

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

This research has clarified the aspects of culture shock encountered by international students in the context of teaching and learning activities. The researcher identified distinct facets of the culture shock phenomenon among international students at Universitas Islam Negeri Sultan Maulana Hasanuddin Banten. These facets include affective, behavioral, cognitive, and intrapsychological dimensions. Furthermore, the researcher recorded international students' challenges while navigating new academic and social environments. In adapting to novel cultural and environmental contexts, international students experience confusion, feel overwhelmed, and express a longing for familiar surroundings and a perceived lack of social support. This correlates with emotional expressions that can manifest positively and negatively. In the behavioural dimension, international students undergo a process of adapting to social norms and developing interpersonal skills, which can lead to instances of verbal miscommunication. The cognitive dimension, resulting from both affective and behavioral aspects, is evident in cognitive dissonance, difficulty adjusting to a new language, negative views of the host culture, and challenges in social interactions. Data collected from field observations reveal intrapsychological factors contributing to culture shock,

including communication abilities hindered by language barriers, homesickness, and previous experiences or knowledge. Moreover, international students face challenges in both academic and social spheres, such as language barriers that hinder their understanding of learning content, teaching styles and methods, and institutional dynamics rules.

Subsequently, international students employ various coping strategies to address cultural phenomena' multifaceted aspects and challenges within teaching-learning activities. These strategies represent intentional efforts undertaken by international students to manage the elements of culture shock they encounter. The strategies utilized include focused coping, emotion-focused coping, and adapting to the new culture. Focused coping strategies are noted for their emphasis on logical analysis, positive reappraisal, problem-solving, and seeking guidance and support. Moreover, in addition to focused coping, international students engage in emotion-focused coping to manage their emotional responses, which involves addressing negative emotions and using escape mechanisms. Additionally, to facilitate adjustment to the new environment, international students adopt various adaptive strategies, such as cultivating an open-minded attitude while preserving their original cultural identity, studying the new culture, showing flexibility in adopting cultural practices, and promoting intercultural relationships.

## **B. Suggestion**

While this research has produced several significant findings, it is not

without its limitations. These limitations mainly relate to the range of instrumentation, the number of respondents, and the data analysis methodology. Therefore, this study encourages future researchers to address these shortcomings by implementing the following suggestions:

1. This study's instrumentation included semi-structured interviews, observations, and reflective journals. For future research, it is recommended that data collection tools be enhanced by incorporating questionnaires, thus facilitating the acquisition of more in-depth information data.
2. This study's respondent pool was limited, comprising only four undergraduate international students. For future research endeavors, it is suggested that researchers expand the number and scope of respondents to include postgraduate students, thereby facilitating the acquisition of more diverse and comprehensive data.
3. For later data analysis, you should use different analytical modeling methods, taking advantage of the various features available in NVivo software.