

FACILITATING STUDENTS' INTERCULTURAL COMPETENCE THROUGH MOVIE SESSIONS IN ENGLISH LANGUAGE TEACHING

THESIS

Submitted in Partial Fulfilment of the Requirements for
Achieving a Bachelor's degree in English Language Education



By:

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ADVISOR NOTE

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Assalamu'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum, wr. wb.

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MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا

“O mankind, indeed We have created you from a male and a female and made you into nations and tribes so that you may know one another.”

-QS. Al Hujurat:13

“The world is too vast to be forced into a single perspective. Start to realize that the world is rich in perspectives. Look at the vastness of the world, and you will discover beauty you have never seen before. The world is even bigger than the words of people who make you feel small.”

-Researcher

DEDICATION

This thesis was successfully completed thanks to the patience and support of many individuals, whose contributions cannot be fully expressed by simply mentioning their names. I dedicate this thesis to all of them, with special dedication to:

1. My parent, Mr. Shoyin and Mrs. Rohmah. This thesis is dedicated to those who have given everything the researcher needs and who never stop to support and pray anytime and anywhere for the researcher's future. I have no words to express my feelings, but one thing that should be known is that I am grateful for having you as my parent.
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world of captivating insights and profound wisdom.
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ABSTRACT

Title : **Facilitating Students' Intercultural Competence Through Movie Sessions in English Language Teaching**

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This study explores teachers' and students' perceptions of the use of movie sessions to support intercultural competence (ICC) in English learning at SMP Nurul Islami Semarang, particularly within the NECC extracurricular program. As English serves as a global lingua franca, language learning today requires both linguistic proficiency and intercultural understanding. Using a qualitative case study approach, data were collected through teacher interviews, classroom observations, and student questionnaires. The findings show that teachers perceive movies as effective tools to introduce cultural content and design reflective learning activities. Through pre-watching, while-watching, and post-watching stages, teachers guide students in discussing and interpreting cultural elements. Students responded positively, showing increased interest, engagement, and awareness of cultural diversity. Movie sessions were found to support the development of students' intercultural attitudes, knowledge, and skills. They also developed attitudes of openness and empathy, indicating growth in their intercultural competence. This study contribute to the theoretical and practical use of audiovisual media in promoting intercultural learning in EFL contexts.

Keyword: Intercultural Competence, Intercultural Learning, Movie Sessions, English Language Teaching

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2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of the English Language Education Department of UIN Walisongo Semarang.
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The researcher realizes that this thesis has limitations and is very open to receiving input and criticism from all parties. The researcher hopes that this work can be useful and become a reference for further research.

Semarang, 01 June 2025

Researcher,



Qonitatin Wafiyah

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CHAPTER I

INTRODUCTION

This chapter provides the background of the research, the research question, the study's objectives, the significance of the research, and its limitations.

A. Background of the Research

In this era of globalization, the ability to interact across cultures has become not just an asset, but a necessity. The world is increasingly interconnected, and intercultural competence (ICC) is now considered a vital 21st-century skill, especially in the realm of education where cultural diversity is prevalent. As cultural interactions intensify, educational institutions are expected to prepare learners not only with linguistic proficiency but also with the ability to engage respectfully and effectively across cultural boundaries. The reality of cultural diversity expressed through traditions, values, languages, and worldviews requires more than passive awareness; it demands active understanding and engagement. This makes the development of ICC

a critical focus for educators and curriculum developers alike.

Human interaction is no longer confined within regional borders. It has expanded to international spheres through advances in business, education, tourism, and technology so on, around the world (Sevimel-Sahina, 2020). These global movements lead to the formation of multilingual and multicultural communities. However, without the support of intercultural competence, individuals often face communication breakdowns, misunderstandings, or even conflicts when encountering different cultural practices (Ruiz & Spínola, 2019). Hence, there is an urgent need to foster cultural sensitivity and communication strategies that support harmony and mutual understanding.

One effective pathway to developing ICC is through foreign language education, especially English as a Foreign Language (EFL). The relationship between language and culture is inseparable. As emphasized by Tambunan et al. (2021) mastering a foreign language also involves

understanding the cultural norms embedded within it. Language serves as a vehicle for culture; to communicate meaningfully, learners must comprehend both the words and the cultural values they convey (Daud et al., 2024). However, despite the growing importance of intercultural education, many students never receive formal instruction in ICC. Since English is often used as a lingua franca in intercultural contexts, the English classroom becomes a strategic space for embedding ICC instruction (Snow, 2015).

In the past, Samovar, Porter, and McDaniel (2012) emphasized that English education should equip students with the ability to communicate effectively and apply that ability by employing suitable techniques to explain cultural differences and conduct peaceful and fruitful relationships. (Cubukcu, 2013) further argued that cultural education must be seen as foundational to English learning, not as an additional component, but as a core pedagogical objective., particularly for students' intercultural competencies.

Integrating IC in English language teaching means integrating the components of IC. Byram (1997) has proposed a framework for ICC that includes knowledge, attitudes, and skills. These three components reflect cognitive, affective, and behavioral dimensions that students need in order to function effectively in intercultural situations (Zhang, 2020). Unfortunately, while these frameworks exist in theory, their practical application remains limited in classroom settings. Several studies have found that even when teachers understand the importance of ICC, its implementation is often minimal (Fitriyah, 2019; Hasanah & Gunawan, 2020; Hoa & Vien, 2019). This discrepancy reveals a pressing gap between policy and practice.

Moreover, most existing studies focus on university-level learners, while little research explores the integration of ICC in secondary school contexts (Mitu et al., 2021). This creates an urgent need to investigate how ICC is understood and practiced at lower levels of education, where formative experiences with diversity begin to take shape. Time constraints, limited training, and lack of

resources are some of the key obstacles faced by teachers in integrating ICC meaningfully (Samsara, 2023). Emotional and social support systems also play a pivotal role. Research by Abu Zarim & Surat (2022) emphasizes that students need emotionally safe environments to build the confidence required for intercultural interaction. Furthermore, pragmatic skills—such as understanding unspoken cultural cues—are essential in navigating real-world intercultural scenarios, a point made strongly by Qi (2023).

This is further supported by Fantini's findings, which revealed that individuals who attended orientation programs before international experiences showed significant improvements in their intercultural competence (Fantini & Tirmizi, 2006; Günçavdı & Polat, 2016).

To respond to these challenges, innovative teaching approaches are necessary, particularly those that involve experiential learning and cultural immersion. Scholars argue that theories and practices taught in the classroom must be complemented by authentic experiences that allow students to apply

intercultural principles in context (Santoso, 2020). Orientation programs, role plays, and immersive activities can greatly enhance ICC, especially when these are integrated into the language curriculum in creative ways.

In line with technological development in this era of globalization, one such creative method is the use of audiovisual media, particularly movies. Technological advancements have made it easier to access authentic materials that visually represent cultural realities. Kopaneva & Pervil (2021) emphasize that video materials offer a powerful way to observe real-life interpersonal interactions and cross-cultural behavior. Liddicoat & Scarino (2010) state that modern media and digital tools enhance discussions around interculturality, especially for foreign language learners. (Zhang, 2020).

Visualizing diversity through movies helps students grasp the emotional and contextual dimensions of culture. Unlike traditional texts, movies offer a dynamic, multisensory learning experience that enhances cultural empathy and

curiosity. However, visual materials must be paired with structured learning strategies such as reflective discussion and contextual interpretation to maximize their pedagogical impact. Movies are authentic materials rich in cultural content that provide visual and contextual exposure to the lives, habits, and values of different societies. Through films, students can experience real intercultural situations indirectly, which helps develop both language and cultural understanding. Movies, as audio and visual media, however, bring stereotypes to the audience. Movies provide a direct visual and emotional experience of the culture to those who watch them, which greatly attracts their attention to learning about the culture. According to Chao (2013), noted that Taiwanese students were highly motivated to participate in language classes that used films as a medium to explore cross-cultural communication. Film, therefore, is not merely entertainment—it is a window into other worlds.

The challenge lies in moving from awareness to structured pedagogical practice. While many acknowledge the potential of media in language

education, few studies have explored how to effectively implement movie-based sessions to promote ICC, especially at the junior high school level. This study aims to fill that gap by exploring how movie sessions can be used not only as engaging learning tools, but also as instruments for developing intercultural understanding in EFL contexts.

This research is conducted to contribute to the ongoing discourse on integrating ICC into language teaching. It highlights the need for innovative tools and methods, such as movie sessions, that can help both teachers and students explore cultural values more deeply. Unlike previous studies, this research focuses on the practical implementation of film in supporting intercultural competence, particularly in secondary school English learning environments.

Therefore, this study seeks to investigate how teachers integrate ICC in English language learning, as well as examine the role of movie sessions as a learning medium can effectively facilitate students' intercultural competence.

B. Research Questions

Based on the description of the research background above, the researcher identified the main problems as follows:

1. What are teachers' perceptions and practices regarding the use of movie sessions to support intercultural learning at SMP Nurul Islami Semarang?
2. What are students' perceptions of the use of movie sessions in facilitating their intercultural competence?

C. Research Objectives

Based on the description of the research questions above, the objective of this study is:

1. To explore teachers' perceptions and instructional practices in using movie sessions to support intercultural learning at SMP Nurul Islami Semarang.
2. To investigate students' perceptions of how movie sessions contribute to the development of their intercultural competence in the context of English learning.

D. Pedagogical Significance

This study is important for the following reasons:

1. Theoretical Significance

This research is expected to contribute to the existing body of knowledge in the field of English language education, particularly in integrating intercultural competence into language learning. Theoretically, the study supports the perspective that language learning is not merely about acquiring linguistic skills, but also about developing learners' ability to understand, interpret, and engage with diverse cultural contexts.

By examining how movie sessions are perceived and implemented by teachers, and how they are experienced by students, this research supports the integration of Intercultural Language Learning (Liddicoat & Scarino, 2013) into audiovisual-based instruction. It adds to the theoretical discourse on how films, as rich cultural texts, can serve as platforms for promoting

awareness, empathy, and reflection on cultural diversity.

Furthermore, this study addresses a gap in existing literature by investigating the use of movie-based learning in a secondary school context. The findings of this research are expected to expand the theoretical discourse on the intersection between media-based instruction and intercultural competence, especially in secondary school contexts which are still underrepresented in previous studies. It also seeks to inspire further theoretical exploration into how informal, affective, and visual learning experiences can shape intercultural understanding among young EFL learners.

2. Practical Significance

a. For Teachers

This research provides practical guidelines for English teachers to integrate Intercultural Competence (ICC) into the learning process using innovative methods such as movie sessions. With this strategy,

teachers can create learning that is more interesting, contextual, and relevant to students' needs in the global era.

b. For Students

In addition, students will also get a more authentic and interactive learning experience, which can significantly improve their ability to communicate across cultures. This movie-based learning is expected to equip students with better communication skills so that they are better prepared to face the challenges of multicultural interaction in the future.

c. For School

This research also provides input to schools to improve the quality of extracurricular programs, such as the Nurul Islami English Conversation Club (NECC), by utilizing film-based learning media. With the implementation of this strategy, schools can create a more creative and effective learning environment to support the

development of students' intercultural competence.

d. For Other Researchers

This study can be a reference for other researchers who are interested in the application of movie sessions in developing students' intercultural competence. By providing empirical data and in-depth analysis, this study offers valuable insights into how audio-visual media, particularly movies, can be used effectively in language and cultural learning. In addition, this research also encourages further exploration of the application of intercultural language learning theory and experiential learning theory in cultural education to generate new approaches that are more innovative and relevant.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes a theory-building used as a basis for research. This chapter contains Previous Research and a Literature Review.

A. Previous Research

Some studies led the researcher to complete her studies, so here are some of the previous studies. First, the research entitled *Communicative Competence Intercultural: Pedagogical Criticism in English Language Teaching*. This research was conducted by Daud Enni Akhmad, Nonny Basalama, and Bulan Hidayati Otoluwa, and Rahman Taufiqianto Dako (2024), aims to explore how teachers integrate Intercultural Communicative Competence (ICC) in English language teaching is used to promote cultural sensitivity and the efficacy of the teaching and learning process teaching and learning process. The method employed was descriptive qualitative, including data gathering through semi-structured interviews and classroom observations.

The results showed three main strategies in ICC integration. First, guiding students to develop cross-cultural knowledge, attitudes, and skills. Second, contrasting British and Indonesian cultures. Last, asking students to practice in activities related to intercultural in activities related to intercultural understanding. These findings emphasize that ICC integration can enhance students' cultural sensitivity and positive attitudes towards cultural differences. This research also recommends further studies regarding the integration of ICC in specific language skills, to support a more effective teaching and learning process in the era of globalization. The theory underlying this research is the importance of intercultural communication competence (ICC), including knowledge, attitudes, and skills in cross-cultural interaction. Interacting across cultures. According to Chen and Starosta (2017), ICC is the ability to interact effectively and appropriately in different cultural contexts, whereas Byram (1997) emphasizes the importance of cultural aspects and an open attitude in building effective communication in the global era.

In general, this study is in line with other studies that emphasize the importance of integrating ICC in English language teaching. The difference lies in the focus of the location and context of education in Indonesia, specifically in the IAIN Sultan Amai Gorontalo. In addition, this study emphasizes that the integration of ICC not only increases cultural sensitivity but also must be supported by materials that contain cultural elements. Cultural sensitivity must also be supported by materials that contain cultural elements, which becomes the main emphasis, different from other studies that emphasize more on teaching techniques in general. Overall, all studies confirmed that ICC is an important aspect of foreign language teaching in the era of globalization, but the approach and context may differ according to the local educational and cultural environment(Daud et al., 2024).

Second, the study entitled *Development of Intercultural Communication Competence (ICC) through Explicit Instruction among EFL Learners in China*, was conducted by Li Liu, Bo Jiang, Yvfei Wang, dan Ziwei Guo (2022). The main objective of

this study was to explore the effectiveness of explicit instruction in enhancing intercultural communication competence (ICC) among English as a foreign language (EFL) learners in China. Through a quantitative approach, this study collected data from questionnaires and tests of cultural knowledge and communication skills administered to participants of different levels of English proficiency. The teaching instruments used contained cultural content, and data analysis was conducted with descriptive statistics as well as correlations to measure the relationship between English proficiency level and ICC development.

The main results showed that explicit instruction significantly improved learners' knowledge and skills related to intercultural communication, and there was a positive correlation between English proficiency level and ICC development, meaning that the higher the language proficiency, the better the intercultural competence. In general, learners show positive attitudes towards intercultural interaction, although they still need more in-depth knowledge about certain cultural practices, especially religious and behavioral

aspects. This study recommends the improvement of intercultural content, clearer explanation of teaching objectives, increased student engagement, and the application of scientific and systematic evaluation methods to enhance the effectiveness of ICC teaching.

In terms of theoretical framework, this study is based on intercultural communication and language learning theories that emphasize the importance of integrating cultural aspects, with Byram's (1997) ICC concept and intercultural competence development model as the main framework. In parallel with other research, this study confirms that explicit instruction is crucial in the development of ICC and that the improvement of this competence is positively correlated with the level of English proficiency, as well as highlighting the need for cultural content enrichment and the active involvement of learners in the learning process (Liu et al., 2022).

Different with that, the research conducted by Zhang (2020) entitled *Developing Students' Intercultural Competence Through Authentic Video in Language Education* focuses on the use of audiovisual media, specifically Chinese TV dramas,

as a tool to develop intercultural competence in Chinese learners as a second language (L2). The main objective of this research is to explore how TV drama clips can enhance learners' intercultural knowledge, attitudes and skills. The method used was a qualitative study with content analysis of the drama clips “Tiger Mum, Pussycat Dad” and observation of participants' responses during discussion and reflection. This study refers to the intercultural competence model which includes three main components: knowledge (factual and abstract), attitude (openness and tolerance), and skills (reflection and recognition of implicit cultural cues). The results showed that the use of TV dramas was able to enrich participants' cultural insights, increase their openness and empathy, and hone their ability to recognize unexpressed cultural cues. Zhang emphasized that audiovisual media such as TV dramas are rich and effective learning resources to build intercultural competence gradually and sustainably.

Another study addressing a similar topic was conducted by the researcher who analyzed media perception and interpretation by native speakers and

L2 speakers, specifically in the context of Chinese family culture through TV drama clips. The study involved two groups of participants: 15 native Chinese speakers and 15 L2 learners from Australia studying Chinese. Through focus group discussions, it was found that native speakers were able to understand deep cultural meanings such as family roles, face management, and values such as harmony and filial piety, whereas L2 learners tended to focus on surface details and had difficulty understanding implicit meanings. The findings suggest that cultural background affects intercultural media comprehension, where native speakers are better able to capture cultural nuances than L2 learners who tend to interpret literally. (Zhang, 2020).

Another research conducted by Dwi Suny Wardhany (2022) from JOALL with the title *Promoting English Movie as a Means of Enhancing EFL Learners' Intercultural Competence* explores the use of English movies as a tool to enhance cultural competence and English language (EFL) skills in Indonesia. The main objective of this research is to review how movies can be effectively used in the

learning process to improve students' attitudes, knowledge, skills and cultural awareness. The method used was a literature study by reviewing seven related research articles systematically selected from electronic databases based on certain criteria, such as relevance, peer-reviewed and recent.

The results showed that the use of English movies generally had a positive impact on improving students' attitudes, knowledge, skills, and cultural awareness, especially in the aspects of speaking, vocabulary, reading, and listening. Movies are considered an effective authentic source for cultural and language development, although there are challenges in integrating cultural aspects deeply into teaching. This research emphasizes the importance of appropriate movie selection and strategic integration in the curriculum to achieve optimal results. Theories used include language learning theories that emphasize the importance of cultural context and authentic sources, as well as intercultural and media-based learning theories. In general, this study shows that movies can be an effective tool in improving EFL students' cultural competence and linguistic ability,

and recommends that teachers select culturally rich movies and integrate them strategically in the learning process. A comparison with other studies shows that while all affirm the effectiveness of films in the development of cultural and linguistic competence, Wardhany's study further emphasizes the Indonesian context and the need for further research in this area, as well as the importance of appropriate film selection and practical application in teaching.

In a study conducted by Jianying Yue (2019) with the title *Use of Foreign Films in Cultivating Intercultural Communicative Competence in ELT - A Case Study*, the main objective was to explore how Disney's "Mulan" movie can be used as a tool to improve students' intercultural communicative competence (ICC) at the college level in China. The study used an empirical approach with the main data being student study blogs, quizzes, and semi-structured interviews, and applied Byram's ICC Model as the main theoretical framework to analyze the students' cultural interpretation process while watching the movie. The results showed that the use of the movie "Mulan" was able to motivate students

and help them understand the storyline despite the language barrier, and encouraged them to actively compare Western and Chinese cultures critically. Students not only understood the story, but also developed awareness of cultural differences, including attitudes and perceptions of the main character's actions. These findings confirm that foreign films, when supported by reflective activities and tasks based on the ICC model, can effectively improve students' intercultural competence in language and cultural aspects.

In addition, another study highlighted how the movie “Mulan” underwent a process of decontextualization and cultural distortion by Disney, which triggered criticism from Chinese audiences for inaccuracies and cultural elements that were considered superficial. A comparison of perceptions between students from China and the US showed differences in cultural understanding and attitudes toward the character of Mulan, as well as the level of critical awareness of Disney's modifications. This study emphasizes the importance of task design based on the ICC model and students' active involvement in

learning activities for films to be an effective medium in the development of intercultural competence and cultural awareness in English language learning. Both studies confirm that the movie “Mulan”, if carefully selected and supported by reflective activities and critical analysis, can be a very effective medium in improving students' intercultural competence and cultural understanding (Wardhany, 2022).

Another study addressing a similar topic entitled title *Increasing Students' Intercultural Awareness Using Film as a Media in the EFL Classroom* by Kartikasari, W. D. N, Retnaningdyah, P, Mustofa, A (2019). This research deeply explores the use of film as a learning medium in enhancing students' intercultural awareness (ICA) in the context of learning English as a foreign language (EFL). Through a qualitative and case study approach, the research involved grade X students in Indonesia who were supervised during the movie viewing process with the guidance of the Question-Answer-Relationship (QAR) strategy. This strategy includes pre-watch, during-watch, and post-watch activities designed to stimulate cultural understanding,

empathy, and critical reflection on stereotypes and cultural diversity. Data were collected through observation, documentation, and reflection journals, then analyzed thematically.

The results showed that the structured activities supported by the QAR strategy were able to significantly improve students' ICA, especially in the aspects of respecting others and understanding cultural differences. The movie proved to be effective as a tool capable of stimulating emotional and intellectual engagement, as well as providing real cultural insights that encourage students to think critically and tolerantly. This research also confirms that ICA is a phenomenon that is highly influenced by social and situational contexts, so a flexible and contextualized approach is needed. In general, this study confirms that the integration of film and QAR strategy can be an effective method in intercultural learning in EFL classrooms, while enriching the literature on cultural competence development through visual media. In addition, learning constructivism theory also supports the use of visual media as a tool that allows students to actively

construct cultural knowledge through visual experience and reflection (Kartikasari et al., 2019).

The research conducted by Sri Wahyu Widiati (2023) with the title *Video-Based Cultural Literacy to Support Intercultural Competence in Japanese Language Classes* also discusses the use of culture-based videos in Japanese language learning to improve students' intercultural competence. The primary goal of this study is to describe video-based cultural literacy activities that use intercultural pedagogical principles and assess students' intercultural competence, including values, attitudes, and knowledge. The method used was descriptive qualitative research with content analysis, involving 26 students of the Japanese Language Education study program. The videos used came from the YouTube platform and featured Japanese culture and foreigners' responses to it. The learning process followed a cycle of interaction, observation, comparison, reflection, and provisional conclusion, which supported students' cultural understanding and intercultural competence development through intercultural pedagogical practices.

The results show that video media is effective as a source of cultural literacy and is able to support contextualized and interactive intercultural learning, thus increasing students' cultural awareness and intercultural communication skills. In addition, another study confirmed that the use of videos and written activities in teaching Japanese culture and intercultural competence can increase positive perceptions of Japanese culture such as honesty, safety, and respect for farmers, and encourage reflection on one's own culture. This approach emphasizes active engagement, comparison, reflection and discussion which makes intercultural learning more structured and meaningful. Furthermore, the importance of intercultural understanding and competence in Japanese language education is also supported by various educational strategies and media, including multimedia storytelling and cultural analysis, which aim to develop intercultural communication skills and mutual understanding in a multicultural context. Overall, visual media such as videos prove to be effective in enhancing cultural literacy and

intercultural competence, and provide a strong theoretical basis through intercultural pedagogical principles and comprehensive cultural analysis (Widiati, 2023).

Hoa and Vien (2019) conducted a study titled "The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say" to explore Vietnamese EFL teachers' perceptions and practices regarding intercultural integration in language teaching. The study aimed to identify teachers' beliefs, perceived practices, and actual classroom practices related to intercultural education, as well as to examine factors influencing these practices. Methodologically, the research employed a quantitative approach, collecting data through questionnaires from 101 teachers in upper secondary schools, complemented by open-ended questions for deeper insights. The findings revealed that teachers generally had positive perceptions of intercultural teaching but rarely implemented intercultural activities in class. The study concluded that while teachers valued intercultural content, there was a gap between their perceptions and actual

practices, highlighting the need for targeted training to enhance intercultural teaching pedagogy (Hoa & Vien, 2019).

B. Literature Review

1. Definition and Dimensions of Intercultural Competence

To engage and communicate with people from other cultures effectively, intercultural competence is essential (McKinnon, 2020). Intercultural Competence (IC) has become an essential skill for individuals in today's globalized world, especially within education where cultural interactions are increasingly prevalent. Understanding the complexity and richness of cultural diversity is critical. It is noted that effectively engaging and communicating with individuals from different cultural backgrounds necessitates a strong foundation in intercultural competence, which not only is crucial for social cohesion but also enhances effective communication. The rise of globalization, driven by advancements in business, technology, and education, has amplified diverse interactions

across cultures (Xu, 2024). Consequently, the ability to navigate cross-cultural encounters has transitioned from being a supplementary skill to a fundamental requirement. Failing to cultivate intercultural competence may lead to confusion and misunderstandings, particularly when individuals lack exposure to varying cultural contexts (Zhong, 2024). Intercultural learning is regarded to be the process of seeking out, observing, and interpreting the attitudes and behaviors of people from diverse cultural or language origins in the target area, rather than simply addressing ethnic differences, national or international differences. Recent developments in the ICC are increasingly significant due to globalization and internationalization.

Various approaches to conceptualizing ICC still exist, and a generally accepted model that is generally accepted has not been proposed (Chao, 2013). Chen (2003) identified intercultural awareness, sensitivity, and effectiveness as essential qualities for effective intercultural communication. Gudykunst (2004) recognized

motivation, knowledge, and skills as critical components in establishing and evaluating ICC. Few explicit investigations on the components of ICC have been done in the disciplines of applied linguistics and foreign language instruction; nonetheless, Byram's (1997) model of ICC is well recognized. According to him, in addition to linguistic, sociolinguistic, and discourse competence, proper attitudes, knowledge, and skills are required for ICC. (Byram, 1997). In general, ICC is thought to comprise three dimensions: affective, cognitive, and behavioral. These dimensions must be developed simultaneously to enable successful and acceptable communication in an international setting (Bennett, 2017).

In this study, ICC is defined as the ability to interact appropriately and effectively with people from different cultural or linguistic backgrounds, while intercultural learning is defined as a dynamic and ongoing process of observing, exploring, and interpreting such people's attitudes and behaviors in specific situations that affect

EFL learners cognitively and behaviorally. According to Deardorff (2006), intercultural competence is defined as “the ability to understand, respect, and interact with individuals from different cultures in effective and meaningful ways.” This competence is not just about understanding language, but also understanding cultural values, norms, and behavior patterns that shape the way people communicate and interact (Deardorff, 2006). In line with Byram's opinion, Deardorff identified three main dimensions of intercultural competence, namely:

- Attitudes:

Attitudes that support intercultural competence include curiosity, openness, appreciation of differences, and willingness to understand other cultural perspectives. These attitudes are important for building a foundation that allows individuals to engage positively with people from different cultures. Without an inclusive attitude, it is difficult for an

individual to build effective cross-cultural relationships.

- Knowledge:

Intercultural competence also involves an in-depth understanding of other cultures, including values, traditions, social norms, and communication systems. This knowledge includes aspects of history, beliefs, customs, as well as how culture influences one's behavior. In addition, an understanding of how one's own culture influences the way one thinks and acts is also an important element (Byram, 1997)(Deardorff, 2006).

- Skills:

Skills in intercultural competence involve the ability to analyze and interpret cross-cultural situations, resolve conflicts, and communicate effectively. These skills enable individuals to navigate cultural differences with sensitivity and sensitivity to context (Byram, 1997).

Other theories, such as Spitzberg and Cupach's (1984) model, also divide intercultural communication competence into three dimensions: cognitive, affective, and behavioral. The cognitive dimension relates to knowledge about the culture, the affective dimension includes motivation to interact, and the behavioral dimension relates to the ability to adapt in the context of communication. Overall, increased intercultural competence is characterized by a combination of motivation, knowledge, communication skills, sensitivity, and character that support each other in cross-cultural interactions (Moulita, 2019).

The Developmental Model of Intercultural Sensitivity (DMIS) theory from Milton J. Bennett (2017) is a theory that explains how people experience, interpret, and interact with cultural differences. This theory is based on constructivist theories of communication and perception. DMIS assumes that perception constructs reality and that more complex perceptual categories result in more complex experiences.

Several stages of development of intercultural sensitivity according to DMIS. The first is the denial stage, where a person assumes that there are no cultures other than his own. Second is the defense stage, where a person has begun to acknowledge the existence of other cultures, but still considers his own culture to be the best culture. The next stage is the minimization stage, where a person has accepted cultural differences and is free from feelings of threat. The next stage is the acceptance stage, where a person understands the importance of intercultural differences. The last stage is the adaptation stage, where a person begins to explore and research other cultures. Integration Stage: A person develops empathy for other cultures.

2. Intercultural Competence in ELT

Competence in language learning encompasses both language competence (linguistics, sociolinguistics, and discourse) and intercultural competence (attitude, knowledge, skills, and awareness) in a multicultural society.

Language learning, particularly in English, provides a unique opportunity to develop intercultural competence. Research highlights that knowledge of different cultures is as vital as linguistic proficiency (Jokikokko, 2021). Language serves as a vessel of cultural expression, necessitating learners to understand the cultural references and contexts that shape the language. The integration of cultural knowledge within language instruction is essential for fostering effective communication skills across cultural boundaries (Marković et al., 2020). Learning the culture of a foreign language is also important so that students do not experience culture shock later when visiting the country (Ariawan, 2024).

While communication classes focusing on intercultural competence play a fundamental role, many students do not have access to such training. By leveraging English language instruction as a platform for teaching intercultural competence, educators can prepare students not just linguistically but also culturally, thereby

enhancing their readiness for global interaction (Xu, 2024). In an EFL classroom, when teachers teach language, they also automatically teach culture. Liddicoat & Scarino (2013) view that language learning cannot be separated from cultural learning. They emphasize reflection, cultural self-awareness, and meaningful interaction as the basis for developing intercultural competence (A. J. Liddicoat & Scarino, 2013). Teachers should at least introduce some references about culture through language. Despite its conceptual importance in today's context, there is still little concern about ICC studies, especially in the Indonesian context. However, some research has revealed teachers' positive perceptions of ICC in ELT, but highlighted the challenges that were confronted by many teachers in the implementation (Vo, 2017).

However, the integration of IC components in English language teaching is obvious, but their application in the classroom is still poorly implemented. This is why this topic

would be very interesting to study more deeply. Although teachers have a good understanding of IC, they do not implement IC in the classroom (Hoa & Vien, 2019). Hoa and Vien surveyed 101 English teachers in secondary schools in Vietnam and proved that the teachers had a good understanding of intercultural integration, but they rarely conducted cross-cultural activities in the classroom. Similarly, Fitriyah (2019) found that teachers had a high perception of teaching culture in the English classroom, but the practice was low. She studied 20 English lecturers from three universities in Java (Fitriyah, 2019). Other research shows that teachers have a good understanding of the importance of ICC, but its implementation in teaching practice is limited (Hasanah & Gunawan, 2020). In addition, most studies focus on students pursuing undergraduate and postgraduate education, while there is limited attention focused on the development of IC for teachers and students at the primary, secondary, and tertiary levels (Mitu et al., 2021).

In general, nearly all of the lecturers are aware of the importance of ICC in ELT (Fitriyah, 2019). Lack of integration of cultural dimensions in the language learning curriculum can cause students to only master linguistic aspects without a deep understanding of the cultural context.

3. Film as a Medium for Intercultural Learning

Films, the most well-known non-print medium used in ELT, are easily accessible and freely available in most countries throughout the world. Aside from its popularity as a source of entertainment, its usage as teaching material is equally significant among language teachers (Sabouri et al., 2015). Movies not only provide a rich cultural context but also allow students to see and feel cultural experiences firsthand. This aligns with experts' opinions that movie-based approaches can enrich learning experiences and increase students' engagement in the language learning process.

Besides that, Richard Mayer's (2009) Cognitive Theory of Multimedia Learning

(CTML) explains how people learn more effectively through a combination of words and pictures. The theory is based on three key principles. First, the dual channel assumption suggests that humans process visual and verbal information through two separate channels, allowing multimedia to support learning more efficiently when both are engaged. Second, the limited capacity principle highlights that each channel has a limited capacity for processing information, so instructional materials should be designed clearly and concisely. Third, the active processing principle states that learners understand and retain information better when they actively engage with the material, such as by selecting relevant content, organizing it, and integrating it with prior knowledge.

These principles support the use of movie sessions in educational contexts, as they combine audio-visual input with opportunities for reflection and discussion, thus enhancing both language acquisition and intercultural understanding. (Mayer, 2009). This involves

selecting relevant material, organizing it into visual and verbal models, and integrating it with existing knowledge. Mayer (2009) defines multimedia as the presentation of material using words and images. Learning with multimedia can help students develop better, creative, and innovative cognitive abilities. This also includes understanding intercultural matters.

Furthermore, the implementation of film sessions in language education can help students develop intercultural communication skills needed to interact with people from different backgrounds. By watching movies that depict cultural diversity, students can learn about the social norms, values, and practices of other cultures that may differ from their own. As a learning medium, films allow students to observe real-life situations, interpret cross-cultural behavior, and improve communication skills. Based on the study by Pegrum (2008), the visual medium of film, which seamlessly entwines language, culture, and context, is a good place to start ‘looking’ through the lenses of other cultures.

It is a good place to start to 'read the world' (Pegrum, 2008). Therefore, Pegrum (2019) found that films can help students overcome cultural stereotypes and increase empathy towards people from different cultural backgrounds (Pegrum, 2019).

Many scholars have discussed the benefits of using movies as learning materials in intercultural education. For example, movies can easily capture learners' interest and stimulate their curiosity about different cultures due to the media's storytelling style (Roell, 2010). Furthermore, movies can be used to expose students to other cultures, allowing them to see places they have read about and heard about, as well as listen to foreign languages or English dialects, without leaving their classrooms. Learners can quickly acquire the cultural information they obtain through the multisensory input of the movie, which then facilitates their cross-cultural learning. In addition, learners are allowed to understand different cultures through observing and discussing the various discourses (e.g. different

forms of address), intercultural themes (e.g. stereotypes) or international/domestic events (e.g. historical events) presented in the movie, which can encourage further exploration of themselves and others to prepare for successful intercultural contacts in the future (Fitriyah, 2019).

In line with Kolb's learning theory, Film as an experiential learning medium creates an interactive and reflective learning environment, allowing students to explore different cultural perspectives. Kolb (1984) explains that experience-based learning involves four stages that are highly relevant to the use of films in educational settings. The first stage, Concrete Experience, is realized when students watch films that present real-life situations and cultural narratives, allowing them to engage with authentic visual experiences. The second stage, Reflective Observation, occurs as students reflect on the cultural aspects they have observed, promoting deeper understanding of cultural differences. In the third stage, Abstract Conceptualization, learners begin to connect their

reflections with intercultural theories and concepts they have previously studied. Finally, in the Active Experimentation stage, students apply the knowledge and cultural insights they have gained from the films to real-life situations, enabling them to navigate intercultural interactions more effectively. This cycle supports the integration of intercultural competence in language learning through experiential and media-based approaches (Kolb, 1984).

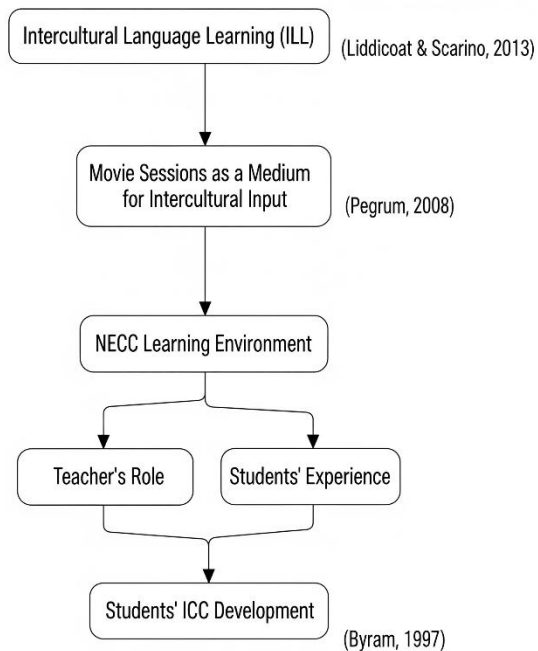
In the context of English language learning at the junior high school level, the use of movies as learning media allows students not only to understand the target language but also to absorb cross-cultural values contextually. This supports the stages in the DMIS model that emphasize increasing sensitivity to cultural differences (Bennett, 2017).

Based on various theories and previous research, it is clear that film integration in English learning not only improves students' linguistic skills but also strengthens their intercultural competence. By utilizing authentic and contextual

media such as films, the learning process becomes more meaningful, reflective, and relevant to today's global needs.

C. Conceptual Framework

This research is based on a conceptual framework that links foreign language learning with the development of intercultural competence through meaningful learning experiences.



This conceptual framework illustrates the integration of intercultural learning within English language education through the use of movie sessions as the primary medium. The framework is grounded in the theory of Intercultural Language Learning (ILL) by Liddicoat and Scarino (2013), which emphasizes that language learning should simultaneously develop linguistic skills and intercultural understanding.

In this framework, movie sessions function as a central tool for delivering intercultural input, aligning with Pegrum's (2008) view that audiovisual media serve as authentic sources of cultural content. Films present learners with diverse cultural settings, behaviors, values, and communication styles, which help foster exposure to intercultural elements that might not be accessible through traditional classroom materials.

The implementation of movie sessions takes place within the NECC (Nuris English Conversation Club) learning environment. This extracurricular setting is characterized by interactive, supportive, and discussion-based activities that allow both teachers

and students to engage meaningfully with the film content.

From the teacher's side, the process involves selecting appropriate films with rich cultural content, designing tasks that prompt intercultural inquiry, and leading reflections that help students analyze and make meaning from what they see. On the other hand, students engage with the films through their own experiences and perceptions, showing interest, emotional engagement, and reflective responses that indicate growing intercultural awareness.

The interaction between teacher facilitation and student participation contributes to the development of students' Intercultural Communicative Competence (ICC), as defined by Byram (1997). This includes the development of attitudes (openness and curiosity toward other cultures), knowledge (understanding of cultural practices and products), skills (interpreting, relating, and interacting), and awareness (critical cultural reflection).

In essence, this framework explains how movie-based learning in a supportive environment

like NECC can effectively bridge language learning and intercultural development, positioning films not just as language input, but as powerful cultural learning experiences.

CHAPTER III

METHODOLOGY

This chapter discussed some methods of research. It consisted of research design, research setting, participants, research focus, technique of collecting data, and technique of analyzing data.

A. Research Design

The present research design is a case study. Case studies are one of the numerous types of qualitative research methods that are commonly utilized in research. Especially study that includes research subjects from specific groups of society and investigates specific social features and elements. Robert K. Yin (2009) defines a case study as a method of seeking knowledge to analyze and examine real-life occurrence phenomena (Yin K, 2009). Case studies also include a variety of sources that serve as search and evidence tools. According to Creswell, the descriptive method of research is used to collect data about the current state of the problem. A case study is a sort of research design in which the researcher conducts an in-depth investigation of a specific

instance, which is typically a program, event, activity, process, or one or more individuals. (Creswell, 2018).

The current study was conducted using a descriptive qualitative approach. This strategy entails gathering and evaluating data to produce a rich and detailed description. Case studies were chosen for two main reasons. First, one of the goals of any case study research is to demonstrate how integrating audiovisual media learning (movies) in classroom learning activities can help students enhance their intercultural competence. Second, descriptive case studies respond to theory-based inquiries. The researcher believes that this study will reveal the relationship between the utilization of movie sessions and the development of students' intercultural understanding while learning English in class.

B. Research Setting

1. Place

This research was conducted at Nurul Islami Junior High School Semarang (SMP Nurul Islami Semarang), located in Wonolopo, Mijen, Semarang City, Central Java. Established in

December 2007, the school operates under the Ministry of Education and Culture and offers an Islamic-based education using a *pesantren* model.

Given this structure, teachers at SMP Nurul Islami are motivated to continuously develop effective and impactful teaching strategies. One such strategy includes the integration of audiovisual media, such as movies, into the learning process. The researcher selected this school as the site of the study to explore how teachers perceive and implement film-based learning in enhancing students' intercultural competence, especially within the context of English language learning.

More specifically, the research was conducted within a particular extracurricular program called the **Nuris English Conversation Club (NECC)**. NECC is designed to improve students' English communication skills through interactive and engaging activities. This program was considered the most appropriate setting for the study due to its clear focus on language and intercultural

learning. Additionally, students' enthusiasm for learning English in NECC made the environment conducive for collecting authentic and meaningful data. Film-based learning has already been practiced in this setting, making it a relevant and rich context to examine the impact of movie sessions on intercultural competence development among junior high school students.

2. Time

This research was conducted in April-May 2025. The researcher has communicated with the teacher regarding the schedule for extracurricular activities. In the first meeting, the researcher conducted interviews with the English teachers who implemented a movie session for the NECC students in the class. At this time, the researcher is also doing an observation of the classroom activity to gain more information. The next meeting continued with the observation of discussion and a reflective session.

C. Participant

The participants used as data sources in this study are English teachers who taught extracurricular NECC and implemented film as media learning, and 10 NECC students who participated in the movie session activity.

D. Data Source

The selection of data sources is an important aspect in research, because having concrete and reliable data sources can make readers more confident about research and make research results more accurate and reliable. In this case, the primary data would be collected by interviews with the teacher, observation, and questionnaires for students.

E. Research Focus

The main focus of this research is the perceptions and experiences of teachers and students at SMP Nurul Islami Semarang towards the use of movie sessions as a learning medium to improve ICC in the context of English language learning. This research aims to explore how movies are used as learning tools, the extent of their effectiveness and

influence on students' understanding of foreign cultural values, and the challenges faced in implementing these activities in the classroom. This focus was chosen because intercultural competence has become an important element in foreign language learning in the era of globalization (Byram, 2021). Film as an authentic medium has been proven to provide a real cultural context and can enrich students' understanding of norms, values and behaviors from different cultures (Zhang, 2020). In addition, teachers' and students' perceptions are important to know in order to determine the effectiveness of this learning strategy in real classroom practice (Hoa & Vien, 2019). Thus, the focus of this study is to understand how learning experiences using movies can shape students' intercultural competence in the context of English language learning, as well as how teachers design and implement relevant strategies to achieve this goal.

F. Data Collection

According to Sugiyono (2022), data collection techniques are the most important part of research.

Using the right data collection technique will result in a standardized data analysis process, and vice versa (Sugiyono, 2022). Data collection techniques can be done using interviews, questionnaires, observation, documentation, and triangulation. According to Donald Ary, the most common data collection techniques used in qualitative research are observations, interviews, and analysis (Ary et al., 2010). In this study, the data collection techniques used are qualitative to explore the practice of integrating intercultural competence through movie screening sessions in English learning at Nurul Islami Junior High School, Semarang. The three main methods used were in-depth interviews, observations, and a questionnaire.

1. Interview

In-depth interviews were conducted with English teachers who were directly involved in the implementation of the movie sessions. This technique was chosen because it was able to explore teachers' understanding, experiences, and strategies in integrating aspects of intercultural

competence into the learning process. The instrument used was a semi-structured interview guide that allowed flexibility in exploring relevant topics. To ensure the validity of the data, data triangulation with observation and a questionnaire was used to strengthen the credibility of the findings (Romdona et al., 2025)

2. Observation

Observations were conducted by directly observing the implementation of movie sessions in the classroom, including student participation, intercultural interactions, and responses to movie materials. This technique was chosen to obtain empirical data regarding classroom dynamics and learning practices that occur in real life. The researcher used a pre-prepared observation sheet and carried out participatory observation to gain a deep understanding of the context of the activity (Mack et al., 2005). The observation results were then compared with the data from interviews and a questionnaire to increase the validity of the data.

3. Questionnaire

Questionnaires were distributed to students as a form of data collection regarding the impact of movie sessions on their intercultural understanding and skills. The questionnaire contained closed-ended questions with a Likert scale. This instrument was designed to capture students' perceptions systematically. Before use, the questionnaire was pilot tested to ensure its clarity and consistency. The data was analyzed descriptively to obtain a deeper meaning.

The data collection process was carried out in several stages, from instrument preparation, teacher interviews, classroom observation, and data analysis. Triangulation of data from the two techniques was carried out to ensure the validity and integrity of the research results. This approach is expected to provide a comprehensive picture of how intercultural competence is implemented through movie sessions in English lessons at Nurul Islami Junior High School in Semarang.

G. Instruments

Data collection instruments are tools used to measure data to be collected (Nababan & Marpaung, 2024). This data collection instrument is inseparable from the data collection method. This research uses a qualitative approach with data collection techniques that include in-depth interviews and participatory observation. The instrument designed serves to thoroughly explore the process of implementing film sessions in English learning and encourage in shaping of students' intercultural competence at Nurul Islami Junior High School, Semarang.

The researcher is the primary data collecting instrument in qualitative research, as he or she works full-time to gather and process the data required for this study. The researcher must also maintain the accuracy of the data collected so that the results match what is expected.

1. Interview Guideline

The first instrument in this study was interviews. In-depth interviews were conducted with English teachers who were directly involved

in the implementation of the movie sessions. The interview guide was prepared in a semi-structured format to stay focused on the research theme, but still provide flexibility for researchers to dig deeper into relevant information during the interview process. The questions in this interview covered aspects of teachers' knowledge of intercultural competence, cultural integration strategies in teaching, as well as experiences and challenges in using movies as learning media. Details of the interview guidelines can be seen in **Appendix 1**.

2. Observation Guideline

This observation is very necessary because the observational data will be more accurate (Nababan & Marpaung, 2024). In this study, researchers acted as participants and observers. The researcher observed the implementation of the movie session from the beginning to the end of the implementation as well as the implementation of the discussion activities guided by the teacher after the movie screening session.

During the discussion, the teacher asked reflective questions directly to the students, and the researcher recorded the students' answers and responses in the classroom. Students' answers to the teacher's questions were recorded in written documentation (field notes or discussion transcripts) and analyzed to identify the development of intercultural competence. There are several aspects observed, namely: Teacher strategy in the application of movie sessions, student activities, student responses to movies, and culture. Each aspect is developed into an observation guide. The observation data displayed is truly the result of the researcher's observation. Observation notes are collected in the form of descriptive narratives that describe the classroom situation in detail and contextually. Details of the observation sheet can be seen in **Appendix 2**.

3. Questionnaire Guideline

Data from student questionnaires were used to support the findings from teacher interviews and observations, as well as to validate the research

results. The questionnaire was distributed to students who had participated in the movie sessions activities. This questionnaire contains closed questions using a Likert scale with explanations: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). This questionnaire uses close-ended questions consisting of two aspects: *Student's Perception of Movie Sessions* and *Student's Cultural Response after the Movie Session Activity*. Details of the Questionnaire can be seen in **Appendix 3**.

To support the validity of the instruments, interview guides, observation sheets, and questionnaires were prepared based on relevant theoretical studies and had gone through a limited pilot study process to assess the clarity and understandability of the instrument items. This procedure is important in reducing the possibility of bias in data collection. During the data collection process, the researcher also applied reflective techniques and avoided personal influence on participants' responses. All of these efforts aimed to

ensure that the data obtained in this study truly reflected the reality of the field and was able to answer the research focus accurately and reliably.

H. Data Analysis Technique

There are various models and stages in qualitative data analysis. This research uses an interactive model of qualitative data analysis technique developed by Miles and Huberman. This technique was chosen because it provides a systematic framework for understanding data in depth, especially in tracing the process of using movie sessions to facilitate students' intercultural competence in learning English. This approach is in line with the narrative and contextual characteristics of qualitative data.

Miles, Huberman, and Saldana (1994) suggest that the process of data analysis involves three activities (Miles et al., 2014).

1. Data Condensation/Reduction

Data condensation can be considered as part of the data reduction process. Data reduction is a process of simplifying data by selecting, focusing,

and abstracting relevant data from raw data that emerges from field notes, interviews, and questionnaires. Aims to reduce the volume of large data into a more concise and manageable form, while preserving the meaning and essence of the data. Data that are irrelevant to the research focus will be eliminated, while data related to integrating ICC in language learning through film media will be classified and further analyzed.

2. Data Display

Data displays are employed to analyze the data which are taken from the data collection. Data display is done by organizing descriptive narratives, matrices, and tables to facilitate understanding of patterns or relationships between data. The purpose of this step is to prepare the data so that it can be systematically reviewed before conclusions are drawn.

3. Conclusion Drawing and Verification

The final step is drawing conclusions based on the findings from the research topic after displaying the data. Conclusions are temporary

and can change if new, stronger evidence is found. Therefore, the verification process is carried out continuously during and after the analysis process, making the conclusions produced valid and reliable.

This data analysis process aims to explore in-depth, comprehensive, and contextual information in accordance with the research focus, namely, how movie sessions are used in facilitating students' intercultural competence in learning English at SMP Nurul Islami Semarang.

I. Data Triangulation

In qualitative research, data validity refers to the extent to which the data collected and analyzed are reliable, accurate, and representative of the reality under study. This research uses technical triangulation and source triangulation to increase data validity and reliability. Technical triangulation was carried out by using several data collection methods, namely observation, interviews, and questionnaires. By using several data collection methods, researchers can obtain more complete and accurate data about the

phenomenon under study. Source triangulation is done by using several data sources, namely students and teachers. Triangulation of data sources was used to validate the findings from teacher interviews and observations using student questionnaires. By using several data sources, researchers can obtain different perspectives on the phenomenon under study and increase data validity.

The data triangulation process was carried out by comparing and combining data from teacher interviews, observations, and student questionnaires. Thus, this research can increase the validity and reliability of the research results, as well as obtain a more complete and accurate picture of the phenomenon under study (Miles & Huberman, 1994; Patton, 2002).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results and discussion of the study. Section One presents the main findings obtained through data reduction and analysis from observations, teacher interviews, and student questionnaires. The analysis was conducted using the Miles & Huberman approach.

A. Findings

The findings of the study are based on data gathered through interviews with the English teacher, observations conducted by the researcher, and responses from student questionnaires. The findings of this study reveal three interconnected themes that illustrate how movie sessions in the NECC extracurricular activity at SMP Nurul Islami Semarang contributed to the development of students' intercultural competence.

Table 4. 1: The Main Findings

Theme	Description	Key Evidence
1. Movie Session as a Culturally Enriched Language Learning Strategy	Movie sessions serve not only to improve English proficiency but also to introduce intercultural concepts.	- The teacher selected films with intercultural values. - “The Wild Robot” chosen for its metaphor on adaptation and difference. - Structured learning: pre-watching, while-watching, post-watching.
2. Students’ Cultural Responses	Students showed positive engagement and awareness toward cultural learning.	- High interest in movies and characters. - Reflective quotes showing empathy and cultural curiosity. - The questionnaire shows 90% agree that movies help understand culture.
3. Movie Session Facilitates Intercultural Competence	Movie sessions are effective for fostering ICC when combined with reflection.	- Film enabled students to relate the story to real life. - Reflection sessions encouraged deeper thinking. - The teacher guided students through interpretation and application.

1. Movie Session as a Culturally Enriched Language Learning Strategy

The first findings focus on Movie Sessions as a Culturally Enriched Language Learning Strategy, highlighting how films were used not only to support students' English proficiency but also to introduce them to cultural values and diverse worldviews. This was made possible through careful teacher planning and structured viewing activities. This is illustrated in **Table 4.1.1** below.

Table 4.1. 1: Movie Session as a Culturally Enriched Language Learning Strategy

Theme	Description	Key Evidence
Teacher's Role	The teacher designed lessons integrating cultural learning through movies.	- Emphasized selecting age-appropriate, value-rich films. - Teacher quotes highlight the link between language and culture. - Cultural introduction before screening.
Instructional Planning	Learning was divided into three stages	- Pre-watching included a character/ context introduction of the film.

Theme	Description	Key Evidence
	to support comprehension and reflection.	- During-watching: student attentiveness noted. - Post-watching: guided reflection and discussion.

a. Teacher's Role in Designing Intercultural Learning

Based on interviews and observations, the English teacher demonstrated planning in selecting and using movies to integrate cultural content into language learning. She explained that movies were chosen not only for their linguistic value but also for their potential to introduce students to different cultural settings.

The teacher emphasized that intercultural competence is not a formal requirement in the school curriculum, but she believes it is essential in language education. Therefore, it is important for teachers to determine the right strategy so that the goal of students' intercultural competence is realized. As she stated:

"Our school does not explicitly require students to have intercultural competence. But indirectly, we instill the values of tolerance and openness. I personally strongly believe that intercultural competence is very important, especially in language learning. Because language cannot be separated from culture.... By building cross-cultural awareness early on, students can grow into more open and tolerant individuals." (T, Interview April 22, 2025)

In implementing the movie sessions, the teacher began each session by explaining the learning objectives and providing cultural context to help students activate their background knowledge. She was selective in choosing age-appropriate, educational, and culturally meaningful films.

"I am very selective in choosing movies. The movies chosen must be appropriate for the age of the students, free from violence, and certainly must be educational.... I look for movies that teach tolerance, empathy, and can be used as material for reflection..." (T, Interview April 22, 2025)

This emphasizes the importance of appropriate film selection and strategic integration in the curriculum to achieve optimal results. In one of the sessions, the teacher chose "The Wild Robot" as it presents

strong intercultural themes such as alienation, adaptation, and building relationships in unfamiliar environments. The story of Roz, a robot stranded on an island, metaphorically represents intercultural adaptation, making it a suitable medium for fostering students' understanding of cultural differences.

b. Instructional Planning and Execution

The learning process was structured into three phases: pre-watching, while-watching, and post-watching activities. In the pre-watching phase, students were given brief background information on the movie's characters, setting, and conflicts. The teacher also explained the learning objectives, particularly focusing on both language and cultural aspects. This phase helped orient students and activate relevant cultural schemata.

"Before watching, I usually give a brief introduction according to the context of the movie. I help them understand the background of the story and conflicts that may arise so that when watching, they can be more focused and understand the purpose of what we are watching this movie..." (T, Interview April 22, 2025)

During the movie viewing, students showed enthusiasm and attentiveness. Observations noted that the classroom atmosphere was focused and students were actively engaged. Although the teacher encouraged note-taking, it was observed that not all students took notes during the screening

"After the viewing session, I always organize supporting activities such as discussion, summary, reflection, or presentation. Students are encouraged to retell the content of the movie, discuss the moral message, and relate it to everyday cultural values. The purpose of this is to build critical thinking skills and understand the content of the movie". (T, interview, April 22, 2025)

This stage served as a platform for students to express their thoughts, build critical thinking skills, and internalize the cultural values depicted in the movie. The teacher asked reflective questions related to the cultural values. In this process, the researcher became a participant and made observations during the reflective discussion process. The results of students' reflective discussions are in **Appendix 2**, field notes.

Despite challenges such as limited technical equipment and varying levels of cultural background knowledge, the teacher overcame them through clear guidance and contextual explanation:

With this approach, movie session becomes a learning strategy that is not only visually and linguistically appealing but also provides an emotional and reflective experience for students to understand and address cultural differences more openly, although there are still some obstacles in practice.

2. Students' Cultural Responses toward the Use of Movie Sessions

The second finding captures Students' Cultural Responses, showing that students exhibited high levels of interest and enthusiasm during the sessions. More importantly, they demonstrated increased awareness, openness, and readiness to understand and engage with cultural differences—key indicators of intercultural

competence development. Students' cultural responses can see in **Table 4.1.2.**

Table 4.1. 2: Students' Cultural Responses

Theme	Description	Key Evidence
Interest and Enthusiasm	Students were motivated and enthusiastic during activities.	- Observations: Students are attentive and involved. - Questionnaire: 100% found movies engaging. - Students expressed a desire to explore other cultures.
Development of ICC	Growth was observed in awareness, attitude, and behavioral skills.	- Awareness: Recognized the difference and adaptation. - Attitude: Expressed empathy and tolerance. - Behavior: Perspective-taking, reflective responses.

Students responded positively to the use of movies in learning. Their engagement, interest, and reflections showed how the sessions contributed to the development of intercultural competence.

"The students' response was very positive. They seemed enthusiastic while watching and were active in the discussion session." (T, Interview, April 22, 2025)

a. Students' Interest and Enthusiasm

Observations and interviews revealed that students were highly enthusiastic about movie-based learning. From the beginning of the session, they actively participated in all stages—from watching to reflection. Their full attention during the movie indicated that the visual medium successfully captured their interest. This shows that the movie media succeeded in attracting students' attention and creating a fun and meaningful learning atmosphere. The teacher also said that:

"Movies are an interesting medium and close to students' daily lives... Children are more interested in copying or imitating things they see and hear in movies, such as pronunciation or even the attitude shown." (T, Interview 22 April 2025)

In reflective discussion, in **Appendix 2**, students expressed increased curiosity

about different cultures, *"Yes, after watching The Wild Robot, I became more interested in understanding foreign cultures that are different from my own."* This statement indicates an intrinsic motivation to learn, driven by an interest in the learning media used. Students not only enjoy the viewing activity but are also interested in exploring the content of the movie further, especially in cultural and social aspects.

This enthusiasm was confirmed by questionnaire results. **Table 4.1.3** summarizes students' perceptions:

Table 4.1. 3: Students' Perception of Movie Session

Statement	10 Students (100%)				
	SD	D	N	A	SA
Watching movies makes English lessons more interesting.	0%	0%	0%	70%	30%
Movies help me understand foreign cultural contexts.	0%	0%	20%	60%	20%
I feel that movies are not suitable for learning English.	10%	80%	10%	0%	0%

Statement	10 Students (100%)				
	SD	D	N	A	SA
I have difficulty understanding some parts of the movie shown.	0%	20%	60%	10%	10%
I hope teachers continue to use movies in English language learning especially in extracurricular activities.	0%	0%	50%	20%	30%

**Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA)*

The majority of students agreed that movies made English learning more interesting and helpful in understanding foreign cultural contexts. As many as 70% of respondents "agree" and 30% "strongly agree" that watching movies makes learning English more interesting and able to increase students' attractiveness and engagement in the learning process.

Negative perceptions were minimal, reinforcing that movie media is well-accepted. Only 10% of students stated "neutral", while

80% of respondents stated "disagree" and "strongly disagree" to the statement that movies are not suitable for English language learning.

Based on these findings, it can be concluded that *movie sessions* in learning are not only successful in increasing students' interest in the subject matter but also in creating an active and reflective learning atmosphere. Students' interest and enthusiasm are early indicators of the success of this approach in facilitating intercultural learning in a contextual and fun way.

b. Students' Intercultural Competence Development

The use of movie sessions contributed to students' growth in intercultural competence across three key dimensions: awareness, knowledge and attitude, and skills and behavior.

1) Intercultural Awareness Dimension

One indicator of the development of students' intercultural competence is seen in their increased *awareness of* the concept of difference. Students began to recognize cultural differences and appreciate diversity. In discussions, they described the character Roz as an outsider who needed to adapt to a new environment. Such insights show growing awareness of the need for acceptance and adaptation in diverse settings.

Students realized that in a diverse society, it is important to build social relationships despite coming from different backgrounds. This awareness also emerged in the statement:

"This movie shows that differences are not an obstacle to connecting with others; instead, they can be a strength if we understand each other." (Field Note, April 29, 2025).

"Being part of nature and community, even though we are different." (Field Note, April 29, 2025)

The results of the questionnaire, related to students' responses after watching, are presented in **Table 4.1.4**.

Table 4.1. 4: Students' Cultural Response after the Movie Session Activity

Statements	10 Students (100%)				
	SD	D	N	A	SA
I became more interested in getting to know different cultures and diverse ways of life.	0%	0%	20%	70%	10%
I can appreciate cultural differences more after watching the movie.	0%	0%	30%	50%	20%
I learned that every living being or individual has unique and different values and ways of life.	0%	0%	0%	70%	30%
I feel more prepared and confident to interact with people from different cultures.	0%	0%	30%	50%	20%
I became more open and less quick to judge things that were different from me.	0%	0%	40%	20%	40%
The movie helped me understand the importance of cooperation despite	0%	0%	0%	50%	50%

Statements	10 Students (100%)				
	SD	D	N	A	SA
coming from different backgrounds.					
Watching the movie helped me understand the meaning of tolerance and empathy.	0%	0%	40%	20%	40%
I understand that cultural conflicts can be resolved with good communication.	0%	0%	0%	50%	50%

**Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA)*

Approximately 80% of students showed increased interest in exploring different cultures and a greater appreciation of cultural diversity after watching the movie, highlighting the role of film media in fostering intercultural awareness and tolerance. This awareness is reflected in an interest in understanding other cultures and the growth of an appreciative attitude towards differences, which is essential in the formation of open and tolerant individuals in a global context.

Students' awareness of diversity issues emerged naturally through their interaction with the movie plot.

2) *Knowledge and Attitude Dimension*

Apart from awareness, the dimensions of attitude and knowledge have also developed. Through the movie, students demonstrated empathy and curiosity. They related Roz's experiences to real-life situations, such as being new at school or encountering unfamiliar behaviors. This reflective process supported the development of positive intercultural attitudes.

"The value of life that I get is that friendship can start from anywhere, that we must be able to respect one another, accept the shortcomings and strengths of each person, and we must be able to help each other." (Field Note, April 29, 2025).

Roz's adaptation process is understood as a form of struggle similar to the challenges in a plural society. This is evident in their ability to position themselves as Roz faces unfamiliar

situations, as well as showing curiosity towards different experiences.

"Some students were even able to retell the content of the movie and relate it to the value of life or other cultures." (T, Interview, April 29, 2025)

This attitude of openness is an indicator of *intercultural attitude* according to Byram (1997), namely curiosity and readiness to engage in intercultural interaction.

In **Table 4.1.4**, Students showed increased intercultural awareness and openness, with 100% recognizing individual cultural uniqueness, 60% feeling less judgmental, and 70% more confident in cross-cultural interaction. These findings reflect positive developments in the dimensions of students' intercultural attitudes and skills, particularly in terms of empathy, openness, as well as readiness to communicate across cultures. Thus, the use of movies in learning contributes

significantly to fostering tolerant attitudes and improving students' readiness to face cultural diversity.

3) *Skills and Behavior Dimension*

Students' skills in intercultural interaction also began to develop, as shown by their active participation in discussions and courage to express opinions.

Students showed initial development of skills such as perspective-taking and reflective thinking. When asked how they would behave in Roz's situation, they expressed thoughtful responses, showing an ability to relate to others and manage differences.

"The first thing I would do is observe the surroundings... then I would try to approach politely and friendly." (Field Note, April 29, 2025).

Such responses reflect *perspective taking* and adaptive skills in dealing with cultural differences. In addition, when

asked how they would behave if they were in the position of the animal character in the movie, another student stated,

"At first I might also feel scared and suspicious... but after seeing his good attitude, I will try to open up." (Field Note, April 29, 2025).

This shows the realization that acceptance of differences is a process that requires understanding and goodwill from both parties. Such expressions indicate the emergence of empathy, tolerance, and cooperative behavior—key components of intercultural competence.

A total of 80% of students stated that watching the movie helped them understand the meaning of tolerance and empathy. All respondents agreed that cultural conflicts can be resolved through good communication. All students also agreed that the movie helped them understand the importance of cooperation

despite coming from different cultural backgrounds.

The discussion became more meaningful when students began to relate Roz's adaptation journey to their real experiences at school, such as when dealing with new students or dealing with differences in habits between friends. This situation shows that students not only enjoy watching the film but are also able to internalize the messages contained in the film and relate them to their personal experiences. In the discussion, students revealed:

"Just like us, when I was a new student, I didn't know anyone in this school, but eventually we are now all friends" (Field Note, April 29, 2025).

3. Movie Session Facilitates Intercultural Competence

The third finding emphasizes how Movie Sessions Facilitated Intercultural Competence. With guidance from the teacher, students were encouraged to interpret the film and relate it to

their own social experiences, thereby deepening their understanding of intercultural values. See **Table 4.1.5.**

Table 4.1. 5: Movie Session Facilitates ICC

Theme	Description	Key Evidence
Enhancing Awareness through Film	Movies offered symbolic intercultural challenges and themes.	- “The Wild Robot” is used as a metaphor for cross-cultural adaptation. - Students related to Roz’s situation.
Encouraging Reflective Thinking	Guided discussions helped students analyze and internalize cultural values.	- Students drew parallels between the movie and real school life. - Developed critical thinking.

Based on data from all sources, movie sessions served as an effective platform for intercultural learning. Two main elements supported this process:

a. Enhancing Awareness through Film

Movies provided a visual and emotional context that allowed students to understand and reflect on cultural issues. Although

fictional, “The Wild Robot” conveyed relevant intercultural messages such as acceptance, adaptation, and communication across differences.

"...Movies allow students to learn directly from a realistic context.... This makes learning feel more real and contextualized compared to just the teacher's explanation." (T, Interview, April 22, 2025)

In addition, from the interviews, statements were obtained that support the function of film as a medium for intercultural learning:

"Through movies, students can get to know various cultures from other countries... This opens students' minds to the different values, traditions, and ways of life shown in the movie." (T, Interview, April 22, 2025)

Thus, the movie proved effective in fostering students' initial awareness of intercultural values and the importance of tolerance in dealing with differences.

b. Encouraging Reflective Thinking

The reflective discussion that accompanied the movie viewing session encouraged students to think critically about the intercultural experiences they witnessed,

particularly in connecting the cultural values shown in the movie with their personal experiences and social context. This activity facilitates the development of *skills of interpreting and relating* as well as *skills of discovery and interaction*, as described in the ICC framework by Byram (1997).

Structured discussions after movie screenings helped students connect the story with their own experiences. This process supported the development of critical thinking, cultural interpretation, and social-emotional learning.

"The structured discussion and reflection that followed the screening of The Wild Robot was very positive and constructive. Students' enthusiasm became more apparent in the discussion session. They actively expressed their opinions, analyzed the attitude of Roz's character, and related it to real situations in the school and community environment" (Field Notes 29 April 2025).

B. Discussion

Based on the findings from observations, interviews, and questionnaires, it appears that the use of movie sessions significantly contributes to

facilitating the development of students' intercultural competence at SMP Nurul Islami Semarang, especially in the extracurricular activities of NECC (Nurul Islami English Conversation Club). In its implementation, students showed improvement in affective, cognitive, and behavioral dimensions, which are important elements in forming complete intercultural competence. The findings are in line with previous theories and strengthen the role of audiovisual media in language and cultural education.

Firstly, the findings show that students showed improvement in attitudes of openness, curiosity towards other cultures, and appreciation of cultural differences, which belong to the affective dimension of IC. This is in line with Deardorff's (2006) opinion that attitudes such as openness and respect for differences are important foundations in building intercultural competence. These attitudes are also seen in students who begin to explore and discuss other cultures through the scenes in the movie, reflecting the Adaptation stage in Bennett (2017) DMIS model, which is when individuals begin to understand and adjust to other cultural values.

This finding is in line with the results of Wardhany's (2022) and Yue's (2019) studies, showing that English-language films can foster cultural empathy and a reflective attitude towards foreign cultural values. In the Indonesian context, Akhmad et al. (2024) also stated that the integration of IC in English language learning can increase students' cultural sensitivity, supporting the findings in the field that NECC students became more aware and appreciative of cultural diversity after attending the film session.

In addition, the cognitive dimension of IC also develops along with students' exposure to values, social norms, and cross-cultural communication patterns shown in the movie. As suggested by Byram (1997) and Chen (2003), understanding the sociocultural aspects and context of communication is an important part of IC. In this study, students began to show an understanding of the different ways of communicating verbally and non-verbally, as well as the underlying values. For example, in one of the movie sessions, students were able to identify differences in ways of greeting, dress, and social

relationship norms between characters from different cultures. This finding is also supported by Roell (2010) and Pegrum (2008), who state that movies can provide authentic cultural experiences and allow students to 'see' through the lens of another culture.

This is also in line with Zhang's (2020) study, which shows that audiovisual media can help students understand implied cultural symbols, as well as Liu et al. (2022), who found that explicit learning based on cultural content can improve EFL students' cultural understanding. The use of movies as a learning tool allows students to see cultural practices contextually and visually, as affirmed by Mayer's (2009) multimedia learning theory, where simultaneous processing of verbal and visual information improves retention and comprehension.

Furthermore, the skills aspect or behavioral dimension in IC is also facilitated through discussion and reflection activities after watching the film. Students not only observe, but also interpret cultural meanings and adjust their communication attitudes. This activity supports Byram's (1997) statement that skills in IC include the ability to interpret, interact,

and be critical of other cultures, and is consistent with the Abstract Conceptualization and Active Experimentation stages in Kolb's (1984) experiential learning model.

In Yue's (2019) study, cultural interpretation skills were also developed through movie-based tasks that encouraged deep reflection. Similarly, the findings of Akhmad et al. (2024) showed the importance of active practice to build students' intercultural communication skills.

The use of movie sessions as a film-based learning medium also enriches students' learning experience visually and emotionally. Movies not only convey information but also present a comprehensive cultural context that can be absorbed by students. This supports Mayer's (2009) multimedia learning theory, which states that information conveyed through words and images simultaneously enhances the learning process because it activates visual and verbal channels optimally. Movies with foreign cultural settings introduce students to the cultural context concretely, which is difficult to explain only through written text.

This finding is also in line with Sabouri's (2015) and Verluyten's (2007) research, showing that movies provide multi-sensory input that accelerates cross-cultural understanding. Through movies, students not only gain knowledge but also develop cultural empathy, which is the ability to understand and feel the experiences of people from other cultures (Pegrum, 2019). This is important for reducing stereotypes, increasing tolerance, and strengthening social cohesion, as asserted by Bennett (1993) in the shift from ethnocentrism to ethnorelativism.

Furthermore, based on the questionnaire analysis, students generally recognized that watching movies provided additional motivation to learn English and better understand other cultures. This suggests that this approach not only strengthens intercultural competence but also enhances students' engagement in the language learning process, as Armstrong (2020) and Jokikokko (2021) argue that language and culture are intertwined, and complete language acquisition requires deep cultural understanding.

However, the observation findings also show that the development of IC through movie sessions requires active guidance from teachers; the effectiveness of movie sessions is highly dependent on teacher guidance, both in choosing the right movie and in facilitating students' cultural reflection. This is in line with previous research findings (Jokikokko, 2021; Xu, 2024), which emphasize the importance of the teacher's role as a facilitator in cross-cultural learning, not just a material deliverer. Without proper direction, students may only focus on the storyline without exploring the cultural values contained in the movie.

Overall, learning through movie sessions is proven to support the development of students' intercultural competence in three main aspects: attitude, knowledge, and skills. In addition to strengthening cross-cultural understanding, this approach also increases students' interest in learning English contextually. Therefore, the use of movie media in English language learning is very relevant and in line with the needs of today's global education, where students need to be prepared not only as

language users but also as individuals who have high intercultural sensitivity and competence. Cultural integration in language teaching, as suggested by Byram (1997) and Deardorff (2006), is key in forming a generation of learners who are able to interact in an increasingly plural and globally interconnected world.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the last chapter of this research. In this chapter, the writer gives the conclusion of the study based on the data analysis described in the previous chapter and offers a proposal for the instructor, the students, and the future researcher by the use of an audio-visual medium (movie session) in intercultural learning.

A. Conclusions

Based on the results of the research that has been conducted on the use of movie sessions at SMP Nurul Islami, especially in extracurricular activities of NECC, effectively facilitates the development of students' intercultural competence through meaningful engagement, guided reflection, and exposure to diverse cultural perspectives. It can be concluded that movie media plays a significant role in supporting the development of students' intercultural competence, which includes three main dimensions, namely attitudes (affective), knowledge (cognitive), and skills (behavioral skills).

First, from the affective aspect, students showed an increased attitude of openness, curiosity, and respect for cultural differences. Through the scenes in the movie, students began to explore and discuss different cultural values, which reflected the process of understanding and adjusting to cultural diversity as described in Bennett (2017) DMIS model. Second, on the cognitive aspect, students are able to recognize and understand various values, social norms, and cross-cultural communication patterns shown in the film. They also began to realize the differences in how to greet, dress, and establish intercultural social relationships. Third, from the skills aspect, students were actively involved in discussions and reflections after watching the movie, which honed their ability to interpret, respond to, and adjust their communication in different cultural contexts.

In addition, the use of Movie Sessions also increases students' motivation and engagement in the English learning process. Movie as an audiovisual medium is proven to be able to convey cultural messages concretely and contextually, which is

difficult to obtain only through written texts. This finding is in line with various theories and previous research results that emphasize the importance of combining language teaching and cultural education in a communicative and global learning context. However, the effectiveness of using movie sessions is also greatly influenced by the active role of the teacher in selecting appropriate movie materials and facilitating in-depth cultural reflection. Therefore, this approach requires careful planning and continuous assistance so that cultural learning objectives can be achieved optimally.

Overall, this research shows that movie session is an effective learning media in fostering and developing students' intercultural competence. This approach not only strengthens the linguistic aspects of English learning but also shapes students' characters as individuals who are more open, tolerant, and ready to face the challenges of a culturally diverse global world.

B. Suggestions

Based on the findings and conclusions of this study, there are several suggestions that can be conveyed to related parties. First, for English teachers, it is recommended to start integrating movie sessions into learning activities, both in regular classes and in extracurricular activities such as NECC. Teachers need to selectively choose films that are suitable for students' age and understanding level, and design in-depth reflection and discussion activities so that the cultural values in the films can be internalized by students. Second, for schools, it is recommended to provide support in the form of facilities and infrastructure, such as multimedia rooms and access to collections of educational films in English, to support audiovisual-based learning activities.

Third, for students, it is expected that they can be more active and reflective in responding to the experience of watching movies, not only as entertainment, but as a means to broaden cultural insights and improve English language skills. Fourth, for future researchers, it is recommended to expand

the scope of research in different contexts, such as in public schools or rural environments, as well as incorporate quantitative approaches to see the effect of movie sessions on other aspects of language learning, such as speaking or listening or measure the development of students' intercultural competence quantitatively.

Thus, the movie-based learning approach is not only relevant for intercultural competence development, but can also be an innovative strategy in creating a contextual, interesting, and meaningful English learning atmosphere for students in this globalization era.

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APPENDICES

Appendix 1: Interview Guideline

The interview questions were produced using the reference from (Liddicoat & Scario, 2013), (Byram, 1997), as a guide.

No	Research Questions	Variable	Indicator	Theory	Questions
1	How does Movie Sessions facilitate Students' Intercultural Competence at Nurul Islami Junior High School?	The Use of Movie Sessions as a Learning Medium	Frequency of Film Use	Liddicoat & Scario's Model Intercultural Language Learning Theory (2013)	Have you ever used movies as learning media? How often do you use it?
			Purpose of Film Use		What are your main objectives and reasons for choosing to use movies as learning media?
			Film facilitates the Student's ICC.		Does the use of movies have the intention of facilitating students' cross-cultural competence?

			Film Selection (Cultural Content)	Kolb's Experiential Learning Theory (1984)	What type of movie do you usually watch? Do they contain cultural values?
			Teachers' Strategic		How is the use of movie media carried out in NECC extracurricular activities? What activities are carried out before watching, during watching, and after watching movies? And how often do you use movies for learning?
			Students' Engagement		How do students respond during and after the movie viewing session? Are they interested and active in discussions or reflective activities?
		Students' Intercultural Competence	Importance of ICC in	Deardorff's Process Model of Intercultural	Besides the linguistic aspect, does this school require students to have

		Development in ELT	Language Education	Competence (2006)	intercultural competence? Then, do you think intercultural competence is important in language learning? Why?
			Negative Intercultural Phenomena among Students	Bennett's Developmental Model of Intercultural Sensitivity (DMIS, 1993)	Do you see intercultural phenomena happening to students, such as stereotyping of other cultures, a lack of openness to differences, or a lack of tolerance of others?
			Students' Intercultural Attitude	Byram's Model of Intercultural Communicative Competence (1997)	After watching the movie, did the students show a more open and curious attitude towards cultural diversity?
			Students' Cultural Knowledge		What cultural insights did students gain after watching the movie? Are they able to understand

					cultural values and compare different cultures?
			Students' Communication Skills		Did the students become more confident and adaptable in intercultural communication situations after watching the movie?
		Reflection on Strategy	Movie Session Challenges	Kolb's Experiential Learning Theory (1984)	What challenges did you face during the movie session? How did you overcome these challenges?
			Perceived Effectiveness of Movie Session		Do you think this method is effective and suitable for long-term use in the classroom?
			Teachers' Suggestions for Improvement		Do you recommend movie sessions to be applied by other teachers in language learning? And what do you suggest for this method to

					be more effective in facilitating students' ICC?
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Appendix 2: Observation Sheet and Result

A. OBSERVATION IDENTITY

Observers : The Researcher
Observation Date : 22 April 2025 dan 29 April 2025
Class/School : NECC extracurricular/SMP Nurul Islami Semarang
Film Tittle : THE WILD ROBOT
Teacher : Wahyu Wardhani

B. OBSERVATION FORMAT

No	Aspect	Indicator	☒ Observed	Note
1.	Teacher's Strategy	The teacher explains the cultural context before watching the movie	☒	The researcher observed that the first activity carried out was conveying the learning objectives and explaining some cultural context as an opening. During the movie screening, students seemed focused and showed high interest in the storyline and the

				characters in it, but during the movie screening session, the researcher did not see students really taking notes.
		The teacher facilitates discussion or reflection after watching the movie.	☑	- After the movie watching session, in the next meeting, the teacher facilitates discussion or reflection as a supporting activity. - Discussion activities are carried out in a structured way. The structured discussion and individual reflection activities carried out after the screening of the movie The Wild Robot were very positive and constructive. - Students showed active involvement in the discussion process, both in small groups and during large class sharing sessions. - They actively expressed their opinions, analyzed Roz's character's attitude, and related it to real

				situations in the school and community. - They were able to identify intercultural conflicts that occurred in the movie and reflect them with their personal experiences and social environment. - The discussion became more meaningful when students began to relate Roz's adaptation journey to their real-life experiences at school, such as dealing with new students, different backgrounds, or different habits between friends. Yes very relevant
		The teacher selects a movie that meets the learning objectives and is relevant to the cultural theme.	☒	Yes, very relevant. The movie features cultural values, although implicitly.

		The selected movie contains intercultural meanings and values and can improve students' intercultural competence.	☒	The Wild Robot is the main medium because it presents a powerful story about alienation, adaptation, cross-cultural interaction, and the value of tolerance and empathy. The main character, Roz, is a robot stranded in a new environment that is very different from her own. She becomes a “stranger” in a community of animals that initially does not accept her. Roz's journey in building relationships, learning local customs and language, and overcoming misunderstandings is a powerful reflection of one's process in understanding and living in the midst of a different culture. The movie is presented with simple yet emotionally powerful language, making it suitable for middle school students. The movie also contains
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				messages that are aligned with the dimensions of intercultural competence.
2.	Students' Activities	Students show enthusiasm while watching until the discussion session	☒	Since the beginning of the activity, students were enthusiastic and actively involved in every stage, from watching the movie The Wild Robot to discussion and reflection sessions. During the movie screening, students seemed focused and showed high interest in the storyline and characters.
		Students take notes on interesting things while watching	Not observed	The researcher did not see students taking notes while watching the movie
		Students are focused and not distracted when the movie is playing.	☒	Yes

		Students are active in discussing the cultural values.	☒	After the movie was over, the students' enthusiasm became more apparent in the discussion session. They actively expressed their opinions, analyzed Roz's character's attitude, and related it to real situations in the school and community.
3	Students' Cultural Response	Students' express curiosity about the culture displayed	☒	Yes, but the cultural values in the movie are presented implicitly.
		Students show respect for cultural differences.	☒	- The understanding of intercultural communication is conveyed, but students' attitudes are not yet visible to the observer because it takes longer for the observer to see changes in students' attitudes. - In the early stages, students seemed interested and enthusiastic in describing Roz's character as a “foreigner” in a new environment.

				Many students showed empathy towards Roz's struggle to be accepted and establish relationships with the animals on the island. This reflected their initial understanding of issues of difference and alienation in a diverse society.
		Students can relate the content of the movie to everyday life.	☒	Yes, it can be seen from the reflective discussion, students can analyze the content of the story and put themselves in a character. One of the students equated the events experienced by the character with their experience as a new student, related to adaptation, isolation, and acceptance.
4	Challenges faced	There is a language barrier or understanding of the content of the movie	☒	No. Movie viewing sessions are assisted with subtitles so that students understand better, and there is no misunderstanding.

	Teachers have difficulty implementing a movie session.	☒	Yes, some technical obstacles and the diversity of students' level of understanding about culture
	Teachers assist when there are difficulties for students.	☒	Of course, the teacher guides and provides direct assistance for this movie session activity.

C. FIELD NOTE (Reflective)

Write down your general observations regarding the supporting information, classroom atmosphere, interactions between students, and teacher involvement in supporting intercultural competence:

- **The number of students** who participated in NECC activities amounted to 10 students.
- **Time Observation:** April 22 for observation of movie viewing activities, and April 29 for discussion activities. It's because the learning series is more than 1 meeting.
- **The classroom atmosphere** is conducive and active in the outdoor room, and the teacher's involvement from the beginning to the end of the activity is very helpful for students in understanding the intercultural values in the movie.
- **Reflective Discussion Result:**

No	Reflective Questions	Students' Answers
1	What cultural lessons or life values do you remember most from the movie The Wild Robot?	Don't give a bad first impression of something if we don't know what it's really like, and vice versa.
		The value of life that I get is that friendship can start from anywhere, that we must be able to appreciate one another, accept the shortcomings and strengths of each person, and we must be able to help each other.
		The most powerful cultural lesson or life value from the movie The Wild Robot, in my opinion, is about learning to be part of nature and community, even though we are different.
2	Are you more interested in foreign cultures that are different from yours after watching the movie? Explain.	Of course, because after I watched the movie, it made me more curious about cultural diversity.
		Yes, after watching the wild robot, I became more interested in understanding foreign cultures that are different from my own “culture” because the movie shows how a foreign creature (Roz) can learn to live harmoniously in a completely new place. It reminds me that every culture has a unique way of life, values, and views, but can still complement each other if we are open and willing to learn.

3	Do you feel more appreciative of differences after watching this movie? Explain your opinion	Yes, I feel more appreciative of differences after watching the Wild Robot. This movie shows that differences are not an obstacle to connecting with each other, but can be a strength if we understand each other. Roz and the animals are very different, one is a machine, the other is a living being. But they learn to help each other, and from there, a genuine friendship grows. This makes me think, even in real life, we often meet people with different backgrounds, whether it's culture, habits, or ways of thinking, and that doesn't mean we have to stay away. That's where we can learn new things and become more open.
4	If you were Robot Roz, who was stranded on a new island and environment, and didn't know anyone. What would you do to adapt to them?	Try to accept and start to get acquainted with the residents on the island, then as much as possible, follow the habits that the islanders always do. The first thing I'll do is observe the environment. I'll pay attention to how the animals live, communicate, and interact with each other. After that, I'll try to approach them in a polite, friendly, and non-threatening manner. I also want to show that I want to learn from them, not disturb them. Maybe I'll start by helping with small things like

		building nests or looking after the young so they know my intentions are good. The point is, I'll try to be a part of them without imposing my ways.
		Adjusting myself and the environment, respecting the differences that exist, and not forcing myself to be the way I want to be.
5	If you were part of the animal community on the island, how would you behave towards Robot Roz?	At first, I might also feel scared and suspicious of Roz, because she's so coldly different, strange-sounding, and not a living creature like us. But after seeing her good attitude and her efforts to understand us, I will try to open up. I'll try to get to know her more, maybe help her learn about the forest and wildlife. I believe, if we are willing to accept each other, we can grow together, even though we have different shapes and origins.
		I will welcome robot Roz and help her to adapt.
		I will certainly get acquainted and not leave Robor Roz alone.

Appendix 3: Questionnaire for Students

Indicator	Statement
Student's Perception of Movie Sessions	Watching movies makes English lessons more interesting.
	Movies help me understand foreign cultural contexts.
	I feel that movies are not suitable for learning English.
	I have difficulty understanding some parts of the movie shown.
	I hope teachers continue to use movies in English language learning, especially in extracurricular activities.
Student's Cultural Response after the Movie Session Activity	I became more interested in getting to know different cultures and diverse ways of life.
	I can appreciate cultural differences more after watching the movie.
	I learned that every living being or individual has unique and different values and ways of life.
	I feel more prepared and confident to interact with people from different cultures.
	I became more open and less quick to judge something that is different from me.
	The movie helped me understand the importance of cooperation despite coming from different backgrounds
	Watching the movie helped me understand the meaning of tolerance and empathy.
	I understand that cultural conflicts can be resolved with good communication.

Appendix 4: Transcript Teacher Interview

Interview Date : 22 April 2025

Informant : English Teacher (T)

Have you ever used movies as learning media? How often do you use it?

Yes, I have applied movies as learning media. Maybe 2-4 times in one semester. Sometimes I watch it directly in class. Sometimes it is also just an assignment, I tell you to watch a movie, and then do questions related to the theme and learning objectives.

What is the main reason you chose to use movies as learning media?

Movies are interesting and close to students' daily lives. Compared to the lecture method, students understand foreign language pronunciation and intonation more easily through real examples in movies. Movies allow students to learn directly from a realistic context. In addition, children are more interested in imitating models from movies than in hearing oral explanations from teachers. The movie is a medium that is close to children's world, especially in English learning. Children can imitate the things they see and hear in movies, such as pronunciation and intonation. This makes learning feel more real and contextualized than just the teacher's explanation.

Do you also utilize films to facilitate intercultural competence?

Yes, definitely. Because from the movie itself, maybe the genre is from where it was first. So, from there, children will also be introduced to interculturalism. Through

movies, students can get to know various cultures from other countries, especially if the movies used are from different English-speaking countries. This opens students' minds to the different values, traditions, and ways of life shown in the movie.

**What kind of movies do you usually use in learning?
Do they contain cultural values?**

I am very selective in choosing movies. The movie chosen must be appropriate for the age of the students, free from violence, and certainly must be educational. Choosing the wrong movie can have a negative impact. It also depends on the target, for example, the target is linguistic aspects only or other aspects such as cultural values, so I look for movies that contain these elements that teach tolerance, empathy, and that can be used as material for reflection. So yes, it is important to adjust the movie to the learning objectives and characteristics of the students.

How is movie media used in NECC extracurricular activities? What activities are done before, during, and after watching the movie?

In NECC activities, watching movies is just the beginning of the activity. Before watching, I usually give a brief introduction according to the context of the movie. I help them understand the background of the story and conflicts that may arise so that when watching, they can be more focused and understand what the purpose of watching this movie is, for example, the learning objectives are broadly to capture the content of the movie based on cultural values, so that's what I convey at the beginning or for example the learning objectives from the linguistic aspects alone can also be.

While watching, students are asked to take notes on important things. After the viewing session, I always hold supporting activities such as discussion, summary, reflection, or presentation. Students are encouraged to retell the content of the movie, discuss the moral message, and relate it to everyday cultural values. The aim is to build critical thinking skills and understand the content of the movie. The use of films in one semester can be done one to two times, depending on the situation. Not only at NECC, I have also applied it several times in class, either watching live or just in the form of assignments.

How did the students respond during and after the movie viewing session? Were they interested and active in discussions or reflective activities?

The students' responses were very positive. They were enthusiastic while watching and active in the discussion sessions. Some students were even able to retell the content of the movie and relate it to other life values or cultures. They expressed their personal opinions and even put themselves in the situation of the movie characters and imagined how they would behave.

Besides the linguistic aspect, does this school require its students to have cross-cultural competence in language learning? Then, do you think cross-cultural competence is important in language learning? Why?

Our school does not explicitly require students to have cross-cultural competence. But indirectly, we instill the values of tolerance and openness. I personally strongly believe that intercultural competence is very important, especially in language learning. Language cannot be separated from culture. Cultural misunderstandings can lead to conflict, even at the international level. By

building cross-cultural awareness early on, students can grow into more open and tolerant individuals. This is also in accordance with the curriculum implemented in this school.

Do you see intercultural phenomena occurring in students, such as stereotyping of other cultures, a lack of openness to differences, or a lack of tolerance of others?

Yes, I see that. Some students stereotype other cultures or show less tolerance towards differences. This could be due to their lack of understanding or experience of cultures outside their immediate environment. Sometimes children are not able to think that far. They think, what are these cultures? This is Indonesian culture, this is a culture from outside the country. Their family background is also different. That's why I hope media like this movie can more or less illustrate how to deal with a difference.

After watching the movie, did the students show a more open and curious attitude towards cultural diversity?

T: I have noticed a change in some students, although it has not been significant. For example, when watching the movie *The Wild Robot*, some students began to understand the importance of adaptation and acceptance of differences. The movie depicts how the main character, Robot Roz, has to adjust to an unfamiliar environment, which can be analogous to a cross-cultural experience.

What cultural insights did the students gain after watching the movie? Were they able to understand cultural values and compare different cultures?

Although the movie chosen does not always explicitly show other cultures, the moral messages and situations faced by the characters can be related to broader cultural values. Like after watching the movie yesterday, they saw, oh, that means robots are like this. Especially humans who might learn more. Robots are human creations, let alone humans. So if the wild robot yesterday, the moral message was there at that time. So, if the question is whether there is cultural insight or not, there must be.

Do students become more confident and able to adjust in intercultural communication situations after watching the movie?

Some students seemed more confident, especially when asked to speak or discuss the movie. Some students were able to put themselves in the situation of the movie characters and imagine what they would do. This indicates progress in terms of confidence and adaptability in different environments.

What challenges did you face during the Movie Session? How did you overcome these challenges?

The challenges are twofold. From the technical side, screening movies in schools is sometimes constrained by equipment and facilities. Sometimes, not all classes have adequate equipment to watch the movie properly. On the other hand, not all students have backgrounds that support intercultural understanding. To overcome this, I provide initial explanations and directed discussions so that students can understand more easily.

Do you think this method is effective and suitable for long-term use in the classroom?

I think this method is quite effective and can be applied in the long run, as long as it is not done too often, because the material is not just a movie. Careful planning must be done. The most important thing is that the movie used is relevant to the material and learning objectives.

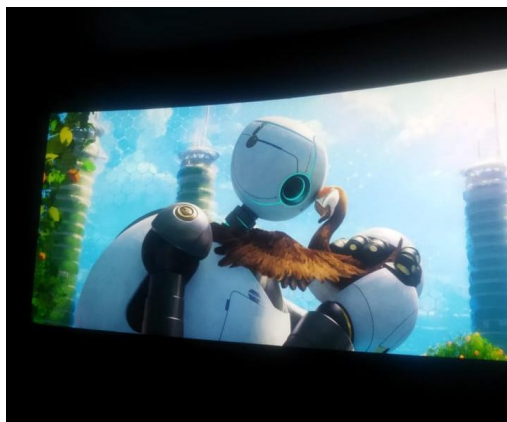
Do you recommend that the movie session be applied by other teachers in language learning? And what do you suggest for this method to be more effective in facilitating students' Intercultural Competence (ICC)?

I highly recommend this method to be applied by other teachers, including teachers of other languages or other subjects. However, teachers need to be equipped with an understanding of intercultural competence to direct the discussion appropriately. If possible, schools should also provide special rooms or facilities that support the implementation of this activity. With good facilities, this activity can be maximized, and there is no need to take students out of school. Maybe if yesterday it was still at NECC, tomorrow it can go to the classroom so that intercultural understanding is more thorough for all students.

Appendix 5: Documentation



Documentation of teacher interview



Documentation of movie selection



Documentation of movie screening



Documentation of post-watch/discussion session

Appendix 6: Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 11 Februari 2025

Nomor : 0805/Un.10.3/J4/DA.08.05/02/2025.
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Agus Mutohar, MA., Ph.D.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Qonitatin Wafiyah
NIM : 2103046099
Judul : "Facilitating Students' Intercultural Competence Through Movie Sessions in English Language Teaching"

Dan menunjuk saudara Agus Mutohar MA., Ph.D. sebagai pembimbing.
Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

a.n. Dekan



Dekan Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.,

NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 7: Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor: 1046/Un.10.3/D1/DA.04.10/2/2025

Semarang, 24 Februari 2025

Lamp : -

Hal : Mohon Izin Riset

a.n. : Qonitatin Wafiyah

NIM : 2103046099

Yth.

SMP NURUL ISLAMI

Ditempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Qonitatin Wafiyah

NIM : 2103046099

Judul skripsi : **FACILITATING STUDENTS' INTERCULTURAL
COMPETENCE THROUGH MOVIE SESSIONS IN ENGLISH
LANGUAGE TEACHING**

Pembimbing : Agus Mutohar MA.,PhD

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 30 hari, mulai tanggal 15 April 2025 sampai dengan tanggal 15 Mei 2025.

Demikian atas perhatian dan terakabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik dan Kelembagaan



Tembusan:

Dekan FITK UIN Walisongo Semarang (sebagai laporan)

Appendix 8: Certificate of Conducting Research



YAYASAN NURUL ISLAMI SMP NURUL ISLAMI SEMARANG

Rejosari Wonolopo Kec. Mijen Kota Semarang 50215

Telp. 0851 0077 4477

SURAT KETERANGAN

No. 462/I/SMP Nuris/V/2025

Yang bertanda tangan dibawah ini Kepala SMP Nuris Semarang menyatakan bahwa :

Nama	: Qonitatin Wafiyah
NIM	: 2103046099
Universitas	: Universitas Islam Negeri Walisongo Semarang
Fakultas	: Ilmu Tarbiyah Dan Keguruan
Program/Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: Facilitating Students Intercultural Competence Through Movie Sessions In English Language Teaching

Telah melaksanakan penelitian di SMP Nuris Semarang yang berada di bawah naungan Yayasan Nurul Islami, dari tanggal 15 April 2025 sampai dengan tanggal 15 Mei 2025.

Demikian surat keterangan ini kami sampaikan untuk digunakan sebagaimana mestinya.

Semarang, 28 Mei 2025
Kepala Sekolah,

DWI Hartanto, S.S.

CURRICULUM VITAE

A. Personal Identity

1. Name : Qonitatin Wafiyah
2. Place of Birth : Gresik
3. Date of Birth : 1st January 2003
4. Student's Number : 2103046099
5. Major : English Education
Department
6. Phone Number : 082245864408
7. Email : wafiyah113@gmail.com
8. Address : Sembungan Kidul 005/002,
Dukun, Gresik, Jawa Timur

B. Formal Education

1. RAM NU 15 Ihyaul Ulum
2. MI Ihyaul Ulum Gresik
3. MTS Putra Putri Simo
4. MAS Matholi'ul Anwar Lamongan
5. UIN Walisongo Semarang

C. Non-Formal Education

1. TPQ Al Faqihyyah
2. PONPES Matholiul Anwar

Semarang, 01 June 2025
Researcher,



Qonitatin Wafiyah

2103046099