



International Students' Adjustment Towards Implementing Indonesian Language in Communication

Maya Marsevani^{1*}, Abdul Aziz Satrio², Amanda Az Zahra³, Amelia Teresa⁴, Eirene Lady Marchela Sayow⁵, Elsha Ridzky Fadila Darsono⁶, Nur Fitriana⁷, Selinna⁸ 

^{1,2,3,4,5,6,7,8} English Language Education Department, Universitas Internasional Batam, Batam, Indonesia

ARTICLE INFO

Article history:

Received March 04, 2024

Revised March 17, 2024

Accepted June 15, 2024

Available online June 19, 2024

Kata Kunci :

BIPA, komunikasi, penyesuaian Bahasa, siswa internasional

Keywords:

BIPA, communication, language adjustment, international student



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2024 by Author. Published by Universitas Internasional Batam

ABSTRAK

Penyesuaian dengan bahasa Indonesia adalah masalah populer bagi siswa internasional saat belajar di luar negeri terutama di Indonesia. Penelitian ini bertujuan untuk menganalisis kemampuan serta menampilkan sudut pandang mahasiswa internasional dalam menerapkan bahasa Indonesia dalam komunikasi, menyoroti kebingungan dan guncangan dari banyak aspek yang mereka alami selama penyesuaian komunikasi di Indonesia. Seperti bagaimana manusia bersosialisasi satu sama lain melalui komunikasi, langsung atau tidak langsung, bahasa adalah alat untuk mendukung komunikasi antara dua orang atau lebih. Dalam hal ini, bahasa Indonesia sebagai alat komunikasi ada di antara banyak bahasa lain dan secara global melebarkan sayapnya tidak hanya sebagai dukungan percakapan antara dua orang atau lebih, tetapi juga sebagai bahasa yang dipelajari oleh orang-orang dari berbagai latar belakang melalui program wajib Bahasa Indonesia untuk Penutur Asing (BIPA). Untuk berkomunikasi sangat diperlukan penyesuaian diri, khususnya untuk berbicara bahasa Indonesia sebagai bahasa asing.

ABSTRACT

Adjustment to the Indonesian language is a popular issue for international students while studying abroad in Indonesia. This research aims to analyze the ability as well as displaying the point of view of international students in implementing Indonesian language in communication highlighting what are the confusion and shocks from many aspects that they experienced during adjustment of communicating in Indonesia. As how mankind socializes one another through communication, direct or indirect, language is the tool to support communication between two or more people. In this case, Indonesian language as a communication tool exists among many other languages and globally spread its wings not only as a conversation support between two or more people, but also as a language that is learned by people from various backgrounds through a mandatory program of Indonesian for foreign speakers (BIPA). To communicate, adjustment is highly needed, especially to speak Indonesian language as a foreign language.

1. INTRODUCTION

Language is one of the mediums of communication since mankind lives in a society rich in culture. The Indonesian language is one of the many existing languages in this world where people around the world would learn for many purposes. Just like English, there are 4 fundamental skills (writing, speaking, listening, reading) and one of the many difficulties that foreigners encounter when learning a new language is speaking. Speaking is very important because in order to blend in with the community of the target language they are learning, they must learn how to properly communicate among the natives.

In this case, a mandatory course or program, BIPA (*Bahasa Indonesia untuk Penutur Asing*) exists to spread the knowledge of Indonesian language and culture, and it specializes in foreigners from various backgrounds who are highly interested or staying in Indonesia. According to The Indonesian program for Foreign Speakers, BIPA (*Bahasa Indonesia untuk Penutur Asing*) is a program that helps foreigners learn Indonesian as a second language (Tiawati, 2018). Bahasa Indonesia was rapidly developing both in Indonesia and abroad, according to (Sari, Utama, and Utama, 2016). There is a significant increase in foreign speakers who are interested in learning Indonesian or BIPA (Pujo Leksono & Tiawati, 2020). As part of the BIPA curriculum, learners are expected to master all language skills, namely listening, speaking, reading, and writing (Tiawati et al., 2022).

*Corresponding author.

E-mail addresses: maya@uib.ac.id (Maya Marsevani)

Foreign learners need to gain experiences, and this offers certain benefits when communicating with Indonesians. Conversely, there is a need to acquire knowledge directly from daily conversations with their friends. They also desire to gain cultural experiences, particularly those related to their day-to-day needs and activities. Therefore, they prefer learning from real communication and not from books. These learners also dislike explanations concerning language theory, rather they are interested in conversing and discussing real objects (Suyitno et al., 2021).

Humans are social creatures that are dependent on each other at all times and in every circumstance. In light of these traits, language makes it possible for humans to interact with one another. Language is one of the media used by humans when interacting. Communication is possible through language; people can share ideas, stories, and even the information they need. Thus, language plays a significant role in interaction. Along with understanding how context affects speech, people in the language must also understand whether certain utterances can be used to convey information without misunderstandings between speakers (Tri Budiasih, 2018).

Compared to the existing previous research that happens to explicate the same theoretical topic on adjustment, there is a prevalent affirmation. Previously, (Hamamah & Hapsari, 2021) studied international students' adjustment while studying in Indonesia. However, even though it similarly studied the academic adaptation of international students especially in terms of language use, the research was focused in the use of English language among international students.

On the other hand, (Widiasih & Ermiati, 2020) explored the International Students' Experience of Studying at Indonesian Universities. They mentioned language adaptation as one of the problems faced among the students. The research found that there are students from certain countries who can adapt easier. Meanwhile, some other students found to be having difficulties including unable to make proper sentence, grammatically incorrect, etc. However, researcher didn't specifically explain how they actually cope with these difficulties. Aside to that, another view is derived from (Suyitno et al., 2021). Their study articulated such view that experiential-tutorial learning, which results in income as its main agenda, is primarily a reason for international students to adjust such Indonesian language proficiency. Yet, these still hasn't explained how the students cope with their problems while learning Indonesian language.

Meanwhile in different research, (Qun et al., 2018) studied the encounters of culture shock of Chinese students studying abroad in Indonesia whilst adjustment of Indonesian language speaking. They found that in order to overcome the culture shock, adaptation and adjustment of verbal activity is done through various ways, such as looking for peer relationship (making friends), augmenting extracurricular involvement (participating in social events), improving language proficiency (self-practice or joining classes for speaking), and interacting with local people (directly talk with locals). This explains certain coping strategies used by foreign students while adapting to Indonesian culture. However, it doesn't specify the strategy as one to use when learning Indonesian language.

Based on the existing research rationale and gap, the researcher aims to occupy the niche by attempting to posit a further, this research also aims to depict the difficulties that were found by international students and how these international students adjust it while communicating with Indonesian language. Deploying a qualitative research design, the overall unit of analysis comes in two; the difficulties of the adjustment and the ways to cope with adjustment.

Code-Switching in Indonesian Language

The use of language in modern Indonesia society has evolved. The use of a foreign language in conversation is one of the changes. From a sociolinguistic standpoint, this event is frequently described as a code-mixing and borrowing phenomenon. Further investigation reveals that Indoglish form is not only about code mix and borrowing, but also about borrowing forming a distinct form. This is because of a combination of Indonesian and English but this form of Indoglish is fully included in Indonesian or English. The spoken sentence is in English but the meaning is in Indonesian culture and language.

When it comes to speaking Indonesia, Indoglish is a common phenomenon whereas speech act plays a huge part where English words are mostly adapted to "fancy" the conversation individuals are having and amazingly, even though the English semantic scope does not accept this kind of sentences, Indonesians find it amusing and easy to understood as well as talked rather than speaking in their own mother tongue language. Indoglish is a phenomenon where most foreigners are confused about, but Indonesian took it lightly as a prestige of being able speaking in two languages, or simply said, bilingual (Saddhono & Sulaksono, 2018).

In native Indonesian context, it is assumed that any Indonesian speaker (native or non-native) will code switch between all Indonesian in an assumed "spontaneous" manner. This is assumed among Indonesians alone because it is thought that they will naturally switch between formal and informal Indonesian, at least in a more "natural" way. In fact, this code-switching is not "naturally" suitable for

foreigners in the first place. For foreigners, it becomes a barrier. We must be aware of this condition to learn all of the levels. If learning these sociolinguistic levels is difficult for foreigners in an immersion context, it becomes impossible to even attempt to understand this code-switching as an Indonesian language student living abroad (Lopez, 2019).

Confusion Among Foreigner in Learning Indonesian Language

When it comes to confusion of foreign language, there are many factors of confusion such as culture, language, food, etc. Especially in grammatical functions, foreigners who learn Indonesian language frequently experience some obstacles in doing communication. These obstacles are appeared when interacting with native Indonesian speakers. The equivalent words used by foreigners are often considered unusual in the context of everyday conversation such as the following example: “*Kami berbus mengelilingi kota Jakarta.*” (We take the bus around Jakarta city). Even though the word *berbus in the sentence is correct in terms of the grammar rules because foreigners only follow the grammar rules that have been learned, it has no meaning. This phenomenon seems to have become a classic problem in the use of Indonesian language in terms of the contemporary dimension. The word *berbus is the same as the word *bersepeda* (cycling). The word *berbus is obtained by foreigners because it has the same pattern as the word *bersepeda* (cycling). However, the use of the word *berbus is not commonly used by the people so it sounds very weird. Whereas based on the Word Formation Rules (KPK/*Kaidah Pembentukan Kata*), the word *berbus has already met the requirements of word formation, but it is not commonly used. In Indonesian grammar rules, the case is known as a potential form (Widia et al., 2020).

Another comparison to made from similar situation of foreign speakers in Indonesia is from a previous study by (Campbel, N., & Zeng, 2006), where the study is conducted on Chinese students in Australia and New Zealand has find that, Chinese students do not have much domestic friends in host countries and they feel developing friendship with domestic students is hard than making friends with other international student group who are studying in same institution, as per the findings they also mention the causes of this problem among Chinese students is linguistic barrier, not mutual concerns and lifestyles. That's why they preferred to live in Chinese community than making friendship in host community, this is all because Chinese students facing language barrier and are not able to speak English fluently. Though, several studies has proven that local students feels hesitant and less confident in communicating to foreign students because of having linguistic barrier, different culture and different origin, (Harrison, N., & Peacock, 2010); (Kimmel, K., & Volet, 2012). Another study by (Barger, 2004) has concluded that healthy communication among both domestic and foreign students may transfer mutual friendly relationship and can have good effect in transferring linguistic, culture and academic experiences (Ali et al., 2020).

2. METHODS

Research Design

According to (Bhattacharyya, 2006; Thomas et al., 2011), research is a careful and systematic way of solving problems and gaining new knowledge. It should solve a problem or add something new to the existing body of knowledge (Gratton & Jones, 2010; Kumar, 2008). Design is fundamentally concerned with the goals, uses, purposes, intentions, and plans within the practical constraints of location, time, money, and the availability of the researchers (Hakim, 2000). A researcher's ideas are reflected in the research design. It helps to avoid frustration by connecting the research through a structured plan that shows how all of the major parts of the research work together to try to answer the research questions (Bostley, 2019).

The research method is a mixed method, this type of study aims to analyze the ability and experience of international students implementing communication in Indonesian language. According to (Tashakkori & Teddlie, 2010) a pragmatic worldview underpins the mixed-method research design. In a research study, a mixed-method research design integrates qualitative and quantitative research and data. The researcher constructs a word analysis, reports informant details, and conducts the study in a natural setting (Bostley, 2019). Researchers are interested in mixed method research because data collection allows researchers to explain from both sides, ranging from the levels of agreeing to disagree explained qualitatively in statistics and describing participants' opinions qualitatively, all of which results in words.

Participants of Research

This study targets classes ranging from secondary 8th to senior 12th grade as the object of the study. The school is chosen because it has international students studying BIPA (compulsory Indonesian) as part of their curriculum in class.

Data Collection

A mix of open-ended and close-ended questionnaires is used to collect data of participants. A set of statements describing attitudes and a scale is presented to the respondents in the closed-ended survey and they respond by selecting the points on the scale that best represent their feelings. These scales can be bipolar (for example, a 5-point scale ranging from "Strongly Disagree" to "Strongly Agree") or unipolar (for example, a 5-point scale ranging from "Not at all satisfied" to "Extremely satisfied"); the former is based on the assumption that attitudes are bipolar constructs. The open-ended approach allows respondents to freely express their attitudes in their own words and encourages them to be expressive without bias or being bound by closed alternatives (Converse, 1984), as a result, the respondents cognitive load is reduced. Because of these characteristic, open-ended questions are very effective at measuring knowledge while producing more reliable and valid results.

Researchers choose the following method as it provides data from both sides of population percentage and the honest point of view(s), expecting this study to be purposeful in the aspect of knowledge, both for international students and for the public, internally and externally across the globe. A choice of language matters as researchers uses both Indonesian and English for all questions in order to test the level of participants' reading and writing skills as well as the capability of being bilingual, aiming to globally promote Indonesian language as a second language through the mandatory program of Indonesia for foreign speakers (BIPA).

Data Analysis

As author applies mix methods in the research, the collected data is then analyzed by implementing both quantitative and qualitative method. The quantitative method applied is the descriptive analysis where authors explain the phenomenon by using the quantitative data. Whether it's based on most percentage or on average. In this step, the sorting and selecting process is done to help authors in quantitatively counting the percentages of persons strongly agreeing to strongly disagree with each statement.

Once the percentage and the division of each category has been determined, the statements from the questionnaire are later qualitatively expressed through questions of asking opinions and point of views. Aside from utilizing the findings stated on the file, this is done by getting the author involved in informants.

3. RESULT AND DISCUSSION

Results

Item 1: What do you fear the most of whilst living in Indonesia?

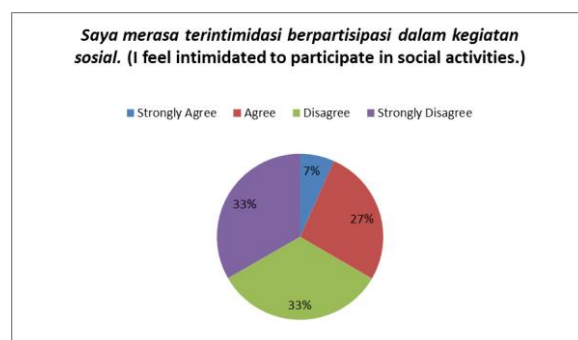


Figure 1. Result of Item 1 "I feel intimidated to participate in social activities."

The participants were asked to rate their response to the statement "I feel intimidated to participate in social activities." It is clear that about 33.3% of respondents answered disagree and strongly disagree to the statement. The 27% and 7% points reflect that respondents feel intimidated to participate in social activities.

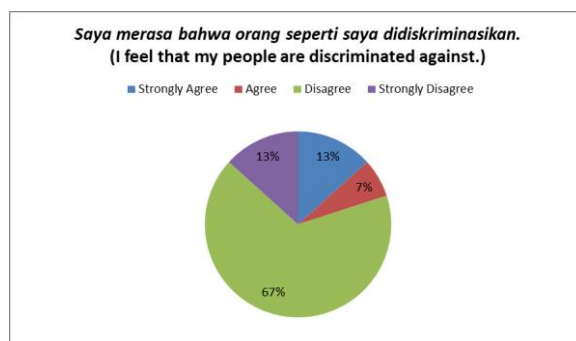


Figure 2. Result of Item 1 "I feel that my people are discriminated against."

Participants were asked to rate their scale on the above statement. The highest response section was disagree with 66.7% points, respondents did not feel discriminated against. There were 13% in strongly agree and strongly disagree, and 7% of respondents felt discriminated against. Shows that 66.7% of respondents chose to disagree.

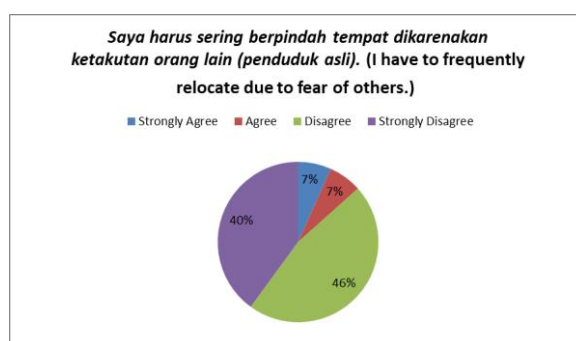


Figure 3. Result of Item 1 "I have to frequently relocate due to fear of others."

46% of participants chose to disagree about the statement "I have to frequently relocate due to fear of others." In addition, 7% of participants chose strongly agree and agree to the statement that requires them to frequently relocate due to fear of natives.



Figure 4. Result of Item 1 "I worry about my future for not being able to decide whether to stay or to go back."

Participants were asked to vote on the statement "I worry about my future for not being able to decide whether to stay or to go back." The results showed 40% of participants chose to disagree with the statement, on the other hand, none of the 0% participants chose to agree with the statement.

Item 2: How do you feel when you speak Indonesia language?



Figure 5. Result of Item 2 "I never feel very of myself speaking in Indonesia."

Of the 15 respondents who chose to disagree to the statement "I never feel very of myself speaking in Indonesia", 60% of respondents chose to disagree, where they are always confident in their Indonesian speaking ability. In addition, 7% of respondents felt unsure of their speaking ability.



Figure 6. Result of Item 2 "When I speak Indonesia, I get anxious and depressed."

Taking this further the participants were asked to express their level of agreement on the statement, "When I speak Indonesia, I get anxious and depressed." 47% of respondents strongly disagreed with the statement. This means that they are never nervous or depressed when speaking Indonesian. 0% of respondents did not choose strongly agree.



Figure 7. Result of Item 2 "I truly think that my classmates speak Indonesia better than I am."

"I truly think that my classmates speak Indonesia better than I am." was included in the questionnaire. It can be seen in the chart that 47% of respondents strongly agree that their classmates have better Indonesian speaking skills. There are 20% agree and disagree and 13% strongly disagree.



Figure 8. Result of Item 2 "I become an embarrassing volunteer when I have to go out to speak Indonesian first."

Participants were asked to choose a scale from the statement "I become an embarrassing volunteer when I have to go out to speak Indonesian first" the results showed 40% of respondents chose disagree and 13% of respondents agreed with the statement they felt embarrassed when volunteering to speak Indonesian due to their Indonesian language skills.

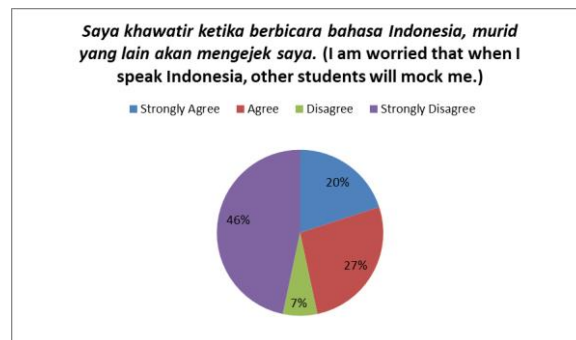


Figure 9. Result of Item 2 "I am worried that when I speak Indonesian, other students will mock me."

It can be seen that 46% of respondents strongly disagreed with the statement "I am worried that when I speak Indonesian, other students will mock me" at a value of 27% of respondents chose to agree with the statement, they were afraid of making mistakes in speaking Indonesian so that other students would mock them.

Item 3: What are the culture shocks that you witnessed and experience in Indonesia?

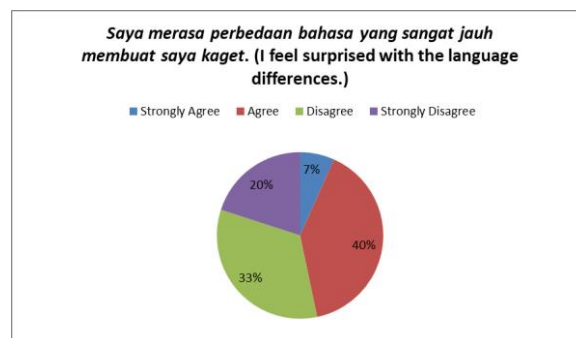


Figure 10. Result of Item 3 "I feel surprised by the language differences."

Participants were asked to rate their culture shock. On the statement "I feel surprised by the language differences." 40% of respondents felt surprised by the language differences. On the disagree scale there were 33%, strongly disagree 20%, and strongly agree 7%.

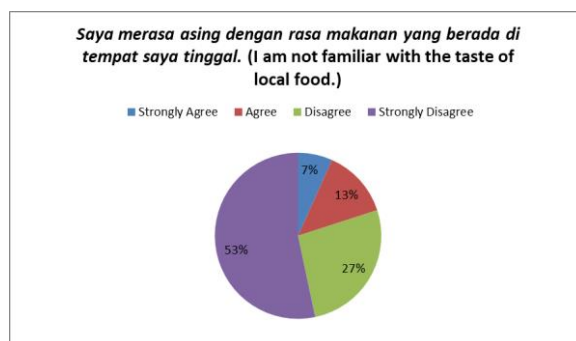


Figure 11. Result of Item 3 "I am not familiar with the taste of local food."

Participants were asked to rate the statement "I am not familiar with the taste of local food." 53% of respondents strongly disagreed with the statement. They do not feel unfamiliar with the taste of food in Indonesia with their place of origin. However, 7% of respondents strongly agree.



Figure 12. Result of Item 3 "I feel like the locals' fashion style is really different compared to the people that I come from."

Cultural differences in each country are different, starting from food, style of dress, and character. In this statement participants were asked to rate how much they agreed with the statement "I feel like the locals' fashion style is really different compared to the people that I come from" it can be seen that 40% of respondents chose to agree, that the dressing style of local people with their country is very different.

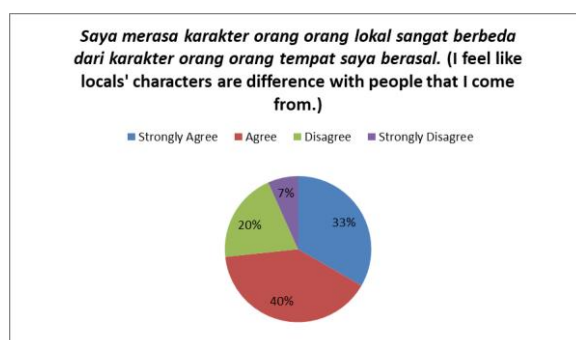


Figure 13. Result of Item 3 "I feel that the character of local people is different from people who come from me."

It can be seen that 40% of respondents agree with the statement "I feel that the character of local people is different from people who come from me" on a scale of strongly agree 33%, disagree 20%, strongly disagree 7%.

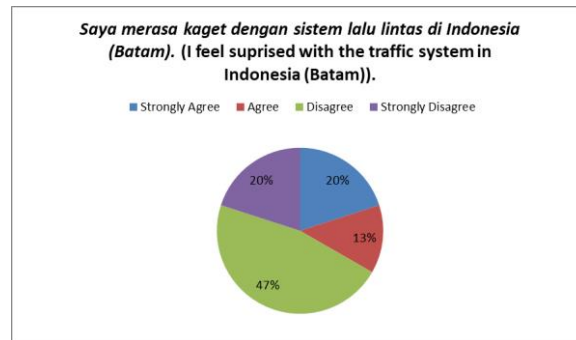


Figure 14. Result of Item 3 "I feel suprised by the traffic system in Indonesia (Batam)."

Participants were asked to rate the statement "I feel suprised by the traffic system in Indonesia (Batam)" results showed 47% of respondents disagreed that the traffic system in Indonesia suprised them. There were 20% on the strongly disagree and strongly agree scale.

Item 4: What factors affected your academic performances

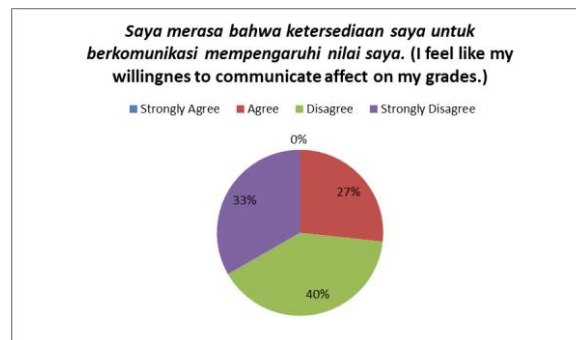


Figure 15. Result of Item 3 "I feel like my willingnes to communicate affects my grades."

Participants were asked to assess what factors could affect their academic grades. In the statement above, 40% of respondents disagree with the statement "I feel like my willingnes to communicate affects my grades" 0% of respondents on the strongly agree scale.

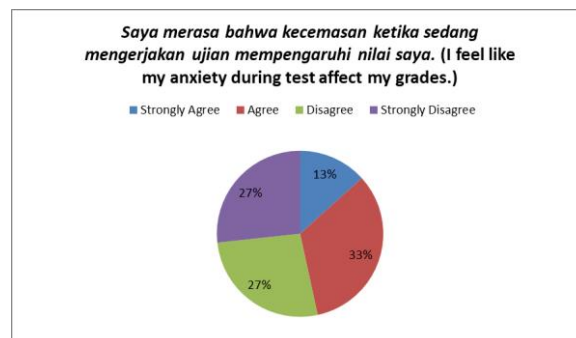


Figure 16. Result of Item 3 "I feel like my anxiety during tests affects my grades."

Participants were asked to rate the statement "I feel like my anxiety during tests affects my grades." 33% of respondents agreed that they feel anxious when they are taking test, there were 27% points on disagree and strongly disagree scale.

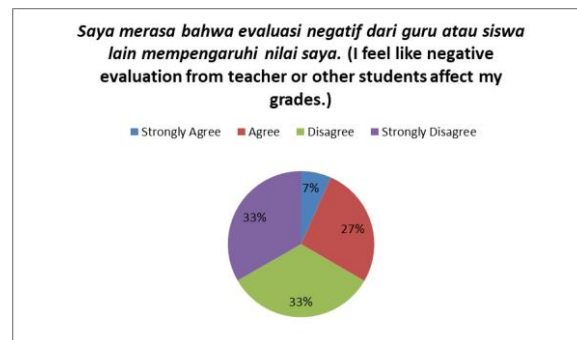


Figure 17. Result of Item 3 "I feel like negative evaluations from teachers or other students affect my grades."

On the statement "I feel like negative evaluations from teachers or other students affect my grades", 33% of respondents chose disagree and strongly disagree. They do not feel that negative evaluations from teachers and students can affect their grades. 27% of respondents chose agree and 7% of respondents chose strongly agree.

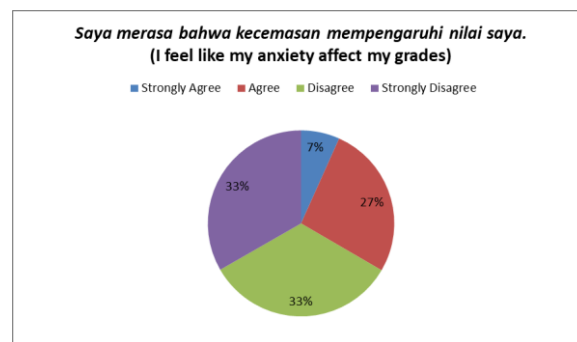


Figure 18. Result of Item 3 "I feel like my anxiety affect my grades."

The statement above shows that respondents 33.3% disagree and strongly disagree that anxiety can affect their grades. Participants did not feel that anxiety could affect their grades. However, 27% agreed with the statement that they felt that anxiety could affect their grades and 7% of respondents strongly agree.

Discussion

According to (Kyrychenko, 2018; Sutrisno, 2019), the process of internationalization of higher education in the Indonesian context is slow because there is no clear grand design plan that maps out the path and connects all elements of internationalization, including key policies and regulations. To mention an example underlying this study is that many universities, operate internationalization with immature planning. Therefore, one of the main problems that arise in the internationalization process which also occurs in many other non-English countries is the language barrier, namely the lack of competence in English (Abduh et al., 2018; Kyrychenko, 2018).

The result of the research above showed that after staying in Indonesia and tried to adjust with the locals, international students felt they have no problem with them stayed in Indonesia, they enjoy it so much as it is become a new experiences and lesson. In addition, they unlocked new cultures they never encountered in their home country. However, even though most of the respondents looks fine and enjoy it, a small number of them felt they sometimes feel discriminated, intimidated, and being afraid of others. 7% of them felt that they are discriminated with locals, as a result it caused a fear of other as well as not confident with their ability in Bahasa Indonesia. In this case it is confirmed that acculturation stress sometimes happens to people who move from their country or city of origin and then go to the other country, they learn new things even new cultures and languages that they do not know and know at all, the impact of this acculturation stress occurs on the person. Acculturation itself is an individual's cultural and psychological development as they learn to live in a new social and cultural context after being socialized within an earlier on (Berry, 2008 in Jackson et al., 2019). In brief, acculturation stress is a situation where adapting a new culture influenced their psychological. The impact of the acculturation stress experienced by international students is the felt unsure of their speaking ability in Indonesia, they become embarrassed when they voluntarily spoke in Indonesia in front of class then, they easily get anxious and depressed when

spoke in Indonesia. In addition, the fear of getting mock of others making them more unsure of their ability. According to (Shi et al., 2019). Social interaction had a greater impact on psychological adjustment than language, means that response of individual environment really influences their learning process. Learning process and second language acquisition stand side by side with students psychological and personality factors, which are include students' self-esteem, anxiety, motivation, willingness to communicate, self-efficacy, etc.

As mentioned before, environment influence students' ability and adjustment in learning Bahasa Indonesia, according to the result that how international students' adjustment while living in Indonesia, some of them said they do not adjust, they just have to use to it. However, some use a direct adjustment such as tried to blend with locals, exploring locals' food, chose to used Bahasa instead of English, or simply just talk and communicate more with locals. Their way is different from each individual but judging from their willingness to speak and get used to speaking Indonesian, it becomes a benchmark that they are willing and do not mind at all to speak and familiarize themselves with the culture in Indonesia. All informants feel comfortable living in Indonesia. Changes also occurred in the informants where they became friendlier and more polite to others. Informants also felt that it was easier for them to greet other people. Physical changes also occurred in the informants, namely that they became fatter because the variety of Indonesian food was very delicious. All the informants felt happy because they could study, visit events and places of cultural festivals. Informants also like the people of Solo because they are friendly, relaxed, gentle and polite with other people even though they are from different countries so that when they return to their home country, they will feel lonely. What all informants did not like while in cities in Indonesia was that they were surprised by the traffic system in Indonesia (Batam), which they felt was not as organized as the country they came from. Additionally, respondents stated that Indonesian culture is amusing that it can be seen in their country. Also, one of the respondents said that people always looked at him and he found it very uncomfortable, which the situation never happen in his country.

It is illustrated that the diversity of nations, cultures and languages does not fully bring problems in communication patterns between foreign students and other foreign students or between foreign students and Indonesian students, but the lack of time, intensity and interaction facilities creates problems. This problem can be seen from the differences in how to behave when communicating both verbally and nonverbally, such as differences in the volume and speed of speech, facial expressions through eye gaze, differences in interest in the topic of conversation and others that are observed when strangers. students greet, get acquainted, discuss or when foreign students make presentations in class. However, problems in intercultural communication patterns are reduced due to several factors, namely personal needs, social strata, and respect, where in general foreign students can adapt well when communicating with teachers and managers in international programs. After administering the questionnaire and follow-up interviews, there are several points that can be concluded from observing the adjustment of international students to the application of Indonesian in communication. These dimensions are learning and research, health and emotions, social life, and local culture as indicated in the questionnaire provided by the researcher. Overall, time is a key factor in language and cross-cultural adaptation experienced by international students towards the application of Indonesian in communication. Researchers will describe the research results into a U-curve which has 4 phases, namely The Honeymoon, The Crisis, The Recovery and The Adjustment (Oberg, 2010).

The Honeymoon

This phase occurs when the informant feels that the process of individual experience in interacting with other people can create thoughts, self and emotions regarding different issues that can cause socio-cultural conditions between one individual and another (Morissan, 2013). Individual focus and attention will form a meaning, thoughts and self can be seen in the structure of society through conversation (West, 2012). Cultural differences make the Darmasiswa adaptation process not run smoothly. This is because socio-cultural factors are important intercultural communication factors for Darmasiswa in adapting.

The Crisis

This phase occurs when Darmasiswa begins to feel the difference in the surrounding environment. Changes in the environment will directly affect the physical condition of the informants, namely the physical condition that continues to decline (Devinta, 2015). During the initial adaptation process, informants will refuse to accept the new culture because of the influence of the old culture. The informant felt that the city of Solo was very hot, so the informant rarely left the house. The culture shock started when the informant was in Solo where in terms of food, the informant could not eat spicy food. Informants when they are in a new area with different patterns, tastes, types and portions of food, they will experience shock and frustration, causing culture shock (Devinta, 2015). While bathing, the informant had to use cold water.

Cultural change is an image, concept and idea of individuals in presenting, interpreting themselves to accept aspects of people's lives. The lack of understanding of the Indonesian language made the informants find it difficult to interact with the people around them so they would shut down because of anxiety. (Gabriela and Kartikawati, 2017) state that every informant will show anxiety or fear in carrying out communication interactions with interlocutors who come from different cultures. When anxiety arises, they will form a small group that has one goal with them (Ngalimun, 2017). This means that Darmasiswa will gather with other Darmasiswa who find it difficult to accept their new environment and do not want to have anything to do with the outside world. The informant felt afraid when interacting because according to him, interacting could make the interlocutor feel uncomfortable because he was still carried away by his old culture. Here the communication factor plays a very important role in maintaining and understanding social interaction within the community.

The Recovery I

Intercultural communication is a dynamic process carried out by humans in 2 verbal and non-verbal forms that are sent by the communicator to the communicant. There are 2 main concepts in intercultural communication, namely culture and communication. Culture will affect a communication and communication will determine, create and maintain the cultural reality of a group (Martin and Thomas, 2007: 92). Communication itself is a process of disseminating information in the form of ideas, messages, and ideas both verbally and non-verbally which can be understood by both parties (Samovar, Porter & McDaniel, 2014). Here the informant found it difficult when he first came to Indonesia. Even though they have studied Indonesian before coming to Indonesia, they still don't understand it when they hear Indonesian from other people. (Abraham Maslow in Communication Psychology, 2009) expressed the "need for love" or "belongingness". This means that one way to quickly adapt is to open yourself up. After having the courage to interact with the people around him, the informant tried to speak English and use body language to make communication easier. The development of language and culture will play an important role in the adaptation and social interaction of informants regarding issues of cultural diversity in society (Jonson, 2000). For about 3 months, all informants have started to master the Indonesian language. They try to use Indonesian when interacting with other people. The portion of verbal communication is only 35% of all human communication (Mulyana, 2007: 265-269). What's more, individuals will use non-verbal language to explain the significance generated in an interaction that can be obtained from glances, touches, vocal intonation, movements and faces. When interacting, individuals will observe each other's senses, intonation, ways of dressing, attitudes and facial expressions. All informants will use non-verbal language such as imitating or giving signs about what is meant. All informants have other friends outside the campus. When in Indonesia, according to the questionnaire that the researchers did, several international students did not feel pressured by the differences in Indonesia because Indonesians can understand and also balance with those who are still at the learning stage in Indonesian.

The Adjustment

This stage is the culmination of the U curve. All informants feel comfortable living in Indonesia. Changes also occurred in the informants where they became friendlier and more polite to others. Informants also felt that it was easier for them to greet other people. Physical changes also occurred in the informants, namely that they became fatter because the variety of Indonesian food was very delicious. All the informants felt happy because they could study, visit events and places of cultural festivals. Informants also like the people of Solo because they are friendly, relaxed, gentle and polite with other people even though they are from different countries so that when they return to their home country, they will feel lonely. What all informants did not like while in cities in Indonesia was that they were surprised by the traffic system in Indonesia (Batam), which they felt was not as organized as the country they came from.

4. CONCLUSION

From the findings and discussion, it can be concluded that the adjustment of international students to the application of Indonesian in communication has the highest level among the four dimensions observed in this study. Participants were asked to rate their response to the statement "I feel intimidated to participate in social activities." It is clear that around 33.3% of respondents answered disagree and strongly disagree with this statement. Points 27% and 7% reflect that respondents feel intimidated to participate in social activities. were asked to select the statement "I am worried about my future because I cannot decide whether to stay or return."

The results showed that 40% of the participants chose to disagree with the statement, whereas none of the 0% of participants chose to agree with the statement. Of the 15 respondents who chose not to agree

with the statement "I have never felt very alone speaking in Indonesia", 60% of respondents chose to disagree, where they are always confident in their Indonesian language skills. In addition, 7% of respondents felt unsure of their speaking ability. From the results of this study, it could be concluded that foreign students studying in Indonesia could mingle and understand the application of Indonesian in daily communication without feeling pressured or embarrassed though, in this case, Indonesian language as a communication tool exists among many other languages and globally spread its wings not only as a conversation support between two or more people, but also as a language that is learned by people from various backgrounds through a mandatory program of Indonesian for foreign speakers (BIPA).

5. REFERENCES

- Abduh, A., Rosmaladewi, R., & Basri, M. (2018). Internationalization Awareness and Commitment of Indonesian Higher Education. *New Educational Review*, 51(1), 162–171. doi: [10.15804/tner.2017.50.4.13](https://doi.org/10.15804/tner.2017.50.4.13)
- Ali, S., Yoenanto, N. H., & Nurdibyanandaru, D. (2020). Language Barrier Is the Cause of Stress Among International Students of Universitas Airlangga. *PRASASTI: Journal of Linguistics*, 5(2), 242. <https://doi.org/10.20961/prasasti.v5i2.44355>
- Baburajan, V., de Abreu e Silva, J., & Pereira, F. C. (2022). Open vs closed-ended questions in attitudinal surveys – Comparing, combining, and interpreting using natural language processing. *Transportation Research Part C: Emerging Technologies*, 137, 1–56. <https://doi.org/10.1016/j.trc.2022.103589>
- Bostley, M. A. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76–89. https://www.researchgate.net/publication/342354309_Basics_of_Research_Design_A_Guide_to_selecting_appropriate_research_design.
- Martin, Judith N. dan Thomas K. Nakayama, 2003. *Intercultural Communication in Contexts.*, United States: The McGraw-Hill Companies.
- Morissan. (2013). *Teori Komunikasi Individu Hingga Massa*. Jakarta: PT Prenada Media Group.
- Kyrychenko, V. (2018). Indonesias' Higher Education: Context, Policy, and Perspective. *Asian Journal of Contemporary Education*, 2(2), 159–172. <https://doi.org/https://doi.org/10.18488/journal.137.2018.22.159.172>
- Lopez, L. G. M. (2019). *The Indonesian language and its potential to become an international language*. 279(Icalc 2018), 278–280. <https://doi.org/10.2991/icalc-18.2019.40>
- Qun, W., Syihabuddin, S., Mulyati, Y., & Damaianti, V. S. (2018). Perceiving and Dealing With Culture Shock: the Study of Chinese Indonesian-Language Students. *International Journal of Education*, 11(1), 18. <https://doi.org/10.17509/ije.v11i1.12390>
- Saddhono, K., & Sulaksono, D. (2018). Indoglish as adaptation of english to Indonesian: Change of society in big cities of Indonesia. *IOP Conference Series: Earth and Environmental Science*, 126(1), 0–8. <https://doi.org/10.1088/1755-1315/126/1/012092>
- Suyitno, I., Andayani, K., Anggari, P. D., Kurniawan, T., & Arista, H. D. (2021). Foreign learners' perception, satisfaction, and learning outcome in learning Indonesian language. *Cakrawala Pendidikan*, 40(1), 133–146. <https://doi.org/10.21831/cp.v40i1.32311>
- Tiawati, R. L., Rahmat, W., Kemal, E., & Chen, W. (2022). *THE IMPORTANCE OF GUIDANCE IN UNDERSTANDING CULTURAL DISCOURSE IN THINKING AND SPEAKING FOR FOREIGN STUDENTS IN BIPA PROGRAM*. 2(1), 39–47. <https://doi.org/10.51817/jpdr/v2i1.203>
- Tri Budiasih, L. (2018). Illocution on Speech Acts of Foreign Students in Indonesian Learning. *PAROLE: Journal of Linguistics and Education*, 6(2), 41. <https://doi.org/10.14710/parole.v6i2.41-48>
- West, R. (2012). *Pengantar Teori Komunikasi Analisis dan Aplikasi*. Jakarta: Salemba Humanika
- Widia, I., Rahma, R., & Mar'atushshalihah. (2020). *The Phenomenon of Using Potential Form in Indonesian as Foreign Language Learners Utterance*. 424(Icollite 2019), 373–376. <https://doi.org/10.2991/assehr.k.200325.114>
- Widiasih, R., & Ermiati, Y. H. (2020). International Students' Experience of Studying at Indonesian Universities: A Systematic Review/Pengalaman Mahasiswa Internasional ketika Studi di Universitas di Indonesia: Kajian Sistematis. *Journal of International Students*, 10(S3), 24.