Chapter Two

Literature Review

This chapter provides a literature review that is related to the topic of the study. Firstly, it discusses the process of Learning English language. Secondly, it provides an elaboration on an international student exchange program. Thirdly, it explains the benefits of joining an international student exchange program. And lastly, it describes the challenges of joining international student exchange program.

Process of Learning English language

Learning English language is a process of students to master English as good as possible. As reported by Fillmore (2014), in the process of Learning English language, students need extensive and close interactional contact with the native speakers of the language. For this purpose, every effort should be made to facilitate students to attain chances to practice with such speakers of the language. Various endeavours can be provided in the forms of inviting native speakers in the home university or sending students to join international student exchange programs in the process of Learning English language. Similarly, according to Huang, Yang, Chiang, and Su (2016), English learning to obtain knowledge and skills should be performed by conducting learning activities in real life, interactive situations that can allow students to gain rational and meaningful learning practices. Similarly, Norton (2000) and Peirce (1995) as cited in Gao (2010) stated that in the process of language learning, linguistic abilities can be used by language students to become members of social networks and social groups to

Besides making endeavours to assist students to practice their English with the native speakers, one of the most important things in the process of Learning English language is setting the goals (Bailey & Heritage, 2015). Setting the goals of learning can provide clear directions for both teachers and students to achieve the target of language learning. Clear goals enable teachers to create indicators to measure the step-by-step processes for the success of the study. This is compatible to Bollos (2012) who stated that the important thing in the process of Learning English language is to measure the level of students’ academic English language proficiency.

Moreover, in the process of language learning there are media used during the learning process. Laager, Brandenberg, Tinguely, Schwarz, Pfiffner, and Moschner (2017) stated that using an application, playing a game, or seeing a picture card has a positive effect on increasing vocabulary during language learning. Those media are effective in vocabularies acquisition. The other media to learn language are social media. According to Gee (2004) as cited by Wong, Chai, and Aw (2017), language learning can be obtained through the use of social media in social contexts outside the classroom, and this is very important for real language learning.
International Students exchange program

International students exchange program is the program that is provided by universities, in which the students from a university are provided with the opportunity to study to universities in other countries. According to Rotabi and Gammonley (2007), international students exchange program is now a common activity in many schools of social work. This is compatible to Vögtle and Windzio (2016) who stated that international students exchange program has been a part of academic culture from university program. According to Thompson and Lee (2014), international students exchange program contributes to the improvement of Learning English language, but it does not always guarantee improvement in the target language. The length of time staying in other countries is necessary for gaining experiences that are linguistically useful.

The Benefits of Joining International Students exchange program

There are several benefits that the students get when they join international students exchange program. Relative to Dwyer and Peters (2004), international students exchange program benefits in practicing English language and making the students more confident. Other than that, Tucker (2014) stated that students who have experiences on joining international students exchange program also improve in language skills. The benefits of joining international students exchange program is described as follows:

**Getting international networks.** Getting international networks is one of the benefits of joining international students exchange program. When students choose to study in another country, people who study there do not only come from the country itself, but also from various other countries. According to Bachner and
Zeutschel (2009), joining international students exchange program helps students to add more friends. The statement is also in line with Crossman and Clarke (2010), who stated that students who follow international student exchange programs receive various types of knowledge, connections, and ways of learning that cannot be obtained if they remain in their own country, and also practice their language skills. Based on researcher’s experience while joining international students exchange program, the researcher received opportunities to know and obtain international friends in the destination country.

**Connecting with native English speakers.** The best way to practice a language is to connect directly with native speakers of the language. In this context, there are native speakers of English. While joining international students exchange program, students have the opportunity to interact directly with native English speakers. Based on researcher’s experience while joining international students exchange program, the researcher was able to meet and communicate directly with native English speakers in the foreign university. In the foreign university, there were not only local students, but there were also foreign students in various countries. According to Barrow and Pithers (2016), interaction with native speakers of English helps students become proficient in English as quickly as possible.

**Practicing English language skills.** The most important thing when students choose to join international students exchange program is that their language skills will grow and improve, especially their English language skills. The students will speak using English before they learn the local language of the country. Inevitably, they have to speak in English in order to be able to
communicate with other people. Although maybe at first they are not too proficient, they will get used to speaking English and become proficient.

According to Trentman (2013) while studying in Egypt, students often have difficulty communicating with local friends, and they spend more time using English than Arabic. Llanes et al. (2016) stated that the important aspect regarding the second language that was found after participating in the student exchange program was oral fluency. It means that students are able practice their English while joining international students exchange program.

**Improving English language skills.** There is no more effective way to learn a language than to go directly to the country that uses the language. According to Trentman (2013), international students exchange program has covered various fields of linguistics and language skills. When the students join international students exchange program, the students will have the opportunity to practice foreign languages that they have learned so far. If students go to an English-speaking country or a country where the population understands English well, their English skills will be trained. Conversely, if the students go to a non-English-speaking country such as France or China. The students will learn more about the language of the country, and gradually students will master the language of the country. Foreign language skills will increase sharply. We could say that living abroad is the same as a free language lesson that may take place for 24 hours. This statement is in line with Tanaka and Ellis (2003) who stated that the most effective way to learn a language is to live in the country where the language is used (as cited in Tatsuki, 2003, p. 63). According to Bleakley and Chin (2010), there was evidence that students’ English skills help the students in their social
life into their destination country. In addition to the benefits obtained by students in joining students exchange program, they must also face several challenges.

**Increasing self-confidence.** Based on Trentment (2013), the advantage of joining international students exchange program is that it can increase students’ confidence. If the students live in their own country, even if they are in a different city with their family, the language and the food will still be the same. However, if the students join international students exchange program it would give them challenges that would make them grow. This is what shapes their mental being to be mature and independent. In joining international students exchange program, students are required to be able to communicate with the people of the country. Wandering in a foreign country, the students cannot rely on their family at home to transfer cash when they run out of money. Therefore, Indonesian students who join international students exchange program are usually very simple lifestyle.

**The Challenges of Joining International Students exchange program**

There are several challenges that students get when they join international students exchange program. The challenges of joining International students exchange program include students do not understand the local language, students struggle to communicate with local people outside of campus, and students feel culture shocked. The challenges of joining international students exchange program is described as follows:

**Students do not understand the local language.** According to Hanski (2017), the challenge of international students exchange program is struggling with the language. Struggling with the local language is probably the most obvious of the challenges of joining international students exchange program.
When the students stay in another country, they are required to communicate well using the local language, especially when communicating with the locals outside of campus. Based on researcher’s experiences while joining an international students exchange program, the researcher found it difficult to communicate with the local people who used the local language in the destination country, because the researcher do not understand the local language in the country.

**Struggle to communicate with local people outside of campus.** Establishing interaction with local people is definitely an obligation. The most important thing of communication is mutual understanding. However, while joining international students exchange program, the students will struggle to communicate with local people outside of campus, because they only speak with the local language of the country. According to Wu, Garza, and Guzman (2015), International students face obstacles such as difficulties related to language and communicating with local residents. Based on the researcher’s experience, communication with local people outside campus environment is the most difficult thing while joining international student exchange program, because they always use the local language of the country in every communication.

**Culture shock.** Culture shock is often experienced by students who live abroad and have to face a new set of culture such as habits, languages, and conditions of destination country that are different from their home country. According to Oberg (1960) as cited in Zhou, Jindal-Snape, Topping, and Todman (2008), culture shock is a psychological reaction to a situation, such as surprise, anxiety, tension, feeling of loss and weakness when they are in unfamiliar situations. Those are common feelings when students first live in new and
unfamiliar place. Therefore, when entering a new environment, students will realize that some things are different from their home countries.

**Review of Related Study**

The researcher relates this study with several existing studies. When conducting this study, the researcher reviewed three studies that are related to this study. These three studies discuss students’ perception on intercultural competence at English Education Department (EED). The first one is in knowledge, skill and attitude by Satriyo (2016), the experiences of student exchange program participants: a phenomenological study by Dirks (2010), and lastly, the perceptions about pursuing post graduate program among students of one private university in Yogyakarta by Hanita (2018).

The first study is from Satriyo (2016). The study aimed to investigate students’ point of view on their intercultural competence after they studied abroad. The research uses the qualitative approach. There were three students as the participants in this research. The researcher chose interview as the instrument of the research. The researcher used interview guidelines, a recorder and field notes to collect the data. The interview process used *Bahasa Indonesia* to prevent misunderstanding due to unfamiliar words. Moreover, the findings stated that ELED students felt that their attitude changed as they practiced their knowledge to support the adaptation process. They also used their social skills to support their adaptation process and their respect for people, new habits, and new traditions.

The second study is composed by Dirks (2010). The aim of this study was to explore the experiences of students who have participated in student exchange programs and what they have learned through these experiences. This
study uses the phenomenological approach. The researcher used questionnaire and interview as the instruments of the research. Exploration in this study focuses on the experiences during the exchange process related to adjusting the participants to new cultures, learning about new cultures, and learning about Canadian culture. This study also explores the focus on the personal changes of participants after attending the student exchange program.

The last study is from Hanita (2018). The aim of the study is to investigate students' perceptions of postgraduate study abroad programs in English Language Department students from a private university in Yogyakarta. This study uses the qualitative approach. The researcher used interview as the instrument of the study. There were three students from batch 2014 as the participants of the research. The participants were selected using purposive sampling technique. Being open minded, experiencing an education system that is better than they ever felt before, receiving better facilities, gaining networks, achieving personal development, learning new culture, and getting more experiences are the perceived benefits of pursuing overseas graduate program. Meanwhile, accommodation and financial problems, difficult adaptations, and language barriers are the perceived problems in undertaking postgraduate programs abroad.

Based on those three previous researches, there are differences between those previous studies and the study that will be conducted by the researcher. Firstly, it is in the context of the study. The related study only focus on students’ experiences and intercultural competence while joining international students exchange program. However, in this study the researcher will focus on two
aspects to find out the benefits and the challenges while joining international students exchange program. Secondly, it is in the design of the study. The researcher will use qualitative descriptive as the research design of this study. Moreover, the researcher will use interview as the instrument of this study. In addition, this study will have four students as participants of this study.

**Conceptual Framework**

The goals of this research are to explore the benefits of joining international students exchange program in the process of Learning English language and to investigate the challenges of joining international student exchange program in the process of Learning English language at an Islamic Private University of Yogyakarta. Based on the explanation above, the researcher wants to justify the purpose of this study by providing a conceptual framework.
Figure 1: Research Conceptual Framework