

**TEACHER'S STRATEGIES IN INCREASING INTERCULTURAL  
COMMUNICATIVE COMPETENCE IN THE EFL CLASSROOM AT TBI  
PROGRAM OF STAIN SULTAN ABDURRAHMAN  
KEPULAUAN RIAU**

**THESIS**



**By:  
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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAMS  
UNIVERSITAS MUHAMMADIYAH MALANG  
2024**

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In Partial Fulfillment of the Requirement for Master's  
Degree in English Language Education



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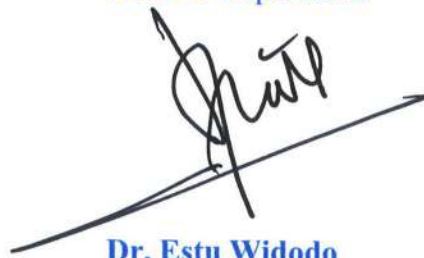
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the master's degree in English Language Education  
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## LETTER OF STATEMENT

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Hereby, declare that :

1. The thesis entitled: **TEACHER'S STRATEGIES IN INCREASING INTERCULTURAL COMMUNICATIVE COMPETENCE IN THE EFL CLASSROOM AT TBI PROGRAM OF STAIN SULTAN ABDURRAHMAN KEPULAUAN RIAU** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 10<sup>th</sup> July 2024

The Writer,



**LULUK FATIMAH**

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Praise Allah the Almighty and the Most Merciful because of his blessing upon completing this thesis. Second, shalawat and salam are always for our prophet Muhammad SAW. In addition, the writer also expresses appreciation for receiving encouragement from advisors and English lecturers at the English Language Education Department. The author sincerely appreciates the University of Muhammadiyah Malang for its support and for facilitating the successful completion of this research.

This thesis entitled “Teacher’s Strategies in Increasing Intercultural Communicative Competence in The EFL Classroom at TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau” aims to investigate how university teachers’ teaching strategies increase ICC in the EFL Classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau. These strategies enhanced ICC in the EFL classroom. It allowed teachers to tailor their teaching strategy to students’ needs, effectively enhancing ICC in the EFL classroom.

Additionally, the researcher would like to thank the Ministry of Religious Affairs and LPDP for facilitating the researcher in the BIB program and all those who played an important role in the success of this thesis. This thesis is imperfect but it is expected to be useful for the researcher and readers. For this reason, constructive, thoughtful suggestions and criticism are welcomed.

The Researcher

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**ABSTRACT**

In the age of global communication, English Foreign Language (EFL) teachers are increasingly urged to incorporate intercultural communicative competence (ICC) in language classes. To enhance ICC among learners, the teachers responsible for the courses must clearly understand its concepts. Therefore, a clear understanding of ICC and its application in language teaching should be provided to all teachers to help them successfully increase it in their classes. This study aims to investigate how university teachers' teaching strategies increase ICC in the EFL Classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau. The research applied a qualitative research approach with a case study design. Data were collected through interviews, observations, and documentation, with analysis data involving data condensation, data display, and data conclusion. The participants included three teachers with some criteria: English educational background, an English teacher at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau, and integrating ICC into their EFL classroom. The findings revealed three ICC teaching strategies: role-play, discussion, and debate. The implementation of role-play encompassed introduction, grouping, role-play, and evaluation; the implementation of discussion covered introduction, grouping, discussion, summarizing, reflection, and evaluation; meanwhile, the implementation of debate included brainstorming, grouping, debating, and reflecting. These strategies enhanced ICC in the EFL classroom. It allowed teachers to tailor their teaching strategy to students' needs, effectively enhancing ICC in the EFL classroom.

**Keywords:** *Intercultural Communicative Competence, Teacher's Strategy, EFL Classroom*

## **I. INTRODUCTION**

### **1.1 Research Background**

In the era of globalized communication, English Foreign Language (EFL) teachers are increasingly urged to incorporate intercultural communicative competence (ICC) in language classes. Globalization has caused a shift in numerous countries' English language teaching objectives, shifting away from a focus on communicative competence and towards an emphasis on ICC (Hasanah & Gunawan, 2020). Previous research has consistently demonstrated that EFL teachers primarily prioritize developing learners' linguistic competence rather than emphasizing other aspects of language instruction, such as ICC (Putri & Saraswati, 2017; Sevimeh-Sahina, 2020; Tran & Duong, 2018). However, possessing just language expertise does not ensure success in professional communication within an international context. Therefore, increasing EFL teachers' goals should be reoriented to cultivate ICC (Tambunan et al., 2021).

To enhance ICC among learners, the teachers responsible for the courses must clearly understand its concepts. Consequently, providing teachers with a comprehensive comprehension of ICC and its implementation in language instruction has become essential to effectively enhancing it in their classrooms (Banjongjit & Boonmoh, 2018). Regarding related research in Thailand, there is scant empirical research on EFL teachers' perceptions and strategies to increase ICC compared to the studies assessing ICC. Among the difficulties in incorporating ICC into EFL language teaching can be because teachers may not have sufficient knowledge of the concept (Bousslama & Benaissi, 2018). Eventually, this might be advantageous for course designers who strategize course development, teacher trainers who are responsible for instructing new instructors for upcoming language courses, and present language teachers who aspire to enhance their comprehension of ICC.

To increase students' understanding of ICC, it is necessary to have adequate teacher ability to apply teaching strategies that lead to increased ICC in the EFL Classroom. Banjongjit and Boonmoh (2018) state that the teacher's primary focus in increasing ICC should be on boosting students' self-awareness,

fostering an understanding of cultural diversity, and cultivating positive attitudes towards other cultures In EFL classrooms. However, many teachers still lack teaching strategies that increase their understanding of ICC (Banjongjit & Boonmoh, 2018). The research conducted by Lee et al. (2023) revealed a lack of knowledge regarding this concept, which would create difficulty for teachers when trying to implement ICC in their EFL teaching. Moreover, the teachers prioritised linguistic competency as the primary purpose of their instruction, while they considered ICC skills to be the least important objective in their teaching (Jata, 2015). In addition, the teachers possessed a basic knowledge of several fundamental concepts related to ICC, but lacked sufficient familiarity with the theoretical frameworks underlying ICC. Consequently, they were unable to incorporate ICC into their instructional practices effectively (Lei, 2020). Furthermore, teachers allocated more time to increase linguistic competence than ICC (Idris & Widyanoro, 2019). Besides, teachers generally understand the ICC concept, but not in detail (Sarwari & Wahab, 2017). Therefore, it is important to know comprehensively the teacher's strategies to increase students' ICC abilities in the EFL classroom.

According to Sevimel-Sahina (2020), ICC refers to successfully and appropriately communicating with individuals from different cultures to reach a mutual understanding. Successful communication across different cultures necessitates a significant level of ICC. Moreover, a statistically significant disparity was seen in terms of the impact of the study year on the development of Intercultural Communicative Competence (ICC). This indicates that the English Language Teaching (ELT) program enhanced the participants' ICC levels, even without formal training in ICC. However, while the study years improved the overall ICC and ICC abilities, there was minimal progress in cultural knowledge and attitudes.

Lee et al. (2023) explored the impact of incorporating intercultural learning into an online English as a Foreign Language (EFL) curriculum on adolescent EFL students' motivation, ICC and English proficiency. The researchers employed a quasi-experimental design. The results indicated that the



students in the experimental group exhibited a more significant enhancement compared to those in the control group following an 8-week English program incorporating ICC. Moreover, Strugielska and Piątkowska (2016) also investigated the development of intercultural competence (IC) in EFL teachers' language through an international project. Explain the implementation of international initiatives in the project and demonstrate their impact on learning outcomes by providing the viewpoints of students and instructors. The discovery revealed a disparity between the expected outcomes suggested by the interaction between the learning objectives and the structure of the multinational project and the actual outcomes reported in the questionnaire. Although it was anticipated that the learning goals related to incorporating intercultural competency in a foreign language classroom would be the least challenging to get, the students discovered that they were actually the most arduous to achieve.

Furthermore, research on the ICC in the EFL classroom context is increasingly being carried out in various countries by involving various levels of teachers as study participants. The teachers rated linguistic competence as the first priority of their teaching objectives, while they rated ICC skills as the lowest priority objective in their teaching (Jata, 2015). In addition, ICC was less focused on the learning process, and the teacher considered general English courses (Young & Sachdev, 2011). After reviewing several empirical studies, it is clear that most studies show that teachers seemed to focus more on the development of student linguistic competence rather than on ICC, and there has been limited study focused on teachers' strategies to increase ICC in the classroom.

Hence, knowing the teachers towards ICC and the strategies used to increase it can fill in the gap in the research and reflect the teachers' real understanding of the theory. With regard to the importance of teachers' strategies used to increase ICC in EFL Classrooms, this study aims to investigate university teachers how the teachers' teaching strategies to increase ICC in the Tadris Bahasa Inggris (TBI) program at STAIN Sultan Abdurrahman Kepulauan Riau. More specifically, this study is to find out what the teachers' strategies are used to increase ICC in the TBI program at STAIN Sultan Abdurrahman in learning

English. Moreover, based on an unstructured preliminary interview between the researcher and one of the lecturers at the TBI program, it was found that there had been no previous research related to teachers' strategies for increasing ICC in EFL classrooms. Furthermore, the teachers in the TBI program comprehend the concept of ICC and employ strategies to enhance students' understanding. The result of this study will give insight for other teachers to do what has been done by those successful teachers, and it can also be differentiated from previous studies that focused on perceptions of teachers in general English courses.

## **1.2. The Research Questions**

Based on the research background above, the researcher would like to be concerned on finding the answer to the following questions:

1. What are the teachers' strategies used in increasing intercultural communicative competence (ICC) in the EFL classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau?
2. How do the teachers implement these strategies into their teaching techniques to increase ICC in the EFL classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau?

## **II. REVIEW OF RELATED LITERATURE**

This chapter discusses theories that support understanding the problem formulated in the research background. The review is presented in three subheadings. The first part discusses ELT in the EFL classroom. The second part explains intercultural communicative competence. The third part discusses matters related to teaching strategies in the EFL classroom.

### **2.1 ELT in The EFL Classroom**

The teaching-learning process is a process that contains a series of teacher and student actions based on reciprocal relationships that take place in educational situations to achieve specific goals, particularly English Language Teaching (ELT). According to Singh and colleagues (2021), ideal teachers are the ones behind the success of their students' achievement in learning, preparing instructional materials and resources, and educating students to be able to

function in various contexts, locally and internationally (Wilson et al., 2006). In ELT, English is taught as an EFL because, in Indonesia, English is the third language after the first, mother tongue, and second language, the national language.

According to Fungchomchoei and Kardkarnklai (2016), the term teaching is the same as instruction. Therefore, ELT in the EFL classroom is defined as the act of instruction by the teachers and learning by the learners or pupils in the EFL classroom. The objective of education is to achieve meaningful and valuable learning, which will be achieved through proper teaching activities (Bajrami & Ismaili, 2016). The appropriate and effective material and strategies should be included. Teaching and learning English aims to achieve certain goals academically, personally, and spiritually for students (Imran et al., 2024). In the ELT, teachers should be able to provide students with meaningful learning experiences to help the learners understand the topic comprehensively. Teachers must know what material should be incorporated and how the lesson will benefit the students (Intarapanich, 2013). For this reason, teaching and learning should become a big concern for all school stakeholders, especially teachers who provide effective teaching by bringing together materials and students' needs in the learning process. Moreover, the ELT in the EFL classroom has been extensively taught at nearly all levels of education even though it is still viewed as a foreign language (Mazlan et al., 2022).

## **2.2 Intercultural Theories**

The theories discussed in the intercultural theories are presented in three subheadings. The first part discusses intercultural communication. The second part explains intercultural competence (IC). The third part discusses matters related to intercultural communicative competence (ICC).

### **2.2.1 Intercultural Communication**

Intercultural communication refers to the intersectionality and complexity of individuals who identify with divergent social representations, cultural practices, and linguistic ideologies (Yang, 2017).

Meanwhile, Saricoban et al. (2014) conclude that intercultural communication is “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes.” Similarly, Kadriye et al. (2014) define knowledge, attitudes, skills, awareness, and language proficiency as essential elements of intercultural communication. Despite some differences among the models and definitions, most researchers agree that knowledge, attitudes, skills, and awareness are crucial components of intercultural communication. Successful intercultural communication entails more than simply acquiring linguistic proficiency to convey thoughts. Furthermore, it is a correlated comprehension of traditions and civilization. Furthermore, a primary objective of language education is to foster global comprehension (Soltani, 2014).

Byram (2021) states that intercultural communication is based upon respect and understanding of different cultures without only judging the conversational partner from the culture they come from. To summarize, intercultural communication is described as a skill needed to interact with people from different cultures more respectfully. It emphasizes knowledge about cultural facts to get a perception of different cultures but challenges individuals to see their conversational partner from the perspective of the culture they belong to. Studies in social psychology and intercultural communication conducted by Permatasari and Andriyanti (2021) in the fields of social psychology and intercultural communication have yielded valuable information regarding the necessary language and social abilities, knowledge, and attitudes for efficient and acceptable communication in intercultural interactions.

The intercultural component in foreign languages focuses on achieving efficient cross-cultural communication by gaining certain abilities, as Byram's model of intercultural communicative competence (ICC) suggests. This paradigm categorizes five key factors: knowledge, attitudes, interpreting and relating abilities, discovery and interaction

skills, and political education, encompassing critical cultural awareness (Byram, 2021). Knowledge includes learning about social groups, products, practices, and interaction processes. Attitudes involve curiosity and openness toward others and readiness to revise cultural values and beliefs and to interact and engage with others. Skills of interpreting and relating mean the ability to identify and explain cultural perspectives and mediate between and function in new cultural contexts. Skills of discovery and interaction are related to acquiring new knowledge of a culture and cultural practices and operating knowledge attitudes and skills under the constraints of real-time communication.

### **2.2.2 Intercultural Competence (IC)**

Intercultural competence (IC) has become more significant in recent years. It is evident that this is accessible, permissible, and employed in both formal and informal contexts. Cultural competence refers to an individual's capacity to communicate proficiently and respectfully with others from diverse cultures, conventions, and value systems (Sevimel, 2020). The concept of intercultural competence can be defined as the ability to communicate using the target language, for example, English, effectively and appropriately and be able to mingle with different people who have diverse and multicultural backgrounds of cultures, norms, and values (Bousslama, 2018; Hasanah & Gunawan, 2020; Tambunan et al., 2021).

Chaouche (2016) provides a significant definition of intercultural competence in the educational setting. According to Chaouche, intercultural competence encompasses attitude, skill, knowledge, understanding, and applying these attributes in intercultural activities. These activities will encourage individuals to demonstrate correct respect and comprehension of many cultures and successfully and respectfully communicate using the language to foster a positive atmosphere during interpersonal interactions. Byram (2021) defines intercultural competence as individuals' capacity to engage with individuals from diverse countries



and cultures effectively. This involves utilizing language skills, interpreting and analyzing cultural disparities, possessing knowledge of intercultural communication, and maintaining a genuine interest in other cultures, values, and norms.

Furthermore, Chaouche (2016) argues that intercultural competence refers to the ability to comprehend and communicate proficiently with others from diverse cultures and many identities by utilizing one's intercultural knowledge, skills, and attitudes. Intercultural speakers must possess the necessary knowledge, skills, and positive attitudes to effectively interact with individuals from other cultures without encountering any difficulties. According to Young and Sachdev (2011), intercultural competence refers to the intricate set of skills that individuals must possess in order to effectively and appropriately engage with others in multicultural situations. The abilities can manifest in the form of cognitive knowledge, skill, and attitude. Moreover, Cetinavci (2012) states that intercultural awareness is crucial since it can potentially impact other aspects of intercultural competence. Thus, from all of these concepts, intercultural competence refers to the ability of individuals to effectively and appropriately interact with people from different cultures and identities. Intercultural knowledge, skill, attitude, and awareness are required to foster mutual understanding. English language teachers should possess both linguistic competence, which refers to their ability to communicate and write accurately and appropriately, and intercultural competence, which enables them to effectively interact with individuals from diverse cultural backgrounds while teaching and learning English. (Oberste-Berghaus, 2024).

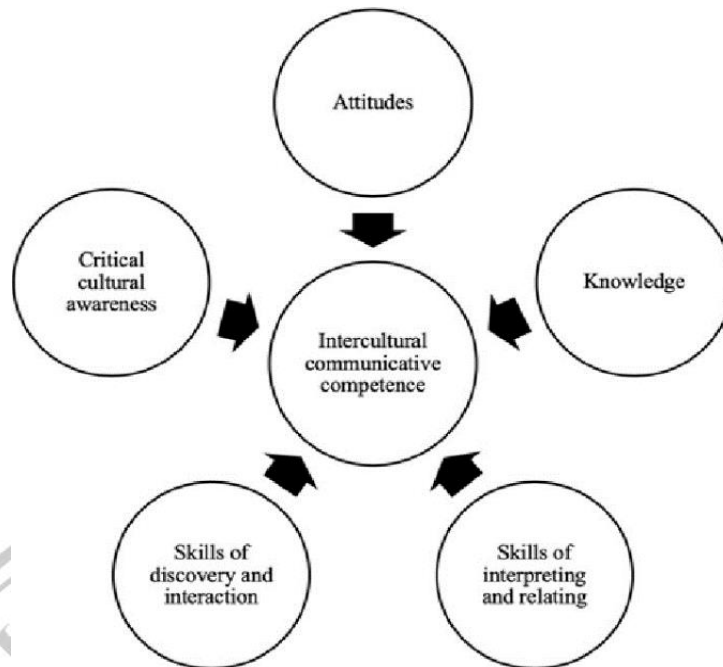
### **2.2.3 Intercultural Communicative Competence (ICC)**

Intercultural communicative competence (ICC) combines communicative and intercultural competence (Byram, 2021). People with good ICC communicate well using the target language with other culturally diverse people because they better understand their own and

other cultures and integrate their linguistic, sociolinguistic, and discourse competencies in language use. Byram (2021) conceptualized ICC, which includes the dimensions of knowledge, skills, and attitudes required for successful intercultural communication. In Idris's (2020) research ICC refers to an individual's capacity to interact successfully and responsibly with others from diverse cultures, norms, and values.

Furthermore, Sevimel (2020) argues that ICC refers to the capacity to engage in effective and acceptable communication with individuals from different cultures in order to establish shared understanding. Successful communication across different cultures necessitates a significant level of ICC. In theory, ICC, which stands for intercultural communicative competence, includes three components. It is an academic framework specifically developed for the instruction of foreign languages.

1) acquiring knowledge about both surface-level aspects of culture (such as symbols and observable elements) and a deeper understanding of cultural beliefs, values, and ideologies that may not be readily apparent. 2) developing the ability to identify, establish connections, and interpret information that enables individuals to compare and distinguish the meanings of diverse and unfamiliar cultures. 3) cultivating attitudes such as honesty, enthusiasm, and interest enables intercultural individuals to adapt and navigate unfamiliar cultural traditions flexibly and thoroughly (Byram, 1997). By including these three components, EFL learners are likely to develop the ability to critically assess perspectives, customs, and objects within their own culture as well as other cultures.



**Figure 1.** The structure model of ICC (Byram, 2021)

## **2.3 Teaching Strategies in The EFL Classroom**

### **2.3.1 ICC Teaching Strategies in The EFL Classroom**

A teaching strategy is a deliberate and systematic method consisting of a plan, technique, or sequence of actions designed to accomplish a certain educational objective (Ka-kan-dee & Kaur, 2015). In addition, teaching strategy refers to the techniques employed by a teacher or instructional tools like computers, programmed texts, or television sets to enhance learning (Permatasari & Andriyanti, 2021). Furthermore, the teaching strategy refers to the method instructors employ to address certain objectives within a particular class, particularly in the context of ICC (Tambunan et al., 2021). It is important to ensure that a strategy that works well for one material may not work well for another material (Killen, 2016). Moreover, the teaching strategy refers to the approach or technique employed by instructors to facilitate attaining their objectives by imparting information to pupils, utilizing various techniques, procedures and efforts (Killen, 2016). Furthermore, a teaching strategy refers to the instructor's deliberate and systematic approach to ensure successful learning. This

involves employing certain techniques and methods to impart educational content to learners properly.

In addition, Tambunan et al. (2021) state that EFL teaching, which has an intercultural aspect, aims to achieve two objectives: firstly, to assist learners in acquiring the necessary communicative competence to effectively express themselves orally or in writing, ensuring their ability to articulate their thoughts accurately and appropriately. Secondly, the aim is to enhance the learners' intercultural competency, which refers to their capacity to establish mutual comprehension among others from diverse social backgrounds and engage with them as multifaceted individuals with various identities and unique characteristics.

A teacher must possess competences in pedagogy, strategy, and methodology. In order to enhance the delivery of a learning process, teachers require a well-defined strategy to assist the learning process. The strategy plays a crucial role in fostering more effective and engaging learning experiences, hence increasing students' interest in learning (Kakan-dee & Kaur, 2015). Hence, the strategy has significant importance and is possessed and well-understood by a teacher. The method might also help the teacher instruct the students on the content.

### **2.3.2 Types of Teaching Strategies in The EFL Classroom**

There are several teaching strategies for teaching English that may be utilized in the language teaching process, as outlined by Killen (2016) These strategies include:

#### **a. Direct Instruction**

Direct instruction is highly organized and teacher-centered, and direct instruction, as described earlier, includes the direct transmission of information from the instructor to a student, with the teacher doing most of the talking.

## **b. Discussion**

Students can utilize discussion in any classroom to evaluate and compare their views with those of their peers. The teacher will oversee and moderate the conversation to ensure it stays on track.

## **c. Small-group Work**

Small-group work is a student-centered activity where the teacher's role is to assist and provide guidance to the various groups. The primary objective is to generate substantiation of their comprehension. Small-group work encompasses a diverse range of activities. These activities may encompass small-group conversations, the completion of worksheets, the resolution of difficulties, or the creation of presentations.

## **d. Cooperative Learning**

Cooperative learning can occur in small groups or amongst pairs of students collaborating. Students acquire knowledge through peer interaction, and the instructor must match students who would collaborate efficiently and strategically.

## **e. Problem Solving**

Problem-solving is often employed in educational settings. The learners should employ their existing knowledge to navigate towards a resolution to the challenge.

## **f. Research**

Research may serve as a teaching strategy to foster self-directed learning and enable students to uncover novel facts autonomously. Research is the process of doing an inquiry or guided exploration utilizing resources such as books or the internet.



### **g. Role Play**

This facilitates the students in resolving difficulties and using the knowledge they have gained in a scenario that closely matches a real-life situation. Engaging in role-play activities can enhance students' comprehension of material and enable them to recognize its significance.

### **h. Case Study**

A case study can be integrated with research, small-group work, or cooperative learning. This strategy may be employed to collect data in practical scenarios and to evaluate the data using problem-solving techniques. This can facilitate the student's application of knowledge acquired in the classroom and enable them to evaluate data to deliver valuable information.

### **i. Writing**

Writing serves as an effective means of assessing a student's knowledge and comprehension. It showcases their writing proficiency and assesses their capacity to communicate information efficiently. Writing provides students with a means to articulate their viewpoints and address any challenges they may face in the classroom.

## **2.4 Teaching Techniques to Enhance ICC**

Byram et al. (2002) state that teachers can apply four recommended techniques to enhance ICC in a language lesson. As a starting point, teachers might include comparative analysis in a class by encouraging students to contrast and compare the new culture with their own based on topic and substance. For example, teachers might discuss a variety of cultural characteristics, such as age and gender, when discussing the issue of sports. Simulations and role-playing are suggested exercises. Second, it is advised that teachers supplement their lesson plans with real-world resources, including real-world texts and documents, maps, photos, diagrams, cartoons, and audio recordings. The piece's context might be

considered, including its publication date and location, intended audience, and goal. Activities demonstrating comprehension of the words and pictures might include writing and conversation. Third, to encourage intercultural understanding, teachers should choose textbooks that are written from an intercultural and critical perspective. Otherwise, teachers might employ already available material, like grammar exercises, to widen their pupils' horizons. Teachers might ask students to debate or provide their opinions on lines like "Jane likes cooking, while John likes playing football," which may appear in grammar tasks. Students might also be taught to employ the same linguistic structure to construct new statements in other settings. Last but not least, teachers should impart some terminology that enables students to explore the cultural variety and urge them to observe discussion guidelines as a component of a broader respect for human rights.

Furthermore, Banjongjit and Boonmoh (2018) suggest that there are three primary issues raised by the participants identified. First, when it comes to teachers and students, the majority of participants noted chances to widen their respective worldviews. According to them, there may be more effective strategies to increase ICC than simply having exchange students, teacher training in ICC promotion, and opportunities to go overseas to broaden intercultural experience. Second, courses on cultural topics and languages must be equally emphasized in the classroom. The criteria for measuring ICC in the course evaluation should also be transparent. Finally, the training materials should have a greater cultural understanding and promotion of ICC activities.

In addition, Banjongjit and Boonmoh (2018) found that the methods that teachers employed to encourage ICC in their courses were divided into three primary categories: teacher-centered methods, student-centered methods, and methods that required collaboration between students and teachers. The primary methods used by most teachers to encourage ICC include role-playing, encouraging students to read and debate, and sharing personal anecdotes. According to the teachers, role-play is the best method for increasing ICC. Teachers also discussed the difficulties they encountered in increasing ICC. Most

of them have to do with the uniform backgrounds and experiences of the kids. Moreover, curriculum, time, tools, and teachers further hinder ICC development. The participants said they need greater assistance in all areas, particularly in curriculum clarity and ICC evaluation. They also emphasized that tools for supporting teachers and teacher training may be useful for their future teaching.

### **III. RESEARCH METHOD**

The research method that the researcher used to answer the research question about teachers' teaching strategy and how teachers apply it in increasing ICC in the EFL classroom can be described as follows.

#### **3.1 Research Design**

A qualitative research design was employed in this study. Creswell and Cresswell (2018) stated that qualitative research explores phenomena in their natural settings and employs multiple methods to interpret, comprehend, explain, and give meaning to them. The qualitative design gave the researcher more detailed and in-depth information about the topic. More specifically, a case study design is applied to reveal the types of strategies teachers use to increase ICC and apply it in the EFL classroom. According to Ary et al. (2019), a case study is an in-depth investigation conducted on a certain individual, group, event, or institution. The case study allows the researcher to get in-depth information about the individual or organization and offer a comprehensive understanding of a bounded system.

#### **3.2 Research Setting and Subjects**

This research occurred at STAIN Sultan Abdurrahman Kepulauan Riau, a public university in the Kepulauan Riau province. This university was selected because the courses that increase ICC in the Tadris Bahasa Inggris (TBI) Program are taught. The most important point is that no previous research yet examined ICC at this university. In addition, due to the location of STAIN Sultan Abdurrahman Kepulauan Riau, which is in an area that borders neighboring countries, Singapore and Malaysia, research needs to be conducted to find appropriate teaching strategies for increasing ICC.

The research utilized convenient and purposive sampling techniques to gather adequate information regarding the research questions to select the study's subject. According to Etikan et al. (2016), convenient sampling is a nonrandom sampling in which participants are selected through particular criteria, including accessibility and availability. Furthermore, purposive sampling is the sampling technique in which the researcher intentionally selects knowledgeable participants who are related to the research needs (Flick, 2018). Thus, 3 participants in this research are required to fulfill the following criteria:

1. English educational background
2. English teacher at TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau
3. English teacher who integrates ICC in their EFL classroom

### **3.3 Data Collection Techniques and Instruments**

Yin (2018) suggests that the data collection for the case study should utilize various data sources in keeping with the purpose of the case study design, which is to obtain information through in-depth investigation. Therefore, the data collection for this study was conducted through interviews, observation, and documentation, with the primary data from interviews and observation.

#### **3.3.1 Interview**

According to Creswell and Creswell (2018), an interview is a qualitative data-collecting method in which participants are asked questions using a structured, semi-structured, or unstructured way, and the researcher records their responses. The researcher uses semi-structured interviews for this current study. The purpose of the interview is to answer the first research question. The instrument used interview guidelines consisting of 12 questions adapted from Banjongjit and Boonmoh (2018) to guide the researcher when conducting the interview session. Further, the researcher employs open-ended questions to collect data related to the problems of applying teaching strategies to increase ICC in the EFL classroom.

The data was gathered by doing the following steps:

1. Making the interview guide related to the topic. (See Appendix 1)
2. Developing the interview guide.
3. Validating the interview guide through the consultation with the experts.
4. Interviewing with the subjects.
5. Collecting the results of the interview.

### **3.3.2 Observation**

Observation gathers open-ended data in a research area by seeing people and locations (Creswell & Poth, 2016). Observation helps the researcher to record information as it happens in a setting and analyze actual behavior. The purpose of the observation is to answer the second research question. Therefore, the researcher conducts a single observation for each participant in the classroom to examine the implementation of English teaching and learning processes, specifically focusing on the teacher's application of instructional strategies to enhance ICC in the EFL classroom. The researcher used field notes as a research instrument to record the observation results. Additionally, the researcher observes how the students respond to the teaching and learning process in the classroom.

The steps in observing the subjects are as follows:

1. Preparing observation field notes. (See Appendix 2)
2. Conducting the observation with the subjects.
3. Collecting the results of the observation.

### **3.3.3 Documentation**

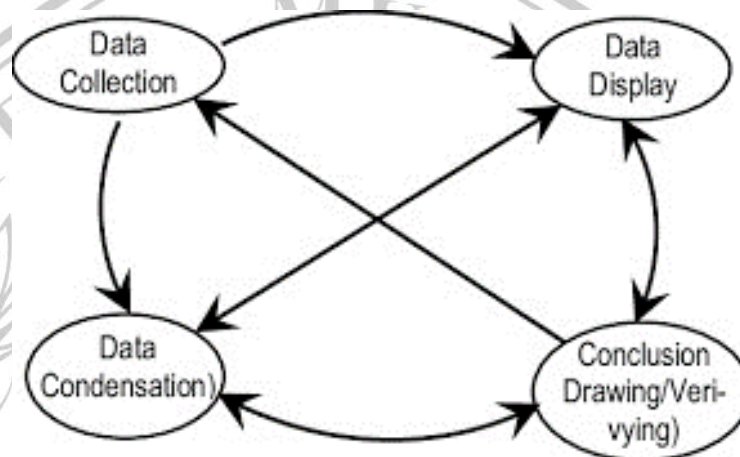
The documentation technique is used as a secondary data collection technique to support primary data obtained from interviews and observations. Here, the researcher collects all relevant documents that can be used to support primary data such as English learning plans, English teaching materials such as speaking, writing, reading, and other English materials included in the TBI program curriculum documents, students'



English assignments and daily journals from teachers and students. Documentation techniques are used to ensure teachers apply teaching strategies to increase ICC in the classroom.

### 3.4 Data Analysis

In analyzing the data, the researcher follows the steps of data analysis described by Miles et al. (2014). There are 3 steps: data condensation, data display, and data conclusion: drawing/verifying.



**Figure 2.** Data analysis (Miles et al., 2014)

#### 3.4.1 Data Condensation

In this step, the researcher simplifies the data from the documents and interview results that the researcher has got. The researcher selects the relevant data based on the focus of the research. Then, the data are classified based on the teacher's strategies for increasing ICC in their classroom. Therefore, the researcher analyzes the results of the interview guide and observation field notes to answer research questions.

#### 3.4.2 Data Display

In this step, the data appeared generally, specifically, and clearly. The researcher presents the entire data set acquired through interviews and observation. The interview result is described comprehensively, while the result of the observation analysis is presented in a descriptive form. The researcher employs a system of symbols to reference the interview results,

designating "P" for participants, with "P1" representing Participant 1, and so forth. Additionally, "I" denotes data obtained from the interview, and the accompanying number specifies the corresponding question in the interview guide. For instance, P1/I/8 indicates that the data is sourced from Participant 1 ("P1"), extracted from the interview transcript ("I"), and pertains to question number 8 in the interview guideline.

### 3.4.3 Data Conclusion: Drawing/ Verifying

In the last step, the researcher verifies the results of the data analysis by concluding the findings. In this part, the data presented in the data display is discussed in depth to lead to a research conclusion. The researcher interpreted the data, and then the interpretation process was completed by summarizing the strategies that the teachers used in increasing ICC and their implementation in the EFL classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau.

**Table 1.** Procedures of Data Analysis

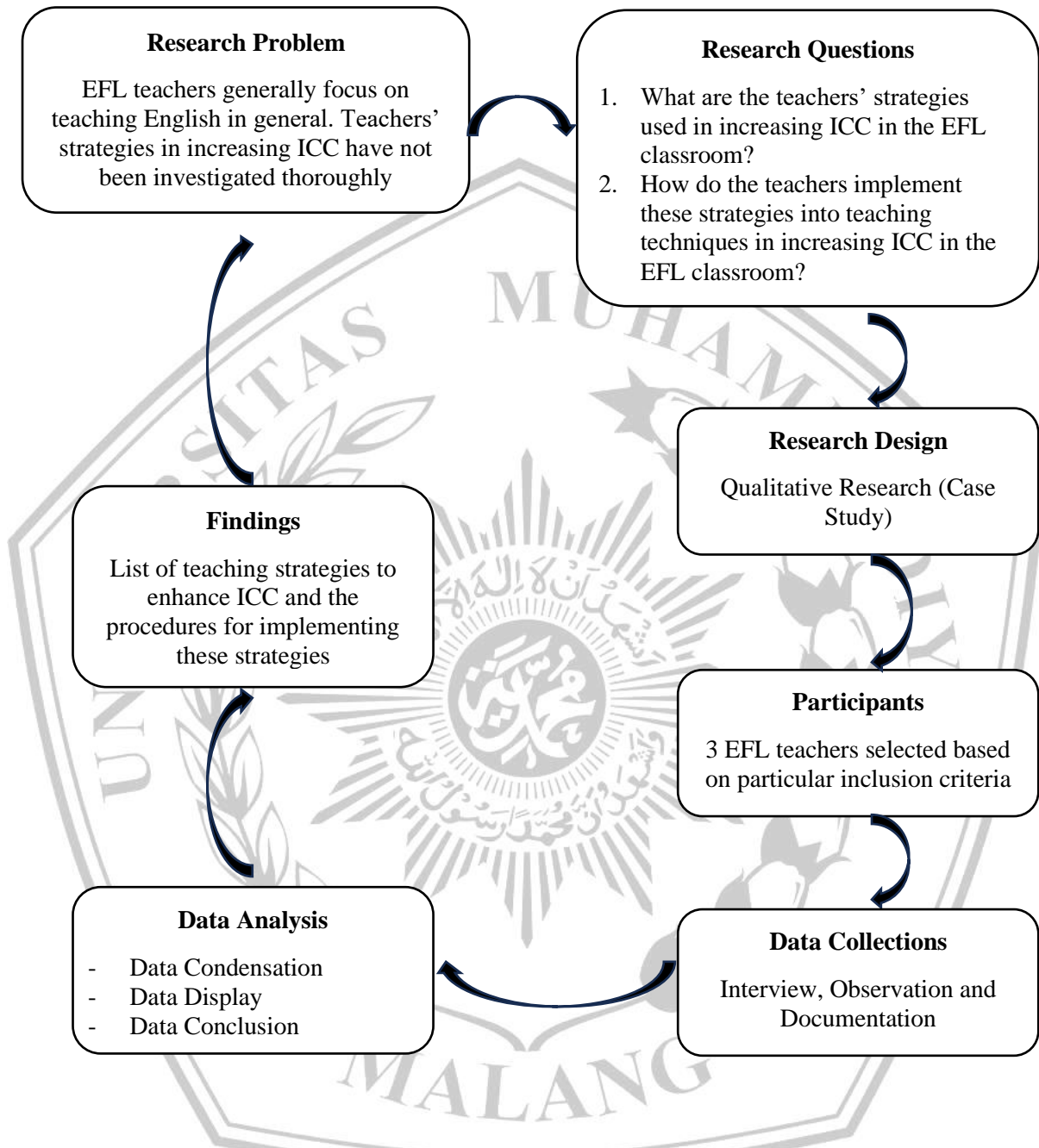
No	Activity	Description
1.	Data Condensation	<ul style="list-style-type: none"> <li>• Analyzed the results of the observation field notes;</li> <li>• Posted the data from the interview and observation results;</li> <li>• Identified the types of pre-educational, in-educational, and post-educational strategies extracted from the collected data;</li> <li>• Proceed to select data / essential information relevant to the research objectives;</li> <li>• Combined data from the result and the data with the interview transcribed.</li> </ul>
2.	Data Display	<ul style="list-style-type: none"> <li>• Classified the teaching strategies in pre-teaching, while-teaching, and post-teaching;</li> <li>• Drawn temporary conclusions for the types of teaching strategies found in each participant;</li> <li>• Categorized all teaching strategies into two main classifications (kinds of teaching strategies and the procedure of these teaching strategies in increasing ICC);</li> <li>• Describe the teaching strategies found.</li> </ul>

3.	Data Conclusion: Drawing/ Verifying	<ul style="list-style-type: none"> <li>• Verified the findings; and</li> <li>• Drawn conclusions about the types of teaching strategies and the implementation in increasing ICC found.</li> </ul>
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### 3.5 Triangulation and Trustworthiness

In qualitative research, two key criteria for quality must be considered: triangulation and trustworthiness. According to Noble & Heale (2019), Triangulation is a method used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity concerns how much a study accurately reflects or evaluates the concept or ideas being investigated. The present study applied data triangulation to provide a more comprehensive understanding of the topic. Data triangulation is one of the four triangulation types, including subject, investigator, theory, and methodological triangulation (Noble & Heale, 2019). The researcher applied subject triangulation to enhance the credibility and validity of the findings. The subjects used by the researcher here are students who are targets for teaching objectives by observing and interviewing students regarding their increased ICC in their classroom.

Trustworthiness is a broader concept encompassing various criteria to ensure the overall quality of the research findings, covering credibility, transferability, dependability, and confirmability (Shenton, 2004). Triangulation and supervisor consultations are used to build credibility rather than internal validity. Transferability will be offered rather than external validity compared to current literature and contextual knowledge.



**Figure 3.** Flowchart of Research Activities

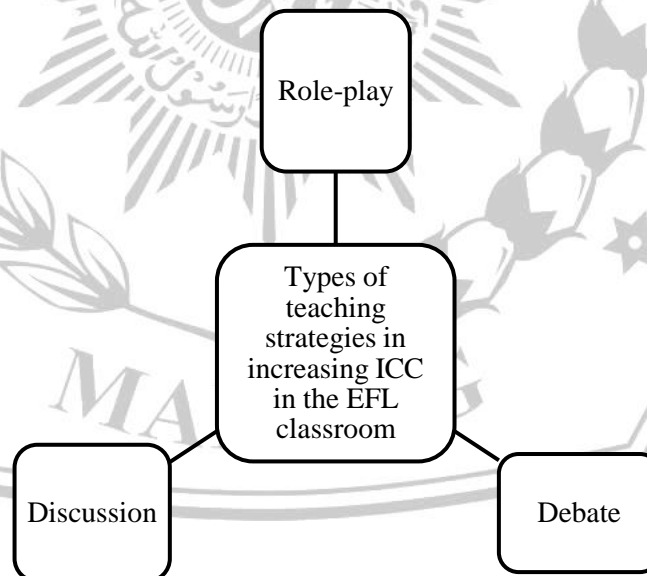
## IV. FINDINGS AND DISCUSSION

### 4.1. Findings

In this chapter, the researcher presents findings that refer to the research questions: 1) What are the teachers' strategies used in increasing intercultural communicative competence (ICC) in the EFL classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau? 2) How do the teachers implement these strategies into their teaching techniques to increase ICC in the EFL classroom at the TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau? To facilitate a straightforward discussion, the researcher explained the following:

#### 4.1.1 The Types of Teaching Strategies in Increasing Intercultural Communicative Competence (ICC) in The EFL Classroom

Based on the data analysis from the interviews and observations, it was found that three teachers' strategies for increasing ICC in the EFL classroom were role-play, discussion, and debate. The following are descriptions of the findings.



**Figure 4.** Types of teaching strategies

### **a. Role-play**

The role-play strategy emerges as one of the teacher's most consistently utilized teaching methods to foster students' ICC. Through this immersive strategy, learners can embody diverse characters or enact specific situations rooted within intercultural contexts. This experiential learning modality allows students to cultivate a profound understanding and heightened sensitivity towards cultural differences while concurrently honing their ability to communicate effectively and appropriately across cultural boundaries.

*"Role-play is a highly effective strategy for enhancing ICC in an EFL class because it enables students to immerse themselves in imaginative situations that transcend their familiar cultural milieu. By assuming roles distinct from their own cultural backgrounds, learners can develop a nuanced appreciation for the intricacies of intercultural interactions. They gain insight into how communication styles, nonverbal cues, and behavioral norms can vary across cultures, fostering a deeper comprehension of the complexities inherent in cross-cultural exchanges." (P1/I/4)*

This insightful perspective underscores the transformative potential of role-play in facilitating students' ability to transcend the confines of their native cultural paradigms. By embodying characters or scenarios markedly divergent from their lived experiences, learners can cultivate a heightened awareness of the multifaceted dimensions that shape intercultural communication. Consequently, they develop the essential skills to navigate these intricate landscapes with adroitness and cultural sensitivity.

*"The debriefing and reflective discussions that follow role-play exercises are indispensable for solidifying students' learning and crystallizing their understanding of intercultural communication nuances. In these sessions, learners have the opportunity to deconstruct their experiences, share their insights, and receive constructive feedback from peers and instructors. This iterative process of reflection and discourse enables students to identify areas for improvement, strategize effective communication approaches, and internalize the lessons learned, thereby augmenting their overall intercultural competence." (P2/I/4)*

This perspective accentuates the pivotal role of reflective practices in consolidating the learning gains accrued through role-play activities. The structured debriefing and discussion phases allow learners to critically analyze their performances, unpack the cultural complexities encountered, and garner valuable feedback from multiple vantage points. This synergistic process fortifies students'

comprehension of intercultural communication dynamics, equipping them with the requisite knowledge and strategies to navigate future cross-cultural interactions with enhanced proficiency and cultural intelligence.

## **b. Discussion**

The discussion strategy is widely utilized by teachers to foster students' Intercultural Communicative Competence (ICC). Within this approach, students are organized into small groups comprising 3 to 5 individuals to engage in discussions, complete tasks, or solve problems centered around cross-cultural topics. Through discussion, students are granted opportunities to share their unique perspectives and cultural experiences, cultivating an appreciation for differences and facilitating mutual understanding. Moreover, this activity nurtures the development of collaborative, negotiation, and communication competencies, which are indispensable in intercultural contexts.

*"Discussion activities provide a conducive environment for students to actively engage in intercultural exchanges. By working collaboratively in diverse teams, learners can confront their cultural assumptions, challenge preconceived notions, and gain new perspectives. This process of dialogue and negotiation is invaluable in developing their ability to communicate effectively across cultural boundaries." (P2/I/4)*

In line with the data from classroom observations, discussion sessions often unfold through a structured process. Teachers meticulously design tasks or prompts encompassing intercultural elements, fostering robust discussions and problem-solving activities. Students are then strategically divided into small groups, ensuring a mix of cultural backgrounds and perspectives. During the group work, learners actively exchange viewpoints, share personal experiences, and collectively grapple with the assigned tasks or challenges. The teacher's role is to facilitate these interactions, providing guidance and clarifications and ensuring the discussions remain respectful and productive.

*"After the discussion activities, I always allocate time for a debriefing session where each group presents their findings or solutions. This is followed by a class-wide discussion, where students can provide feedback, share insights, and reflect on the cultural nuances that emerged during the group work. These reflective discussions are crucial for solidifying their learning and fostering a deeper appreciation for cultural diversity." (P2/I/8)*



Through strategic implementation, encompassing preparation, execution, and reflective practices, discussion emerges as a potent strategy for nurturing students' ICC. By engaging in collaborative tasks and dialogues within diverse teams, learners can develop essential intercultural competencies, including empathy, communication skills, and navigating cultural complexities.

### **c. Debate**

Debates are carefully designed to address intercultural topics or issues, requiring students to research, analyze, and critically evaluate diverse cultural viewpoints.

*"Debates are an effective strategy for enhancing students' ICC in my EFL class. By engaging in structured debates on intercultural topics, students are compelled to research and understand different cultural perspectives, formulate arguments, and articulate their viewpoints persuasively. The process of preparing for and participating in debates fosters critical thinking, empathy, and the ability to communicate effectively intercultural divides."* (P3/I/4)

Implementing debates as a teaching strategy for fostering ICC involves a structured and rigorous approach. Through this process, learners develop a profound understanding of the complexities inherent in intercultural interactions, challenging their own cultural assumptions and preconceived notions. Furthermore, debates necessitate the development of robust argumentation skills, as students must construct persuasive and well-reasoned arguments that acknowledge and address opposing perspectives. This respectful yet assertive communication exercise is invaluable in cultivating the ability to navigate cultural differences effectively.

*"Debates create an environment of intellectual discourse and healthy conflict, which is essential for developing intercultural competence. By articulating their arguments and responding to counterarguments, students learn to communicate their perspectives clearly while also demonstrating empathy and respect for differing cultural viewpoints. This dynamic exchange of ideas prepares them for the complexities of real-world intercultural interactions."* (P3/I/6)

In line with classroom observations, the implementation of debates typically follows a structured format. Students are divided into teams, assigned specific positions or perspectives, and given ample time to research and prepare

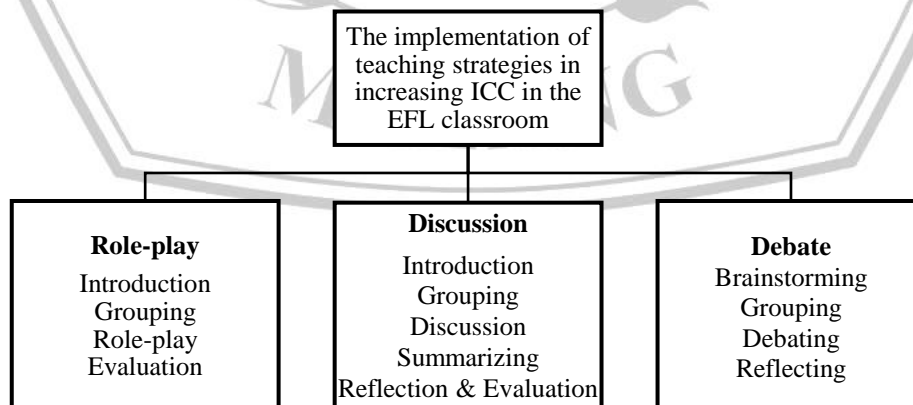
their arguments. During the debate, teams present their arguments, rebutting opposing viewpoints and engaging in constructive dialogue. The teacher's role is to moderate the debate, ensure fair and respectful discourse, and encourage critical analysis of the cultural nuances underlying the arguments presented.

*"After the debates, I facilitate a reflective discussion where students can share their insights, challenges, and personal growth experienced during the process. This reflection phase is crucial for consolidating their learning and fostering a deeper appreciation for cultural diversity. By analyzing the debates from multiple perspectives, students can develop a more nuanced understanding of intercultural communication dynamics." (P3/I/8)*

Through the implementation of debates, students are challenged to step outside their cultural comfort zones, confront their biases, and develop the skills necessary for effective intercultural communication. The structured nature of debates, combined with opportunities for research, argumentation, and reflection, creates a powerful learning environment that nurtures the development of ICC in EFL classrooms.

#### **4.1.2 Implementation of Teaching Strategies into Teaching Techniques to enhance ICC in the EFL Classroom**

After identifying the main teaching strategies used by the teachers, this study also explored in depth how these strategies are implemented in the classroom context to enhance students' ICC. Based on data analysis obtained through in-depth interviews and classroom observations, it was found that teachers implement these strategies through a series of structured learning stages, which can be depicted in the figure below:



**Figure 5.** The Implementation of Teaching Strategies

## 1. Implementation of Role-play Strategy

The findings derived from data analysis conducted through teacher interviews and observation revealed that the teacher employed four instructional phases: introduction, grouping, role-play, and evaluation. Hence, this section demonstrated the procedures for implementing role-play strategies in the following manner.

### a. Introduction

The introduction stage is a crucial first step in implementing the role-play strategy effectively. At this stage, the teacher plays an important role in building a strong foundation for students to understand the cultural context that will be played. This is done by providing a detailed and comprehensive explanation of the background, norms, values, and cultural nuances associated with the situation to be acted out.

*“Before we begin the role-play activity, it’s essential that you have a deep understanding of the cultural context we’ll be exploring. I’ll provide detailed background information, including historical context, social norms, values, and nuances that shape the cultural dynamics you’ll be enacting. This foundation will help you better appreciate the complexities and subtleties involved, allowing you to immerse yourselves in the roles and scenarios fully.” (P1/I/8)*

The introduction stage of the role-play strategy plays an important role in preparing students cognitively, affectively, and contextually. Cognitively, the teacher’s in-depth explanation of the cultural context helps students build a rich conceptual understanding of the aspects of the culture to be acted out. This includes knowledge of the history, social norms, values, and cultural nuances that shape the interaction dynamics in the situation. Providing detailed cultural background and nuances can increase students’ motivation, curiosity, and engagement in the role-play activity. The more information provided, the more likely students are to engage emotionally and empathetically with the situation they portray. In addition, the introduction stage also prepares students contextually. By understanding the deep cultural background, students can place themselves in the right context, helping them develop an authentic and culturally sensitive perspective. This combination of cognitive, affective, and contextual preparation allows students to relate

concepts to real situations, thus facilitating more meaningful, realistic, and deep learning. (See Appendix 9)

### **b. Grouping**

After the in-depth introduction stage, the teacher divides students into small groups. This grouping is done strategically to facilitate effective and high-quality role-play implementation. Grouping can be based on various considerations, such as students' language ability, cultural background, or personal preferences, with the aim of creating rich and diverse group dynamics.

*“Now that you understand the cultural context, I'll divide you into small groups. Each group will be carefully composed to ensure a diverse mix of cultural backgrounds, language abilities, and personal preferences. This diversity will create a rich group dynamic and facilitate meaningful interactions during the role-play.” (P1/I/8)*

The division of students into small groups or pairs in a role-play strategy has several significant pedagogical benefits. First, small groups allow for more active, interactive and quality participation from each member. Each student has a greater opportunity to contribute, practice communication skills, and receive peer feedback. Secondly, assigning different roles and scenarios within each group creates rich and complex interaction dynamics, sparking discussion, negotiation and problem-solving in diverse cultural contexts. This allows students to develop collaborative problem-solving skills, flexibility and tolerance for differences in cultural perspectives.

Thirdly, collaboration in diverse small groups can enhance mutual respect, tolerance and intercultural social skills essential for the development of ICC. By working with students from different cultural backgrounds, they can learn to appreciate diversity and develop greater empathy and cultural sensitivity. In addition, strategic group sharing also allows teachers to optimize each student's potential and facilitate more effective learning. By considering factors such as language ability, cultural background, and personal preferences, teachers can create a more inclusive learning environment and empower each student to contribute maximally to the role-play activity. (See Appendix 10)

### **c. Role-play**

In the role-play implementation stage, students practice live cultural situations prepared beforehand. They act according to the given characters and context, using the communication skills and cultural understanding they have developed during the introduction and grouping stages. In this process, students are expected to demonstrate their ability to apply intercultural knowledge and skills in simulated situations.

*“Now that you're in your groups and have your assigned roles and scenarios, it's time to put your intercultural skills into practice. As you perform the role-play, remember to fully immerse yourself in the cultural context we discussed. Pay attention to the nuances of verbal and nonverbal communication, cultural norms, and the dynamics of intercultural interactions. This is your opportunity to demonstrate your ability to navigate cultural differences effectively.” (P1/I/8)*

The role-play stage is a key moment where students can apply their intercultural knowledge and skills in a simulated situation. Students are trained to develop empathy, flexibility, and negotiation skills necessary for effective intercultural communication by playing roles in different cultural contexts. During the role-play, students face the challenge of adapting their verbal and non-verbal communication styles to different cultural norms. They have to pay attention to subtle nuances in intercultural interactions, such as the use of body language, physical distance, and culturally accepted communication styles. (See Appendix 11)

### **d. Evaluation**

After implementing the role-play activity, teachers must evaluate to assess the effectiveness of this strategy in enhancing students' ICC. The evaluation can be carried out through several methods: Observation is one method where teachers can observe and assess students' performance during the role-play, such as their ability to portray characters accurately, use appropriate verbal and non-verbal communication for the cultural context, and demonstrate intercultural understanding and sensitivity in their interactions. Reflection and feedback sessions allow teachers to facilitate a discussion after the role-play where students can share their experiences, challenges, and learnings from the activity. Teachers

can also provide feedback to students on their strengths and areas for improvement in developing their intercultural competence.

*“Doing written assessments, such as reflective reports or case analyses related to the cultural situations portrayed in the role-play, can be assigned to evaluate students' conceptual understanding of intercultural communication dynamics and their ability to apply this knowledge in written form. Peer-feedback encourages students to provide constructive critiques to their peers after the role-play implementation.” (P1/I/8)*

This helps students learn to evaluate and provide constructive feedback while promoting a deeper understanding of intercultural competence through discussion and sharing perspectives. A comprehensive evaluation through these methods can provide valuable insights for teachers on the effectiveness of role-play in developing students' ICC, as well as areas that may require adjustments or improvements in the future. The evaluation results can also inform the planning of subsequent role-play activities to better cater to students' needs. (See Appendix 12)

## **2. Implementation of Discussion Strategy**

The research findings discovered using a discussion strategy to teach English translation. In implementing a discussion strategy, teachers follow these stages: introduction, grouping, discussion, summarizing, evaluation and reflection.

### **a. Introduction**

Introduction involves the teacher's decision to give students a pre-description of the material and learning activities. The aim is to prepare students' mentality in the learning process, which builds students' readiness to accept new knowledge of intercultural material.

*“Before engaging in the learning, I frequently try to build the student's learning mentality so that they are more enthusiastic about learning and have an idea of what we will do during the learning process of intercultural understanding.” (P2/I/8)*

Preparing students' mentality becomes a big consideration as the teacher believes it can arouse students' motivation before engaging in learning. Hence, for each meeting, the teacher always introduced the stages of the teaching and learning process, especially for the topic of intercultural. (See Appendix 13)

## **b. Grouping**

The purpose of grouping is to help the student explore and understand the topic deeply and comprehensively. In addition, the ability to share ideas and teamwork skills can be developed. Consequently, it can immerse the students in invaluable learning.

*"To make the discussion run well, I asked them to collect information about the specific topic in pairs. So, actually, I divided them into a small group, like consists of three or four persons, and then I divided their roles. So, each group will get different roles." (P2/I/8)*

The teacher divides the class into small groups, strategically considering cultural diversity, language proficiency levels, and interpersonal dynamics. Diverse group compositions promote rich intercultural exchanges and exposure to varied perspectives, fostering an environment conducive to the development of ICC. (See Appendix 14)

## **c. Discussion**

Students engage in structured discussions on the assigned intercultural topic within their respective groups. This stage encourages active participation, critical thinking, and exchanging ideas and experiences about cultural norms, values, and communication styles. Participant 2 highlighted the importance of activating students' prior knowledge and involving them in research during this stage:

*"So, in discussing, they try to search the material by using online materials. I don't limit my students to access their internet and their gadgets. As long as the gadget does not disturb them during our teaching and learning process. So, I let them use their technologies." (P2/I/8)*

By encouraging research and sharing diverse perspectives, students can better understand the cultural complexities underlying the discussion topic. During the discussion, the teacher assumes the role of a facilitator, monitoring group dynamics, providing guidance when necessary, and ensuring that the conversations remain focused and productive. The teacher's facilitation is crucial in maintaining a respectful and productive discussion environment. (See Appendix 15)



#### **d. Summarizing**

After a designated discussion period, each group summarizes their key findings, insights, and conclusions. This stage requires students to synthesize the diverse perspectives shared within their group and articulate a coherent summary that captures the essence of the intercultural topic explored.

*"I instruct my students to present their discussion conclusions in pairs in front of the class. At this stage, students need to bring together the different viewpoints shared in their group and develop a clear summary that captures the main points of the intercultural topic they discussed." (P2/I/8)*

Summarizing can take various forms, such as oral presentations, written reports, or visual representations. This stage reinforces students' understanding of the cultural complexities discussed and hones their ability to communicate intercultural perspectives effectively. (See Appendix 16)

#### **e. Evaluation and Reflection**

The final stage involves a comprehensive evaluation and reflection process. The teacher facilitates a class-wide discussion, inviting groups to share their summaries and encouraging critical analysis and peer feedback. This exchange fosters a deeper appreciation for cultural diversity and challenges students to consider alternative viewpoints.

*"I think I need to give them extra tasks or exercises and try to follow my target of the lesson. I also involve formal assessments, such as rubrics or written assignments, to evaluate students' understanding of the intercultural topic, ability to articulate cultural perspectives, and capacity to analyze intercultural dynamics critically." (P2/I/8)*

Additionally, the teacher provides constructive feedback, highlighting areas of strength and potential areas for improvement in developing ICC. Students are also encouraged to self-reflect and identify personal growth, challenges encountered, and strategies for enhancing intercultural communication skills. (See Appendix 17)

### **3. Implementation of Debate Strategy**

Based on the results of data analysis conducted through interviews and observation with teachers, it was found that the teacher utilized four instructional

stages: brainstorming, grouping, debating, and reflecting. Consequently, the following section illustrates the approach to implementing debate strategies.

### **a. Brainstorming**

Brainstorming involves the teacher's strategy to collect ideas from the students related to the topic given. This strategy stimulates the students to think critically and deliver ideas from different perspectives. In addition, the brainstorming results will be used in the next stages.

*“So, by showing them the differences, I try to activate their prior knowledge. Perhaps some of them have seen the pictures, and then, as you can see in the classroom when I show the picture, some of them can try to guess, oh, this is the picture from Dayak, tattoo from Dayak. And then when I show them about lotus feet, for example, and then some of them perhaps know about the things, but maybe they don't know about the meaning why this culture happens or maybe the culture represents something like a tattoo.”*  
(P3/I/8)

The statement revealed that brainstorming activated students' prior knowledge about Dayak's tattoo culture. The participant tried to collect ideas about the culture related to its meaning, why it happens, or the representation of the culture itself. These practices ultimately helped students organize ideas for the topic. (See Appendix 18)

### **b. Grouping**

Grouping means splitting the students into a smaller group to encourage active learning and collaboration. This stage makes the students more engaged in the topic discussion as they are supposed to collaborate and connect the ideas into a good organization. It is illustrated with the statement below:

*“So, I divided them into two groups of nine students for each group. This group was divided based on the brainstorming results of the affirmative and opposite groups. Next, I announce the roles for each group, then give them time to discuss their side, whether affirmative or opposite.”* (P3/I/8)

The practice illustrated that the grouping process was conducted based on the student's prior knowledge from the brainstorming process. The participant used affirmative and opposite groups to pair the students along with the rules of the debate and gave the students time to discuss. This group was created to strengthen the student's understanding of intercultural awareness. (See Appendix 19)

### **c. Debating**

Debating is arguing ideas with a specific topic to achieve the summarizing point. This becomes the core of this strategy as in this process students are able to deliver their opinions based on their perspective. The implementation is described from the argument below:

*“... after discussing, I start the debating process between two groups. During the process of expressing opinions, each group will convey their perspectives accompanied by reasons. Then, the negative group will deny the opinion of the positive group. this process lasts until all members can express their opinions.” (P3/I/8)*

The transcription above unveiled the process in the debating stage. As the debate in general, the participant split their students into pros and cons groups and then allowed them to argue their opinions with some supporting ideas. This process aims to know to what extent students' critical thinking and comprehension are related to intercultural understanding. (See Appendix 20)

### **d. Reflecting**

Reflection refers to the process of thoughtfully engaging with the teaching process and making pedagogical decisions in a teaching context based on the theory. Reflection provides a broad understanding of the materials during teaching and learning. It helps teachers and students to share the same perspective. It can be seen from the interview data below:

*“...at the end of the class, the reflection process should be done. Here, after the debate, we sum up the opinions from both groups so that the students accept the differences among the culture itself.” (P3/I/8)*

In reflection, the statement above showed that teachers bring the context of culture to an acceptable point. This point is concerned based on the debate process. The teacher stressed numerous imperative points in intercultural understanding until they can accept cultural differences and respect other cultures. (See Appendix 21)

## 4.2 Discussion

The three main strategies identified in this study—role-play, discussion, and debate—have significant and important implications for increasing students' understanding of ICC in EFL contexts. These strategies provide holistic and varied techniques to facilitating ICC development, accommodating students' diverse needs and learning styles. Activities that demonstrate comprehension of words can include writing and conversations designed to promote critical thinking and enhance communication skills (Byram et al., 2002). Role-play is an extremely effective strategy in helping students understand the dynamics of intercultural interaction. By placing themselves in simulated situations reflecting different cultural contexts, students can develop empathy, flexibility, and negotiation skills crucial for effective intercultural communication (Di Pardo & Jain, 2017; Oberste-Berghaus, 2024). The study's findings align with existing literature emphasizing the role of role-play in facilitating experiential learning and enhancing students' cultural sensitivity (de Hei et al., 2020).

The structured stages of implementing role-play, from introducing the cultural context and group division to post-activity reflection, contribute to developing students' ICC knowledge, skills, and attitudes. A thorough introduction to the cultural context can enhance students' cognitive understanding of certain cultural norms, values, and nuances (Permatasari & Andriyanti, 2021). Meanwhile, role-play practice provides direct experience in applying appropriate verbal and nonverbal communication skills in cultural contexts (de Hei et al., 2020). Furthermore, post-activity evaluation sessions allow students to develop a more open attitude, curiosity, and willingness to learn from cultural differences (Byram, 2021). Findings related to the discussion strategy also align with previous research emphasizing the benefits of collaborative learning in developing ICC (Bousslama & Bouhass Benaissi, 2018). Through interactions in culturally diverse small groups, students can develop intercultural communication skills such as empathetic listening, appreciating different perspectives, and negotiating in intercultural situations (Banjongjit & Boonmoh, 2018; Byram, 2021). The stages of implementing this strategy—preparation, execution, and reflection—help students

build knowledge about cultural differences, hone communication and collaboration skills, and develop attitudes of openness and tolerance towards cultural diversity.

The debate strategy also makes a significant contribution to developing students' ICC. Teachers integrate comparative analysis into the classroom by prompting students to contrast and compare new cultures, fostering analytical thinking (Byram et al., 2002). By engaging in intense discussions on intercultural issues, students can enhance their critical thinking abilities, develop strong arguments, and communicate their perspectives clearly and persuasively (de Hei et al., 2020). The stages of implementing debate—research, argument preparation, debate execution, and reflection—help students develop deep knowledge of cultural complexities, hone communication and negotiation skills, and foster empathy and appreciation for cultural differences. This study's findings also reveal some unique aspects and provide new contributions to the existing literature. One of these is emphasizing the importance of thoroughly introducing the cultural context before implementing role-play. This introduction helps students build a cognitive understanding of the culture to be enacted and enhances their motivation, curiosity, and affective engagement in the activity. These findings provide new insights into optimizing the effectiveness of role-play strategies through proper preparation (Di Pardo & Jain, 2017). The majority of teachers employ role-playing, encourage students to read and debate, and share personal tales as the key techniques ICC (Banjongjit & Boonmoh, 2018).

Additionally, this study highlights the importance of combining various strategies, such as discussion with research or debate with group discussion. This combination allows students to develop broader and deeper skills, facilitating more holistic learning (de Hei et al., 2020; Klimova, 2015). These findings contribute to a better understanding of effectively integrating various strategies to achieve more comprehensive ICC learning objectives.

## V. CONCLUSION

This study reveals three main strategies teachers use to enhance EFL students' ICC: role-play, discussion, and debate. The findings show that structured implementation of these strategies, including cultural context introduction, group division, practice, and reflection, contributes to developing students' ICC knowledge, skills, and attitudes. The study also finds that combining various strategies, such as discussion with research or debates with group discussions, can facilitate more holistic ICC development. These findings align with theoretical frameworks such as Byram's ICC model while identifying potential areas for further theoretical development.

Practically, the study provides concrete recommendations for EFL teachers, curriculum designers, and teacher education programs on implementing effective teaching strategies to enhance students' ICC. However, the study also acknowledges limitations such as sample size, specific context, and data collection methods, which should be considered when interpreting and generalizing the findings. Future research could focus on designing integrated learning models, exploring the long-term impacts of these teaching strategies, and adapting them for other language learning contexts or different teaching approaches. Teachers can better prepare students to participate effectively in an increasingly culturally diverse global context by continually exploring effective teaching strategies.

Developing ICC in EFL classrooms is essential for facilitating successful intercultural communication and fostering understanding, appreciation, and tolerance of cultural diversity. By integrating appropriate teaching strategies, teachers can encourage students to become open, empathetic global citizens capable of confidently navigating the complex multicultural landscape. This study contributes to the ongoing efforts to create learning environments that develop ICC and prepare future generations to face the challenges and opportunities in an increasingly globally connected world.

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## Appendix 1

### SEMI-STRUCTURED INTERVIEW PROTOCOL

#### TEACHERS

(Adapted from Banjongjit & Boonmooh, 2018)

I am Luluk Fatimah, a researcher from the University of Muhammadiyah Malang.

I want to explore the types of strategies in increasing Intercultural Communicative Competence (ICC) and how to apply it in the EFL classroom.

To become a respondent, you must be an English teacher who employs ICC in the EFL classroom at TBI Program of STAIN Sultan Abdurrahman Kepulauan Riau. The interview will take approximately 20 minutes; your name will be confidential. For publication purposes, you will be given an initial name.

1. What is “Intercultural Communicative Competence (ICC)” from your understanding?
2. Do you think that ICC is important for the EFL classroom? Why?
3. Did you have a chance to increase ICC in your class? If yes, how did you increase ICC in your class?
4. What activities do you think are effective in increasing ICC?
5. Have you heard about ICC teaching strategies in the EFL classroom? If yes, what are they?
6. Have you applied these strategies in your EFL classroom? How do you apply it?
7. What kinds of strategies do you think are effective in increasing ICC?
8. How do you apply these strategies in your EFL classroom?
9. Did you provide any extra materials in increasing ICC in your classroom? If yes, what were they?
10. What problems are you finding in increasing ICC in your classroom?
11. What are your suggestions for successfully increasing ICC in the classroom?
12. What are your hopes for teaching ICC in the EFL classroom?

**Appendix 2**

**Observational Fieldnote**

Date : .....

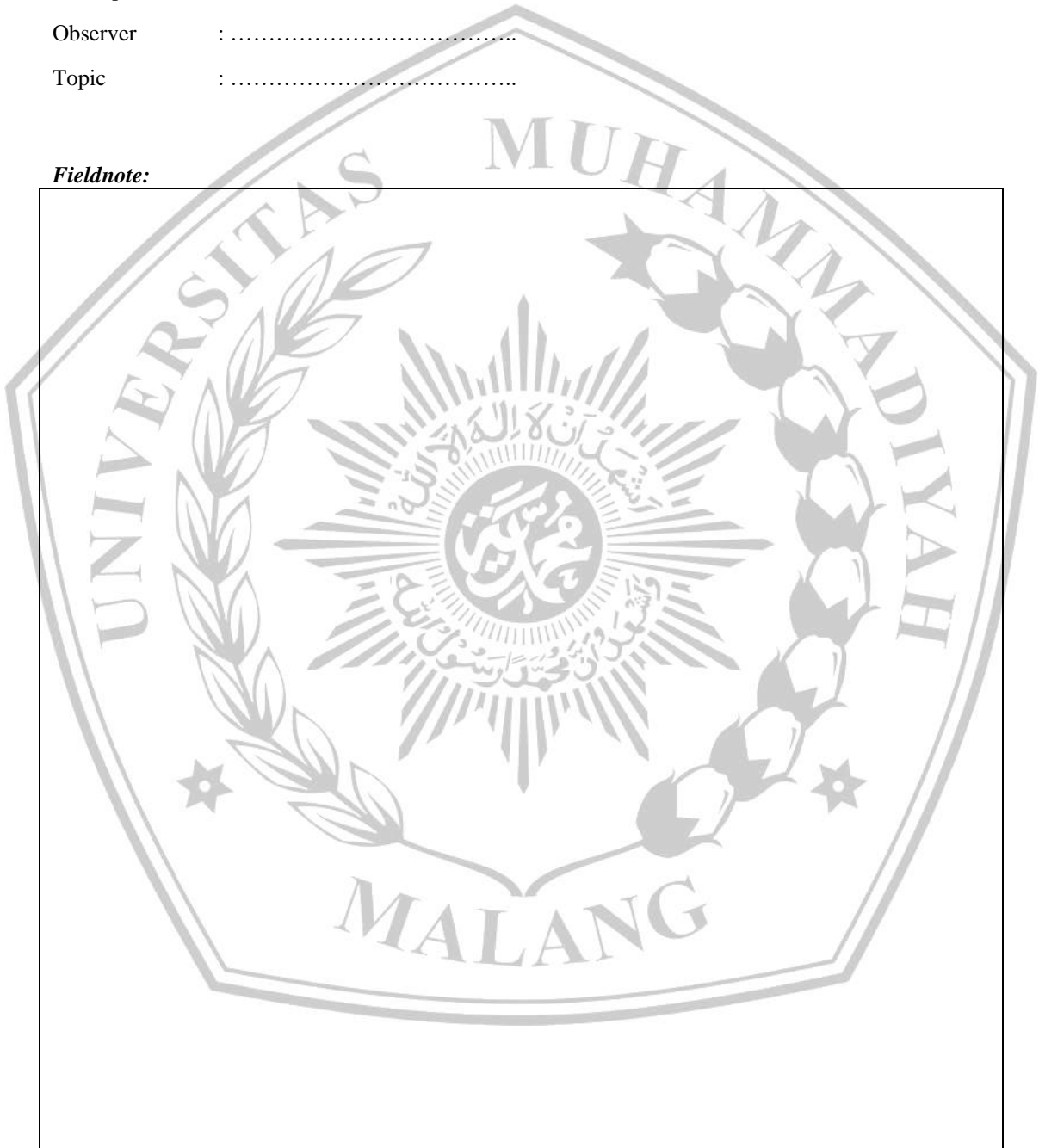
Time : .....

Participant : .....

Observer : .....

Topic : .....

***Fieldnote:***



### Appendix 3

#### Interview Transcript

**Name of Interview** : FND  
**Pseudonym** : Participant 1 (P1)  
**Teaching Experience** : 9 Years  
**Date of Interview** : March 18, 2024

No	Questions	Answer
1.	<i>What is “Intercultural Communicative Competence (ICC)” from your understanding?</i>	In my opinion, intercultural relationships are closely linked with language. For example, when we learn any language, we must also learn about the associated culture, as language and culture are inherently connected. By understanding the culture, we facilitate easier communication with native speakers and minimize the potential for misunderstandings.
2.	<i>Do you think that ICC is important for the EFL classroom? Why?</i>	Yes, of course, it is important because, as I said before, when someone would like to learn about a language, the students also should learn about a culture because, in this world, there are many different cultures. For example, Japan and America have different cultures. So, I think it is important to learn about culture to help our students improve their language ability.
3.	<i>Did you have a chance to increase ICC in your class? If yes, how did you increase ICC in your class?</i>	I always combine my class with the culture itself. For example, when I teach speaking or listening, I sometimes also teach about the culture because the students have to know about the culture to communicate with other people more easily.
4.	<i>What activities do you think are effective in increasing ICC?</i>	I think role-play is a highly effective strategy for enhancing ICC in an EFL class because it enables students to immerse themselves in imaginative situations that transcend their familiar cultural milieu. By assuming roles that are distinct from their own cultural backgrounds, learners can develop a nuanced appreciation for the intricacies of intercultural interactions. They gain insight into how communication styles, nonverbal cues, and behavioral norms can vary across cultures, fostering a deeper comprehension of the complexities inherent in cross-cultural exchanges.
5.	<i>Have you heard about ICC teaching strategies in the EFL classroom? If yes, what are they?</i>	Yes, I have. Role-play, small-group work, discussion, case study, and problem-solving are the ICC teaching strategies in the EFL classroom.
6.	<i>Have you applied these strategies in your EFL classroom? How do you apply it?</i>	Yes, I have applied it in my class. Sometimes, I also use role-play and small-group work. I brainstorm first, then let my students think critically by discussing in groups, then do the main activity, and finally, at the end of my class, I make an evaluation.



7. <i>What kinds of strategies do you think are effective in increasing ICC?</i>	I think role-play is an effective strategy in increasing ICC in the EFL classroom.
8. <i>How do you apply these strategies in your EFL classroom?</i>	Once I have collected this information, I explain the relevant theories. Since my class focuses on teaching speaking skills, I first instruct the students on speaking techniques, including grammar and proper speech. After explaining the speaking material, I invite the students first to ensure their understanding. I communicate this to my students in class. "Before we begin the role-play activity, it's essential that you have a deep understanding of the cultural context we'll be exploring. I'll provide detailed background information, including historical context, social norms, values, and nuances that shape the cultural dynamics you'll be enacting. This foundation will help you better appreciate the complexities and subtleties involved, allowing you to immerse yourselves in the roles and scenarios fully. Then, I do grouping by conveying to my students, as you saw in class earlier. Now that you understand the cultural context, I'll divide you into small groups. Each group will be carefully composed to ensure a diverse mix of cultural backgrounds, language abilities, and personal preferences. This diversity will create a rich group dynamic and facilitate meaningful interactions during the role-play. After completing the grouping, I ask the students to demonstrate it with their group by doing role-play. Now that you're in your groups and have your assigned roles and scenarios, it's time to put your intercultural skills into practice. Remember to immerse yourself in the cultural context we discussed fully as you perform the role-play. Pay attention to the nuances of verbal and nonverbal communication, cultural norms, and the dynamics of intercultural interactions. This is your opportunity to demonstrate your ability to navigate cultural differences effectively. Writing assessments, such as reflective reports or case analyses related to the cultural situations portrayed in the role-play, can be assigned to evaluate students' conceptual understanding of intercultural communication dynamics and their ability to apply this knowledge in written form. Peer feedback encourages students to provide constructive critiques to their peers after the role-play implementation. As you can see in class, the role-play stage finishes at the evaluation process. With all these steps, I know that students' understanding of intercultural issues can be improved.
9. <i>Did you provide any extra materials in increasing ICC in your classroom? If yes, what were they?</i>	Yes, I do. Sometimes, I use material from my Cross-Cultural Understanding (CCU) class in my lessons. I occasionally teach the Tadris Bahasa Inggris program also includes a CCU class. When I find something particularly interesting in my CCU material, I incorporate it into my other classes.
10. <i>What problems are you finding in increasing ICC in your classroom?</i>	The main issue is that many students struggle to understand the culture fully. Some of our students are still young and cannot comprehend English well, which poses a significant problem. In addition to teaching English, I must also teach about the culture, which adds to the difficulty. The primary challenge is that before delving into ICC, I must ensure the students have a solid grasp of English. Once they have

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achieved proficiency in English, I can introduce ICC. However, a major obstacle is that the students often lack experience with traveling abroad or encountering cultures different from their own. Thus, I have to teach them not only English but also about cultural differences.

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11. *What are your suggestions for successfully increasing ICC in the classroom?*

My suggestions are as follows: begin with small concepts before tackling larger ones. Instead of starting with extensive discussions on the cultures of Japan or Africa, we should focus on the various cultures within Indonesia, such as Malay, Javanese, and Batak cultures. By teaching about these familiar and accessible cultures first, we can better engage the students. For instance, many of my students come from different cities within the Riau Island Province; a student from Lingga who now studies in Tanjungpinang would benefit from learning about the cultural differences between these two areas. Therefore, I recommend that teachers start with small, relatable cultural topics before moving on to more complex ones.

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12. *What are your hopes for teaching ICC in the EFL classroom?*

I hope that, every student, especially in Indonesia, have a good capability, not only in good speaking, but they have ability about the culture, on the ICC competence. It will make students understand about language and culture from another country then they will respect it.

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## Appendix 4

### Interview Transcript

**Name of Interview** : TFA  
**Pseudonym** : Participant 2 (P2)  
**Teaching Experience** : 10 Years  
**Date of Interview** : March 20, 2024

No	Questions	Answer
1.	<i>What is “Intercultural Communicative Competence (ICC)” from your understanding?</i>	In my understanding, ICC is related to someone's ability to understand another's culture regarding communication. So, concerning EFL students, of course, they have to know the culture of foreign countries to cope with different skills such as speaking, translating, and other sub-skills, and they respect it.
2.	<i>Do you think that ICC is important for the EFL classroom? Why?</i>	It is important because we must teach our students foreign cultures since English is a foreign language in Indonesia. For example, students should be exposed to American cultures, or even the closest ones, like Singaporean cultures, so they are no longer surprised whenever they go overseas.
3.	<i>Did you have a chance to increase ICC in your class? If yes, how did you increase ICC in your class?</i>	Indeed, I believe so. I illustrate my point with examples. I provide students with texts from foreign magazines or online publications in a translation class. I select challenging vocabulary that may be unfamiliar to the students and proceed to elucidate its meaning by offering descriptions or relevant explanations. This approach aims to provide students with a clear understanding of the word's definition, contextual usage, and significance within the text.
4.	<i>What activities do you think are effective in increasing ICC?</i>	I think some teaching strategies are effective in increasing students' understanding of ICC, such as role-play, small-group work, discussion, research, and watching movies. The debriefing and reflective discussions that follow role-play exercises are indispensable for solidifying students' learning and crystallizing their understanding of intercultural communication nuances. In these sessions, learners can deconstruct their experiences, share their insights, and receive constructive feedback from peers and instructors. This iterative process of reflection and discourse enables students to identify areas for improvement, strategize effective communication approaches, and internalize the lessons learned, thereby augmenting their overall intercultural competence. Besides that, discussion activities provide a conducive environment for students to actively engage in intercultural exchanges. By working collaboratively in diverse teams, learners can confront their cultural assumptions, challenge preconceived notions, and gain new perspectives. This process of dialogue and negotiation is invaluable in developing their ability to communicate effectively across cultural boundaries.
5.	<i>Have you heard about ICC teaching strategies in the EFL classroom? If yes, what are they?</i>	I have heard about some strategies in teaching EFL, including discussion and research.
6.	<i>Have you applied these strategies in your EFL classroom? How do you apply it?</i>	Yes, I have implemented this method. Students are assigned to work in pairs or groups of three or four. They are given a specific topic or problem to address and tasked with researching on the

	internet to gain a comprehensive understanding of the issue and related aspects as directed by the teacher.
7. <i>What kinds of strategies do you think are effective in increasing ICC?</i>	As previously mentioned, I believe in integrating discussion with research.
8. <i>How do you apply these strategies in your EFL classroom?</i>	As I have mentioned, I combine research and small-group work by doing research given to two students, they are either in pairs or in groups of three or four. They are given a specific topic or a problem to solve, and then they have to research on the internet to find out what that issue is about and find out things that are related to the topic given by the lecturer. usually, I give my students authentic materials from relevant resources, such as I tend to get materials from the internet, such as news websites, which native speakers write. I give them to students, and they solve the problem together. For example, I teach translation in my case, so they try to solve the difficult vocabulary by using the strategies I just mentioned: doing research and group work. As you saw earlier in class, I applied several steps starting from Introduction: Before engaging in the learning process, I frequently try to build the students' learning mentality so that they are more enthusiastic about learning and have an idea of what we will do during the learning process of intercultural understanding. The second step is grouping: To make the discussion run well, I asked them to collect information about the specific topic in pairs. So, actually, I divided them into a small group, which consisted of three or four people, and then I divided their roles. So, each group will get different roles. then in the next step is the core activity, namely discussion: So, in discussing, they try to search the material by using online materials. I don't limit my students to access their internet and their gadget. As long as the gadget does not disturb them in our teaching and learning process. So, I let them to use their technologies. The fourth step is summarizing: in this step, I instruct my students to present their discussion conclusions in pairs in front of the class. The last step is evaluation and reflection: I think I need to give them extra tasks or exercises and try to follow my target of the lesson. I also involve formal assessments, such as rubrics or written assignments, to evaluate students' understanding of the intercultural topic, their ability to articulate cultural perspectives, and their capacity for critical analysis of intercultural dynamics. After the discussion activities, I always allocate time for a debriefing session where each group presents their findings or solutions. This is followed by a class-wide discussion, where students can provide feedback, share insights, and reflect on the cultural nuances that emerged during the group work. These reflective discussions are crucial for solidifying their learning and fostering a deeper appreciation for cultural diversity.
9. <i>Did you provide any extra materials in increasing ICC in your classroom? If yes, what were they?</i>	Yes, I did. When students encounter challenges or find the text too difficult in my translation class, I direct them to relevant websites. I also provide examples or images that illustrate or describe the specific difficult word, helping them understand its meaning and context.
10. <i>What problems are you finding in increasing ICC in your classroom?</i>	Some students underperform, meaning they are not particularly quick in conducting research, and only a few can solve the difficult

	words independently. Approximately 60% of them require more time to complete the assigned task.
11. <i>What are your suggestions for successfully increasing ICC in the classroom?</i>	I believe I need to assign additional tasks or exercises to ensure the lesson objectives are met. Occasionally, students make jokes during the lesson, and at times, I am not strict enough and get carried away by the situation, which causes me to miss my lesson targets. Therefore, to align with the ICC, I should be more stringent in adhering to the lesson goals.
12. <i>What are your hopes for teaching ICC in the EFL classroom?</i>	I hope all lecturers understand the appropriate strategies to enhance students' comprehension in ICC. As we know, learning a language also involves learning about its culture.





## Appendix 5

### Interview Transcript

**Name of Interview** : FRY  
**Pseudonym** : Participant 3 (P3)  
**Teaching Experience** : 6 Years  
**Date of Interview** : March 21, 2024

No	Questions	Answer
1.	<i>What is “Intercultural Communicative Competence (ICC)” from your understanding?</i>	In my understanding, ICC refers to the ability of every speaker of a foreign language, particularly ourselves, to enhance our comprehension of meaning. When studying a language, it is essential to study the meaning itself, including the context and the differences between languages. This involves understanding how to express something in our language compared to others, recognizing different patterns, and knowing what should and should not be said. For example, what is acceptable in one language might not be in another. ICC enables speakers, especially language learners, to communicate effectively and appropriately, which is the best way to convey ideas.
2.	<i>Do you think that ICC is important for the EFL classroom? Why?</i>	Absolutely. First of all, both the learners and I are studying English. As a teacher, I am still learning English, which is not our native language or mother tongue. In my opinion, using ICC can help us understand and master the language more quickly. Why more quickly? Because we can study more effectively. Sometimes, learners, including myself when I was a student, use Indonesian ways to translate into English. Without understanding the context, this can sound strange to native speakers. Therefore, we must understand the native speaker's communication patterns and context to master the language. This applies not only to English but also to other languages. Understanding their context, culture, and usage patterns is the most effective way to study or master a foreign language.
3.	<i>Did you have a chance to increase ICC in your class? If yes, how did you increase ICC in your class?</i>	Yes, I did. I try to combine more than one strategy, like combining discussion and small-group work by doing debate. I think it can be a strategy for increasing ICC in my EFL class.
4.	<i>What activities do you think are effective in increasing ICC?</i>	Regarding activities, there are numerous options available. Firstly, students today have access to a wide range of media. They can observe the activities of people from overseas and other countries by watching videos on platforms such as YouTube and television. Additionally, they can incorporate what they see into classroom activities through role-playing or combining discussion and small-group work by doing debate, as you can see in my class earlier. Debates are an effective strategy for enhancing students' ICC in my EFL class. By engaging in structured debates on intercultural topics, students are compelled to research and understand different cultural perspectives, formulate arguments, and articulate their viewpoints persuasively. The process of preparing for and participating in debates fosters critical

	thinking, empathy, and the ability to communicate effectively across intercultural divides.
5. <i>Have you heard about ICC teaching strategies in the EFL classroom? If yes, what are they?</i>	Yes, I have. I think the kind of ICC teaching strategies like role-play, discussion, small-group work, and debate.
6. <i>Have you applied these strategies in your EFL classroom? How do you apply it?</i>	Yes, I do. I combine group work, cooperative learning, and discussion. By incorporating debates into the classroom, I aim to stimulate critical thinking and broaden their understanding of diversity and new information, providing fresh perspectives. Debating encourages students to articulate their own beliefs and consider and accept ideas from others. This strategy effectively promotes the development of ICC in the classroom. Debates create an environment of intellectual discourse and healthy conflict, which is essential for developing intercultural competence. By articulating their arguments and responding to counterarguments, students learn to communicate their perspectives clearly while demonstrating empathy and respect for differing cultural viewpoints. This dynamic exchange of ideas prepares them for the complexities of real-world intercultural interactions.
7. <i>What kinds of strategies do you think are effective in increasing ICC?</i>	I think debate is the most effective teaching strategy, increasing ICC in the EFL classroom like I used to know in my class.
8. <i>How do you apply these strategies in your EFL classroom?</i>	Today, I utilized images depicting cultural differences worldwide, focusing specifically on practices such as self-harm culture. Each nation possesses distinct cultural norms, some of which may be controversial due to perceived harm. By presenting these images, I aimed to activate students' prior knowledge. Some students recognized the images, as evidenced by their reactions in the classroom. For instance, upon seeing a picture of Dayak's tattoos, some students were able to identify them. When I introduced the concept of lotus feet, some students may have been familiar with the practice but lacked a deeper understanding of its cultural significance, such as the symbolism behind tattoos or the rationale for shaping feet to resemble lotuses, emphasizing the pursuit of perfection. The first thing I do is brainstorming. So, by showing them the differences themselves, the teacher tries to activate their prior knowledge. Perhaps some of them have seen the pictures, and then, as you can see in the classroom when the teacher shows the picture, the teacher means some of them can try to guess, oh, this is the picture from Dayak, a tattoo from Dayak. And then, when the teacher shows them about lotus feet, for example, and then some of them perhaps know about the things, but maybe they do not know about the meaning of why this culture happens, or maybe the culture represents something like a tattoo. then I divided them into two groups consisting of nine students for each group. This group was divided based on the brainstorming results of the affirmative and opposite groups. Next, the teacher announces the roles for each group, then gives them an amount of time to discuss their side whether affirmative or opposite. After the discussion, the teacher starts the debating process between the two groups. During the process of expressing opinions, each



	group conveys its perspectives accompanied by reasons. Then, the negative group denies the positive group's opinion. This process lasts until all members can express their opinions. The last I was doing the reflection, this process should be completed at the end of the class. After the debate, we sum up the opinions from both groups so that the students accept the differences among the cultures themselves. Using the debate strategy shows that students are enthusiastic about intercultural, which can improve students' understanding of ICC.
9. <i>Did you provide any extra materials in increasing ICC in your classroom? If yes, what were they?</i>	Generally, I utilize additional multimedia tools such as PowerPoint presentations or projectors. I also incorporate brief videos sourced from YouTube into my instructional materials. Moreover, I employ realistic images to exemplify the practical dimensions of the subjects discussed in the classroom.
10. <i>What problems are you finding in increasing ICC in your classroom?</i>	To foster critical thinking, it is imperative to activate prior knowledge initially. It is crucial to establish a mutual comprehension of the topic; students must grasp the subject thoroughly before they can proficiently gather information or participate in meaningful discussions.
11. <i>What are your suggestions for successfully increasing ICC in the classroom?</i>	It is recommended that teachers employ ICC by integrating various materials and topics, particularly when aiming to improve students' proficiency in communicating in English or another foreign language. Introducing unfamiliar or less well-known information can spark interest and encourage discussion. Conversely, focusing solely on familiar topics may hinder students from exploring new information, as they may rely solely on their current knowledge. Therefore, consistently introducing new topics in each session can engage students, inspire them to seek out and engage with additional information, and ultimately enhance their ability to effectively use the language in both oral and written contexts.
12. <i>What are your hopes for teaching ICC in the EFL classroom?</i>	It is essential for educators to utilize creativity in order to cultivate active participation and stimulate students' critical thinking abilities. This strategy facilitates effective communication in a foreign language, specifically English, while also nurturing an understanding and respect for cultural diversity.

## Appendix 6

### Observational Fieldnote

Date : March 18, 2024  
Time : 10.00 – 11.40 am  
Participant : Teacher 1  
Observer : Luluk Fatimah  
Topic : Role-play (Cultural Diversity)

#### ***Fieldnote:***

When starting the class, the teacher conducts an introduction. Before beginning the role-play activity, the teacher explains that it's essential that students have a deep understanding of the cultural context that will be explored. The teacher provides detailed background information, including historical context, social norms, values, and nuances that shape the cultural dynamics students will be enacting. This foundation will help students better appreciate the complexities and subtleties involved, allowing students to immerse themselves fully in the roles and scenarios. With a solid understanding of the cultural context established, the teacher has organized students into small groups. Each group composition is carefully curated to encompass a diverse blend of cultural backgrounds, language proficiencies, and individual preferences, fostering a rich group dynamic conducive to meaningful interactions during the role-play activity. As students take on their designated roles and scenarios within their respective groups, they actively engage their intercultural skills. The role-play session underscores the importance of immersing students in the cultural context previously discussed. Observational focus centers on discerning nuances in verbal and nonverbal communication, adherence to cultural norms, and the dynamics inherent in intercultural interactions. This platform allows students to demonstrate their adeptness in navigating cultural differences proficiently and effectively. Upon conclusion of the role-play activity, the teacher administers written assessments, such as reflective reports or case analyses centered on the cultural scenarios depicted. These assignments serve to evaluate students' comprehension of intercultural communication dynamics and their ability to apply theoretical knowledge in written form. Additionally, peer feedback encourages students to offer constructive critiques to their peers, further enriching their learning experience from the role-play exercise.

## Appendix 7

### Observational Fieldnote

Date : March 20, 2024  
Time : 01.00 – 02.40 pm  
Participant : Teacher 2  
Observer : Luluk Fatimah  
Topic : (Discussion) Translating Cultural Content

#### ***Fieldnote:***

Before initiating the learning session, the teacher focuses on cultivating a proactive learning mindset among students, fostering enthusiasm and clarity regarding the upcoming activities centered on intercultural understanding. Students are instructed to gather information on specific topics in pairs to facilitate effective discussion. Groups of three or four students are formed, each assigned distinct roles to fulfill during the discussion. Utilizing online resources, students conduct research to gather relevant materials, with unrestricted access to the internet and personal devices, provided they do not disrupt the learning environment. Then, students are subsequently instructed to present their group discussions and conclusions to the class. The teacher supplements the learning process with additional tasks and exercises aligned with the lesson objectives. Formal assessments, such as rubrics and written assignments, are employed to assess students' comprehension of intercultural topics, their proficiency in articulating cultural perspectives, and their capability to analyze intercultural dynamics critically.



## Appendix 8

### Observational Fieldnote

Date : March 21, 2024  
Time : 09.00 – 10.40 am  
Participant : Teacher 3  
Observer : Luluk Fatimah  
Topic : (Debate) Developing Ideas Through Cultural Differences

#### **Fieldnote:**

The teacher presents images illustrating cultural differences to activate students' prior knowledge. Some students may recognize these images; they attempt to identify them during class, such as identifying a Dayak tattoo. When introducing concepts like lotus feet, some students may be familiar with them but lack an understanding of the cultural significance behind these practices, such as their symbolic meaning or cultural representation. Students are then divided into two groups of nine based on the results of brainstorming sessions that revealed affirmative and opposing viewpoints. Each group is assigned roles and given time to discuss their respective positions. Following these discussions, the teacher facilitates a debate between the two groups. Each group presents their arguments with supporting rationale, while the opposing group counters with rebuttals, continuing until all members have expressed their viewpoints. At the end of the class, the teacher does a reflection process. Summarizing the perspectives from both groups helps students appreciate cultural diversity and understand differing viewpoints within cultures.

## Appendix 9

### Implementation of role-play strategy (Introduction)





## Appendix 10

### Implementation of role-play strategy (Grouping)



## Appendix 11

### Implementation of role-play strategy (Role-play)





## Appendix 12

### Implementation of role-play strategy (Evaluation)



## Appendix 13

### Implementation of discussion strategy (Introduction)





## Appendix 14

### Implementation of discussion strategy (Grouping)



## Appendix 15

### Implementation of discussion strategy (Discussion)





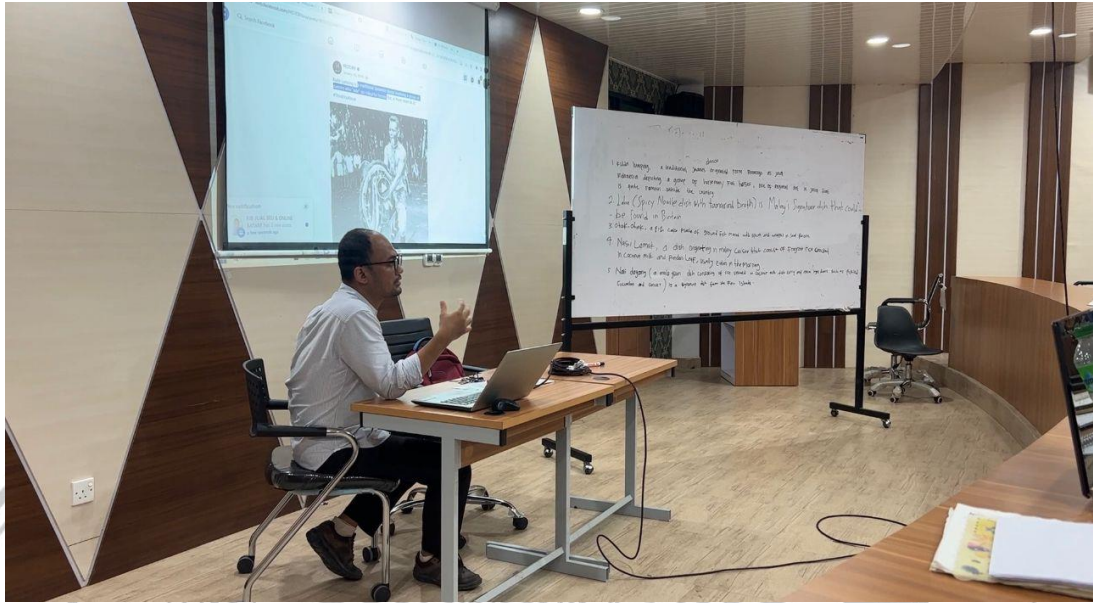
## Appendix 16

### Implementation of discussion strategy (Summarizing)



## Appendix 17

### Implementation of discussion strategy (Reflecting and Evaluation)





## Appendix 18

### Implementation of debate strategy (Introduction)





## Appendix 19

### Implementation of debate strategy (Grouping)



## Appendix 20

### Implementation of debate strategy (Debating)





## Appendix 21

### Implementation of debate strategy (Reflecting)



**Appendix 22**

**Documentation**

**DEVELOPING IDEAS  
THROUGH CULTURE  
DIFEERENCES**

*Ferri Yonantha M.Pd.*



**PRESERVING CULTURE**

**GOOD OR BAD?**



# MALANG



**IS SELF-HARM CULTURE GOOD?**

**MALANG**

# WHAT SHOULD WE DO ON FACING THESE DIVERSITIES?



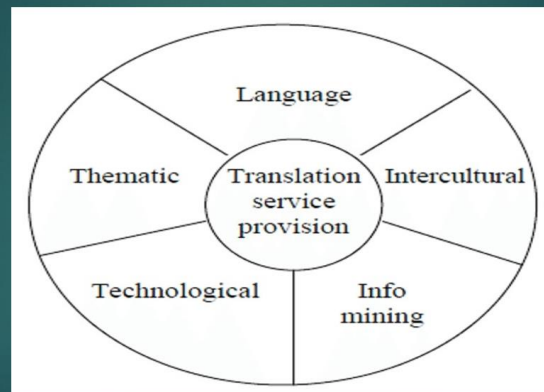
## SUMMARY

- JUSTIFICATION
- RESPECT
- ADJUSTMENT
- CULTURAL VALUES
- KNOWLEDGE AND CULTURAL ACCEPTANCE



# Translating cultural content

## TRANSLATORS' COMPETENCIES



MALANG

- ▶ AUSIT Code of Ethics "where circumstances permit, interpreters and translators ask for
- ▶ repetition, rephrasing or explanation if anything is unclear" (AUSIT, 2012)

No.	<b>STRATEGI PENERJEMAHAN KATA BUDAYA YANG TIDAK ADA PADANANNYA</b>
1.	Menggunakan kata yang lebih umum
2.	Kata serapan dengan Penjelasan
3.	Parafrasa dengan kata terkait

MALANG

No.	STRATEGI PENERJEMAHAN KATA BUDAYA YANG TIDAK ADA PADANANNYA
1.	Menggunakan kata yang lebih umum
2.	Kata serapan dengan Penjelasan
3.	Parafrasa dengan kata terkait

- ▶ Strategi penerjemahan dengan menggunakan kata yang lebih umum.
- ▶ Apart from the boiled pig as the main specialty of Nias festivities, there was also
- ▶ Babae , soup prepared from nuts known in Nias as fakhe harita
- ▶ TSu : 'fakhe harita.'-----TSa : 'nuts known in Nias as fakhe harita'

MALANG

## Strategi penerjemahan dengan menggunakan kata serapan dengan penjelasan

- ▶ 'For his pieces, he transformed batik cloths with motifs of Punakawan, the four comical characters in Javanese shadow puppet play, into stylish.'
- ▶ TSu : Punakawan
- ▶ TSa : 'the four comical characters in Javanese shadow puppet play'

## Strategic penerjemahan dengan menggunakan parafrasa kata terkait.

Dian exposed her Palembang background by using the region's unique songket woven fabric for a long dress with a dramatic red robe	TSu : songket ----- TSa : songket woven fabric
---	--

MALANG

Known for her sophisticated and trendsetting drawings on kebaya blouses and dresses, Anne created 24 looks in classic colors such as black, red and gold...

kebaya blouses

- ▶
- ▶ 'TSu : kebaya----- TSa :
- ▶ Penerjemahan menggunakan kata serapan 'kebaya' dengan menambahkan kata 'blouses' pada TSa menjadikan hasil penerjemahan dianggap sepadan. Kebaya adalah baju perempuan bagian atas yang biasa digunakan dengan kain panjang (KBBI, 2011:642), penambahan kata 'blouses' memperjelas maksud 'kebaya' bagi pembaca TSa yang mungkin belum familiar dengan kata
- ▶ tersebut, bahwa yang dimaksud adalah sejenis baju atasan bagi perempuan.

MALANG

Since then, every odalan (six month), we perform the kecak with 150 dancers. We believe if we dance the Kecak it can cure people

odalan (six month)'

## Terjemahan kurang sepadan

- ▶ Makna penerjemahan di dalam kurung untuk menjelaskan arti 'odalan' dianggap kurang sepadan. 'Odalan' adalah perayaan keagamaan bagi penganut hindu Bali yang jangka waktunya
- ▶ beragam, bisa setiap 1 tahun, 6 bulan, atau setiap 4 bulan. Jika hanya dijelaskan dengan 'six
- ▶ month' saja akan merubah makna. Penjelasan dengan 'hindu's festival held every six month'
- ▶ akan dianggap lebih sepadan

MALANG



- ▶ Penerjemahan kosakata budaya ekologi yang memiliki padanan kata yang tepat dalam bahasa sasaran, penerjemah dapat menggunakan strategi penerjemahan dengan kata pinjaman disertai penjas.
- ▶ Hal ini dimaksudkan agar pesan dalam BSu tersampaikan dengan baik oleh pembaca BSa.

I believe they didn't drift colly out of nowhere and buy a palace on Long Island	..., aku yakin mereka tidak akan bisa pindah dari sebuah tempat dengan mudahnya dan membeli sebuah istana di Selat Long Island

MALANG



Evidently some wild wag of an oculist set them there to fatten his practice in the borough of Queens, ....

Jelas ada seorang dokter gigi memiliki pikiran nakal sengaja menempatkan papan iklan seperti itu untuk menarik pelanggan ke tempat prakteknya di kota kecil Queens

## HOW TO DO RESEARCH FOR TRANSLATION EQUIVALENCE

- ▶ 1. Type in "What is" followed by the term
- ▶ 2. Use Wikipedia
- ▶ 3. Use Google Search "Indonesian (English estimated translation)"
- ▶ 4. Use Google Picture

MALANG

▶ Translation exercises:

- ▶ 1. Kuda Lumping adalah salah satu kesenian daerah di Jawa yang cukup terkenal di luar negeri.
- ▶ 2. Lakse adalah makanan khas melayu yang bisa ditemukan di daerah-daerah dimana ada budaya Melayu.
- ▶ 3. Otak-otak adalah makanan khas Pulau Bintan yang biasa dijadikan oleh-oleh oleh wisatawan.
- ▶ 4. Nasi Lemak biasanya dimakan di pagi hari.
- ▶ 5. Nasi dagang adalah makanan khas Kepulauan Riau.

1. Kuda Lumping, a traditional Javanese dance involving a group of dancers who "ride" on colourful horses, is one of the local cultures in Java that is well-known worldwide.
2. Lakse (a spicy noodle dish popular in Southeast Asia) is a Malay signature dish commonly found in the regions where Malay culture is adopted.

MALANG

- ▶ 3. Otak-otak, ground fish paste, is a signature dish from Bintan that is commonly bought by tourists as food gifts.
- ▶ 4. Nasi Lemak (a dish made of rice cooked in coconut milk ) is typically eaten in the morning.
- ▶ 5. Nasi dagang, a Malaysian dish consisting of rice steamed in coconut milk, fish curry and extra ingredients such as pickled cucumber and carrots, is a signature dish from Riau Islands.

- ▶ 6. Tanjak bisa dibeli di berbagai toko oleh-oleh di Tanjungpinang dengan harga murah.
- ▶ 7. Kain songket adalah salah satu oleh-oleh yang dicari pelancong ketika berkunjung ke Tanjungpinang.
- ▶ 8. Baju Kurung dipakai oleh Pegawai pemerintah di setiap hari Jumat di Kepulauan Riau.
- ▶ 9. Durian biasa dipanen sekali setahun di Bintan dan sangat disukai wisatawan.
- ▶ 10. Rambutan rasanya manis dan biasa dipanen setahun sekali.
- ▶ 11. Syukuran selalu dilakukan warga setempat setiap kali ada hajatan.

MALANG