Chapter Four

Finding and Discussion

In this chapter, the researcher discusses the research findings. This research is students’ voices about joining international students exchange program in the process of Learning English Language. This study presents findings obtained from interviews. This chapter also includes a discussion that links findings and theories that will lead to a conclusion.

The benefits of joining international students exchange program in the process of Learning English language as perceived by the students.

In this study, the researcher found several findings related to the benefits of joining international students exchange. The first finding is getting international networks. The second is connecting with native English speakers. The third is practicing students’ English ability. The forth is improving students’ English skills. The last is increasing self-confidence. The participants sharing their voices about the benefits of joining international students exchange are shown in the following detailed findings.

Getting international networks. The researcher found that joining international students exchange program helps students to get international networks. This was stated by all of the participants. The first statement was stated by Okta. She said, “I want to have more friends, and get to know international friends”. She also stated, “We also get new friends”. The second statement was stated by Amira. She
said, “I want to add connections and friends in various countries”. She also stated, “At the university where I studied, there were many students from outside of Spain, very few friends were from Spain, and all of them of course cannot speak Bahasa, therefore we use English in every conversation”. The last statement was stated by Mukti. He said, “By joining this students exchange program, I can gain new friends, especially in the international scope”. He also stated, “I also gathered native English speakers and other international friends”. Then, Mukti also said, “Friendship networks also increase.”

From the data above, joining international students exchange program can facilitate students to get international networks. Getting international networks from various countries makes students interact and communicate using English. This finding is in line with Bachner and Zeutschel (2009), who stated that students exchange programs contribute to add students’ international connections. The statement is also in line with Crossman and Clarke (2010), who stated that students who take part in international students exchange program receive various types of knowledge, connection, and ways of learning that cannot be obtained if they remain in their own country, and also train students' language skills. When the students join international students exchange program, they can get new international friends and can practice their English with their international networks.

**Connecting with native English speakers.** Another finding in the benefits of joining international students exchange program is that it helps students to connect with native English speakers. It was stated by one participant. The participant is
Mukti. He stated, “There are lecturers from the United Stated”. He also stated, “We are in the same class with English native speakers”. Then, “I also gathered with native English speakers”.

Based on the data, the researcher found that joining international students exchange program helps students to connect with English native speakers. The finding is in line with Barrow and Pithers (2016), who stated that interactions with native English people help students to become proficient in English in a relatively shorter time. When the students join international students exchange program, it helps them to interact and communicate with native English speakers. The statement is also in line with Ma (2012), who mentioned that interacting with native English people is considered to be effective to practice English and makes students speak English in every conversation. Thus, joining international students exchange program helps students interact with native English speakers.

**Practicing students’ English ability.** From the result of the interview, the participants of this research mentioned that joining international students exchange program can improve students’ English abilities. The first statement was expressed by Okta. She said, “I have to use English in the country”. She also stated, “We use English”. The second statement is from Amira. She said, “The third is practicing the language”. She also stated, “Whether it is practicing English”. Then, she said additional statement, “The third is preparing the language knowledge to communicate in the destination country, especially preparing the English knowledge. As we know, English is an international language”. She also said, “When we are in the campus
environment, we talk using English intensely”. The last statement is from Mukti. He said, “During the first time, we spoke using English”. He also stated, “We often used English in semester one”.

The findings showed that joining international students exchange program makes students practice their English abilities. The finding is in line with DeKeyser (2007), who affirmed that one semester of international study is often seen as a major opportunity for students to practice English. He also stated that students who go abroad make tremendous progress in their English speaking skills. When the students join international students exchange program, it helps them to practice their English and make meaningful changes in their English abilities.

**Improving students’ English skills.** Based on the result of the interview, the researcher obtained the data that joining international students exchange program helps students improve their English. It was stated by all of the participants. The first statement was stated by Okta. She said, “Do not forget to strengthen English as a language in a foreign country!” She also stated, “While joining the exchange program, I think my English ability also increased, because we communicated using English, especially in the campus area”. The second statement was stated by Amira. She said, “I improved my English there.”. She also stated, “I felt my English improving.”. She also said that she took an English major in the foreign country. It made her improve her English in academic writing, because she took a reading and writing course. She also stated, “I felt that my English really improved when I got back to my country after joining the student exchange program.” She also believed
that her English improved because she was taught by professors who could not speak Bahasa. So, the students were required to speak and write using English. The last statement was stated by Mukti. He said, “My english quite developed.”.

The findings showed that joining international students exchange program helps students improve their English ability. The finding is in line with Andrade (2006), who stated that students show willingness to try new ways to practice to improve their language skills, especially those who aim to improve their English and communicate with peers. When students join international students exchange programs, it makes them try new things to improve their English skills.

**Increasing self-confidence.** This finding showed that joining international students exchange program makes students more confident. The first statement was from Okta. She said, “We are required to dare to speak, because if we do not communicate we cannot live”. The second statement was from Amira. She stated, “We became more courageous, braver to ask and braver to be ashamed”. She also stated, “It made me more confident”. Amira also stated that while joining international students exchange program, students’ personality will be changed, especially their mentality. The last statement is from Mukti. He said, “We dared to interact with local people and with other international people”. He also stated, “I am willing to try new things, be more independent, and be more confident”.

The statements above showed that those participants agreed that joining international students exchange program makes students increase their self-
confidence. Those statements are in line with Bachner and Zeutschel (2009), who found that self-change is related to the process of student exchange programs, which refers to one's self-perception, self-confidence, behavior, and skills caused by exchange experiences. The statement is also in line with Quezada (2004), who mentioned that this international learning experience can be seen as a positive experience because students’ self-confidence becomes much higher. When the students join international students exchange program, it helps them improve their confidence.

**The Challenges of Joining International Students Exchange Program in the Process of Language Learning**

In this study, the researcher found several findings dealing with students’ voices about the challenges of joining international students exchange program in the process of learning English language. The first finding is do not understand the local language. The second finding is struggling to communicate with local people outside of campus. The last finding is experiencing culture shock. The finding about the challenges of joining international students exchange program is described as follows:

**Do not understand the local language.** From the result of interview, students do not understand the local language of the country. It was stated by all participants of this study. The first statement was stated by Okta. She said, “We do not know the local language.”. The second statement was stated by Amira. She said, “At first, I had a little difficulty in communicating, because everyone around me spoke with the local
language.” She also stated, “In the city where we live, the environment spoke with the local language.” The last statement was stated by Mukti. He said, “At first, we could not speak Mandarin.” He also stated, “We could not speak Mandarin.”

The statements above showed that those participants do not understand the local language of the country. The finding is in line with Altbach (2015), who stated that students have difficulty to understand the local language of the country that they visit. When the students join international students exchange program, it leads them to face difficulties with the local language.

**Struggling to communicate with local people outside of campus.** From the result of the interview, students struggle to communicate with the local people outside of campus. It was stated by all of the participants of this study. The first statement was stated by Okta. She said, “We struggled to communicate with the local people of the country, especially outside of the campus area.” She also stated, “To communicate with the local people outside of campus, I used Google Translate as an intermediary. We said something using English, then translated it to Mandarin.” She also stated that communication with the local people of the country was a struggle and a challenge. The second statement was stated by Amira. She stated, “If we were outside campus, we communicated using Google Translate.” The last statement was stated by Mukti. He said, “We were a little confused on how to communicate with the local Chinese people.” He also stated, “The problem was also about communication, especially the communication with the local people outside of campus environment.”
The statement above showed that all participants believed that students struggle in communicating with the local people outside of campus environment. The finding is in line with Wu, Garza, and Guzman (2015), who stated that International students face obstacles such as difficulties related to language and communicating with local residents. When the students join international students exchange program, communication with the local people of the country would be one of their main struggles.

**Experienced culture shock.** This findings showed that joining international students exchange program makes students experienced culture shock. It was stated by two participants. The first statement was stated by Okta. She said, “It turns out that culture shock exists. It began with different language and different customs.”. The second statement was stated by Mukti. He said, “When I arrived there, I was quite shocked because of cultural difference”. He also said, “The problem is culture shock”.

The statements above showed that both participants faced culture shock in the foreign country. The finding is in line with Zhou et al. (2008), who affirmed that students who come to universities in languages and cultures that are different from their own must compete with new habits and new education, behavior and expectations - and deal with general adjustment challenges.