

CHAPTER I INTRODUCTION

A. Background of the Study

Globalization has a significant impact on various elements of social life, such as communication styles. According to (Ilie, 2019) communication with people of different cultures is a common activity in the classroom, in the workplace, in healthcare or politics. With the help of travel, international media and internet, communication among people becomes easy (Köksal & Yürük, 2020). Today everyone can very easily connect with people from different countries and cultures. Each of these individuals brings a unique set of experiences and values to the workplace, characteristic to the culture in which they grew up and are now operating (Ilie, 2019).

With cultural differences, intercultural communication becomes increasingly important. It is important to be able to understand the background of the other person so that the communication that occurs can run well and communicatively. Intercultural Communication Competence (ICC) has now become the need for those who live in multicultural societies for work or educational purposes (Nadeem et al., 2019). Intercultural communication is an essential requirement in the critical efforts to ensure world peace, stability, necessary to improve relationships between countries, ensure resource sustainability and promote values like tolerance and diversity (Ilie, 2019). Therefore, intercultural communication is a necessity for everyone, including

students. Intercultural competence is important for students because they see themselves working in an international environment as future professionals knowing and understanding different cultural boundaries, being wellversed in different cultures, knowing what values and behaviors will help them in their future international jobs (Ibragimjanovna, 2022).

In order to prepare for the international and global job competition, mastering English is something a must. English language learning starts from elementary to high school. Schools are competing to provide the best English learning facilities, such as experienced teachers, adequate infrastructure, or bringing in native English teacher. By bringing in native teacher, it is hoped that students will gain direct experience communicating with foreign speakers. In addition, bringing in native speakers can be a benchmark and evaluation of the success of learning English. (Fang, 2018). Here, native speaker acts as a mediator of cultures, who has the ability to represent their native culture, as well as contribute to ensuring that business communication partners and participants in the dialogue of cultures do not lose their national identity (Ivanovna, 2020).

However cultural differences between native speakers and students can be a problem, especially in terms of communication. The term of intercultural communication also refers to the wide range of communication issues that arise within an organization, between individuals of different religious, social, ethnic, and educational backgrounds (Ilie, 2019). All communication takes place in a culture, therefore the differences between cultures is the primary obstacle in intercultural communication. Different cultures are characterized by different

languages, values, behaviors and attitudes towards aspects such as time (the importance of punctuality), context, customs, distance, non-verbal signs, etc (Ilie, 2019). The difference in cultural background is a challenge for native speaker teachers and students.

Moreover the biggest challenge for native speaker teacher, is to be able to deliver learning materials well so that students can understand the material. In this twenty-first century, an English teacher is also required to teach effectively (Hasanah & Utami, 2020). The learning process between a teacher and student will be effective if there is good communication between them, facilitating the transfer of knowledge to the student, thereby enhancing their learning experience (Iqbal, 2022). The effectiveness of communication can be supported by the communication skills and competencies possessed by a teacher.

As a teacher, native speakers are required to have good competence in communication. Good communication skills are not only needed in everyday life such as socializing, but also very important in the world of education. The competence of the teacher affects the ability to communicate. Intercultural competence is crucial for effective communication with diverse cultures. It is essential in higher education, as teaching foreign languages involves mastering sociocultural knowledge and skills, improving the quality of training for young professionals (Ibragimjanovna, 2022). To achieve this goal, teachers are required to have good competence in communicating. Communication competence is an individual's ability to adapt and communicate effectively in every situation and condition. In order for communication to be effective, as a

native speaker teacher intercultural communication competence is needed. Intercultural communication competence (ICC) involves possessing qualities like knowledge, skills, and attitudes, such as open-mindedness, receptiveness to new cultural information, avoiding stereotypes, and respecting difference for effective intercultural exchange (Ilie, 2019).

Based on the discussion above, intercultural communication competence plays an important role in the realization of effective communication between students and native speaker teachers. It is expected that with the competence of the native speaker teacher, the material provided will be maximized and can be understood by students, and learning runs effectively. So as to produce the desired output, namely the ability of students to speak English is getting better, because to face global competition and an increasingly globalized world of work, English is a fundamental need and requirement.

One school in Ponorogo that realizes the importance of English for global competition is MTsN 2 Ponorogo. MTsN 2 Ponorogo has several programs that support the improvement of the English language skills of its students such as the native speaker teacher. The existence of a native speaker teacher at school is expected to improve students' English language skills, because students can interact directly with native English speaker.

Thus, the researcher felt the urgency to conduct a study on the intercultural communication competence of a native teacher. This research has several importance and benefits such as the development of intercultural competence,

where this research can help identify the skills needed to improve such competence and increase cultural sensitivity. Resolving communication obstacles, communication obstacles may arise as a result of cultural and language differences. Thus, teacher can develop strategies to deal with these obstacles, improve communication effectiveness and can determine appropriate teaching methods to achieve better learning results.

Based on the discussion above, it is clear that intercultural communication competence plays an important role in fostering effective interactions in diverse cultural environments, one of them is in education field. Increasing globalization and cultural exchange require individuals to not only understand but also adapt to differences in values, communication styles, and cultural norms. Therefore, this study aims to explore and analyze the intercultural communication competencies of English native teacher, the problems they face and how to deal with these problems. Therefore, this study seeks to contribute to the enhancement of cross-cultural communication skills, which are increasingly important in today's interconnected world, so the researcher is willing to conduct research about intercultural communication competence of English native teacher in MTsN 2 Ponorogo.

B. Statement of Problem

Based on the background described above, the researcher formulates the following problems:

1. What kind of intercultural communication competence does English native teacher at MTsN 2 Ponorogo have?
2. What are the obstacles of intercultural communication competence face by English native teacher at MTsN 2 Ponorogo?
3. What are the strategies to overcome the obstacles of English native teacher at MTsN 2 Ponorogo?

C. Purpose of The Study

As the statements of the study above, the purposes this study are:

1. To find the kind of intercultural communication competence of English native teacher at MTsN 2 Ponorogo.
2. To describe the obstacles of intercultural communication competence faced by English native teacher at MTsN 2 Ponorogo.
3. To analyze the strategies use to deal with the obstacles.

D. Significances of The Study

This research is expected to provide positive benefits in the field of cross culture and linguistics about intercultural communication competence.

1. For students, the results of this study are expected to be useful for enriching insight and knowledge, especially for English Language

Education students in the field of linguistics and cross culture as one of the reviews to examine the phenomenon of intercultural communication.

2. For institution, this research is expected to be able to expand and enrich qualitative research in the fields of science, education, linguistics, communication and culture.
3. For researcher, this research is one of the requirements to get a bachelor's degree in education at the Faculty of Teacher Training and Education, Muhammadiyah University of Ponorogo.
4. For other researchers, it is hoped that the results of this study can be a reference for other researchers who will conduct research related to cross-culture, communication, and education.

E. Scope and Limitation

The focus of this study is on the intercultural communication competencies of native teacher who teach in MTsN 2 Ponorogo. The scope of this study is native speaker in the field of education, namely a teacher in MTsN 2 Ponorogo. The purpose of this study is to find out how the intercultural communication competencies of a native teacher are in teaching and learning activities. Thus, the scope and limitations of this study indicate that researcher want to investigate the intercultural communication competencies of a native speaker in the field of education especially in MTsN 2 Ponorogo.

F. Definition of Key terms

By knowing the key terms, it can avoid misunderstandings. Here are the keywords in this research:

Intercultural communication competence : Intercultural communication competence (ICC) is the ability to communicate effectively and appropriately across

different cultural contexts, encompassing key components such as motivation, self-knowledge, and tolerance for uncertainty.

Intercultural communication, a long-standing tradition, has evolved from wars, commercial activities, and social exchanges to become a natural and necessary part of the global community.

The concept of "intercultural communication" also describes the vast

array of communication problems that can occur between people from various social, religious, educational, and ethnic backgrounds inside an organization (Ilie, 2019).

Native speaker : Basically, a native speaker is someone who speaks a particular language as their mother tongue. In other words, native speaker means a native speaker of a language. But in general, native speaker refers to someone whose native language is English. A native speaker is considered to be "native" in the sense that they were raised in a home where they were exposed to the language from birth (Wiese et al., 2022).

Native teacher : A person who works as an educator who speaks a certain language as their first language is known as a native speaker teacher. A competent language teacher needs to be a powerful person, especially if they are native speaker of the language they are teaching (Ansori, 2016).