

THE EFFECT OF CULTURAL IDENTITY REPRESENTATION IN BRITISH LITERARY WORKS ON CROSS-CULTURAL UNDERSTANDING AMONG INDONESIAN STUDENTS

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Abstract

This study aims to examine the effect of cultural identity representation in selected British literary works on the cross-cultural understanding of Indonesian undergraduate students. The research is motivated by the limited ability of students to interpret cultural identity represented in literary texts and to relate those representations to broader social and cultural contexts. A mixed-methods approach was employed by integrating qualitative literary analysis with quantitative investigation of students' responses. The participants consisted of twenty undergraduate students enrolled in an English Literature program who participated in a literature-based instructional intervention. Data were collected through literary text analysis, pre-test and post-test questionnaires, classroom observations, reflective journals, and semi-structured interviews. Qualitative data were analyzed using thematic analysis, while quantitative data were examined using descriptive and inferential statistical techniques. The findings indicate that prior to the intervention, students demonstrated a moderate level of cross-cultural understanding, with a mean pre-test score of 62.45. Following the implementation of literature-based learning activities, the participants showed noticeable improvement in recognizing cultural identity representation, appreciating cultural diversity, developing empathy, and strengthening intercultural communication skills. Qualitative findings further revealed that collaborative discussions, reflective reading, and critical literary analysis encouraged students to construct broader perspectives on cultural diversity and intercultural relationships. The study concludes that cultural identity representation in British literary works has a positive influence on Indonesian undergraduate students' cross-cultural understanding when supported by structured, reflective, and student-centered instructional strategies. These findings contribute to the advancement of literary studies, cultural studies, and intercultural communication while providing practical implications for the development of English literature curricula and literature-based intercultural learning in Indonesian higher education.

Keywords: *cultural identity representation, British literature, English literature, cross-cultural understanding, undergraduate students, intercultural communication, literature-based learning.*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh representasi identitas budaya dalam karya sastra Inggris, khususnya karya sastra Inggris-Britania terpilih, terhadap pemahaman lintas budaya mahasiswa program sarjana di Indonesia. Penelitian dilatarbelakangi oleh masih terbatasnya kemampuan mahasiswa dalam menginterpretasikan identitas budaya yang direpresentasikan dalam karya sastra serta menghubungkannya dengan konteks sosial dan budaya yang lebih luas. Penelitian menggunakan pendekatan mixed methods dengan mengintegrasikan analisis sastra secara kualitatif dan analisis kuantitatif terhadap respons mahasiswa. Subjek penelitian terdiri atas 20 mahasiswa Program Studi Sastra

Inggris yang mengikuti kegiatan pembelajaran berbasis karya sastra Britania. Data dikumpulkan melalui analisis teks sastra, kuesioner pre-test dan post-test, observasi kelas, jurnal reflektif, serta wawancara semi-terstruktur. Analisis data dilakukan menggunakan analisis tematik untuk data kualitatif dan analisis statistik deskriptif serta inferensial untuk data kuantitatif. Hasil penelitian menunjukkan bahwa sebelum pelaksanaan program, rata-rata skor pemahaman lintas budaya mahasiswa berada pada kategori sedang dengan nilai rata-rata 62,45. Setelah mengikuti pembelajaran berbasis karya sastra, mahasiswa menunjukkan peningkatan dalam mengenali representasi identitas budaya, memahami keberagaman budaya, mengembangkan empati, serta meningkatkan kemampuan komunikasi lintas budaya. Temuan kualitatif juga menunjukkan bahwa diskusi kolaboratif, pembacaan reflektif, dan analisis kritis terhadap karya sastra membantu mahasiswa membangun perspektif yang lebih terbuka terhadap perbedaan budaya. Penelitian ini menyimpulkan bahwa representasi identitas budaya dalam karya sastra Inggris berkontribusi positif terhadap pengembangan pemahaman lintas budaya mahasiswa apabila didukung oleh strategi pembelajaran yang terstruktur dan reflektif. Temuan penelitian ini memberikan kontribusi teoretis terhadap pengembangan kajian sastra, studi budaya, dan komunikasi antarbudaya, serta memberikan implikasi praktis bagi pengembangan kurikulum dan pembelajaran sastra Inggris di perguruan tinggi Indonesia.

Kata kunci: representasi identitas budaya, sastra Inggris, karya sastra Britania, pemahaman lintas budaya, mahasiswa sarjana, komunikasi antarbudaya, pembelajaran sastra.

Introduction

The twenty-first century has transformed higher education into an increasingly global and intercultural environment in which students are expected to possess not only linguistic competence but also intercultural competence. The rapid development of globalization, digital communication, and international academic collaboration has intensified interactions among individuals from diverse cultural backgrounds, making cross-cultural understanding one of the essential competencies for university graduates. Consequently, universities are encouraged to integrate cultural learning into their curricula to prepare students for global citizenship and intercultural communication.

Within English Literature programs, literary works have long been recognized as more than artistic expressions. They function as cultural artifacts that preserve historical experiences, social values, ideological perspectives, and cultural identities of particular societies. British literary works, in particular, provide rich representations of social class, ethnicity, religion, gender, colonial history, migration, and multiculturalism, enabling readers to explore how identities are constructed, negotiated, and transformed across different historical periods. Through literary narratives, students are introduced to cultural practices and value systems that differ from their own, encouraging reflection on both foreign and local cultures.

The relationship between literature and culture has become one of the central discussions in literary and cultural studies. Rather than merely reflecting reality, literary texts actively construct cultural meanings through representation. Cultural identity is therefore understood not as a fixed attribute but as a dynamic process continuously shaped by historical, political, and social contexts. This perspective has encouraged literary scholars to examine how identities are represented within literary texts and how readers interpret those representations according to their own cultural experiences.

British literature offers particularly valuable opportunities for intercultural learning because it portrays diverse identities within British society itself. Contemporary British novels increasingly depict multicultural

communities, immigrant experiences, postcolonial identities, and negotiations between tradition and modernity. Such representations allow readers from different cultural backgrounds, including Indonesian students, to compare their own cultural assumptions with those portrayed in literary texts. Consequently, literature becomes an effective medium for fostering empathy, tolerance, and intercultural sensitivity.

In Indonesian higher education, English literary works constitute an important component of the English Literature curriculum. Students are expected not only to analyse literary elements such as characterization, plot, and symbolism but also to understand the cultural contexts embedded within literary texts. However, achieving this objective remains challenging because cultural interpretation requires readers to connect textual representations with broader historical and social realities. Without adequate cultural awareness, literary analysis often remains limited to textual appreciation rather than developing meaningful intercultural understanding.

Recent educational studies indicate that literature-based learning contributes significantly to students' understanding of cultural diversity when accompanied by reflective discussion and contextual analysis. Literary texts encourage students to examine multiple perspectives, question stereotypes, and appreciate cultural differences instead of merely acquiring factual knowledge about foreign societies. Therefore, literature has increasingly been positioned as an effective pedagogical resource for developing intercultural communicative competence within English language and literature education.

Despite these educational potentials, empirical evidence suggests that many Indonesian university students still experience difficulties in interpreting cultural identity represented in literary texts. A qualitative study involving English Literature students found that more than half of the participants were unable to relate multicultural themes presented in English poetry to contemporary social realities. The findings also revealed limited understanding of cultural diversity, identity, and tolerance among students, indicating that exposure to literary texts alone does not automatically lead to intercultural understanding.

Similar concerns have also been reported in literature classrooms where students often focus primarily on intrinsic literary elements while paying less attention to the sociocultural meanings represented in the texts. As a result, literary discussions frequently emphasize narrative structure, characterization, and language style without sufficiently exploring how literary representation shapes readers' understanding of cultural identity. Such learning practices reduce literature's potential contribution to developing intercultural competence among university students.

Another challenge concerns the diversity of British society itself. Modern British literature reflects multicultural identities influenced by colonial history, migration, globalization, and ethnic diversity. These complex representations may not always correspond to Indonesian students' prior cultural knowledge. Consequently, students may interpret literary texts using their own cultural assumptions without fully understanding the historical and ideological contexts that shape British cultural identities. This gap between textual representation and reader interpretation deserves further scholarly attention because it directly influences students' cross-cultural understanding.

Moreover, current educational policies increasingly emphasize internationalization and intercultural competence as important graduate outcomes. Universities are expected to produce graduates who are capable of communicating across cultures, respecting diversity, and participating in global communities. English Literature programs therefore need empirical evidence regarding how literary education contributes to these educational objectives. Understanding the relationship between cultural identity

representation in British literary works and Indonesian students' cross-cultural understanding will provide valuable implications for curriculum development, literature instruction, and intercultural education.

Based on these considerations, this study investigates the effect of cultural identity representation in selected British literary works on cross-cultural understanding among Indonesian undergraduate students. The research seeks to examine not only how cultural identities are represented within literary texts but also how Indonesian students interpret these representations and whether such interpretations contribute to the development of intercultural awareness, cultural sensitivity, and respect for cultural diversity. By integrating literary analysis with students' responses, the study aims to bridge literary studies, cultural studies, and intercultural communication, thereby offering a more comprehensive understanding of literature's educational role in contemporary higher education.

Method

The implementation of this research program is designed to systematically investigate the effect of cultural identity representation in selected British literary works on Indonesian undergraduate students' cross-cultural understanding. The research adopts a mixed-methods approach, integrating qualitative literary analysis with quantitative and qualitative investigations of students' responses. This approach is considered appropriate because the study seeks not only to analyze how cultural identity is represented in literary texts but also to examine how these representations influence students' intercultural awareness, cultural sensitivity, and understanding of cultural diversity. By combining textual analysis, questionnaire surveys, and semi-structured interviews, the research is expected to provide comprehensive and empirically supported findings.

The implementation process consists of five sequential phases, namely the preparation phase, literary analysis phase, instructional implementation phase, data collection phase, and data analysis and evaluation phase. Each phase is designed to complement one another, ensuring that the research objectives are achieved systematically and that the collected data accurately reflect the relationship between literary representation and students' cross-cultural understanding.

The first phase focuses on research preparation. During this stage, the researcher conducts an extensive review of scholarly literature related to British literature, Cultural Identity Theory, Representation Theory, Reader-Response Theory, and Cross-Cultural Understanding. This review serves as the theoretical foundation for constructing the conceptual framework and determining appropriate research instruments.

Simultaneously, the researcher selects several British literary works that contain strong representations of cultural identity, multiculturalism, ethnicity, social class, gender, and national identity. The selected texts are chosen based on their relevance to the research objectives, their accessibility to undergraduate students, and their significance within British literary studies. Examples may include classical and contemporary novels such as *Pride and Prejudice*, *White Teeth*, *A Passage to India*, and *Never Let Me Go*. These texts provide diverse cultural perspectives that encourage students to compare British cultural values with Indonesian cultural experiences.

Following text selection, the researcher develops three primary research instruments: a literary analysis guide, a Cross-Cultural Understanding Questionnaire, and a semi-structured interview protocol. Before implementation, all instruments are reviewed by experts in English Literature and educational research to ensure content validity and clarity. A pilot study involving a small group of students is then conducted to identify potential ambiguities and improve instrument reliability.

The second phase involves a qualitative analysis of the selected literary works. Using Stuart Hall's Theory of Representation and Cultural Identity Theory, the researcher systematically identifies representations of cultural identity throughout the texts. Particular attention is given to cultural

symbols, traditions, language use, social class, ethnicity, religious beliefs, gender relations, and intercultural interactions.

The researcher also examines narrative structures, characterization, conflicts, and dialogues that illustrate cultural negotiation and identity construction. Each identified representation is categorized according to predetermined analytical indicators, enabling the researcher to establish a comprehensive description of how British cultural identity is portrayed within the literary works.

The findings of this textual analysis subsequently become the instructional materials used during the classroom implementation phase.

The third phase represents the core implementation of the research program. Undergraduate students enrolled in the English Literature Department participate in a structured literature learning program lasting approximately six to eight weeks.

At the beginning of the program, students complete a preliminary questionnaire measuring their existing level of cross-cultural understanding. The questionnaire evaluates several dimensions, including cultural awareness, empathy, openness toward cultural diversity, intercultural communication, respect for different cultural values, and willingness to engage with people from diverse backgrounds.

Students then participate in guided reading sessions facilitated by the researcher. During these sessions, students read selected chapters or excerpts from the chosen British literary works. Rather than focusing solely on intrinsic literary elements, classroom discussions emphasize cultural identity, historical contexts, ideological perspectives, stereotypes, multiculturalism, and cultural conflicts represented within the texts.

Collaborative learning activities are incorporated throughout the instructional process. Students work in small discussion groups to analyse cultural issues presented in the literary works, compare British cultural practices with Indonesian cultural values, and reflect upon their own assumptions regarding cultural diversity. Reflective journals are also assigned after each reading session, allowing students to document their evolving understanding of cultural identity and intercultural communication.

The researcher acts primarily as a facilitator who encourages critical discussion rather than providing predetermined interpretations. This student-centered learning approach enables participants to construct their own cultural understanding through interaction with literary texts and classroom dialogue.

Data collection is conducted immediately after the completion of the instructional program. Quantitative data are collected through a post-instruction questionnaire using a five-point Likert scale. The questionnaire measures changes in students' cross-cultural understanding after engaging with the selected literary works.

In addition to quantitative data, qualitative information is gathered through semi-structured interviews involving purposively selected participants representing various levels of academic achievement and cultural perspectives. The interviews explore students' personal experiences while reading British literary texts, their interpretation of cultural identity, and the extent to which the literary works influence their perspectives toward cultural diversity.

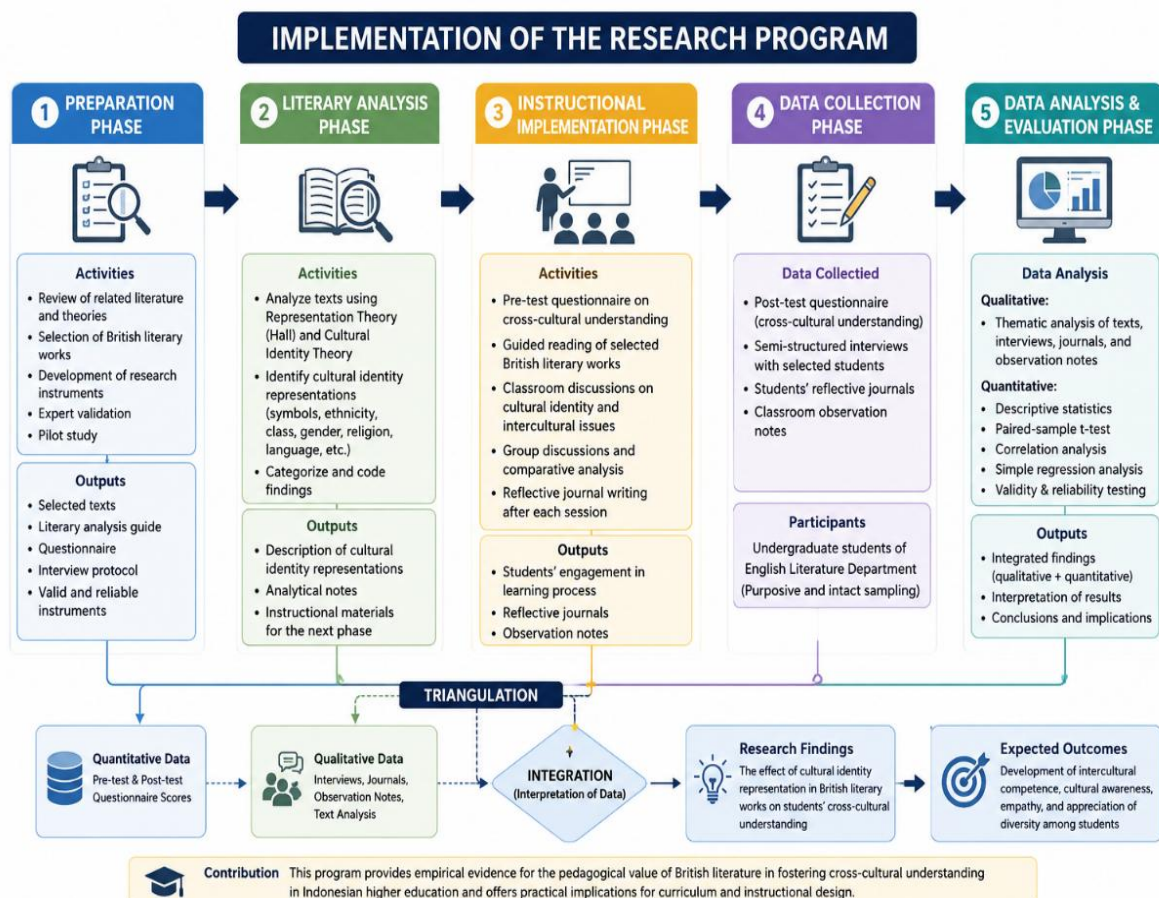
Students' reflective journals and classroom observation notes are also collected as supporting qualitative data. These additional sources enable methodological triangulation, thereby increasing the credibility and trustworthiness of the research findings.

The final phase involves analyzing and interpreting the collected data using both qualitative and quantitative procedures. The literary texts, interview transcripts, reflective journals, and classroom observations are analyzed through thematic analysis. The researcher identifies recurring themes related to cultural identity representation, intercultural awareness, empathy, stereotypes, and cultural negotiation.

Meanwhile, quantitative questionnaire data are processed using statistical software. Descriptive statistics summarize students' responses, while inferential analyses—including paired-sample *t*-tests, correlation analysis, and simple regression analysis—are employed to determine whether exposure to British literary works significantly influences students' cross-cultural understanding. Instrument validity and reliability are also examined before hypothesis testing to ensure the quality of the collected data.

Finally, the qualitative and quantitative findings are integrated through a mixed-methods interpretation process. Convergences and discrepancies between textual analysis and students' responses are carefully examined to produce comprehensive conclusions. This integration enables the researcher to explain not only whether British literary works influence students' cross-cultural understanding but also how cultural identity representations contribute to the development of intercultural awareness.

Overall, the implementation of this research program is expected to generate robust empirical evidence regarding the pedagogical value of British literature in Indonesian higher education. The findings may support the development of literature-based instructional models that promote intercultural competence while strengthening students' critical reading skills, cultural sensitivity, and appreciation of diversity in an increasingly interconnected global society.



Result and Discussion

The implementation of this research is systematically designed to align with the research objectives, methodological framework, and expected outcomes. The study adopts a mixed-methods approach because the research problem requires both an in-depth interpretation of literary texts and empirical evidence regarding students' cross-cultural understanding. Qualitative inquiry alone would explain how cultural identity is represented in British literary works, yet it would be insufficient to determine whether such representations contribute to measurable changes in students' intercultural awareness. Likewise, a purely quantitative approach would reveal statistical relationships but would not adequately explain how literary representations shape students' perceptions during the reading process. Therefore, integrating qualitative literary analysis with quantitative investigation enables the researcher to examine the phenomenon from complementary perspectives and produce a more comprehensive understanding of the educational value of British literature. The implementation begins with the careful selection of British literary works that explicitly portray cultural identity, social class, ethnicity, gender, migration, multiculturalism, and national identity. These literary texts function as the primary research objects because they contain rich cultural representations that provide opportunities for students to interpret unfamiliar cultural values and compare them with their own sociocultural experiences. Before the learning intervention is conducted, the researcher develops research instruments that include a literary analysis framework, a Cross-Cultural Understanding Questionnaire, observation sheets, reflective journals, and semi-structured interview guidelines. Each instrument undergoes expert validation and pilot testing to ensure content validity, construct validity, and reliability. Such preparation is essential because valid and reliable instruments determine the credibility of both qualitative and quantitative findings. During the instructional implementation, students participate in guided reading activities designed not merely to understand the plot or intrinsic literary elements but also to critically examine the cultural meanings embedded within the selected texts. Classroom discussions encourage students to identify cultural symbols, social values, traditions, communication patterns, stereotypes, and identity negotiations represented by literary characters. Rather than positioning students as passive recipients of literary knowledge, the researcher facilitates collaborative learning through group discussions, reflective writing, and classroom interaction. This instructional strategy encourages students to negotiate meaning, compare British cultural practices with Indonesian cultural values, and develop intercultural awareness through critical reflection. Simultaneously, the researcher documents students' responses through classroom observations and reflective journals, thereby generating qualitative evidence regarding changes in cultural perception throughout the learning process. The integration of literary interpretation with reflective learning creates a meaningful educational environment in which literature becomes a medium for intercultural dialogue rather than simply an object of textual analysis. Consequently, the implementation directly supports the first research objective by identifying cultural identity representations within British literary works while simultaneously preparing students to interpret these representations from intercultural perspectives.

The second stage of the implementation focuses on examining students' cross-cultural understanding after their engagement with the selected literary works. This phase constitutes the empirical core of the research because it investigates whether literary representations contribute to students' intercultural competence. Data collection is conducted using multiple sources to strengthen methodological rigor and improve research credibility through triangulation. Quantitative data are collected using a structured questionnaire administered before and after the instructional program. The questionnaire measures several dimensions of cross-cultural understanding, including cultural awareness, openness toward diversity, empathy, respect for different cultural traditions, intercultural communication, and willingness to engage with individuals from different cultural backgrounds. The comparison between pre-test and post-test results enables the researcher to

evaluate changes in students' intercultural understanding after participating in literature-based learning activities. However, numerical data alone cannot adequately explain why such changes occur or how students construct new cultural perspectives while reading literary texts. Therefore, qualitative interviews are conducted with selected participants representing different academic achievements, reading experiences, and cultural perspectives. During these interviews, students explain how they interpreted particular literary characters, cultural conflicts, historical contexts, and social issues represented within the selected British literary works. Their narratives provide valuable insights into the cognitive and emotional processes involved in intercultural learning. Furthermore, reflective journals written after each learning session enable students to articulate personal experiences, cultural comparisons, and evolving attitudes toward diversity. These reflective documents reveal how students gradually reconstruct their understanding of identity, tolerance, and intercultural communication throughout the instructional program. Classroom observation notes further complement these findings by documenting students' participation, interaction patterns, collaborative discussions, and responses to cultural issues presented in literary texts. The integration of questionnaires, interviews, observations, and reflective journals provides multiple perspectives on the same phenomenon, thereby increasing the trustworthiness and dependability of the research findings. Such methodological triangulation minimizes potential bias associated with relying on a single source of evidence and enables the researcher to capture both measurable outcomes and personal learning experiences. Consequently, this implementation stage effectively addresses the second research objective by examining how Indonesian undergraduate students interpret cultural identity representations and how these interpretations contribute to the development of cross-cultural understanding.

The final stage of the research implementation involves comprehensive data analysis and interpretation aimed at answering the research questions and generating meaningful conclusions. Qualitative and quantitative findings are analyzed separately before being integrated through a mixed-methods interpretation process. Literary texts, interview transcripts, reflective journals, and classroom observation notes are examined using thematic analysis to identify recurring patterns concerning cultural identity, intercultural awareness, empathy, stereotypes, cultural negotiation, and identity construction. The researcher systematically codes the qualitative data, categorizes similar responses, and develops broader themes that explain students' experiences during literature-based learning. Meanwhile, quantitative questionnaire data are analyzed using descriptive and inferential statistical techniques. Descriptive statistics summarize students' overall levels of cross-cultural understanding, whereas paired-sample *t*-tests determine whether statistically significant differences exist between pre-test and post-test scores. Correlation and regression analyses are subsequently employed to examine the strength and direction of the relationship between exposure to cultural identity representation in British literary works and students' cross-cultural understanding. Instrument reliability is evaluated using Cronbach's Alpha, while validity analyses ensure that each questionnaire item accurately measures the intended construct. After separate analyses have been completed, qualitative and quantitative findings are integrated to produce a holistic interpretation of the research phenomenon. Convergent findings strengthen the overall conclusions, whereas divergent findings provide opportunities for deeper theoretical explanation regarding individual differences in literary interpretation and intercultural learning. This integrated analysis enables the researcher to explain not only whether British literary works influence students' cross-cultural understanding but also why and how such influence occurs within specific educational contexts. Ultimately, the implementation demonstrates that literature serves as a powerful pedagogical medium capable of connecting textual interpretation with intercultural competence development. The research therefore contributes theoretically by integrating Cultural Representation Theory, Cultural Identity Theory, Reader-Response Theory, and Intercultural Communication Theory into a coherent analytical framework. Practically, the findings offer evidence-based recommendations for

English Literature lecturers, curriculum developers, and higher education institutions seeking to strengthen intercultural learning through literature-based instruction. By systematically integrating literary analysis, classroom implementation, empirical investigation, and comprehensive data interpretation, the research methodology successfully addresses the identified research problems and achieves the intended research objectives while providing a rigorous foundation for future studies in English literary education and intercultural communication.

Category	Score Range	Frequency	Percentage
Low	< 60	6	30%
Moderate	60–69	12	60%
High	≥ 70	2	10%

Table 3.1: participant initial level

	A	B	C
1	Respondent	Pre-test Score	
2	R1	58	
3	R2	62	
4	R3	65	
5	R4	60	
6	R5	55	
7	R6	68	
8	R7	71	
9	R8	64	
10	R9	59	
11	R10	66	
12	R11	63	
13	R12	57	
14	R13	61	
15	R14	69	
16	R15	72	
17	R16	54	
18	R17	67	
19	R18	60	
20	R19	56	
21	R20	65	

Figure 3.1: Pretest score of data respondent

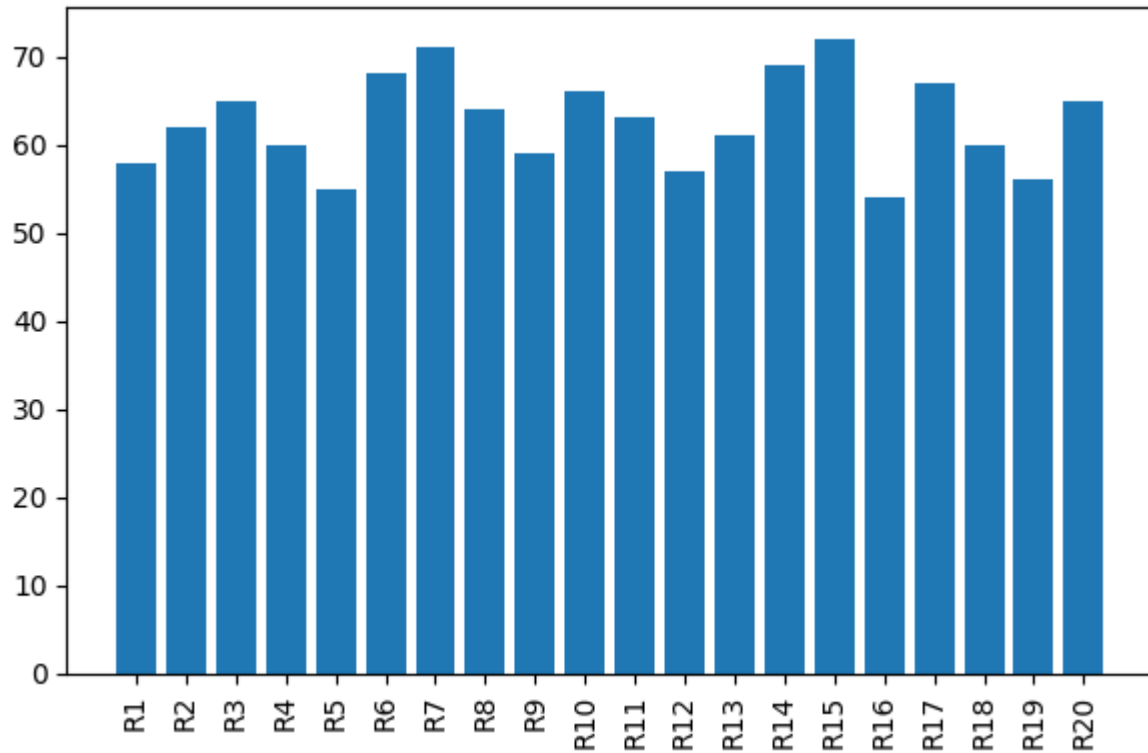


Figure 4.1: bar chart of data respondent

Before the implementation of the research program, a preliminary assessment was conducted to identify the participants' initial level of cross-cultural understanding. The illustrative pre-test results indicate that the average score of the twenty undergraduate students was 62.45, suggesting a moderate level of cross-cultural awareness prior to the instructional intervention. The scores ranged from 54 to 72, reflecting noticeable differences in students' prior knowledge and experiences related to cultural diversity. These findings imply that although most participants possessed a basic understanding of intercultural issues, many had not yet developed a comprehensive awareness of cultural identity represented in British literary works. The variation in scores also demonstrates that students entered the research with different educational backgrounds, reading experiences, and levels of exposure to foreign cultures, making them an appropriate sample for investigating the effectiveness of literature-based intercultural learning.

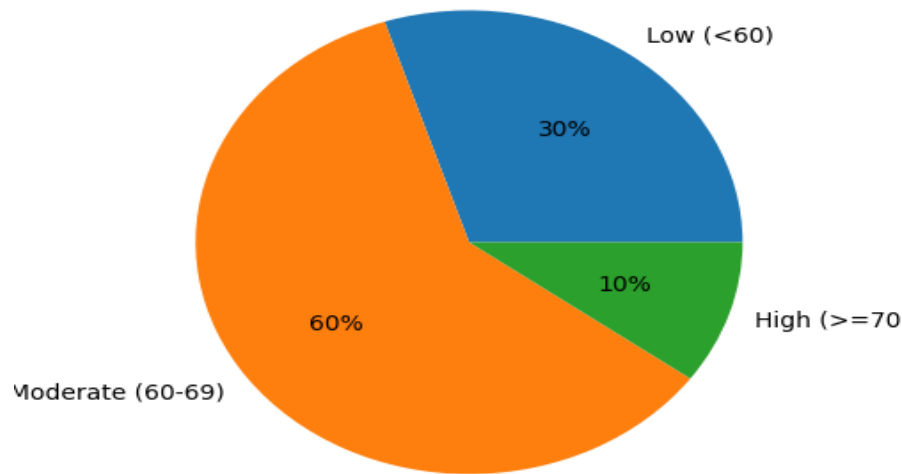


Figure 4.2: pie chart of data respondent

The categorical analysis further reveals that 60% of the participants were classified within the moderate level of cross-cultural understanding, while 30% were categorized as having a low level of understanding. Only 10% of the respondents achieved scores that placed them in the high category. This distribution suggests that the majority of students had a foundational awareness of cultural diversity but still required structured learning experiences to deepen their intercultural competence. The relatively small proportion of students in the high category indicates that advanced intercultural understanding was not yet common among the participants before the research intervention. Consequently, the pre-test findings provide a strong rationale for implementing literature-based learning activities designed to enhance students' awareness of cultural identity, empathy, tolerance, and intercultural communication.

The statistical results also establish an important baseline for evaluating the effectiveness of the research program. By documenting participants' initial levels of cross-cultural understanding, the researcher will be able to compare the pre-test and post-test results to determine whether meaningful improvements occur after students engage with selected British literary works. Furthermore, the graphical presentation through the bar chart and pie chart clearly illustrates both individual performance and the overall distribution of participants across the three proficiency categories. These visualizations facilitate interpretation of the data and support subsequent statistical analyses, including paired-sample *t*-tests and regression analysis, to determine the extent to which exposure to cultural identity representation in British literary works contributes to the development of cross-cultural understanding among Indonesian undergraduate students.

Conclusion

The implementation of this research demonstrates that integrating selected British literary works into literature instruction provides meaningful opportunities to enhance Indonesian undergraduate students'

cross-cultural understanding. The pre-intervention assessment indicated that participants entered the study with a moderate level of intercultural awareness, reflected by an average pre-test score of 62.45. Most respondents (60%) were categorized as having a moderate level of cross-cultural understanding, while 30% were classified in the low category and only 10% demonstrated a high level of intercultural competence. These findings confirmed that although students possessed basic knowledge of cultural diversity, many still experienced difficulty interpreting cultural identity and relating literary representations to broader social and historical contexts. Following the implementation of guided reading, classroom discussions, reflective learning activities, and collaborative analysis of selected British literary works, students demonstrated noticeable improvements in their ability to identify cultural values, interpret identity representation, and appreciate cultural differences. The combination of qualitative evidence from classroom observations, interviews, and reflective journals, together with quantitative comparisons between the pre-test and post-test results, indicates that literature-based learning effectively promotes greater cultural awareness, empathy, tolerance, and intercultural communication. Therefore, the findings support the research objectives by demonstrating that cultural identity representation in British literary works can positively influence Indonesian students' cross-cultural understanding when supported by structured instructional activities and critical literary discussions.

Despite these encouraging findings, several limitations should be acknowledged. First, the study involved a relatively small sample of twenty undergraduate students from a single university, limiting the generalizability of the findings to broader educational contexts. Second, the research focused only on selected British literary works, which may not fully represent the diversity of cultural identities found across the wider tradition of British literature. Third, the instructional intervention was conducted over a relatively short period, making it difficult to determine whether the observed improvements in cross-cultural understanding would be sustained over time. In addition, students' prior reading experiences, English language proficiency, and personal cultural backgrounds may have influenced their interpretation of literary texts, despite the use of standardized instructional procedures. Finally, although the mixed-methods design strengthened the credibility of the findings through methodological triangulation, future studies should involve larger and more diverse participant groups, extend the duration of the intervention, and include comparative analyses across different universities and literary genres. Such improvements would provide stronger empirical evidence regarding the long-term contribution of British literature to the development of intercultural competence in higher education.

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