

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Communicative competence is based on knowledge of foreign languages, especially English, so students must not only understand English but also learn to use forms in certain social situations to convey meaning, grammar, communication skills, language skills, and change attitudes appropriately and effectively. own culture or other cultures are components of foreign language learning (Malazonia et al., 2017). Important understandings of the relationship between language and culture have emerged in recent decades. It is thought that these relationships are interactive and interdependent (Bush, 2007; AJ Liddicoat, 2008). Intercultural communication occurs when the sender and receiver come from different cultures (Alvino E. Fantini, 2020). This is closely related to learning English for intercultural communication, which is even more important when preparing students for professional life by equipping them with intercultural communication skills that can handle new situations (Yao Y, 2020). Not just imitating or receiving information conveyed by students when learning to speak English, but students create meaning, understanding, and meaning from the information they obtain, and the material being taught can encourage students to have communication skills both orally and in writing (Margaret H. , 2022)

Intercultural communicative requires the interlocutor to understand the differences in the norms of interaction between language communities, intercultural communicative competence not only influences the study of culture and language, but also the willingness to be interrupted by distrust and criticism of other cultures (Malazonia, 2021). Students may be aware of their own belief systems and perspectives because they are unaware of how aspects of their own culture are seen through the eyes of another culture and how the relationship between these two cultures serves as the basis for interaction.

(Dorothy M. Chun, 2011). English must be taught as an international language whose culture is the world itself, and students must be taught to recognize and overcome differences (Ugur Recep Cetinavci, 2012). Based on the researcher's direct experience, it is necessary to follow how to maintain intercultural communication skills by emphasizing intercultural communicative competence in the implementation of communicative English teaching in Indonesia which is currently limited by communication, in different learning cultures and college entrance exams which are very test or interview jobs. dominant that must be adhered to culturally by emphasizing intercultural communicative competence.

Deardoff's (2009) skills aspect of intercultural competence supports effective and appropriate communication in various cultural contexts. Communication competence has been suggested to be a relational trait that has been defined in terms of intercultural communication competence rather than an individual quality (Susana E & S. Trevaskes, 2007). In order to provide comprehensive goals that cover all abilities, it is important to emphasize that foreign language teaching should not only be concerned with the development of communication skills but also the personal and social growth of the learner as a whole. Provide a comprehensive education, a foreign language teacher must ensure students reach a certain level of intercultural competence and the skills mentioned by Byram. According to Byram, one of the goals of intercultural competency skills, such as discovery skills, can be included in the curriculum. However, there are some other goals that may not be appropriate for classroom assignments, especially considering that they are typically understood in foreign language teaching. Despite these challenges, the ICC must embed a critical culture into its practice (Maria Jose C.A, 2002)

Therefore, to enhance or develop intercultural communication as a useful tool, researchers are interested in the skills component of intercultural communicative competence in foreign language programs. Due to the different

sociocultural backgrounds of international students, not all of them can communicate well in the real world.

1.2.Research Question

From the description of the background, there are several main issues that need to be studied more deeply:

1. What is the importance of intercultural communicative competence in language learners?
2. To find out intercultural communicative skills effective in language learning?

1.3.Research Objective

Based on the problem formulation above, this study aims to:

1. To understand intercultural communicative competence for language learners from different cultures
2. To understand aspects of effective intercultural communicative skills

1.4.Significance of the study

Students and researchers are both involved in this research. Therefore, the research and its findings are expected to have a significant impact on the following:

1. In theory, research findings will contribute in at least two ways. The former can help reinforce some learning theory. Second, this research can broaden understanding of several theories in conducting research in the same field in the same context and certain circumstances.
2. This research is expected to provide significant benefits to language learners in terms of intercultural communicative competence, so that learners can improve their foreign language skills with confidence.

1.5. Research Limitation

Researchers are interested in studying the importance of ICC for learners and the specific ICC skills that language learners need to hone to communicate in new languages and cultures. The limitations of this research are the skills aspect in the form of awareness, understanding and appreciation by Darla Deardoff.