THE EFFECTIVENESS OF INTERCULTURAL COMMUNICATIVE LANGUAGE TEACHING (iCLT) MODEL FOR LEARNING INTERCULTURAL COMMUNICATION: A CASE STUDY

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Abstract: This study to find out the effectiveness of the effectiveness of the intercultural communicative language teaching model (iCLT) in EFL students' learning experiences of intercultural communication. This study used qualitative research as Methodology and used in-depth information using a variety of data collection, such questionnaires and interviews as research design. The research of this study was held in the second semester in the academic year of 2020/2021. The data was taken from the third grade of of English Education Department on a Private University in Cirebon. The result showed that the the implications of teaching intercultural communicative language (iCLT) on intercultural communication, it can be concluded that most of the effectiveness of the iCLT model in intercultural communication learning is very positive. They gain new learning experiences, understand their own identity in relation to others, and do not adopt a new cultural identity. Even Though, there are still the strengths and weaknesses of each teaching step (Input Notice Practice Output) in the ICLT model. And each step of teaching is part of the ICLT model which aims to accommodate them to become intercultural speakers with ICC and be able to communicate and socialize effectively. and appropriate with other people from different cultures and countries.
Keywords: *Intercultural Communicative Language Teaching(iCLT) Model, Intercultural Communication (IC), Teaching Step, Intercultural Communicative Competence (ICC), Intercultural.*

INTRODUCTION

In the twenty-second-first century English is known as the international language "English has the status of the modern lingua franca, the international means of communication" (Corbet, John 2016). Which is used as a multicultural communication tool. And in this era of globalization is the main factor causing change as a nation whose language, culture and world view have significantly different contact now and becomes interdependent. (Corbet, John 2016 p.18). In this sense, English is used by millions of people around the globe to communicate with other people.

In recent years, the aim of developing intercultural communicative competence for EFL / ESL has become the goal of English Language Education (Thao, T. Q., & Tai, P. T. 2017). For this reason, the role of English Language Education is to provide education to students from their own culture with effective intercultural communication to connect these various cultures and establish harmonious communication and help each other. As a result, students

who have a variety of cultures can help get to know their respective cultures and respect the cultural differences that exist in them.

However, the function of culture itself is not the same as intercultural communication in English which is well known. Learning a foreign language is no longer limited to acquiring communicative competence, but requires a language teacher to teach the target language with its cultural dimensions (Ortaçtepe, D 2015). Therefore, the development of cross-cultural competence demands of teachers in the lifelong socialization process (Ortaçtepe, D 2015). Teachers are required to have experience on how to bridge cultural differences and intercultural communication that is practiced in their teaching to their students. Teachers in various worlds still teach their students to use the language of their students, therefore, teachers must adapt learning to the target language that provides ICC in an effective and multicultural manner. Further, due to the teacher's lack of interest in cultural intercultural communication in English Education, the teacher adopt "Teaching of intercultural communicative competence" (Ortaçtepe, D 2015). as a model of teaching. This model focuses on intercultural communicative competence. Hence, As a result the teacher can be focused on teaching communication with cultural elements.

Looking at what has been traced in this century, the objective of the language training program that has been agreed upon is the ICC as a key competency, namely to teach students to be communicators between cultures and languages and to become part of the multiculturalism, but as learned in the English language training program existing in Indonesia does not integrate cultural elements into the curriculum set during learning. This ICLT model was formed to achieve needs and goals in English education. (Tran, T. Q., & Seepho, S. 2016). The ICLT model intends to become one of the ultimate goals set by English education in this globalization era to educate students to become intercultural speakers who can face the complexities of language and culture and take part in a culturally diverse environment (for example, Deardoff, 2009; Jæger, 2001). Other than that the ICLT model is designed with a learner-centered approach, so that it focuses on students and is communicative. (Tran, T. Q., & Seepho, S. 2016).

According to Newton, J. M. (2015) iCLT model has three parts which indicate a long-term process of developing learners' ICC and can be used at different learning levels. The first part is the basic model, which shows a vision of the relationship between language and culture. The second part is a teaching procedure which has four teaching steps (Input - Notice - Practice - Output). These four steps of teaching demonstrate the ongoing process of developing learner ICC. and at the end shows the final goal of the model. The three parts of the model are interdependent and interrelated. Finally, the iCLT model can help positively change the perceptions of students about iCLT and develop their ICC abilities.

Regarding communication events, lack of proper and efficient use of English when talking to other people who have different cultural and language backgrounds is due to a lack of awareness of these different cultures (Tran, T. Q., & Seepho, S. 2016). Studies found that the iCLT model must still be properly developed through EFL / ESL students in the English language training program to help students develop their ability to communicate actively between cultures in this era of globalization. (e.g., Deardoff, 2009; Jæger, 2001) However, there is still a lack of investigation toward the effectiveness of this model for teaching Intercultural communication especially in the context of higher education. Therefore, this

study will investigate the effectiveness of iCLT model for teaching intercultural communication in a private university in Cirebon, West Java.

LITERATURE REVIEW

Intercultural communicative language teaching (iCLT) model

'Intercultural' refers to the contacts between people from different cultural backgrounds and the intercultural relationships represented by these contacts. The quality of the meeting determines the interaction and interculturalism, that is, the meeting in which different actors are aware of their own culture which places the communication on, and thus influences openness and exposure to equal relationships. (Newton, J. M. 2015). In the era of globalization, language becomes a bridge for mutual accountability. However, good language learning does not require grammar and other vocabulary experts, but understanding the meaning learned by using what is applied, or the ideas, habits, and behavior itself. To see this meaning, the Intercultural Communicative Competence (ICC) which applies when entering a new environment, ICC can be applied as that can be applied in the mother tongue with different cultural and linguistic backgrounds effectively and appropriately. The ICC description is a preparation for students to learn English as a foreign language. For this reason, establishing an intercultural communicative language (iCLT) emerged as a solution to the unavailability of regulating common languages. The teaching that is developed by this approach is developed as a communicative language development to overcome problems related to cultural concepts in language education, cultural relations with language, and background influences. and student needs (Oranje, JM 2016).
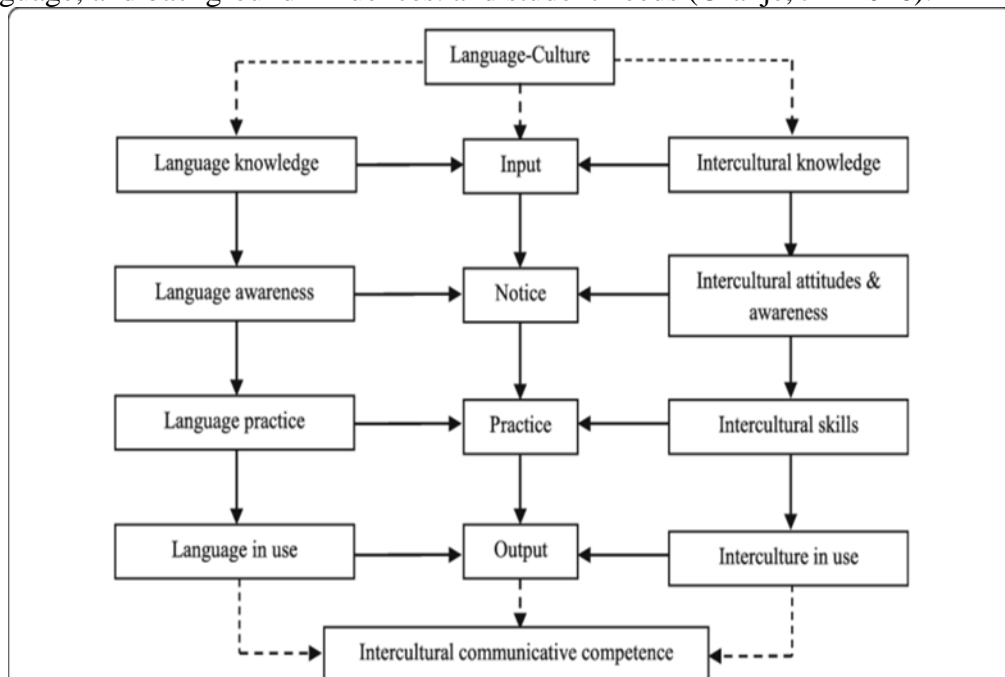
In iCLT makes language and culture as something that is interrelated and mutually relevant since the beginning of language learning. In this theory there is an ADDIE learning model which has stages (Analysis - Design - Develop - Implement - Evaluate)

which are used as a new model to build iCLT for EFL students. The iCLT model is an ongoing ICC process in the acquisition phase. There are three parts, namely: Language-Culture, the main training process (Input - Notification - Practice - Output), and ICC which are systematically combined. The second part is a core part consisting of four learning steps to facilitate the development of the student's ICC, and each step reflects the steps and construction of the knowledge process to facilitate the development of the student's ICC. Language-Culture reflects the closely related linguistic and cultural views, and is the basis of the iCLT model. From this explanation, iCLT is here to understand its own identity in others, not by changing the identity of others (Newton, J. M. 2015).

According to Newton et al. (2010) argue that the iCLT has principles that can be applied to EFL students:

Intercultural communicative language teaching and learning (iCLT):
1. integrates language and culture from the beginning
2. engages learners in genuine social interaction
3. encourages and develops an exploratory and reflective approach to culture and culture-in language
4. fosters explicit comparisons and connections between languages and cultures
5. acknowledges and responds appropriately to diverse learners and learning contexts
6. emphasises intercultural communicative competence rather than native-speaker competence

Figure 2.2

The first principal: iCLT integrated language and culture.

The relationship between language and culture has been well spread across various disciplines, and the term "language culture" (Agar, 1994, p. 28) from this perspective implies that culture is a dynamic thing. And culture is actively correlated with language. This principle responds that language teachers must correlate language and first so that the concept of student culture from the beginning of preparing the language. That language and culture are continuous things and cannot be mutually applied in everyday life. As well as Newton (2015) argues again that the relationship between language and its sociocultural context is the subject of extensive literature in various interrelated disciplines.

The second principle: iCLT involves learners in actual social interactions.

iCLT involves students in interactions in several ways, namely, involving students in language and cultural exploration and providing an understanding of one's stage and the stages of others to maintain and prevent intercultural disputes and communication errors. iCLT engages learners in interaction in two ways. First, involving learners in interaction through exploration of language and cultural boundaries and raising awareness about the way one person and the way others communicate and communicate as well as friendship cross-cultural misunderstandings and communication disorders. Second, involving learners in interaction through direct exploration of topics about one's culture, beliefs, values, attitudes and culture of others, which provides an opportunity for explicit discussion of cultural comparisons. thus encouraging learners to discover the less visible cultural dimensions of their own lives and to use this self-awareness as a basis for being able to understand cultural understanding, and to navigate and understand interactions between cultures. This idea is effectively Proust (cited in J. K. Phillips, 2003).

The third principle iCLT encourages and develops an exploratory and reflective approach to culture and culture-in-language.

Third principle: iCLT encourages and develops exploratory and reflective cultural and cultural approaches in language

In this third principle iCLT considers that learning and knowing culture is more than learning the original science. Through exploration and reflection of cultural experiences students can assess and know other people's points of view and how others see their aspects (Conway & Richards, 2014). The purpose of principle 3 is to develop a critical understanding of the community itself or others (Newton 2015). And so the goal is to divert cultural habits with sympathetic and self-aware responses and behaviors.

Fourth principle: iCLT encourages explicit comparisons and relationships between language and culture

Principle 4 emphasizes the comparison and relationship between language and culture in improving intercultural competence in classroom learning. Between comparing and connecting in language and culture, intercultural assessment approves diversity in the classroom and continues to develop relationships within school or outside such as home and the surrounding community (Liddicoat & Scarino, 2013; Newton, 2014). When differentiating and connecting, intercultural approaches can motivate students and teachers can draw on and draw from known experience or knowledge (Newton 2015).

Fifth principle: iCLT recognizes and responds appropriately to diverse learners and teaching contexts.

Principle 5 agrees that intercultural language learning requires justification and guidance for diversity in the classroom, especially with regard to the cultural and linguistic backgrounds of students, an important consideration for teachers in dealing with an increasingly diverse class of cultures. .(Newton 2015). According to the research agency that exists in New Zealand it develops teaching for diverse learners, and this culturally responsive teaching addresses the effectiveness of instructional practices that conform to culturally shaped ways of knowing that students bring to the classroom. Similarly, one of the characteristics of quality teaching for diverse students was identified by Alton-Lee (2003).

Sixth principle : : Principle 6 iCLT emphasizes intercultural competence over native speaker trust.

Principle 6 agrees that the development of interculturally competent speakers is a more realistic and much needed goal than the development of communicative competence, which aims to develop native speakers and cultural integration. Intercultural behavior enables students to build on and learn more about their own culture while developing skills to communicate across linguistic and cultural boundaries (Byram, 1997; Newton et al, 2010). Along with that, Principle 6 provides an explanation in other words to move away from the native speaker model by recognizing that cultural norms and native speaker language are not identical, but are constantly changing (Kramsch, 1993; Newton et al 2010).

The implementation of intercultural communicative language teaching (iCLT) in EFL context

One EFL is generally considered English as a foreign language. foreign language which means the language spoken abroad. EFL can also be defined as studying English in a non-English speaking country. EFL refers to those who study English in a non-English speaking country. (Peng, S. 2019). (For example. Indonesians studying English in their country are EFL learners) EFL is generally used by non-native English learners, such as Indonesian 'Language' students in Indonesian English.

In the current EFL teaching-learning situation, it is clear that teaching English is a foreign language that is not only concerned with teaching the linguistic facts of the target language as phonology, morphology, vocabulary, and syntax. In Indonesia, the formal education applied in the school curriculum only develops reading comprehension, vocabulary, and grammar for the purpose of passing the final exam. So that the development of skills in communication and intercultural competence does not become a guide. For this reason, it is necessary to progress better as an ICC EFL learner through the iCLT model.

As previously noted, the iCLT model was developed to meet the ICC development of EFL students. The ICLT model is an ongoing ICC process in the acquisition phase. There are three parts, namely: Language-Culture, the main training process (Input - Notification - Practice - Output), and ICC which are systematically combined.

Language-Culture

It is of the view that language and culture are closely related, as stated by (Newton 2015) language is a social – social practice, social achievement, social tool and serves as the basis of the ICLT model.

Input

This learning step is focused on introducing EFL students to language knowledge and intercultural knowledge by exposing students to various authentic texts and sources (oral, written, and visual) about diverse languages and cultures. according to (Krashen, 1985) in his theory namely the Comprehensive Input Hypothesis Krashen mentions embedded in this teaching step to increase students' learning motivation by exposing students to understandable input that is understandable but one step beyond their understanding.

Notice

Following on from students' previous knowledge of language and interculturalism, EFL students are directed to observe and make comparisons between unknown and known characteristics. Then, students discuss the reasons for language and intercultural characteristics as well as their individual responses to these language and intercultural characteristics. This step of teaching is the next step of the knowledge construction framework and process, using Schmidt's Attentional Hypothesis theory (Schmidt, 1995, 2001) to help develop learners' linguistic and intercultural awareness and match their intercultural attitudes by exposing students to learning tasks/activities. more valid ones so that they can notice and notice the unknown characteristics of the input.

Practice

Learners have various opportunities to practice short communicative tasks, which are supported and guided about elements of new knowledge in the two previously studied steps. In addition, they have the opportunity to practice using intercultural language strategies to communicate according to their language and cultural needs. In

this teaching step using Long's Interaction Hypothesis Theory (Long, 1985, 1996) which encourages the development of students' ICC by helping students to use previously understood clues to develop their language skills (eg, speaking, listening, reading, and reading) and reading skills. intercultural (eg, the ability to interpret meaning in the target culture and relate it to one's own culture and to establish relationships with people from different cultures).

Output

At this later stage, the EFL Learner is able to structure the characteristics of the previous inputs and adjust their effectiveness and suitability. Then, the learner can dive deeper into the new language and its intercultural characteristics by trying out new forms, expressions, or strategies derived from previous input using actual language with language and intercultural tasks (e.g., projects, plays, presentations, etc.). The theory used at this learning stage is the underlying theory of Swain's Output Hypothesis (Swain, 1995, 2000) which has the aim of developing students' awareness of the existence of inequality in the learning process. For this reason, this can invite new input for other processes from the ICLT model because the product of students is a process rather than the output of their ICC learning.

Intercultural communicative competence

The focus of ICLT is to help learners become intercultural speakers with ICC who can interact and bridge effectively and appropriately with other people from different cultures. In this ICLT model, the arrows between the components indicate the sequence of processes, and the dotted arrows depict the interrelationships between the main parts and the foundation and ultimate goal of the ICLT process.

The use of the iCLT Model in communication competence can demonstrate that foreign language learning brings together important components of cultural knowledge along with awareness, attitudes that support the target language and language culture, and motivation to learn it. In other words, learning English as a foreign language requires, in addition to language skills and mechanisms, knowledge of some people's socio-cultural aspects of the target language. In order for the intercultural learning process to be more developed, there needs to be additional knowledge, attitudes, competencies, and skills for EFL teachers. They need to know the basic insights from cultural anthropology, cultural learning theory, and intercultural communication. They need to be willing to teach intercultural competence and knowledge to do so.

EFL learners are expected to achieve a degree of intercultural communication and understanding in relation to the target language and its culture. Budiarti.Y (2017). Following are the obligations of EFL educators to provide students with a clear understanding that success in learning English does not only require knowledge of words, spelling, grammar, and syntactic structures of language, but knowledge of cultural aspects and native speaker's intentions include the language that is understood. Teachers must know the ins and outs of cultural ideas that have been previously accepted by students. Students can adapt and gradually understand between cultures one who can "'stand on the bridge' or indeed 'be the bridge' between people of different languages and cultures" (Byram, 2006, p. 1)

RESEARCH METHODOLOGY

For the research design, the authors used a qualitative case study. According to (Taylor, L. 2020). A case study is an investigative design in which researchers analyze in detail cases, programs, events, processes, or one or more individuals. In addition, it is limited by time and activity. Researchers collect in-depth information using a variety of data collection, such as questionnaires and interviews.

1.1. Populations and Sample

The author will use English students at one of the Universities in Cirebon. Data will be collected from student responses through a list of questions. The research population will be conducted randomly at a university in Cirebon with an English language education background. Therefore, the authors believe that these students will provide informative data that the author needs for this research. The data from this study will take a questionnaire as an instrument which relates to the level of effectiveness of intercultural communication between students. Respondents will be asked to fill out a closed questionnaire and open it for review

development. And the author's final step is to conduct a virtual interview because the current situation is not possible to meet because of the covid-19 virus pandemic.

1.2. Data Collection Procedure

The questionnaire was written in a lot different ways, to be used in many different situations and in many ways different data collection media. The term questionnaire is reserved for self-confident instruments of competition. The author uses open and closed questionnaires. According to Cresswell 2014 asserted that researchers have to look at qualitative data analysis as following steps from the specific to the general as involving multiple levels of analysis. The researcher prepares and organizes the data for analysis, then sorting and arranging the data into different types depending on the source information the researcher reads or looks at all the data, coding all of the data. Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margin. (Cresswell,2014). then make a description involving a detailed rendering of information. Thus, the final step in data analysis involves making interpretation in qualitative research of the findings or results. There are three techniques used to collect data in this study:

a. Questionnaire Analysis

The author will use a questionnaire to analyze the content. Respondents will ask to fill out an open questionnaire to find out development of intercultural language communication among students. And a closed questionnaire to check their understanding strategies that appeared in the questionnaire. Then the writers will gather raw data, organize and prepare data for analysis, reading or

view all data, and encode data. The questionnaire used five optimal responses was adapted from Likert-scale; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Students answered the statements by giving (X) whether they strongly agree, agree, neutral, disagree, strongly disagree. The questionnaire was adapted from the journal by Tran & Sepho. (2016) and some modifications. After the writer gets the data from respondents, the next process is analyzed by using descriptive statistics. Each scale has its points, as follows:

a)   Strongly agree = 5 point

b)   Agree = 4 point

c)   Neutral = 3 point

d)   Disagree = 2 point

e)   Strongly Disagree = 1 point

The data has been analyzed and calculated by using descriptive statistics. It was used to compute the total amounts, percentage, and mean of the responses.

b.   In depth Interviews Case study

The researcher used interviews to get more information, which cannot be obtained through questionnaires. In this research, the researcher used interviews to get more information from students about the effectiveness of intercultural communication. The use of interviews also to support the result of questionnaire answers that have been answered by participants. According to (Cresswell,2014). The researcher analyzed the interview by using coding and interpreting the interview data. After the data were collected, the researcher transcribed all the data, writing down the word or phrase for codes on the note.

RESULT AND DISCUSSION

In this part of the chapter, the research findings of this study are presented. The findings are essential answer for the research questions of this study. There are two research questions in thus study. The research questions are to what extent the Intercultural communicative language teaching (iCLT) model can be effective for learning Intercultural Communication and how the students' learning experiences by using the iCLT model facilitating their intercultural communication.

Effectiveness intercultural communicative language teaching (iCLT) model for learning Intercultural Communication

In this study the writer prepared 12 questionnaires for 13 students and it was close – ended questions. The writer gave the questionnaire sheet to English students in the third grade. Based on the result of the questionnaire sheet from 13 students, here below is the total result of each percentage statement list:

Table 4. 1.Effectiveness iCLT model for learning Intercultural Communication

Questionnaire result

No.	Statement	Total score	%	Mean	Std Deviation
1.	Intercultural language learning explores the relationship between environment, society and culture	53	88,4	4,08	0,28
2.	The role of intercultural language teaching is becoming well established in education systems around the world by encouraging cross-cultural understanding.	55	91,7	4,23	0,72
3.	Communicate, interact and negotiate within and across languages and cultures	55	91,7	4,23	0,60

4.	Understanding their own language and the language of others, thereby expanding the range of literacy skills, including skills in English literacy	58	96,7	4,47	0,52
5.	Intercultural language learning plays a role in understanding one's own culture and the culture of others	57	95	4,39	0,50
6.	Understanding their own identity in relation to others, not replacing Identity	53	88,4	4,08	0,64
7.	Understanding and using different ways of knowing, being, and doing from the differences and similarities between cultures	49	81,7	4,77	0,60
8.	Engage in genuine social interactions by integrating foreign cultures into English classes	51	85	3,92	0,76
9.	Understand native speakers' communicative intent but are not expected to behave like native speakers	49	81,7	3,76	0,72
10.	Consider how language classes can provide a place for deep reflection and shifts in sociocultural identity	48	80	3,69	0,63
11.	iCLT encourages students to discover less visible cultural dimensions of themselves	46	76,7	3,53	0,66
12.	iCLT builds cultural awareness gradually by developing a sense of cultural equality from within	54	90	4,15	0,55

The data above showed total result of respondents answered questionnaire and total result percentage of each statement. The data above from the result of questionnaire, there are 12 statements have to choose by students, from data above showed that statement Understanding their own language and the language of others, thereby expanding the range of literacy skills, including skills in English literacy is the highest percentage with percentage 96,7% with total score 58. It can be concluded that by that understanding one's own language and also the language of others helps to develop literacy skills and also foreign language or English literacy skills.

The students' learning experiences by using the iCLT model facilitating their intercultural communication.

1) The data analysis of interview

   a. Result analysis of interview from respondent one (1)

No	Interview Question	Respondent Answer
1.	What do you know about Intercultural Communication?	Intercultural communication, understanding culture between countries with language, customs, etc.
2.	In the initial session of intercultural communication learning, is it possible to integrate foreign cultures into learning English?	Yes, because we are introduced to foreign cultures, such as playing role-plays with roles that are in accordance with the country we get, for example work environment role-plays.
3.	Can you find out how to communicate with people from various countries in an	Yes, because we are required to communicate with people from abroad, so

	intercultural communication course effectively and appropriately?	that we can find out how they think, or what their culture is like.
4.	Learning foreign culture in English class helps to understand their own culture?	Yes, it could be because we who previously did not know became aware of foreign cultures.
5.	Learning Intercultural communication courses cannot separate between language education and intercultural aspects	For those of us who are not native speakers, maybe because language education is very important, understanding other people's cultures can also broaden our minds.
6.	Is intercultural communication important in learning English?	I think it's important, because English itself is also a foreign language, maybe it's better if we understand the culture, such as the way of speaking, or the grammar(?), customs etc. so that the IC can be applied properly.
7.	Can you explain about your experience after learning it?	My experience learning IC is that I can understand foreign cultures, I get friends from abroad, we also play roleplay, it's quite fun because we are positioned to understand foreign cultures.

The result from respondent one (1) she shared her experience with iCLT model in learning Intercultural communication. At first, she he shared his experience in learning intercultural communication using the iCLT model. Initially, he explained what he knew about intercultural communication that intercultural communication is an understanding of cultural differences in different countries both in language and attitude. He also said that in the initial session of learning intercultural communication, they were introduced to foreign cultures such as role playing with foreign countries that integrate foreign cultures into English language learning. He also said that with the Intercultural Communication course, he could communicate with various cultures because he was guided to understand their culture and thoughts. He also agreed that learning foreign languages in English classes would increase knowledge and awareness of foreign cultures. He said, when studying intercultural communication it is impossible to separate aspects of language and cultural education, especially for those who are not native speakers, who according to him learn foreign languages and cultures can add insight. He also said the importance of studying intercultural communication through English because English itself is a foreign language which would be better if we also understand the culture, ways of speaking, and habits become better.

No	Interview Question	Respondent Answer
1.	What do you know about Intercultural Communication?	A learning about understanding and knowledge of cultures and backgrounds from various countries
2.	In the initial session of intercultural communication learning, is it possible to integrate foreign cultures into learning English?	In the initial session of learning the understanding of intercultural communication, it provides an overview of the cultural backgrounds of various countries
3.	Can you find out how to communicate with people from various countries in an intercultural communication course effectively and appropriately?	Possibility of helping the way of communication, because in interculture communication students are trained to understand the culture of several countries
4.	Learning foreign culture in English class helps to understand their own culture?	Very helpful, with various cultural differences students can better understand their own culture and how it differs from the culture of other countries
5.	Learning Intercultural communication courses cannot separate between language education and intercultural aspects	It cannot be separated because the main aspect of communication is language and to respect, respect and how we should speak, we must be tolerant of other countries' cultures.
6.	Is intercultural communication important in learning English?	I think it is important, technological advancements and freedom of communication make intercultural communication an important thing.
7.	Can you explain about your experience after learning it?	I've never spoken to native speakers or friends from other countries, but I'm sure this lesson will come in handy someday.

The results of respondents (2) are respondents who have learning experiences of intercultural communication using the iCLT model. He said that what he knows about intercultural communication is learning to understand and know cultures from different backgrounds. He also said that in the initial session of learning the understanding of intercultural communication, he gave an overview of the cultural backgrounds of various countries. He said that in the intercultural communication course, it is possible to help communicate effectively because in intercultural communication students are trained to understand the cultures of several countries. He who studies intercultural communication finds it very helpful with various cultural

differences, students can better understand their own culture and the differences with the cultures of other countries. he also argues that studying intercultural communication cannot be separated from language education and also cultural aspects because the main aspect of communication is language and to respect, respect and how we should speak, we must be tolerant of other countries' cultures. he said the importance of learning intercultural communication in learning English according to him, technological advances and freedom of communication made intercultural communication important. and his view after studying intercultural communication is that he has never spoken to native speakers or friends from other countries, but he believes this lesson will be useful one day.

No	Interview Question	Respondent Answer
1.	What do you know about Intercultural Communication?	Understand, learn, practice, study and broaden insight (learn) about various types of language, culture and discussion in it.
2.	In the initial session of intercultural communication learning, is it possible to integrate foreign cultures into learning English?	Learning to understand and apply foreign cultures into learning English I think is legitimate as long as it doesn't eliminate our own native culture. Or it would be better to incorporate / collaborate into learning.
3.	Can you find out how to communicate with people from various countries in an intercultural communication course effectively and appropriately?	As far as I have experienced it is true, but it takes time and intense communication in order to know and understand how to communicate further.
4.	Learning foreign culture in English class helps to understand their own culture?	No. Because what foreign cultures learn is not ours. So I think it would be better to collaborate or incorporate foreign cultures into the English class so that I think it will be easy for students to understand both.
5.	Learning Intercultural communication courses cannot separate between language education and intercultural aspects	That's right. Because in interacting there are cultures such as accents, manners, topics of discussion and others.
6.	Is intercultural communication important in learning English?	I think it is very important,

7.	Can you explain about your experience after learning it?	Dare to speak, to know things or their unique culture and of course to know more about it

The results of the three respondents (3) he is another experienced respondent who also learns intercultural communication using the iCLT model. He said that intercultural communication is understanding, studying, practicing, studying and broadening insight (learning) about various types of languages, cultures and discussions in them. He has the view that learning to understand and apply foreign cultures into learning English is fine as long as it doesn't eliminate our own native culture. Or it would be better to combine/collaborate in learning. He agrees that in the intercultural communication course you can communicate with people from various countries but it takes time and intense communication to know and understand how to communicate further. He disagrees that learning foreign cultures can help understand their own culture because what foreign cultures learn is not ours. So he thought it would be better to collaborate or incorporate foreign cultures into his English class so he thought it would be easy for students to understand both. He agrees that studying intercultural communication cannot separate language education and cultural aspects, because in interacting there are cultures such as accents, manners, topics of conversation and others. He argues that it is very important to have intercultural communication in learning English. He shared his experience after learning intercultural communication that made him dare to speak, to know various things and the uniqueness of his culture and of course to know more about it.

The findings obtained from the intercultural communication lesson plan and interviews about teaching procedures in the ICLT model: Input- Notice- Practice- Output are as follows:

- The teaching step: Input

This is the first teaching step implemented in the ICLT model and aims to accommodate learners with definition of intercultural. at the initial meeting students learn the basics of intercultural, namely the introduction of the ICC paradigm using video in order to get a better view of ICC. This condition also can be seen from the result of interview as follow from respondent two who stated:

"In the initial session of learning the understanding of intercultural communication, it provides an overview of the cultural backgrounds of various countries"

After seeing the result of data above it can be concluded that IC integrates foreign culture into English learning.

- The teaching step: Notice

The findings reveal that the teaching step, which adapts students' intercultural attitudes and develops their intercultural awareness, plays an important role in increasing their understanding of English and culture by engaging students in genuine social interactions that students engage in. This condition also can be seen from the result of interview as follow from respondent

who stated:

" *.. learning foreign cultures, of course, we will better understand and realize the differences that exist in our culture and foreign cultures*."

The writer found that from the result of interview that student realize and admit to reflect his culture and understand the differences culture more.

- The teaching step: Practice

This teaching step Practice, which aims to improve the intercultural skills of students are very interested in this stage because of the various benefits it offers to students. Students mentioned that this teaching step was useful because it helped them understand the lesson more easily and quickly, and it made the lesson more interesting and more active. The example is:

"..introduced to foreign cultures, such as playing role-plays with roles that are in accordance with the country we get, for example work environment role-plays". And the other respondent also answer

"...We also play roleplay, it's quite fun because we are positioned to understand foreign cultures."

The writer found that from the result of interview that helped them practice and understand better how to use intercultural strategies in intercultural communication.

- The teaching step: Output

Output teaching steps, the purpose of which is to provide opportunities for students to generate prior input with an approach that encourages and develops exploration and reflection of culture and culture in language. This condition also can be seen from the result of interview as follow from respondent who stated:

"*I feel that what I get will be very useful for myself, understand more, realize and pay attention to the existing culture."*

The writer found that from the result of interview that at this stage students know what they have learned in intercultural communication, and also motivate students to explore more about English and other cultures.

To summarize, the findings indicate the strengths and weaknesses of each teaching step (Input Notice Practice Output) in the ICLT model. It is clear that the most preferred teaching step is Practice, regardless of its importance and necessity, because it helps in improving their ICC.

CONCLUSION AND SUGGESTION

Conclusion

At this stage, the researcher wants to discuss and answer the research questions of this study. Discussion is needed to present the results of the assessment of the Effectiveness of Intercultural Communicative Language Teaching (iCLT) for learning intercultural communication. The researcher found that most of the students' perceptions of understanding their own language as well as the language of others that helped develop literacy skills were very positive. This finding seems to agree with Newton (2015), this study aims to determine the effectiveness of the intercultural communicative language learning (iCLT) model in the

learning experience of EFL students' intercultural communication. This study shows that it provides further evidence that previous experiences of intercultural language learning contribute to the overall education of students who develop abilities in them.

After the authors interviewed students, students benefited from the experience of learning intercultural communication with the iCLT model such as students becoming easier to understand between cultures through the iCLT model, most of the students agreed that learning to understand and apply foreign cultures into English learning is fine as long as it does not remove culture. our own original. Or it would be better to combine/collaborate in learning English. They also study intercultural communication and feel very helped by various cultural differences, students can better understand their own culture and differences with other countries' cultures, especially with the iCLT model which has four stages, namely Input-Notice- Practice-Output which is in the first stage, namely Students' input is accommodated with the definition of intercultural at their initial meeting to learn the basics of interculturalism. the second stage of adapting students' intercultural attitudes and developing their intercultural awareness, students play an important role in increasing their understanding of the English language and culture. in the third stage, students practice to improve the intercultural skills of students are very interested in this stage because of the various benefits it offers to students. In the final stage, namely the output of students know what they have learned in intercultural communication, and also motivate students to explore. have a positive effect on students. In addition, students also have a positive attitude towards all steps of learning because they believe that all steps of teaching in the ICLT model are equally important, and each step of teaching is part of the ICLT model which aims to accommodate them to become intercultural speakers with ICC and be able to communicate and socialize effectively. and appropriate with other people from different cultures and countries.

Suggestion

1. To the Teacher

The application of the iCLT model by teachers in intercultural communication classes has an important role in managing this platform. In the twenty-first century, teachers must be able to meet the challenges of managing representation and participation in a culture that is new to students, but teachers need to have an appreciation and respect for that culture. What students bring to class.

2. To the Students

Students should be able to take advantage of the development, understanding and deeper awareness of their own culture in relation to other cultures.

3. To the Writers/researchers

For future writers who want to explore the iCLT model in intercultural communication class, it will be interesting if the next writer takes various types of learning models, if the next researcher/writer takes various types of learning models, there are many types of learning models in intercultural communication. Therefore, it is very interesting to find out new problems/causes that occur in the learning model and learning context. The author hopes that the research "Effectiveness of the Intercultural Communicative Language Teaching (iCLT) Model for Intercultural Communication Learning: Case Studies" can be useful and provide useful references for others who read, conducting research on the implementation of the iCLT model in intercultural communication learning can help analyze more many in the same study. The Future Research section of your dissertation is often combined with the Research Limitations section of your final, Conclusions chapter. This is because

your future research suggestions generally arise out of the research limitations you have identified in your own dissertation.

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