

# CHAPTER I

## INTRODUCTION

### **A. Background**

Intercultural Communicative Competence (ICC) is a term used to explain the act of communicating effectively and appropriately in various cultural context. In accordance with Deardorff (2006), there are three overriding components of ICC: positive attitudes, knowledge, and skills. In addition, over the last decade the role of Intercultural Communicative Competence (ICC) has been significantly increasing globally. It relates to Portera who stated that interdependence and interconnectedness are fostered by the world (2014) and ICC is considered to be the key successful intercultural communication (Huang, 2014). Accordingly, the study of Intercultural Communicative Competence (ICC) contributes a great significance in the field of Intercultural Communication (IC). Therefore, how people from different linguistic and cultural backgrounds can effectively and appropriately communicate using English as a global lingua franca (Baker, 2012; Ciprianová & Vančo, 2010) is becoming a challenging issue. Moreover, communicating effectively among people from different cultures is an essential objective of numerous intercultural training or education efforts.

There are numerous studies about Intercultural Communicative Competence. For instance, the previous study conducted by Sugumar (2016) resulted three themes of challenges to acquire requisite attitudes, knowledge, and skills. Additionally, Cranmer (2017) resulted those with weaker

intercultural communicative competence has lack of cultural difference awareness. Another study by Jhaiyanuntana & Nomnian (2020) resulted five themes of intercultural communicative competence challenges which are (i) critical cultural awareness, (ii) attitudes, (iii) knowledge, (iv) skills to interpret and relate, and (v) skills to discover and interact.

Dealing with the issue, this study is expected to reveal students' challenges to acquire attitudes, knowledge, and skills of Intercultural Communicative Competence (ICC) to effectively communicate with other participants from different country and cultures during Multicultural Camp.

Multicultural Camp is an event held by the language center of a university. The participants of this event are international students who are studying in several universities in Indonesia and local students (Indonesian) who are studying in the university that held this event. Since this event involves students from many cultures, students need to have Intercultural Communicative Competence (ICC) to effectively and appropriately communicate each other.

## **B. Formulation of Problem**

The researcher formulates the research question to be discussed in the further discussion is “How are the challenges faced by students to acquire requisite attitudes, knowledge, and skills to communicate among participants from different countries during Multicultural Camp?”.

### **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this study, the researcher provides three definitions related to this study, as follows.

1. Students' Challenges : Obstacles that participants faced when communicating each other related to attitudes (acceptance to diversity of cultures), knowledge of others' cultures, and skills to communicate in multicultural situation.
2. Multicultural Camp : A camp held by a language center of an institution which participated by students from different countries (Indonesia, Philippines, Thailand, Russia, Vietnam, Egypt, Pakistan, Yemen, Ghana, Tanzania, Laos, Palestine, Afghanistan, Namibia, Syria, South Korea, Timor-Leste, Sudan, Cambodia, and Yamen) and aimed to introduce Sundanese cultures.

### **D. Aim of The Study**

In relation with the formulation of the problem, this study aims to find out the challenges faced by students to acquire requisite attitudes, knowledge, and skills to fluently communicate among participants from different countries during Multicultural Camp.

## **E. Significances of The Study**

This study is expected to give valuable results in three ways, which are:

### **1. Theoretical Use**

The results of the study expand the data and knowledge about Intercultural Communicative Competence (ICC) specifically about the challenges to acquire attitudes, knowledge, and skills of ICC in real field.

### **2. Empirical Use**

The study provides empirical insight into the challenges of students on acquiring requisite attitudes, knowledge, and skills to have successful communication across cultures.

### **3. Practical Use**

The results of the study give an overview of both the committee and participants to prepare the better of next Multicultural Camp. Hence, hopefully, this can give good impact to the further similar events.