them to get an information or two about other side of the world.” The students are obligated to have the book so that it will help them to learn effectively during the class. Having a book for learning is a must since a book is one of the media that contain many informative texts especially about culture. According to López-Rocha (2016), it's important to assess the materials or tools available to students before they use them in class, since books frequently include materials that constrain or perpetuate stereotypes rather than assisting students in understanding divergent cultural traditions. In order to improve essential communicative skills, students must be further challenged and directed (López-Rocha, 2016). It is in line with the result of interview, in the findings, the teacher has already known and asses about the books she used and it is stated that the teacher of Intensive reading classroom used several books that have been written by native speakers to her students, moreover she believed that it hhas enough information about others’ culture.

Authentic reading texts material in Intensive reading class is also one of the considerations that must be there in the book. It is known from the findings that the teacher gave the materials about international cultural festivals. The teacher tells the students about how the cultures in other countries are different from the cultures in own country. It is in line with the theory that said if teachers might focus on cultural similarities and differences in the classroom, for example, to enhance learners' curiosity and interest in

Otherness, as well as their ability to grasp diverse world views (Boucgard, 2017).

The teacher tried to make the students know and analyse the differences between the short stories written by classic authors such as Charles Dicken, O'mallen and so on and short story written and that happened from Indonesian as it is stated in interview, "So far for English reading material there's a lot of authentic material for this semester there a topic on element of short story and I asked my students to find short stories written by classic author such as charles dicken, o'malley and so on and from that they can analyze what makes their story different from Indonesian one." By analysing the short story, the students will develop their critical cultural awareness. This is in line with the theory that stated if the ability to objectively analyze viewpoints, traditions, and items in one's own culture as well as another's culture is known as critical cultural awareness. (Thomé-Williams, 2016).

The teacher of intensive reading also implemented some activities to incorporate intercultural communicative competence in the process of teaching and learning as she said in her interview. By incorporating intercultural communicative competence in the class, the teacher also tries to develop the intercultural communicative competence of the students. The teacher implements vary activities, strategies or methodologies in order to develop students' intercultural communicative competence. However, integrating intercultural communicative competence of the students into the classroom

does not necessarily imply the use of new methodologies; rather, as several studies have suggested (Byram et al. 2002), foreign language teachers should use a variety of approaches that they are already familiar with, such as role-playing, cooperative exercises, and assignments (Eken, 2015). The theory above is in line with the findings that showed if the teacher incorporates intercultural communicative competence by asking the students to do discussion activity. From its activity, the students find many differences of cultures since the students of the class come from different regions.