

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Intercultural Communicative Competence (ICC)**

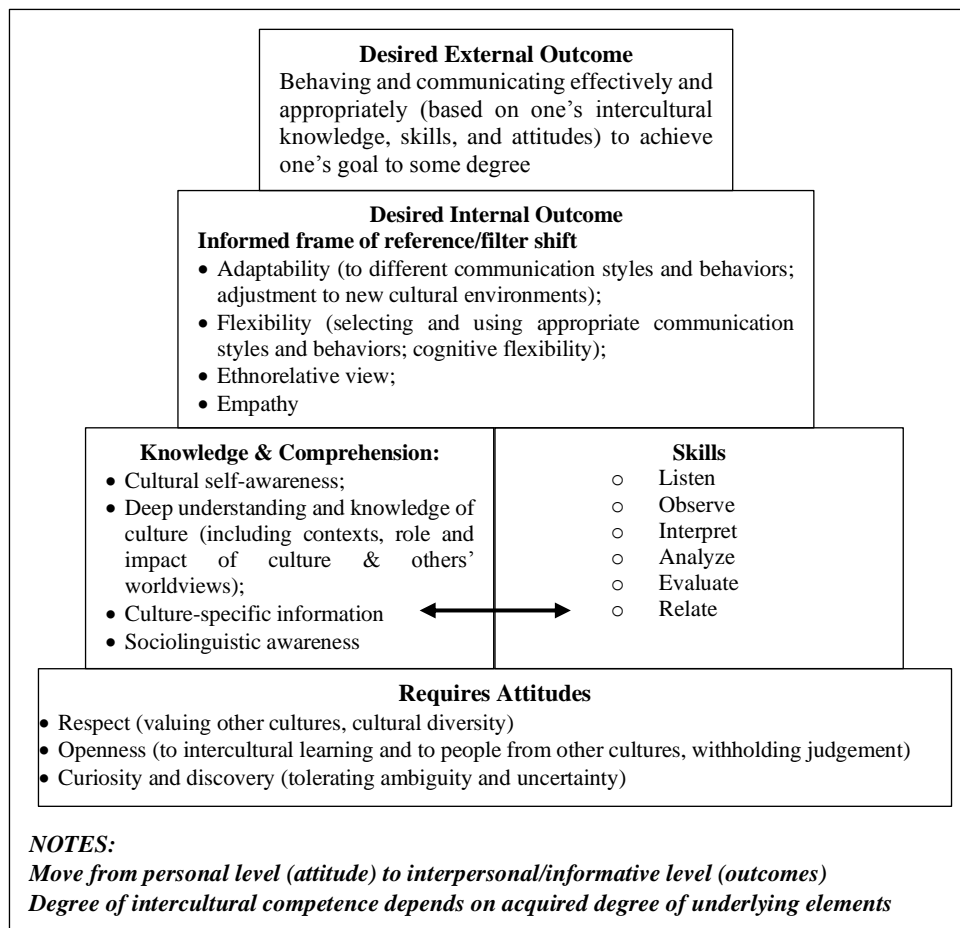
Intercultural Communicative Competence (ICC) is a term used to explain the act of communicating effectively and appropriately in various cultural context. Byram's (1997) stated that a person who has developed ICC is able to build relationships while communicating in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediated interaction between people of different backgrounds; and strives to continue developing communication skills. Along with that, Deardorff (2006) stated that Intercultural communicative competence is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitude". Effectiveness is the achievement of valued objectives and appropriateness refers to the avoidance of violating valued rules.

Hence, the context of intercultural communicative competence refers to not only the situation of communication but also the cultural background (Huang, 2014). In addition, Byram (1997) asserted that the term "intercultural communicative competence" more effectively conceptualized the additional knowledge, skills, attitudes, and abilities that are necessary for successful cross-cultural communication.

According to Kim (from Huang, 2014) intercultural communicative competence is the overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, inter-group posture, and the accompanying experience of stress. In addition, intercultural communicative competence comprises three dimensions: (1) Cognitive dimensions, (2) Affective dimensions, and (3) Behavioral or performative dimension.

In addition, Deardorff (2006) conducted a study in order to compile 23 intercultural experts' proposed ICC definitions and measurement methods. Based on the data collected in this study, Deardorff (2006) constructed the ICC Pyramid Model. The lower levels of the model include one's attitude towards different cultures, knowledge of other cultures, and the skills needed to process the knowledge (D. K. Deardorff, 2006). Then, these components of the lower levels enhance the upper levels, which are internal and external outcomes. Internal outcomes are characteristics embedded within an individual as a result of acquired attitudes, knowledge, and skills. External outcomes are the summation of attitudes, knowledge, and skills, as well as internal outcomes, which is determined through the behavior and communication of an individual (Deardorff, 2006).

From the above review of Intercultural Communicative Competence, there are three overriding components of ICC: positive attitudes, sufficient knowledge of other's culture, and communication skills.

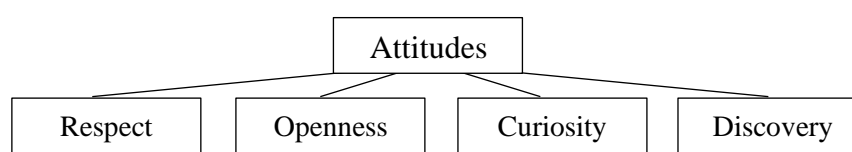


**Figure 1 ICC Pyramid Model by Deardorff (2006)**

#### a. Positive Attitudes

Attitudes refer to the appreciation and acceptance to the diversity of the cultures and is able to communicate with culturally different others in an unexpected, interested and open manner (Deardorff, 2006; Matveev & Milter, 2004). Several positive attitudes include respect, openness, curiosity, and discovery (Deardorff, 2006). The notion of openness implies an individual's willingness to take part in intercultural learning, while withholding judgments about people from other cultures. Deardorff's concept of curiosity and discovery addresses these social

difficulties and suggested that tolerance towards these issues during an intercultural encounter will allow students to communicate more appropriately. In addition, a great level of respect towards peoples' cultural values is necessary for someone to be considered an effective intercultural communicator (D. K. Deardorff, 2006). In addition, Deardorff (2006) asserted that these attitudes are foundational to the further development of knowledge and skills needed to acquire ICC.



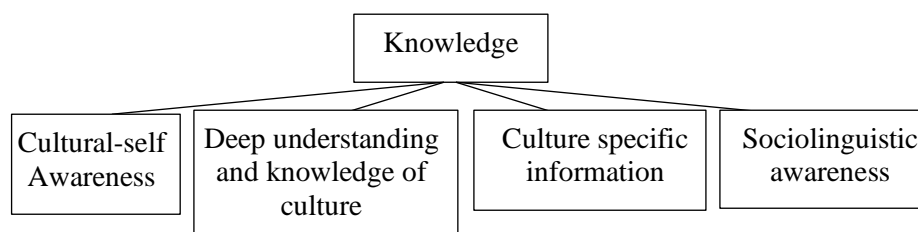
**Figure 2** Schema of Attitudes Indicators in ICC

#### **b. Knowledge**

It is essential for students to have sufficient knowledge of other participants' cultures. Knowledge is one of overriding components of ICC which involves such knowledge of the target language and culture.

Deardorff (2006) emphasized a few types of cultural-based knowledge that are necessary for intercultural communicator. First is cultural self-awareness, which refers to individuals being aware that their cultural norms or practices may be different compared to individuals who belong to a different culture. The ability of one to monitor and know oneself enables the individual to implement conversationally competent behaviors, and adjust better in other cultures. The next type of knowledge is culture-specific knowledge that could be acquired through previous cultural interactions and

experiences. Lastly, Deardorff (2006) highlighted that understanding the world from other' perspectives is the important element in communication inter-culture.

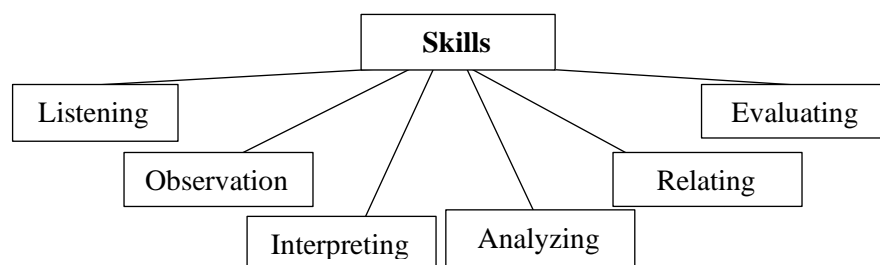


**Figure 3** Schema of Knowledge Indicators in ICC

### c. Skills

Skills is closely linked with attitudes and knowledge. It relates to the action of intercultural communication that contains abilities to be flexible and resourceful in actually carrying out what he or she is capable of in attitudes and knowledge. Skills is the communicators' capacity of enacting or expressing their attitudes and knowledge outwardly during communication (Huang, 2014).

Communication skills are essential for one to achieve ICC. The skills occurred in Deardorff's (2006) study are ones that addressed the acquisition and processing knowledge. A few of the emphasized skills are: listening, observation, interpreting, analyzing, evaluating, and relating (Deardorff, 2006). These mentioned skills will reduce communication misunderstandings between Indonesian and the international students.



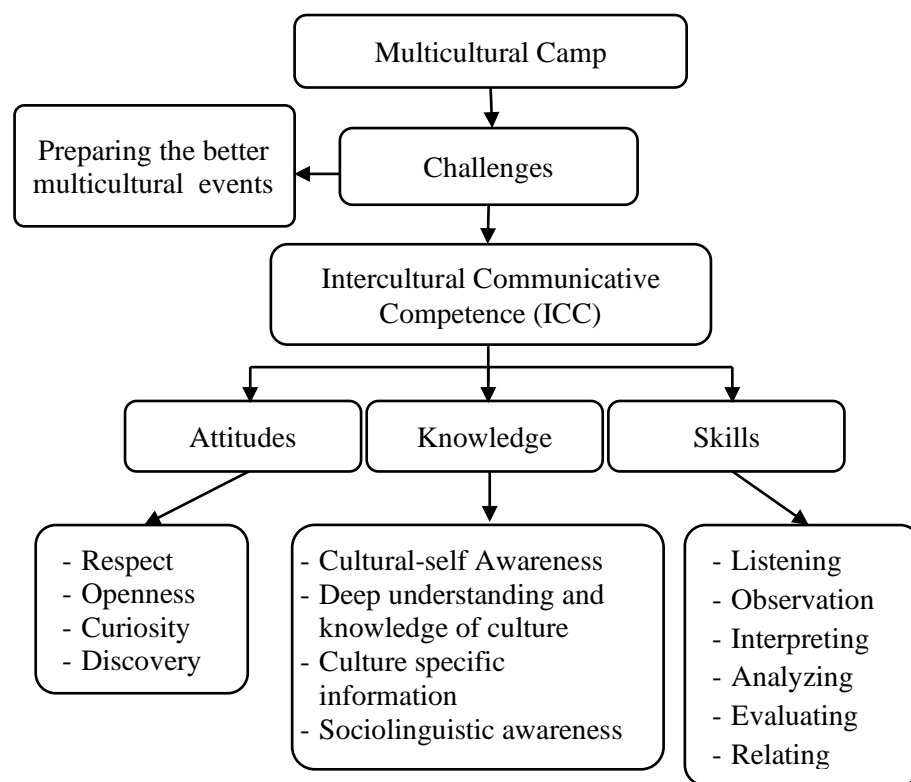
**Figure 4** Schema of Skills Indicators in ICC

## 2. Multicultural Camp

Multicultural Camp is an event held by language center of a university. Multicultural means something that incorporates ideas, beliefs or people from many different countries and cultural backgrounds. In accordance with Moawad & Shoura (2017), multiculturalism is described as “the recognition of cultural and ethnic diversity within the demographics of a particular social space”. Therefore, it is named Multicultural Camp because the participants consist of 40 students from multi-countries. The 14 local (Indonesian) participants are students from the university that held this event and the rest 26 are international (Asian, African, and European) students who are studying in several universities in Indonesia.

The rule of this camp is the participants have to use Indonesian language as the main language for communication. However, even though some of the international participants experienced more than one year studying in Indonesia (which means that they might be able to communicate with Indonesian language as well) but mostly just arrived in Indonesia in less than three months. It means that most of the international participants are not able yet to communicate using Indonesian language. In addition,

since English is well-known as the international language, so, besides Bahasa Indonesia, participants also use English to communicate. In addition, since this event involves students from many cultures, students need to have Intercultural Communicative Competence (ICC) to effectively and appropriately communicate each other.



**Figure 5** Schema of Theoretical Framework (Adopted from Deardorff, 2006)

## B. Relevant Studies

There are a lot of studies investigate Intercultural Communicative Competence. For instance, Lazrak (2016) found that Moroccan University students do have quite acceptable intercultural communicative competence in terms of intercultural knowledge, skills, and attitudes which allow them to

communicate effectively and appropriately in cross-cultural encounters. Similarly, the study of Abdullah & Tandiana (2019) resulted that the Indonesian EFL learners were able to (1) recognize key factors of misunderstanding, (2) establish intercultural awareness, (3) identify culture shocks, (4) reframe discursive positions of social actors within a text, and (5) demonstrate cultural adaptation. With this in mind, ICC affects the learners' typical attitudes, knowledge, and skills to advocate their linguistic, sociolinguistic and discourse competence.

In addition, there are several studies about challenges of ICC. Sugumar (2016) resulted three themes of challenges to acquire requisite attitudes, knowledge, and skills: (1) Americans judge a book by its cover, (2) Human see what they want to see, and (3) Old habits die hard. Cranmer (2017) tried to discuss types of challenge to intercultural communicators arising during communication between those with a good level of intercultural competence and those with a lower level and which relate to communicative style. 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.

Many scholars have acknowledged the importance of ICC and how are students' ICC related to their attitudes, knowledge, and skills. However, there are fewer studies concerning about challenges that students faced to effectively communicate across culture. For this reason, this current study is expected to



enrich research literature about ICC by exploring the challenges of students to communicate during Multicultural Camp considering the lower-level factors of Deardorff's (2006) Pyramid Model (requisite attitudes, knowledge, and skills).

### **C. Focus of The Research**

This research focuses to describe students' challenges during Multicultural Camp in acquiring requisite attitudes, knowledge, and skills to effectively communicate with other participants from different countries.