

THE IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE LANGUAGE TEACHING (iCLT) AT A SURVIVAL SPEAKING CLASS

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ABSTRACT

Encouraging students to be able to speak English is not only focusing on making them comprehend the utterances and social language, but also the culture as a whole part of the language itself. Thus, the study aims at describing the implementation stages, the strengths, and the weaknesses of Intercultural Communicative Language Teaching at a survival speaking class. To cope the problems, a descriptive case study is implemented to 63 students of IKIP PGRI Madiun. The data in the form of interview and observation sheets are analysed through Interactive Analysis Model namely data condensation, data display, and conclusion drawing/verification. To strengthen the result, data source triangulation and testing rival or competing explanations are used. The result shows the stages are raising students' awareness of the culture, discussing differences between culture, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The strength is students easily understand both the social language and culture comprehensively; meanwhile, the weaknesses are difficult on analysing the cultural context of the interlanguages and doing oral role-play on the topic.

Keywords: *Survival Speaking, Culture, Intercultural Communicative Language Teaching (iCLT)*

INTRODUCTION

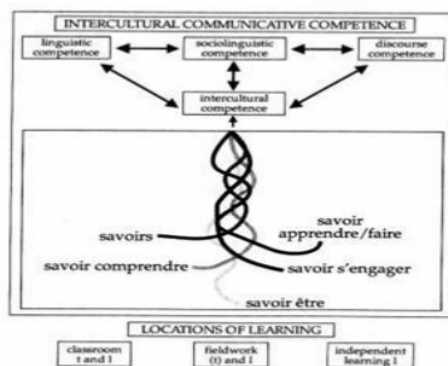
English has been becoming the most popular language among countries around the world for last decades. It is even used by at most a quarter society of the world to communicate and share ideas (Hammer, 2002). Communicating involves not only understanding and being able to use lexical and grammatical structures, but also the ability to understand attitudes, values, beliefs, norms, rituals, behaviours, points of view of one's interlocutor (Lazgin, 2011). It indicates that English plays important roles on human living including main language used on manuscripts of science development, cultural understanding, and among countries cooperation. It is also becoming the first language used to lead Indonesia facing ASEAN Economic Community (AEC), which aimed at increasing the economical sectors of countries associated in ASEAN through creating free trading of goods, services, employees, and investment. Therefore, Indonesian government must formulate certain general policy to develop national sectors of Indonesian services accurately, to improve Indonesian employees qualification, to develop national curriculum of education, to develop Indonesian ability on understanding other countries culture, and to develop Indonesian ability on oral and written English (Anggraini, 2013).

To cope such objectives and create competent graduates, students of English teaching department of IKIP PGRI Madiun are expected to be able to use oral and written English fluently and accurately, to comprehend linguistic elements, and to deliver the message in an appropriate cultural and social contexts. The person who learns a language without learning a culture risks becoming a fluent fool (Bennett, Bennett, & Allen, 2003). Therefore, Survival Speaking class is designed to develop students' speaking skill to express ideas and agreements in various context accurately, fluently, and acceptably. The topic includes talking about making a living, comparing places and landmarks, asking for preferences, describing differences and similarities, talking about customs, and giving opinion.

The result of observing survival speaking class shows that students are having problems on speaking. They are lack of spontaneous act of speech, less fluency of utterance delivery in spite of they have fair knowledge of vocabularies, lack of elaborative ideas, lack of grammatical usage and mastery, less accuracy of words pronunciation which bothers their meaning, and

lack understanding of cultural aspects of the language. To cope such problems, McDonough dan Shaw (1993) suggest to design the class of speaking which is able to lead students into the acquisition of speaking skill and to create real communicative context of english in any daily context. One of the implication is by handling learning activities which focuses on frames to produce direct oral communication (Harmer, 2002). Speaking skills can be accommodated within this particular view of language. When we ask our students to use actively the spoken language in the classrooms, we require them to take part in a process which not only involves knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear.” (Jahan, 2008).

One of the learning activities which ab to approach the goals is Intercultural Communicative language Teaching (iCLT). Intertural language learning involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture. It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognised, mediated and accepted (L8 dicoat, Papademetre, Scarino, & Kohler, 2003). Intercultural communicative competence is the ability to negotiate meaning across cultural boundaries and to establish one’s own identity as a user of another language. There are two types of context that need to be considered in intercultural communication. The first is external context, which refers to the setting in which the communication occurs and the ways in which the setting is understood by participants. The second is internal context, which refers to the cultural understandings that participants themselves bring to the interaction. Bryam (1997) argues that intercultural communicative competence is minimally made up of grammatical competence which means as the ability to control the linguistic code of the target language; narrative competence which means understandings of setting, topic, and communicative functions; and strategic competence which means compensatory strategies for communicating in the target language when narrative and/or grammatical competencies breakdown. A model of intercultural competence revolves around four sets of skills, attitudes, and knowledge. The model is clearly described on the following figure.



Bryam Model of Intercultural Communicative Competence

METHOD

A descriptive case study is implemented to 63 students of IKIP PGRI Madiun. The technique of collecting data are in the form of observation and interview. The observational forms consisted of twenty items with two multiple choices, yes and no. The items consisted of six aspects in the form of intercultural learning stages. The aspect was good if the students chose “yes” and it was bad if “no” was the answer. For the each “yes” answer got one point and zero point for “no” answer. The interview consisted of six questions, covering the students’ responses toward the application of the iCLT, interest in joining the intercultural class, responses toward the stages of iCLT, problems which appeared during the lecture process, and impressions toward the application of the iCLT. The data are then analysed through Interactive

Analysis Model namely data condensation, data display, and conclusion drawing/verification. To strengthen the result, data source triangulation and testing rival or competing explanations are used.

FINDINGS AND INTREPRETATION

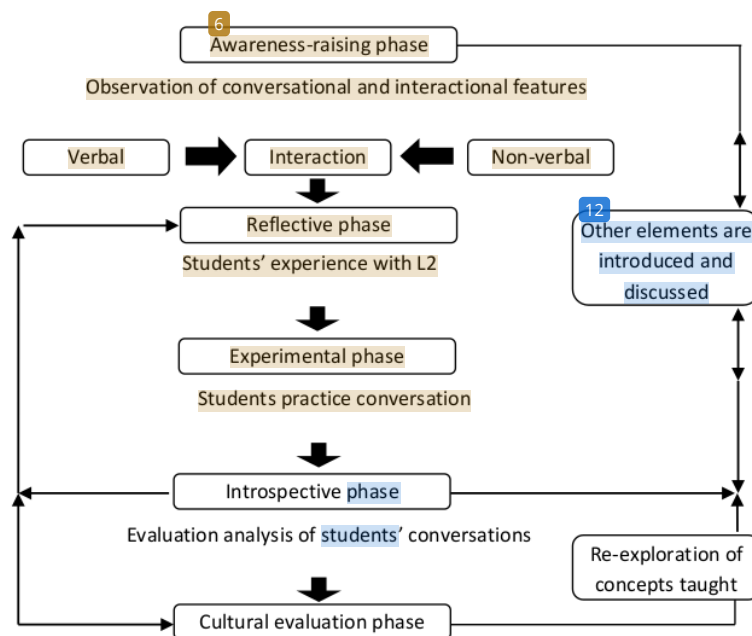
The best implementation of ¹¹intercultural Communciative Language Teaching (iCLT) establish four main activities as a core set of principles for language and culture acquisition namely raising students' awareness of the culture, discussing differences between cultures, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The stage of raising students' awareness of the culture presents the way lecturer brainstorms the the utterances and culture being set out. A very popular source used is literature from folktales to novels and short stories, to poetry and fiction. The sources should be in form of beautifully illustrated flascards, CDs in different languages, video of people discussing around the world through topic. The sources should includes a very punctual guide in which the message, the authenticity, the language, and the illustrations are easily analyzed in cultural terms

Availability, appropriateness, and ideological perspective examinations is carried out first ¹⁹ for the available resources. After that, they can look at the language, age level, and accuracy of the information presented. Finally, they should check the underlying cultural message that the materials and activities convey (Hernandez-Sheets, 2005)

The stage of discussing differences between culture is consisting lecturer asks students to keep attention on the presented sources, leacturer leads students to reveal the language and cultural bias of the sources through questioning, the lecturers ask students to surf on web and find more information of the topic being address, and explore their cultural and language understanding of the topic. The students focus more on how understanding the utterances and cultural view of the topic. Furthermore, the stages of finding out and drilling communicative utterances of the topic is consisting lecturer asks students to work in group, students do group drilling of the language utterances of the topic, students comprehend the cultural view of the the context being addressed, students prepare the utterances and dialogue of the topic, students design the context of roleplay of the topic, students review and edit the dialogues, context, and cultural aspects aroused. Last, stage of oral experimentation of both language and the culture presents the students' work orally through role-play, lecturer and friends provides feedback of the performance. The stages is supported by the theory of Bennet and Allen as ¹ follows:

The intercultural communicative language teaching should consist of exploration by the learners of the target language and culture and of their own language and culture; discovery of the relationship between language and culture; developing conceptual and analytic tools for comparing and understanding cultures; developing a reflective capacity to deal with cultural difference and to modify behavior where needed (Bennett and Allen, 1999).

In addition, Liddicoat (200¹⁵) states that intercultural communicative language teaching establish four main activities as a core set of principles for language and culture acquisition namely acquisition about cultures, comparing cultures, exploring cultures, and finding one's own 'third place' between cultures. The stages are then formulated as follow:



After implementing iCLT, the researcher did the interview. The first question was the students' responses toward the application of the iCLT. The respondents said that the class was exciting. The teacher gave more time to the students' activities. They made a discussion group and free to deliver their idea. It made them enthusiastic to join the lecture. The second question was the students' interest in joining the intercultural class. The respondents said that they were very interested in joining the intercultural class. The class was very exciting because they did something. The teacher allowed them to make a noise in the discussion group and presentation. It made them feel appreciated because they could share their idea to the others. The other comment was the model made the students doesnot feel sleepy because they were active all the time. The next question was the students' responses toward the stages of iCLT. The students said that the stages were good and suitable for university students. The reason was most of the stages of iCLT needed high thinking ability that was appropriate to the knowledge level of the university students. The high thinking ability could help the students to develop their analytical skill to solve the problems. So, the model was very suitable for them. The next question was the problems which appeared during the lecture process. The respondents said that they did not find the problem in the third meeting. They said that every activity in the each stage ran well and under control. The fifth question was the students' impressions toward the application of the iCLT. The respondents said that the iCLT was very interesting. The class was not boring because the students did activities. They were allowed to gain the knowledge by their own analysis and group discussion. Some of the respondents said that group discussion gave more benefits for the students. The benefits were the students were free to deliver their idea and they were not shy to ask the question to their friends when they did not understand.

The result of observation shows that teachers should be guiding learners' conceptualisations of culture from the beginning of the language learning process. Separating language and culture can lead to stereotyping and prejudice. Attention to culture and interculturality in the beginning stages of language learning is easily achievable, because of the rich cultural content found in ostensibly simple language, such as forms of greeting and attendant behaviour. Similarly, aspects of culture such as the coding of family relationships, the naming of rooms in a house and expressions of politeness and respect are all appropriate topics for the beginning stages of learning. Personal communication, interaction, and exploratory talk with teachers and others, particularly that that involves tasks and role plays, provide important

2 opportunities for learners to notice and explore culture-in-language and to develop communicative awareness. intercultural issues need to be addressed explicitly and openly rather than being left to take care of themselves, on the assumption that they will be imbibed indirectly through exposure and experience alone.

CONCLUSION

The procedure of iCLT involves raising students' awareness of the culture, discussing differences between culture, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The strength is students easily understand both the social language and culture comprehensively; meanwhile, the weaknesses are difficult on analysing the cultural context of the interlanguages and doing oral role-play on the topic

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