CHAPTER V
CONCLUSION

This study aims to understand the stages of intercultural communication and patterns of interaction between Indonesian and Hungarian students at the University of Pécs. By analyzing data using the Interpretative Phenomenological Analysis (IPA) method, this study explores the experiences of Indonesian students in facing communication challenges, the adaptation strategies used, and the development of their interaction patterns. The conclusions of this study are formulated based on the findings previously analyzed in the Thematic Discussion.

5.1 Answering the Research Question

Based on the findings of the research that have been previously analyzed, this study will answer the main question regarding the Stages of intercultural communication and patterns of interaction experienced by Indonesian exchange students at the University of Pécs as follows:

A. Stages of Intercultural Communication

- Denial Phase: In the early stages, Indonesian students prefer interacting and communicating with international or fellow Indonesian students. This can happen because Indonesian students are not yet fully aware of the significant cultural differences between them and Hungarian students.

- Defense Phase: After Indonesian students began interacting and communicating with Hungarian students, they began to experience discomfort in adjusting to the existing differences, one of which was the Hungarian students' direct communication style. This caused some Indonesian students to believe that their norms and communication styles were better or more polite than the Hungarian students' communication styles and norms.

- Minimization Phase: At this stage, Indonesian students finally realized that there were cultural differences between them and Hungarian students. However, these Indonesian students still did not consider these differences significant. As a result, miscommunication between Indonesian and Hungarian

students often occurred because Indonesian students did not fully understand the applicable social and academic norms.

- Acceptance Phase: At this stage, Indonesian students understood that the Hungarian students' communication norms differed. Indonesian students also understood that although the Hungarian students' communication culture was different, the different communication cultures were still valid. Because they already understood this, Indonesian students became much more open to learning the Hungarian students' communication culture. They adjusted their communication and interaction methods with Hungarian students to be more effective.

- Adaptation Phase: At this stage, Indonesian students actively adjust their communication style to their new environment. They already feel more confident expressing their opinions in class, interacting and communicating, and building social relationships with Hungarian students.

- Integration Phase: At this stage, Indonesian students have succeeded in developing flexibility in their communication. Indonesian students at this stage can quickly adapt themselves to communication norms in academic and social environments without losing their own cultural identity

B. Patterns of Interaction

- Formal Engagement: Indonesian students undergo adjustments in their participation within the academic milieu. Initially, they tend towards passivity in the academic setting. Over time, they adapt to a more direct and explicit communication style. By adopting a more direct communication approach, students engage more actively in the adaptation process and navigate academic difficulties more easily.

- Informal Interaction: Indonesian students encounter challenges establishing relationships with Hungarian students in social settings due to the latter's tendency to remain within their groups. Indonesian students engaged in the international community more rapidly and created connections with Hungarian students. In contrast, those who are less involved and have minimal effort to

interact beyond the group of Indonesian peers will continue to struggle with comprehending Hungarian social dynamics.

C. Obstacles and Adaptation Techniques

Indonesian students encounter significant obstacles in communication. This is primarily attributable to the disparities in language and communication approaches between Hungarian and Indonesian students. Hungarian students engage in more direct and frank communication, frequently resulting in misunderstandings during academic discussions and interactions with Indonesian students. Indonesian students have diverse strategies to adjust to this challenge. One method is to watch and imitate the communication style of Hungarian students. Moreover, Indonesian students enhance their engagement with international society and pursue assistance from peers and mentors possessing expertise in cross-cultural settings. Indonesian students ultimately adapt to the communicative style of Hungarian students. This enhances the confidence of Indonesian students in communication, interaction, opinion expression, and the establishment of social interactions with Hungarian students. The responses of Hungarian students also affect the success of Indonesian students' adaptation. Some Hungarian students are accommodating and receptive to Indonesian students, facilitating the adaption process. In contrast, Hungarian students who exhibit more significant withdrawal hinder Indonesian students' ability to establish social ties.

5.2 Limitations of the Research

Although this study offers comprehensive insights into the communication and adaptation processes of Indonesian students in Hungary, the author's inexperience in conducting and producing extensive academic publications professionally introduces several limitations that must be acknowledged when interpreting the results. The primary limitation of this study is the restricted participant pool, comprising only six students. Hence, the findings of this study cannot be generalized to the entirety of Indonesian students participating in exchange programs at the University of Pécs.

5.3 Suggestions for Future Research

Consequently, the author proposes several recommendations for future research, including:

- Future research could expand participant numbers and university representation by incorporating a greater diversity of students from various institutions in Hungary or other nations to achieve a more comprehensive and representative viewpoint.
- Future research may employ a quantitative or mixed-methods approach by integrating surveys or communication adaption scales to enhance qualitative findings with robust statistical data.
- Future research may explore wider dimensions of the social and academic milieu to examine how university policies and institutional support affect the communication adaption process of international students.

5.4 Implications of the Research

1. **Theoretical:** This study contributes to research on intercultural communication by exploring the stages of intercultural communication and pattern of interaction of Indonesian exchange students in Hungary. The findings of this research also strengthen the cross-cultural adaptation theory and show how differences can affect communication barriers, misunderstandings, and adaptation strategies in academic and social environments.

2. **Social:** This study indicates that Indonesian students encounter hurdles in communicative adaption, including difficulty in academic interactions, prejudice in society, and language barriers. This study underscores the need of cultural comprehension for both parties to mitigate misunderstandings and enhance social integration within a multicultural context.

3. **Practical:** The results of this research may prove advantageous for universities, managers of student exchange programs, Indonesian students aspiring to participate in such programs, and international students, enabling the development of more effective and inclusive intercultural communication strategies and practices, including intercultural communication training, mentoring initiatives, and academic policies that thoroughly promote active student engagement in both academic and social contexts.