



## The Use of Intercultural Approach in SLA to Improve Student's Communicative Competence in 8<sup>th</sup> Grade

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### Abstract

Intercultural understanding plays a vital role in language education. Having a good cultural or intercultural awareness can help students create good relationships and successful communication. This study aimed at explaining the use of the intercultural approach in second language acquisition to improve the students' communicative competence in eighth grade. This study used the qualitative approach with narrative study. The data were taken from classroom observation, teacher and students interviews, and document analysis. Data were analyzed using five steps according to Miles and Huberman (1992) and Merriam (1992), namely transcribing the data, coding the data, reducing the data, displaying the data, and drawing a conclusion. This study found that the use of an intercultural approach concerned on its three components, such as knowledge, attitude, and behavior. Those components are provided to the students in the special meeting, but they could also be included in the materials listed in the syllabus. There were four stages of intercultural approach, namely warm-up, communicative activities, product, and discussion. Classroom activities in using intercultural approach were brainstorming, pair or work group, presentation, discussion, and reflection. In addition, the procedures of intercultural approach were exploring local culture, exploring language learning materials, exploring the traditional media and arts through English, exploring IT through English, cultural informants, and face-to-face intercultural communication. The findings of this study are expected to provide additional information regarding the proper use of intercultural approach in second language acquisition to improve the students' communicative competence in eighth grade.

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## INTRODUCTION

The final intend of someone learning a new language is to be able to use it to communicate. Lately, many people, especially students, are interested in learning English in deeper. As stated by Fitriati (2015), many factors which makes English high demand in around the world, they are economy, trade, tourism, education, and regional cooperation and development. Moreover, international communication commonly conducted in English. It is preferred since its use is much wider than others. In this case, there are some reasons why English is involved in international communication. According to Crystal (2003) cited by Fitriati (2015), there are three reasons why English is often used in international or intercultural communication namely, 1) English is the first language of the majority of people in a country and is used in most of situations, 2) the function of English is as the official language which used in government, law, media, and the education system, and 3) English is the main and priority language used in teaching foreign languages, such as in Thailand, China, and Indonesia. Hence, the demand for learning English is greatly heavy (Fitriati, 2015). However, learning a language is not easy. There are some obstacles faced by language learners themselves, such as pronunciation, fewer vocabularies, structures, or rules in composing words. As stated by Oybekovna (2020), there are some difficulties and problems in learning a foreign language such as; limited learning environment, unqualified teachers, surplus usage of native language in the classroom, strong students dominate during the lesson, students do not take their study seriously, students become too dependent on the teacher, and inadequate learning material. Those can cause pressure on students in the language learning process and accepting to the given materials. Hence, enjoying learning is needed. It will happen if subconscious learning is used. In this language acquisition process, students guide to acquire more vocabulary through interaction and communication. In this regard, students acquire vocabulary spontaneously. So, they can

express their ideas by using new language without any feelings of anxiety and pressure. In addition, Ferrer (2015) stated acquisition is more significant because learners' competence improves through it conveniently.

Related to foreign language acquisition, two factors have to be involved namely: external and internal factors. Internal factors are phonemes, words, phrases, clauses, and sentences. These elements are linguistic components as the basis for understanding and using the language. Meanwhile, external factors are culture and all areas of the life of the target language (Shafa, 2012). It means that in learning foreign languages whether it is done naturally or formally, students must be introduced to these two factors so that they can use the target language correctly and appropriately. In addition, they are able to use it for communicating with native speakers or other people who have different backgrounds and characteristics, without raising misunderstandings and conflict in the communication process.

However, in fact, many English teachers ignore those factors when they are teaching English to their students. They only convey and explain the material contained in the student handbook. Besides, they organize their class as though their students are learning their mother tongue. They do not give space to the students for practicing to practice the target language and improve their vocabulary skills. Therefore, based on my observation of both school and tutoring students, many language learners are not able to use the language that has been learned even though they have spent years and a lot of money on it. So, for students who have more motivation to be able to speak English, they ought to spend more time and money again to get additional courses.

In addition, many students already have a rich vocabulary however they still feel anxious to communicate with someone from a different background using the target language that has been learned. Hence, intercultural or cross-cultural understanding needs to give to language learners. It will help them to have a good

chemistry in their communication process. Without understanding the intercultural awareness, they can unknowingly raise misunderstanding and confusion. In addition, it can prevent from intercultural gaps and clashes between different cultures that caused by misperception. Communication skills can be used by all cultures and rashes universally are the basic skills of intercultural communication. Examples of communication skills in the intercultural environment are listening without judging, repeating what you understand, confirming meanings, giving suggestions, and acknowledging a mutual understanding (Raharjo, 2015).

In relation to the issue in this study, some studies have been conducted by previous researchers. For example, Budiarti (2018), Miftakh (2017), Smakova and Paulsurd (2020), Sudarti (2012), Chaouche (2016), Li (2016), and Urbina (2017) stated in their studies that although many obstacles are faced by the teachers in implementing the intercultural approach, it gives many positive impacts to the improvement of students' language competences, such as they know how to behave more culturally appropriately with people from different cultures. Besides, Barany (2016), Nurdiana (2011), Boo et al. (2015), Karimboyeyna (2020), Ali et al. (2015), Purba (2011), Abushihab (2016), Ratnasari (2018), Mardani (2018), and Wurianto (2017) also stated in their findings that language students greatly need to have cultural knowledge because each language reflects many kinds of cultures. Therefore, if they have good intercultural understanding, they will be able to communicate with people other cultural and linguistic backgrounds effectively and appropriately.

Furthermore, Echcharfy (2022), Nazhafah and Muslim (2021), Putry (2022), Martina (2021), and Snatoso et al. (2019) stated that pre-service intercultural experiences improve the ability of intercultural awareness and knowledge of target culture, such as belief and religion dissimilarity, sexual orientation, cultural practice, language barrier, and psychological stress. Hence, by giving it to teachers, they will be

more ready to teach culture toward their language students.

Based on those previous studies, it can be concluded that the scopes that have been investigated by other researchers were the implementation of intercultural awareness, student's perception of intercultural awareness, the important of intercultural awareness in EFL teaching and learning, and the effect of intercultural awareness towards student's language skill development. In this case, there were some researchers who recommended the scope that needs further investigation. Those recommendations were taken as my consideration in the current study. In this case, Aguilar (2018) recommended discussing the implementation of intercultural awareness in teaching foreign languages. Tosuncuogla (2019) also recommended concerning with raising of teacher's and students' awareness in English Department toward intercultural communication. Hanci-Azizoglu (2020) recommended exploring cultural awareness in language acquisition process. Hanao et al. (2019) recommended concerning the classroom activities in intercultural awareness teaching and learning.

Based on those recommendations, the researchers considered exploring the intercultural approach in English teaching and learning. In this point, Byrem (1997) proposes three components of the intercultural approaches, such as knowledge, behavior, and attitude. The component of knowledge focuses on the knowledge of self and other and social processes. Then, the component of behavior focuses on attitude to relativize self and other values, positive disposition toward intercultural competence learning, and general disposition characterized by a critical relationship with the foreign culture based on the consideration and one's own.

From the researchers' focus, the target readers are people who teach or are involved in English teaching and learning. Hopefully, by conducting this study, can be a reference for language teachers and students to teach and learn foreign languages easily. Thus, a foreign language

which is considered one of the most difficult subjects and a scourge for students will be easier and more interesting for them. **METHOD**

This study aimed to explain the use of the intercultural approach in second language acquisition to improve the student's communicative competence in eighth grade. The study used a qualitative study as it explored the procedure of intercultural approach at MTs Miftahussalam 1 Wonosalam Demak in which it conducted a deep investigation on knowledge, attitudinal, and behavioral approaches as the components of it. In line with the research focus, narrative design was used in this current study. It is for conveying the procedure of intercultural approach in detail and coherent.

For collecting the research data, the researchers used some instruments, namely observation sheets and guidelines, documentation sheets, and interview guidelines. Byrem's theory (2002) regarding monitoring intercultural approach and Mayer's theory (2000) related intercultural competencies were used to develop the observation guideline. The instrument of observation focused on the activities of the intercultural approach in the classroom. Then, a documentation sheet was used for completing data and the information needed, for example, lesson plan, syllabus, learning material, and media.

Both teacher and students were involved in this study. They got different interview questions. For the teacher, the questions focused on the stages of the intercultural approach, what the preparation for using the intercultural approach is, and how to solve the problem in using the approach. Meanwhile, for students, it concerned more on their perceptions toward the approach. In this regard, the interview was conducted to collect deeper data. Besides, the results of observation were explored deeper in this step as well.

After collecting the data, the researchers conducted five steps of data analysis. First, the collected data were transcribed in clear sentences. After that, they were coded based on the theme, intercultural approach. Then, the data which do not relevant to the research questions were

reduced. Thus, the data was described in narrative text form. In this case, it describes previously classified information about the use of intercultural approach which concerns on knowledge, attitude, and behavior. After that, the descriptions of the relation among them were presented. Finally, the conclusion was made based on the notes of observation and interview.

## **RESULTS AND DISCUSSIONS**

The findings of the data analysis are reported to answer the five research questions, such as the use of the intercultural approach and its three components, for example, knowledge, attitude, and behavior as well as the relation among them in using the approach to improve student's communicative competence. The study discusses regarding how to organize attractive classroom by using intercultural approach so as to be able to achieve the learning objectives, improving communicative competence.

### **The Use of Intercultural Approach**

Intercultural approach is a learning approach which concerns on the knowledge, behavior, and attitude of the target culture. The learning technique that often used in this approach is project based learning. The project focuses on intercultural recognition and understanding. Individually work, pair work, and group work are often involved in conducting the project. The project identifies the differences of local, national, and foreign cultures. Cholpek (2008) states that there are six chains in using intercultural approach which almost all stages explore local to foreign culture, identify local culture embedded in handbooks, explore world culture through technology, and discuss intercultural communication.

Teaching procedure to organize the classroom in implementing this intercultural approach, Cholpek's procedure (2008) and Baker's six chains (2012) are used by the teacher in these classroom activities. The framework of the organizing class in intercultural approach can be seen in the following table as follows:

**Table 1.** The Classroom Activities with Intercultural Approach (Observation#1, 04042023)

Stages	Activities	Explanation
Warm-up	Brainstorming Mind-mapping	Teachers stimulate and construct students' fundamental knowledge.
Communicative activities	Pair work Group work Presentation Games	The class is designed in communicative activities
Output	Presentation Report	The class is guided to produce the language and content that they have learned in the last stage.
Conversation	Discussion Reflection	Students compare and become aware to the cultural similarities and differences.

In line to the procedure, the teacher follows Cholpek's stages (2008) to construct her lesson plan regarding the understanding of own culture to target cultures and to world cultures. Moreover, she also uses Baker's chains (2012) to organize classroom in intercultural approach. It uses to guide her in selecting the topic for every lesson owing to a wide range of cultural layers. In the learning activities, the teacher provides tangible and intangible cultures. According to

her, intercultural awareness includes a cognitive aspect. Hence, she uses some learning media and sources, such as textbooks, internet, and movie to support her learning activities. When English Rings A Bell book and Eat, pray, love as well as The Bland Side Movies are used by the teacher to introduce and develop students' cultural awareness. The implementation of the lesson plans are illustrated in following table.

**Table 2.** The Lesson Plan with Intercultural Approach (Observation#2, 04042023)

Stages (Cholpek, 2008)	Six chains in intercultural approach (Baker, 2012)	
The first stage: own culture	Exploring local cultures (week 2 – 3)	Students explore the differences and pluralism of their own culture from others.
	Exploring language-learning materials (week 4 – 5)	Students can learn their own culture from their textbook and other learning sources. They get the description of their own culture and match it to their own experience.
The second stage: target culture	Exploring the traditional media and arts through English (week 6 – 7)	Teacher may use movie, television, radio, newspaper, novels, comic, magazine, and others to provide students the image of local and other cultures.
	Exploring IT through English (week 8 – 9)	Students use movie, television, and other learning media, internet, email, chat rooms, instant messaging, and tandem learning to explore cultural representation.
The third stage: world culture	Cultural informants (week 10 – 11)	Teachers who have intercultural communication experience can give information related to intercultural or cross-cultural understanding.

Stages (Cholpek, 2008)	Six chains in intercultural approach (Baker, 2012)
Face-to-face intercultural communication (week 12 – 13)	Students and teachers share their own intercultural communication experiences to the classroom. Thus, they discuss and give reflection about it.

Those stages and chains are used by the teacher to construct her lesson plan. By them, the class organization is not monotonous. The main focus and intention of them is guiding students to produce words and improving their communicative competence. Based on the student’s perspective, this kind of class organization makes them easier to gain and improve their language skill. It can be seen from student’s opinion as follows:

*Student 1:* “I enjoy learning English in this school. Oh yes *mbak*... I feel that my language skill has improved rapidly. In the first semester of my first year here, I was really passive in English. *Alhamdulillah*, in the second semester, I was starting to understand what my friend or my teacher spoke in English to me. However, like that, I still get little bit difficulties to use it fluently.” (Interview#4, 30052023)

*Student 3:* “For me, personally, I like the atmosphere of the environment. We are all obligated to speak English and facilitated to learn English in special and general classes.” (Interview#5, 30052023)

*Students 4 and 5:* we think that English learning is only about vocabulary and grammar. In addition, the most important thing is grammar. Nevertheless, we just understand something after our current English teacher teaches us. She said that understanding native speakers’ habit and culture is not less important. It is because we need to understand their culture when we have conversation with them. If we do not know it well, we will get misunderstanding and misperception in that process. For example, we will not shock when we get different intonation, sentence patterns and structures, and gestures. (Interview#6, 30052023)

*Students 6:* “In today’s English class, our activity is cultural learning. Today we studied while watching movie. Its title is Eat, Pray, Love Movie. After watching this film, I can feel about the attitudes that must I have when I get the

opportunity to cross-cultural communication. They are, such as be patient, understanding the custom, respect, and others.” (Interview#7, 31052023)

Based on the obtained data, the approach has positive impacts to language students. It improves their nationalism, openness, and receptiveness because their local and national cultures are cultivated before the target culture is given. Hence, they can explore the target cultures and communication patterns without forgetting their own home.

The description of intercultural approach implementation is in line to Iswandari and Ardi (2022); Budiarti (2018); Kustiati et al. (2023); Barany (2016); Bo et al. (2015); Karimboyeyna (2020); Ali et al. (2015); Abusihab (2016); and Ratnasari (2018) discussion that cultural knowledge must be given to language students although it faces many obstacles.

Based on the finding, the researchers concludes that the use of intercultural approach at MTs Miftahussalam 1 concern on all intercultural components proposed by Byrem (1997). Cholpek’s stages (2008) and Baker’s six chains (2012) are also used by the teacher to support in organizing classroom activities.

### The Use of Knowledgeable Approach

Knowledge approach is one of components of intercultural approach. This aspect focuses on the knowledge of self and other as well as social process (Byrem, 1997). Based on classroom observation, the teacher has conducted intercultural components proposed by Byrem (1997) in her learning activities. Below are the descriptions of the classroom activities that focuses on knowledgeable component.

**Table 3.** Intercultural approach (Observation#4, 04042023)

No	Questions in the monitoring instrument	Yes	No	Improvement suggestions or Recommendations
1.	Does the English learning process include the knowledge of social processes?	✓	-	
2.	Is there knowledge about the illustration of those social processes and products?	✓	-	
3.	Does the English learning process include knowledge of how others tend to look at them?	✓	-	
4.	Is there some knowledge about others in the language learning process?	✓	-	

Based on the observation sheet, the teacher provides intercultural communication principle to her students in the section of knowledgeable component. In providing it, she takes Eat, Pray, Love Movie as the illustration for her students. In this regard, she guides her students to discuss regarding how the main character, Liz, communicate in three different countries is. In discussing it, she manages her class by using four stages, namely warm-up, communicative activities, product, and discussion.

The teacher facilitates more space for her students to explore the culture as well as the language. On similar line, Miftakh's finding (2017) shows the same phenomenon that to make succesfull intercultural learning, teachers have to provide more opportunities for the students. Related to the teaching procedure, Baker (2012), Saraswati (2017), Hanao et al. (2019), and Putra et al. (2020) stated that to make students

understand the point of target cultures, teachers need to provide their own values, customs, and cultures then relates them to the target and world's culture. In line with that, Natalie et al. (2021), Permatasari et al. (2018), Lee (2018), Achieng (2021), Solikhah (2019), Kartikasari et al. (2019), Gozpinar (2014), Chaouche (2016), Ilyas (2017), Chen and Yhang (2014), Barrios (2012), Qin (2014), and Suranto et al. (2020) added that technology and media greatly help the learning process run well, for example, internet, laptop, movie, LCD, and others.

Based on the findings, the researchers reveals that to use an intercultural approach, we

need to focus on knowledgeable component. This component concerns on how to communicate interculturally in appropriate procedures. Movie is a media which suitable for giving the illustration of this component.

The Use of Attitudinal Approach Another component of intercultural approach is attitude or trait. It focuses on attitude to relativize self and other values, positive disposition toward intercultural competence learning, and General disposition characterized by a critical relationship with the foreign culture based on the consideration and one's own Byram (1997). In attitudinal component, the teacher guides her students to observe other cultures and themselves as well as what they get from them. In the classroom activities, it seems that language activities are much more provided by the teacher. Consequently, the teacher can develop her students' tolerance for others, self-reflection, and knowing themselves as others know them. In addition, the class activities look interesting because the teacher sets it in attractive and stimulation discovery about cultures. In other words, the activities do not only focus on language practice in which it gives a good impression for both teacher and students. Below is the evidence of attitudinal component in using intercultural approach at MTs Miftahussalam 1 Wonosalam Demak. This is gotten from the observation technique.

**Table 4.** Intercultural approach (Observation#5, 12042023)

No	Questions in the monitoring instrument	Yes	No	Improvement suggestions or Recommendations
<b>Attitude</b>				
1.	Does the English learning process involve curiosity, openness, and willingness to normalize someone’s values, beliefs, and behaviour?	✓	-	
2.	Does the English learning process include values that do not assume that they are the only ones who are possible and true?	✓	-	

Based on the observation sheet, the teacher has involved important skills in conducting activities in order to develop intercultural awareness. She inserts tolerance, curiosity, openness, and willingness to relativize others’ values, beliefs, and behaviors in the learning activities. Besides intercultural knowledge, she also incorporates linguistic knowledge, such as grammar and lexis to help her students for having successful communication. By this, students are more aware toward diversity. They thought that diversity made the world to be colorful. In this phenomenon, they are still greatly love and proud of their customs and traditions. Below is the result of student’s interview section.

Students 8: “Regarding diversity, I am fine with that. Now, I have learned about how to tolerance my friend who have differences from me because my *Yai* and my teacher, Miss Nur H, have taught me about that. Actually, first if all, I got shock-culture and I often got misunderstanding to what my friends mean in real. I think diversity is beautiful. It makes my experience to be more colorful. We, student 8 and her friends, come from different regions. We have different cultures, customs, and traditions. In this *pesantren*, we live together for studying in junior high school level. Yeah.... It is really hard earlier, but it’s so amazing *mbak*.” (Interview#8, 31052023)

Those findings are supported by Chen and Yhang (2014), Chaouche (2016), Ilyas (2017), Barrios (2012), Qin (2014), Kulinich et al. (2019), and Gozpinar (2014). They revealed that openness, tolerance, and genre in intercultural

communication are very essential since they determine the chemistry in the communication. Being bad or good of the speaker’s relationship is considered by them.

In short, the teacher has designed her class in attractive situation. She uses pictures regarding Indonesian traditions as her learning media in espousing her students’ intercultural awareness. Finally, the students are more realize and open toward diversities.

**The Use of Behavioral Approach**

The last component of intercultural approach is skills or behavior. Byrem (1997) states that this component refers to the ability in interpreting and relating, ability in discovering and interacting, ability in acquiring new knowledge and operating knowledge, attitudes, and skill in the real communication and interaction. Byram (1997) and Corbett (2003) reveal that intercultural approach offers students to be active analysts of their own and target culture in a wide range situation. In this case, they are also guided to interpret the differences and similarities between their own and target culture.



**Table 5.** Intercultural approach (Observation#6, 26042023)

No	Questions in the monitoring instrument	Yes	No	Improvement suggestions or Recommendations
1.	Is there an ability development to interpret documents or events from other culture in learning process?	✓	-	
2.	Do teachers explain and relate events from other cultures to their own?	✓	-	
Skills of discovery and interaction				
3.	Do students acquire knowledge of other cultures and practices and their own?	✓	-	
4.	Is there an ability to operate knowledge, attitudes, and skills under the constraints of communication and interaction in real time in the learning process?	✓	-	
Critical cultural awareness				
5.	Is there an ability to evaluate critically and based on explicit criteria, perspectives, practices, and products regarding cultures in domestic and abroad?	✓	-	

Based on the observation, the data show that the teacher conducts some activities regarding intercultural skills development. She explains the interpretation of documents or events from other cultures and relates them to their own. Besides, providing some pictures and examples regarding non-verbal communication is also conducted by the teacher to improve her students' awareness to other cultures interpretation.

“For this component, the procedure for applying the approach, I make it a little bit difference. I skip the product stage and I do not include any other material. So, my students just focus on learning the culture at that particular meeting. For product, I skip because product stage offers discussion for students on their own either in pairs or working groups next I will correct it if there is something wrong or re-explain about it. In my point of view, for this component, that stage is less effective for my students to help them in understanding the meaning of gestures or other cultural symbols. Hence, I rather provide them with some pictures, examples of gestures, and explain the information contained in them. However, the students stay active and

enjoyable in the learning process because I invite them for discussing and sharing about their experiences related to the topic being discussed at the meeting.” Said the teacher. (Interview#8, 29052023)

Based on the above learning description, the researcher reveals that the teacher introduces and explains others' interpretation through local culture which familiar for her students. In this case, she utilizes internet and some pictures regarding body language in order to improve her students' intercultural behavior competence. By using those supportive learning media, students can easily explore and comprehend the interpretation of a certain body language. In the end of learning, the teacher emphasizes to the students related to the important of understanding the interpretation of body language from other cultures and countries so as to communication process could run smoothly. As stated by Rajprasis (2020), Liu (2016), Aguilar (2018), Azzahra (2020), Siregar, Hidayati and Santiana (2020), and Akmalia and Komalasari (2021), the knowledge and skills of interpreting,

relating, interaction, and tolerance were much needed in teaching foreign languages as they can guide students to be more ready to participate in intercultural communication. In addition, they will develop their target language competence to avoid misperception.

In addition, those findings show that all Cholpek's stages (2008) are used by the teacher in inserting intercultural components especially in knowledgeable and attitudinal approaches. The stages are warm-up, communicative activities, product, and discussion. For behavioral approach, students are provided three stages only, such as warm-up, communicative activities, and discussion. In those stages, the teacher serves much more time for her students to explore cultural knowledge in the learning process. It associates with Miftakh's finding (2017) that in implementing this approach, teachers needed to provide more opportunities for students to be more active and critical to target language and culture in order to improve their language skill.

Furthermore, the teacher uses some media to support the process of using this approach. The media used are pictures and movies. They are used by the teacher to help her students gain real insight or description of the target culture. It is in line with the study conducted by Chaouche (2016), Ilyas (2017), Chen and Yng (2014), Barrios (2012), Qin (2014), Kulinich et al. (2019), Kartikasari et al. (2019), Solikhah (2019), Surantoet (2020), and Gozpinar (2014) studies. They concluded that the use of media really helps students and teachers in the learning process. From the teacher's point of view, it helped them to create variations in organizing classroom so that the learning atmosphere was more alive. Meanwhile, from student's point of view, it was easier for them to gain experience, views, and description of the language and culture being learned. It is also stated by Natalie et al. (2021), Permatasari et al. (2018), Lee (2018), and Achieng (2021) in their studies. They stated that the concept of using intercultural approach needed to be supported by adequate facilities.

### **The Relation among Knowledgeable, Attitudinal, and Behavioral Approaches**

Knowledge, attitude, and behavior are the main elements or components of intercultural awareness. In other words, they are the key to students acquiring the ability to communicate well especially in intercultural communication process. Intercultural communication relates to the process of communication which involves people who come from different cultural background and language. In this regard, this communication type often creates difficulties and cultural obstacles for the communicators themselves, for example, misunderstanding and other communication disorders.

Based on the documents analysis, such as lesson plan, observation sheets, and other data related to learning practices, it showed that someone's experience in relating between his or her cultural home and others produced an attitude relativizing other's culture. As stated by Byrem (1997), one's attitude will improve when her or his knowledge increases. Meanwhile, knowledge related to self-identity and others as well as the interactions of both individuals and society improved the skills of communicating. Relating, and interpreting. The more knowledge a student has, the more opportunities he has to communicate with others. Besides, it would also give an effect on the way in relating and interpreting information. In addition, the ability in interpreting and relating, ability in discovering and interacting, ability in acquiring new knowledge and operating knowledge, attitudes, and skill in the real communication and interaction also gave a wash back to the knowledge. Students could obtain more knowledge if they had better skill in those aspects.

The finding shows that knowledge, attitude, and behavior were interrelated components of intercultural awareness. Good knowledge towards cultural awareness produces student's attitude development. These two aspects effect positively to students' competence in relating and interpreting other habits and behaviors. Finally, their intercultural awareness improves well. As found by Urbina (2017), Sudarti (2012), Syahputra (2016), Belli (2018),

Morganna et al. (2020), Yilmaz (2016), Tosuncuogla (2019), and Abushihab (2016), those three components of intercultural awareness changed students' attitude, behavior, and cognition.

The current study concerns on the improvement of students' communicative competence by using intercultural approach at MTs Miftahussalam 1 Wonosalam Demak in 8th grade. In this implementation, it focuses on three components of intercultural, namely knowledge, attitude, and behavior which they espouse students' cultural awareness including their language used. In line to that, it stimulates English teachers and students for learning the target language as well as its culture. So, language students can take appropriate words in intercultural communication. Furthermore, it becomes the guidance for English teachers related to the intercultural approach procedures and stages when using it. Finally, they can implement it appropriately.

## CONCLUSION

Based on the collected data, it can be concluded that in using intercultural awareness approach in eighth grade, the teacher of MTs Miftahussalam 1 Wonosalam Demak conducted all Cholpek's stages (2008). Besides, all components of intercultural awareness were also included in the process of using this approach, such as knowledge, attitude, and behavior. In addition, the teacher used this approach to teach material provided in the syllabus of 2013 curriculum. Regarding intercultural approach components, the knowledgeable and attitudinal components run through four stages, such as warm-up, communicative activities, product, and discussion. Meanwhile, behavioral component only conducts three stages, such as warm-up, communicative activities, and discussion. It is because students are expected to gain deeper knowledge regarding interpretation and intercultural relation under the teacher's guidance in those stages. In addition, those components, knowledge, attitude, and behavior, are inseparable in cultural understanding. They

synergized well in building student's language and cultural awareness. Knowledge had a positive impact on the students' attitude in seeing other cultures. Knowledge and attitude produce students' behavior in relating and interpreting other cultures. Consequently, students are more readily involved and created successful communication.

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