

CHAPTER I

INTRODUCTION

1 BACKGROUND

Communication is an integral part of human life. Human beings have two main functions in life, as individuals and as social beings. As social beings, humans must interact with other people despite cultural differences. Communication is the act of conveying information (messages, ideas and concepts) from one person to another, which can be done verbally or non-verbal in a way that is understood by both parties (Alberts et al., 2019). Communication is a form of interaction that must be carried out by human beings. Communication is a means or method of transmitting messages from one individual to another. Communication is present everywhere and any times, whether face-to-face or in the media, and whether between the same or different cultures.

Human beings are raised, nurtured and grow up in a region where local cultural patterns exist, which leads to the conclusion that human beings are products of that culture. Communication and culture are two inseparable concepts. Changes in the stages and methods of human speech in human societies or social groups are at the heart of communication and culture. Communication between people (interpersonal communication) from different cultural backgrounds is called intercultural communication. Communication channels use verbal and non-verbal message codes, which are naturally used during the engagement process.

For people entering a new region with a new culture, adapting to intercultural communication is an essential component of successful adaptation. Newcomers need to be prepared for obstacles such as language differences, customs, strange behaviors, symbols of something, beliefs and values, cultural diversity, as well as verbal and non-verbal communication methods (*John J. Macionis - Sociology-Prentice Hall (2007).Pdf*, n.d.)

Culture and communication are inseparable because culture not only chooses who speaks to whom, about what and how communication takes place, it also chooses who encodes the message, the meaning he or she gives to the message, and the conditions under which the message is sent, heard and interpreted (*Web 2.0 and Emerging Learning Technologies/Global Education - Wikibooks, Open Books for an Open World*, n.d.)

Culture can be defined as the entirety of human activities, including knowledge, beliefs, art, morals, law, customs, and other habits (Tayeb et al., 2015). Culture is the way of life of a group of people, which includes their thoughts, actions, and the things they use. What people own, how they act, and what they think are all part of our culture. Culture connects people to the past and points in the direction of the future. Every country has its own culture, which is what makes it special. It means not the same as other. People from other countries may experience a different society and have a type of culture shock when people move to a new country. Culture shock is when someone feels lost when they are exposed to a new way of life (*John J. Macionis - Sociology-Prentice Hall (2007).Pdf*, n.d.). People can experience culture shock wherever they go to a new country.

Culture differs from one ethnicity to the next in terms of values, beliefs, traditions, religion, food, language, habit, technology, and other aspects of culture define how people live. The differences will shock other altered communities, especially when the people referred as foreigners believe in their natural culture while entire in new cultures (Likandi & Sugiyartati, 2023) . Culture shock occurs because of those culture gaps and differences. One international Students at UNIP did a research about the adaptation of black African student at UNIP, 2019, Samuel Anderson, confirm that African students are likely to face some level of stereotype, prejudice and discrimination which disrupts their adaptation process. Shock is not only happening to African students, but all international students have different experience, and the society of the host culture have different interpretation, since have different culture.

The element of culture refers to the various components or aspects that make up a particular culture consists of symbols which is anything that carries a particular meaning recognized by people who share a culture, which can convey interest, understanding, or insult. But it varies within a single society. It changes all the time, one reason that people create new symbols is that the world develop new ways to communicate (*John J. Macionis - Sociology-Prentice Hall (2007).Pdf*, n.d.). In addition, values and beliefs culturally defined standards that people use to decide what is desirable, good, and beautiful and that serve as broad guidelines for social living. It is broad principles that support beliefs, specific thoughts or ideas that people hold to be true. In other words, values are abstract standards of goodness, and beliefs are particular matters that individuals consider true or false (*John J. Macionis - Sociology-Prentice Hall (2007).Pdf*, n.d.). Norms define

as the rules and expectations by which a society guides the behavior of its members, it means social control attempts by society to regulate people's thoughts and behavior. Moreover, ideal and real culture, the material culture and technology, and language.

Language is the most obvious and possibly the most demanding of the many challenges that someone living in a new culture faces (Samovar et al., 2017). According to Larry A. (Samovar et al., 2017), language may be thought of as an organized system of symbols, both verbal and nonverbal, used in a common and uniform way by persons who are able to manipulate these symbols to express their thoughts and feelings. However, it can be the barriers of communication. Environment with different cultures will potentially raise communication barriers, including stereotypes, prejudices or ethnocentrism. In Indonesia like Semarang, where Indonesian language is widely spoken, international students will definitely find it difficult to communicate since they speak different language.

Language is one of the most problem face by international students, not only in their daily communication (such as in the market, with friend) but especially in their education. According to the responsible of International student of Diponegoro University, language is the most complaint receive from international students, because some teacher cannot speak English or the teacher use Indonesian language in the class (in their assignment, the explanation). Also, for instance, form one of the international Student at UNDIP, namely Jabo from Rwanda, He said that even they learn Indonesian language before entering to the academic class, the language/vocabulary they learned wasn't the same as the language use academically. That's why it can contribute to culture shock and impede the adaptation process.

Host culture refers to the collective beliefs, values, customs, traditions, and behaviors of the local population in a particular geographic area or society where individuals from different cultural backgrounds live or visit. It encompasses the language, social norms, etiquette, cuisine, clothing, and general way of life that is characteristic of a specific place or community. Individuals from different cultures who interact with the host culture are often expected to adapt and respect the customs and norms of the local community into establish harmonious and respectful relationship. Host culture refers to the customary practices, values, and behaviors of the local society or community in which an individual or group resides or interacts. It influences various aspects of daily life, including communication styles, social interactions, and cultural traditions.

Understanding and appreciating the host culture is important for individuals to effectively navigate and integrate into a new environment, fostering mutual understanding and acceptance between different cultural groups and promoting cultural exchange and harmony (Samovar et al., 2017).

This adaptation process doesn't always go smoothly, and can even leave people feeling unsettled and disturbed. New cultures in general can leave people struggling to understand and accept the cultural values of others, especially if they are very different from their own. In general, a person goes through various stages before being able to adapt and survive in a new culture and environment. It's hard to cope with other cultures, especially for students, such as on campus where they spend most of their time learning and exploring daily activities with other students.

Indonesia is a country with a rich culture, made up of 34 provinces spread over the 5 main islands of the archipelago, making it a country admired the world over for the ethnic groups it is home to. Indonesia is also one of the most popular destinations for foreign students to pursue their studies. Several factors motivate foreign students to pursue their studies in Indonesia, including the availability of scholarships, namely Indonesian government scholarships and university scholarships.

The Diponegoro University (UNDIP) is one of the best universities non-profit public higher education institutions in Indonesia, located in Semarang City, and was founded in 1957. Since then, this university is still growing and doing its best to be the best university in Indonesia. From the ranking of all universities in Indonesia, UNDIP is in the top 10 universities. It is the number 9 best university in Indonesia and it is unique in every area, especially in the area of international students (*QS World University Rankings 2022: UNDIP Occupied the 8th Position in Indonesia - Universitas Diponegoro*, n.d.). UNDIP has 42 of international students from different countries around the world in 2023, which are from different programs (S1 undergraduate degree, S2 postgraduate degree, and exchange cultural namely Darmasiswa).

The total of International Students at Diponegoro University 2023

The total of international students	Origin Country
3	Sierra Leone

19	Pakistan
2	Surya
1	Zimbabwe
1	Panama
2	Kenya
1	Kazakhstan
4	Madagascar
2	Sudan
1	Kep. Solomon
1	Rwanda
1	Botswana
1	Amerika Serikat
1	Laos
1	Vitnam
1	Chine

Diponegoro University give an opportunity for international students to experience the culture and education in Indonesia. In 2020, during COVID-19, they recruited around 56 international students such as Bangladesh, Afghanistan, Palestine, Yemen, Madagascar, Algeria, Myanmar, and others. Compared to 2019 they only had 34 foreign students such as from Egypt, Thailand, Laos, Vietnam, Sierra Leone, Malaysia, Uganda, Rwanda, China, Madagascar, Libya, Yemen, Burundi, East Timor, and Tanzania (*DIO Days: Welcome New International Students around the Globe - Diponegoro International Office, n.d.*).

Deciding to study abroad is not an easy thing to do because there are many things that need to be considered. One of the things that is highly considered before deciding to study abroad is the culture, interpersonal communication with that new culture, and adaptation to it. International students came to Indonesia without knowing any of the culture and behavior of people here and their travel for education may be their first experience in the country of Indonesia.

Every city in Indonesia possesses a distinct culture that make each ethnic group exceptional. Diponegoro University is situated in the city of Semarang, Central Java, Indonesia, which exhibits a distinct cultural identity compared to other cities. The majority of Semarang's population consists of Javanese individuals, which means the main language spoken is Javanese and Indonesia. Communication and culture are two things that cannot be separated. Both account for changes in human behavior and the way human communities or social groups communicate. Culture is always passed down from generation to generation. Each member speaks the same

language and lives in the same place, each member can relate to each other. However, keep in mind that society is always changing. There may be cultural shifts when we are in a new environment

Empirical evidence has consistently showed that most research related to international students was conducted in various countries such as Carie S. Tucker King and Kylar S. Bailay conducted a research on intercultural communication in higher education in the United States, with a focus on how American students and faculty can enhance the classroom experience of international students. This study show that each international students have various pattern to adjust in the host culture not depend on the classroom experience (King & Bailey, 2021). In addition, concerning culture, a researcher investigates the experiences of international students who have participated in exchange cultural. An examination of Asian students enrolled in English-speaking universities in the West who do not speak English. This research show that 80% of Asian international students is non-native in may cause the adjustment difficult (Marlina, 2009). Also, another scholar study involved an examination of how students adjusted while studying in an unfamiliar culture. The objective is to attain a more comprehension of the mechanisms that contribute to the adaptation in question, and find that cultural shock may lead in positive result the cultural learning in which the students adapt easily (Zhou et al., 2008).

International students around the world challenged different experiences but most of it was about cultural adaptation and discrimination (Fakhriana, 2018). Cultural adaptation includes symbols and language. Discrimination including color. In addition, other researchers have also determined other issues of adaptation that assessment tools cannot predict participants' ability to succeed in another culture and intercultural communication does not equate to interpersonal communication (King & Bailey, 2021).

It is important to understand the challenge face by international student during the process of adaptation. Because without knowing, it may cause an impact to their academic progress. Therefore, this study seeks to know the specific adaptation process of International students at UNDIP. Some students experience the language is to difficult to learn and understand, some experience the food is to spices, or it's difficult to adjusting to new customs and rules may pose a lot of hindrances for international students. That cause the feeling isolated.

There is a need to hear the student voice in discourses that regulate international program offerings. From an interview with some international students at Diponegoro University, it was known that adaptation is not only in terms of multicultural but also through interpersonal communication. It is exchanging information, feelings, meaning, and ideas between two or more people via verbal and non-verbal communication. Interpersonal communication activities as part of a person's general experiences of adapting to a different culture (Fakhriana, 2018). Adaptation can be viewed as measurable outcomes of the sojourn in areas of high salience to the sojourner in host culture. It means, that when a student adapts to various cultures, the unfamiliar becomes familiar.

Thus, since Diponegoro University (UNDIP) recruit 42 different international students from around the world, it is important to understanding the adaptation process of international students at Diponegoro University, Semarang. Also, because they are from different country (Madagascar, Pakistan, Sierra Lion, and so on), their process of adaption may be different especially when it comes to interpersonal communication by using verbal and non-verbal communication with the society which is different from their own culture. This research will be more focus by analysis their adaptation process in Semarang as a student at Diponegoro University (UNDIP). This paper is an attempt to contribute qualitatively, this focus of interviewing international students, those who have been studying at Diponegoro University for two years and to understand their experience and their process of adaptation in the host cultural environment but especially how their interpersonal communication with society in Indonesia (can be with their teacher, society, or with friends).

2 RESEARCH QUESTION

Each student has own experience when it comes to Intercultural adaptation through interpersonal communication in the complex process that involves both non-verbal and verbal communication by interacting with the host culture. Non-verbal communication plays a crucial role in intercultural adaptation as it includes gestures, body language, facial expressions, and other forms of non-verbal cues that can vary across cultures. These non-verbal cues can often convey meaning and emotions that may not be expressed verbally, making them a key factor in intercultural understanding. Furthermore, non-verbal cues provide important contextual

information that helps to enhance the overall comprehension of a message. In addition to non-verbal communication, verbal communication is also essential in intercultural adaptation. Verbal communication involves the use of language to convey thoughts, ideas, and feelings. It is important to note that verbal communication can vary greatly across cultures, with differences in language, dialects, accents, and even the use of certain words or phrases. In order to successfully adapt to the host cultures through interpersonal communication, individuals must be able to navigate these differences in both non-verbal and verbal communication.

Based on the research above, this research seeks to understand How do Diponegoro University international students experience the adaptation process by interacting to the host culture in Semarang city?

3 RESEARCH OBJECTIVE

The purpose of this research is:

- To describe the experiences of international students when they adapt to the host culture
- To analysis the experiences of international students by interacting to the host culture
- To describe the identity of international student after interacting to the host culture.

4 RESEARCH SIGNIFICANCE

9.1 Theoretical significance

The results of this study are expected to be useful for the advancement of communication science as well as a reference for future research, especially in the field of intercultural communication adaptation.

9.2 Practical significance

The results of this study serve as a better understand of an international student experience, especially at Diponegoro University, Central Java, Semarang Indonesia. Also, expected to develop an understanding of international students who experience difficulties in adapting in Indonesia Semarang at UNDIP and to contribute to foreign students who plan to study in Indonesia.

9.3 Social significance

In the field of social science, it encourages people to be more open and engage in knowing what's happening to international student and how they feel. Also, because there are a lot of different international students from around the world, they may have different experience. In addition, it will raise the awareness of the different culture exist, that everyone and every student may have different behavior based on their culture, also, will help the other researcher to interest and analysis more about cultural adaption.

5 PARADIGM

Paradigm is essentially an attempt to discover the truth or to justify the truth. It is a foundation and structural framework of a study to determine the reality. It is important for a research because it help the research to understand their own beliefs, assumptions that can affect the research process (Göktürk, 2005)

5.1 Interpretive paradigm

What is an interpretive paradigm? An interpretive paradigm is a research approach or perspective that focuses on understanding social phenomena through subjective interpretations and meanings attributed by individuals within their cultural and historical contexts. It emphasizes the importance of exploring and interpreting lived experiences, perspectives, and social interactions to gain a deeper understanding of a given phenomenon.

The interpretive paradigm recognizes that individuals' interpretations of reality are constructed and shaped by their unique experiences, cultural backgrounds, and social interactions. This research adopt the interpretive paradigm by employ qualitative research methods such as interviews, observations, to explore the complexity and nuance of human experiences and the social contexts in which international students occur (Aikins et al., 2022)

6 STATE OF THE ART

In regard to this research, a variety of studies have been undertaken; thus, certain of these earlier studies will be elaborated upon and analyzed.

First, the research was undertaken by Aysen Temel Eginli, in 2016 under the title “From the Intercultural Communication to Barriers to the Intercultural Adaptation: Intercultural Communication.” The data were gathered through the implementation of thematic analysis and survey methodologies. The objective of this study is to investigate the challenges and successes encountered by international students during the intercultural adaptation process with regard to intercultural communication. Based on the findings of this study, the research experienced by international students in Turkey is primarily attributable to cultural influences on daily procedures, indirect expressions in Turkish, and a lack of English proficiency in the country. None of the international students were affected by culture shock (Eginli, 2016). This research differs from what I intend to conduct because I intend to focus on international students at Diponegoro University (UNDIP) through descriptive method and in-depth interviews with them.

Furthermore, research was carried out by Baohua Yu, Peter Bodycott, and Anita S. Make, in 2019. The study was entitled “Language and interpersonal resource predictors of psychological and sociocultural adaptation: international students in Hong Kong.” Qualitative data collection methods were employed to gather information from a sample of 726 international students from Hong Kong public universities, of which 62% were female and 73% were Asian-born. This study employs the sociocultural adaptation theory. Comparing and contrasting the effects of social support, English language proficiency, and a low perception of discrimination on both types of cross-cultural adaptation is the purpose of this study. According to the findings in this research, sociocultural adaptation was further enhanced by interaction with local students and command of the local dialect. Social support, intergroup relations devoid of perceived discrimination, and proficiency in the language of instruction are crucial coping mechanisms for international students' psychological and sociocultural adaptation in Hong Kong (Yu et al., 2019). This research differs from mine because this study focuses on international students in Indonesia and employs qualitative research methods.

Third, according to the Dr. Meeri Hellstén, 2002. Who made the research entitled “Students in transition: needs and experiences of international students in Australia.” Case studies were utilized to analyze the experiences of international students in Australian higher education in order to collect the necessary data. This paper investigates various facets of enculturation, including sociocultural adaptation, adjustment, language, and communication, as well as any challenges the

students may face in the learning process. The outcomes of this study indicate that student mentoring is a consequence of these programs, as they facilitate the provision of guidance by seasoned students who serve as mentors for incoming freshmen. This grassroots-implemented strategy is both cost-effective and efficient, and it can be readily applied to the field of international studies (Hellsten, 2002). This research is different from what I am going to do because this study use descriptive research method and to focus on one specific university not in general.

Fourth, “The effects of cross-cultural communication education on international students’ adjustment and adaptation” is the title of a study conducted by Tony J. Young and Alina Schartner. The data for this research was gathered through a survey of 680 international postgraduate students attending a university in the United Kingdom. Over a five-year period, the purpose of this study is to analyze the outcomes of international postgraduate students at a university in the United Kingdom. Additionally, the academic assimilation experiences of eighteen cross-cultural communication (CCC) students were monitored longitudinally throughout their programs. The scholar thus far offered infrequent indications of how and why CCC education might "work" while providing a nuanced perspective on the experience of academic adjustment and adaptation during the course of this research (Young & Schartner, 2014). This research is different from what I am going to do because I am more focused on the adaptation process of the International students, analysis with a deep interview using phenomenology.

Additionally, the study “Adaptasi budaya pada mahasiswa asing di Indonesia” was conducted by Tinka Fakhriana, 2018. Phenomenology was employed to acquire data through interviews and observations with every international student. And by applying the "Anxiety management" theory. The primary aim of this study is to investigate the processes of adjustment and adaptation experienced by students during their sojourns, specifically those who are engaged in the study of cross-cultural communication (CCC). The findings of this study indicate that in order to assimilate into Indonesian society, international students employ various approaches, including cultivating tolerance, possessing and self-concept, and establishing connections with Indonesian individuals. In addition, international students adhere to distinct principles regarding effective intercultural communication, including but not limited to being open, being positive, giving good respond, and being active (Fakhriana, 2018). This research is different from what I am going to do because I will be more focus on adaptation cultural of international students at

UNDIP, however this previous research is focus precisely on how international students managing their anxiety.

As a result, each researcher specifies the country where they conducted their research, such as Turkey, Hong Kong, Australia, and Indonesia. However, while my research is also about international students' adaptation in Indonesia, it differs from previous studies, it focuses on the adaptation process of international students regarding the intercultural adaptation by interaction to the host culture in Semarang, Indonesia. Also, the theory used in this research differs from previous research by employs the U-Curve Theory of Adaptation, in which the author explores more about the adaptation process of international students through a deep interview with them using the "descriptive method." Furthermore, this research will not simply focus on students from one country, but from various international students have been at UNDIP at least two years.

7 RESEARCH FRAMEWORK

To conduct this research in deeper, we are going to use U-Curve theory and Identity Negotiation theory of cultural adaptation.

U-Curve theory

The U-Curve theory is developed by Sverre Lysgaard in 1955, represents the process of cultural adaptation in the host country, which describes the social and emotional shifts one experiences when transferring into any new environment (Alberts et al., 2019). It has become popular in many areas of study, especially when it comes to understanding the problems people face when they try to fit in with new cultures. The U-curve shows how an expatriate adjusts to the society of a new country over time. The expatriate goes through a honeymoon stage, culture shock, a process of getting used to (recovery) and improving the host culture (adjustment) (Pires & Stanton, n.d.). Researcher shows that most people who travel outside their home culture experience cultural adjustment in similar ways, when charted, have come to be known as the U-Curve of Cultural Adaptation (*U-Curve Theory by Oberg*, n.d.).

U-Curve Model of Cultural Adaptation:



Source: U-Curve Theory by Oberg, (*U-Curve Theory by Oberg*, n.d.)

The chart above represents how the U-Curve model works. The U-curve model is a framework that depicts the transition from one culture to another. It is made up of four phases that are referred to by different names in varying sources (*The “U” Curve Transition – Residency Interest Group*, n.d.). According to Sverre Lysgaard, the first step is Honeymoon, the second Disillusionment/culture shock, the third step is recovery, and the last step is adjustment/effective functioning.

Honeymoon:

According to (Samovar et al., 2017) in this phase anticipate living/working in the new culture which is considered exciting/exotic. It means, where everything is exciting and new (*Blogs / Arcadia Abroad*, n.d.) . It is something normal as human being, to be attract to something new. This is the phase of exciting to be in a new environment, and try new thing, and have different experience in life. Each international student may get different experience of Honeymoon, but this step represents to enthusiasm to change a new environment.

Cultural shock:

Culture shock is to describe the disorienting experience face when entering different cultures (La Brack, 2015). In this phase, where people realize there is something missing in the host country' (Likandi & Sugiyartati, 2023) and find out how hard it is to live and talk to people in the new world, also may feel different amounts of stress and experience various levels of stress. It means encounter the difficulties of daily living and communicating in the new culture (Samovar et al., 2017).

Recovery:

In this stage, you start to figure out how to live in the new world, stress levels go down (Samovar et al., 2017). The most important thing about this step is that you start to understand the "why" behind a culture. You'll start to understand and see things from a local's point of view.

Adjustment:

End up pretty much where they started, it means the host country will become more familiar and you will feel more confident getting around or even start to call it home (*The "U" Curve Transition – Residency Interest Group*, n.d.).

Interacting with the host culture make the adaptation successful because interaction adaptation refers to the process by which individuals adjust and modify their communication behaviors in response to the behaviors of others during interactions. This process allows individuals to adapt and align their communication styles, gestures, language choices, and other behaviors to enhance mutual understanding and establish rapport during social interactions (Kóris, 2016).

In this research, by using the U-Curve theory helps to understand the adaptation process of interacting with the host culture. It means to provides a framework to understand and analyze the psychological and emotional trajectory of international students in a new culture environment. This study suggests the adaptation process from the honeymoon until the adjustment. Those stage help this research to understand the challenges and experiences that international students go through during their adaptation process, allowing for a better understanding of the factors that contribute to their overall well-being and academic success.

Identity Negotiation theory

The identity negotiation theory (INT) emphasizes the dialectical tensions and challenges that immigrants and minorities experience as they cross cultural boundaries from a familiar turf to an unfamiliar milieu. The idea emphasizes the importance of negotiating sociocultural membership identification and personal identity aspects elastically in individuals' varied boundary-crossing trips (Bennett, 2015).

The term identity in INT refers to an individual's multifaceted identities of cultural, ethnic, spiritual/religious, social class, gender, age, sexual orientation, professional, family, and relational role, and personal images based on mutual meaning-construction and meaning-coordination processes. Sociocultural identities can include ethnic membership identity to family role conceptions, and personal identities can include any unique, distinctive attributes that we associate with our individuated self in comparison to those of others (Ting-Toomey, 2017).

Negotiation refers to the study and understanding of the principles, concepts, strategies, and tactics involved in the process of negotiation by international students who live abroad (Ry, n.d.). Journeying into negotiation helps individuals enhance their skills in communication, problem-solving, and finding mutually beneficial agreements. Culture plays a significant role in negotiation as it shapes individuals' values, beliefs, communication styles, and approaches to conflict resolution. Understanding the impact of culture on negotiation is crucial for effectively navigating and achieving successful outcomes in cross-cultural negotiations.

8 OPERATIONALIZATION OF CONCEPT

8.1. Conceptual definition

The adaptation process that I want to identify in this research is during the honeymoon or anticipation, recovery, culture shock, adjustment:

Anticipation:

The anticipation or excitement phase (*No Title* □□□□, n.d.). When a migrant first enters a new cultural context, he or she may be both excited and apprehensive about the situation. For instance, those students were excited to be in a new environment and imagine

their life as a new page. Also, it can be during the first month moving to the host culture. It may represent passively or negatively.

Culture shock:

According to (Alberts et al., 2019), almost everyone experiences culture shock during intercultural transitions. Individuals face numerous challenges when transitioning to new cultural contexts. Culture shock is a brief period of disorientation and discomfort caused by unfamiliar surroundings and a lack of familiar cues in the environment. Cultural shock depends on the person who experiences it. At Diponegoro University, there are various international students from different country (Sudan, Pakistan,..) Those students have different culture as well. Most of Africa students face some level of stereotype, prejudice and discrimination which disrupts their adaptation process, food can be different their own, language, new rules, new customs.

Recovery:

In this stage the international students start to understand the host culture and accept the reality of the new environment. During this stage, international students may still experience occasional moments of homesickness and frustration, but they begin to develop coping strategies and adapt to the new cultural norms.

Culture adaption or adjustment

People start to adapt in new culture when they learning about the host culture and language, avoiding ethnocentrism, and maintaining contact with their own culture (Samovar et al., 2017). However, cultural adaptation depends on the context. Some contexts are easier to adapt to than others, and some environments are more accepting (Alberts et al., 2019). Adaptation also depend on each aspect of culture. For instance, the costume, form Pakistan students, they will adapt easily because they are muslim and Indonesia is a muslim country. However, for those students, for instance, from Europe, it will be difficult since they have different culture of style.

The interacting process I want to identify in this research is related to how the international student's communication with the host culture:

- Interacting with friends

Interacting with friends refers to engaging in communication and activities with one's friends. It involves sharing thoughts, emotions and experiences, and engaging in joint activities to strengthen the bond and connection between friends. Interaction with a friend helps an immigrant person to understand the host culture by sharing. However, because of the differences, there may be obstacles to communication such as the language (DeVito Joseph A, 2015).

- Interacting with teacher

It refers to the exchange of ideas, information, and feedback between a student and their instructor. This interaction can involve verbal communication, such as discussions and questions, as well as non-verbal cues, such as body language and gestures. During academic study, a student may seek advice from a teacher and receive guidance and support. However, while some international students communicate well with their teachers, others do not. Each student has their own process and strategy, and barrier to communicate.

- Interacting with society

Interaction refers to participating in activities or behaviors that involve other people in a specific community or larger societal context. It could be in the market, on the road, or in the interaction with a neighbor. Because of their differences, international students face the most prejudice and discrimination from society. However, not all of them are accepted by society. That is why it is critical to identify international students' interactions in each process.

The Language

It is the key to the world of culture, a system of symbols that allows people to communicate with one another (*John J. Macionis - Sociology-Prentice Hall (2007).Pdf*, n.d.). Language is a complex system of communication that allows humans to express thoughts, ideas, emotions, and information. Language is a system of communication that uses words, sounds, or gestures to convey meaning and express thoughts, ideas, emotions, and information between individuals or groups (Tylén et al., 2010). Moreover, language serves as a tool for social interaction, facilitating coordination, joint action, and perspective-taking among individuals.

In Indonesia the official language and the most daily language used Indonesia language. Indonesian language, also known as Bahasa Indonesia, is the official language of Indonesia and widely spoken in daily communication throughout the country (Darmojuwono, 2016). It is used in various contexts, including education, government, media, and business (MZ, 2021). Otherwise, for foreigner people especially for students, they need to learn and understand because they deal a lot with it.

On the other hand, identity negotiation theory refers to the process through which individuals develop and maintain their sense of self in relation to various social contexts. This process involves navigating and reconciling different aspects of one's identity, such as cultural, gender, in order to fit within the existing social norms and expectations. Individuals engage in identity negotiation by actively participating in conversations, interactions, and experiences that shape their self-perception. Through identity negotiation, individuals may engage in self-reflection, introspection, and introspective loops to explore their values, beliefs, and desires. They may also engage in dialogue with others to understand different perspectives and negotiate their identity in relation to social structures and expectations. This process of identity negotiation is not static but rather dynamic and ongoing, as individuals continually adapt and revise their sense of self based on changing circumstances, experiences, and personal growth. The adaptation process of identity negotiation involves an individual actively adapting and revising their sense of self in response to changing circumstances, experiences, and personal growth in order to maintain a sense of continuity and coherence in their identity (Bennett, 2015).

9 RESEARCH METHOD

9.1 Research Design

This study was carried out using qualitative research methods, which involve the use of questionnaires, interviews, with the international students at UNDIP. Qualitative research methods are research methods that enable the collection of narratives and experiences of individual patients through the use of numerical data by asking this question (what, where, when), which is frequently presented as a narrative (why, how).

To conduct this research, the researcher is going to use the phenomenology research method. by Max Van Manen (1990) to emphasize the examination of lived experiences, specifically highlighting the subjective nature of human perception and the contextual factors that shape our understandings. This approach employs a first-person perspective, seeking to uncover the inherent meanings and significances attributed to a particular phenomenon (van Manen & van Manen, 2021) Phenomenological analysis does not aim to discover causal explanations but rather clarifies the meanings of lived experiences as they are understood by the individuals who have directly experienced them (Brookfield, 1984).

Phenomenology is concerned with the study of experience from the perspective of the individual, it brings the experience back to life for a comprehensive description, in which the researcher will explain the structure of experience based on the reflection and interpretation of the research participants stories. The goal of using the phenomenology method is to determine what experiences are meaningful to the international students having the experience.

The phenomenon described in this study is the adaptation process of international students in Semarang, Indonesia, as they interact with the host culture. Concentrate on their living experience because they live in Indonesia, which has a different culture than their own. Furthermore, the description provides the reader with a better understanding of the experience of foreign students at UNDIP.

9.2 Data collection tools

In particular, this research allows to conduct in-depth data collection involving multiple sources of information carried out by using interview and observation.

Interview:

This study's interview five international students at Diponegoro University, from Sudan Yasmin Amir Osman Abdelrazig, from Madagascar Andrianaivomalala Arotiana Anitah, from Pakistan Shaima Nawaz, from Sierra Leone SAIDU BANGURA, and from Rwanda Jabo Felix. They have been at UNDIP more than two years and expect to have a better experience since then. The objective of the interview is to gain a deeper understanding of the phenomenon and to describe

each process of adaptation. Interviews are characterized by relatively open-ended questions, direct and no lies.

The researcher will gather data through daily observation of their activities and behaviors, supplemented by any relevant documents that may provide additional insights. It's because direct observation allows the researcher to get a firsthand and real-time understanding of the subject's actions, behaviors, and interactions in their natural context.

9.3 Type and source of the data

Data can be in the form of facts, images, characters, numbers or other symbols that humans can use to see the world, objects, events, or concepts. Sources use in this study are primary and secondary data sources.

The results of the interviews will be the primary data that the researcher will use. Written notes and audio recordings are used as sources. Interviews with informants is conduct according to the interview guidelines. The interviews are conduct with the international students at UNDIP

Secondary data is information received or collected by researchers from various sources. This secondary data is needed to complete the data collection process. Secondary data sources considered in this study include articles, websites, documents, journals, and any other references.

9.4 Research subject/informant selection

The subject in this research is the international students at Diponegoro University (UNDIP), those who experience the cultural adaptation.

9.5 Research locus

The location of the place that I'm going to make my research is at Diponegoro University, Jl Prof Soedarto Tembalang, Semarang, Indonesia.

9.6 Research processing techniques

- Transcript:

The transcript is considered to be a representational process of an analysis study (Davidson, 2009). During this research, the process of collecting data was to obtain information from the international students at Diponegoro University through interviews. The interview was conducted with the international office and international students of Diponegoro University and consisted of multiple questions posed by me.

- Tabulation:

Tabulation's purpose is to provide a compact form of results that can be quickly understood and digested by those with limited ability or time. Tabulation also summarizes data for statisticians, removing the need for them to handle raw material for each investigation they initiate (Data, 1978). In this analysis, this tabulation will serve to putting all of the data base of International Students into one, especially to facilitate the interview by contact them.

- Coding:

Data categorization and sorting are done by coding. It is comprised of processes that enable collected data to be assembled, categorized, and thematically sorted, providing an organized platform for the construction of meaning (*(Open Access) The Art of Coding and Thematic Exploration in Qualitative Research (2019) | Michael Williams | 241 Citations, n.d.*)

9.7 Data analysis techniques

The data analysis used to determine the adaptation process of international students at Diponegoro University related to local culture in Semarang City is by following the phenomenology research methods, in which by making the data analysis through the textural and structural description to determine the synthesis and the essence of the informant experience.

- Textural description

Textural description in phenomenology research is the analysis of consciousness and its objects through detailed descriptions of the lived experiences that occur in everyday life. The

purpose of writing this description is to assist the researcher in thinking back on the experience and using that analysis to create a clearly defined and targeted research subject (Bliss, 2016). Description using the clustered meaning units of the experience's texture. Each person's experience is described in great detail in this step. To provide this thick description, it is important to ask the following question for each invariant meaning unit: what can appear as the texture of the participant's experience? The textural description, which is by now translated into the language in which the study is conducted, presents what is experienced by each participant. It should be noted that elements of the texture may emerge in distinct meaning units at this point in the process (Alhazmi & Kaufmann, 2022)

- **Structural description**

Structural description in phenomenology research is the distillation of the essence or core meaning of an individual's experience (Bliss, 2016). The purpose is to gain a deeper understanding of the nature or meaning of everyday experiences. Once each participant's textural description has been created, it's time to use the imaginative variation mode once more to look for key elements that could make up the participant's entire textural description: a potential theme that might serve as the participant's essential structure, meaning that the experience would be unable to be described without the theme or themes. At this point, the textural description's structure is identified by the interpretative. This process entails careful consideration and thought on how the participants experience the textural description to capture the significant structural meaning (Cerbone, 2014)

- **Composite of textural and structural description**

After the textural and structural description of the informant, it is important to make a composite of each of those experience descriptions of the informant. The discussion over the structures that emerge from all participants' interviews should take the form of writing a composite summary to describe how the experienced phenomenon is seen by the participants (Brookfield, 1984)

- **The Synthesis and the Essence**

The last stage is to synthesize the structures of the information gleaned from each participant's experience to "communicate the most general meaning of the phenomenon" to gain

the essence of their experience. This activity represents the end of the data treatment process (Alhazmi & Kaufmann, 2022)