

**INFUSING INTERCULTURAL COMMUNICATIVE
COMPETENCE (ICC) INTO AN ELECTRONIC ENGLISH
LEARNING MODULE FOR TENTH GRADERS**



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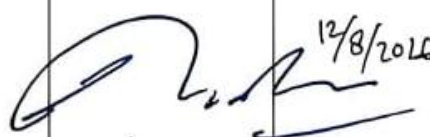
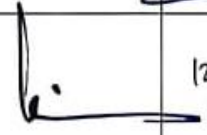
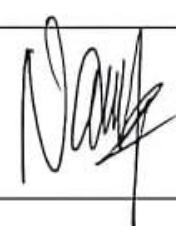
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the Degree of Master's Program in English Language Education

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PERSETUJUAN PANITIA UJIAN ATAS HASIL PERBAIKAN TESIS

PERSETUJUAN PANITIA UJIAN ATAS HASIL PERBAIKAN TESIS

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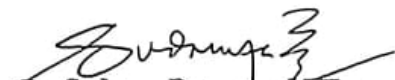
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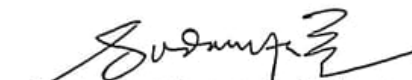
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ABSTRAK

Mila Purnama Sari. (2026). *Menanamkan Kompetensi Komunikasi Antar Budaya dalam Modul Elektronik Pelajaran Bahasa Inggris untuk Siswa Kelas Sepuluh*. Tesis, Jakarta: Program Studi Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Hasil penelitian terdahulu menunjukkan bahwa fokus pembahasan topik budaya dalam buku pelajaran bahasa Inggris masih sebatas multikulturalisme, yang mengakui adanya keberagaman budaya dan perlunya saling menghormati. Konsep ini sudah dianggap kurang relevan dengan kehidupan masa kini, di mana Masyarakat tidak hanya harus saling menghormati, namun mereka harus berinteraksi, bernegosiasi, dan menyesuaikan diri untuk hidup damai dalam masyarakat global. Untuk menjawab isu tersebut, Kurikulum Merdeka menetapkan salah satu tujuan pembelajaran bahasa Inggris adalah menumbuhkan interkulturalisme agar siswa siap hidup di masyarakat global. UNESCO juga menekankan pentingnya kurikulum yang mengajarkan siswa menjadi warga dunia. Oleh karena itu, penelitian ini bertujuan menanamkan kompetensi komunikasi antarkultural dalam pelajaran bahasa Inggris berbasis modul elektronik untuk siswa kelas sepuluh. Penelitian ini menjawab empat pertanyaan dengan data yang diambil dari tiga buku teks bahasa Inggris. Temuan menunjukkan bahwa (a) multikulturalisme masih menjadi tema utama, sementara sejumlah indikator ICC yang penting untuk mengembangkan ICC siswa belum hadir. (b) Prosedur penanaman indikator ICC ke dalam EELM dimulai dengan studi pustaka untuk menemukan konsep dan indikator ICC serta komponen dan desain modul elektronik. Indikator ICC yang digunakan dalam penelitian ini merupakan formulasi dari indikator ICC oleh Byram sebagai dasar, dengan Kurikulum Merdeka, kompetensi komunikatif CEFR, serta *plurilingual dan pluricultural repertoire* CEFR pada level B1. Proses prosedur kemudian mengikuti langkah DDR yaitu proses desain, evaluasi (*readability* dan *validity*), serta perbaikan. (c) Modul yang dikembangkan berisi enam unit, empat di antaranya berupa aktivitas pembelajaran yang mencakup tujuan pembelajaran, materi, tugas, refleksi, dan kosakata. Modul juga menyediakan kunci jawaban, dan rubrik serta panduan penggunaan. Modul disediakan dalam format flipbook dan PDF. Format flipbook menawarkan fitur interaktif seperti zoom, elemen klik, serta integrasi multimedia. Format ini berbasis *cloud*, sehingga mudah diakses dengan berbagai perangkat, dan memungkinkan untuk mendapatkan versi terbaru. Meskipun format ini dapat menyediakan fitur-fitur yang lebih canggih seperti *interactive gaming*, namun fitur ini belum tersedia dalam e-modul ini. Prototipe e-modul ini menanamkan seluruh empat puluh lima indikator ICC ke dalam empat unit. (d) Konten e-modul diuji keterbacaannya dengan kalkulator Flesch-Kincaid, serta divalidasi oleh ahli pedagogi dan pengguna dengan hasil baik, tanpa perlu ada perbaikan. Namun, sedikit perbaikan tetap dilakukan untuk meningkatkan kualitas. Hasil studi ini merekomendasikan penelitian lanjutan tentang integrasi ICC dalam kurikulum bahasa Inggris dan mendorong guru untuk mengadopsi ICC melalui bahan tambahan dalam praktik kelas mereka.

Kata kunci: *Multikultural, Interkultural, Kompetensi Komunikasi Antarbudaya.*

ABSTRACT

Mila Purnama Sari. (2026). *Infusing Intercultural Communicative Competences (ICC) into an Electronic English Learning Module for Tenth Graders*. Thesis, Jakarta: Master's program of English language education, Faculty of Languages and Arts, State University of Jakarta.

The previous research indicated that the focus of discussing cultural topics in English textbooks was still multiculturalism, which acknowledged cultural diversity and mutual respect. This topic was considered irrelevant for today's living, where people could not only respect each other but should also interact, negotiate, and make adjustments to live peacefully in global society. To address this issue, the *Kurikulum Merdeka* sets one of the learning English goals as fostering interculturalism to prepare students to live in a global society. UNESCO also stresses the importance of curricula that teach students how to be global citizens. Therefore, this study aims to infuse intercultural communicative competence (ICC) into an electronic English learning module (EELM) for tenth graders. This research addresses four questions. Data were drawn from three English textbooks. Findings show that (a) multiculturalism is still the central theme across the books. Some significant ICC indicators that are needed to develop students' ICC are absent. (b) The procedure of infusing ICC into an EELM began with library research to find the ICC concept and indicators and the electronic module components and design. The ICC indicators in this study are formulated from Byram's ICC indicators as the basis, with the *Kurikulum Merdeka*, CEFR's communicative competence, and plurilingual and pluricultural repertoires at the B1 level. The procedure then followed the DDR steps, which are the design, evaluation (readability and validity), and revision process. (c) The ICC-infused with an EELM for tenth graders was designed in six units, four of which are learning activities, including learning objectives, learning materials, tasks, reflection, and vocabulary. The module also includes a guide to using it, along with key answers and rubrics. These two components are essential, enabling both learners and teachers to utilize the module independently or collaboratively, in line with its intended design. The e-module is provided in flipbook and PDF formats. The flipbook format offers interactive features such as page-flipping, zooming, clickable elements, and multimedia integration. It is cloud-based, easier to access across devices, and possible to obtain the latest version. However, even though advanced options such as engagement tracking and interactive gaming are possible to provide, this e-module does not include these features. The e-module prototype infused all forty-five ICC indicators across four units. (d). The e-module content was tested using the Flesch-Kincaid calculator to ensure readability. Expert and user validation processes confirmed its validity without revision. However, a minor revision was made to enhance its quality. The result of this study recommends further research on infusing ICC into English curricula and encourages teachers to incorporate ICC into language learning through supplementary materials in their classroom practices.

Keywords: *Multiculturalism, Interculturalism, Intercultural Communicative Competence (ICC)*

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DECLARATION OF AUTHENTICITY

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Jakarta, 5th August 2026

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Mila Purnama Sari

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Mila Purnama Sari

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