SHARPENING SPEAKING ACTIVITY IN INTERCULTURAL COMMUNICATION SKILL AT TOEFL CLINIC COMMUNITY

SKRIPSI

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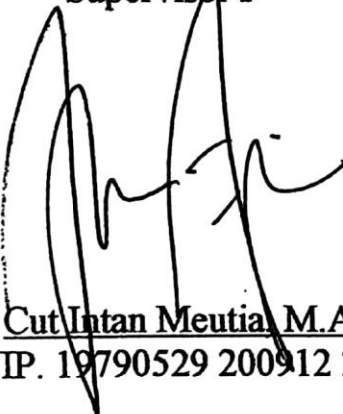
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Menyatakan dengan sebenarnya bahwa skripsi yang di tulis dengan judul **"Sharpening Speaking Activity in Interultural Communication Skill at TOEFL Clinic Community"** untuk memperoleh gelar sarjana merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang di berikan atas perbuatan saya.

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The Researcher

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Ramadhan, Karunia. 2022. Sharpening Speaking Activity In Intercultural Communication At TOEFL Clinic Community.
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Intercultural communication is an interaction to share information between people from different cultural backgrounds. Intercultural communication is important for learners to achieve effective and appropriate communication in the globalized community. In this case, English has become the most dominant language to communicate. The process of learning a second or foreign language not only requires an individual to practice linguistics forms but also necessities becoming familiar with the culture of the target language to interpret intercultural communication. Intercultural communication is one of the effective ways to sharpen speaking activity and develop language proficiency. This research aimed to find out students' perspectives on Intercultural Communication activity in honing students' speaking ability. Furthermore, the purpose of this research is also to identify the process of speaking activity in Intercultural Communication. The method of this research was descriptive qualitative. The population of the research was five students from the English Department of IAIN Langsa who have joined the Intercultural Peering Discussion activity with the students from Monash University. The researcher used interview to collect the data. This reseach found that the activity had a significant impact on developing students' self-confidence and improving speaking ability. Discussing with foreigners encourages the students to purse their dreams to study abroad and improves language proficiency.

CHAPTER I

INTRODUCTION

A. Background of Study

Ali, Kazemian, and Mahar stated that tradition as a social method offers with using language and communication experienced by people in given occasions. They tend to study a couple of language for the delight of communicative needs in their educational and expert profession. The technique of studying overseas language no longer only requires a character to exercise linguistics forms however additionally necessitates to grow to be acquainted with the way of life of target language for you to interpret intercultural communication[1].

According to Syarifudin and Rahmat, cultural and technological exchanges have connected nations as a result of rapid globalization and diminishing borders. The communication is carried out using a language that is universally understood. In this instance, English has replaced the other language as the most spoken one.[2]. This research shows that the ability to use more than one language is a must. To communicate and connect with people from different cultural background and countries we need one language that can be used together as an international language.

Yueqin emphasizes that to be an effective intercultural communicator in an age of multicultural coexistence, one must comprehend and accept cultural

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[1] Sheera Ali, Bahram Kaemian, and Israr Mahar, "The Importance of Culture in Second and Foreign Language," *Dinamika Ilmu* 15, no. 1 (2015): 2.

[2] Syarifudin and Rahmat, "Intercultural Communication of EFL Students with Foreigners as a Strategy of teaching speaking," *Journal of English Language Education* 4, no. 1 (2021): 65.

differences. The need for knowledge and skills in intercultural communication that lead to intercultural communication competence Individuals are able to achieve their own communication goals and lead interactions to a desired response by respecting and affirming the cultural conventions, values, way of thinking, and cultural identities of others[3]. Furthermore, to build a meaningful relationship with foreigners we also need to learn more about the culture where people come from. It is crucial to know the good and avoid the bad things. Having a better understanding about culture can increase our intercultural competence to achieve tho goal of the communication activity. It also helps people to share their thoughts and learn from someone's stories.

According to Surkamp and Viebrock, the majority of English language classes emphasize the development of oral communicative competence, and speaking fluently is a major goal for many students. It takes a lot of practice, meaningful repetition, and some automatization to become a fluent foreign language speaker[4]. It is important for learners to define the best activities for them to learn English especially in speaking ability. One of the goals of learning English is to speak fluently and freely. To make the goals come true, learners have to practice speaking in that language day by day. Practicing helps learners enhance their ability in speaking and also develop their self-confidence. Learners have the chance to speak without fear of being judged and focus to pursue their goals. The good news is learners can speak in that language with their friends and also people outside their country.

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[3] Han Yueqin, "Research on Fostering Intercultural Communication Competence of Foreign Language Learners", *Cross-Cultural Communication* 9, no.1 (2013): 6

[4] Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language An Introduction* (Stuttgart: J.B. Metzler, 2018) p. 109-110.

As a language learner, the students of the English Department IAIN Langsa need to increase their speaking ability in order to communicate with others to express thoughts and feelings. Without a good speaking competence in English, the ability to progress in the working world and in life would be nearly impossible. Most of learners thought that speaking activity is difficult. To inhance speaking ability learners need to pay significant attention when choosing an effective speaking activities. Learners who thought speaking English is difficult it is because they learn in the wrong way. If learners find the best way to learn speaking that fit with their learning types it could be very helpful for them. Finding the best way to learn english takes time. Learners have to actively seeking and trying what best for them in order to find the right way of learning.

Since Intercultural Communication is a crucial skill in the 21st century for learners to achieve effective and appropriate communication in the globalized community, this research will discuss about sharperning speaking activity in Intercultural Communication. The researcher try to find out the process of Intercultural Communication in sharpening students' speaking activity. The aim of this research is to help students find the speaking activity that interesting and engaging for learners. And also, learners can use the language in real conversation with foreigners. Learners got experiences of the process of speaking activity. This activity helps learners enrich their vocabulary and how to process the language in their head. Talking with foreigners will boost learners motivation to always speak in English in their daily life. In result, learners can speak effortlessly in English to share their feelings and thoughts and broaden their network in the globalized community.

B. Research Questions

Based on the background above, this study answered the following research questions:

1. What is the perception of students about Intercultural Communication activity in sharpening students' speaking ability?

2. How does the process of Intercultural Communication in sharpening students' speaking activity?

C. Purposes of Study

Based on the background above, the objectives of the study are:

1. To identify the process of Intercultural Communication in sharpening students' speaking activity.

2. To find out students' perspectives about Intercultural Communication activity in sharpening students' speaking ability.

D. Significances of Study

Based on the purpose of the study, the researcher expects the benefits of this study are:

1. For Students

    To determine the process of Intercultural Communication on sharpening students' speaking ability. This research will help students boost their speaking ability through the activity and learn more from previous students who has joined and shared their experieces. Hopefully, students

can find best way to sharpening their speaking ability using Intercultural Communication activity.

2. For Lecturer

To inform the lecturer about the process of Intercultural Communication in sharpening students' speaking ability and students' perspectives on the activity. Moreover, the lecturer can help the students to sharpen their speaking ability using Intercultural Communication activity and evolve confidence of the students when they are speaking in front of people.

3. For Other Researcher

This researcher will also be useful for the next researcher who want to take the similar research for the future time. This research will be very helpful for them to know about the process of Intercultural Communication on sharpening students' speaking ability and also students' perspectives about the activity. Therefore, other researcher can avoid some problems during their research.

E. Scope of Study

According to the subject of this research "Sharpening Speaking Activity in Intercultural Communication Skill at Toefl Clinic Community", the most important thing in this research is to know the process of Intercultural Communication skill on sharpening students' speaking ability. This reserach try to find out what are the benefits that students gained during and after this activity. This will be talking more about speaking and students perspectives about the benefits of Intercultural Communication skill that every students must have.

This research is defined for the students who are joined the Intercultural Communication activity held by Toefl Clinic Community at IAIN Langsa. The research will be focused on identifying the process and find out students' perspectives about this activity. Then, this research main purpose is to identify the process of sharpening speaking activity through Intercultural Communication. Moreover, it will increase students' motivation to join the activity to sharpen their speaking ability and using English language confidently.

CHAPTER II

LITERATURE REVIEW

Speaking, according to Brown, is an interactive process of meaning construction that involves producing, receiving, and processing information[5]. Surkamp and Viebrock say that speaking is a skill that requires knowledge of language and discourse, solid mastery of speaking subskills, and a good grasp of communication strategies[6]. Successful speakers of English draw on a wide knowledge base of the nature of spoken discourse they might not necessarily be aware. Not only they know a lot about the language in term of grammar, vocabulary, pronunciation, discourse and genre, but they have also gained intercultural awareness and valuable insights into the sociocultural knowledge base of local and international English-speaking cultures.

A. The process of sharpening speaking activity

A speech production model proposed by Levelt in Burns and Meng Goh that includes three interconnected stages that directly affect speech production: a) preparation of the concept; b) formulation; and c) articulation. Self-monitoring, a procedure that operates at a level distinct from the other three stages, is an essential component of this model. The model's stages are each described below[7]:

  a Conceptual preparation: It is the process by which speakers select the topic or information they wish to express. If a topic has already been

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[5] H. Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language, Pedagogy*, (New York: Pearson Education, 2015), 346.

[6] Carola Surkamp & Britta Vierbock, *Teaching English as a Foreign Language An Introduction*, (J.B. Metzler, 2018), p.110

[7] Anne Burns and Christine Chuen Meng Goh, *Teaching Speaking A Holistic Approach* (New York: Cambridge University Press, 2012), 36-39.

established, speakers still have to select relevant ideas from their long-term memory to construct their message. The more knowledge they have about the topic, the more choices there are to work from in choosingg which message to deliver.

b   Formulation: this process is where learners have to decide which words and grammatical forms are relevant for their intended message. To express these abstract mental concepts clearly, learners have to rely on their knowledge of the grammatical system of the target language.

c   Articulation: It is made possible when speakers activate and control specific muscle groups of the articulatory system (consisting of the vocal tract, larynx, and lungs). Through articulation, the message is carried in the form of sound waves to the listener. Although articulation is more a physiological process, it is closely linked to memory and information processing.

d   Self monitoring: this fourth process is the key metacognitive process during speaking and involves self-monitoring, or checking one's speech for accuracy and acceptability. Effective self-monitoring depends on metalinguistic knowledge; knowledge of grammar and pronunciation is needed to chech the way we speak. language learners who have limited metalinguistic knowledge will not be able to monitor their speech production well.

The ability to speak fluently presupposes not only a knowledge of language features, but they also need to be able to process information and

language in real time. According to Harmer, the following are among the requirements for spoken production[8]:

a   Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).

b   Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings.

c   Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

d   Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

According to Thornbury, for a considerable amount of time, it was believed that teaching grammar, vocabulary, and a little bit of pronunciation would naturally lead to fluency in speaking. We are aware that speaking is much more complicated than this and requires both the mastery of particular abilities and a variety of types of knowledge. Speech production, conceptualization and

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[8] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Cambridge: Longman, 2001), 269

formulation, articulation, self-monitoring and repair, automaticity, fluency, and managing talk are included on the lists[9].

Harmer asserts that the rapid processing abilities required for speaking also play a role in successful speaking. The lists are discussed below[10]:

a   Processing of language: Influential speakers need to be able to process language in their heads and arrange it in a coherent way so that what they say can be understood and has the intended meaning.

b   Social interactions: The majority of speaking involves interacting with other people. This means that effective speaking also requires a lot of listening, knowing how other people are feeling, and learning how to take turns or allow others to do so linguistically.

c   Information processing on the spot: In addition to reacting to others' emotions, we must also be able to process what they tell us immediately.

According to Thornbury, awareness activities assist students in identifying knowledge gaps. The idea comes from cognitivist learning theory, which says that the learner must be conscious in some way before their mental representation of the language can be changed. At least three processes are involved in awareness: attention, noticing, and comprehension[11].

a   Attention: Students must pay close attention and remain alert; if they will notice characteristics of the target skills, they will be interested, involved, and curious.

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[9] Scott Thornbury, *"How to teach speaking (HOW)"*, 1-8.
[10] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Cambridge: Longman, 2001), 271
[11] Scott Thornbury, *How to Teach Speaking (HOW)* (Cambridge: Longman, 205), 41.

b   Noticing: This goes beyond simply paying attention. The conscious recording of an event or entity's occurrence is referred to as "noticing."

c   Understanding: The recognition of a general principle or pattern is understood. This is more likely to happen if the item being learned has multiple examples so that the pattern or rule is easier to understand..

According to Burns and Meng Goh, language learners do not all produce speech at the same rate, nor do they produce speech at the same rate all the time. If learners have to produce spontaneous speech on an unfamiliar topic, they will experience tremendous cognitive demand on all fronts. This may result in cognitive overload, causing some learners to stop talking altogether or to communicate in an unclear manner. Another strategy teachers can use is to plan speaking activities that include opportunities for planning and rehearsals.

B. Classroom speaking activities

Finding effective speaking activities that can assist students in achieving their goals in the speaking classroom is essential for improving speaking skills. As we can see below, Harmer explained that many of the current classroom activities fall at or near the communicative end of the communication continuum[12].

a   Performing a script. We ensure that acting out is both a learning and a language-producing activity by giving students practice in these areas prior to their final performances.

b   Games of communication. Games that are meant to get students talking to each other often rely on a lack of information, so one student must talk to a

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[12] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Cambridge: Longman, 2001), 271-274.

partner to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c Analysis. Students' reluctance to voice their opinions in front of the entire class, especially if they are unable to think of anything to say and are unsure of the language they might use, is one of the reasons discussions fail (when they do). Activities that force students to make a decision or reach a consensus, often by choosing between particular options, are one of the best ways to encourage discussion.

d Prepared speeches. These are examples of a well-defined and useful type of speaking, and they can be very interesting for both the speaker and the listener if they are well-organized. Because they are pre-planned, questionnaires are useful because they guarantee that both the questioner and the respondent will have something to say.

e Role-playing and simulation. Simulation and role-playing can be used to prepare students for specific situations or to improve oral fluency in general.

Thornbury defines the controlled practice as the repetitive practice of language items under conditions where mistakes are less likely to occur. Control, also known as self-regulation, is the goal of practiced control, whereas control is simply the environment in which practice takes place in controlled practice. Drilling, chants, writing tasks, reading aloud, assisted performance and

scaffolding, dialogues, communicative tasks, and task repetition are the appropriation activities[13].

C. Intercultural Communication and Foreign Language Teaching

The process of learning a language involves not only learning the alphabet, grammar rules, and literature but also learning new languages and cultural practices. According to Taylor in Gao, an individual's proficiency in a foreign language is directly correlated with his comprehension of the culture of that language[14].

According to Sun, when learning the target language, students frequently make use of patterns or rules from their native tongue, which can lead to mistakes or incorrect usage of the language. Negative transfer, also known as interference, is the term for this. Culture and language are inextricably linked. Language is both a vehicle for and a reflection of cultural values. During intercultural communication, it is inevitable that their native culture-influenced way of thinking and expressing themselves will unconsciously transfer to the target language[15].

We live in a rapidly changing world with larger forces driving us to interact with others who are culturally different from ourselves. Ali, Kazemian, et al., Koester, and Lustig assert that communication and culture are closely linked due to the similar meanings and values attached to life's objects. Intercultural

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[13] Scott Thornbury, *How to Teach Speaking (HOW)* (Cambridge: Longman, 2005), 61.
[14] Fengping Gao, "Language is Culture-On Intercultural Communication," *Journal of Language and Linguistics* 5, no. 1 (2006): 6.
[15] Li Sun, "Culture Teaching in Foreign Language Teaching," *Theory and Practice in Language Studies* 3, no. 2 (2013): 371.

communication involves people from different cultures who have different values and perspectives on life[16].

In Irwandi, Gudykunst defines intercultural communication as communication between individuals whose national cultures are distinct. The relationships among the conversation's participants, as well as their affiliation with particular cultural groups, influence the context of intercultural communication. According to Samovar in Irwandi, since communication is the process of complete interaction, students must be aware that it is difficult to fully communicate with different people due to their diverse histories, cultures, and social habits[17].

D. Intercultural Communicative Competence

Brown defined communicative competence as the component of our competence that enables us to convey and interpret messages as well as negotiate meanings interpersonally within specific contexts. Hymes used the term communicative competence[18]. Intercultural Communicative Competence, as defined by Carola Surkamp and Britta Viebrock, is the capacity to interact and communicate with people who speak a different language and have a different cultural background. It is reasonable to assume that cultural identities as well as

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[16] Sheeraz Ali, et al, "The Importance of Culture in Second and Foreign Language Learning," Dinamika Ilmu 15, no. 1 (2015): 3.

[17] Irwandi, "Integrating Intercultural Communication Competence in Teaching Oral Communication Skill," *ISELT* 5 (2017): 247.

[18] H. Douglas Brow, *Principles of Language Learning and Teaching Fourth Edition* (New York: Pearson Education, 2001), 246.

context have an impact on how people in a given situation interact with and view one another[19].

Byram explained that the components of intercultural competence are knowledge, skills, and attitudes includes five dimensions[20]:

a   Attitudes toward cultures: openness and curiosity, as well as the willingness to put aside one's own beliefs and doubts about other cultures. A willingness to relativize one's own values, beliefs, and actions, to not assume that they are the only possible and naturally correct ones, and to be able to see them from the perspective of an outsider with a different set of values, beliefs, and actions is required for this. This is referred to as the "decentre" ability.

b   Experience: of the genera, as well as of social groups and their products and practices in one's own country and the country of one's interlocutors; processes of interaction between individuals and societies.

c   There are two main components to knowledge: understanding of social processes and examples of those processes and products; The latter includes some knowledge of other people as well as knowledge of how other people are likely to perceive you. Interpretation and communication abilities: the capacity to interpret, explain, and relate a document or event from another culture to one's own documents or events.

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[19] Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language* (J.B. Metzler, 2018), 164.

[20] Michael Byram, Bella Gribkova and Hugh Starkey, *Developing the Intercultural Dimension in Language Teaching, A Practical Introduction for Teachers* (Strasbourg: Council of Europe, 2002), 12-14.

d   Discovery and interaction skills: the capacity to learn about a new culture and its practices, as well as the capacity to use one's knowledge, attitudes, and skills within the constraints of real-time interaction and communication.

e   Critical awareness of culture: an ability to evaluate perspectives, practices, and products in one's own culture as well as those of other nations and cultures, critically and using explicit criteria.

According to Surkamp and Viebrock, an intercultural speaker is someone who has acquired the knowledge, skills, and attitudes necessary to manage encounters between cultures or resolve conflicts between cultures. He or she also has what is known as critical cultural awareness, which means that they are generally aware of how participants' cultural identities and backgrounds can affect how they communicate in an intercultural setting[21]. When people communicate well we can create happy memories, satisfying relationships, and desired outcomes. When people communicate poorly, they can create conflict, bitterness, and frustration. By studying intercultural communication, learners can acquire knowledge and skills to boost communication competence, while improving their quality of life. Intercultural communication is one of the most important aspects to stay connected with people overseas.

E. Previous Study

Intercultural communication has been used in many different areas of study. Fajaria and Abdulrahman have looked into the advantages and

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[21]   Carola Surkamp and Britta Viebrock, *Teaching English as a Foreign Language* (J.B. Mtzler, 2018), 164.

disadvantages of e-learning as well as the intercultural competence of EFL teachers. The participants' (English teachers) perspectives on e-learning and intercultural communication are the focus of the discussion. The advanced design of the e-learning platform makes it possible for participants to learn a lot, share cultural values, develop their intercultural competence, and expand their professional network. An insufficient internet connection is the most common issue faced by participants[22]. There are some benefits and challenges during e-learning activity. From that research showed that intercultural communication assists participants challenge themselves to share cultures values, so it will be beneficial for them to enhance their intercultural competence. Having a better understanding about some cultures will help participants to start and build connection with people from other cultures. It also help participants practicing English as language to communicate and share their thoughts. Besides, e-learning also has some challenges such as bad internet connection, so participants have to deal with it.

Suryanti, Khairani, Andayani, and others conducted additional research. defined that the primary obstacles to establishing intercultural communication competence were students' lack of cultural knowledge and experience interacting and socializing with people from a variety of cultural backgrounds. According to the findings of the research, it is essential to raise the Intercultural Communication Competence of students in order to break down barriers between cultures, raise awareness of cultural norms, and improve self-awareness and

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[22] Nurul H. Fajaria and Tryanti R. Abdulrahman, "E-learning and EFL teachers' intercultural competence: an analysis of benefits and challenges," *Akademika Jurnal Teknologi Pendidikan* 10, no. 1 (2021): 209-210.

communication skills[23]. The knowledge about various cultures is important. It is needed as one of the important aspect to be good in building social relatioship with other people. The effect of lack of cultural knowledge will affect learners ability when starting a conversation with other people from cross different cultural background. In this situation when learners learn more about culture it can bring positive effects for them to navigate an effective and meaningful conversations.

In their study, Mighani and Moghadam explained that materials that encourage participants' reflection, critical thinking, and interaction are necessary for developing intercultural sensitivity[24]. It is important to choose appropriate materials that can support the intercultural communication in order to achieve main goals when interacting with foreigners. Eisenchlas and Trevaskes' research centered on intergroup interaction and the development of intercultural communication skills. They looked at some examples; of ways to incorporate important aspects of intercultural communication into university curriculums. To create a space for student discussion and reflection on interculturality in the university setting, through programs and practices that combine the imperative of developing intercultural competence with the imperative of providing opportunities for interactions between and among local and international students[25]. On the other hands, the use of material in intercultural communication supports learners maximaze their experiences and explore varoius cultures with

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[23] Anna R.S. Tambunan, Fauziah K. Lubis, Widya Andayani, and et al. "Intercultural Communicative Competence Levels of Indonesian EFL Students: A Preliminary Study in a Higher Education Context," *Journal of The Association for Arabic and English* 7, no. 2 (2021): 140.

[24] Monir G. Mighani and Massood Y. Moghadam, "Building Intercultural Sensitivity in Pre-Service EFL Teachers through Interactive Culture-Focused Speaking Tasks," *Internationa Journal of Society, Culture & Language* 7, no. 2 (2019): 34.

[25] Susana Eisenchlas and Sue Trevaskes, "Developing intercultural communication skills thorugh intergroup interaction," *Intercultural Education* 18, no. 5 (2007): 423.

other people. The appropriate materials also brings benefits for learners to gain more knowledge about the language and upscale their communication skills.

According to Yueqin's research on how to improve foreign language learners' intercultural communication skills, one of the main characteristics of intercultural communication is its scope or complexity. A very complicated system of knowledge and skills is formed by a variety of factors at various levels that interact and condition each other. Therefore, developing competence in intercultural communication is unavoidably very challenging. It takes a lot of energy and a willingness to overcome cultural barriers[26]. Lack of motivation will hinder learners to get intercultural communication competence. It dependens on how much effort learners are willing to put when achieved the goals. It takes consistency and commitment to always try to speak and find someone from others cultures to discuss. From that activity learners will improve their cultural awareness and also develop their ability to speak in other language. Having a great competence in intercultural communication will make learners easily interact with people and change their point of views.

Yeon Lim and Griffith also conducted research on the development of intercultural communication competence in foreign language instruction. For the growth of higher levels of language proficiency, class activities aimed at enhancing this level of international competence are crucial. Students will have another chance to use their critical thinking skills during such class activities, which will help them better understand the target culture and language and

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[26] Han Yueqin, "Reseacrh on Fostering Intercultural Communication Competence of Foreign Language Learners," *Cross-Cultur Communication* 9, no. 1 (2013): 12.

increase their intercultural communicative competence[27]. Providing activity that can help learners develop their intercultural competence is teachers' responsibility. From the activity learners will explore more about intercultural activity using English to boost their speaking fluency. For instance, the activity to promote intercultural communication is virtual culture exchange. Where participants from different cultural background share and discuss their cultures. It is one of the effective ways to choose because participants can join the activity from home.

In her research, Sharma drew attention to the connection between language and culture, cultural forms, and the significance of developing students' intercultural research with the help of the concept of inter- or transcultural communication competence, as well as the ways in which it affects students' frameworks and career dimensions. Learning to be aware of other cultures helps students develop self-esteem, a positive attitude, and social relationships with people from different cultures[28]. Irwandi conducted additional research, stating that it is essential to incorporate intercultural communication competence into the teaching and learning of oral communication skills to prepare students for success in a globalized world. When intercultural communication competence is a part of the speaking classroom, students know how to use the target language to connect with people of other cultures and understand them[29]. It is important to build social relationship with many people from different cultures and coutries. It can help

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[27] Hye-Yeon Lim and W.I. Griffith, "Developing Intercultural Communication Competence in Foreign Language," *Sociology and Anthropology* 4, no. 11 (2016): 134.

[28] Vipin Sharma, "Developing Communication Skills through Raising Intercultural Competence in EFL Classroom," *Journal of Social Sciences and Humanities* 7, no. 1 (2020): 8.

[29] Irwandi, "Integrating Intercultural Communication Competence in Teaching Oral Communication Skill," *ISELT* 5 (2017): 251.

learners develop their communication skill and build personal brand for their future career in overseas.

Syarifudin and Rahmat focused on a method for teaching EFL students to speak to foreigners through intercultural communication. In speaking activities, they discovered that the students mentioned some advantages of having knowledge of other cultures. Students are encouraged to further develop their speaking skills in direct communication with native speakers when integrated motivation from intercultural communication is achieved. Foreigners can provide integrative motivations during speaking activities to create a positive impression on English learners[30]. People use language for communiation purposes. To pursue the goals of communication is started by involving the motivation on it. Motivation to speak in English can lead learners to always use the language in every aspects in life. It can be said, motivation has the main role in encouraging learners to develop speaking skills. Intercultural communication activity is one of the choices that can give learners meaningful learning experiences through talking and meeting with foreigners.

From above previous studies, this research focuses on identifying the process of sharpening speaking activity in intercultural communication between the students of IAIN Langsa and Monash University. Furthermore, this research also stands for finding out students' perspectives about intercultural communication on sharpening their speaking. The thing that makes this research different from others researchs is the participants joined the event virtually and

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[30] Syarifudin and Hery Rahmat, "Intercultural Communication of EFL students with foreignes as a strategy of teaching speaking," *Journal of English Language Education* 4, no. 1 (2021): 84-85.

discuss about Acehnese culture with master degree university students who talked about their culture in China and Malaysia. Also, the researcher want to know the effect of this activity in shaping students speaking ability and self-awareness. The speakers from different cultural background will discuss and share their thought. It can be very helpful for them to learn from each others. It also enriches their knowledge about culture from different countries and develop their ability to share feelings and thoughts in English.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher conducts descriptive qualitative design. This method is used in research that is designed to contribute an in-depth description of a specific program, process, or setting. This research aim to find a specific information about the program in sharpening speaking activity in intercultural communiation. This is situated in activity consists of the representation, namely, field noted, interviews, conversations, photographs, recordings, and memos. In addition, Creswell and Plano Clark stated that the objective is to investigate and comprehend the significance of the individual or group's social and human problems[31]. At this level, this research presents the data in a descriptive qualitative way.

B. Research Setting

This research was conducted in IAIN Langsa. This institute is running under the authority of the ministry of religious affair. The location is in Jalan Meurandeh, Kecamatan Langsa Lama, Kota Langsa. This institute has been built since October 14th 1980. It has 4 faculties, those are faculty of education and teacher training, faculty of syaria, faculty of economics and Islamic business, and faculty ushul al-din and da'wah. As mentioned before, the faculty of education and teacher training is one of 4 faculties available in IAIN Langsa. It consists of

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[31] John Creswell & Plano Clark, *Designing and Conducting Mixed Methods Research*, (SAGE Publications, 2018) p. 75

five departments, those are, Islamic education department, Arabic education department, Engliah education department, Math education department, Madrasah Ibtidaiyah teacher education department, and Early childhood education department.

C. Research Participant

The participants were chosen by using purposive sampling which was the students of Engliah Language Department. Purposive sampling, as defined by Creswell, is when researchers deliberately select (or recruit) participants who have experienced the primary phenomenon or key concept being investigated in the study[32]. The use of purposeful sampling is to select individuals and sites that can provide the necessary information to understand the central phenomenon. The participants are the students who are joining the Intercultural Peering Discussion Activities between the students of IAIN Langsa and Monash University. In total, there are five students that will be interviewed to get the data.

D. Research Instruments

In this study, the researcher used interview as data collection instrument. One of the methods for gathering data is the interview, in which a list of questions is asked of the informant, either verbally or in person[33]. The researher used open-ended questions to gather the data. Open-ended questions, according to Weller, Vickers, et al., can be used alone or in conjunction with other interviewing methods to investigate subjects in depth, comprehend the procedure, and identify

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[32] John Creswell, *Designing and Conducting Mixed Methods Research*, (SAGE Publications, 2018), 264.

[33] Rahmadi, *Pengantar Metodologi Penelitian*, (Banjarmasin: Antasari Press, 2011), . 75

potential causes of observed correlations. Lists, concise responses, or lengthy narratives may result from open-ended questions[34]. The aimed of using open-ended questions are allowing the participants to provide responses in their own words.

E. The Procedure of Data Collection

The procedures of data collection are the way can be used by the researcher to collect data. In this research, the researcher used two techniques namely interview and documentation. In qualitative interviews, the researcher conducts open-ended questions. Participants will answer each questions based on their views and opininons during the activity. It is done to know all about information the researcher needed such as the prosess of speaking activity and students' perceptions about Intercultural Communication in sharperning their speaking activity. The research used a recorder to record the interview and transcribe it. These interviews were intended to follow up and verify the answers in the interview to gain the further information. Documentation are a readily and accessible source of data. The documentation that the researcher did was to take a picture with the interviewers.

F. The Procedure of Data Analysis

In this stage, the researcher will organize and prepare the data from the interview processes. This involves transcribing interviews, sorting, and arranging the data into different types of information. After the interview process with students, researcher transcript the recorded interview to ease the data analysis. The

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[34] Weller, Vickers, et al, "Open-ended Interview Questions and Saturation", *Plos One* 13, no.6 (2018): 2

transcript helped researcher to find out students' perceptions about intercultural communication activity in sharpening their speaking activity. Then, the researcher reads through all the data to find general sense of information and reflect on its overall meaning. The researcher take the next step to start coding all of the data. Coding, as defined by Rossman and Rallis in Creswell, is the process of organizing data by bracketing chunks (text or image segments) and writing a word in the margins that represents a category[35]. The researcher takes the text data or pictures during the data collection, segmenting paragraphs into categories, and labeling those categories with a term. Generate a description and themes. This process is useful in designing detailed descriptions for this research project.

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[35] John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (California: SAGE Publications, Inc., 2018), 269.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding of data presentation and analysis of data to answer research questions by using the process of speaking by Levelt, Harmer, and Thornbury to find out the process of sharpening speaking activities that has been explained in the previous chapter. Besides, the data also presents the perceptions of students about the program in the process of learning English speaking. Then, the discussion consists of the result of the data analysis.

A. Findings

This section presents the data analysis and findings of the research. The subject of this study were the participants of the Intercultural Peering Discussion activity from the English Department of IAIN Langsa that their names will be anonymized as the first, second, third, fourth, and fifth informants. This program was conducted for three months via Zoom Cloud Meetings. This peering discussion activity discussed cultures with students from Monash University. In this research to get the data and information, the researcher interviews the informants or respondents who are deliberately selected as speakers during the program Intercultural Peering Discussion. Further, the data are described based on the framework of the process of speaking by Levelt, Harmer, and Thornbury.

1. Students' perception of sharpening speaking activity in Intercultural Peering Discussion

The first informant explained that this program helped increase her ability in language proficiency. Before joining this program, the informant has some issues with self-confidence to speak English in daily life. Furthermore, this program has given her the experience to use the English language in real communication. She told that talking with foreigners increased her self-confidence. It makes her easy in using English to express ideas and opinions in daily activities. This program also gives the informant the chance to develop her ability in public speaking because she has prepared how to share and explained topics in a discussion. This program focused on topics about cultures. During the discussion, the informant also learned about negotiation and critical thinking. At that time, the informant tried to explain and answer the question from a different point of view. The informant claimed that this program has given a significant impact on her language proficiency and broadened her perspectives about culture.

The second informant told that before joining this program he was lack of self-confidence. It was hard for him to talk with people because he is a quiet person. Talking with new people is challenging for him. When joining this program his self-confidence grew and become better. The informant said that this program gave him the opportunity to talk with foreigners who have more experience. On the other hand, it also increases his language understanding, enriches vocabulary, and comprehends new things about the culture of different countries.

The third informant shared that this program is insightful. This program motivates and encourages the informant to continue studying abroad. It was entertaining to interact with foreigners. The informant told that he learned so

many things during the program. It is also useful for informants to learn and understand different cultures. Discussing culture in English was fun and unforgettable. Besides, the informant believes his self-confidence has improved. Performing a good discussion activity pushes the informant to prepare well. The process of preparation helps the informant to improve his language proficiency and understand cultures better.

For the fourth informant, this program is very good. It brought many positive impacts. According to the informant, she learned a lot about public speaking and challenged their mentality to talk with foreigners. And also it gave me the chance to expand my understanding of language and culture. The informant felt that this program has improved her language ability in four aspects, namely listening, speaking, reading, and writing. It also increases their speaking activity using English. Before joining the program, the informant was afraid and nervous. It has changed her perspective that talking with foreigners was not that scary. The foreigners are kind and humble. This program has improved language proficiency, especially in speaking activities. Learning English speaking is fun with the right method for example finding someone to speak in English.

The fifth informant said that from this activity her speaking activity has increased. This program brought many positive impacts on her life. Before joining this program, she always underestimates herself. Then, this program changed how the way she thinks about herself. The informant believes that there is always a way to learn anything in this life. When people take the first move everything will fall into the right place. From this program, the informant realized that learning speaking is so much fun when we practice it in real communication. Meeting new

people encourages the informant to always improve herself in language proficiency and personality.

2. The process of sharpening speaking activity in Intercultural Peering Discussion

The first informant shared that she has passed the process of speaking activity during this Intercultural Peering Discussion. The process of speaking assisted the informant to comprehend the English language. In conceptual preparation, the informant got a topic that has been chosen for the participants. Then, the informant started to search and collect all the information related to the topic. It helped the informant to understand the topic better and navigate the process of discussion. One of the easy ways to apply is using mind mapping while preparing the concept. After that, the informant started finding the appropriate vocabulary and structure when speaking with other participants. If there were difficulties while discussing, the informant will find another word that has the same meaning and explain it in a simple way that could be easy to understand. To overcome these problems, the informant tried to improve the vocabulary and structure by watching the native speaker on youtube.

Articulation is one of the most important aspects of speaking. Having a good articulation can bring to successful communication. It is because the speaker understands each other. The informant learns how to produce words correctly so it is easy for others to get the message. Sometimes the incorrect articulation will lead to unsuccessful communication. The informant believe that speakers have to pay a good attention to the articulation. Getting over the difficulties in pronuncing

words can be solved by practicing to pronounce the words regularly and having no fear to make mistakes.

Making mistakes is normal while learning a language. From those mistakes, learners can avoid the same mistakes and learn from them. When making a mistake, the informant self-monitor herself with a strategy to pause awhile. Then, start continuing the discussion and fix the mistakes at that time. Practicing can help the informant to memorize the words in long-term memory. It could be practicing good public speaking, for instance, how to open a discussion, deliver the topic, and end the discussion.

To speak fluent in the target language requires consistency and commitment to practicing speaking. The informant stated that one of the general factors that can hinder fluency is a lack of vocabulary. It is also influenced by the quantity of reading and watching the English language. It is quite important to start memorizing the words and enrich the vocabulary. When learners memorize a lot of vocabulary it will be good for the speaking activity. There will be found some unfamiliar words while speaking with others. To overcome this kind of situations, the informant focused on some particular words and tried to figure out the meaning.

Managing talk while discussing a topic is also important. Getting to know more about the person helps the informant manage a meaningful discussion. Giving feedback and asking questions to engage in discussion. When it comes to the language processing, the informant find it uneasy to process unfamiliar words. To overcome this issue, the informants asked for clarification from others.

Interacting with people influences the ability to speak English in daily activities. It encourages and motivates the informant to speak English for improving language proficiency especially in speaking. That is also important to broaden the perspectives and make it easy to express ideas and opinions to others. The purpose of communication is to understand each others using the same language to communicate. It is quite difficult to process the information while others are speaking. There are some words and cultural terms that could be tricky and have special meanings. To get over the difficulty, the informant asked for explanation in a simple way from others to understand and process the information.

The second informant is a well-prepared type of person. Before discussing the topics, the informant will read and do some research to collect all the information. It is also important to prepare the speaking activity to make sure that the discussion will be on the right way. While preparing for the discussion, the informant applied the appropriate words to use to deliver the message. Besides, not also preparing for the speaking activity and topics but preparing for the mentality is also crucial. The informant used words and structures that can be understood by each other. The structure has an important part in the speaking activity to deliver the meaning about the time when the things happened. Sometimes it could be difficult to find the right words to use. And also there are structures error while speaking. To deal with this situation the informant opened his notebook to see the summary and then started speaking to explain it simply and understandably.

Building habits of regularly practicing English will lead to pronouncing words correctly. The process of learning the articulation might take time. To have

a good articulation requires rapid practice in daily life. The informant used some strategy to learn the articulation from watching English videos on youtube. Consuming the videos that use English as the spoken language to memorize the words and understand how to communicate like a native speaker. And then the informant will apply it in daily activities.

Self-monitoring is an important part of the process of speaking. It allows the informant to realize while making a mistake in the speaking activity. It affected the process of delivering the meaning to another participants. The informant uses the strategy to explain the topic in detail so others can understand the information. Becoming fluent in English speaking requires consisteny to always learn and practice the language in every aspect in life. During the Intercultural Peering Discussion activity, the informant also sharpen his understanding of the topics and then practice it like a real discussion. Lack of vocabulary is a common problem that affects fluency. Besides, most of English language learners often feel shy and afraid to speak. The informant has strategies to overcome this problem, which were understand the basic grammar, memorizing many vocabularies, and finding a friend outside to speak English.

To lead and manage an insightful discussion, the informant did some preparation related to the effective ways to manage the discussion. It was his first experience taking part in an intercultural discussion with foreigners. The informant did a lot of preparation in language and topics. Learning from someone's experienced is also good to take the lesson about managing talk and discussion. Interacting with others pushed the informant to broaden his knowledge with variety of topics. And it also motivates because the informant can speak and

give feedback during the discussion. The things that make it hard to process the information while speaking is because there is some point where others talk about cultural terms that make the informant shocked and confused.

The third informant prepared for presenting the topic. It is collecting all the information from the internet. Then, translated all the information into English and used the appropriate words that fit with the topics. The informant used the dictionary to find and translate the words. The structure uses for communicating in a good way and delivers meaning. To face the difficulties in vocabulary and structure, the informant tries to practice everyday. Practicing also improves the articulation in English speaking. The informant always tried to pronunce words correctly. He realized that making mistakes is a part of the learning process. The informant learned from past mistakes to be better while speaking English.

The informant used to think and speak in English to be familiar with the language. Normalizing to think and speak in English is not easy in the first place. As the day goes on, it will be beneficial for improving speaking ability. Remembered the words regularly will put them in the long-term memory. The informant said that one of the factors that obstruct the speaking activity is laziness. To speak fluently English learners have to start speaking in the target language. Laziness is a general problem most students have to deal with. Dialec and redundancy are also factors of having a good fluency in English. The informant tried to manage someone's feeling while interacting with others. Communicating with foreigners enhanced the informant to use English in speaking activity and got to know more about others' cultures. In the context of processing information, the informant said the difficulties appear in accent.

The fourth informant expailend the process of conceptual preparatin in intercultural communication activity is preparing the material. Collecting the data and information from internet. Then, practiced in opening and closing parts to deliver the topic. The informant chooses the basic vocabulary and grammar that can be understood easily. In the context of talking about grammar, the informant stated that grammar is important because it delivers the meaning of information. To overcome the problem in grammar, the informant practiced and learned regularly to understand the basic grammar. When there is an issue in the process of finding the appropriate vocabularies, the informant tried to use and find another word from dictionary that has the same meaning. Articulation plays an important role in the speaking activity. The informant learned how to pronunce the words correctly before joining the Intercultural Communication activity. Moreover, it helped the informant share and explain the topics to others clearly.

The mistakes will always appear in the process of speaking activity. When have a problem in the process of speaking, the informant started processing the words and keep talking. Then, the informant will fix the mistakes and manage the discussion. To speak English effortlessly requires practicing the language regularly. It will also help the informant to speak fluent in English. One of the problems the informant faced was lack of self-confidence. The informant keeps thinking that others are better and have a good language proficiency. It made the informant feel shy and not good enough to speak English. The informant solved this problem by memorizing many vocabularies and practicing English in daily activities. During the discussion, the informant managed the discussion process and used the strategy to explain the topics partly. Comprehending the topics and

effectively sharing with others. The informant processed the language while in question and answer sessions. Writing could be a good method to use when found difficulties in language processing.

Interacting with others can develop speaking abilities. While interacting with others, the informants tried to understand the situation and the feeling of others. It is important to lead the process of speaking and respect each others' speech. Interacting with others is crucial to improving the four components of English language namely, listening, speaking, reading and writing. The informant stated that as humans we have to be adaptable to language development and communication is one of the most important aspects. In the process of processing information, the informant found it difficult in others' accents because the informant did not understand the meaning.

The fifth informant explained the process of conceptual preparation in Intercultural Communication activities. The informant prepared the topic and compiled the material from opening, discussing, and closing sessions. The informant selected basic vocabulary and grammar for speaking and discussing the topic. Grammar is not truly important from the informant's point of view. It is because the goal of communication is to understand each other. The informant found the solution to control grammar errors by finding another word that has a similar meaning. Communication begins with articulation. To express a thought clearly and effectively, the informant learned and practiced the word far away days. Self-monitoring helped the informant noticing the mistakes. The informant strived to change the right speech when made mistakes.

To practice automaticity the informant always repeats the practice of English words. The informant had a difficult time when forgot the words and heard unfamiliar words. Lack of an idea is one of the common factors that affected fluency in English speaking ability. When learners did not understand the idea of the process of speaking will be unsuccessful. To solve this problem, the informant did a good preparation of the topic, material, and vocabularies. During the duscission process, the informant managed the discussion by adding the questions and making a joke to lead the discussion in a fun way. The informant watched the youtube channel for practicing how to manage the talk and present the topic in an interesting way. Furthermore, the informant processed the language by producing the idea directly and did not translate the words into Bahasa. It was easy to process the language if learners keep practicing the language. When interacting with others it is important to know someone's feeling to respect them. The infromant said that interacting with others gave the motivation to improve and use English in daily activities. In the context of Intercultural Communication, people came from different cultural backgrouds. The informant noticed the cultural terms were tough to understand. The infromant asked another participants directly to comprehend the cultural terms.

B. Discussions

1. The process of speaking in Intercultural Peering Discussion Activity

According to Burns and Meng Goh, language learners tend to believe that native speakers speak effortlessly. It appears to them that the words of native speakers flow seamlessly, and ideas are conveyed through utterances with

flawless grammar. These process work interactively, often automatically, and in harmony, making optimal use of the limited processing capacity of working memory. Levelt's model of speech production, which consists of three interrelated stages directly involved in speech production—conceptual preparation, formulation, and articulation—represents these interrelated processes. Self-monitoring, a process that operates at a level distinct from the other three stages, is an essential component of this model[36]. In addition, the three stages are play an important role in speaking process.

The process of conceptual preparation, the participants prepared the topic and colleted the data from many sources. Then, the participants prepared and comprehended the topic before the discussion activity. In the context of language learning, articulation is important to be able to produce sounds, words and sentences which are clear and can be easily understood to express thought and feeling in complex communication. The participants learned to produce words and sentences correctly so the other participants can understandr the meaning. At the formulation stage, the participants used the basic grammatical and words in speaking activity. The participants made mistakes in speaking process. Then, the participants revised the grammatical erros and found another word that has a similar meaning. Self-monitoring is crucial for English language learners to notice errors in pronunciation, grammar, and other problems commonly associated with speech production. Knowledge of grammar and pronunciation is needed to check and monitor the way we speak.

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[36] Christine C.M. Goh and Anne Burns, "Teaching Speaking: A Holistic Approach," (Cambridge University Press: New York, 2012), 35-36.

Harmer asserts that the rapid processing abilities required for speaking also play a role in successful speaking. Language processing, social interaction, and information processing are all included[37]. The process of language processing in Intercultural Communication activity is processing the words that are unfamiliar and have a specific meaning like cultural terms. The participant interacted with others to practice speaking English and sharpen the process of speaking activity. Furthermore, it assisted the participants to process the infomantion while interacting with others in English. Automaticity is the ability to do things withour occupying the mind with the low level details that are require. This is usually the resultu of learning, repetition,and practice. The informants learned to memorize the language in long-term memory. When the time to speak has arrived, the participants recalled the memory to produce the words. It will also support the participants to speak fluently without too much hesitation. The process of interacting with other requires the ability to manage talk. It will lead the discussion in a fun and effective ways so the participants gained the meaningful learning experience. From the process of speaking,the participants through many stages of speaking process. The process that partivcipants have been through sharpened their speaking activity.

2. The perceptions of students about Intercultural Peering Discussion Program

Intercultural communication can lead to integrated motivation which enocurages students to further develop speaking skills in direct communication

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[37] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (Cambridge: Longman, 2001), 271

with native speakers. This motivation shapes the learners' positive perception. In addition, the success of intercultural communication can be a reason for learners to develop speaking skills. The most common importance of providing intercultural communication knowledge is related to the need for foreign cultural knowledge. According to Kramsch in Sharma, culture is always there, from the beginning, ready to upset good language learners when they least expect it, revealing the limitations of their hard-earned communicative competence and challenging their ability to understand the world around them[38]. The influence of culture is important part in designing material for speaking activity. Likewise, it changes learners' learning experiences to increase cultural awareness. After being able to communicate with foreigners, students will be able to appreciate each other's from different cultural background with a set of norm, different speech acts, including accent and so on. Furthermore, the informants agreed that Intercultural Communication activity evolves their speaking abilities.

Intercultural communication is important and needed to be the method of teaching English speaking activity. Understanding culture is very important in foreign language learning because language is part of the culture and culture becomes part of the language. In fact, culture will influence the individual way of learning a foreign language. In the context of learning English as a Foreign language, learners always tries to find many ways to advance their language abilities. The informants stated that the activity are increasing cultural awareness, mastering communication skills, and enhancing motivation. Syarifudin and Rahmat emphasized the significance of having knowledge of intercultural

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[38] Vipin Sharma, "Developing Communicatio Skills through Raising Intercultural Competene in EFL Classroom," *Journal of Social Science and Humanities* 7, no. 1 (2020):6.

communication, which indirectly can help the speaker's language skills[39]. Intercultural skills consists of social conventions which regulate the use of language and other communication devices in particular setting. This activity allows the participants actively use English in a real conversation. The participants of this program were happy to speak and discuss some specific topics with people from different cultural backgrounds and languages. In conclusion, this activity assists the participants to improve their self-confidence, develop speaking abilities, and encourage the participants to speak English in their daily activities. Moreover, this activity motivates the participants continuing study abroad.

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[39] Syarifudin and Hery Rahmat, "Intercultural Communication of EFL students with foreignes as a strategy of teaching speaking," *Journal of English Language Education* 4, no. 1 (2021): 77.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study. It consists of the data finding that has been discussed in chapter IV. Other than that, this chapter also presents a suggestion for readers particularly those who are interested in researching a similar topic of sharpening speaking activity through the Intercultural Communication Program.

A. Conclusions

The conclusion is the answer to the research question that has been formulated in this first chapter. So the conclusions are as follows:

1. Learning English speaking can be fun when learners find the right and effective ways. Intercultural communication is one of the best ways to learn English speaking. This activity gives learners the chance to use the language in real communication. Interacting with people from different countries and language encourages learners to improve their language proficiency and understand more about culture. The participants from this activity claimed that joining the activity has given them a significant impact on their speaking ability. It can be found that their speaking activity is increased. Furthermore, this activity has changed many aspects of participants' life. It improved their public speaking and became confident to talk with people in English.

2. The process of speaking is an important aspect of the process of sharpening speaking activity. All of the participants have been through the

process of the speaking activity. The process has helped the participants understand more about the language and how to use it in communication with others. Joining the Intercultural Peering Discussion has pushed the participants to prepare well about the topics. During the preparation, the participants passed a lot of the speaking process. From this process of speaking, the participants found that their speaking activity has increased. It forced them to talk in English many times while preparing for the discussion at Intercultural Communication.

B. Suggestions

In this part, there are some suggestions that the researcher would like to say related to this research about the implication of Intercultural Communication in sharpening students' speaking activity. The suggestions are compiled as follows:

1. For those who are going to improve their speaking ability, it is important to find the right and effective ways to learn English speaking. Most learners would think that speaking is difficult to learn. It is because they learn in the wrong way. Sometimes it is also hard to find a friend to speak in English. When learners find the right way to learn English speaking that fits with their learning style it will lead them to the right place. Finding people to interact with and discuss some topics will grow learners' language proficiency and leverage knowledge about some specific topics. Learners can find a friend to talk to through social media. It allows

learners to practice speaking English and build a social relationships with people from different countries.

2. For the educators who are teaching English speaking, Intercultural Communication is an excellent way to use in the process of improving learners' speaking ability. Educators should facilitate learners to start speaking English without fear of being judged. Learners are afraid and lack self-confidence in speaking English because they often practice it. Practicing English speaking will also help learners to enrich their vocabulary and understand better about English structure. Once learners have that unforgettable learning experience they will develop their self-confidence and be ready to interact with people in globalized communities.

3. For another researcher who has a similar topic, this research could be a referent to study sharpening learners' speaking activity through Intercultural Communication activity. The researcher hopes that there is other research about this topic with different specific discussions because it would be interesting end engaging to know about culture and also facilitate learners to discover their potential, especially in language proficiency.

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Interview Questions

1. Conceptual Preparation

   a) Apakah anda melakukan persiapan dalam memilih topik atau informasi yang akan di sampaikan?

   b) Bagaimana anda melakukan persiapan dalam memilih topik atau informasi yang akan di sampaikan?

2. Formulation

   a) Apa yang anda lakukan ketika memilih kata dan tata bahasa (grammar) ketika berbicara?

   b) Apakah tata bahasa memiliki peran penting dalam hal keberhasilan speaking pembicara?

   c) Bagaimana anda menyikapi kesulitan tata bahasa ketika berbicara dan menyampaikan sebuah informasi?

3. Articulation

   a) Bagaimana cara yang anda lakukan ketika berbicara agar artikulasi tepat sehingga pesan yang disampaikan dapat dipahami oleh lawan bicara?

   b) Bagaimana proses mempelajari artikulasi yang anda lakukan?

4. Self-monitoring

   a) Bagaimana anda mengetahui bahwa terjadi kesalah tata bahasa dan pengucapan saat berbicara?

   b) Apa yang anda lakukan ketika menemukan kesalahan tata bahasa dan pengucapan saat berbicara?

5. Automaticity

a) Apakah anda melalui proses ini saat berbicara?

b) Apakah anda melakukan latihan dan pengulangan pada topik yang akan dibicarakan sebelum berinteraksi dengan foreigners?

6. Fluency

a) Apa faktor utama yang menghambat kelancaran berbicara?

b) Apa yang anda lakukan untuk meningkatkan kelancaran dalam mengungkapkan ide pada lawan bicara?

7. Managing talk

a) Apa yang anda lakukan ketika mengelola pembicaraan agar proses interaksi dapat berjalan lancar dan kondusif?

b) Bagaiman proses persiapan yang anda lakukan agar dapat mengelola proses interaksi yang menyenangkan dan bermakna?

8. Language processing

a) Apakah anda melalui proses ini saat berbicara?

b) Bagaimana anda memproses bahasa di dalam pikiran sehingga dapat menghasilkan informasi yang sesuai dan mudah dipahami?

c) Kesulitan apa yang anda alami ketika memproses bahasa di dalam pikiran?

d) Hal apa yang anda lakukan agar proses bahasa dapat berjalan lancar dan sehingga tidak menghambat aktivitas berbicara?

9. Interacting with others

a) Apakah penting memahami perasaan lawan bicara ketika terlibat dalam suatu interaksi?

b) Apakah berinteraksi dengan foreigners dapat memotivasi anda untuk meningkatkan kemampuan berbicara?

c) Bagaimana persiapan yang anda lakukan sebelum berinteraksi dengan foreigners?

10. Information processing

a) Apa kesulitan yang anda lalui dalam mendengarkan dan memahami informasi ketika berinteraksi dengan orang lain?

b) Bagaimana anda memproses informasi dari lawan bicara sehingga mampu memberikan tanggapan yang sesuai?

11. Apakah efek dari kegiatan ini masih berlangsung sampai saat ini?

12. Apakah aktivitas berbicara bahasa Inggris anda meningkat setelah mengikuti kegiatan ini?

13. Bagaimana pandangan anda mengenai kegiatan ini? Hal apa yang berubah dari diri anda?

Foto Dokumentasi Kegiatan

Foto: Acara pembukaan *Intercultual Peering Discussion Activities Between the students of IAIN Langsa and Monash University*
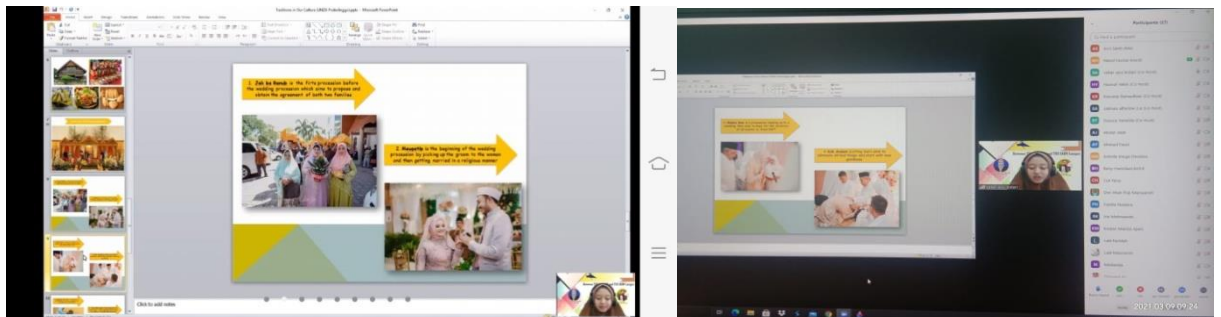
Foto: Discussion Session I dengan tema *Traditions in our cultures*
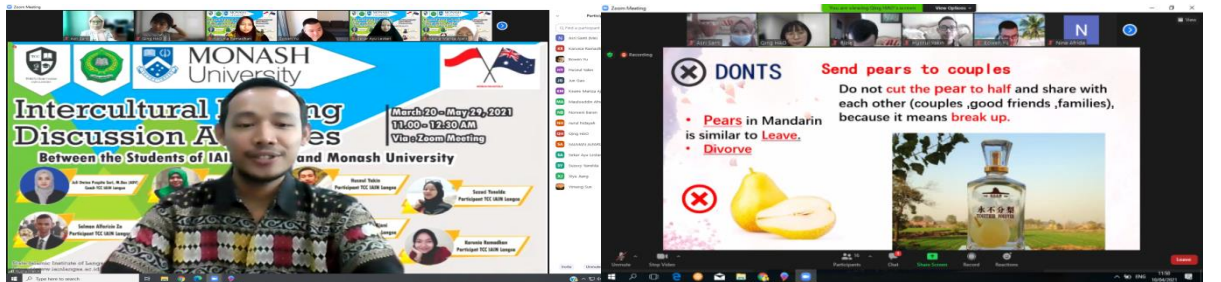

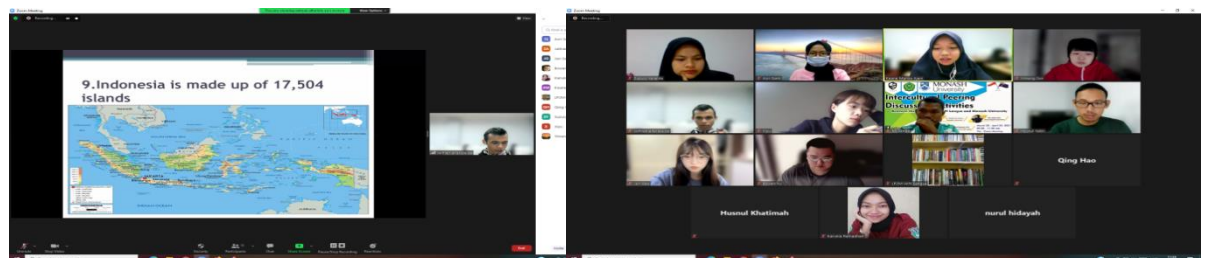Foto: Discussion Session III dengan tema *The 'dos and donts' in our culture*

Foto: Discussion session IV dengan tema *Interesting facts about our countries*
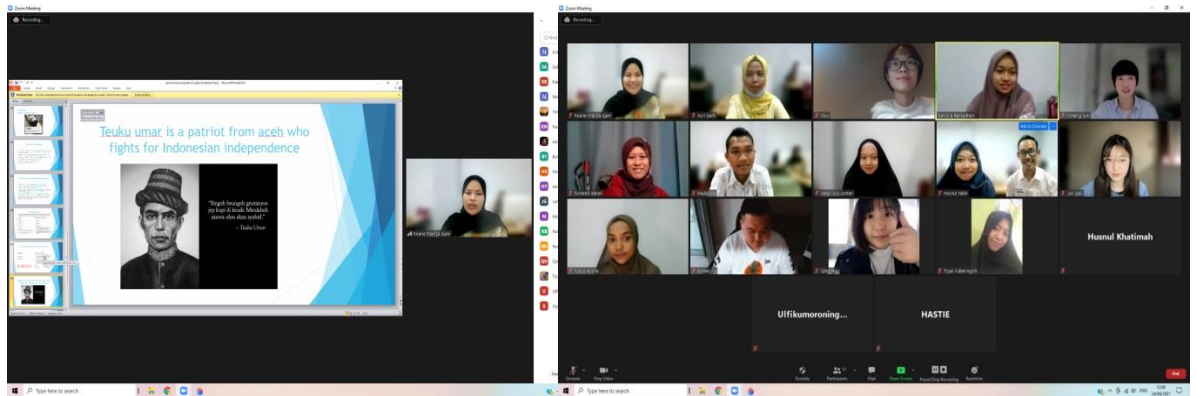

Foto: Discussion session V dengan tema *Language exchange between English and Indonesian*
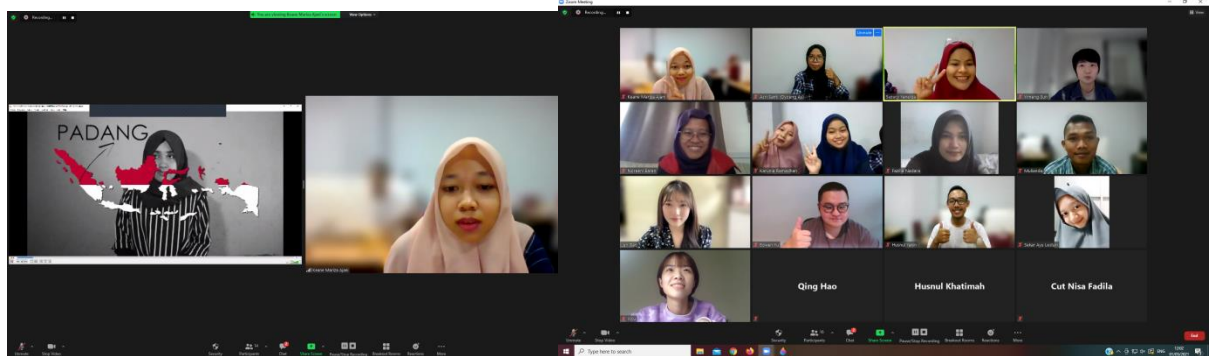

Foto: Discussion session VI dengan tema *What creates communication barries in our language*
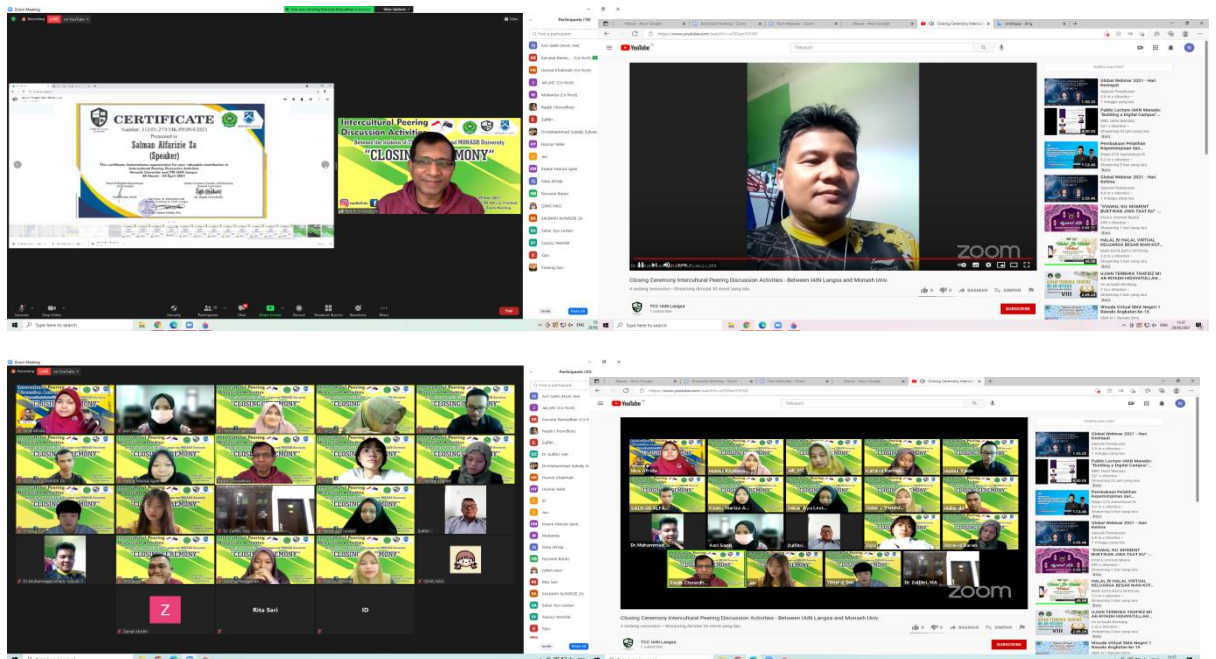
Foto: Acara Penutupan oleh Wakil Rektor I Bidang Akademik dan Pengembangan Institut Agama Islam Negeri Langsa Dr. H. M. Suhaily Sufyan, MA, disiarkan juga melalui Channel Youtube TCC IAIN Langsa.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA
Nomor :   δ9   Tahun 2022
TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Menimbang	: a.	bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
	b.	bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.

Mengingat   : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021 , tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa;
7. DIPA Nomor : 025.04.2.888040/2022, tanggal 17 November 2021;

Memperhatikan   :   Hasil Seminar Mahasiswa Tanggal 9 Desember 2021
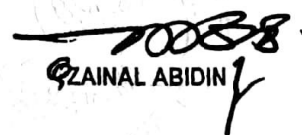
MEMUTUSKAN :

Menetapkan   :   Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa

Kesatu   :   Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :

1. **Cut Intan Meutia, MA**
   (Membimbing Isi)
2. **Husnul Khatimah, M.Pd**
   (Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a	:	Karunia Ramadhan
Tempat / Tgl.Lahir	:	Medan, 1 Desember 2000
Nomor Pokok	:	1042018014
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**Sharpening Speaking Activity In Intercultural Communication Skill at Toefl Clinic Community**

Kedua   :   Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
Ketiga   :   Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
Keempat   :   Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di Langsa
Pada Tanggal 5 Januari 2022
Dekan,

ZAINAL ABIDIN

Tembusan Yth :
Ketua Prodi PBI FTIK IAIN Langsa

Nomor	: 1263/In.24/FTIK/TL.00/07/2022	Langsa, 29 Juli 2022
Sifat	: Biasa	
Lampiran	: -	
Perihal	: *Mohon Izin Untuk Penelitian*	

Kepada Yth,

Kaprodi Pendidikan Bahasa Inggris FTIK IAIN Langsa
Di –
Tempat

Assalamu'alaikum Wr. Wb.
Dengan hormat,

Dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

N a m a	: **Karunia Ramadhan**
N I M	: 1042018014
Semester	: VIII (delapan)
Fakultas / Prodi	: FTIK / Pendidikan Bahasa Inggris (PBI)
A l a m a t	: Jln. A. Yani Paya Bujok Seuleumak, Kota Langsa

Bermaksud mengadakan penelitian ditempat yang Bapak/Ibu pimpin, sehubungan dengan penyusunan Skripsi yang berjudul : *"Sharpening Speaking Activity in intercultural Communication Skill at TOEFL Clinic Community"*.

Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Dekan,

Zainal Abidin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERILANGSA
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Kampus IAIN Langsa, Jln Meurandeh - Kota Langsa, Provinsi Aceh Telp 0641-22619/23129
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SURAT KETERANGAN TELAH MENELITI

Nomor : 1176/In 24/FTIK/TL 00/08/2022

Yang bertanda tangan di bawah ini,

Nama	:	Dr. Zainal Abidin, S. Pd. I, MA
NIP	:	19750603 200801 1 009
Jabatan	:	Dekan

dengan ini menerangkan bahwa :

Nama	:	Karunia Ramadhan
Tempat Tanggal Lahir	:	Medan, 1 Desember 2000
NIM	:	1042018014
Prodi	:	Pendidikan Bahasa Inggris (PBI)

Mahasiwa yang namanya tersebut diatas benar telah melakukan penelitian/mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa, dalam rangka menyusun skripsi yang berjudul *"Sharpening Speaking Activity in intercultural Communication Skill at TOEFL Clinic Community"*.

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Langsa, 15 Agustus 2022
Dekan

Zainal Abidin

Tembusan :
- Ketua Prodi PBI

AUTOBIOGRAPHY

A. Personal Identity

Name : Karunia Ramadhan

Student's Number : 1042018014

Place / Date of Birth : Medan, December 1, 2000

Occupation : Student

Marital Status : Single

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Junior High School : MTS Terpadu Langsa (2013-2015)

Senior High School : SMA Negeri 1 Langsa (2016-2018)

University : IAIN Langsa (2018-2022)

C. Family

Father's Name : Karim Effendi

Mother's Name : Ernawati

Sister's Name : Karina Handayani

1st Little Brother : Arifin Ilham Ali

2nd Little Brother : Falah Mubarak