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THE ADAPTATION OF INDONESIAN STUDENTS IN MALAYSIA (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)

This Final Project Proposal is made to fulfil the requirements in obtaining a Bachelor of Communication Science degree

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24

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FAKULTAS ILMU SOSIAL DAN ILMU POLITIK

UNIVERSITAS PEMBANGUNAN NASIONAL

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CONSENT SHEET

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Telah berhasil dipertahankan dihadapan Tim Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar sarjana pada Program Ilmu Komunikasi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Pembangunan Nasional Veteran Jakarta.

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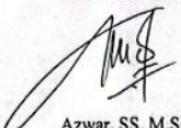
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The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)

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ABSTRAK

Beradaptasi dengan lingkungan baru bukanlah sesuatu hal yang mudah bagi beberapa orang. Malaysia merupakan sebuah negara yang banyak orang mengira memiliki kebudayaan dan bahasa yang sangat mirip dengan Indonesia yang menjadikan banyak orang mengira bahwa beradaptasi dengan budaya dan bahasa di Malaysia merupakan suatu hal yang mudah. Penelitian ini memiliki tujuan untuk mengetahui bagaimana cara mahasiswa Indonesia yang berkuliah di Universiti Sains Malaysia beradaptasi dengan budaya dan bahasa yang ada disana. Metode yang digunakan pada penelitian ini adalah kualitatif deskriptif yang dimana peneliti ingin meneliti penelitian ini tanpa mengubah kondisi yang sebenarnya dari sebuah fenomena yang akan diteliti. Penelitian ini juga akan dilakukan dengan metode fenomenologi dari Edmund Husserl yang menjadikan penelitian ini berfokus pada pandangan orang pertama. Hasil akhir dari penelitian yang didapatkan dari penelitian ini adalah ditemukannya metode-metode yang bervariasi dari para informan untuk bisa beradaptasi dengan budaya dan komunikasi yang ada di Malaysia, tepatnya di Universiti Sains Malaysia. Tidak seperti yang kita duga, realita yang dihadapi para informan dalam beradaptasi merupakan suatu hal yang tidak begitu mudah, walaupun budaya dan bahasa yang dimiliki antar kedua negara tidaklah begitu jauh.

Kata kunci: *Adaptasi, Budaya, Bahasa, Indonesia, Malaysia.*

The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)

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ABSTRACT

Adapting to a new environment is not something that is easy for some people. Malaysia is a country that many people think has a very similar culture and language to Indonesia which makes many people think that adapting to the culture and language in Malaysia is an easy thing. This research aims to find out how Indonesian students studying at Universiti Sains Malaysia adapt to the culture and language that exist there. The method used in this research is descriptive qualitative in which the researcher wants to examine this research without changing the actual conditions of the phenomenon to be researched. This research will also be conducted using the phenomenological method from Edmund Husserl which makes this research focus on the first-person view. The final result of the research obtained from this research is the discovery of varied methods from informants to be able to adapt to culture and communication in Malaysia, to be precise at Universiti Sains Malaysia. Unlike what we expected, the reality faced by the informants in adapting was something that was not so easy, even though the culture and language shared between the two countries were not that far apart.

Keywords: *Adaptation, Culture, Language, Indonesia, Malaysia.*

PREFACE

Praise and gratitude the author prays to the presence of Allah SWT for all His grace and gifts. Sholawat and greetings are offered to Prophet Muhammad SAW so that this thesis can be completed. The title used in this research which was carried out since March 2023 is The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia). The author would like to thank profusely to all parties who have helped the author in completing this thesis, this gratitude will be addressed to:

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Bekasi, 29 June 2023



Muhammad Rezky Syahputra Kamal

Table of Content

CONSENT SHEET	i
STATEMENT OF ORIGINALITY	ii
ABSTRACT	vi
PREFACE	vii
16 Table of Content	viii
CHAPTER I	1
1.1 Background	1
1.2 Formulation of The Problem	8
1.3 Research Purpose	8
1.4 Research Benefit	9
39 1.5 Systematic research	9
CHAPTER II	11
2.1 State of The Art	11
39 2.2 Research Concept	21
2.3 Research Concept	26
CHAPTER III	27
3.1 Research methodology	27
3.2 Data Collecting Method	29
3.3 Data Sourcing	29
3.4 Data Analysis Method	30
3.5 Data Validity Techniques	31
27 3.6 Time and Location of Research	32
CHAPTER IV	34
4.1 Description of Research Object	34
4.2 Research Stages	36
4.3 Characteristics of Informants	39
4.4 Research Discussion	42
42 4.5 Research Result	67
CHAPTER V	83
5.1 Conclusions	83
5.2 Suggestions	84

BIBLIOGRAPHY	86
ATTACHMENT	90
Attachment 1. Personal Data	90
Attachment 2. Thesis Consultation Paper	91
Attachment 3. Thesis Writing Contract	92
Attachment 4. Research Interview	93
Attachment 5. Interview Answers	95
Attachment 6. Turnitin Result	112
Attachment 7. TOEFL Result	113
Attachment 8. Proof of Payment.....	114

Picture List

Picture 1.1	Ranking of countries with the best education systems	3
Picture 1.2	Indonesia's Education System Rating	3
Picture 4.1	Universiti Sains Malaysia	34
Picture 4.2	APEX Logo.....	35
Picture 4.3	Universities with most international students	44
Picture 4.4	Universiti Sains Malaysia Main Campus	49
Picture 4.5	Co-working Space in Universiti Sains Malaysia (MINDEN) ..	50
Picture 4.6	Normal Class Room	53
Picture 4.7	The Adapation of Indonesian Students in Malaysia.....	82

TABLE LIST

Table 2.1	Previous Studies	11
Table 3.1	Informant List	30
Table 3.2	Thesis Timeline	33
Table 4.1	Informant List	42

CHAPTER I

INTRODUCTION

1.1 Background

Communication is the process of sending and receiving information between two or more individuals (Setiawan, 2023). Based on the title taken by the researcher, the researcher has experience in studying in Malaysia, more precisely at Universiti Sains Malaysia. Communicating in this neighbouring country is indeed a challenge for people who are coming to Malaysia for the first time, but in terms of communicating Indonesia and Malaysia have similarities. Based on the results of the researchers' observations, the speech of the languages used by Malays and Indonesians can be said to be almost the same, from the types of words and the arrangement of sentences. These similarities in communication are of course inseparable from the history shared by these two countries.

As we know, Indonesia and Malaysia define themselves as Malays, where they call themselves *serumpun*. Various literature published in Indonesia, Malaysia, Singapore and Brunei Darussalam often mention that they are Malay people and descendants. The origin of the word Malay first appears in historical records around the second century AD. Claudius Ptolemaeus or better known as Ptolemy (90-168 AD) mentioned that there was a *tanjong* in *Aurea Chersonesus* (Malay Peninsula) named *Maleuokolon*, which is believed to have originated from the Sanskrit *Malaya kolam* or *malai kuram*. Malay people can be said to have started coming to Indonesia in the 7th century, and this is reinforced by evidence that in 684 AD Malays had become part of the Sriwijaya Kingdom. This strengthens the evidence that the relationship between Indonesia and Malay Malaysia has existed since ancient times (Venus, 2015).

As mentioned in the previous statement, that Malays had already become part of the Sriwijaya Kingdom, which could be interpreted that the Malaysian state at that time was also part of the Sriwijaya Kingdom's power. This led to a lot of cooperation between the Sriwijaya Kingdom and the

small kingdoms that existed in its territory at that time (Rahma Indina Harbani, 2021).

In the field of educational cooperation itself, Indonesia and Malaysia have been doing it for decades after they became independent countries. In 1960-1970, Indonesia sent teachers to Malaysia as a form of educational cooperation between the two countries. Not only from the Indonesian side, the Malaysian side also sent many of their students to go to Indonesia in the hope of getting a higher quality education (Sri Wiyanti, 2015).

Education is very important in our life. In this modern era, many Indonesian people flock to reach the highest level of education. Suyanto (2003) said that a leader of the most advanced country in the world, still thinks that the biggest investment to advance the country is through the education of its people. Therefore, education must be a serious concern for the government of the country and its own people.

In building education in Indonesia, the Government of the Republic of Indonesia has adhered to one of the nation's goals as stated in the 4th paragraph of the 1945 Constitution which reads “*Mencerdaskan kehidupan bangsa*”. In the constitution of the Unitary State of the Republic of Indonesia, among others, there are Articles 20, 21, 28 C paragraphs (1), 31 and 32, which give the government a mandate to organize a national education system. Finally, this was realized in Law No. 20 of 2003 which contained the education system. The national education system is the entire education component that is interrelated in an integrated manner to achieve national education goals (Budi & Kemendiknas, 2012).

According to data published by the *World Population Review*, Indonesia is not included in the top 10 in the category of countries with the best education system in the world. It is noted that Indonesia has 277,534,122 population and unfortunately still ranks 54th out of 78 countries that have a good education system (Aisyah, 2022).

Country	Rank (2021) ^	Rank (2020)	2023 Population
United States	1	1	339,996,563
United Kingdom	2	2	67,736,802
Germany	3	4	83,294,633
Canada	4	3	38,781,291
France	5	5	64,756,584
Switzerland	6	6	8,796,669
Japan	7	11	123,294,513
Australia	8	7	26,439,111
Sweden	9	8	10,612,086
Netherlands	10	9	17,618,299

Picture 1.1 Ranking of countries with the best education systems

(Source: World Population Review, 2022)

Latvia	50	50	1,830,211
Colombia	51	49	52,085,168
Belarus	52	51	9,498,238
Slovenia	53	41	2,119,675
Indonesia	54	55	277,534,122
Philippines	55	52	117,337,368
Uruguay	56		3,423,108
Morocco	57	57	37,840,044
Jordan	58	53	11,337,052

Picture 1. 2 Indonesia's Education System Rating

(Source: World Population Review, 2022)

We can say that the recorded ranking is very low because Indonesia is a big country, has a lot of population, has a lot of resources, but having an undeveloped education is a big problem for this country. This is the reason why Indonesia has not been able to become an advance country. This is reinforced by data which says that there are still 23.61 percent of the population or 65 million people who have not finished school. This discrepancy is very clear from the percentage of the population who have completed senior high school as many as 20.89 percent or 57 million people. Meanwhile, the percentage of Indonesians participating in the D1 and D2

programs is only 0.41 percent or the equivalent of 1 million people. Among the 275.36 million population of Indonesia noted by *Direktorat Jendral Kependudukan dan Pencatatan Sipil* (DUKCAPIL), there are only 6 percent of Indonesia's population who have received higher education (Anggita, 2023).

This is caused by the quality of education in Indonesia which is quite apprehensive. This deplorable quality is also caused by a number of problems that come from the existing education system, for example such as weaknesses in education management, gaps between educational facilities and infrastructure in urban and rural areas, government support that is still uneven, old-fashioned mindsets of society, limited teaching staff, and weak learning evaluation standards.

Reporting from detik.com (2021), Indonesia is ranked 4th in Southeast Asia in ranking the quality of education. The first rank is Singapore, which is ranked 21 in the world. Then followed by Malaysia in 2nd place in Southeast Asia by being ranked 38th in the world. In 3rd place we can find the country of white elephants or Thailand which is ranked 46th in the world. Finally, in the 5th rank in Southeast Asia, there is the Philippines which is ranked 55th in the world, exactly 1 rank below Indonesia (Aisyah, 2021).

As we can see from the statistics above, Indonesia's education is very far behind from neighbouring countries. This is quite concerning if we remember that Indonesia is known as a large and mighty country in Southeast Asia. Reporting from databooks (2022), Indonesia has a total of 3,107 universities spread across Indonesia, 125 of which are State Universities, the rest are Private Universities. It is recorded that there are 1,477 universities on the island of Java, 768 on the island of Sumatra, 365 on the island of Sulawesi, 187 on the island of Kalimantan, 180 on the islands of Bali and Nusa Tenggara, 130 on the islands of Maluku and Papua. (Mutia, 2023).

Of the many universities that Indonesia has, only a few universities can compete with top universities in Southeast Asia. According to data from webometrics, the top 10 rankings are controlled by well-known campuses from countries such as Singapore, Malaysia, Thailand and Indonesia. The first rank is occupied by well-known campuses in Asia and in Southeast Asia, namely the National University of Singapore (47th in the world), followed by Nanyang Technological University (87th in the world), the University of Malaya (291st in the world), Chulalongkorn University (447th in the world). Universiti Teknologi Malaysia (ranked 450 in the world), Universiti Putra Malaysia (ranked 470 in the world), Chiang Mai University (ranked 488 in the world), Universiti Sains Malaysia (ranked 521 in the world), Mahidol University (ranked 523 in the world), and the last one is University of Indonesia (Rank 583 in the world) (Webometrics, 2023).

From the data above, universities originating from Indonesia can only send 1 university to compete with well-known campuses throughout Southeast Asia. This also indicates that Indonesia's education is still far below neighbouring countries. If we continue with our previous discussion, the quality of Indonesian education is also one of the reasons why they choose to continue or start their education abroad.

People think that studying abroad has many benefits. Of course, our society does not only see the benefits if there is no strong evidence. In Indonesia itself, there are many prominent people who are successful in their lives because they studied abroad, more precisely at well-known universities in the world. The most famous example is Mr. Nadiem Makarim as the Indonesian Minister of Education, Culture, Research and Technology. He is famous as the person who invented the Gojek application, which is an online transportation application that can help many people find online-based transportation. His success is also marked by his past study abroad, such as at Brown University in the United States, then at the London School of Economics and the most famous of all is Harvard University in the United States. Nadiem Makarim is one of the many examples of successful Indonesians because they have experience studying abroad (Tria, 2022).

According to data obtained from the UNESCO Institute of Statistics (2022), Malaysia is a country that is the best educational destination chosen by the Indonesian people. Not only in terms of health, but Malaysia is also superior in terms of education compared to Indonesia. There were 8,440 students from Indonesia who chose Malaysia as their destination to study. This has also been proven through data that researchers have included, that there are several universities from Malaysia that have better quality and predicate than universities in Indonesia. (Unesco Institute for Statistic, 2022).

Reported from (Primantono, 2023), Education Malaysia Indonesia, the Embassy of Malaysia, and Education Malaysia Global Service held an educational exhibition to promote universities in Malaysia, both public and private. Several participants said they were interested in studying in Malaysia, because they could graduate faster and have more diverse majors compared to universities in Indonesia.

Another attraction that arouses the interest of the Indonesian people to study in Malaysia is the many scholarships that present a lot of benefits for prospective scholarship recipients. These scholarships also come in various variations, there are scholarships presented by each university, some are presented through the Indonesian government, some are presented directly by the Malaysian government, and some are held by institutions or foundations.

With so many scholarships present, there are 2 scholarships that are very popular among the Indonesian people, named the LPDP scholarship (Lembaga Pengelolaan Dana Pendidikan) presented by the Government of Indonesia and the MIS scholarship (Malaysia International Scholarship) presented by the Government of Malaysia directly (Mediamaz, 2022). Not only that, in recent years, a new scholarship from the Government of Indonesia has appeared which is very popular among undergraduate and vocational students today, named IISMA. (Indonesian International Student Mobility Award) for undergraduate and IISMAVO for Vocational (IISMA,

2023). IISMA itself is a scholarship that is participated in by researchers, where this scholarship can accept thousands of students from all over Indonesia who would like to achieve their dreams while pursuing their studies at world-renowned universities for one semester.

Within the IISMA scholarship, the researchers themselves took part in the scholarship to gain new experience studying abroad, especially Malaysia for 1 semester. As the majority of Indonesian people think, studying in Malaysia does not require difficult adaptations because Indonesia and Malaysia have many similarities in terms of culture and language.

In terms of its own language, Indonesia uses Indonesian which comes from Malay which is still used by the Malaysian people there to this day. At first, Indonesian students living in Malaysia thought that communicating there would be quite easy due to the similarities in the languages we have. However, the reality is not as easy as people imagine. We need to know that in Malaysia there are 3 majority races living there, namely the Malay Race, the Chinese Race, and the Indian Race. Each race has its own language, the Malay race uses Malay, the Chinese race uses Mandarin, and the Indian race uses Tamil (Chepkemoi, 2020). This makes it difficult for Malaysians there to communicate with one another.

The researcher himself has lived in Penang Island, Malaysia for 5 months and witnessed the communication phenomenon that occurred there for 5 months. Language differences mean there are differences in communication patterns that occur in an environment. According to Effendy (2017) a communication pattern is a process designed to represent the fact that the elements covered and their continuity are interrelated in order to facilitate systematic and logical thinking in communication. Communication patterns can also be interpreted as the way a person or group interacts using previously agreed symbols (Pace and Faules, 2018) (Thabroni, 2022).

With the difference in language that is there, not once or twice Indonesian students are a little confused about how to communicate with the local people there. Therefore, based on the background described above, the researcher is interested in conducting research with the title “The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)”. This research was conducted because of the communication phenomenon that occurred and was experienced by Indonesian students at Universiti Sains Malaysia. Communication is a very important thing for us to do to communicate with each other. Differences in language and dialect there are of great concern to researchers to make the discussion to be examined in more depth. The focus of this research is to find out the adaptation process of Indonesian students who are continuing their studies at Universiti Sains Malaysia, Malaysia. This is what makes this research different from previous studies which are almost similar.

1.2 Formulation of The Problem

Based on the background described above, the researcher found the formulation of the problem in this research as follows:

1. What is the experience of Indonesian students who have communicate with Malaysian students at Universiti Sains Malaysia?
2. What is the adaptation process for Indonesian students who are continuing their studies at the Universiti Sains Malaysia?

1.3 Research Purpose

The purpose of this research is to find out how the Indonesian students who are continuing their studies in Malaysia trying to adapt with their social cultures and from that adaptation the researcher also would like to know how are the Indonesian students communicate with Malaysian students at Universiti Sains Malaysia. In addition, the researcher also would like to know the experiences of Indonesian students there when communicating with Universiti Sains Malaysia students.

¹⁰ 1.4 Research Benefit

The benefits of this research are divided into two, namely theoretical benefits and practical benefits.

1. Theoretical Benefits

This research is expected to be the basis for the development of new knowledge regarding "The Adaptation of Indonesian Students In Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)". This ¹⁷ research is also expected to be useful for students, especially ⁴⁹ students at the Faculty of Social and Political Sciences Universitas Pembangunan Nasional Veteran Jakarta in conducting future research.

³² 2. Practical Benefits

This research is expected to be of benefit to students in studying communication patterns that occur between Indonesian students and Malaysian students at Universiti Sains Malaysia. This can also be a lesson for students who wish to continue their education in Malaysia, especially at Universiti Sains Malaysia.

1.5 Systematic research

Systematic research is a method that facilitates researchers in describing the research process. The research systematics in this research consisted of:

³¹ 1. CHAPTER I INTRODUCTION

Chapter one contains the background of the problem, problem identification, problem formulation, research objectives, research benefits, and research systematics.

2. CHAPTER II. LITERATURE REVIEW

Literature Review contains theories that have a correlation with this research. In this second chapter, the researcher provides an overview

and basis that will be used by researchers to analyze and process data.

3. CHAPTER III. RESEARCH METHODOLOGY

In this chapter the researcher discusses the research methods that will be carried out, which include: research subjects and objects, types of research, data collection techniques used, data sources, data analysis techniques, and time plan tables.

4. CHAPTER IV

This chapter will discuss the results of the research that has been obtained from the informants. The results of this research will contain a discussion of the results of the analysis of the adaptation process of Indonesian students who continue their studies in Malaysia, more precisely at Universiti Sains Malaysia.

5. CHAPTER V

This chapter will contain the conclusions from the research results that have been analyzed in chapter IV and there will also be suggestions that will be put forward.

6. BIBLIOGRAPHY

The bibliography is an arrangement of references or references from a collection of previous studies as a source in research writing. The bibliography in the research contains references to journals and books related to intercultural communication, interpersonal communication, and group communication.

CHAPTER II
LITERATURE REVIEW

2.1 State of The Art

Table 2.1 Previous Studies

TITLE	Pola Komunikasi Antarbudaya (Studi Mahasiswa Malaysia di UIN Raden Fatah Palembang)
RESEARCH INSTITUTION/YEAR	(Yanti, 2019)
PURPOSE	Knowing the ways and forms of communication patterns that occur between foreign students from Malaysia and local students at UIN Raden Fatah Palembang, which is focused on three faculties, namely the Faculty of Sharia and Law, Faculty of Ushuluddin and Islamic Thought, Faculty of Dakwah and Communication.
METHOD	Qualitative
RESEARCH RESULT	Students from Malaysia find it difficult to communicate with local people. This is because the local students there use the Palembang language which is difficult for students from Malaysia to understand.
DIFFERENCE	The research focuses on how students from Malaysia communicate with local students, not the other way around.

TITLE	KOMUNIKASI ANTARBUDAYA MAHASISWA MALAYSIA DAN INDONESIA FAKULTAS DAKWAH DAN KOMUNIKASI UNIVERSITAS ISLAM NEGERI (UIN) SUMATERA UTARA
RESEARCH INSTITUTION/YEAR	(Kholil et al., 2017)
PURPOSE	To study intercultural communication between Malaysian and Indonesian students at the Faculty of Da'wah and Communication at the State Islamic University (UIN).
METHOD	Qualitative
RESEARCH RESULT	Intercultural communication between Malaysian and Indonesian students at the Faculty of Da'wah and Communication at the State Islamic University (UIN) turned out to be ineffective.
DIFFERENCE	This research does not only focus on communication patterns, but also focuses on the perceptions of both parties.

51

TITLE	Keterampilan Komunikasi Antarbudaya Mahasiswa Malaysia di Kota Medan
RESEARCH INSTITUTION/YEAR	(MAULANA ANDINATA DALIMUNTHER, 2022)
PURPOSE	To find out how intercultural communication skills are possessed by Malaysian students studying in Medan City, especially at the Universitas Sumatera Utara.
METHOD	Qualitative
RESEARCH RESULT	Students from Malaysia are good at taking advantage of certain circumstances or moments to analyze and understand the characteristics of their cultural environment. the personal closeness that exists between Malaysian and Indonesian students does not only take place within the campus environment, but also outside the campus.
DIFFERENCE	This research focuses on Malaysian students who interact with Indonesian students.

44

TITLE	POLA KOMUNIKASI LINTAS BUDAYA MAHASISWA ASING DENGAN MAHASISWA LOKAL DI UNIVERSITAS HASANUDDIN
RESEARCH INSTITUTION/YEAR	(Mardolina Yiska, 2015)
PURPOSE	To categorize cross-cultural communication patterns that are carried out by foreign students with local students in communicating on campus.
METHOD	Qualitative
RESEARCH RESULT	The results of this study indicate that initially cultural differences, especially language, were a challenge for both foreign students and local students in communicating so that cross-cultural communication patterns that occurred between foreign students and local students in communicating on campus were very tortuous and experienced difficulties.
DIFFERENCE	In this study, the researcher used students from many countries as a sample and not only from Malaysia.

40

TITLE	Pola Komunikasi yang Terjadi Antara Mahasiswa Bina Darma Palembang dan Mahasiswa Universitas Pendidikan Sultan Idris Malaysia
RESEARCH INSTITUTION/YEAR	(Fasai, 2021)
PURPOSE	To further strengthen students' understanding of how to introduce Indonesian culture in neighboring countries, especially in Malaysia, and also to know firsthand how Indonesian culture is developing in the eyes of the world.

METHOD	Qualitative
RESEARCH RESULT	University of Bina Darma Palembang students communicate with University of Education Sultan Idris Malaysia students using Indonesian and vice versa Students of University of Education Sultan Idris also use Malaysian but there are also some students who use a little English.
DIFFERENCE	This study uses both parties to become sources in research.

TITLE	Intercultural Communication Competence and Intercultural Adjustment Problems of International Students in Indonesia and Japan: A Sequential Explanatory Study
RESEARCH INSTITUTION/YEAR	(ユスリタ, 2019)
PURPOSE	To investigate the problem of intercultural adjustment, intercultural communication competency, and the nature of international students in Indonesia and Japan, as they are two countries with very different demographics simultaneously having the same goal of increasing international students.
METHOD	Qualitative and quantitative
RESEARCH RESULT	intercultural communication competence correlates slightly with intercultural adjustment problems. In addition, the results identify external factors that influence adjustment problems, namely study programs, language skills, universities, and environmental conditions.
DIFFERENCE	The perceived difference from this study is that the researcher only focuses on existing communication barriers. Differences can also be seen in terms of the method taken, in which this study uses both quantitative and qualitative. Not only that, the places taken from this study are also different.

TITLE	INVESTIGATING INTERCULTURAL COMMUNICATION DEMONSTRATED AMONG STAFF AT UNIVERSITY MALAYSIA TERENGGANU (UMT)
RESEARCH INSTITUTION/YEAR	(Ismail, 2015)

PURPOSE	To find out Intercultural communication between staff working at the University of Malaysia Terengganu
METHOD	Qualitative and quantitative
RESEARCH RESULT	Overall, respondents, regardless of ethnicity, believed they had developed a rich and meaningful understanding because of their prior interactions with people of other ethnicities, especially in their years of university studies. During their university years, some respondents reported that they had shared their first meaningful experience when they developed relationships with other ethnic groups while studying at the same university.
DIFFERENCE	This research focuses on intercultural communication carried out by ethnic groups that are in only one country. This research also uses qualitative and quantitative methods.

TITLE	Relationship between students' adjustment factors and cross-cultural adjustment: A survey at the Northern University of Malaysia
RESEARCH INSTITUTION/YEAR	(Mustaffa & Illias, 2013)
PURPOSE	To investigate the various variables that affect the adjustment process of international students at Universiti Utara Malaysia.
METHOD	Quantitative
RESEARCH RESULT	There were no significant differences in cross-cultural adjustment between the sexes. Meanwhile, travel experience, education level, and language skills contributed significantly to differences in cross-cultural adjustment among respondents.
DIFFERENCE	The significant difference that can be seen from this study is that the researcher focuses on many international students who do not only come from Indonesia, but also from many countries. This study also using a different research method, and that is quantitative.

TITLE	The Perceptions of Undergraduate Students on Intercultural Communication in Universiti Sains Islam Malaysia (USIM).
RESEARCH INSTITUTION/YEAR	(Pillai, 2017)

PURPOSE	This research focused on aspects of intercultural communication, cultural barriers and the adaptation of these students in a new environment.
METHOD	Qualitative ¹¹
RESEARCH RESULT	The results show that the problems these students face are not only about food and weather, but language, academic and financial systems, and feelings of alienation and discrimination.
DIFFERENCE	This research focuses too much on the obstacles experienced by foreign students at Universiti Sains Islam Malaysia.

TITLE	⁸ An Association between International Students' Attitude and Intercultural Communication Competence
RESEARCH INSTITUTION/YEAR	(Nadeem et al., 2019)
PURPOSE	To explore the relationship between Attitude towards Other Cultures (ATOC) and Intercultural Communication Competence (ICC) of international students from Non-Western Malaysian contexts ⁸
METHOD	Quantitative
RESEARCH RESULT	The findings reveal a significant positive relationship between ATOC and ICC. International students have a favorable attitude to their competence in intercultural communication. In addition, it is evident from the findings of this study that attitudes toward other cultures are a predictor of intercultural communication competence.
DIFFERENCE	This research uses a quantitative method.

Previous research which is the reference for the author is research that has a relationship with the research that will be carried out by the author. If we look at the previous studies above, all of these studies have differences from the research that will be conducted by the researcher.

The difference that we can see is that all the previous studies listed above have a very different focus from the research that the researcher will conduct. The majority of the previous studies above focused on how foreign students communicate with Indonesians. Not only that, they also focus on the obstacles that often occur in communication phenomena that occur.

Even so, previous studies were chosen by researchers because they had points that were used as references for this research. These selected previous studies

discuss how students adapt to their new environment where the environment is a foreign country that the student is not from.

In the first previous research entitled “Patterns of Intercultural Communication (Study of Malaysian Students at UIN Raden Fatah Palembang)”, The researcher is interested in taking this study as one of the researchers' references because this study has a focus that is quite similar to this research, namely wanting to find out how foreign students adapt to an environment that is still foreign to them. In this study, it is said that the object of research is students from Malaysia who are continuing their education at UIN Raden Fatah Palembang to get their bachelor's degree. In this study, the object of research has several obstacles in communicating with local students. Although some people think that Malay and Indonesian are not too different, in fact students from Malaysia still find it difficult to be able to communicate with local students, this is also made even more difficult because local students there use local languages for daily communication. This research also focuses on the process of how these students from Malaysia can adapt and learn the communication patterns that exist in UIN Raden Fatah Palembang.

Previous research entitled “Intercultural Communication of Malaysian and Indonesian Students in the Faculty of Da'wah and Communication Universitas Islam Negeri (UIN) North Sumatra”. The researcher chose this study as a reference for this research because this study has similarities with research that will be carried out by researchers, namely ²³ in the field of intercultural communication between students from Indonesia and students from Malaysia. The uniqueness of this study is how the researcher does not only would like to know the pattern of communication made by both parties, but he also would like to know the thoughts expressed by both parties regarding the phenomena that occur. In this study, the researcher had quite the same observation results as the researcher, namely finding difficulties in communicating between Indonesian students and Malaysian students.

This is of course due to language differences owned by both parties. This was also exacerbated by the lack of interaction and socialization between these students from Indonesia and Malaysia. This study also has a theory that is quite in line with this research where researchers from this previous study used Beulah Rohrllich's theory regarding self-adjustment. This theory says that every human

being is required to adapt to the social environment and the surrounding natural environment, and this theory is quite similar to the adaptation theory of John W Bennet which will be used in this research. This study is also concerned with the effectiveness of the communication adaptation process by students from Malaysia and Indonesia, which is also a similarity in this research. A significant difference from this previous study with the research that will be examined is that this previous research focused more on the perspectives of both parties and did not focus too much on the cultural adaptation that Malaysian students went through while in Indonesia, which context will be discussed in this research. Subsequent differences were also found from different research objects, where this previous study focused more on Malaysian students residing in Indonesia, while this research focused on Indonesian students residing in Malaysia.

In the third previous study, the researcher found an interesting similarity, where this previous study also discussed culture which is a problem that makes it difficult for students to adapt. This research also makes students from Malaysia as research objects, the same as previous study. This previous study also discussed students who came from 3 main races in Malaysia, such as Chinese Race, Malay Race, and Indian Race, where this research also discussed this matter. Not only that, this previous study also discussed the characteristics possessed by Malaysian students when they lived and studied in Indonesia, while this research also discussed the same thing from an exchanged perspective, namely the characteristics of Indonesian students when they studied and lives in Malaysia, precisely at Universiti Sains Malaysia. Significant differences can also be seen from this study where the situation described in this previous study is quite different. This is because this study focuses on Malaysian students who come to Indonesia, while the research focuses on Indonesian students who come to Malaysia, therefore their views on communication and culture will also be quite different.

Then there is the fourth previous study, entitled "Patterns of Cross-Cultural Communication of Foreign Students with Local Students at Hasanuddin University". The author chose this research as a reference because this research has the same focus, namely examining foreign students in adapting to culture and communication in a new environment. This previous study stated that students from

Malaysia who came to Hasanuddin University could speak a little Indonesian, which also happened to Indonesian students who were in Malaysia, this was due to the language similarities between Indonesia and Malaysia.

This previous research also explains how foreign students experience a state of transition in terms of culture which makes them adapt to a new environment. Not only in terms of culture, this previous study also discussed the communication perspective of foreign students in adapting to existing communication at Hasanuddin University. This was also experienced by informants who continued their studies at Universiti Sains Malaysia where they also had to adapt to the culture and communication at their university. The difference that appears in this previous study with the research that will be examined is that this previous study used a different sample, namely using students from countries other than Malaysia as well as being the research sample. Meanwhile, the research that will be examined does not originate from the perspective of foreign students, but from the Indonesian students themselves, and the research that will be examined does not use samples of foreign students other than Malaysian students.

In subsequent previous study, researchers have reasons why this previous study was chosen as a reference for this research. The main reason the authors chose this previous study is because this previous study has a place and formulation of the problem that is relevant enough for the continuation of the research that the author will examine. The place of implementation of this previous research is in the State of Malaysia and one of the universities in Malaysia called Universiti Pendidikan Sultan Idris. This of course has similarities with the research that will be examined by the author who has a background in Universiti Sains Malaysia. This previous study also focused on communication between the two parties, namely Indonesian students from Bina Darma University Palembang and local students from Sultan Idris Education University, Malaysia.

This study also focuses on how these Indonesian students can adapt to the communication patterns of local students so that there is good interaction between the two parties and it is hoped that they will understand each other in communicating. However, this previous research also has differences, namely focusing on the opinions of two parties, between students from Indonesia and also

local students from Malaysia. While the research that will be examined will only focus on the side of Indonesian students who are continuing their studies in Malaysia, to be precise at Universiti Sains Malaysia.

Furthermore, there is previous research entitled "Intercultural Communication Competence and Intercultural Adjustment Problems of International Students in Indonesia and Japan: A Sequential Explanatory Study" which makes this the sixth previous research. This previous research has similarities with the research that the author will examine in terms of intercultural communication and adaptation to new environments or cultures. In this previous study, it was explained how students from Indonesia would try to make adjustments in terms of communication and culture from other countries.

This is of particular interest to the author in making this previous research a reference because this research is quite focused on how Indonesian students adapt to the influence of other countries. However, what distinguishes between this previous research and the research that will be examined is the different research methods, in which this previous research uses 2 research methods such as qualitative and quantitative. While the research that will be examined by the author only uses qualitative. In addition, this previous research did not only examine Indonesian students, but also focused on students from Japan.

This seventh previous research is actually not very similar to the research that the author will examine, this is because this previous research only focused on staff at Universiti Malaysia Terengganu who came from different ethnicities in Malaysia and did not focus on Indonesian students. However, the authors chose this previous research as a reference because this previous research can be a good reference to provide additional information about ethnicities in Malaysia and can be used as material for discussion in the research that will be studied. In terms of differences, not only from different research objects, but also different research methods. This previous study chose 2 research methods, namely qualitative and quantitative, while this research will only use qualitative methods.

In the eighth previous study, the authors chose this previous study because this previous research focused on the adaptation process of international students at Universiti Utara Malaysia. The adaptation process described in this previous study

will be used as a reference by the author for research needs that will be examined by the author. This previous research focused on the process of adapting international students to the culture and communication that exists at Universiti Utara Malaysia, which is also the focus of research that will be examined. However, a significant difference is also seen where this previous research focused too much on students from many countries and not only from Indonesia. In terms of the method chosen, it is also different, in which this previous study used a quantitative method, while the author's research will be carried out using a qualitative method.

The reason for choosing this ninth previous study is because this research focuses on international students who are trying to adapt to the culture and communication patterns that exist at Universiti Sains Islam Malaysia. This previous research has focused quite heavily on aspects of the adaptation of students from outside Malaysia to the culture and language in Malaysia. This previous research provides enough references for the author's research such as the difficulties international students have in adapting to the culture, communication, and finances they have to face in Malaysia. The difference found in this previous research is that this research focuses on many international students and not just Indonesia.

Furthermore, there is previous research with the title "An Association between International Students' Attitude and Intercultural Communication Competence". This previous research has similarities with the research that will be examined by the author, where this previous research focuses on the attitude of international students towards intercultural communication. The author makes this part of the research which will be correlated with how the informants who will be appointed deal with language differences with local students at Universiti Sains Malaysia. The difference that appears in this previous study is in the research method section, namely the quantitative method.

Besides that, this research will be a differentiator from all the previous studies above. This research will focus on how the Indonesian students adapting to the Malaysian culture and communication who is currently studying in Malaysia towards students in Malaysia, more specifically this research will take place at Universiti Sains Malaysia. It is hoped that this research will be a differentiator as

well as a breath of fresh air for readers to add insight into the communication patterns of Indonesian students in Malaysia.

2.2 Research Concept

2.2.1 Interpersonal Communication

Interpersonal communication is often also referred to as interpersonal communication. This communication is communication between individuals by exchanging information or ideas with other individuals. In other words, interpersonal communication is one of communication in which each individual communicates ideas, feelings, emotions, and other information to other individuals. Here are some definitions of interpersonal communication according to experts:

1. **G.R Miller dan M. Steinberg (1975):** Interpersonal communication can be seen as communication that occurs in an interpersonal relationship.
2. **Judy C. Pearson, (2011):** Interpersonal communication as a process that uses messages to achieve the same meaning between, at least, between two people in a situation that allows for equal opportunities for speakers and listeners.
3. **Joseph A. DeVito (2013):** Interpersonal communication is verbal and nonverbal interaction between two (or sometimes more than two) people who are mutually dependent on one another.
4. **Ronald B. Adler (2009):** Interpersonal communication is all communication between two people or contextually interpersonal communication (Ambar, 2017).

2.2.2 Intercultural Communication

In intercultural communication, someone who communicates or interacts using their own culture with other people doing the same thing has its own culture. Culture and

communication are an inseparable unit. Charley H. Dood said that intercultural communication emphasizes the existence of cultural differences and different cultural backgrounds, that problem can affect the communication behaviour of the participants in the communication itself (Azhar, 2023).

Stewart L. Tubis said that intercultural communication is communication between people of different cultures. In addition, according to intercultural communication as Human Flow Across National Boundaries, which means a group of people crossing across cultures. In other words, this intercultural communication will occur when there is communication between people who have different cultures in order to achieve the same communication. As for some of the functions of this intercultural communication, namely:

1. **Declare Social Identity:** With intercultural communication, the individual can show his own social identity.
2. **Declare Social Integration:** Intercultural communication can unite between individuals in these interactions.
3. **Increase Knowledge:** Intercultural communication can also provide insights that have never even been known before.
4. **Interaction Relations:** Intercultural communication can also create complementary and harmonious relationships (Heru, 2017).

2.2.3 Group Communication

Group communication can be interpreted as a communication process that occurs in a group, both small and large, and in it there are roles such as communicators and communicants.

Group communication is communication that occurs between communicators with several people totalling two or more

people. The effectiveness of this group communication is based on how big and how many members participate in the group. If the number of individuals included in a group has a large number, then it is called a large group. Vice versa, if it is filled with a small number of individuals, it is referred to as a small group (Yanuarti, 2023).

As for the objectives of this group communication, namely:

- A. Develop a variety of self-potential and individual skills.
- B. Become a place to establish social relations with other individuals.
- C. As one of the suggestions for channeling ideas, thoughts, and ideas that are owned.
- D. Used as a place to enhance teamwork.

2.2.4 Communication Patterns

Communication pattern is a picture or pattern of relationship between two or more people in the process of sending and receiving with the appropriate method so that the message can be understood by the other person. According to Santi and Ferry (2015), a communication pattern is a simple description of the communication process that shows the relationship between one communication component and another. According to Effendi (2008), in general, communication patterns are divided into 4 types:

1. Primary Communication Patterns

The pattern of primary communication is a process of conveying thoughts by communicating to the communicant by using a symbol as a medium or channel. This pattern is divided into two symbols, namely verbal and nonverbal symbols. Verbal symbols are symbols that are often used in language or communication, because language is able to

express the thoughts of the communicator. While nonverbal symbols are ways of communicating that are used in addition to language. This can be in the form of gestures with limbs, besides that images can also be a symbol of nonverbal communication. This makes both processes an effective pattern of communication.

2. Secondary Communication Patterns

Delivery of messages by the communicator to the communicant by using a tool as a medium is an understanding of the pattern of secondary communication. Usually communicators use this medium for distant or numerous communication goals.

3. Linear Communication Patterns

Linear means straight, which is a journey from one point to another in a straight line. This is also interpreted as the delivery of messages by the communicator to the communicant as the terminal point. In this process, it usually occurs with a face-to-face roof carat, but media can also be used.

4. Circular Communication Patterns

What is meant by conveying messages with a circular communication pattern is that messages are conveyed continuously between the communicator and the communicant. This is due to the emergence of feedback or reciprocity which is the main determinant of the success of communication (Riadi, 2023).

2.2.5 Adaptation Theory

The theory that will be used in this research is the adaptation theory put forward by John William Bennett. John W Bennett said that this theory was born due to the basic assumption that humans must adapt to be able to develop evolutionarily by adjusting to their environment socially, culturally and biologically. He also stated that if this theory is related to international views, adaptation will be very much needed for immigrant residents. As we know, the culture of each country is very different from the culture that we already know in our country, therefore if we visit other country, it is important if we try to adapt to the culture of our destination country. Adaptation will not eliminate the identity of an existing culture, but as a means that can influence the beliefs and attitudes of immigrants (Putri, 2022).

In this way, immigrants do not need to lose their main culture to be able to live in a new environment. Adaptation is also considered as something that is very crucial to be able to carry out intercultural communication for an individual. John W Bennett believes that every individual who goes through an adaptation process tends to experience a phase where they will look for the future they would like to have than before. Adaptation itself is thinking about the future to adapt to new things (Putri, 2022).

For this research, adaptation will be guided by the culture and communication that exist at Universiti Sains Malaysia. This adaptation theory will be implemented in this research by finding out the adaptation process carried out by the informants to be able to adjust to culture and communication at Universiti Sains Malaysia. It is also hoped that this theory can become a reference for carrying out this research in knowing the adaptation process of Indonesian students in Malaysia, which is precisely at Universiti Sains Malaysia.

2.3 Research Concept

**THE ADAPTATION OF
INDONESIAN STUDENTS IN
MALAYSIA (A Phenomenological
Study of Indonesian Students at
Universiti Sains Malaysia)**



RESEARCH FOCUS:

1. What is the experience of Indonesian students who have communicate with Malaysian students at Universiti Sains Malaysia?
2. What is the adaptation process for Indonesian students who are continuing their studies at the University of Sciences Malaysia?



RESEARCH QUESTION:

1. What are the experiences of Indonesian students who have communicated with Malaysian students at Universiti Sains Malaysia?
2. How is the communication pattern of Indonesian students who are continuing their studies at Universiti Sains Malaysia when communicating with students from Universiti Sains Malaysia?

Research methods:

Qualitative method with Phenomenological approach



Research Theory:

Adaptation Theory



RESEARCH RESULT:

1. To find out the experiences of Indonesian students who communicate at Universiti Sains Malaysia.
2. To find out the adaptation process used by Indonesian students at Universiti Sains Malaysia.

CHAPTER III

RESEARCH METHOD

3.1 Research methodology

In this research, the researcher used a qualitative descriptive research methodology, in which this descriptive qualitative is defined as the type, design, design, research that is commonly used to examine natural objects or can be said to be in real situations and not mixed up like experiments. Descriptive itself can be interpreted as research results that are presented openly based on research that has been carried out by the researcher. According to Sugiyono in (Thabroni, 2022) said that the qualitative research method is a research method based on the philosophy of postpositivism which is used to examine objects with real and unchanging conditions in which the researcher becomes the key instrument. Creswell in (Thabroni, 2022) said that the qualitative research method is a process to understand something in order to obtain data, information, texts of the views of respondents who use various methodologies in a problem or social phenomenon.

In carrying out the research, researchers used the phenomenological method. Phenomenology itself is a qualitative research method that is commonly used to see a phenomenon experienced by a person or group of individuals in their lives (Abdillah, 2022). The term phenomenology was first discovered by a German philosopher named Edmund Husserl. This term originates from the Greek word "*phainomenon*" which means a symptom or manifests itself, then Johann Heinrich Lambert introduced the term phenomenology in German, namely *phanomenologia* (Ambar, 2017).

In this research, the researcher chose the phenomenology that was formulated by Edmund Husserl because it was considered consistent with this research. The phenomenology formulated by Edmund Husserl is more focused on one's consciousness from the first-person point of view. Even though it focuses on the first-person view, this phenomenology formulated by Husserl also has the concept of meaning, which is an important content of human consciousness. According to him, people's experiences may be

the same, but the meaning resulting from each experience will be different. Edmund Husserl also said that intuitive experience of phenomena is a starting point for constructing meaning from one's experience (Rahmawati, 2022). Therefore, researchers took phenomenology from Edmund Husserl because researchers would examine the experiences experienced by informants who had the same experience, namely having continued their studies in Malaysia. However, researchers would like to focus more on the meaning stored behind these experiences for research.

This research also uses in-depth interviews to collect data. The in-depth interview itself is a face-to-face interview process to collect the information needed by the researcher without regard to the guidelines in the interview (RUN iProbe, 2022). According to Esterberg in (Noor Wahyuni, 2014), in depth interview or interview is a meeting between two people to exchange information through a question and answer process to get meaning in a particular topic. With this statement, it can be said that the nature of the questions to be asked are open-ended, but the interviews will still be conducted in accordance with the initial objectives set by the researcher (RUN iProbe, 2022). In this research, researchers will conduct face-to-face in-depth interviews with informants using online intermediary media, such as Zoom, Google Meet, WhatsApp, or Webex.

In this research, researchers used a type of hermeneutic phenomenology. Hermeneutic phenomenology is the study of the interpretive structure of one's own experience and that of others (Ambar, 2017). The researcher chose this type of phenomenology because the aim of the research was to find out the experiences of Indonesian students who are continuing their studies in Malaysia as well as their communication patterns with students in Malaysia there.

Researchers also use the constructivism paradigm in conducting research. The constructivist paradigm views social science as looking at social science through direct observation of social situations in everyday life (Chavia Fadhilah, 2022). Bogdan & Biklen explain that a paradigm is a collection of a number of assumptions, concepts, or propositions that relate

logically to ways of thinking and research, while Harmon states that a paradigm is a fundamental way of perceiving, thinking, judging, and doing related to something in particular about reality (Chavia Fadhillah, 2022).

3.2 Data Collecting Method

Success in data collection is the ability possessed by researchers when observing situations that serve as the focus of research. In collecting data, researchers will use two sources of data, namely primary and secondary data.

Primary data is the main data used in research. In this research, primary data will be obtained through data that was successfully obtained from interviews and observations. In this stage, the researcher will make several questions according to the theme under the research, then these questions will be used in the interview process with the informants. In processing interview data, researchers will use the in-depth interview method. This method is carried out by researchers to find out deeper and more accurate data from sources.

For secondary data, researchers will obtain this data through the results of a literature review that originates from previous study. The results of this study can be in the form of journals, theses, books, or other studies that can support research.

3.3 Data Sourcing

The informants selected in this research were informants who had direct experience with research problems, and can provide true and accurate information. These informants have characteristics that are in accordance with the research objectives. This informant is expected to assist researchers in conducting research by providing the information needed to complete the research.

The informants selected in this research were Indonesian students who had continued their studies in Malaysia and carried out intercultural

communication with students from Malaysia, more precisely at Universiti Sains Malaysia. There were five informants who came from different regions and cultures in Indonesia, where these informants would become interesting sources for researchers to obtain data. In carrying out the research process, researchers can use three to four individuals, with a maximum of 15 people (Febri, 2022).

Table 3.1 Informant List

Informant List					
NO	Informant Initials	Gender	Age	Educational level	Origin
1	AM	Male	21	Undergraduate	Medan
2	RH	Male	21	Undergraduate	Medan
3	DA	Male	20	Undergraduate	Aceh
4	FA	Male	20	Undergraduate	Lampung
5	RP	Male	21	Undergraduate	Tangerang

3.4 Data Analysis Method

Miles and Huberman say that qualitative data processing techniques can be carried out through three stages, namely:

1. Data reduction

The data that will be obtained will certainly be very varied and many in number. Therefore, at this stage we have to sort out the existing data, starting from data that is not important, less important, and very important. With this process, we must sort the data carefully so researcher will gets only important data and discards data that is not needed.

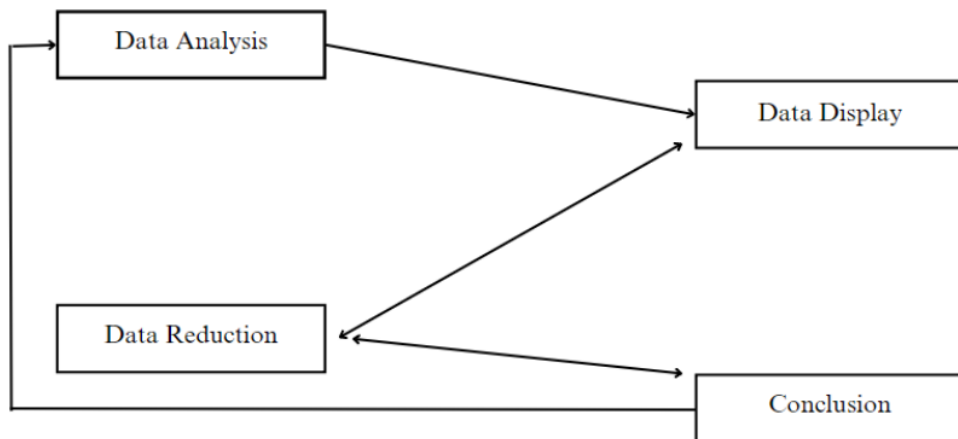
2. Data Presentation

After carrying out the process of reducing the data, then the researcher will then carry out the data presentation stage. Presentation of this data can be done in a neat format by presenting it using graphs, charts, tables, and the like. By presenting this data,

it will be easier for researchers to find visible patterns to get optimal results.

3. Conclusion

The final step to be taken by the researcher is to draw conclusions. From the data that has been collected, from the data that has been presented, researchers can draw conclusions and verify. The initial conclusions written are still temporary, and will change if other strong evidence is found that can support the next stage of data collection. However, if the data that has been collected by researchers has been proven valid, then the conclusions that have been made can be said to be credible conclusions. (Thabroni, 2021)



(Source : Ayuningtas, 2023)

3.5 Data Validity Techniques

In carrying out data validation techniques in this research, researchers will use data triangulation methods. Data triangulation itself is crossing data from sources that we have obtained. The idea of triangulation itself is to approach the object of research from many perspectives so that the data that can be obtained can be more valid and better. Seeing a phenomenon from various existing points of view can make the data we

obtain more valid and more valuable, because triangulation is a technique for checking the validity of the data by using other variables in the results of interviews with informants (Harys, 2020).

The following are the types of triangulation according to Sugiyono in (Harys, 2020) :

1. Source Triangulation

This triangulation was carried out to test the validity of the data by examining data that had been obtained from various sources.

2. Engineering Triangulation

This triangulation is carried out to test the validity of the data carried out by the method to the same source with different or varied techniques.

3. Time Triangulation

This triangulation will make researchers consider the time of data collection. This is because the time of data collection is very important for the researcher to think about. Researchers must find the best time for researchers and informants to conduct interviews in order to create good answers.

In this research, researchers will use different informants with the aim of seeing the many perspectives that will be shown by the informants. This is also what researchers do with the hope that the data obtained by researchers can become valid data. Data triangulation will be used or carried out if there is doubt in the data obtained from the informant.

The researcher chose source triangulation to carry out this research, in which this research will use informants related to the research theme. The results of the interviews with the informants will be analyzed to get the best results from the sources determined by the researchers.

3.6 Time and Location of Research

The research will be carried out for one semester in 2023. This research will be carried out from March to July 2023. This research will also be carried out online to make it easier for researchers with informants who

are quite far from the research location. In order to facilitate research, this research will use social media intermediaries such as Google Meet, Zoom, Webex, WhatsApp, and other social media that are considered to be used for the continuation of research. However, it is possible that this research process will be carried out face-to-face.

The research location is at the Universiti Sains Malaysia, Pulau Pinang, Malaysia. Researchers chose this location for the reason that according to data from the Unesco Institute of Statistics, the number of students continuing their education in Malaysia is 8,440 in 2022 (Unesco Institute for Statistic, 2022). The researcher chose Universiti Sains Malaysia because the researcher had studied there for a period of 1 semester, and the researcher already had experience in communicating with Malaysian students at Universiti Sains Malaysia. And from that experience, researcher also have a few Indonesian friends which they will be the researcher informant. At Universiti Sains Malaysia itself there are 107 active students from Indonesia (PPI USM, 2023), and researchers would like to examine the communication patterns of other Indonesian students with Malaysian students at Universiti Sains Malaysia.

The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)

Table 3.2 Thesis Timeline

NO	Stages of Research Activities	Months							
		1	2	3	4	5	6	7	8
1	Preparation of Activity Proposals	■	■	■					
2	Proposal Examination				■				
3	Proposal Revision				■				
4	Informant Interview					■			
5	Data Analysis					■	■		
6	Research Results Writing							■	
7	Thesis examination								■

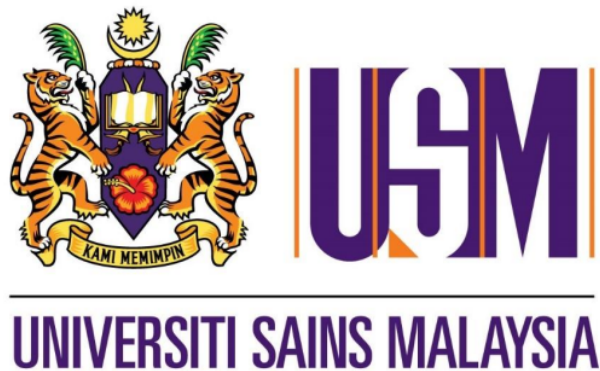
(Source: Rezky, 2023)

27 CHAPTER IV

Results and Discussion

4.1 Description of Research Object

The background of this research is at Universiti Sains Malaysia, Penang Island, Malaysia. Universiti Sains Malaysia is one of the most prestigious universities in Malaysia and also Southeast Asia which has a long and extraordinary history. Universiti Sains Malaysia itself was established on June 1, 1969 which makes Universiti Sains Malaysia one of the oldest universities in northern Malaysia. Universiti Sains Malaysia has 3 campuses which are on Penang Island as the main campus, a health campus located in Kelantan, and finally there is an engineering campus in Nibong Tebal, Penang. Universiti Sains Malaysia is one of the best campuses in Malaysia for a reason, namely because this campus is endowed with the APEX (Accelerated Program for Excellence) program, which only exists at Universiti Sains Malaysia and is the only one in Malaysia. This program is what attracts the interest of international students who come from outside Malaysia to continue their studies in Malaysia, for example, like the informants who study there. Because the APEX program is a program that will help a university to have an educational program that is on par with other world-class universities (usm, 2023).



Picture 4.1 Universiti Sains Malaysia

(Source: Google, 2023)



Picture 4.2 APEX Logo

(Source: Google, 2023)

This research focuses on the phenomenon of communication that occurs between Indonesian students who are continuing their studies in Malaysia and Malaysian students there. In this research, researchers would like to know the adaptation process of Indonesian students to be able to get a suitable communication pattern for them to be able to communicate with Malaysian students there. This research also uses a phenomenological approach, in which all the experiences of these Indonesian students will be in accordance with the phenomena they experience. This research is expected to provide new insights on how Indonesian students build good communication patterns through the adaptations they go through to be able to communicate with local students at Universiti Sains Malaysia.

In this research, the informants will be interviewed by the researcher. These informants are also students from Indonesia who have at least 1 year experience in adapting and communicating with local students at Universiti Sains Malaysia. In the interview that will be conducted, the researcher will ask about the experiences of Indonesian students in adapting and communicating there.

The results of the interview process are expected to help researchers to be able to conduct this research. The expected result is the obtaining of valid and accurate data from informants regarding the purpose of this research, which is about the experience of communicating between Indonesian students and local students (Malaysian students) at Universiti Sains Malaysia.

4.2 Research Stages

In this phase, researchers will explain the research process from start to finish to obtain results that are in accordance with the research objectives to find out about the adaptation process of Indonesian students who continue their studies in Malaysia and how they communicate with local students at Universiti Sains Malaysia. At the beginning of conducting the research, the researcher selected informants and selected informants according to the research to be examined in order to obtain accurate data. In this research, researchers used interview techniques to obtain data from previously selected informants. In this research, researchers chose purposive sampling as a research method to select suitable informants for this research. Because in this research, the researcher only needed a sample or informants who had certain attributes, and that is an experience in adapting for at least 1 year at Universiti Sains Malaysia.

There were 5 selected informants who had direct experience of being Indonesian students studying at Universiti Sains Malaysia. The first informant contacted by the researcher was AM. Researchers realize that AM is a suitable person to be sampled in this research. This is because AM is a 2nd year student where he already has more than enough experience, which in this research requires informants who have at least 1 year experience in Malaysia and Universiti Sains Malaysia. The researcher started contacting AM on May 19, 2023 to ask about his willingness to become an informant in the research that the researcher would write. It didn't take long, AM immediately agreed to become an informant for this research.

After AM agreed to become an informant in this research, researchers began looking for further informants. The next informant that the researcher chose was RH, in which RH had the same experience as AM, with 2 years of experience at Universiti Sains Malaysia. Even though they have the same duration of experience, researchers are quite sure they have different experiences in adapting to the culture and communication that exist at Universiti Sains Malaysia. Researchers started contacting RH at the same time as researchers contacting AM, namely on May 19, 2023 and in the end RH agreed 2 days later after considering it.

After getting 2 informants with 2 years of experience, the researcher thought of looking for 2 more potential informants who had 1 year of experience at Universiti Sains Malaysia. The third informant contacted by the researcher was DA. The researcher started contacting DA on 24 May 2023 to ask about his willingness to become an informant. Not long after the researcher contacted DA, DA immediately agreed to become an informant in this research and was willing to answer all questions that would be asked. DA himself is a student who has just had 1 year of experience at Universiti Sains Malaysia which makes DA suitable as the next informant.

After successfully securing DA as an informant, the researchers then tried to contact the next potential informant, FA. Researchers contacted FA on the same day as researchers contacted DA and it didn't take long to get FA's willingness to become informants in this research. FA also has the same duration of experience as DA, but researchers believe that the two informants will produce different and varied answers to the results of this research.

After getting 2 informants who have 2 years of experience and 2 informants who have 1 year of experience, the researcher thinks of contacting 1 more informant who has a different duration of experience, since the target informants that must be obtained for this research are as many as 5 people. In the end the researcher tried to contact one of the informants who had 3 years of experience at Universiti Sains Malaysia, namely RP. The researcher tried to contact RP on May 24 2023 to get RP's willingness to become an informant in this research. It didn't take long to confirm, RP was ready to take the time to become an informant in this research.

In the end the researcher was able to meet the target informants needed for this research as many as 5 people. Researchers chose the informants based on the duration of their experience living at Universiti Sains Malaysia, in which from this point of view the researchers also tried to get varied answers from the informants. Therefore, the researcher chose 5 informants who had different experience durations in order to get varied answers from different views.

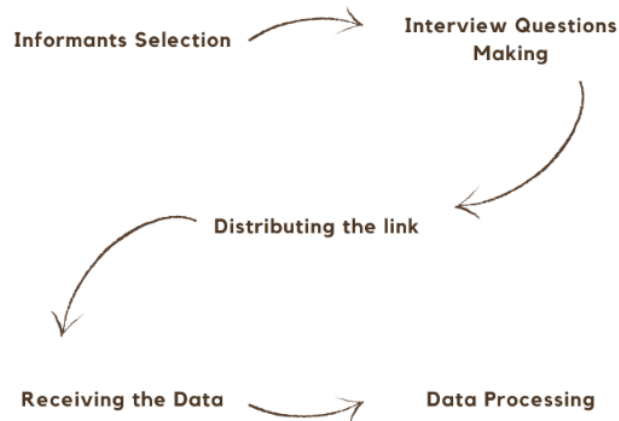
The interviews in this research were not conducted face to face due to the lack of time adjustments between researchers and informants. This is because

the informants are preparing for their Final Semester Examinations. Therefore, the researchers took the initiative to conduct interviews via the Google Form where informants could fill out interview questions during their spare time. Before distributing the Google Form link, the researcher asked the informants for permission beforehand for their availability to participate in filling out the interview questions that would be given to them.

The strongest reason for researchers using Google Forms compared to face-to-face interviews is a matter of time. Finding the right time to conduct an online interview via the Zoom or Google Meet application is not easy because the informants are preparing for the Final Semester Examinations. The next reason is also due to time efficiency which is also a solution to the first problem, where the Google Form can be filled in anytime and anywhere. This can make it easier for informants to fill out interview questions anytime, anywhere.

On June 9, 2023, the distribution of Google Form links was carried out by researchers. The interview questions in the Google Form include the reasons why choosing Universiti Sains Malaysia and the process of adapting the informants to the culture and communication that exists in Malaysia and Universiti Sains Malaysia.

Filling in the Google Form was carried out for 3 days by informants according to their free time to fill in existing research questions. The results or answers to the interview will be directly processed by the researcher using data processing software called NVIVO 12. Based on the results of the data obtained, there were many variations of the answers from the informants regarding the experiences of Indonesian students studying at Universiti Sains Malaysia from the way they adapted and communicated.



Source: Researcher's Research Stage (2023)

4.3 Characteristics of Informants

In this research, researchers have selected 5 main informants. These informants were selected based on their experience in adapting and communicating with local students. These informants were also selected based on the duration of their stay at Universiti Sains Malaysia with a minimum duration of 1 year. The selected informants have different cultural backgrounds and ways of communicating, which means that their perspective on things is very different. Not only cultural and communication backgrounds, some of them also entered in different years, some still have experience of approximately 1 year to 3 years. With the difference in the duration of education, of course the experiences they experience must have

significant differences, especially in terms of cultural adaptation and ways of communicating.

The first informant that the researcher asked for permission to interview was AM. AM or whose real name is Ariz Muflih Muttaqi is a student from Medan City, North Sumatra. AM has been studying at Universiti Sains Malaysia for about 2 years and is from the School of Computer Sciences. AM or who likes to be called Ariz is one of the researchers' close friends while on Penang Island to study at Universiti Sains Malaysia. AM is known as a student who is quite active among himself, this is evidenced by his serving in large organizations such as PPI (Persatuan Pelajar Indonesia) at Universiti Sains Malaysia. It should be noted that the Indonesian Student Association in Malaysia is not like in other countries, where they usually form this Indonesian Student Association based on the city where they live or the country they live in. However, AM said that the Indonesian Student Association in Malaysia was also formed according to the university where they studied. This is because many students from Indonesia have landed in Malaysia to continue their education (Ariz Muflih, 2022).

The second informant that the researcher contacted to conduct interviews was DA. DA has the real name Muhammad Daffa Athaya, or who is often called Daffa. DA is an Indonesian student who comes from Aceh. DA is currently a freshman studying at Universiti Sains Malaysia for 1 year and he comes from the School of Management at Universiti Sains Malaysia. DA himself is also quite familiar with several exchange students from Indonesia, one of them is with researcher, where we like to do a lot of activities together. DA is known as a good person, likes to mingle, and is also active in his circle. Just like AM, DA is also a member of the Indonesian Student Association, Universiti Sains Malaysia, whose job is to become the administrative secretary.

The next informant is RH who is also a close friend of AM. This third informant has very interesting characteristics, because he is seen as a good person, hard worker, likes to socialize, and the most unique thing is that he likes to make funny jokes with his friends. RH has the real name Rizki Helmi

and is often called Rizki or iki. He has been studying at Universiti Sains Malaysia for 2 years and has the same major as AM, and of course they come from the same school, namely the School of Computer Sciences. RH also comes from the same city as AM, namely Medan City, which is also one of the factors why AM and RH are close friends. RH is also one of the close friends of researchers, where RH often helps researchers when researchers are experiencing difficulties with campus and personal matters.

The fourth informant that the researchers interviewed was FA. FA has a real name of Muhammad Fawwaz Rasyad or who is fondly called by the name Fasya. FA is an Indonesian student who comes from Bandar Lampung, Lampung. FA comes from the same school as RH and AM, namely the School of Computer Sciences because he really likes everything about computers and would like to explore it. FA is currently a student who has just completed 1 year of education, the same as DA. FA is also one of the researchers' close friends while at Universiti Sains Malaysia and has quite similar characteristics to DA. FA and DA are also close friends who like to do many activities together, including researchers. FA is currently also affiliated with the Indonesian Student Association, Universiti Sains Malaysia as a Treasurer.

The fifth and last informant is RP. RP's real name is Ridhan Prasetyo, and he is from Tangerang City. RP is the most senior student among the other informants, this is because he has studied at Universiti Sains Malaysia for 3 years and is a member of the School of HBP (Housing, Building, and Planning). This RP is also known as a student who is active in association and in organizations. He has served as Chair of the Indonesian Student Union at Universiti Sains Malaysia for the 2022/2023 period, after which for the time being he was appointed Deputy Chairperson 1 of the Malaysian Indonesian Student Association for the current period.

The five informants that have been mentioned are friends of the researcher who have agreed with the interview activities that the researcher will conduct with them for the sake of continuity of the research and for the needs of the researcher to complete this research. It is hoped that by selecting

these informants, varied answers will be born and can support the success of this research.

In addition to the 5 informants who will conduct interviews with researchers, the researcher also adds 1 more informant as a key informant who already has experience studying at Universiti Sains Malaysia, and this key informant has the initials DB. DB's real name is Della Bagusnur who has a Master Degree at Universiti Sains Malaysia.

Table 4.1 Informant List

Informant List					
NO	Informant Initials	Gender	Age	Educational level	Origin
1	AM	Male	21	Undergraduate	Medan
2	RH	Male	21	Undergraduate	Medan
3	DA	Male	20	Undergraduate	Aceh
4	FA	Male	20	Undergraduate	Lampung
5	RP	Male	21	Undergraduate	Tangerang

4.4 Research Discussion

4.4.1 Background of Indonesian Students Studying in Malaysia

Education is something that is very important for most people in the world. Many people are willing to travel long distances to study at their dream university, where in general the universities chosen are top universities in the world.

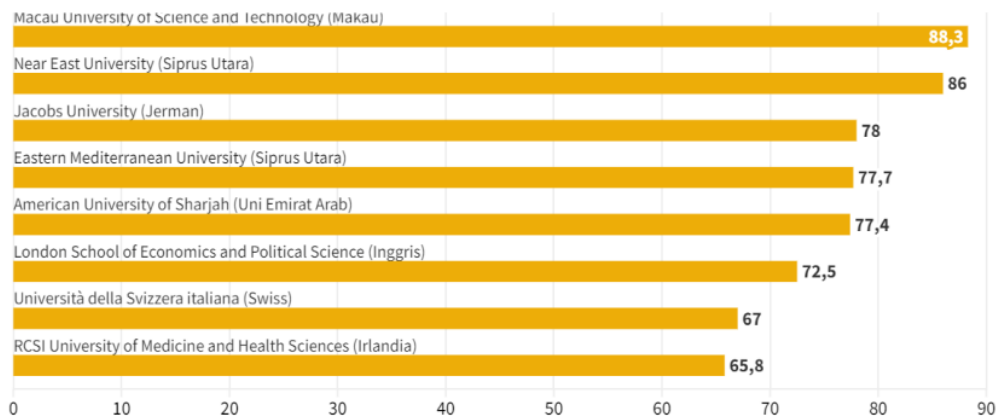
Many people in the world dream of being able to enter top universities in the world, some even consider this a necessity. Many people set standards for themselves to get into top world universities or top universities in their country. In 2023, 1799 of the world's top universities in 104 countries are registered (Times Higher Education, 2023). Judging from the top list, we can guess that the world's top universities mostly come from countries such as England, the United States, and several other western countries.

These high rankings were achieved by these universities thanks to their students who succeeded in bringing the university where they studied to be the best in the world. Of course, these results can be realized not only thanks to the local students who are there, but international students who are at the university also contribute to raising the degree of the university where they studied at. We can take Oxford University as an example, which is proven in 2023 to occupy the number 1 position in the world as the best university according to Times Higher Education (Times Higher Education, 2023). In 2023 there will be 42% of the entire student population at Oxford University (Times Higher Education, 2023). This proves that the university opens wide opportunities for students from abroad to study in their country, especially at Oxford University. This percentage also proves that international students can play a big role in the ranking of a university.

Continuing study abroad itself is also a common phenomenon, where many students from various countries go to other countries to continue their studies. There are many ways to get the opportunity to study abroad. Most international students try their best to be able to get scholarships held by their country or the university they are going to. These international students have their own reasons why they would like to get scholarships, one of which is to support their lives in the destination country, in which in most cases they want scholarships to get financial assistance. Continuing study abroad costs more than studying in our own country. This can happen because the exchange rates of each country are different, where if we are in a country that has a weak exchange rate and their destination university is in a country with a higher exchange rate, the tuition fees that must be paid can be more expensive than expected. This can also be exacerbated by the cost of international standard classes which are more expensive than regular classes. Therefore, scholarships play a big role in cases like this, so that these scholarships can help students to continue their studies comfortably. Not only through scholarships, but even students who have enough money can easily support themselves to live in the destination country and pay tuition fees. Not only from a financial perspective, they also have to be able

to meet the requirements set by the university they would like to go to get accepted at the university as an international student.

As time goes by, many prospective students would like to study abroad and would like to become international students at their destination university. Which is where this encourages many universities in the world to open themselves to many prospective international students. Reporting from Times Higher Education, Macau University of Science and Technology ranks first in 2022 as a university with the most international students in the world with an international student population of 88.3% of the entire student population, followed by Near East University with a total student population international as much as 86% of the entire student population studying there (Times Higher Education, 2022).



Picture 4.3 Universities with most international students

(Source: Times Higher Education, 2022)

The data above proves that the opportunity to become an international student at a foreign university is very wide. The data above also illustrates how many international students are accepted by a university and opens their doors wide to accept international students from all parts of the world.

Opportunities like this, of course, will not be missed by students from Indonesia. As explained in the background of this research, there are many students from Indonesia who choose to study abroad. This is because the general public thinks that continuing their education abroad is a better choice than having to study in Indonesia.

This also makes many Indonesian people think about sending their children to study in other countries. Quoted from (Unesco Institute for Statistic, 2022) it is recorded that in 2022 there's around 53,604 Indonesians studying abroad. Here are the data:

1. Australia	: 13.880 people
2. Malaysia	: 8.440 people
3. United States	: 7.984 people
4. Japan	: 4.722 people
5. United Kingdom	: 3.087 people
6. Germany	: 2.460 people
7. Saudi Arabia	: 1.551 people
8. Netherlands	: 1.373 people
9. Turkey	: 1.218 people
10. Canada	: 1.101 people
11. South Korea	: 1.087 people
12. France	: 840 people
13. New Zealand	: 765 people
14. Hong Kong	: 669 people
15. Thailand	: 410 people
16. India	: 238 people
17. Italy	: 176 people
18. Sweden	: 175 people
19. Jordan	: 168 people
20. Hungary	: 108 people

From the data taken from the UNESCO Institute for Statistics, we can see that the interest of the Indonesian people to study abroad is very large. In 2022, there were 53,604 students from Indonesia spread all over the

world to study at world-renowned universities. This is of course influenced by the quality possessed by universities in Indonesia which people think are still not good. The best university in Indonesia at the moment is the University of Indonesia which is ranked 583 in the world and is still far away in quality compared to universities in neighbouring countries such as Singapore and Malaysia (Webometrics, 2023).

According to the results of the researchers' observations, Singapore, Thailand and Malaysia are favorite destinations for students from Indonesia to continue their studies. This is also reinforced by the data above which states that Malaysia and Thailand are the favorite educational destinations for Indonesian students. This is also influenced by the quality of education in these three countries, where they have a higher quality of education than Indonesia. However, as we need to know, many Indonesian students have to choose the university they want carefully. Because factors such as distance, culture, language, and finances can be a barrier which they must consider first. Based on the observations of researchers while still at Universiti Sains Malaysia, many students from Indonesia did not choose Singapore and Thailand for their own personal reasons.

The reason they did not choose Singapore was due to the very high cost of living they had to face if they studied in Singapore. Even though airplane ticket prices are still relatively affordable, they feel that they are unable to face the high cost of living in Singapore.

Then the next reason they didn't choose Thailand was because the language and culture were too different from Indonesia. As we know, Thailand has their own language which is very different from Indonesia. These Indonesian students can still understand the language in Singapore because many of them can speak Indonesian and English, as well as Malaysia. But they feel that they will have a very difficult time with the culture and language that exists in Thailand. This was also reinforced by the experience of one of the researcher's friends who had studied at Chulalongkorn University, where she felt that interacting with local students

was very difficult because most of them could not speak English. Language problems also cause local students at the university did not want to interact with international students because of the language barriers that they feared. Even though the cost of living there can be considered quite cheap, the farther distance from Malaysia and Singapore makes the price of plane tickets that they have to buy more expensive, this is also one of the reasons they don't choose Thailand as their education destination.

Then in the end they took the middle road where they ultimately chose Malaysia as their educational destination. They think that they can learn the culture and language in Malaysia quickly, which is where our language and culture are very similar. Then they also chose Malaysia because in terms of costs where Malaysia has a cost of living that is not too far from Indonesia and has a fee per semester that is still affordable for those who do not have scholarships. In terms of ranking, universities in Malaysia are the best at the Southeast Asian level, where in the top 10 universities in Southeast Asia, universities from Malaysia contribute at least 6 universities (QS World University Rankings, 2023).

From the data published by the UNESCO Institute for Statistics that there are as many as 8,440 Indonesian students studying in Malaysia (Unesco Institute for Statistic, 2022). It is also proven that Malaysia is one of the favourite destinations for students and prospective students from Indonesia to continue their education.

4.4.2. Reasons Why Indonesian Students Choose Universiti Sains Malaysia

Universiti Sains Malaysia is one of the best universities we can find in Southeast Asia. Reporting from QS World University Rankings, Universiti Sains Malaysia is ranked 6th best in Southeast Asia (QS World University Rankings, 2023). Apart from a good ranking, Universiti Sains Malaysia itself also has a program that is only owned by Universiti Sains Malaysia in the Malaysian region, namely the APEX program, where not just any of the best universities in the world can get this APEX program.

APEX plays an important role for Universiti Sains Malaysia to be able to attract international students to enter this university. APEX itself is a program that has a function to improve the quality of learning at the university so that it can be on par with other top world universities, in short, all learning programs at Universiti Sains Malaysia will comply with high quality international standards. Moreover, in 2023 Universiti Sains Malaysia is again the center of attention for international students, where Universiti Sains Malaysia has won the 4th world ranking in the category of the most influential universities in the world. This of course will be more attractive for any student including Indonesia to increase their interest in studying at Universiti Sains Malaysia (Times Higher Education, 2023).

Universiti Sains Malaysia has many varied schools with a total of 60 schools for undergraduate programs, so prospective students who wish to register have many choices for them to choose from. They provide health education which is housed in the Health Campus, Kelantan. Then they also provide education in the fields of science and art which are located at the Main Campus, Penang Island.



Picture 4.4 Universiti Sains Malaysia Main Campus

Source: Field Data Documentation (2022)

Finally, Universiti Sains Malaysia also provides engineering education at the Engineering Campus, Penang (usm, 2023).

Not only in terms of education, Universiti Sains Malaysia itself also has its own charm from the aspect of its area. According to the observations of researchers who once studied at Universiti Sains Malaysia for one semester, Universiti Sains Malaysia has a fairly large area and has a neat and orderly structure. Filled with old buildings that make this place very historic and has a retro look in some areas. Not only that, with an area this wide, Universiti Sains Malaysia also has many facilities ready to facilitate its students, such as a library that is open 24 hours, a swimming pool, a

sports center, lots of co-working spaces, and public transportation provided by the university.



Picture 4.5 Co-working Space in Universiti Sains Malaysia (MINDEN)

Source: Field Data Documentation (2022)

Universiti Sains Malaysia itself is also located on Penang Island which is a destination for foreign tourists for vacations, this is because Penang Island itself has an exotic area surrounded by the sea and has an attractive tropical vibe (usm, 2023).

However, of all things owned by Universiti Sains Malaysia itself, the informants selected for this research also had their own reasons. Of the 5 selected informants, the researcher will interview them about the reasons

why they chose Universiti Sains Malaysia as one of their educational destinations. This interview will be conducted via Google Form to make it easier for the informants to fill it in, this is also because the informants are preparing to take the exam and this method can help them to be interviewed comfortably without having to sacrifice their study time.

After several days of waiting, it finally appears that the informants as permanent students at Universiti Sains Malaysia have their own reasons for choosing Universiti Sains Malaysia as their educational destination. Their decision stems from several factors, such as environment, desire to go abroad, higher campus ranking, distance, cost of living, quality, and use of English. Distance is one of the reasons most often chosen by informants, where this can be a surprise to ordinary people who hear it. However, this is quite reasonable considering that three out of five informants came from Medan and Aceh, namely the informants with the initials AM, RH and DA. This was also stated directly by the informant AM:

“The distance is fairly close to my hometown, Medan (30-45 minutes by plane, and also the ticket prices are relatively cheap)” (AM, 2023)

Not only about distance, other aspects were also considered by other informants. For example, regarding the ranking disclosed by the informant with the initials FA:

“USM itself has a fairly high ranking in the world, making me more interested in studying at USM” (FA,2023)

University ranking is one of the things that Indonesian students consider the most. As the researchers discussed earlier, Universiti Sains Malaysia is one of the most well-known campuses that we can find in Southeast Asia. Of course, this shows that the quality of Universiti Sains

²⁵ Malaysia is one of the best in Southeast Asia. It is recorded that Universiti Sains Malaysia itself in 2023 is ranked the 8th best in Southeast Asia and follows by the other Malaysian ⁵³ universities such as Universiti Malaya, Universiti Teknologi Malaysia, and Universiti Putra Malaysia which are ranked above Universiti Sains Malaysia (Webometrics, 2023).

Another factor that could be found as one of the reasons the informant chose Universiti Sains Malaysia was the desire of an informant to study abroad, and this reason was put forward by the informant with the initials AM which reads:

“Because I have always wanted to study abroad”
(AM, 2023)

AM's reasons didn't end there, he also revealed that he chose Universiti Sains Malaysia to practice his English skills as soon as the informant found out that the campus uses English as their main language for international studies.

The informant with the initials FA also added that he chose Malaysia and Universiti Sains Malaysia as his education destinations due to living costs. According to the informant, the costs that must be incurred are not as expensive as living in other countries such as Singapore. FA while studying at Universiti Sains Malaysia lived in a campus dormitory, where he occupied a normal class room, so he had to pay RM 150 or approximately IDR 500,000 (Five Hundred Thousand Rupiah).



Picture 4.6 Normal Class Room

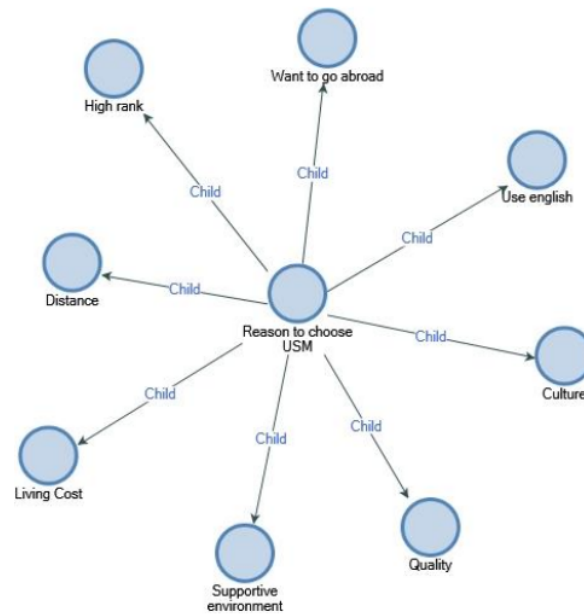
Source: Field Data Documentation (2022)

Researchers also feel that the cost of living in Malaysia is still quite affordable and not too much different from Indonesia (only slightly more expensive). The researchers themselves also live in campus dormitories provided by Universiti Sains Malaysia and occupy premium room. With this class, researchers must pay around RM 300 per month or approximately the equivalent of IDR 1,000,000 (One Million Rupiah). This is of course still very affordable, considering the facilities provided are better than the normal rooms occupied by FA.

To clarify the opinions of the informants, the researcher had several experiences which were quite similar to those of the informants who had expressed their opinions. Even though the researcher's experience was only

5 months long, the researcher quite agreed with the statement of an informant with the initials RH regarding adaptation through culture. RH said:

“Malaysia has a culture that is not much different from Indonesia, of course it is easier to adapt” (RH, 2023)



Source: Analyzed by researcher through NVIVO (2023)

From the results of observations and analysis of the researchers themselves, the statement made by RH can be said to be quite true, even though what differentiates the culture from Malaysia and Indonesia comes from the Chinese Race and Indian Race which we may rarely find in Indonesia or even only find in some certain areas only. On Penang Island itself, where the researcher and informant live, the cultural distribution of the 3 major races, such as the Malay Race, Chinese Race, and Indian Race, can be said to be quite even.

There are lots of mosques which are usually visited by the Malay race and not a few also from the Indian race who are Muslims there. Then there are also many small and large Buddhist temples scattered in several areas on Penang Island. On Penang Island itself, there is the largest Buddhist temple in Malaysia named the Kek Lok Si Temple which is located in an area called Air Itam. Kek Lok Si also reflects various cultures from the Chinese Race, and usually Kek Lok Si will be decorated with thousands of lanterns to commemorate Chinese New Year or what we often called *Imlek*.

We move to the north, there is an area called George Town. In this area there is an area called Little India which is the centre of Race Indian culture on Penang Island, Malaysia. There we can find many things about the people of the Indian Race and also their culture. In this area there are also many places of worship for adherents of Hinduism which have unique architecture decorated with statues of the gods they believe in.

The results of the researcher's observations illustrate some differences in terms of culture that we may never have found in Indonesia. However, in terms of social culture with local people there, researchers did not find many differences from what we usually find in Indonesia, therefore the reason for RH can be said to be valid.

Furthermore, RP also believes that the environment owned by Universiti Sains Malaysia is very supportive. RP said:

“Supportive environment” (RP, 2023)

A supportive environment is one of the strongest reasons why RP chose Universiti Sains Malaysia. Based on the experience of the researchers themselves, the environment at Universiti Sains Malaysia is very supportive as RP said. The local students who are there have a high enough competitive level to get the best results, which can make us excited to be able to achieve the best. However, behind this competitive competition, they are also very

informative and would like to help others so that they can succeed together in a team.

For example, researchers have experience in the Fundamental Acting class from the School of Arts Universiti Sains Malaysia. In that class, the researcher is trusted to be the main character in the drama that will be played as an assessment of the class's final assignment. The entire story is written and spoken in the Malay language and accent, which is of course an obstacle for researchers and some other international students who are unfamiliar with Malay.

No less difficult, local students also get roles which they have to master. However, as I said before, local students will continue to help the students who have difficulties to try their best to be able to master the characters they get. They would like all of their friends in the class to get the best grades by helping those who are in trouble. This is enough to prove that the environment they build has a very supportive nature, and they don't want their selfish nature to be a cause for a bad environment.

Responding to AM's previous statement, the researcher also feels that the use of English in the campus environment is very common. Researchers use English as an everyday language to communicate with local students and staff there. Researchers also admit that living in an environment where English is used as a daily language really helps us develop in deepening our language skills. Even though Malay is the main language used, local students from the Indian Race and Chinese Race choose to use their own language or use English as their daily language.

A friend of the researcher named Kubaran is a local student who has Indian blood, he says that they are more comfortable speaking English to communicate with other races. Kubaran also added that English is the second national language of Malaysia and Malay is the first. Even so, Kubaran also admits that their Malay language skills are still quite minimal for some people (Kubaran, 2022). Therefore, the researcher agrees with AM's statement that the use of English in Universiti Sains Malaysia is very good.

4.4.3 The Adaptation Process of Indonesian Students

The adaptation process of the Indonesian students is divided into 2 parts, namely adaptation to culture and communication. The adaptation process itself is a very important thing for Indonesian students there to be able to mingle or blend with the situation. These Indonesian students were faced with 2 big problems when they arrived at Universiti Sains Malaysia, namely adaptation to culture and communication. Malaysia itself has 3 main races, namely the Malay Race, Chinese Race, and Indian Race (Chepkemoi, 2020). This makes Malaysia a country inhabited by a different language and culture from every racial ethnicity that is there. This phenomenon certainly makes Malaysia a country that has diversity like Indonesia, although with a different context. At Universiti Sains Malaysia, informants must be able to adapt to the culture and language of the three major races which is certainly a challenge for them. However, informants also have their own way of being able to adapt to their culture.

From the data that the researcher has, there were 7 factors in which the informants tried to adapt to the culture at Universiti Sains Malaysia. The informant with the initials RP tries to behave like the locals in such a way:

“From the way they drive vehicles, queue up, respect the other person, and many other cultures, the conditions are surprisingly very different from those in our own country.” (RP, 2023)

This shows that RP sees the culture that exists at Universiti Sains Malaysia from a disciplinary perspective. RP admitted that the discipline at Universiti Sains Malaysia was very different from what he saw in Indonesia, he even said that the discipline was 180 degrees different from Indonesia in terms of discipline.

Not only RP, but researchers also feel the same way, especially in terms of traffic rules. Universiti Sains Malaysia is a campus that has a large area which makes them have their own traffic rules on campus. An easy example that we can see there is that wearing a helmet is something that is mandatory for motorbike riders. With such regulations in place, the local students who were there swiftly obeyed these rules by wearing helmets when they were driving. It doesn't matter if they are close or far away, every time they use a motorbike to ride on campus, they will always wear a helmet.

Not only 2-wheeled vehicles, but vehicles such as cars also have their own rules within Universiti Sains Malaysia. On several roads within the campus, there is a yellow line in the shape of a box and an "X" symbol in it. The sign has a meaning where no vehicle may stop above the sign. Signs like this are very often encountered in Indonesia, especially in big cities like Jakarta, and we often see that many drivers often stop above these signs. However, this is very different from what researchers see and observe at Universiti Sains Malaysia. Disclaimer, researchers are someone who often use motorized vehicles, both 2 and 4 wheels, therefore researchers are quite familiar with the applicable traffic rules. Returning to the topic, the results of observations from researchers say that researchers rarely see car or motorbike drivers who commit violations in the Universiti Sains Malaysia campus area.

This proves that local students at Universiti Sains Malaysia have a high level of discipline, so RPs and researchers think that most of the local students there really uphold the values of honesty and discipline.

The informant with the initials AM also revealed that he had no difficulty adapting to Malaysian culture. AM said:

“In my opinion, the culture of Malaysia and Indonesia is not much different. While I was here, I did not feel that there was such a significant difference, so I could immediately

adapt to the surrounding environment and culture.” (AM, 2023)

This answer was of course different from the other informants who answered that they still had to adapt to Malaysian culture, but AM thought that the cultures of Malaysia and Indonesia were not much different which made AM easily adapt to culture in Malaysia. This can also be influenced by AM's nature which is very easy to get along with other people. This is also incorporated in the way that AM can easily adapt to the culture that is there.

Researchers also think so based on the results of observations and experiences of researchers. People who have a character that likes to mingle and have a high curiosity tend to find it easier to get to know foreign cultures quickly. Even though in reality the culture that we find in Malaysia is not too far from Indonesia. However, of course there will be some differences that we will feel there and we need to adapt to these differences. Therefore, it requires openness to new things and high curiosity to be able to learn new cultures quickly.

RH thought that it was easier for him to adapt by increasing communication with the local students who were there. He thinks that by communicating as much as possible with local students, he can adapt and get to know the culture and language in Malaysia more easily. Another opinion was also expressed by an informant with the initials DA who said:

“Just follow what they usually do” (DA, 2023)

DA emphasized that he only followed what the local people there were doing. This is the DA's personal opinion which according to him is one of the things that is quite easy for him to do in order to adapt to the local environment there.

Different from all the informants who preferred to approach socially, this informant with the initials FA tried an approach that was quite different from the other informants, namely through the food he could try there. FA said:

“One of the adaptations that I did was with food in Malaysia which is quite different from Indonesia. In Malaysia, the food is much sweeter and richer, like curry.” (FA, 2023)

The FA said that he adapted through food. Unlike the other informants who prefer to look at it from the social side, FA actually thinks that it is through food that he can adapt to the culture in Malaysia and also at Universiti Sains Malaysia.

Adaptation was not only carried out outside the campus, but the informants also had to face the culture they would find on campus. Like universities in general, Universiti Sains Malaysia is filled with local students who come from various other parts of Malaysia and not only students from the State of Penang.

As many as 3 out of 5 informants, namely AM, FA, and RH, thought that the culture in Universiti Sains Malaysia was not much different from what they encountered or encountered in Indonesia. Meanwhile, AM also believes that the style of fashion for local students is quite different from what he often finds in Indonesia. AM says so:

“When playing ball or doing any sport, local people, especially Malay men, always wear trousers/pants that cover the knees, it is very difficult to find a Malay man who wears shorts above the knee when we’re doing some activities.” (AM, 2023)

From his words, AM highlighted the difference in dress styles when AM was doing activities such as exercising. From the experience of the researcher himself, who has lived for 5 months at Universiti Sains Malaysia, the researcher also thinks so, which is quite difficult to find local students, especially men from the Malay ethnicity, who wear shorts when they are doing activities such as sports. Most likely this happened due to the strong influence of Islam there, according to DA. DA said:

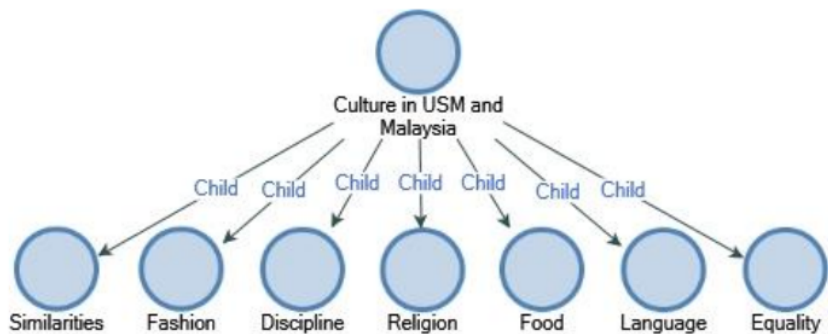
“Very good because it symbolizes the real Islam
(DA, 2023)

Apart from the religion and style of dress, other informants also assessed that discipline was very good. RH and AM agreed that the culture of discipline they witnessed within Universiti Sains Malaysia was excellent. The following is an example disclosed by AM:

“Then, I also found that they have a culture of patience that is better than us, from various examples of cases such as when they are on the road, or waiting in line, they are always patient to wait. they will not cut the road even though the right and left sides are empty.” (AM, 2023)

RH also added about the culture he found at Universiti Sains Malaysia when compared to culture in Indonesia as follows:

“Not much different from Indonesia, but they have better discipline than us” (RH, 2023)



Source: Analyzed by researcher through NVIVO (2023)

This also proves that Malaysia or Universiti Sains Malaysia itself has a better disciplinary culture compared to what the informants found in Indonesia. They consider that local students at Universiti Sains Malaysia highly uphold the value of discipline in order to get the comfort and safety that they want.

As previously said, the informants and other Indonesian students also had to adapt to the way of communicating at Universiti Sains Malaysia. In this adaptation process the informants have 2 different ways, one of which is that they will listen more to what local students are saying, or they will continue to communicate with them until they get used to their communication. There were 4 out of 5 informants who said that they were more concerned with how they communicate with local students than just hearing a lot. The following is the opinion expressed by AM:

“I am increasingly communicating or interacting with local and international friends” (AM, 2023)

DA opinion:

“I'm getting used to it because I often talk to them” (DA, 2023)

FA opinion:

“I adapted to their communication by learning more and using Malay to converse with local students” (FA, 2023)

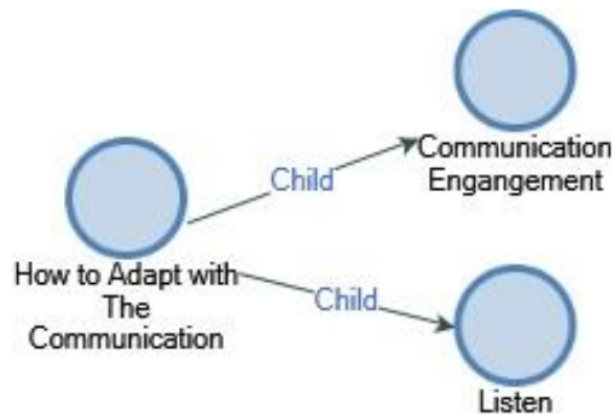
RH opinion:

“By communicating with them a lot, we can more or less know what language they use” (RH, 2023)

This is of course quite contrary to one of the informants, namely RP. He expressed his opinion leaning towards listening first before communicating. Here is what the RP said:

“Learn not to reply much to the other person's conversations but tend to listen more to every word that comes out of the other person.” (RP, 2023)

In his statement, RP tends to listen first before speaking in the way he adapts to local students.



Source: Analyzed by researcher through NVIVO (2023)

Statements from these informants illustrate that they have their own way of being able to adapt to the situations they face, such as in the field of communication. As we know, adapting to how to communicate with local people when we are in a foreign area is something that is very important for us to do. Most of the informants chose to directly communicate with local students to study their communication patterns as well as learn their language and accent.

As previously stated by researchers, Universiti Sains Malaysia has local students who come from many areas in Malaysia which causes differences in the way of communication between them that we have to learn as foreign students. This seems to have been anticipated by the RP who said that he better first listen to what the local students communicate before trying to communicate with them. In this way, it is easier for RP to recognize the person he is talking to so that he can use language or discussion that is suitable for the person he is talking to.

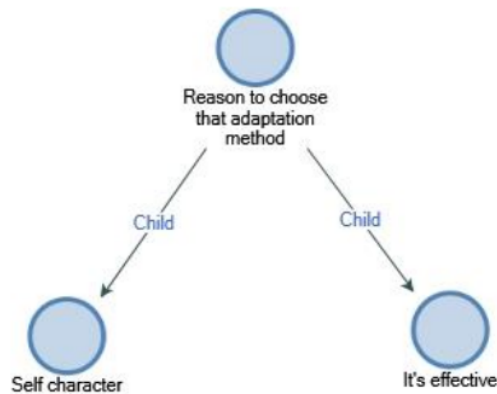
Regardless of the way they adapt to the culture and communication that exists at Universiti Sains Malaysia, they have their own chosen methods. We can see these methods in the previous discussion where they take a cultural approach by exchanging cultures, through food, and so on. Not only culture,

they also make adjustments or adaptations by communicating with local people and local students who are there with their own methods.

It is believed that the method they chose was based on the thoughts of the informants who felt that the method was suitable for them in adapting to culture and communication. One of the informants, namely AM, said that he used this method because he admitted that he was a person who had active characteristics which made the adaptation process easier. AM says:

“It happened accidentally, it was related to my active character so at the same time it made it easier and helped me to communicate with them” (AM, 2023)

In accordance with the characteristics of AM, researchers also think that the characteristics possessed by AM can really help anyone to carry out the adaptation process quickly and easily. In accordance with the results of researchers' observations, people who tend to be active in an activity or communicate, they will more easily recognize many people which makes them able to learn culture and how to communicate with local students quickly and accurately.



Source: Analyzed by researcher through NVIVO (2023)

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Based on the results of the data that has been analysed regarding how the informants adapt to the communication at Universiti Sains Malaysia, there are 2 methods or ways that the informants choose, the first one is interacting directly with the local students so the informant can adapt and get to know what kind of communication patterns that they use to interacting with each other, and listen more to what local students talk about in order to get to know what kind of communication patterns they use to communicate with each other.

Meanwhile, from the aspect of whether the method was effective or not with the informants, of course these characteristics were not shared by all informants, even though all informants selected for this research were active people, but not everyone had the courage to move forward without feeling nervous or afraid. Therefore, there are some informants who prefer to listen more to local students talk, learn culture through food, and so on. These informants said that the method they chose was the most appropriate method for them whereby choosing the right method for themselves could help them to adapt.

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Based on the results of the discussion that has been presented, we can correlate it to the theory chosen in this study, namely the adaptation theory of John William Bennett. In this research it was also said that the adaptation process is very important to do when we are in a new environment. John William Bennett also said that the process of adaptation to the socio-cultural was very important for immigrants, in which in this study the informants and other Indonesian students were the intended immigrants. This adaptation process is intended to support their lives in exploring and studying communication and culture in Malaysia and Universiti Sains Malaysia to be more precise. From the results of the discussions, we can see that there are several problems experienced by Indonesian students when they come to Universiti Sains Malaysia.

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They can overcome this problem by adapting to their new environment, especially in terms of communication and culture. It is also known that the

informants have their own way of adapting to their new environment at Universiti Sains Malaysia, and if we refer to the previous study, Indonesian students or informants need to pay attention to several things before they delve into their adaptation process. If we refer to previous research entitled "Investigating Intercultural Communication Demonstrated Among Staff at University Malaysia Terengganu (UMT)", we need to know that the local people there are students and staff who come from all over Malaysia, which indicates that we need to be aware of the differences that exist in every local student who is there. Just like Indonesia, Malaysia also has differences that we can see from residents who come from different regions. This needs to be used as a lesson for the informants to re-explore each of these differences.

Not only differences in cultural background, the informants also had to pay more attention to different aspects of communication before they adapted. Even though Indonesian and Malay are two languages that have similarities, if we refer to the previous study, we can see that many Malaysian students come to Indonesia and most of them have problems communicating. This is because the language used is quite different from what they expected, and because of this, not a few Malaysian students began to realize that the two languages they knew had high similarities were not as similar as they had expected. Therefore, Indonesian students who wish to continue their education in Malaysia need to be aware of this and not rely too much on this statement. To find out what kind of solution is suitable for dealing with this, an adaptation process is needed by the informants to be able to survive in their new environment in accordance with the adaptation theory used in this study.

4.5 Research Result

Studying abroad is something that students from all over the world are most interested in. The reasons students would like to study abroad are varied, but the main reason we often hear is that they would like to continue their studies at the university of their dreams. This also happens among students from Indonesia where many Indonesian students are trying to apply for scholarships

to make their dreams come true. One of the most practical destinations for most Indonesian students is Malaysia.

Malaysia become among of the favourites for the next education destination by Indonesian students. Based on data obtained from (Unesco Institute for Statistic, 2022), it is said that Malaysia is ranked 2nd as the most popular educational destination country for students from Indonesia with a total of 8,440 students. Malaysia itself has a quality of education that is above Indonesia which makes this an attraction for prospective international students who wish to choose Malaysia.

This is evidenced by the ranking of the best universities in the Southeast Asia region, where Malaysia contributes a lot of its universities to the list. According to the QS World University Rankings, in the list of the top 10 universities in Southeast Asia, Malaysia contributes as many as 6 universities on the list and the 6 universities include Universiti Malaya, Universiti Putra Malaysia, Universiti Kebangsaan Malaysia, Universiti Sains Malaysia, Universiti Teknologi Malaysia, and Taylor's University (QS World University Rankings, 2023).

On the list, universities from Indonesia only contribute universities, namely the University of Indonesia which is ranked the same as Taylor's University in 10th position which is strong evidence that education in Indonesia is still quite behind in Malaysia. This research itself has a place background, namely Universiti Sains Malaysia. The researcher chose this place because the researcher has experience studying for 1 semester at Universiti Sains Malaysia and is interested in conducting research on phenomena that exist at this university. According to (QS World University Rankings, 2023), Universiti Sains Malaysia ranks 6th as one of the best universities in Southeast Asia.

The results of this research will also be elaborated on by the findings obtained during the analysis and typing process. These findings aim to add to the information needed to get better and valid results, as well as to add useful perspectives to make the results of this research even better. In this research, researchers have conducted interviews with selected informants regarding their process of adaptation to culture and communication in Malaysia and Universiti

Sains Malaysia. Based on the results of this in-depth interview, quite varied results were obtained, in which the researchers selected informants who had different experience duration. Before entering the adaptation process, the researcher first asked the informants reasons why they chose Universiti Sains Malaysia as their next destination. The answers obtained were also quite varied from the informants.

The first reason why the informants would like to study at Universiti Sains Malaysia was because the informants had a desire to study abroad from the start. This was stated directly by an informant with the initials AM who said that he would like to study abroad. This was stated directly by AM who said that he had a dream to study abroad since he was still in high school. This was hindered by the wishes of his parents who would like AM to study at a public university in North Sumatra. However, AM began to see an opportunity when he conducted research on universities in Malaysia that he could enter. Due to AM's strong desire to study abroad, AM finally did everything possible to convince his parents to allow AM to study abroad, which in the end AM and his parents reached an agreement which in the end AM was allowed to study at Universiti Sains Malaysia by his parents.

Not only that, distance was also an important consideration for the informants because it could also determine the cost of the plane ticket they had to buy. This reason was stated directly by 3 informants with the initials AM, RH, and DA. The three informants came from the island of Sumatra, more precisely in the cities of Medan and Aceh, which made distance one of the main reasons why they chose Universiti Sains Malaysia as one of their main destinations. The distance factor is indeed an issue that we must consider before we choose a university. In an article it is said that the lecture level can be the first time for us to be away from family and home, therefore we have to ask ourselves a number of things about our ability to live away from family and also whether our financial problems are sufficient or not (Triono, 2021).

AM himself explained that he chose Universiti Sains Malaysia because the distance between Medan City and Penang Island was very close, where he only needed to spend about 30-45 minutes traveling by plane. RH also thinks so,

where he also lives in the city of Medan which incidentally is very close to Penang Island. DA also has the same opinion as AM and RH because he also lives close to Penang Island, which causes him to think that distance is also the main reason he chose Universiti Sains Malaysia. However, distance was not the main reason for RP and FA to choose Universiti Sains Malaysia. This is because they live further away from the previous three informants. FA himself lives in Bandar Lampung, where he sometimes has to go to Soekarno-Hatta Airport first to be able to fly to Penang Island. For the RP case, he also lives in a place quite far away compared to AM, RH and DA, namely in Tangerang City, where it takes him 3 hours to travel by plane to reach Penang Island.

The next reason which is the main reason for all informants is a good rating. AM said that he chose Universiti Sains Malaysia because of its ranking, namely the top 10 in ASEAN and being the top 5 in Malaysia. DA and RH also thought so, saying that they chose Universiti Sains Malaysia based on ranking. This is also reinforced by a statement made by the QS World University Rankings which issued a report saying that currently Universiti Sains Malaysia ranks 6th as one of the best universities in Southeast Asia (QS World University Rankings, 2023).

Not only in terms of educational ranking, Universiti Sains Malaysia has also won the title of the 4th most influential university in the world in 2022 (Times Higher Education, 2023). Thanks to the good rankings, the informants chose to study at Universiti Sains Malaysia and chose to take lectures that took place at the Main Campus, Penang Island. Informants with the initials AM, RH, and FA attended the same school, namely the School of Computer Sciences. They see that Universiti Sains Malaysia has an excellent reputation in the field of computers and science as evidenced by the many championships that Universiti Sains Malaysia has participated in in the computer field and has won many awards in that field (usm, 2023). Meanwhile DA chose the School of Management and RP chose the School of HBP (Housing, Building, and Planning).

A good rating is of course followed by the good quality that is owned by Universiti Sains Malaysia. FA and RP said that they chose Universiti Sains

Malaysia because this university offered good quality learning, and this statement was also followed by RH who said that the quality held by Universiti Sains Malaysia had a higher standard than campuses in Indonesia. Not only in terms of education, according to informants and researchers, the facilities owned by Universiti Sains Malaysia are of quite good quality. These facilities include a library that is open 24 hours for students, a co-working space that is comfortable to work in, adequate dormitories, a free transportation system for students, a sports center, and many more (usm, 2023).

In the consideration process, the informants also thought about the cost of living. Basically, the cost of living in Malaysia is not too far from Indonesia. This was directly disclosed by the FA who said that the cost of living in Malaysia was not too expensive like other countries. FA himself once lived in a hostel provided by the campus where he had to pay RM 150 per month which is approximately equivalent to IDR 500,000. This price is still quite affordable for the FA and proves that living in Malaysia is not as expensive as other people think.

This was also said directly by one of the Indonesian students studying at Universiti Sains Malaysia who said that he chose Universiti Sains Malaysia because the cost of living was relatively cheap, and the fees per semester that needed to be paid were still very affordable for a high-quality university like this (Ryan, 2022). Another student also said that he did not choose Singapore as his next study destination because the cost of living was very expensive compared to Indonesia, and after learning that Malaysia had a living rate that did not differ much from Indonesia, he also chose Malaysia as his study destination (Wijaya, 2023).

The next reason is the use of English used in the campus learning system. This was revealed by AM who said that he chose Universiti Sains Malaysia because he would like to improve his English skills and learn more about English. According to observations from researchers, local students at Universiti Sains Malaysia have fairly good English skills, this is also related to the status of Universiti Sains Malaysia which has gone international. Universiti Sains Malaysia itself has 17% international students from all students there

(Times Higher Education, 2023). This is an encouragement for local students at Universiti Sains Malaysia to have adequate English skills.

At Universiti Sains Malaysia itself, students come from 3 main races in Malaysia, namely Malay, Chinese and Indian. The three races have their own language to communicate, such as Malay from the Malay Race, Mandarin from the Chinese Race, and Tamil from the Indian Race (Chepkemoi, 2020). Based on observations from researchers, if there is a conversation with a different race, they will usually use English more often than Malay which is their national language. This was also expressed by a friend of the researcher who is of Indian descent, he said that he was more comfortable using English when communicating with other races (Kubaran, 2022).

A researcher's friend who is from the Chinese Race also said the same thing, in which she admitted that the Malay language skills of people of Chinese descent in Malaysia are not as good as imagined because they are more trained to use Mandarin and English in their daily lives, therefore he admits that he is more comfortable using English when she communicates with other races (Yin, 2022).

This proves that the use of English in the Universiti Sains Malaysia environment is commonplace and can help students who would like to improve their English language skills at Universiti Sains Malaysia.

Similar culture and language were also one of the reasons for the informants to choose Universiti Sains Malaysia. As we know, countries such as Indonesia, Malaysia, Brunei Darussalam, and Singapore are countries that have similar cultures and are often referred to as *serumpun* (Venus, 2015). This has increased the interest of Indonesian students to study in Malaysia.

This statement was directly proven by RH who said that he chose Universiti Sains Malaysia because he considered Indonesian and Malaysian cultures to have similarities that could make him adapt easily. This similarity was also felt by researchers when researchers conducted studies at Universiti Sains Malaysia, where researchers felt there were similarities in culture and communication between Indonesia and Malaysia. When researchers conducted student exchanges at Universiti Sains Malaysia, researchers saw several campus

merchandises that had the same pattern as the batik we often see in Indonesia. However, of course there are differences from Malaysian and Indonesian batik which we can see from the aspect of using color, in which Indonesian batik tends to use colors such as gold, black and brown. Meanwhile, Malaysian batik often uses contrasting colors, such as pink, purple, or other colors that tend to be bright (Krajanbatik, 2021).

Not only in terms of culture, in terms of language, we also have quite identical similarities between Indonesian and Malay. This is because the Indonesian language itself comes from the Malay language and this statement was ratified based on the Decree of the Indonesian Language Congress II in 1945 in Medan which said that Indonesian grew and developed from Malay since ancient times. (Al-Amin, 2022).

The last reason the informants chose Universiti Sains Malaysia was because of its supportive environment. This was directly expressed by RP who said that he also had other reasons for choosing Universiti Sains Malaysia. Apart from good quality, RP also chose Universiti Sains Malaysia which has a supportive environment. RP heard this from Indonesian students who had previously studied at Universiti Sains Malaysia or alumni from Indonesia. They told RP that both local and international students at Universiti Sains Malaysia are warm and helpful, and what's more, the students there don't need to look at a person's background to be helpful.

Based on the results of the researcher's observations, the supportive environment at Universiti Sains Malaysia is true, where in a subject the researcher has to use Malay and the researcher has difficulties in that part. After the local students found out about this, they also helped international students who had difficulties in Malay and they also offered help to practice Malay with them outside of class hours. This proves that the social environment that exists at Universiti Sains Malaysia is very positive in the view of researchers, in which they are very supportive to others.

The informants acknowledged that they had made the right choice to make Universiti Sains Malaysia their next educational destination. However, this satisfaction did not last forever, where they had to start adapting to the culture

and language that existed at Universiti Sains Malaysia. In this research, researchers used the adaptation theory proposed by John William Bennet. John William Bennett said that this theory was born due to the basic assumption that humans must adapt to be able to develop evolutionarily by adjusting to their environment socially, culturally and biologically. The selected informants have experience in adapting to the culture and language that exists in Malaysia and Universiti Sains Malaysia, where the adaptation process fits perfectly with the theory of adaptation initiated by John William Bennett.

In the process of interviewing informants, the researcher first would like to know their adaptation process to the culture they found in Malaysia. Of course, at first they said that Indonesia and Malaysia had quite identical cultures and thought that this would make it easier for them to adapt in Malaysia. However, as time went on they lived in Malaysia, that perspective slowly changed and most of the informants ultimately thought that adapting to the culture in Malaysia was not as easy as imagined, but there were several informants who thought that the process of adapting him to his new environment in Malaysia it's not that difficult.

In the end they also use their own methods to be able to adapt to the situation. RP said that he tries to behave like the locals in order to understand their mindset and culture. RP also started from the way they apply discipline. RP revealed that local people in Malaysia have a high level of discipline, this can be seen from the way they drive vehicles, queuing, respecting their interlocutors, and much more which makes RP admit that this condition is very different from what he found in Indonesia.

The method used by DA is also not that far from RP, what DA do is following what local people do. DA said that he tried his best ²⁹ to be able to interact with the local people there and pay attention to what they were doing and started studying their habits, one of which was following the activities they usually did together.

RH realizes that there are similarities between Indonesian culture and Malaysian culture, but these two cultures also differ in several aspects and perspectives. After realizing these differences, in the end RH also would like to

learn Malaysian culture by conducting cultural exchanges. This is done by attending several cultural exhibitions held on campus and outside campus to get to know Malaysia's culture better.

Universiti Sains Malaysia holds several cultural exchange events every year, which RH is a part of Persatuan Pelajar Indonesia Universiti Sains Malaysia take advantage of these activities to be able to spread the cultures that are owned by Indonesia and try to exchange information about culture with local students or with local people there who attend the event.

FA informants have different methods of adapting to the culture in Malaysia. FA said that he was trying to get to know Malaysian culture through the culinary specialties there. It is easier for FA to adapt to Malaysian culture through their special food, and these special foods come from 3 different races, namely the Malay Race, the Chinese Race and the Indian Race. The FA also added that he also began to study Malay when he was exploring the culinary delights on Penang Island.

The majority of informants have their own problems in adapting to the culture in Malaysia, but this is not experienced by AM. AM admitted that he did not experience significant difficulties in the adaptation process. This is because he did not find significant differences in terms of culture. Therefore, AM said that it was easy for him to adapt to Malaysian culture.

After knowing the process of adaptation to the culture in Malaysia, then the researchers would like to know the adaptation process of Indonesian students at Universiti Sains Malaysia through selected informants. Based on the observations of researchers, Universiti Sains Malaysia is inhabited by students from all over Malaysia. This causes the many different ethnicities that researchers can find within the Universiti Sains Malaysia, many of these ethnicities come from Perlis, Terengganu, Sabah, Sarawak, Penang, and others. This also resulted in many cultures and languages entering the campus so that informants and other Indonesian students had to adapt to all these differences.

After going through the interview process with the informants, various answers were obtained from the informants regarding how they adapted and their responses to the culture that existed at Universiti Sains Malaysia. AM said

the same thing when he was asked about the culture in Malaysia, AM replied that he did not find significant differences in the culture of Malaysia and Indonesia, so he was also easy to adapt to the environment on campus. However, AM admits that there are differences from the disciplinary aspect. AM said that local students at Universiti Sains Malaysia had discipline in driving and queuing. AM and RH consider that the patience and discipline that he witnessed are different things. Even RH also said that the discipline possessed by local students was better than what he found in Indonesia.

Still related to the culture at Universiti Sains Malaysia, RH and FA also said the same thing as AM, that they did not find significant differences that made them able to adapt to the culture at Universiti Sains Malaysia easily. FA also added that the food he found at Universiti Sains Malaysia had a slightly different taste from the food he often found in Indonesia. Not only food, he also found a slight difference in terms of language. But he emphasized that this did not make it difficult for him to adapt to the culture that existed at Universiti Sains Malaysia.

RP also added that he was quite comfortable in adapting to the culture that existed at Universiti Sains Malaysia. This is because local students do not look at the backgrounds of other students which makes RP able to learn about the culture that exists in Universiti Sains Malaysia easily and comfortably. DA also agreed with the opinion of RP which said that local students did not look at the backgrounds of other students. What's more, we often find disputes in cyberspace between Indonesian and Malaysian netizens which can make Indonesians have some worries when they come to Malaysia. However, this was not proven by RP and DA who said that local students there did not have a problem with students who came from Indonesia.

DA also added that the adaptation process could run more comfortably because the environment of Universiti Sains Malaysia was surrounded by Islamic culture which made the environment similar to DA's hometown, namely Aceh. Researchers quite agree with the opinion said by DA, that basically

Malaysia is a country with a Muslim population of 63.5% of the total population (Wisevoter, 2023).

Furthermore, AM also highlighted the culture at Universiti Sains Malaysia in terms of the fashion worn by local students, especially men. AM said that in general the men he met in Indonesia would wear shorts when they were doing sports activities. However, this was very different when AM arrived at Universiti Sains Malaysia where he often saw men wearing trousers when they were doing sports activities and this was often seen by AM seeing local students from Malay Race. This is quite related to the opinion of DA that the influence of Islam in Universiti Sains Malaysia is very large. This statement is also supported by a statement from one of the well-known Islamic figures from Indonesia, Buya Yahya, who said that the limit of male genitalia is from the navel to the knees, which means that the navel to the knees must be covered by clothes (Azman, 2021).

Based on the experiences of the key informants themselves, adapting to the culture in Malaysia requires an understanding and appreciation of the local community and local students there. DB also added that we don't have to meet or have direct contact with students directly to get to know their cultures, but DB learns about the cultures that exist in Malaysia and Universiti Sains Malaysia through the social media of local residents or students there, then in the end after learning Through social media, DB held discussions with local students to learn more about Malaysian culture. Participating in cultural events organized by the university is also a very important thing for foreign students to do to get to know Malaysian culture further.

After asking a number of things about the culture in Malaysia and Universiti Sains Malaysia, the researcher then asked questions related to the communication adaptation process carried out by the informants. After conducting interviews regarding the process of adapting their communication, researchers get various ways of how they adapt to existing communication in the Universiti Sains Malaysia environment.

We need to know that Indonesian is a language that comes from Malay which is why the two languages have a lot in common (Al-Amin, 2022).

Although they have many similarities, there are differences that can be found between the two languages. Knowing this, 4 informants chose to interact directly with local students to be able to adapt to the language that local students use while learning Malay in more depth.

AM said that he kept trying to use Malay when AM interacted with local students. However, if AM cannot find suitable words in Malay then AM will use English to interact with the informants and even mix Malay and English to be able to communicate with local students. The use of English in communication is something that is common to do in Universiti Sains Malaysia. Therefore, AM thinks that mixing Malay and English is not a problem to be able to communicate with local students.

RH also has the same way as AM, in which RH also mixes 2 languages in communicating with local students. But before using English, RH always tries to use Malay first to communicate with local students.

Acknowledging the slight difference in language, FA said he was practicing Malay and the accents to be able to communicate with local students. The FA did this to get to know more about the Malay language and also to be more confident in using the Malay language when interacting with local students.

FA admitted that at first the use of Malay was a difficult thing to do because the accent still sounded foreign, and there were many vocabularies similar to Indonesian which caused many words to be mixed with Indonesian. FA also has the same way as AM and RH when he can no longer use Malay when interacting, he immediately uses English to be able to express the words FA would like to say which he cannot do in Malay.

However, RP has a slightly different method from other informants, in which other informants always interact continuously with local students, but RP is more concerned with what he hears through local students before he interacts intensively with them. This is done by RP to be able to understand what local students say in a conversation and RP will make adjustments to the process. From this process, RP can also adapt to the communications made by local students at Universiti Sains Malaysia.

Even though Indonesia and Malaysia have a not-so-good past, it is not a problem for local students to accept students from Indonesia and this allows communication with local students to run comfortably and safely. Even the informants who were there were often offered assistance by local students to be able to adapt to the culture and language in Malaysia, especially at Universiti Sains Malaysia.

The informants also added that the results of the adaptation process they were going through began to show results after 1 year of studying at Universiti Sains Malaysia. Previously, the majority of informants had difficulty understanding the language used by local students, but after adapting for 1 year at Universiti Sains Malaysia, the informants began to be able to speak Malay and use it when they communicate with students and local people in Malaysia. RH added that he already understood and started implementing several slang words that were often used by local students when he interacted with his local friends. RP also added that he was getting used to the accents often used by local students who came from various regions in Malaysia.

Based on the experience of researchers, adapting to culture and communication at Universiti Sains Malaysia is not an easy thing. Malaysia is not only filled with people from the Malay race, but there are 2 other races that also dominate the population in Malaysia, those 2 races are the Chinese race and the Indian race. It is true that Indonesian culture has similarities with the culture in Malaysia, but this culture only leans towards the culture of the Malay race. The culture of the Chinese and Indian races is a culture that researchers rarely see in Indonesia, therefore getting used to these two cultures is not as easy as the researchers think.

To be able to adapt to the cultures that exist in Malaysia, especially on Penang Island and Universiti Sains Malaysia, researchers conducted an exploration to get to know the culture of the local people more closely. The first thing researchers did to get to know Malaysian culture was to visit places that have the culture of a race that has a long history, one of which is the Kek Lok Si Temple in Air Itam, Penang Island. In that place the researcher witnessed the many cultures of the Chinese Race, starting from what they believed, the stories

written on the walls of the building, and what activities represented their culture.

In addition to visiting places that have cultural values of a race, researchers also explore the types of culinary they have. At this stage the researcher tasted some special foods originating from the Malay Race, Chinese Race, and Indian Race. For food from the Malay race itself, researchers tried nasi lemak which is their main star. Nasi lemak itself is a food that is similar to Nasi Uduk in the researcher's point of view, and this food menu can be mixed with anchovies, chili sauce, chicken, and many more.

For special food from the Chinese race, the researcher feels is Char Kwey Teow which has a taste that is rich in spices. This food is usually served together with small shrimp as a topping and this menu is very popular on the Penang Island.

Then the last one is food from Race India, namely Nasi Kandar. Nasi Kandar is also often referred to as mixed rice which has a very strong taste of spices and according to its name, mixed rice, this rice is often mixed with various gravy and added with delicious side dishes.

Not only through food, but researchers also participated in several cultural performances organized by the university. At this art performance, researchers often look at Malaysian cultures, starting from fashion, dance and singing. In this art stage, researchers also have the opportunity to show the culture of Indonesia and in the end there is a cultural exchange between the two countries.

Apart from culture, language is also something that researchers must learn in order to adapt to the environment in Malaysia, especially at Universiti Sains Malaysia. According to the researcher's own experience, the researcher made adaptations to the language at Universiti Sains Malaysia when the researcher joined a course, namely Fundamental Acting. In this class the researcher becomes the main character for the final project of the class where the final task is to perform in a drama that will be watched by the public.

At that time the script given by the director was a script that used the Malay language. According to the observations of the researcher, the Malay language used in the script is not too different from Indonesian, but the researcher found

some differences in the words used, such as “*merisik*” which means “*melamar*” in Bahasa Indonesia, and many other words.

In this class, researchers can adapt and learn Malay easily, this is because non-Malaysian students are required to be able to understand the script given to us, in which researchers must learn Malay and its accent within 1 semester. With the help of the director and local students, the researcher was finally able to master the language and accent needed in the drama to perform.

This experience became a process for researchers to be able to adapt to the existing language in Malaysia. As researchers have said before, this is also proof of how supportive the environment is at Universiti Sains Malaysia, and this is also reinforced by the strong dedication of local students to help those in need.

The methods above are the experiences of researchers in adapting to the culture and language in Malaysia, especially at Universiti Sains Malaysia. By carrying out these methods, the researcher felt a change in the researcher's self which in the end the researcher began to understand how to respect the culture in Malaysia. The way to respect them must also be in accordance with what culture they have and cannot use other cultures in respecting a culture in Malaysia. Not only how to properly respect a culture, but the adaptation process carried out by researchers is also an additional insight for researchers to be able to get to know the cultures that exist at Universiti Sains Malaysia.

Getting to know the culture is also an important thing to be able to adapt to the communication that exists at Universiti Sains Malaysia. From the experience of researchers adapting to the culture of local people, researchers mix these cultures to be able to find the right communication patterns to be able to interact with local students of various races. The communication adaptation process undertaken by researchers also has a major impact on researchers himself. This is proven by several incidents involving the interaction of researchers with local people at Universiti Sains Malaysia and in Malaysia itself. With this adaptation process, researchers are freer to use Malay with local communities and students, and even though researchers have word errors, they

are happy to provide input and corrections that make the researcher's Malay language skills improve.



Picture 4.7 The Adaption of Indonesian Students in Malaysia

Source: Analyzed by Researchers (2023)

Conclusions and recommendations

5.1 Conclusions

According to the existing problem formulation, this research has 2 problem formulations. The first problem is how are the experiences of Indonesian students who have communicated with Malaysian students at Universiti Sains Malaysia. The second problem is what are the adaptation processes carried out by Indonesian students who continue their studies at Universiti Sains Malaysia. This research aims to find out both of these things, both of which will be discussed in this fifth chapter, as follows:

1. Based on the results obtained from this research, the informants had a safe and comfortable communication experience. The informants said that communicating with local students at Universiti Sains Malaysia was not an easy thing to do at first, but over time the informants had started to get used to the language used in Universiti Sains Malaysia, and that is Malay language. The informants also emphasized that there is nothing to worry about when we communicate with local students in Malay language and have a language barrier in the middle of a conversation. This can be handled by using English to be able to convey our communication messages that we cannot convey in Malay language. The attitude of local students themselves is very good towards foreign students who want to try to learn Malay language and use it to communicate with local students there. The majority of informants also emphasized that local students would understand if we still had problems communicating in Malay with them, and not infrequently they would provide suggestions and input to help us improve the Malay language skills of foreign students.
2. When the informants arrived at Universiti Sains Malaysia, the informants had to adapt to the culture and communication that existed at Universiti Sains Malaysia. According to the research

results, the informants have their own way of adapting to the environment at Universiti Sains Malaysia. There were several informants who did what local students usually did to be able to understand what habits local students did in their daily lives. This helps informants to get used to or adapt to the habits of local students. The results of the research also said that there were informants who adapted to the culture that existed at Universiti Sains Malaysia through the types of culinary they had. It is known that informants tasted food from the Malay Race, Chinese Race, and Indian Race to find out the uniqueness of each dish. In the process of adapting to the communication in Universiti Sains Malaysia environment, the informants also have their own way of being able to adapt to it. The majority of informants choose to interact intensively with local students to improve their Malay language skills, and conduct independent studies when they have free time. However, it was also found that there were informants who prioritized listening first to understand the language and communication patterns that local students used to be able to create suitable communication patterns to be applied when having conversations with them. After the informant found a suitable communication pattern so that communication could run smoothly, the informant would try to interact with local students.

5.2 ⁴¹ Suggestions

Based on the results of data analysis conducted by researchers and conclusions regarding research that has a title “The Adaptation of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)” There are several suggestions that the researcher would like to convey, both academic suggestions and practical suggestions, as follows:

5.2.1 Academic Suggestion

- a. This study aims to become a reference for communication science students that can be used for further research on intercultural communication between Indonesian and Malaysian students.

5.2.2 Practical Suggestion

- a. For students who wish to continue their studies in Malaysia or other countries, they can do previous research regarding the culture and language in that country to be able to add information for people who would like to go to that country to continue their studies.
- b. There needs to be a further research process when students have arrived in the country to determine whether the information received by the person is true or false. This can be done by asking local students in that country.
- c. It is hoped that students who wish to go abroad to continue their studies will be patient in the adaptation process they will face. Do not be too hasty to make decisions that are usually done in the country of origin, but we must think before doing something to avoid misunderstandings with the locals.

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ATTACHMENT

Attachment 1. Personal Data



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Erni Seniati
Education : TK Cempaka Wangi
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Attachment 2. Thesis Consultation Paper

Kontrak Pemulan Skripsi

Saya yang bertanda tangan di bawah ini menyatakan dengan sungguh-sungguh akan melaksanakan proses pembimbingan skripsi secara tertulis, terfokus dan menyeluruh dalam pemulan skripsi selambat-lambatnya enam bulan, terhitung sejak penandatanganan kontrak ini.

Jakarta, 02 Mei 2023.

Pembimbing Utama: *[Signature]*
(Dr. Fera Anwaringsih, S.Si, M.Si.)

Yang Menyatakan: *[Signature]*
(M. Rizky S.K.)

Ketua Program Studi: *[Signature]*
(Dr. Fera Anwaringsih, S.Si, M.Si.)

Kontrak Pemulan Skripsi

1. Pemulan Skripsi pada hakikatnya adalah kegiatan ilmiah untuk melatih mahasiswa berpikir kritis, logis dan mandiri
2. Pemulan Skripsi pada hakikatnya adalah kewajiban akademik yang penyelesaiannya menjadi tanggung jawab penuh mahasiswa
3. Jalin Komunikasi pembimbingan yang positif dengan pembimbing anda untuk ketepatan dan ketepatan pemulan skripsi
4. Skripsi merupakan karya ilmiah hasil penelitian mandiri yang terbebas dari tindakan plagiat
5. Segala bentuk pelanggaran dalam pemulan skripsi merupakan pelanggaran akademik dan akan dikenai sanksi sesuai aturan yang berlaku

KARTU BIMBINGAN SKRIPSI

SURNIL BAMBUKAN	Pemb. Utama	Kon / Pukul
	Pemb. Pembimbing	Kon / Pukul
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Pembimbing Utama	Dr. Fera Anwaringsih, S.Si, M.Si.	
Pembimbing Pembimbing		
Judul	The Abandon of Indonesian Students in Malaysia (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)	

FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
UNIVERSITAS PEMBANGUNAN NASIONAL "VETERAN" JAKARTA

Attachment 3. Thesis Writing Contract

Selesaikan Skripsi anda dalam 1 (satu) Semester
Mulai Bimbingan Tanggal : 14 Maret 2023

BAB I			
Tanggal	Kegiatan Bimbingan	Paraf	
		Pemb. I	Pemb. II
16/02/2023	Memberi Judul	<i>[Signature]</i>	
13/03/2023	Arahan untuk membuat draft BAB 1	<i>[Signature]</i>	
20/03/2023	Arahan perbaikan BAB 1	<i>[Signature]</i>	
11/04/2023	ACC BAB 1	<i>[Signature]</i>	

BAB II			
Tanggal	Kegiatan Bimbingan	Paraf	
		Pemb. I	Pemb. II
17/03/2023	Arahan untuk membuat draft BAB 2	<i>[Signature]</i>	
20/03/2023	Arahan perbaikan BAB 2	<i>[Signature]</i>	
11/04/2023	ACC BAB 2	<i>[Signature]</i>	

BAB III			
Tanggal	Kegiatan Bimbingan	Paraf	
		Pemb. I	Pemb. II
17/03/2023	Arahan pengerjaan BAB 3	<i>[Signature]</i>	
11/04/2023	Arahan perbaikan BAB 3	<i>[Signature]</i>	
02/05/2023	ACC BAB 3	<i>[Signature]</i>	

BAB IV			
Tanggal	Kegiatan Bimbingan	Paraf	
		Pemb. I	Pemb. II
07/06/2023	Arahan Pembuatan Pertanyaan Interview	<i>[Signature]</i>	
20/06/2023	Perbaikan Bab 4	<i>[Signature]</i>	
23/06/2023	Perbaikan Pembahasan	<i>[Signature]</i>	
06/06/2023	Arahan Perbaikan Bab 4	<i>[Signature]</i>	

BAB V			
Tanggal	Kegiatan Bimbingan	Paraf	
		Pemb. I	Pemb. II
	Kesimpulan	<i>[Signature]</i>	
	Saran	<i>[Signature]</i>	

BAGIAN	BULAN KE :											
	1	2	3	4	5	6	7	8	9	10	11	12
BAB I			✓	✓	✓							
BAB II			✓	✓	✓							
BAB III			✓	✓	✓							
BAB IV					✓	✓						
BAB V						✓						

(Beri tanda ✓ pada kolom bulan sesuai kemajuan)

Attachment 4. Research Interview

Title: THE ADAPTATION OF INDONESIAN STUDENTS IN MALAYSIA (A Phenomenological Study of Indonesian Students at Universiti Sains Malaysia)

Interviewer: Muhammad Rezky Syahputra Kamal

Informants List

Informant List					
NO	Informant Initials	Gender	Age	Educational level	Origin
1	AM	Male	21	Undergraduate	Medan
2	RH	Male	21	Undergraduate	Medan
3	DA	Male	20	Undergraduate	Aceh
4	FA	Male	20	Undergraduate	Lampung
5	RP	Male	21	Undergraduate	Tangerang

Interview Questions

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?
2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?
3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)
4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?
5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?
6. Bagaimana cara anda beradaptasi dengan budaya mereka?
7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?
8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?
9. Kenapa anda memilih cara tersebut untuk beradaptasi?
10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?
12. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?
13. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?
14. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?
15. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

Attachment 5. Interview Answers

Informant 1

Name : DA

Age : 20

Gender : Male

Origin : Aceh

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?

1 tahun

2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?

Karena dekat dengan Indonesia dan memiliki ranking yang cukup tinggi di ASEAN

3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)

Bakal gampang berbicara karena bahasanya mirip

4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?

Ternyata tidak semudah yang saya kira, mereka berbicara dengan sangat cepat

5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?

Mengerti bahasa gaul

6. Bagaimana cara anda beradaptasi dengan budaya mereka?

Mengikuti saja apa yang mereka biasa lakukan

7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?

Sangat bagus karena melambangkan keislaman yang kental

8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?

Saya mulai terbiasa karena sering berbicara dengan mereka

9. Kenapa anda memilih cara tersebut untuk beradaptasi?

Menurut saya paling efektif karena akan langsung turun ke lapangan

10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

Kurang lebih saya memilih pola komunikasi menyeluruh

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?

Seperti kita orang Indonesia berkomunikasi

12. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?

Paling sering adalah sulit memahami bahasa gaul mereka, kalau penolakan tidak pernah

13. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

Sangatlah bisa

14. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?

Banyak

15. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?

Mulai memahami percandaan mereka

Informant 2

Name : AM
Age : 21
Gender : Male
Origin : Medan

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?

Saya sudah tinggal di penang selama kurang lebih 10 bulan. dan sudah kuliah di USM selama kurang lebih 3 tahun

2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?

Karena sedari dulu saya punya cita-cita untuk kuliah di luar negeri, banyak faktor yang mempengaruhi pilihan saya ini, 3 faktor yg paling menonjol adalah sebagai berikut:

1. USM ranking 10 besar di asean, dan 5 besar di malaysia
2. Menggunakan bahasa inggris sebagai bahasa pengantar (karena saya ingin melatih skill bahasa inggris saya)
3. Jarak yang terbilang sangat dekat dengan kota asal saya yaitu Medan (30-45 menit menggunakan pesawat, dan juga harga tiket yg termasuk murah)

3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)

Dari segi komunikasi, jujur awalnya saya sangat nervous dan takut, dikarenakan dalam melakukan hal apapun di dalam kampus selalu menggunakan bahasa inggris, dari mulai pendaftaran, interview, sesi kuliah, ujian dan hal lain nya. walaupun untuk di luar kampus, kita bisa memakai bahasa melayu yang sedikit banyaknya hampir sama dengan bahasa indonesia. akan tetapi setelah 1 semester saya berkuliah di USM, saya mulai merasakan adanya kemudahan dalam berkomunikasi, karena saya merasakan skill berbahasa inggris saya meningkat dengan sendirinya. terutama lingkungan kampus dan teman2 yang sangat mendukung dan tidak pernah menertawakan inggris saya yg mungkin secara grammar berantakan. saya merasa nyaman dalam segi berkomunikasi baik dengan teman lokal maupun internasional.

4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?

Awalnya saya selalu berkomunikasi dengan menggunakan bahasa inggris dengan teman2 lokal saya, kemudian saya menyadari bahwa teman2 lokal saya terutama orang-orang melayu, mereka menggunakan bahasa melayu untuk berkomunikasi ke sesama mereka, mulia sejak itu saya mulai membiasakan untuk juga berkomunikasi menggunakan bahasa malaysia apabila sedang berbicara dengan orang lokal / melayu

5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?

Menurut saya, saya tidak pernah merasa kesulitan hingga sampai tidak bisa berkomunikasi sama sekali. hal ini lebih menjurus kepada kesulitan dalam menafsirkan atau memahami apa yg mereka coba sampaikan, karena walaupun mirip, ada bbrp kata dalam bahasa melayu yg sama sekalli berbeda dengan bahasa indonesia, banyak juga slang ataupun singkatan2 yang awalnya saya tidak mengerti. akan tetapi itu tidaklah menjadi suatu hambatan, karena seiring berjalannya waktu, sedikit banyak saya jadi tahu bahasa, slang, mauapun singkatan yg sering digunakan teman2 lokal saya

6. Bagaimana cara anda beradaptasi dengan budaya mereka?

Menurut saya, budaya malaysia dengan indonesia tidaklah jauh berbeda. selama saya berada disini, saya tidak merasakan adanya perbedaan yg begitu signifikan, sehingga saya bisa langsung beradaptasi dengan lingkungan dan budaya sekitar

7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?

Seperti yg di sudah di sebutkan, kita hampir memiliki budaya yang sama. akan tetapi, ada bbrp hal yg menarik perhatian saya, seperti ketika sedang bermain bola atau melakukan olahraga apapun, orang-orang lokal terutama laki-laki melayu selalu menggunakan celana panjang/ celana yang menutupi lutut, sangat susah untuk menemukan seorang laki-laki melayu yg menggunakan celana pendek di atas lutut ketika sedang beraktivitas. kemudian, saya dapati juga mereka memiliki budaya kesabaran yg lebih baik dari kita, dari berbagai macam contoh kasus seperti ketika sedang berada di jalan, ataupun mengantri, mereka selalu sabar untuk menunggu.

mereka tidak akan memotong jalan walaupun sisi kanan dan kirinya kosong. menurut saya 2 hal ini adalah budaya yg positif dan bisa di contoh untuk kebaikan masyarakat

8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?

Karena saya adalah org yg cukup aktif baik dalam berteman, berorganisasi, dan berolahraga, maka saya semakin sering melakukan komunikasi atau interaksi dengan teman2 lokal maupun international. hal ini tanpa saya sadari sangat membantu saya dalam memahami dan melancarkan saya berkomunikasi dengan mereka.

9. Kenapa anda memilih cara tersebut untuk beradaptasi?

hal itu terjadi secara tanpa sengaja, hal itu berkaitan dengan karakter saya yang aktif sehingga di saat yg bersamaan memudahkan dan membantu saya untuk berkomunikasi dengan mereka

10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

Pola atau cara yg paling saya gunakan adalah awalnya saya akan mencoba untuk menggunakan bahasa melayu, ketika saya menemukan kata yg saya tidak tau, maka saya akan mencampurnya dengan bahasa inggris, ataupun bahasa indonesia

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?

sedikit berbeda dengan Indonesia, malaysia memiliki 3 ras yg berbeda (melayu, cina, india) dan masih menggunakan bahasa ras itu masing-masing. sebagai contoh ketika melayu berkomunikasi dengan sesama melayu, maka mereka akan menggunakan bahasa melayu, akan tetapi ketika mereka berbicara dengan ras lain, sangat jarang terdengar saya mereka berbicara dengan bahasa melayu, mereka lebih sering menggunakan bahasa inggris, tetrtutama ketika berbicara dengan ras cina, karena di antara 3 ras tersebut, ras cina yg paling susah dalam berbahasa melayu.

12. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?

saya tidak pernah mengalami penolakan, yang terjadi malah mereka suka membantu saya dalam mengartikan bahasa mereka, walaupun kadang saya di tertawakan karena kesulitan dalam mengartikan ataupun berbicara dengan bahasa mereka

13. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

Iya, karena pada dasarnya kita memiliki bahasa yg mirip. ini sama hal nya ketika orang jakarta berbicara dengan orang papua, atau mungkin orang Sumatera berbicara dengan orang jawa. ada bbrp kata ataupun kalimat yg cara pengucapannya berbeda

14. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?

bagi saya pribadi iya, karena saya suka mempelajari bahasa mereka dan selalu mencoba untuk menggunakan bahasa mereka ketika sedang berkomunikasi dengan mereka. akan tetapi saya juga mendapati bbrp teman-teman indonesia kesulitan untuk memahami dan menggunakan bahasa melayu, sehingga bbrp dari mereka lebih memilih untuk menggunakan bahasa inggris, karena untuk menghindari kesalahpahaman

15. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?

tidak begitu banyak perubahan yang terjadi, akan tetapi terkadang saya suka mencampur bahasa indonesia dengan bahasa inggris. hal ini terjadi karena penggunaan bahasa inggris yg intens. bahasa saya juga terpengaruhi oleh teman2 saya yg berasal dari jakarta, sehingga saya yg berasal dari Medan terkadang mulai memakai slang Jakarta haha

Informant 3

Name : RH
Age : 21
Gender : Male
Origin : Medan

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?

tinggal di penang 10 bulan, berkuliah sudah 2 tahun 10 bulan

2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?

1. Malaysia punya kultur yang tidak jauh berbeda dari Indonesia, pastinya lebih mudah beradaptasi
2. punya kualitas yang lebih dari kampus di indonesia
3. USM dekat dengan medan(tempat tinggal saya)

3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)

karena saya mahasiswa internasional bagaimana saya bisa berkomunikasi dengan orang dari negara lain yang punya kultur beda, dan dialek bahasa inggris yang juga berbeda

4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?

kalau dengan mahasiswa lokal, tidak ada kendala yang berarti, karena mereka bisa mengerti kita dan kita bisa mengerti mereka, dialek bahasa inggris juga tidak jauh berbeda

5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?

ketika mereka berbicara bahasa melayu yang susah dimengerti

6. Bagaimana cara anda beradaptasi dengan budaya mereka?

dengan banyak berkomunikasi dengan mereka, bertukar budaya, lama kelamaan kita akan saling memahami

7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?

tidak jauh berbeda dari Indonesia, tapi mereka punya disiplin yang lebih baik dari kita

8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?

dengan banyak berkomunikasi dengan mereka, sedikit banyaknya kita bisa tau bahasa yang mereka gunakan seperti apa

9. Kenapa anda memilih cara tersebut untuk beradaptasi?

karena dengan kita berkomunikasi satu sama lain, lama kelamaan kita bisa mengerti banyak hal tentang orang itu

10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

dengan menggunakan bahasa inggris yang dicampur sedikit-sedikit dengan bahasa melayu, kita bisa berkoomunikasi dengan orang lokal disini

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?

kalau mahasiswa lokal yang suku melayu, mereka kebanyakan berkomunikasi dengan bahasa melayu, tetapi kalau yang suku tionghoa dan india , mereka sering berbicara bahaasa inggris satu sama lain

12. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?

tidak pernah, mereka terbuka dan sangat enak untuk diajak komunikasi

13. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

iya bisa berjalan dengan aman dan nyaman

14. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?

tidak banyak kesamaan

15. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?

saya lebih sering mencampur bahasa inggris dengan melayu ketimbang dengan indonesia ketika berbicara dengan masyarakat atau mahasiswa lokal disini

Informant 4

Name : FA
Age : 20
Gender : Male
Origin : Lampung

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?

1 tahun

2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?

Saya memilih Universiti Sains Malaysia karena Malaysia memiliki sistem pendidikan yang sangat berkualitas dengan USM sendiri memiliki ranking yang cukup tinggi di dunia membuat saya lebih tertarik untuk berkuliah di USM. Selain itu, biaya hidup yang tidak terlalu mahal jika dibandingkan dengan negara-negara lain menjadi salah satu faktor juga untuk berkuliah di Malaysia. Dengan berkuliah di USM, saya bisa mendapatkan kualitas pendidikan internasional dengan biaya yang cukup terjangkau.

3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)

Saya merasa sangat senang dan antusias untuk bisa menjalankan kuliah di USM karena kuliah di luar negeri merupakan impian saya sejak lama. Saya menjadi lebih semangat untuk bertemu teman-teman baru di USM dan menjadikan kesempatan ini untuk belajar dari orang-orang dari berbagai negara yang memiliki budaya yang berbeda.

4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?

Pada awalnya saya harus menyesuaikan diri saya sendiri dengan menggunakan Bahasa Melayu dan juga Bahasa Inggris. Saya lebih banyak menggunakan Bahasa Inggris untuk berkomunikasi di awal karena lebih mudah untuk digunakan dan karena banyak juga mahasiswa lokal yang kurang paham Bahasa Melayu karena mereka lebih banyak menggunakan

bahasa lain untuk berkomunikasi seperti Bahasa Mandarin dan Bahasa Tamil.

5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?

Kesulitan yang saya alami adalah dalam Bahasa Melayu sendiri banyak sekali perbedaan kosa kata dengan Bahasa Indonesia dan terutama pada bahasa gaulnya yang sering membuat saya tidak paham.

6. Bagaimana cara anda beradaptasi dengan budaya mereka?

Salah satu adaptasi yang saya lakukan adalah dengan makanan di Malaysia yang lumayan berbeda dengan di Indonesia. Di Malaysia makanannya banyak yang lebih manis dan berkuah seperti curry. Selain itu saya juga harus melakukan penyesuaian terhadap bahasa mereka yang tidak selalu menggunakan Bahasa Melayu.

7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?

Budaya di Malaysia tidak terlalu berbeda dengan yang ada di Indonesia, namun saya harus tetap melakukan penyesuaian terhadap perbedaan budaya yang ada di Malaysia seperti makanannya, dan juga bahasanya.

8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?

Saya beradaptasi dengan komunikasi mereka dengan lebih mempelajari dan menggunakan Bahasa Melayu untuk bercakap dengan mahasiswa lokal.

9. Kenapa anda memilih cara tersebut untuk beradaptasi?

Saya memilih cara ini agar lebih mudah untuk berinteraksi dengan mahasiswa lokal di USM

10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

Pola komunikasi yang saya gunakan untuk berkomunikasi dengan para mahasiswa lokal adalah dengan menggunakan Bahasa Melayu dengan logatnya. Saya terus berlatih tiap hari dengan teman-teman lokal saya agar menjadi lebih bagus dan percaya diri dalam menggunakan Bahasa Melayu. Pada awalnya ini merupakan hal yang sedikit susah untuk beradaptasi menggunakan bahasa dan logat yang baru dan ada beberapa kata Bahasa Indonesia yang tercampur, tapi pada akhirnya menjadi lebih terbiasa berbicara dengan Bahasa Melayu. Selain itu, saya juga menggunakan Bahasa Inggris untuk beberapa mahasiswa lokal karena ada beberapa mahasiswa lokal yang kesulitan untuk berbicara Bahasa Melayu.

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?

Ada 4 bahasa utama yang digunakan mahasiswa lokal untuk berkomunikasi satu sama lain. Bahasa Melayu, Bahasa Inggris, Bahasa Mandarin, dan Bahasa Tamil. Bahasa Melayu digunakan oleh bagian besar mahasiswa terutama antar mahasiswa yang ras Melayu. Namun, mahasiswa yang rasnya Cina dan Tamil lebih cenderung menggunakan Bahasa Mandarin dan Bahasa Tamil dibandingkan Bahasa Melayu. Selain Bahasa Melayu, Bahasa Inggris juga sering digunakan untuk komunikasi antar ras dan juga untuk mahasiswa internasional.

12. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?

Kendala yang saya alami adalah adaptasi dengan menggunakan Bahasa Melayu sendiri dalam komunikasi saya dengan mahasiswa lokal karena ada beberapa perbedaan dalam kosakata dan tata bahasa dengan Bahasa Indonesia. Saya sendiri tidak pernah mengalami penolakan dengan mahasiswa lokal.

13. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

Iya, saya merasa berkomunikasi dengan mahasiswa lokal aman dan nyaman, dan tidak mengalami perbedaan dalam menanggapi saya ketika menggunakan Bahasa Melayu, Bahasa Inggris, maupun Bahasa Indonesia.

14. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?

Iya, banyak kesamaan dalam segi komunikasi. Mahasiswa lokal tidak ada masalah ketika kita menggunakan Bahasa Indonesia untuk berbicara dengan mereka karena mereka pun paham apa yang kita bicarakan.

15. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?

Saya merasa tidak banyak perubahan yang terjadi dalam komunikasi saya, hanya Bahasa Melayu saya menjadi lebih baik karena sering berkomunikasi menggunakan Bahasa Melayu dengan mahasiswa lokal. Selain itu, Bahasa Indonesia dan Bahasa Inggris saya pun tidak terlalu beda karena masih sering menggunakan kedua bahasa itu ketika berbicara dengan sesama mahasiswa Indonesia maupun mahasiswa internasional lainnya.

Informant 5

Name : RP
Age : 21
Gender : Male
Origin : Tangerang

1. Berapa lama anda sudah tinggal di Penang? Berapa lama anda sudah berkuliah di Universiti Sains Malaysia?

di Penang sudah 2 tahun, berkuliah di USM sudah 3 tahun

2. Apa alasan anda memilih negara Malaysia dan Universiti Sains Malaysia sebagai destinasi belajar anda?

Punya kualitas sistem pembelajaran yang baik, lingkungan yang supportif.

3. Apa yang anda pikirkan, ketika anda diterima di Universiti Sains Malaysia? (Dari segi komunikasi)

Kemiripan bahasa dengan orang-orang lokal.

4. Bagaimana pengalaman anda pada saat 1 bulan pertama berkomunikasi dengan mahasiswa lokal di Universiti Sains Malaysia?

Menemukan banyak kesulitan terutama saat mendengarkan kata-kata dari lawan bicara.

5. Apa kesulitan yang paling mencolok dalam berkomunikasi yang anda alami dengan para mahasiswa lokal di Universiti Sains Malaysia?

Kesulitan yang paling signifikan pastinya dari segi bahasa. karena yang diekspektasikan adalah bahasa kita mudah diterima oleh orang lokal di Malaysia, tapi kenyataannya tidak. begitu juga sebaliknya, ternyata Bahasa Melayu pun susah untuk dimengerti.

6. Bagaimana cara anda beradaptasi dengan budaya mereka?

Budaya disini hampir 180 derajat dengan di Indonesia. Dari cara mereka mengendarai kendaraan, mengantri, menghormati lawan bicara, dan

masih banyak lagi budaya lainnya yang surprisingly jauh berbeda kondisinya dengan di negara kita sendiri.

7. Apa pendapat anda mengenai budaya di Universiti Sains Malaysia atau Negara Malaysia itu sendiri?

Pastinya budaya baik yang memang sudah terlihat sehari-hari diluar USM, akan terbawa masuk juga ke lingkungan dalam kampus. tidak memandang latar belakang dan asal negaranya.

8. Bagaimana anda bisa beradaptasi dengan komunikasi mereka?

Belajar untuk tidak banyak membalas percakapan lawan bicara namun cenderung lebih mendengarkan setiap patah kata yang keluar dari lawan bicara.

9. Kenapa anda memilih cara tersebut untuk beradaptasi?

Cara yang tepat dan cepat untuk bisa memahami lawan bicara.

10. Pola Komunikasi seperti apa yang pada akhirnya anda temukan untuk bisa berkomunikasi dengan para mahasiswa lokal?

Sebetulnya harus adaptif, harus memahami dulu lawan bicaranya bisa diajak untuk berkomunikasi dengan campuran 2 bahasa atau tidak.

11. Menurut anda, bagaimana cara mahasiswa lokal berkomunikasi satu sama lain?

Menggunakan beberapa logat yang berbeda seperti macamnya bahasa daerah di Indonesia.

12. Kendala apa yang anda alami? Apakah anda pernah mengalami penolakan komunikasi dari pihak mahasiswa lokal?

Tidak, semua supportif.

13. Apakah menurut anda berkomunikasi dengan mahasiswa lokal bisa berjalan dengan aman dan nyaman?

Tidak, setiap berkomunikasi pasti harus mix dengan bahasa sendiri.

14. Menurut anda, apakah ada banyak kesamaan komunikasi antara mahasiswa lokal disana dengan mahasiswa Indonesia disana?

Tidak, kebanyakan dari mereka cenderung tidak banyak nongkrong, menghabiskan waktu yang tidak berguna. Rata-rata mahasiswanya Individualis yang objektif, fokus dengan tujuan sendiri karena memang datang untuk belajar.

15. Perubahan apa yang terjadi dengan komunikasi anda setelah tinggal 1 tahun disana?

Mulai dengan mudah memahami Bahasa Melayu dengan logat yang berbeda beda dari setiap daerah. Mulai bisa berbahasa Melayu walaupun belum sempurna.

Attachment 6. Turnitin Result

Thesis

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Attachment 7. TOEFL Result


**UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA
UNIT PELAKSANA TEKNIS BAHASA
(UPT BAHASA)**
Jalan RS Fatmawati, Pondok Labu, Jakarta Selatan
Telp./Fax. 021-7669069; Email - uptbahasa@upnvj.ac.id

**RESULT OF
ENGLISH LANGUAGE PROFICIENCY TEST
(ELPT)**

Full Name	: MUHAMMAD REZKY SYAHPUTRA KAMAL	Certificate Number	: G23.33/TF-M-TPT09/2023/997
ID Number	: 1910411074	Date of Test	: 20 May 2023
Faculty/Study Program	: S1 - KOMUNIKASI	Test Form	: TOEFL LIKE - Prediction - PBT
Phone (HP)	: 081283327221		

TEST SCORES

Components	Score	UPT Bahasa - TOEFL LIKE - Prediction Score	Proficiency Level
Listening	57	480	Upper Intermediate
Structure and Written Expressions	48		
Reading Comprehension	39		

This TOEFL Score remains valid as long as the student keeps studying at UPNVJ.



Jakarta, 25 May 2023

Yunita Ajengtiyas S. Mashuri, S.E., M.Accy., M.Comm.)
Head of UPT Bahasa



Attachment 8. Proof of Payment



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PEMBANGUNAN NASIONAL VETERAN JAKARTA

Jl. R. Fatmawati, Pondok Labu, Jakarta Selatan, DKI Jakarta, 12450, Telp. +62 765 6971, Fax. +62 765 6971
Website: <https://www.upnvj.ac.id/>, Email: upnvj@upnvj.ac.id

Laporan Penerimaan Mahasiswa S-1 Ilmu Komunikasi

NIM - NAMA : 1910411074 - Muhammad Rezky Syahputra Kamal
PROGRAM STUDI : S-1 Ilmu Komunikasi

No	Tanggal	No Bukti	Tahap/Smt	Kode	Uraian	Jumlah	Potongan	Kewajiban
Tahun Akademik 2019/2020								
1	15-07-2019	21901223140715170651	1 / 1	7108.3	UKT	2.500.000	0	0
2	17-01-2020	19104110740117132649	1 / 2	7108.3	UKT	2.500.000	0	0
Sub Total						5.000.000	0	0
Tahun Akademik 2020/2021								
3	21-08-2020	19104110740821135457	1 / 3	7108.3	UKT	2.500.000	0	0
4	03-02-2021	19104110740203163108	1 / 4	7108.3	UKT	2.500.000	0	0
Sub Total						5.000.000	0	0
Tahun Akademik 2021/2022								
5	26-07-2021	19104110740726101422	1 / 5	7108.3	UKT	2.500.000	0	0
6	12-01-2022	531357	1 / 6	7108.3	UKT	2.500.000	0	0
Sub Total						5.000.000	0	0
Tahun Akademik 2022/2023								
7			1 / 7	7108.3	UKT - PEMBEBASAN UKT PROGRAM ISMA 2022 (NO KEP: 1140/UNS1.0/AK/2022)	0	2.500.000	0
8	16-01-2023	403855	1 / 8	7108.3	UKT	2.500.000	0	0
Sub Total						2.500.000	2.500.000	0
Total						17.500.000	2.500.000	0

Catatan : lunas s.d TA 2022/2023 Genap

Jakarta, 30 Juni 2023
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PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25

PAGE 26

PAGE 27

PAGE 28

PAGE 29

PAGE 30

PAGE 31

PAGE 32

PAGE 33

PAGE 34

PAGE 35

PAGE 36

PAGE 37

PAGE 38

PAGE 39

PAGE 40

PAGE 41

PAGE 42

PAGE 43

PAGE 44

PAGE 45

PAGE 46

PAGE 47

PAGE 48

PAGE 49

PAGE 50

PAGE 51

PAGE 52

PAGE 53

PAGE 54

PAGE 55

PAGE 56

PAGE 57

PAGE 58

PAGE 59

PAGE 60

PAGE 61

PAGE 62

PAGE 63

PAGE 64

PAGE 65

PAGE 66

PAGE 67

PAGE 68

PAGE 69

PAGE 70

PAGE 71

PAGE 72

PAGE 73

PAGE 74

PAGE 75

PAGE 76

PAGE 77

PAGE 78

PAGE 79

PAGE 80

PAGE 81

PAGE 82

PAGE 83

PAGE 84

PAGE 85

PAGE 86

PAGE 87

PAGE 88

PAGE 89

PAGE 90

PAGE 91

PAGE 92

PAGE 93

PAGE 94

PAGE 95

PAGE 96

PAGE 97

PAGE 98

PAGE 99

PAGE 100

PAGE 101

PAGE 102

PAGE 103

PAGE 104

PAGE 105

PAGE 106

PAGE 107

PAGE 108

PAGE 109

PAGE 110

PAGE 111

PAGE 112

PAGE 113

PAGE 114

PAGE 115

PAGE 116

PAGE 117

PAGE 118

PAGE 119

PAGE 120

PAGE 121

PAGE 122

PAGE 123

PAGE 124
