

**THE RELATIONSHIP BETWEEN INTERCULTURAL COMMUNICATIVE
COMPETENCE AND LEARNING MOTIVATION AMONG ENGLISH FOREIGN
LANGUAGE LEARNERS IN INDONESIA**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



By:

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20322018

**DEPARTEMENT OF ENGLISH LANGUAGE EDUCATION
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ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2024

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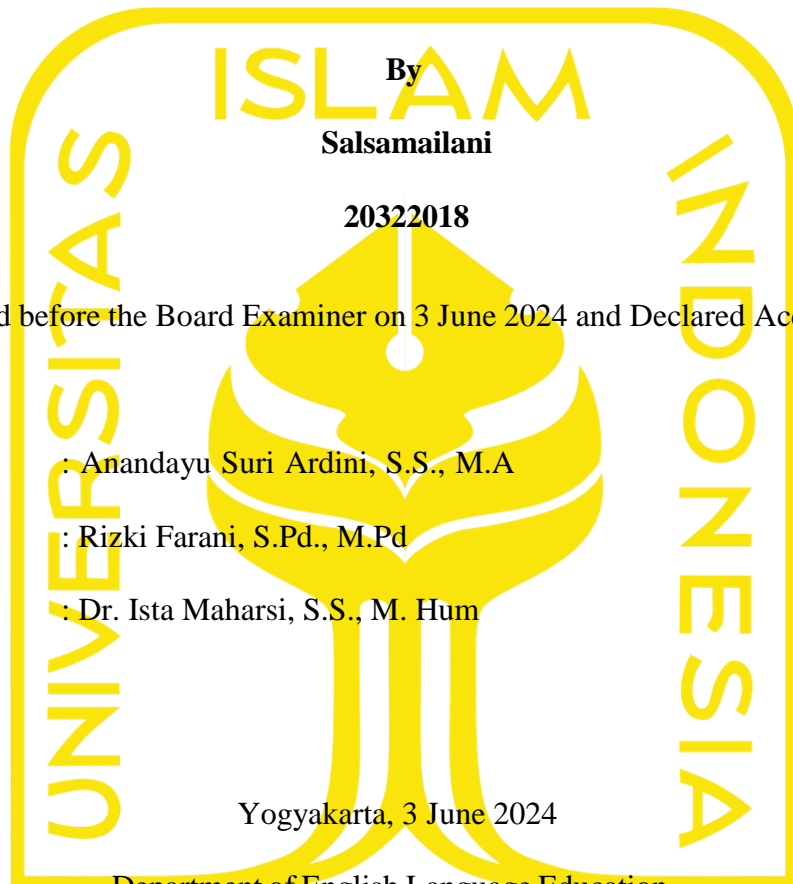
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RATIFICATION SHEET

**THE RELATIONSHIP BETWEEN INTERCULTURAL COMMUNICATIVE
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that I wrote this thesis entitled “The Relationship between Intercultural Communicative Competence and Learning Motivation among English Foreign Language Learners in Indonesia” by myself and does not contain work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 11 May 2024

The Writer



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MOTTO

“What’s meant for you will find its way to you.”

“So, surely with every hardship, there is relief.” – Al Qur’an {94:5}

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to my loving parents: my father Mr. Darmaji for being the biggest reason I complete this study and my mother Ms. Marwiyah for endless support, encouragement, and prayer. I also dedicate this thesis to my brother, Mas Rizky Kurniawan. Lastly, I dedicate this thesis to myself for being able to accomplish this point of the journey, for always trying to give the best, for not giving up, and for not losing faith in the process.

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ABSTRACT

Intercultural communicative competence plays an important role in foreign language learning in Indonesia due to its nature as a diverse nation. However, studies on the relationship between intercultural communicative competence and learning motivation in the Indonesian context still need to be made available. Therefore, this study aims to measure the relationship between intercultural communicative competence and learning motivation among English Foreign Language learners in Indonesia. The quantitative method was applied using correlational statistics analysis. The participants were 141 undergraduate students of the English Department at one of the private Universities in Yogyakarta. To collect the data, the researcher utilizes the Intercultural Communicative Competence Questionnaire (ICCQ) by Deardorf (2006) and the English Learning Motivation Scale (ELMS) by Li, Chuang & Fu (2006). The highest intercultural communicative competence mean score was 4,28, and the lowest mean was 1,99 in response to a negative statement, which means that generally, students' understanding of intercultural communicative competence is good. For the ELMS, the highest mean score was 4.45, and the lowest mean was 3.40. This means the participants' intercultural communicative competence and learning motivation scores are high. Moreover, the correlation result shows that there was a significant relationship between intercultural communicative competence and learning motivation among English Foreign Language students in Indonesian higher education. This means that the higher intercultural communicative competence, the higher learning motivation is. As such, an implication can be drawn that it is crucial for teachers to integrate intercultural competence in ELT material and activities as it is correlated with the learners' motivation.

Keywords: *English Foreign Language Learners, Foreign Language Learning, Intercultural Communicative Competence, Learning Motivation*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language and culture are interdependent and considered indivisible (Kramsch,2014). Language and culture are connected; language is eyes, and culture is glasses (Jiang,2000). When someone uses glasses to see, someone can see clearly. In other words, someone can utilize language to communicate. People who learn a foreign language will automatically learn about the culture because it is deeply rooted. Most learners' primary purpose in learning English is to express themselves by speaking, listening, reading, and writing. Successful communication also needs Intercultural Communicative Competence (ICC). Kramsch (1993) stated that foreign language learners should operate faultlessly in at least their own cultures and others. Intercultural communicative competence also benefits to interacting effectively and adequately with people from different cultures and decrease a lack of understanding of other cultures, leading to misinterpretations, stereotypes, and communication barriers. Moreover, intercultural communicative competence has a good relationship with learning motivation (Mirzae & Forouzandeh,2013). Also, studies have shown that higher levels of learning motivation can lead to improved intercultural communication competence.

Studies about ICC have been widely conducted. For example, the study of Weda. et al. (2022) show that students are encouraged to learn about different cultures and relish interacting with students from different cultures in the EFL classroom. Furthermore, the study of Vu and Dinh (2021) examined a positive glance of ICC integration in the EFL classroom despite the challenges. In another study, Alaei and Aghblagh (2020) shows that relationship between

intercultural contact and motivational self-system are significant and showed high mean scores in all of the components of L2 motivation. However, more researchers still need to analyze the relationship between intercultural communicative competence and learning motivation in particular among English Foreign Language students in Indonesia. Therefore, the purpose of this study is to investigate the relationship between intercultural communicative competence and learning motivation among English Foreign Learners.

1.2 Identification of the Problem

Problems related to intercultural communicative competence are varied, such as such as language, a lack of understanding of other cultures, leading to misinterpretations, and stereotypes. The example of misunderstanding is when someone misreads a person's body language. For example, someone with their arm folded and tapping their feet might be impatiently waiting for someone else who is late, but others might look at them and assume that they are cross with them. This can put them off, asking for help. Besides, inadequate language skills may impede effective intercultural communication, incredibly nuanced understanding and expression. The study of Mirzae and Forouzandeh (2013) stated that intercultural communicative competence is the key to success in intercultural communication and can affect second language learning motivation, which can lead to language learning success. In other words, it is also crucial for English foreign language learners to learn about the intercultural competence to increase their motivation. Therefore, this study aims to contribute to a deeper understanding of how ICC and learning motivation interact and impact each other.

1.3 Limitations of the Problem

This study investigates students ICC, learning motivation, and the relationship between ICC and learning motivation. The participants of this study were undergraduate students in the English Language Education Department and the batch of 2020, 2021, and 2022.

1.4 Formulation of the Problem

The following formulation of the research problem can be made based on the identification of the problem:

1. What is the intercultural competence of Indonesian EFL students?
2. What is the learning motivation of Indonesian EFL students?
3. Is there any significant relationship between intercultural communicative competence and learning motivation among English Foreign Language students in Indonesian higher education?

1.5 Objectives of the Study

This research investigates students ICC, learning motivation, and the relationship between ICC and learning motivation among English Foreign Language students in Indonesia.

1.6 Significance of the Study

The result of this study is expected to enhance language learning outcomes and help teachers find effective strategies or methods on how intercultural communicative competence influences learning motivation. Also, for the students can reflect themselves toward their perspective with cultural sensitivity then students can apply some new strategies when students learn about culture and English.

CHAPTER II

LITERATURE REVIEW

2.1 Intercultural Communicative Competence

Intercultural Communicative Competence (ICC) is a mastery of self, aptitudes to interpret and relate, skills to discover, and skills to interact and cherish others (Byrams,2012). Also, Chen and Starosta (1996) added that ICC is a communication skill in a multicultural society that involves intercultural adroitness, intercultural awareness, intercultural sensitivity, and accentuation to effectiveness and appropriateness. For Wiseman (2000), “ICC is the ability, motivation, and skills to interact effectively and appropriately with people from diverse cultures.” Furthermore, Nair-Venugopal (2015) suggested that language skills play an important role in intercultural communication mastery. The understanding of intercultural relations is a key to success in a learning language.

On other study, Mirzae and Forouzandeh (2013) found that intercultural communicative competence is the key to success in intercultural communication and can affect the second language learning motivation, then can conceive language learning success. It concludes that intercultural communicative competence is essential for EFL learners as it helps them to develop cultural awareness. Cultural awareness can help learners to interact effectively with people from various cultures (Byram,2012). Also, (Byram,2012) stated that with cultural awareness, learners can enhance the ability to evaluate critically and based on stances and practices of other cultures and countries.

Moreover, Yu and Moskal (2018) on their study pointed out that interactions between people from different cultures can improve students’ global academic experiences and promote

positive learning outcomes. Therefore, students working abroad can expand their global academic experience and make more positive impact, such as improving their communication skills, self-confidence, and language skill , Tsang (2020)

The intrapersonal process in intercultural communication, intercultural communicative ability, adaptation to a new culture, cultural identity in an intercultural environment, and power inequality in intercultural connections are the five domains of intercultural communication (Kim, 2001). The intrapersonal process of intercultural communication focuses on individuals internal psychological and cognitive processes when engaging in intercultural communication. It examines how individuals perceive, interpret, and make sense of cultural differences, stereotypes, and prejudices. It also involves self-awareness, self-reflection, and introspection, which influence how individuals approach and interact with people from various cultural backgrounds. Besides, intercultural communicative competence refers to the capability of people to effectively and appropriately communicate with people from diverse cultural backgrounds. It goes beyond language proficiency and contains skills like cultural sensitivity, empathy, adaptability, and intercultural awareness. ICC also enables people to steer cultural differences, manage misconceptions, and build meaningful connections with others, nurturing successful intercultural relations and increase the learning motivation. Also Gardner (2010) stated that motivation had been identified as a key success factor in learning a second language.

2.2 Learning Motivation

Motivation has been widely accepted as one of the most crucial factors that influence and affect the success of foreign language learning Vaezi (2008); Reimann (2001); Dornyei (2005). Vaezi (2008) and Reimann (2001) stated that motivation is an essential aspect influencing the

success of foreign/second language learning. Also, Gardner (1985) defines motivation as the degree to which the individuals labors or desires to learn the language, or it can be concluded as goal-directed. Furthermore, Dornyei (2005) added that motivation is essential in second language learning. Motivated learners are likelier to engage in cross-cultural interactions, seek opportunities to practice language skills, and show openness to understanding other cultures. Also, motivated learners often derive a sense of personal accomplishment and fulfillment from their language-learning journey.

Youseff (2012) argues that learning motivation is essential. It is a passive learning process filter element that screens incoming language based on learners motives, needs, attitudes, and emotional states. It is also essential because motivation can impact how active the individuals will be in learning a second language. Budiharto and Amalia (2019) also reveal that a student who is highly good at learning a language will not succeed without motivation. Besides, many people agree that high motivation helps earn a specific goal. In contrast, motivation is also the most influential factor that causes students to have low proficiency in English and is the main compelling factor in second or foreign language learning accomplishment (Jameson, 2007).

Ghamdi (2014) stated that learners' motivation and desire to acquire a specific language are essential to the entire language-learning process. Also, strongest motivation is frequently mentioned as a crucial factor in second language learners' success and development. However, researchers have also argued that language learners learn more when driven.

Conversely, there are basic distinctions between individuals motivated by external or intrinsic factors when it comes to language development. For example, students with an internal drive perform better in a learning environment and achieve high standards. In contrast, externally

motivated students face a greater chance of performing miserably in academic settings (Lei, 2010).

2.3 Previous Study

Numerous studies have examined the implementation of ICC in English learning. Vu and Dinh (2021) examined developing ICC in Vietnamese EFL learners. This research also used the test through the questionnaire distributed across multiple college-level campuses in Ho Chi Minh City. Despite the challenges, the findings show an approving glance as a consequence of ICC integration in the EFL classroom. Besides, the study by Weda et al. (2022) examined students' perception of intercultural communicative competence from different cultures in English Foreign Language classroom interaction in higher institutions. This research used a mixed method or quantitative and qualitative methods. This study shows that students are encouraged to learn different cultures and relish interacting with students from others cultures in the English Foreign Language classroom. In another study, Alaei and Aghblagh (2020) examine the relationship between intercultural communication of Iranian EFL learners and the L2 motivational self-system. This research used the test through a questionnaire. This study shows that the connection between intercultural communication and motivational self-system are significant and revealed heightened mean scores in all of the elements of L2 motivation. However, the research connected with motivation still need to be completed. One of the examples is Mirzae and Forouzandeh (2013) study about ICC and Learning Motivation of Iran EFL Learners. This research used the test through the Intercultural Communicative Competence Questionnaire (ICCQ). The outcome of this research shows a solid and positive relationship between the Intercultural Communicative Competence in Second Language learners and their learning motivation. This research also

reveals that learners' understanding of other cultures is positively connected to their accomplishment and motivation in language learning.

2.4 Flow of the Theory

This study aims to investigate the relationship between ICC and learning motivation among English foreign language learners. For knowing the Intercultural Communicative Competence, the researcher used the Intercultural Communicative Competence Questionnaire instrument by Deardorff (2006) and adapted it by Mirzae and Forouzandeh (2013). Furthermore, for learning motivation, the researcher used the English Learning Motivation Scale (ELMS) by Li, Chuang, and Fu (2006). ELMS has six factors: Expectancy values, Instrumental motivation, An interest in foreign cultures, Self-efficacy, Supereminance, and Passive motivation. Expectancy values assess a motivation of the students, which is specified by how much they value goals. Instrumental motivation assesses whether students want to discover the language to achieve concrete goals like a job, graduation, or mastery of reading academic material. An interest in foreign cultures assessed that students learn English because they are curious on the something from English-speaking countries. Then, self-efficacy assesses people's beliefs regarding their capacity to produce specified the levels of the performance, which impact the experience their lives. Supereminance assesses the quality of superior eminence, position, pride, distinction, conspicuousness, or worth of note beyond others. Moreover, passive motivation is not only defined as an aspect of extrinsic motivation. A passive-motivated learner usually knows because of external factors. For example, environmental patterns and beliefs make it difficult to change anything, such as intelligence. The findings or measurements of the correlation between ICC and learning motivation are tested using a correlational design.

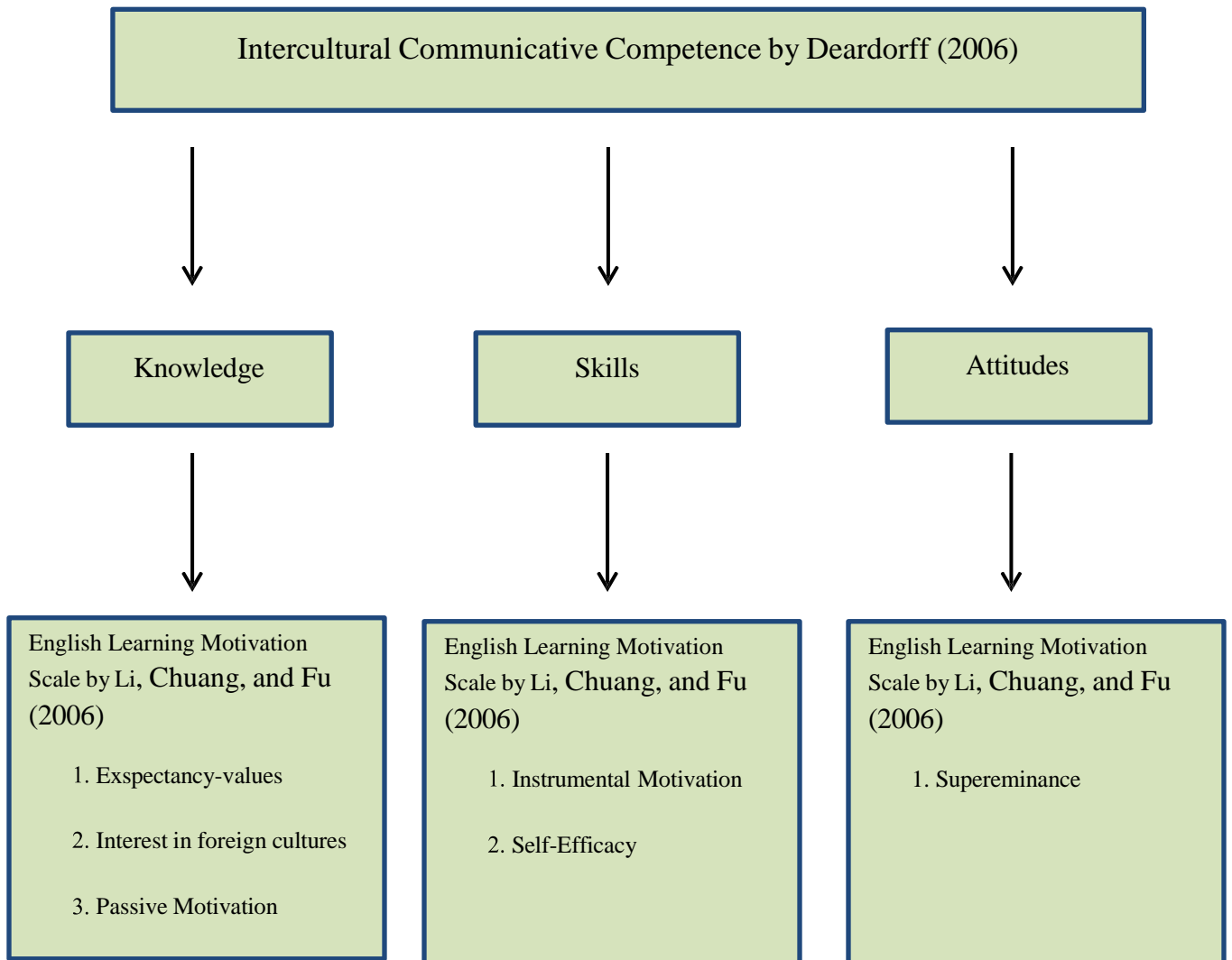


Figure 2. 1 Flow of the Theory of ICC and Learning Motivation

2.5 Hypothesis

Dependent variable (DV) : Learning motivation

Independent variable (IV) : Intercultural Communicative Competence

The hypotheses:

H₀ : There is no positive relationship between Intercultural Communicative Competence and Learning motivation among English Foreign Language students in Indonesian higher education.

H_a : There is a positive relationship between Intercultural Communicative Competence and Learning motivation among English Foreign Language students in Indonesian higher education.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study used correlational design to investigate the relationship between intercultural communicative competence and learning motivation among English Foreign Language students in Indonesia and the factors influencing ICC and motivation, their interplay, and potential implications for educational practices. Creswell (2008) defined *correlational design* as a quantitative study by nature. *Correlational research* is statistical questioning that decides the tendency or *design* for two or more variables or sets of data to vary invariably. Gay (2012) also stated that a correlational study involves gathering data to decide whether and to what extent a relationship exists between two or more variables. Thus, this design is suitable for this research investigating the relationship between ICC and learning motivation among Indonesian EFL Learners. Data is collected through a questionnaire presented in Google Forms.

3.2 Sample and Population

The population in this study were undergraduate students from the English Language Education Department at one of the private universities in Yogyakarta, Indonesia from the 2020, 2021, and 2022. This study used the Convenience Sampling Technique (CST). CST is a non-probability or nonrandom sample in which individuals of the population to be studied who meet particular requirements, such as easy accessibility, regional closeness, availability at a given time, or urge to participate, are included in the study (Etikan, Musa, & Alkassim, 2016). This study required 141 sample participants and the respondents were students who had taken World Englishes classes.

3.3 Data Collection Technique

This part describes a data collection methods used in this study as well as the instruments used to collect the data.

3.3.1 Instrument

According to Creswell (2012), instrument used in quantitative research are to observe, measure, and gather information about the topic being studied. In this study, the researcher adopted questionnaires to collect data to investigate the relationship between ICC and learning motivation. A questionnaire used was the Intercultural Communicative Competence Questionnaire (ICCQ) by Deardorf (2006). The frequencies were calculated using a five-point likert scale, with (1) being strongly disagree, (2) being disagree, (3) being neither agree nor disagree, (4) being agree, and (5) being strongly agree. There are 22 questions for assessing knowledge skills, and attitudes. Knowledge items assessed cultural self-awareness, culture-related information, linguistic knowledge, and sociolinguistics awareness.

No	Dimension
1.	Knowledge
2.	Skills
3.	Attitudes

Table 3.1 Blueprint of Intercultural Communicative Competence Questionnaire

Moreover, to assess participants' motivation for learning English as a second language, a multiple choice questionnaire adapted from Li, Chuang & Fu (2006) English Learning Motivation Scale (ELMS) was employed. Each has a motivational intensity and ambition to learn English. Participants were asked 27 questions and answered the most applicable answer based on their personal feelings. The frequencies were calculated using a five-point Likert scale, with (1) being strongly disagree, (2) being disagree, (3) being neither agree nor disagree, (4) being agree, and (5) being strongly agree. ELMS has six factors such as: Expectancy-values, Instrumental

motivation, An interest in foreign cultures, Self-efficacy, Supereminance, and Passive motivation.

No	Dimension	Number of Item	Item Number
1.	Expectancy-value	4	1, 2, 3, 4
2.	Instrumental motivation	7	5, 6, 7, 8, 9, 10, 11
3.	An interest in foreign cultures	5	12, 13, 14, 15, 16
4.	Self-efficacy	4	17, 18, 19, 20
5.	Supereminence	4	21, 22, 23, 24
6.	Passive motivation	3	25, 26, 27

Table 3.2 Blueprint of English Learning Motivation Scale

3.4 Validity and Reliability

In quantitative research, validity is a part used to measure the suitability of a concept made by the researcher with accurate data collection techniques. In this study, the researcher used the Intercultural Communicative Competence Questionnaire by Deardorff (2006). That was validated by Deardorf, who conducted a pilot study of 100 samples to ensure the construct validity and reliability of the instrument. To measure the motivation variable, the researcher used the English Learning Motivation Scale by Li, Chuang & Fu (2006). This research used a content validity which was discussed by the supervisor.

3.5 Data Collection Procedure

The first thing the researcher prepared a questionnaire that will be distributed to respondents. Afterward, the researcher asks permission from the institution and the supervisor. Then, the researcher contact students from the class of 2020, 2021, and 2022 to share the Google Forms link through their class group. The researcher also distributed questionnaire in person by

visiting the class of the respondents in order to make sure that the participants really fulfill the targeted numbers of sample.

3.6 Data Analysis Technique

This section describes the methods used to analyze the data collected. The researcher converted the questions to a Google Form, which was then distributed to undergraduate students from the English Language Education Department batch of 2020, 2021, and 2022 at a private university in Indonesia. The participants have been given a Google Forms link via each class. The data were analyzed with Pearson Correlations calculating the mean, frequency, and standard deviation. Those were analyzed using Microsoft Excel and SPSS. If the Sig.(2-tailed) values shows less than .05. It means that the correlation is significant at the .01 level or it can be conclude that the relationship between intercultural communicative competence and learning motivation is positive

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the findings obtained from questionnaires that have been filled out by undergraduate students from the batch of 2020, 2021, and 2022 at one of Yogyakarta private universities.

4.1 Research Findings

4.1.1 Intercultural Communicative Competence

Items	Mean	Std.Deviation
I believe that intercultural experiences can add some information to my previous knowledge.	4,28	.794
I take pleasure in listening to music from another culture.	4,21	.883
When I am uncertain about cultural differences, I take a tolerant attitude.	4,09	.841
The right people from other cultures to have different values from my own is respectable.	3,91	.824
Most of the time when I am communicating in L2, I try to learn through discovery during actual experience.	3,88	.788
I try to encounter well with the different dress customs of people in other countries.	3,85	.792
I believe the social system of where the person is from has effect on the decision-making process.	3,83	.801
When I am reading a story book written in L2, I always try to analyze, interpret, and relate concepts to each other.	3,83	.819
I am often motivated by curiosity to develop my knowledge of my own culture as perceived by others.	3,80	.804
I am eager to read articles on foreign cultures.	3,79	.909
I think we are responsible for people of other races as our people.	3,60	.948
I can cope well with spoken language and body language of people from different cultures.	3,58	.794
I can take part in any L2 conversation dealing with daily life issues.	3,54	.833
I am able to deal tactfully with the ethical problems while communicating in L2.	3,48	.723
I watch more national news than international news on TV.	3,26	1.058
I cannot easily deal with ambiguities during the communication in	3,22	.811

L2.		
When I meet foreign adolescents, I cannot open a conversation in a culturally appropriate manner.	3,11	.949
Religious arrangements in different cultures are not fascinating for me.	2,99	1.014
I rarely accept the others values and norms during the communication in L2.	2,99	1.095
I am not always aware of differences of the foreign cultures.	2,87	1.139
I do not make an effort to discover the norms of the L2 culture that I am communicating with.	2,83	.878
I believe that marriage between different cultures is wrong.	1,99	1.159

Table 4.1 Descriptive Statistic of Intercultural Communicative Competence

From the table above, it appears that most students believe that gaining intercultural experiences can add more information to their previous knowledge. It is proven to have the highest score by (M = 4.28, SD = 0.794), and it can be classified as a knowledge component. Furthermore, the lowest mean score is some students believe that marriage between different cultures is wrong, with a (M = 1.99, SD = 1.159) score. It can be inferred that they disagreed with the statement when they chose the lower scale. In other words, they can actually tolerate interracial marriage.

4.1.2 English Learning Motivation Scale

4.1.2.1 Expectancy-value

Items	Mean	Std.Deviation
I believe if I make efforts, my English is sure to be good.	4,55	.824
I think learning English increases my self-confidence.	4,33	.815
I think having good English is an honor.	4,28	.889
I think learning English makes me happy.	4,23	.883

Table 4.2 Descriptive Statistic of Expectancy-value

The highest motivation score for the expectancy-value component was the English language students' belief that if they make an effort, their English will be good, with the highest

mean of item no 1, and the score was ($M = 4.45$, $SD = 0.824$). On the other hand, the lowest score is ($M = 4.23$, $SD = 0.833$) which means the students think that learning English is not making them happy. However, it does not mean they are unhappy with learning English, considering that the score is relatively high. It is lower than the other component to be explained.

4.1.2.2 Instrumental Motivation

Items	Mean	Std.Deviation
I think learning English can help me learn different kinds of knowledge.	4,24	.794
I learn English because English is a global language.	4,39	.835
I learn English because it is useful for studies and test	4,32	.881
I learn English because it is beneficial to job-hunting in the future.	4,30	.836
I learn English because it is useful for reading English books, newspapers, magazines, and comic books	4,27	.844
I learn English because it is convenient for me to travel overseas.	4,26	.913
I learn English because I can make friends with English speakers.	4,23	.840

Table 4.3 Descriptive Statistic of Instrumental Motivation

The highest motivation score for the instrumental motivation component was the English language students' belief that learning English helps them learn different kinds of knowledge, with the highest mean of item no 11 ($M = 4.42$, $SD = 0.794$). On the other hand, the lowest is ($M = 4.23$, $SD = 0.840$) which means the students learn English not only because they can have more friends with other English speakers.

4.1.2.3 An Interest in Foreign Cultures

Items	Mean	Std.Deviation
I learn English because I am interested in the people and things in English-speaking countries.	4,14	.891
I learn English because I am interested in English-speaking countries.	4,06	.934
I learn English because English is a special language.	3,79	1.013
I learn English because English is beautiful.	3,74	.981

I learn English because English as melodious.	3,55	1.025
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Table 4.4 Descriptive Statistic of an Interest in Foreign Cultures

The highest motivation score for the interest in foreign cultures component was the English language students learning English because they are interested in the people and things in English-speaking countries, with the highest mean of item no 13. The score was ($M = 4.14$, $SD = 0.891$) and the lowest motivation score was the students learn English, not because English is melodious, with a ($M = 3.55$, $SD = 1.025$).

4.1.2.4 Self-Efficacy

Items	Mean	Std.Deviation
I think having good English can make more friends.	4,04	.996
I learn English because I may work in English-speaking countries someday.	3,85	1.042
I learn English because I may move to English-speaking countries someday	3,85	1.042
I think learn English can make me get a lot of praise, compliment, and encouragements.	3,78	1.076

Table 4.5 Descriptive Statistic of Self-Efficacy

The highest motivation score for the self-efficacy component was the English language students' belief that they can have more friends if they have great English knowledge, with the highest mean of item no 20, ($M = 4.04$, $SD = 0.996$). On the other hand, the lowest mean score is ($M = 3.78$, $SD = 1.076$), which means the students think that learning English is not only about getting praise, compliments, and encouragement but also about improving their knowledge.

4.1.2.5 Supereminence

Items	Mean	Std.Deviation
I think a leader should be able to speak English.	3,91	.992
I learn English because many successful people can speak English.	3,87	1.055
I learn English because English-speaking countries are powerful nations nowadays.	3,86	1.039
I think it is behind the times if someone does not learn	3,50	1.033

English.

Table 4.6 Descriptive Statistic of Supereminence

The highest motivation score for the supereminence component was the English language students think that a leader that is able to speak English is essential because English proficiency equips leaders with the tools they need to navigate the complexities of a globalized world and make meaningful contribution on a global scale with the highest mean of item no 23 and the score was (M = 3.91, SD = 0.992). On the other hand, the students think that if people do not learn English, it is behind the times, and it is proven that the lowest mean score is (M = 3,50, SD = 1.033).

4.1.2.6 Passive Motivation

Items	Mean	Std.Deviation
I learn English because it makes me understand English movies, programs, and cartoons.	4,41	.739
I think learn English is related to intelligence.	3,92	.926
I learn English because everyone learns English.	3,40	1.146

Table 4.7 Descriptive Statistic of Passive Motivation

The highest motivation score for the passive motivation component was the English language students who believe that understanding English movies, programs, and cartoons is easier if they learn English. It is proven by (M = 4.41, SD = 0.739). On the other hand, the lowest score is (M= 3.40, SD = 1.146) which means the students learn English because everyone learns English. However, it does not mean they are learning English because others consider their scores relatively high.

4.1.3 Correlations

Pearson product-moment correlation was used to explore the relationship between the EFL students ICC and L2-learning motivation.

		Intercultural_Communicative_Competence	Learning_Motivation
Intercultural_Communicative_Competence	Pearson Correlation	1	.489**
	Sig. (2-tailed)		.000
	N	141	141
Learning_Motivation	Pearson Correlation	.489**	1
	Sig. (2-tailed)	.000	
	N	141	141

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 Result of Pearson Correlation between ICC and L2 Motivation

From the result, it shows that the Pearson correlation coefficient shows a value of .489, and is significantly correlated since the Sig.(2-tailed) values shows .000 which is less than .05. it can also be seen from the flag below the table stating that the correlation is significant at the .01 level. Thus, it can be conclude that the relationship between intercultural communicative competence and learning motivation is positive and strong.

From the result of the correlation test, it can be concluded that there is a significant relationship between ICC and Learning motivation among EFL students in Indonesian higher education or (Ha) is accepted.

4.2 Discussion

Intercultural Communicative Competence (ICC) is the ability to efficiently establish worldwide communication. This research focused on the contribution of ICC to L2-Learning motivation. Based on the findings, it can be seen that the intercultural communicative competence score is relatively high but the gap from the lowest mean score is quiet significant. The lowest mean score of the items are mostly a negative statement or it can be seen as the opposite statement. The highest intercultural communicative competence mean score is 4,8 and the statement was most students of English language education department believe that gaining intercultural experiences can add more information into their previous knowledge. It can be concluded that the intercultural communicative competence of students of English language education is good. This finding supports a study by Sevilla-Pavon (2018) that learning different cultures is important because people speaking different languages, representing different cultures, and residing in different countries are becoming closer to each other with help of information. Moreover, Lee & Markey (2014) also prove that knowing about other cultures and effectively engaging in social process and interactions are important.

The learning motivation variable shows that the expectancy-value component has a highest mean score than other component which is 4,32 and it conclude that an intrinsic value of the students on an English language education students is high. That is also concluded that they are belief in their abilities and a deep appreciation for themselves. Besides, they are also seeing the challenges as a opportunities for growth. From the highest expectancy-value score it means that the intrinsic motivation of English language students is high. While on the other hand, ELMS also has been taken on a study by Ahmad, M. B. Malik, N. J., and Al-Azhari (2021). It also shows that the expectancy-value has a high score

As showed above, the correlation result shows that there was a significant relationship between Intercultural Communicative Competence and Learning motivation among English Foreign Language students in Indonesian higher education. This means that the higher intercultural communicative competence, the higher learning motivation will be. This finding supports an argument by Gardner and Lambert (1972) that the students understanding of other culture toward the second language is linked to their motivation and achievement in learning a language. When students found that others different cultures is interesting, they will be more curious and learn deeper by a language and they will found reasons to master the language better because they are know that culturally the language will support them to interact on a global environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter summarized the conclusion and suggestion from the preceding chapter's research findings, as well as recommendation for future researchers.

5.1 Conclusion

Intercultural communicative competence is the ability to efficiently establish worldwide communication. This study is to analyze the relationship between intercultural communicative competence and learning motivation among English Foreign Language students of English Department in an Islamic Private University in Yogyakarta. The result shows a significant relationship between intercultural communicative competence and learning motivation among EFL students of English Department in an Islamic Private University in Yogyakarta. The intercultural communicative competence influence the learning motivation, the positive correlation means that the increase in intercultural communicative competence will be followed by an increase of learning motivation. Intercultural communicative competence is one of the factors that can affect the effective learning motivation, because the students understanding of other culture toward the second language is linked to their motivation and achievement in learning a language. So, the higher intercultural communicative competence ($M = 4.28$, $SD = 0.794$), the higher learning motivation will be ($M = 4.55$, $SD = 0.824$).

5.2 Suggestion

Intercultural communicative competence is the key to success in intercultural communication, increasing intercultural communicative competence is the main thing needed

that can affect the second language learning motivation and can conceive language learning success. The students understanding of other culture toward the second language is linked to their motivation and achievement in learning a language. The intercultural communicative competence is also needed to enrich the experience of second language learning. Thus, it is crucial for teachers to adapt and develop materials or media that provide the intercultural competence and give an example for each of the ICC component. Also students are asked to be open minded and reflect on themselves toward their perspective with cultural sensitivity then students can apply some new strategies when they learn from the media or materials that provide the intercultural competence.

On the other hand, from the research process to investigate the relationship between ICC and ELMS, some limitations and obstacle occurred. One of the most significant is difficulties to collect data from the intended sample. This caused some changes on the research timeline. Therefore, it is highly suggested that the future researcher to collect data during the active academics weeks so they have direct responses of the participants. Furthermore, with the better strategies in data collection, future researcher also can expand the sample such as on the university levels, among universities in one province or on a national level to get richer the data.

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