

## Websites Use as Learning Resources in Developing Intercultural Communicative Competence in English Language Teaching Classroom

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**Abstract:** This classroom action research (CAR) aims at developing students' intercultural competence (ICC) and exploring English language learning models integrated to ICC on the basis of websites use as the learning resource. This research was conducted in Intensive Course online class involving 24 students of English study program in Universitas Lancang Kuning. This CAR was conducted in one cycle consisting of 6 meetings and 2 evaluations. The data was collected from (1) observation fieldnotes, (2) observation checklist, (3) collecting documents (students' comments and accessed websites, and (4) the scores taken from the 5 groups' discussion. This research reveals the students' ICC dimensions development exhibited in their class discussions with the increasing percentage from 46.15% to 92.30%). Some language learning models integrated to ICC on the basis of websites use were identified: (1) accessing websites related to ICC learning topics, and (2) accessing websites that provide authentic materials (texts, pictures, audio-videos, and (3) motivating students to communicate and collaborate with others via online learning media. This CAR concludes that "students' ICC can be developed through language learning on the basis of websites use which contains ICC dimensions".

**Keywords:** *Intercultural Competence, Websites use, Classroom action research*

### 1. INTRODUCTION

In the era of globalization, English teachers are required to design learning patterns that can provide practical guidance and clear goals according to the demands of today's English teaching and learning. Why is that? English teachers must be able to adapt to the extremely fast social changes which also affect the world of education where they have to think about what kind of graduate competencies are able to compete in a very tight global competition. Facts show that inter-cultural interaction has become an important part of global life. Lustig and Koester (2006) state there is a strong demand to compete economically, technologically, demographically, and peacefully where to achieve all of that

intercultural communication competence is needed.

There is no doubt that everyone needs intercultural communication competence which includes aspects/dimensions of (1) attitude (values and belief systems, curiosity and openness), (2) knowledge (own culture, other people's culture, life). social and cultural) and (3) skills (interpreting and relating all kinds of cultural information and also skills to discover new things and interact well) (Byram, 1997). Among the many contexts or fields of research on intercultural competence, the field of teaching English is very closely related to this competence. Therefore, building and developing these competencies in teaching English is very important, especially to

develop superior skills in communicating and interacting in this highly globalized world.

In fact, there are challenges and also great demands from the global world for teachers who teach English to integrate intercultural competencies in English teaching practices in the classroom in order to produce graduates who excel in communicating, interacting, and competing in the global competition. Furthermore, challenges and demands for the use of Information Communication Technology (ICT) in teaching are also highly recommended both as media and as learning resources.

There are many studies that show ICT media used in English learning classes integrated into the development of intercultural communication competencies (Baker, 2012; Son & Park, 2012; Devrin, 2014; Elola and Oskoz, 2008; Ho, 2000). Internet, e-mail, blogs, online learning, E-learning, chat rooms, instant messaging and tandem learning are widely and commonly used to explore representations of cultural diversity and involve students to develop intercultural communication competence as well as their language skills. But keep in mind that there are many challenges and also the impact of using ICT in facilitating language learning that is integrated with intercultural competencies such as Devrin (2014) who still questions how it is possible for electronic devices, applications, information from ICT to be the main reference or initial step in developing intercultural communication competence where it is considered as real communication? Likewise, Son & Park (2012) are still asking how is it possible for language learning websites to integrate aspects of English culture (target language cultures) and global culture in the context of developing intercultural communication competencies?

Based on the research challenges from previous researchers, the conditions described above are actually facts or

circumstances that are currently happening in the English language learning class, Faculty of Teacher Trainings and Education at Universitas Lancang Kuning (FKIP-UNILAK). The phenomenon of learning with the use of ICT (both as a tool as well as a source of information/learning materials) is indeed on the rise. However, this phenomenon must be investigated to see the special side of the benefits of ICT empowerment in developing the intercultural communication competence of English language education students who really need these soft skills to interact in a highly competitive global world. According to the observations in the Intensive Course (4 credits) given in the Semester I class of the English Education Study Program, the researchers made initial observations (October, 2021) in 4 lecture meetings. The facts found in the field are that in doing assignments for the Intensive Course, they have weaknesses in developing the learning topics that are given every week. This happens because of the low ability to structure knowledge about a topic discussed even though they have used ICT both as a tool and as a source of information or learning materials.

Likewise, when they present the task of developing a learning topic given in groups, the description of information about the topic they present only contains very few elements of intercultural communication competence. Therefore, the researchers considered it necessary to provide solutions to learning problems faced by students in the Intensive Course class. This problem can be used as a gap or space that needs to be investigated further so that the use of ICT in learning English which is integrated into ICC dimensions can be maximized and not just using ICT without the right purpose. The model implemented to direct students to the ICC development with the ICT use of learning websites was based on the Principles for Intercultural Language Learning (Liddicoat & Scarino, 2013) and

Suggestions for Intercultural Language Learning Websites (Son & parks, 2012).

In the end, this study aimed to identify an English learning model in the context of developing intercultural communication competencies with the use of ICT that is more useful as a reference or prototype. This English learning model integrates intercultural competence by utilizing ICT as both a tool and a learning resource. The researchers carried out in-depth studies to explore the potential and synergies of the elements of learning English, intercultural competence and the use of ICT (learning websites).

Based on the background of the research above, the research purposes were to seek an increase in students' ICC development in the context of group discussion in Intensive Course class after using learning websites for language learning based on intercultural competency dimensions and to find out the dominant model for using learning websites by students in developing ICC in the context of class discussion in Intensive Course.

## 2. METHOD

The research method used was a combined quantitative and qualitative method with a Classroom Action Research (CAR) design which is identical to the repetition of the activity cycle (cycle 1, 2 and so on). The research procedure was divided into two sessions, namely a pilot study and a CAR implementation session (main research activities).

### 2.1 Pilot Study

The researchers conducted a pilot study to identify problems faced by research subjects (students of semester 1 of English education study program in the Intensive course). The problem found was that in doing assignments for the Intensive Course, they had weaknesses in developing the learning topics that were given every week. This happened because of the low ability to structure, develop and organize knowledge

about a topic being discussed. Likewise, when they presented a task in developing a learning topic that was given in groups, the description of information about the topic only contained very few aspects of intercultural communication competence.

Furthermore, still in the pilot study stage, the researchers prepared several instruments such as observation checklist sheets for lecturers and students, and evaluation/assessment sheets based on indicators of intercultural communication competence. After doing sufficient reflection from the pilot study, the researchers prepared a sheet of field notes and other necessities. The researchers and collaborators conducted field observations by recording events in online class and collecting data supporting documents.

### 2.2 Implementation of CAR

The researchers tasks were: (1) Planning-compiling teaching action plans with collaborators using English learning patterns using Intercultural Communication Competency-Based Language Learning Websites, (2) Action-taking or carrying out classroom learning steps using models adopted from Liddicoat & Scarino (2013) and (3) Observation-observing individually and with collaborators observation sheets and field notes from completed learning activities, and finally (4) Reflection-doing reflection with collaborators. Then, the researcher and collaborators reformulate the plan based on more complete and more critical information if needed to continue the next cycle. Four main steps of action research were used by the researchers

Data analysis activities have been carried out even though they are still in the data collection period by researchers. When reaching the point of data saturation after several times implementing the CAR steps and seeing the CAR targets that have been achieved, this CAR activity was stopped. This was marked by an increase in students' ICC in the context of group discussion

assessment in the Intensive Course class after using the model Intercultural competency-based learning Websites and the researchers had been able to identify the model of using what learning Websites were used for. The researchers analyzed the data in a qualitative data analysis procedure to continue making a complete research report.

### **2.3 Research location and time**

This research was conducted in the Intensive Course online class at the English Education Study Program, Faculty of Teacher Trainings and Education (FKIP), Universitas Lancang Kuning which is located on Jalan Yos Sudarso, KM. 8, Kecamatan Rumbai, Pekanbaru, Riau. This Classroom Action Research was carried out from October to December, 2021 which consisted of 1 CAR cycle with 6 class meetings and 2 group discussion evaluations to see how the dimensions of intercultural communication competence were integrated into students' group discussion in the Intensive Course class.

### **2.4 Research Subject**

The subjects of this study were first semester students (grade 1.1) of the English Education Study Program, FKIP Universitas Lancang Kuning, Pekanbaru. There were 24 students involved in this study. This CAR was conducted in the selected subject class based on the identification of the problems found by the researchers who taught the research subjects. The subjects of this study were selected based on a pilot study at the initial observation stage.

### **2.5 Data Collection Techniques**

To collect data in this classroom action research, the researchers used 2 techniques, namely qualitatively and quantitatively. Qualitative data collection was carried out (1) field observations by recording events in the Intensive Course (Observational fieldnotes), (2) checking the observation sheet for lecturers' CAR activities, and (3)

collecting documents (websites that have been accessed by students). The data collection process continued until the data saturation stage where there was no more new data or information in data collection. The researchers also collected quantitative data by providing evaluations/assessments based on indicators of intercultural communication competence on assignments in Intensive Course class.

### **2.6 Data Analysis Techniques**

In general, for qualitative data analysis, there are six stages of data analysis and interpretation (Creswell, 2012) that were used in this study. The first was organizing the data according to the data type. Then reading the data and coding it on the field notes and documents. The next step, using data that had been coded, the researcher created a theme and also a description to answer the research problem. The next step was to prepare a detailed narrative discussion and a summary of the findings that can be made in the form of pictures, diagrams or tables. The fifth step was to interpret the findings by making comparisons with previous research findings whether they support or contradict the results or compare the findings with existing literature and theoretical concepts. The final step was to validate the accuracy of the research findings with procedures such as triangulation and audit activities.

The researchers analyzed quantitative data obtained through group discussion evaluation based on indicators of intercultural communication competence in Intensive Course class. The results of this evaluation were analyzed using the percentage formula ( $P = f/N \times 100\%$ ).

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

##### 3.1.1 The Students' ICC development by using websites in the context of group discussion in Intensive Course class

After directing the learning activities of English Education students in the Intensive Course class by applying the model/pattern of using Websites for language learning based on intercultural communication competence, the results of the assessment of development presentations and exposure of learning topics before and after class action research can be compared. It can be briefly explained that at the time of initial observation in Intensive Course class, students' discussion in learning topics were minimal in dimensions of intercultural communicative competence. The results of the evaluation/assessment can be seen in table 3.1

**Table 3.1 Evaluation Sheet of ICC Dimensions integrated into Students' Group Discussion with the Topic "Work" in Intensive Course Class**

Group	Intercultural Communicative Competence Dimensions														Critical awareness (1)
	Attitude				Knowledge				Skills of...				evaluate critically		
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)			
	value	belief	curious	open	self	other	cultural	social	inter	rela	disc	inte	evaluate		
		ity	ity	ness			process	process	pretim	ing	very	acti	on		
Group 1	√		√	√	√	√				√					
Group 2	√		√	√	√	√				√					
Group 3	√		√	√	√	√				√					
Group 4	√		√	√	√	√				√					
Group 5	√		√	√	√	√				√					
Total	5	0	5	5	5	5	0	0	0	5	0	0	0		

Percentage of groups' Mean of integrating ICC in English Topics Presentation (P=f/Nx100%) P=30/13x100%= 230.76%, divided by 5 = 46.15%

From table 3.1 above, it can be seen that the average percentage of students' group in integrating ICC dimensions in the discussion of the "Work" topic was only 46.15%. The dimensions of intercultural competence in

student group discussions on average are in the "value" and "curiosity" aspects (the "attitude" dimension), the "self" and "other" aspects (the "knowledge" dimension) and the "knowledge" aspect. skills of relating" ("skills" dimension).

However, after the researchers applied the model/pattern of using Websites for language learning based on intercultural communication competence dimensions, there was a significant increase in which the ICC dimensions were almost evenly used. This means that students in presenting tasks and topic discussions in the Intensive Course class had integrated the ICC dimensions well. This can be seen in table 3.2

**Table 3.2 Evaluation Sheet of ICC Dimensions integrated in Students' Group discussion with the Topic "The Past" in Intensive Course Class**

Group	Intercultural Communicative Competence Dimensions														Critical awareness (1)
	Attitude				Knowledge of...				Skills of...				evaluate critically		
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)			
	value	belief	curious	open	self	other	cultural	social	inter	rela	disc	inte	evaluate		
		ity	ity	ness			process	process	pretim	ing	very	acti	on		
Group 1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Group 2	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Group 3	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Group 4	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Group 5	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Total	5	4	5	5	5	5	5	5	3	3	5	3	2	2	

Percentage of groups' Mean of integrating ICC in English Topics Presentation (P=f/Nx100%) P=52/13x100%= 400% divided by 5 groups = 80%

From table 3.2 above, it can be seen that the average percentage of students' group discussion in integrating iCC dimensions of the topic "The Past" was 80%, an increase from the percentage before CAR. The ICC dimensions in student group discussions covered (1) attitude (values and belief systems, curiosity and openness), (2) knowledge (own culture, other people's

culture, life social and cultural), (3) skills/ability to interpret and relate all things about cultural information and also skills to discover new things and interact well) and (4) Critical awareness (the ability to assess critically responsibly).

Evaluation/assessment activities were also carried out by the researchers after repeating the application of the model of using language learning websites based on intercultural communication competence on the topic "Explore". This was intended to continue strengthening class discussion activities by integrating dimensions of intercultural communication competence in the topics of the given assignments. This means that students will be more accustomed to presenting development tasks and topic discussions in Intensive Course class by integrating ICC dimensions. This can be seen in table 3.3

**Table 3.3 Evaluation Sheet of ICC Dimensions integrated into Students' Group Discussion with the Topic "Explore" in Intensive Course Class**

Group	Intercultural Communicative Competence Dimensions												
	Attitude				Knowledge of...				Skills of...				Critical awareness
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	
	value	belief	curious	open	self	other	cultural	social	inter	relat	disco	inter	evaluate
	ity	ness				process	process	preting	ing	very	acti	critically	on
Group 1	√	√	√	√	√	√	√	√	√	√	√	√	√
Group 2	√	√	√	√	√	√	√	√	√	√	√	√	√
Group 3	√	√	√	√	√	√	√	√	√	√	√	√	√
Group 4	√	√	√	√	√	√	√	√	√	√	√	√	√
Group 5	√	√	√	√	√	√	√	√	√	√	√	√	√
Total	5	5	5	5	5	5	4	4	4	5	5	4	4

Percentage of groups' Mean of integrating ICC in English Topics Presentation (P=f/Nx100%) P=60/13x100%= 461% divided by5 = 92.30%

From table 3.3 above, it can be seen that the average percentage of students group discussion in integrating ICC dimensions in the topic "Explore" was 92.30%, an increase

from the percentage of the previous topic, "The Past" was 80%. The ICC dimensions in students' discussion cover all dimensions.

**Table 3.4. Percentage Comparison of ICC Dimensions integrated into Students' Group Discussion before and after CAR**

Topic "Work" (Pilot Study)	Topic "The Past" After CAR	Topic "Explore" After CAR
46.15%	80%	92.30%

Table 3.4 shows a percentage comparison of ICC evaluation/assessment integrated in students' groups discussion before and after CAR. It can be concluded that there was an increase in students' intercultural communication competence in the context of group discussion assessment in the Intensive Course class after using the model of using Intercultural competency-based language learning Websites.

### 3.1.2 Models of using websites in developing ICC dimensions in the context of group discussion in Intensive Courses class

Based on the analysis of the observation checklist sheets, field notes and supporting documents, this study identified the most dominant model/pattern of using learning websites in developing ICC dimensions in the context of class discussion for the Intensive Course.

#### 3.1.2.1 Accessing Websites Related to Learning Topics Integrated to ICC Dimensions

The existence of millions of websites containing English learning materials has attracted the attention of English teachers to browse these websites in order to develop teaching materials. In the context of this

research, the learning websites that are accessed are more directed to websites that contain material with an intercultural context. In developing topics in the Intensive Course, the lecturers do not solely rely on existing textbooks. This can be seen from the sample analysis 1.

### Sample analysis 1

The lecturer gave the topic "Old and New" in Google classroom. After discussing some information from the textbook on the topic, she asked students to access information related to today's topic by searching Google or YouTube. Next, the lecturer asked students to look for other topics related to the topic of "Old and New" such as technology, inventions, artists, political figures, important events, fashion, lifestyle, food and other information starting from the 1940s. until the 1980s. Then, the lecturer asked students to join classroom discussion according to the topic assignment for each group.

(Field Notes, December 16, 2021)

From sample analysis 1 above, it can be seen that the topic "Old and New" which was a learning topic in the Intensive Course, was contextualized in various sub-topics such as technology, inventions, artists, political figures, important events, fashion, style, life, food and other information from the 1940s to the 1980s. Of course, to get this broad material, the lecturer asked students to use cellphones to access websites providing information to support their discussion. This shows that lecturers direct students to intercultural learning contexts where students can develop intercultural competence dimensions. The websites that have been accessed by students on the topic of "Old and New" can be seen in the following sample analysis 2.

### Sample Analysis 2

The Past-1940s (links): technology, inventions, artists, political figures, important events, fashion, lifestyle, food and other information

<http://nenden56.blogspot.com/2014/09/sejarah-teknologi-komputer-sebelum-dan.html?m=1>

<https://www.harpersbazaar.co.id/articles/read/11/2016/3093/Sejarah-Fashion-Tahun-1940-1960>

<https://hobimusik.wordpress.com/genre-musik/>

The Past-1950s (link): technology, inventions, artists, political figures, important events, fashion, lifestyle, food and other information.

<https://m.brilio.net/brilistyle/tips/evolusi-tren-makeup-dari-era-50-an-hingga-sekarang-190228b.html>

[https://www.google.com/amp/s/www.kompasiana.com/amp/masrierie/mengintip-artis-jadul-dari-album-koleksi-pribadi\\_552a2a6af17e61ea65d623a6](https://www.google.com/amp/s/www.kompasiana.com/amp/masrierie/mengintip-artis-jadul-dari-album-koleksi-pribadi_552a2a6af17e61ea65d623a6)

<https://www.bbc.com/indonesia/majalah-43712383>

<https://www.harpersbazaar.co.id/articles/read/11/2016/3093/Sejarah-Fashion-Tahun-1940-1960>

(Class Document, 8 November, 2021)

Sample analysis 2 shows some websites that were accessed by students in the Intensive Course to develop the topic "Old and New" with sub topics that have been chosen by the lecturer, namely technology, inventions, artists, political figures, important events, fashion, lifestyle, food and other information. The websites that have been accessed are blogspots, brilio.net, harpersbazaar.co.id, google.com, bbc.com, and other links.

### 3.1.2.2 Accessing Websites that Provide a Variety of Authentic Materials in the Form of Texts, Images, Audio and Video.

The lecturer in the Intensive Course instructed students in accessing websites that provide a variety of authentic materials in the form of texts, images, audio and video. This is very useful for helping students develop their learning topics as well as providing authentic evidence on the topic being discussed. With the evidence of text, images, audio and video, students get a visualization/image of knowledge about a cultural topic where they can then develop the dimensions of cultural knowledge into other aspects of intercultural competence such as aspects of attitude, skills and the ability to criticize well.

#### Sample Analysis 3

The topic of the Intensive Course on Wednesday 6 December 2021 was "Explore". The lecturer discussed the topic "Explore" by providing a kind of "mind mapping" on how the topic can be developed widely and contains elements of developing ICC. She also provided knowledge about parts of speech in the word "Explore". Next, the lecturer asked students to join class discussion by posting information including exploration of food, culture, history, geography, space, land, oceans/oceans, forests/jungle, life at the poles, life certain tribes, the universe and so on. Even the lecturers wrote a link [www.hubble.com](http://www.hubble.com) where the links provided many pictures, audio and videos about human exploration of the universe. The lecturer also asked the students to make a video about the topic that must be submitted in December 12, 2021. Students were asked to present pictures, audio and video materials in their videos.

**(Field Notes, December 6, 2021)**

From sample analysis 3, it can be seen how the model of using learning websites based on the development of intercultural communication competence was applied in the Intensive Course class in CAR activities. On the topic "Explore" the lecturer asked students to join classroom discussion and make videos by presenting pictures, audio

and video as authentic material. The topic "Explore" which has been contextualized into various sub-topics were intended to build the dimensions of intercultural communication competence later.

The websites that were accessed by students on the topic of "Explore" can be seen in the sample analysis 4.

#### Sample Analysis 4

The students highlighted "Unique Culture in the world" (Cambodia and India countries).

Links: <https://www.idntimes.com/science/discovery/intan-5/5-hal-tentang-kehidupan-suku-eskimo-berteman-dengan-es-sepanjang-usia-c1c2>

<https://m.cnnindonesia.com/gaya-hidup/20190506114921-269-392231/berkenalan-dengan-suku-asli-di-gurun-sahara>

<https://m.brilio.net/amp/global/20-fakta-unik-negara-di-dunia-ada-yang-tiap-warganya-punya-350-domba-1603123.html>

<https://www.his-travel.co.id/blog/article/detail/suku-karen-thailand>

<https://www.google.co.id/amp/s/m.kumparan.com/amp/kumparantravel/7-fakta-menarik-kamboja-negara-yang-dijuluki-neraka-dunia-1py3Cg1hKRR>

<https://m.liputan6.com/lifestyle/read/3323137/4-keunikan-dari-negara-india-yang-tak-ada-di-negara-lain>

<https://m.liputan6.com/hot/read/4014227/6-keunikan-india-yang-tak-dimiliki-negara-lain-salah-satunya-punya-6-musim;>  
**(Fieldnotes, 23 December, 2021)**

The sub-topics discussed are jungle human culture, population and culture of



humans living in the poles, their food and drink and the physical uniqueness of jungle humans who have legs with more than 5 fingers.

## **3.2. Discussion**

### **3.2.1 Using Websites in language learning as to develop students' ICC**

English lecturers must always motivate and guide students to use ICT-based media and learning resources. The results of this classroom action research indicate that there has been an increase in students' intercultural communication competence after using the model/pattern of using English learning websites. Empowering websites as models and learning resources is a very effective way. Websites are also a source of information that is closely related to the ICC dimensions which shows students as language learners for more authentic learning. The findings of this study are in line with the study conducted by Son & Park (2014) that the use of websites in intercultural-based language learning occurs due to the lack of intercultural focus and the large amount of static information as well as the absence of information about the target culture (English) in textbooks. Therefore, it is no longer the time to always rely on books as the only source/teaching material in the English class.

Browsing websites as learning references is also an important additional source/teaching material. Of course there is a device or the main tool for browsing websites, namely the use of mobile phones. This ICT tool is a very effective and efficient tool where students in learning are very dependent on this media when they browse websites/links and various other learning information sources. Hsu (2013) examines the attitudes of English education students in the context of EFL towards Mobile Assisted Language Learning (MALL) and the results showed that almost all participants stated that MALL was a very important tool in the

constructivist learning model in the context of learning English as a foreign language.

Another researchers' opinion which relates to the findings of this study that websites are an authentic learning resource and proven to improve intercultural communication competence is Byram et al. (2002). They state that if a textbook only presents one point of view and then teachers also state several points of view which are also possible and correct; the teacher should encourage students to find other additional learning resources that provide more opinions/points of view by utilizing the internet which is very rich in learning information.

Regarding the reason why the English lecturers in this study empowered the dominant use of websites as a learning model to develop ICC, Mumtaz (2000) has proven that "accessing websites is an easy, fast and visible way". According to him, why do teachers always take information from ICT media in the classroom because there are many factors such as many sources/learning materials, good quality of software and hardware, and ease of use.

### **3.2.2 Models of Using English Learning Websites in Developing ICC Dimensions**

This classroom action research identifies two models of using websites in the classroom in order to develop intercultural communication competence of English language education students. The learning models are (1) accessing Websites related to intercultural learning, and (2) accessing websites that provide a variety of authentic materials in the form of texts, images, audio and video. English lecturers recommend the use of videos and argue that YouTube videos are an authentic and very supportive learning reference because they contain all three elements of the website-based learning model that has been used in this study. Searching for learning information from YouTube can enrich the discussion of language and cultural topics. The videos

needed can be searched and downloaded in just seconds and can be directly presented in class. In fact, students really enjoy learning language and culture because it contains many interesting videos such as films, advertisements, tutorials, learning English skills, music and so on. The findings in this study are in line with Godwin-Jones' (2013) research that working with videos provides many benefits in learning since there are several activities that combine linguistic and cultural knowledge, for example in making video subtitles, close captioning, or transcribing. Furthermore, Brook (2011) and Terantino (2011) have examined the benefits of YouTube in order to develop culture-based learning; where most of the YouTube videos provide a guide for it.

In the same context, Pandey & Ardichvili (2015) use film as a tool for teaching cross-cultural concepts and intercultural issues in higher education. This research finds that the film 'Outsourced' provides the perfect background to discuss cross-culture and intercultural concepts and is very helpful in developing students' mindsets to be creative and innovative. In line with the findings of this study, Yang and Fleming (2013) state that students in China use foreign films and television series to develop their ICC in the classroom.

The use of culturally nuanced image media is also applied in this study because it can serve to visualize culture-based topics. The use of ICT media has been proven to facilitate the visualization of English teaching topics given to students. In fact, English teaching lecturers have accessed websites that have graphic media (Google Images) to link or enrich the learning topics being discussed because there is an element of visualization. The findings of this study are similar to Goldstein's (2009) study that image media such as photos, maps, advertisements, pictograms, symbols and stamps are something that has a strong message related to the ownership of a culture. When media images are shown to

English learners; the pictures can give certain messages about what they are learning, especially those closely related to culture; whether non-English speakers have the same cultural property rights as English speakers.

The findings of this study can be also confirmed to Godwin-Jones' (2013) idea that it is not surprising anymore that teachers need ICT tools to fill the gap. Likewise working with online media which is currently a very good source of culture-based learning. Sites like "Flickr" can give lots of options for storing various kinds of photos and other benefits. López-Barrios's (2012) also claims that pictures of cultural practices were used in the English class he taught and students became very familiar with German and English culture through the media pictures he gave in class. Brandt & Jenks (2011) found that pictures contain descriptions of the types of meat consumed alone can lead to a lot of discussion about variety and the importance of culture.

#### 4. CONCLUSION

This study concludes that students' ICC can be developed through language learning on the basis of websites use which contains ICC dimensions. In summary, this study found an increase in students' ICC in the context of group discussion assessment in the Intensive Course class after using Intercultural competency-based language learning Websites. This study implies that students' ICC development can be undertaken in all English subjects integrated to ICC dimensions. Therefore, English teachers have to adopt and adapt the given models of using learning websites covering (1) accessing Websites related to intercultural learning, and (2) accessing websites that provide a variety of authentic materials in the form of texts, images, audio, and video, and (3) motivating English language learners to communicate and collaborate with each other.

There are some recommendations addressed to future researchers in order to develop an intercultural learning model based on the use of websites integrated to ICC dimensions in English subjects. Further researchers should conduct an in-depth study focusing on constructing website-based active learning with specific intercultural learning objectives and utilize authentic materials, building a connection of learning materials Websites that connect texts and contexts that are full of language and cultural information (local, English and global), and familiarizing language learners to provide critical reflection on language, culture, learning, and "self-assessment" in the context of intercultural learning.

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