

## CHAPTER V

### CONCLUSION

In this last chapter, the research consists of conclusions, implications, and recommendations for further research related to the experience of UNDIP international students in the adaptation process of interaction with the host culture. In the conclusion, researchers will answer the initial research objectives, which is how Diponegoro University international students experience the adaptation process by interacting with the host culture in Semarang City. This conclusion will be continued by raising theoretical implications, practical implications, and academic implications. The last part of this chapter is recommendations, recommendations contain research suggestions written by the author for further research.

#### 1. Conclusion

Researchers can draw the conclusion that there are several stages in the adaptation process for international students, including the *honeymoon stage*, experiencing *culture shock*, understanding the host culture through the *recovery stage*, and the *adjustment stage*, based on the findings of the experiences of UNDIP international students in their interactions with the host culture.

- 1- The international students at Diponegoro University experience the same feeling upon arrived in the host culture which is excitement and surprise. They involve culture shock, influenced by the language, social norms, and food. Experiencing culture shock, led those students to misunderstand, and miscommunication because of the language barrier, and even there was an effect on their studies which was that they didn't effectively inform in class and it was difficult for them to have local friends. Thus, the culture shock is the cause of the challenge those students passed through.
- 2- To overcome the culture shock, those students at Diponegoro University try to adapt to the host culture in their own way by accepting the reality and engaging with locals to practice language skills. However, one informant chose not to interact with the host culture but

focus on his study, since he will stay in the host culture temporarily. The other informant decided to live with other international students to avoid culture shock and crisis. For those students, the important is to make themselves comfortable in the host culture.

- 3- One international student from Pakistan made acculturation in her lifestyle because before she arrived in the host culture she didn't wear a Hijab however by the influence of the host culture, she decided to wear it for the rest of her life. It shows that the influence of the host culture changed the identity of the international students who lived abroad.

## **2. Implications**

### **2.1.Theoretical Implications**

This study uses the U curve theory and negotiation theory, these theories are used to provide an overview of how the cultural adaptation process of international students at Diponegoro University. In the U Curve theory, the researcher found that each student has a different process of adaptation different from their origin culture which is different from the host culture. These differences occur when they interact with the surrounding environment, and the local people, and by discovering the host culture itself. It means that those international students went through several phases, which affected the initial process of adaptation until they felt comfortable in a new environment and culture. For the negotiation theory, the researcher found that to be in a new cultural environment it needs a negotiation between the host culture and the international students to have better communication and interaction, especially in the language barrier.

### **2.2.Practical Implications**

According to this research, Diponegoro University should have an improved understanding of the needs and challenges faced by international students. This study demonstrates the necessity for academics to be more comprehensible to international students and the challenge to adjust to the host culture. To learn about the needs of those students and build a stronger relationship with them, the institution must also undertake some orientation. Additionally, the study highlights the importance of intercultural communication competency not just among the international service office but across the entire academic community, including faculty, staff, and domestic students.

This is crucial to enhance international student satisfaction with university services, which in turn will lead to an increase in the number of international students

### **2.3.Social Implications**

This research explains the adaptation process of international students at Diponegoro University in Semarang, it shows that to adapt to the environment and culture in Semarang, each student goes through several phases and it takes time around one to four years to adapt and to get to know about the host culture. The adaptation process is influenced by several factors including self-concept, personality, and environment. As mentioned in the study, students' preparation, personality, and environment also influenced their adaptation process. This finding is in line with another study that suggests international students require intercultural competence to be academically successful in their new cultural environment. However, the adaptation process may vary depending on the origin culture of each international student.

### **3. Recommendation**

- a. Future researchers can expand the subject not only to international students but also to the local people in the host culture, which means the relationship between international students and the locals. That research aims to know if the interaction of international students and the locals affects their adaptation process.
- b. Future researchers can expand the stages of the adaptation process not only for those students from Africa or Asia but also the experience of adaptation for those students from Europe or America who decided to study in Indonesia. This aims to see whether the adaptation process of students from other countries has similarities in adapting.