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Intercultural Communicative Competence Model Using English Literature: A Case Study at Some Islamic Universities in Indonesia

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Abstract

The acquisition of intercultural competence is considered paramount in enabling learners to engage comfortably with individuals from diverse linguistic and cultural backgrounds. The ability to communicate and interact appropriately with individuals from diverse cultural and linguistic backgrounds is increasingly recognized as a fundamental component of the 21st century learning skillset. To investigate students' attitudes, knowledge, and skills in relation to intercultural activities, this study employs a literature-based instructional approach. The subject of this study is the implementation of the Intercultural communicative competence through English Literature (ICC-EL) paradigm among 92 students enrolled in the English Education Study Program at an Islamic higher education institution. The research adopted a mixed-method approach to generate both quantitative and qualitative data. Specifically, a questionnaire was administered to students upon the completion of the course to elicit quantitative data, while qualitative data was obtained through observation of the students' performance by the course lecturer. The results demonstrate that the implementation of the ICC-EL model has proven to be successful in stimulating the students' intercultural communication skills. Furthermore, the study of literary materials in the

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form of English novels has encouraged students to administer their awareness of intercultural communication skills. The incorporation of a variety of techniques has provided students with greater exposure to diverse languages and cultures, thereby encouraging them to manage their intercultural communication skills. The assessment of intercultural communication competency employed in the ICC-EL model is deemed appropriate and adaptable for implementation in different language teaching and evaluation contexts.

Keywords: Intercultural communicative competence, English literature

INTRODUCTION

Intercultural activities in language teaching and learning have the potential to help students develop the competences they need to relate successfully and effectively with others across diverse cultural and linguistic backgrounds (Biebricher et al., 2019; Morganna et al., 2020). It is crucial to talk about the intercultural aspect of language teaching and learning on account of how quickly civilizations are changing (Piatkowska, 2015; McConachy, 2018). The choice gets more challenging when language training emphasizes civic education, syntactic and semantic competence, and intercultural competency (Byram, 2020). To achieve reciprocal communication, cultural understanding is just as crucial as linguistic knowledge (Braten & Everington, 2018). A language student must first comprehend and respect the culture of the target country in order to communicate effectively. This goes beyond simply knowing the grammar and vocabulary of a language (Saadatnejad & Farsian, 2020). It is essential to teach culture as part of the language learning process; the learning process should incorporate all relevant competences.

Intercultural communicative competence (ICC) is one of the objectives of foreign language learning including EFL (English as Foreign Language). It is in line with Byram (1997), who argues intercultural communicative competence is the ability to interact with people from another country and culture in a foreign language. Intercultural communicative competence is a complex of abilities needed to effectively and appropriately interact with others who are linguistically and culturally different from oneself (Fantini, 2021). By being equipped with intercultural communicative competence, the language learners are expected to handle problems and deal with different linguistic and cultural situation (Baker, 2015; Alaei & Nosrati, 2018). This exposition depicts the attributes of a proficient "intercultural communicator," who serves as a mediator between divergent cognitive frameworks in order to promote understanding and tolerance (Byram,

1997). Effective intercultural communication abilities facilitate the unification of language and culture in dialogical contexts.

Intercultural communication is applied in ELT classes in various ways. Bechtel in Marques-Schäfer et al. (2018) proposed the intercultural approach, which focuses on four main objectives: reflecting on the cultures of the students and the target language country, developing sensitivity to the similarities and differences between the students' culture and the foreign culture, and fostering the exchange of perspectives. Through these activities, Alaei and Nosrati (2018) argues teachers of foreign languages should assist their learners in achieving those through language learning, which is also the process' primary objective. According to Byram (1997), intercultural competence can only be learned in three contexts: the classroom, fieldwork, and independent learning. The intercultural competency teaching approach should be precisely established for the classroom setting and flexible enough to be started for students' independent learning (Loo et al., 2019; Gracia & da Silva, 2018).

Intercultural competences are inserted in EFL textbooks. For EFL students in Vietnam, Tran & Duong (2018) investigated the efficacy of a created intercultural communicative language teaching paradigm. Language culture, the primary training procedure (input, notice, practice, output), and the ICC made up the model. Liu (2019) discovered that effective strategies for oral teaching and developing college students' ICC in China include picking the right textbooks, altering one's mindset, creating a language environment, utilizing multimedia-assisted teaching to its fullest extent, improving college students' psychological quality, and adopting the oral test method. Kazakhstani EFL teachers were aware of the idea of ICC, but Smakova and Paulsrud (2020) found that they did not often incorporate it into their classroom training.

English language instructors can effectively utilize textual works to impart cultural knowledge to language learners in their classrooms. The English language, being one of the most comprehensive resources for learning about English culture (Byram, 2020), provides an optimal platform for such instruction. Consequently, English language learners are faced with mounting expectations to develop their intercultural competence. In addition to educational programs that satisfy these criteria, the development of intercultural competence components and corresponding evaluation mechanisms is imperative (Van Tassel-Baska et al.,

2008). The model for evaluating intercultural competency is derived from the teaching and learning model utilized in language classrooms.

Mardiani's (2018) study conducted in an EFL classroom in Indonesia demonstrated that intercultural dialogue can serve as an effective means to enhance students' intercultural competency. The study employed direct intercultural communication logs and self-assessment intercultural experience portfolios to gauge the efficacy of this approach. Similarly, Vu and Dinh (2021) surveyed EFL students in Vietnam and found that intercultural dialogue utilizing intercultural communicative logs and experience portfolios can significantly improve their intercultural competence. These tools, which are customizable based on the teaching strategy and objectives of the particular context, can be utilized to assess language learners' intercultural competency.

Knowing about the society embedded with characters in literary works that originate from other cultures, faiths, and ethnicities helps students achieve the goal of defining an intercultural character model by studying a foreign language, including English (Peng, et al., 2020; Murodo'g'li, 2021). Literary works not only offer references to people but also a wide range of cultural life in the form of more pragmatic suggestions in the plot, setting, and other aspects. The linguistic knowledge of language learners can be improved using literary works, which can also help them develop their intercultural communication skills (Hoff, 2019; Haerazi et al., 2018). Intercultural communication instruction in language classes should be ideally suited to literature-based learning.

By providing an overview to contemporary short stories published in English from various parts of the world, Cantizano (2020) has investigated the advantages of using genuine literature in the EL classroom. It is shown that multicultural short stories can enhance communication and language learning. Murodo'g'li (2021) investigated the advantages of incorporating culturally significant materials, e.g., incorporating literature into EFL sessions. In EFL lessons, literature is employed as a pedagogical strategy to produce supplementary speaking resources deemed situational and practical (Heggernes, 2021; Kidd & Castano, 2013). These are only a few of the numerous examples that show how useful literature can be as a resource for intercultural communicative competence in language classes.

Utilizing literature to teach and promote literacy, literature-based instruction offers real-world learning experiences and activities (Scharer in Piscayanti, 2010;

Zorba, 2013). By examining and evaluating the presumptions and beliefs of the target culture, literary works assist students in developing their language proficiency as well as their definition and redefinition of their own cultural values (Steven, 2021; Yavuz, 2014). It fits the intercultural approach's objectives of maintaining both the culture of the students and the culture of the host country. As a result, each learning setting related to the students' cultural background should be used to inform the development of the teaching and evaluation model for intercultural communicative competence.

This study uses English Literature (EL) to improve the students' intercultural communication skills (ICC) at UIN Datokarama Palu's Tadris Bahasa Inggris. Based on the students' experiences using the ICC-EL paradigm, this study explicitly identifies the attitudes, knowledge, and intercultural communication skills of the participants. It is an assessment of the ICC-EL paradigm, which was implemented at the Tadris Bahasa Inggris Study Program to teach and evaluate intercultural communicative competence. Increasing international sensitivity while also learning a language should draw on our own experiences to enrich the pupils' investigation of culture (Lopez-Rocha, 2016). The findings of this study are anticipated to support future investigations on how to enhance intercultural communication skills.

RESEARCH METHOD

The present study utilized a mixed-method research design with a concurrent triangulation approach, whereby both quantitative and qualitative data were collected simultaneously in order to amalgamate the results of two separate databases (Creswell & Creswell, 2018). The aim of this investigation was to see the quality of the Intercultural communicative competence-English literature (ICC-EL) among English language learners. In order to ensure the validity of the findings, the researchers employed a triangulation of data sources, encompassing both quantitative and qualitative data. The former was obtained by administering a questionnaire based on the ICC-EL model to students at the conclusion of the course. The latter was derived from the lecturer's observation notes on the implementation of the ICC-EL model in the classroom. Moreover, the scholars also sourced relevant archives and governmental documents to bolster the accuracy of the research data.

This study focuses on learners in the sixth semester of the English language study program (TBI) at UIN (State Islamic University) in Central Sulawesi, Indonesia. The sample consisted of 92 pupils with an average age range between seventeen to eighteen years. The population was comprised of three classes: English language study program 1 with 31 students, TBI 2 with 27 students, and TBI 3 with 34 students. The gender distribution of the student body was 19 males (20.6%) and 73 females (79.4%).

The present research utilized quantitative activities to gather data on various aspects of intercultural communication. The survey questions used in this study were designed to capture participants' self-evaluation of their intercultural communication behaviors, their approach to learning English in support of intercultural communication, and their knowledge and skills pertaining to intercultural communicative competences. The survey questionnaire consisted of 30 statements and questions written in English and Indonesian language to ensure that participants could comprehend the statements. To gather the data, the questionnaire was distributed twice to each class's social media group before and after the implementation of the ICC-EL model in the classroom, utilizing a Google form. The participants' responses were kept confidential. The data collected through the questionnaire was analyzed using the mean score and percentage calculation. The results were categorized into four proficiency levels of the ICC-EL model, which are Very High, Middle, Low, and Very Low, corresponding to the ranges 84-100, 68-83, 41-67, and 0-51, respectively.

Applying Byram's technique and three separate themes from English novels, the researchers initially classified the qualitative data of this study by using the aspects to be recognized in the classroom. They are The Old Man and the Sea by Ernest Hemingway (Classic English), A Raisin in the Sun by Lorraine Hansberry (US) and Look Back in Anger by John Osborn (UK). The outcome of the lecturer's remark on the implementation of the ICC-EL model in the classroom, particularly the learning engagement with the novels, was described. The present study ascertains that the three English books are investigated, discovered, planned for, put into practice, monitored, and evaluated during the learning process using the ICC-EL model. The qualitative data were analyzed using the normative analysis method. Categorical data, theme generation, structuring the codes and themes, and finding and interpreting the results constitute the processes in the analysis.

RESULTS & DISCUSSION

This study used the Intercultural Communicative Competence (ICC) learning model, which is connected with English Literature (EL). Before implementing the model and literary works in English learning, the pre-research and pre-survey phases of this study were completed. The approach was still used, and a post-survey was completed to assess the teaching-learning process. The three conclusions from the evaluation of the ICC-EL model are given and explored one after the other.

Students' assessments on attitude toward cross-cultural communication

Prior to using the ICC-EL approach, the students' self-evaluation of their intercultural communication attitudes is presented. Based on the viewpoint of the gender, the evaluation is differentiated. Students of both sexes believe that their prior intercultural communication skills fall between the range of 2 to 17 percent. The attitudes of the female students are better when it comes to cross-cultural dialogue. They top the list in six out of the nine intercultural communication skills categories. The data of this can be presented in Table 1.

Table 1. The Students' Attitudes of Intercultural Communication before the ICC-EL Model Applied

The attitudes of intercultural communication	Students' attitude (%)	
	Male	Female
Describing cultural aspects to outsiders	15	10
Understanding the culture in the English native and relating it to your own	10	15
Recognizing and comparing the cultures of other English-speaking countries with yours	10	15
Managing and adjusting to changing circumstances	17	10
Obtaining knowledge that will help you get ready for new circumstances	11	16
Contrasting viewpoints and the principles that underlie them	5	16
Managing disagreements with those that disagree with you	15	22
Using written or spoken English while corresponding with others	10	2
Understanding the appropriate linguistic tone to utilize in various situations	5	11

The female students believe they score extremely poorly on all intercultural communication attitudes prior to using the ICC-EL paradigm. Female students have only a 2% confidence in their ability to speak in English. They are still somewhat confident in their abilities to compare opinions and the values they

represent (16%) and obtain information that can help them get ready for new situations (16%). The study suggests that women tend to be passive communicators but active information seekers who actively contrast various points of view and values. It is not in line with Mousavi and Ketabi (2021) who state in ELT classes, females are more active in taking roles. However, the development of women engagement in learning processes was not statistically significant.

Whereas male students perceive their ability to be very poor, they outperform their female cunterparts in handling and adjusting to novel situations (17%). interacting in written or spoken English (10%), and explaining cultural phenomena to others (15%). The three items represent intercultural communicative attitudes that are proactive and active. Male learners tend to have good mentality in adjusting themselves in intercultural communication (Bose & Gao, 2022; Ait-Bouzid, 2019). Compared to female students, men students exhibit a more proactive approach toward cross-cultural dialogue. However, fewer male students (5%) than female students believe in contrasting ideas and the ideals that underlie them. Additionally, just 5% of the male students feel confident in their ability to choose the appropriate linguistic style for any given situation.

Table 2. The Students' Attitudes of Intercultural Communication after the ICC-EL Model Applied

The attitudes of intercultural communication	Students' attitude (%)	
	Male	**Female**
Describing cultural aspects to outsiders	78	84
Understanding the culture in the English native and relating it to your own	63	82
Recognizing and comparing the cultures of other English-speaking countries with yours	52	68
Managing and adjusting to changing circumstances	89	95
Obtaining knowledge that will help you get ready for new circumstances	84	93
Contrasting viewpoints and the principles that underlie them	63	82
Managing disagreements with those that disagree with you	93	95
Using written or spoken English while corresponding with others	73	82
Knowing what style of language to use in different circumstances	63	75

Table 2 demonstrates the findings of the students' self-evaluation of their intercultural communication attitudes following application of the ICC-LBL paradigm. The intercultural communication attitudes of both male and female

pupils have improved to a range of 52 to 95 percent. The female students continue to have a more positive self-perception of intercultural communicative attitudes than the male students even after the adoption of the ICC-LBL paradigm. However, female and male students felt excited in learning local cultures and western cultures such as arts/literatures (Safitri & Sugirin, 2019). The proficiency levels of female pupils range from very high to middle. In every area of intercultural communication attitudes, they are in the lead.

The female learners believe that after using the ICC-EL model, they attained very high competences in explaining cultural phenomena to others (84%), handling and adapting to new situations (95%), finding information that can help them prepare for new situations (93%), and handling conflicts with people who hold differing opinions (95%). The female pupils fall into the center bracket for the other attitudes. Through the ICC-EL approach, the female students considerably enhance their active intercultural communicative attitudes and outperform the male students. It is in line with some studies on female students being more talk-active than their male counterparts because they have communicative strategies to negotiate meaning and maintain a conversation (Bangas et al., 2020; Jimmyns & Meyer-wietz, 2019). Only women (68%) believe they are less able to grasp the cultures of other English-speaking nations. The findings demonstrate that applying cultural interpretation and language use is simpler for female pupils.

Male learners (52%) continue to believe, much like female students, that they are not very competent in understanding US and UK cultures. The attitude of the male students is still lacking when it comes to comprehending other English-speaking countries' cultures, contrasting viewpoints and the principles that underlie them, and knowing the appropriate vocabulary to employ in certain situations. Although the female students perform better, they have achieved very high attitudes for two active competences: dealing and adjusting to new situations (89%) and handling conflicts with persons who do not share their point of view (93%) Few male students have studied the text for as long, which suggests they may have developed significant expertise in intercultural interactions. Liu (2013) and Haerazi et al. (2018) states students are demanded to poses positive attitudes if they want to be successful in learning target languages.

Students should be led to develop their local and target cultural values in ELT classroom because it helps them to learn the target language effectively (Heggerness, 2021; McConachy, 2018; Piatkowska, 2015). Figure 1 compares the intercultural communication attitudes of the students before and after the ICC-EL paradigm is implemented in the classroom. It is clear that even while the students can utilize English at level B1 (CEFR based-learning scale) or pre-intermediate in terms of their language abilities, they do not yet possess appropriate intercultural communicative competences. Then, Figure 1 makes it quite evident that after using the ICC-EL paradigm, the students' intercultural communication attitudes greatly are seen here.
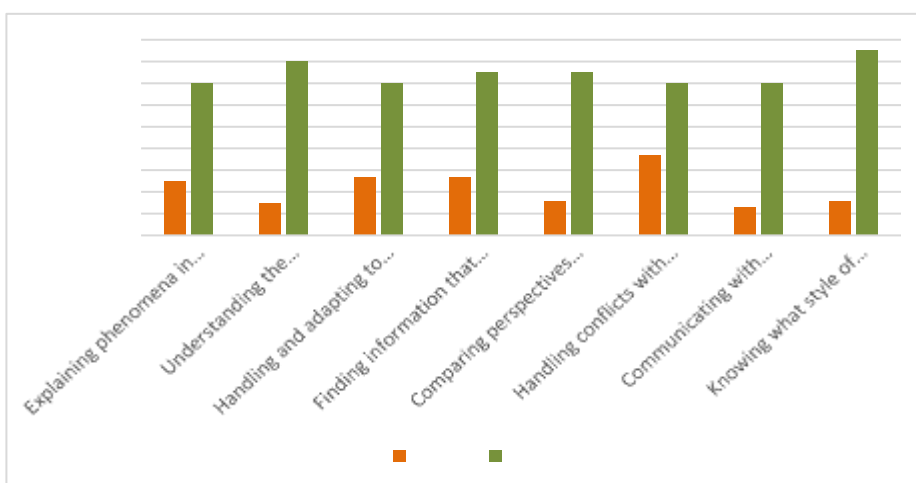

Figure 1. The Percentage of the Students' Intercultural Competence before and after the ICC-LBL Model Applied

It is remarkable to observe that, prior to the implementation of the ICC-EL model, practically all students lacked the language proficiency and communication skills necessary to effectively communicate in English. The learners are at the pre-intermediate level, or CEFR B1. It indicates that while they believe they are proficient in using the English language for international communication, they are not as proficient. Some of them have glanced at social media, but they are unable to understand the English used in particular contexts due to the language user's cultural background. The students' understanding of their limitations may

encourage them to develop better attitudes and skills in using their English to communicate in a variety of settings (Banegas et al., 2020).

The students believe they have acquired sufficient intercultural communicative competence in the area of using the English language once the ICC-LBL model was implemented, and they have a more positive attitude toward it. It is true that the students were exposed to novel language with a variety of communicative and practical styles when the ICC-EL model was being used. Because they are covered in broader communicative teaching models than just intercultural communication models, the language use competency may be seen as having more general communicative and sociolinguistic competences. It is in line with the study of Safitri and Sugirin (2019), who argue the way learners speak has an impact on how they view cross-cultural dialogue.

The students' self-evaluation has changed from very low to very high for their active attitude, which includes dealing and adjusting to new situations, finding information for new problems, and handling disagreements with people from other cultures. The students' higher ratings of these competencies are more directly related to intercultural communication competency, which may indicate that they have grown more used to these abilities. The pupils have also advanced to moderate and very high categories for their proactive intercultural communication style, which compares perspectives and the principles that underlie them (Setyono & Widodo, 2019; Rogerson & Rossetto, 2018). The students studied an English novel while using the ICC-EL paradigm to gain experience with intercultural communicative abilities.

The learners believe that after using the ICC-EL model, they have improved their fundamental attitude of comprehending the cultures of the UK, the US, and other English-speaking nations and correlating it to their own. The basic attitude's improvement is not as significant as the intercultural communication skills' proactive attitude. The fundamental attitude has a tendency to be theoretical, whereas the learning novel used is more experiential. The students' self-evaluation of their fundamental disposition to explain cultural phenomena to others also typically improves. According to this student's self-evaluation, they exhibit a fundamental and engaged mindset that fits the description of an "intercultural communicator" as put forth by Byram (1997), who acts as a link between many schools of thought to promote understanding.

When the ICC-EL paradigm is used, it significantly affects how well students think they understand other cultures and can use language to communicate with them. English usage taught apart from culture will lead to misinterpretation, and cross-cultural communication will be hindered. The three novels' representations of the cultures of language users aid pupils in comprehending other cultures and connecting them to their own. Additionally, when employing their English abilities, the students can make use of communicative sentences that are pertinent to the context and culture of native speakers.

The methods for integrating intercultural communication in learning English

Table 3 explains the techniques students used to acquire English that support their intercultural communication skills prior to using the ICC-LBL paradigm. The learners had a choice between four frequencies using the approach options: always, frequently, occasionally, and never. It is evident from the statistics in Table 3 that students were not accustomed to using specific techniques to develop their intercultural communication skills. Although they were familiar with English language study on a regular basis, most of the students had no prior experience using intercultural sources to learn English.

Table 3. The methods used by the students in learning English before the ICC-LBL model applied

The methods in learning English	Always	Often	Sometimes	Never
Intercultural audiovisual sources	0%	0%	30%	70%
Intercultural visual sources	0%	0%	30%	70%
Intercultural writing sources	0%	0%	60%	40%
Responsibilities for acquiring and presenting data regarding a culture or aspects of it	0%	0%	30%	70%
Role-playing conversations on various social circumstances in an English-speaking society	0%	0%	20%	80%
Bringing up cultural elements in texts, movies, or listening exercises for class discussion	0%	20%	20%	40%
Reading books, watching documentaries, and other media that highlight specific facets of English-speaking culture	0%	20%	20%	40%

Approximately 20% of learners regularly read and discuss cultural topics in their course materials. They did spend time reading books and watching films with cultural themes. Twenty percent of the students occasionally engage in role-

playing dialogues based on various sociocultural contexts. 30% of the pupils occasionally use multicultural audiovisual and visual sources. Thirsty percent of them occasionally perform work involving obtaining and presenting cultural information.

Sixty percent of the learners occasionally read written intercultural materials, which is considerably distinct from other methods with a lower frequency of use. The use of written materials by students is still more common than the use of other types of information, such as audiovisual sources, to learn culture. It is in accordance with Haerazi et al. (2018), who argue that most students tend to learn local and target cultures through audio and visual sources. The written content is not a book but rather text on several pages. Only two or no books were read by learners each year. It has been noted that pupils rarely read books in paper (printed) or electronic form (e-book, pdf). Most of the learners were more active on social media and in games than in literature (Walker et al., 2018; Haerazi et al., 2020). The statistic illustrates how students today live as millennials who place a larger emphasis on technologically driven routines.

Many of the learners admitted to have not traveled abroad by plane before. Beyond what is offered in the reading texts, they have not been exposed to carefully tailored culture learning. Compared to culture and literary items, they were far more interested in non-intercultural content (Hoff, 2019). The learners' familiarity with the cultures of English-speaking nations is limited, and they do not frequently discuss culture in their language classes. Similarly, the instructor claimed that most of the assignments assigned to the students included manipulating items rather than engaging in actual or fictitious communicative settings.

Table 4 displays the techniques adopted by the students in acquiring intercultural competence while using the ICC-EL paradigm. The percentage of different learning methods employed by pupils has increased in terms of frequency. Only one of the seven learning methods—using audiovisual resources—received no frequency at all from the students. Additionally, one method, reading texts, watching movies, etc., which focuses on certain facets of culture in the English-speaking world—received no frequency from 40% of the students.

Table 4. The methods used by the students in learning English after the ICC-LBL model applied

The methods in learning English	Always	Often	Sometimes	Never
Intercultural audiovisual sources	0%	40%	60%	0%
Intercultural visual sources	10%	60%	30%	0%
Intercultural writing sources	30%	60%	10%	0%
Responsibilities for acquiring and presenting data regarding a culture or aspects of it	80%	20%	0%	0%
Role-playing conversations on various social circumstances in an English-speaking society	60%	40%	0%	0%
Bringing up cultural elements in texts, movies, or listening exercises for class discussion	70%	30%	0%	0%
Reading books, watching documentaries, and other media that highlight specific facets of English-speaking culture	70%	20%	10%	40%

Sixty percent of the learners use audiovisual intercultural sources occasionally while applying the ICC-EL approach. Sixty percent of the pupils frequently consult textual and visual sources from other cultures. Eighty percent of the students are always engaged in assignments that include compiling and presenting data about a culture or features of it. The most often used learning strategy is giving learners learning tasks or assignments. When the ICC-EL model is used in the classroom, the students engage in an active task activity that is part of this learning technique. Sixty percent of the students regularly act out discussions from various social situations. Additionally, 70% of the students read, watch, and discuss cultural elements that are present in diverse materials. The use of audiovisual and written resources when implementing the ICC-EL paradigm encourages students to learn about the cultures of different nations.

Figure 2 compares the ways that students used to learn English before and after the ICC-EL model was implemented. The increase in the frequency percentage of the students' approaches employed shows how well this learning model is used. Prior to the introduction of the ICC-EL model, intercultural communication skills were not a common topic covered in English classes. After the model is used, the proportion of students who have good opinions of the teaching techniques rises to 85%. Most students admitted that they did not collaborate with them frequently but that doing so would be advantageous.
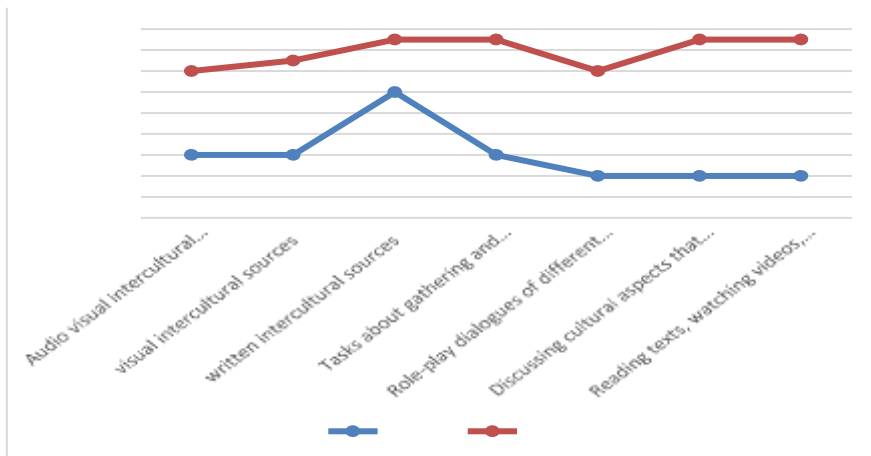
Figure 2. The methods used by the students in learning English before and after the model applied

Audiovisual, visual, and written elements are widely used in English instruction when the ICC-EL paradigm is applied. Many of learners have spent their free time watching English movies with various topics to learn about different cultures. They then congregate and show their expertise. This can be remarkable to observe how uncomplicated classrooms are in the face of so many books, both physical and digital. The learners are then asked to choose what they want to do in the upcoming classes. The outcome demonstrates that they are content with how the ICC-EL model is being applied right now. Only a few students suggest they may not be doing it all as much as they should. At last, most of them indicate that they would like to have the ICC-EL model more in their class.

Every teaching English strategy, including role-playing, reading texts, watching movies, and doing exercises, is intended to help learners understand the culture that is embedded in the language style and sentence structure as well as the context in which the sentence is used (Haerazi et al., 2018), according to the ICC-EL model paradigm. To critically assess the effects of their interpretation, the students interpret the meanings conveyed by the phrases and sentences in the course content. They compile all their vocabulary and sentences into a fresh treasure chest that they can draw from whenever necessary. They can learn how to use English in a communicative and culturally appropriate manner by studying how sentences are used in the materials.

The investigation of the learning methods component can yield valuable insights into the implementation of authentic cross-cultural learning. By incorporating such learning activities, learners can potentially enhance their cross-cultural communicative competence during the College English learning process. Liu (2019) suggests that a combination of contemporary information technology, diverse classroom teaching methods, multimedia integration of cultural information, and a dynamic and flexible classroom environment can be instrumental in improving learners' communicative competences. Consequently, the integration of English literary works in various teaching strategies and media can be a viable approach to teach language learners about the cultural nuances of their lessons (Byram, 2020).

The cognitive components of the students' intercultural communicative competences

Table 5 compares the intercultural ability of the students' cognitive components before and after the application of the ICC-EL methodology. Prior to using the ICC-EL model, the students' intercultural communication-related cognitive capacity was rated in the low to an extremely low range. The students' cognitive proficiency is in the middle to low range following the use of the ICC-EL paradigm.

Table 5. The cognitive components of the students' intercultural communicative competences before and after the ICC-LBL model applied

Cognitive components	The students' competences before the ICC-LBL model	The students' competences after the ICC-LBL model
Understanding of the history and culture of other peoples	15	70
Understanding the customs of other cultures	10	80
Understanding of the history and culture of oneself	60	70
Knowing the customs of one's own culture	60	70
Openness and interest	20	80
respect for diverse beliefs and ideals	40	60
flexibility and adaptability	30	80
Empathy	40	80
critically analyzing	20	70
Assurance and independence	10	70
analytical attitude	10	70

Before using the ICC-EL model, students had very low cognitive competences in areas like understanding the history, society, and manners of other cultures, being open-minded and curious, respecting other people's beliefs, being adaptable and able to change, showing empathy, critical thinking, confidence, autonomy, and having an analytical mindset. Even the pupils' grasp of their own culture's history, society, and manners is just 60% competent. Although the students' understanding of their own culture is at a higher level than that of other cultures, it is still insufficient to have strong intercultural communication skills.

The students have medium skills in understanding both their own and other cultures after using the ICC-EL paradigm. To be able to communicate across cultures, one should have a balance of both knowledge components. Additionally, the pupils possess medium level communicative abilities, such as openness and curiosity, adaptability and flexibility, empathy, critical thinking, self-assurance and autonomy, and analytical mindset. The increase in the kids' competency is still at a modest level, with the exception of the ability to respect other people's values and opinions.
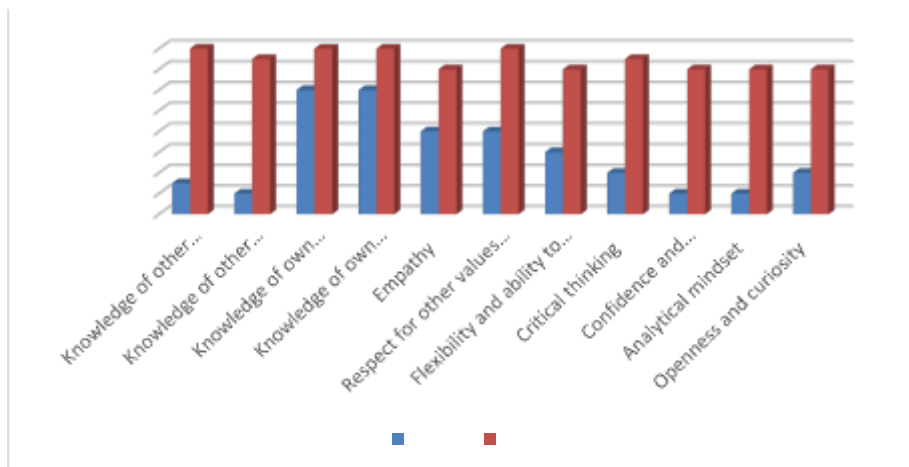

Figure 3. The percentage of intercultural communicative competence literature learning-based after the ICC-LBL model applied

Figure 3 highlights the contrast between the cognitive aspects of the students' intercultural communication skills before and after the application of the ICC-LBL model. Before the ICC-EL model was used, the students' communicative skill scores

ranged from 20 to 30. Once the model was applied, the pupils' average score was between 80 and 85. Therefore, literature-based instruction provides a useful framework for understanding cross-cultural communication.

Prior to the adoption of the ICC-EL model, the students' familiarity with the history, society, and manners of various cultures, as well as their openness and curiosity ranged from 10 to 20. It suggests that they were ignorant of other civilizations in addition to those of the English-speaking world. The students showed little enthusiasm for different civilizations. The pupils' awareness of various cultures, openness, and curiosity increased to 70–80 once the ICC–EL paradigm was implemented. This proves that the ICC-EL works is able to encourage students to administer their awareness of the cross-cultural communicative competences.

The foundation of the students' communicative English is their understanding of both the etiquette of other cultures and that of their own, which is examined through the selected novels addressed in class. As a result, their language skills have improved, and they have a greater understanding of the culture or context of utilizing English (Hoff, 2019). They are aware of the words and sentences that are utilized according to the native English speakers' culture in a certain context. Our instant use of English in each circumstance reveals whether we communicate well or poorly.

The increase score of the students' openness and curiosity to other culture indicates that understanding the literary works' meanings interpreted by the students help them understand native speakers' daily lives, social activities, economic activities, and even political lives. They become more open and curious about the detail of the culture. As their ability to utilize vocabulary linked to those activities improves, so does their understanding of foreign cultures, in this case the culture of the native English speakers.

From 10–20 to 70, learners' analytical approach, self-confidence, and critical thinking all increase. This is due to the transaction theory method used in literary works, in which students must interpret the text of a novel that conveys the author's message and uses both linguistic structure and vocabulary (Jupri et al., 2022; Syafryadin et al., 2021). The author was born and nurtured in a native speaking setting. The next level required students to adopt an analytical mentality as they were asked to evaluate a variety of situations that might come up when

conversing with native speakers as well as various sentence structures and contexts found in the texts of the novels. By identifying the context of native speakers' language, this learning technique can improve the students' analytical ability in cross-cultural communication (Abduh et al., 2021; Wahyuni et al., 2021).

Both the final point, where they pretend to write to someone from another culture, and the first point, where they pretend to speak to someone from another culture were fairly handled by the students. Additionally, the kids hear native English speakers speak, mimic their speech patterns, and directly comprehend what they are saying. The students who embrace a view of culture as reflecting what a group of people share tend to have a more normal viewpoint on culture, relating it to ethnicity, heritage, and customs (Wahyuni et al., 2021; Haerazi & Irawan, 2020). Both parties agree that intercultural conversation must take values into account. On the other hand, few students show that they are not particularly interested in or receptive to the experiences and ethics of various cultures in other contexts.

The learners were then given a chance to discuss what they might wish to achieve in upcoming courses. The majority of students said they wanted to communicate and interact with people from other cultures, potentially through technology. One of the learners stated, "I would love to utilize my English more if we could keep contact with a text or video of an English-speaking country, for example. It demonstrates how materials with cultural substance, such as literary works, can aid students not just in developing their intercultural communication skills but also in developing a positive attitude toward the language they are learning (Haerazi et al., 2018; Byram, 2020). The possible requirement that students actively participate in cross-cultural contact and apply their language abilities has been put to use in the ICC-EL model.

Essentially, the application of the ICC-EL paradigm is successful in stimulating and enhancing the students' intercultural communication skill, according to the three dimensions examined in this study. Through literature-based instruction, students are better able to assess their attitudes toward international communication, gain more experience learning languages and cultures through a variety of techniques, and increase their intercultural communication knowledge and skills. These results support Cantizano's (2020) research indicating that using genuine literature in EL classrooms has improved students' language acquisition

and communication abilities. These results also provide credence to the idea advanced by (Steven, 2021s), according to which reading literary texts can help students develop their language skills and identify their own cultural values by exposing them to those of the target culture.

Finally, it can be concluded that the evaluation approach for intercultural communication skills used in this study is repeatable and appropriate for the ICC-EL paradigm. The assessment technique entails measuring students' intercultural communication knowledge and skill as well as their self-evaluation of intercultural communicative attitudes and learning strategies. The emotive, cognitive, and psychomotor learning domains are all covered. The three assessment's outcomes are pertinent and complementary to one another.

This study's evaluation technique can be used to evaluate language and cultural acquisition in other contexts. This assessment model can fill the gap left by Van Tassel-Baska et al. (2008), which calls for the creation of an evaluation tool to measure intercultural skills. This assessment approach is a typical amalgamation of a survey on participants' perceptions of the intercultural communicative competence used by Vu and Dinh (2021) in EFL classroom and self-assessment utilized by Mardiani (2018) to explore the students' intercultural competence. This evaluation technique can be modified to suit a variety of educational and investigative goals.

CONCLUSION

In order to educate and evaluate intercultural communication ability at Tadris Bahasa of UIN Datokarama Palu, the literature-based paradigm is introduced in this study. Intercultural communicative training has found its way into the national curriculum, and teachers are becoming more aware of it. The ICC-EL paradigm aims to connect these two developments. The students are given several chances to put their skills to the test in simulated or actual interactions with the cultures of various countries that speak English as their first language while using pertinent materials. In the ICC-EL paradigm, students are exposed to literary text in the form of an English novel.

According to the study findings, teaching with the ICC-EL approach helps students improve their intercultural communication skills. Learners feel that their intercultural communication attitude has improved. They now have greater

expertise using a variety of teaching techniques to acquire a language and its culture. Additionally, their understanding and proficiency in cross-cultural communication have increased. The intercultural communicative skill assessment used in this study is consistent with the ICC-EL model. For specific learning and research objectives including intercultural communication, this evaluation methodology might be modified.

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