

Intercultural Communication Competence and Intercultural Adjustment Problems of International Students in Indonesia and Japan: A Sequential Explanatory Study

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(インドネシアと日本における留学生の異文化コミュニケーション能力および異文化適応の諸問題：順次説明的混合研究法に基づく研究)

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論 文 内 容 の 要 旨

Indonesia and Japan are attempting to attract international students to study in their institutions of higher education because international students contribute valuably to education and economic sectors. To harvest those benefits, the government and higher education institutions must acknowledge the nature of international students and their adjustment issues in the host country to establish appropriate support services. Thus, the purpose of this study is to investigate the intercultural adjustment problems, intercultural communication competence, and the nature of international students in Indonesia and Japan, as these are two countries with very different demographics whilst simultaneously having the same aim of increasing international students. Moreover, this study aims to propose suitable supportive programs for international students' needs. This study used sequential mixed methods that combine both quantitative and qualitative approaches. The questionnaire participants in Japan consisted of 68 international students studying at cities on the island of Kyushu, while the participants in Indonesia were 58 international students from three major cities on Java Island. There were ten interviewees in Japan and sixteen in Indonesia. The quantitative results showed that the adjustment problems of participants in Indonesia and Japan were relatively few. The results also indicated that intercultural communication competence slightly correlates with intercultural adjustment problems. Additionally, the results identified the external factors which influence the adjustment problems, i.e., course of study, language proficiency, university, and environmental circumstances. The qualitative analysis found three significant problems experienced by participants in Indonesia, i.e., general living issues, sociocultural issues, and language issues, and in Japan, i.e., academic issues, sociocultural issues, and language issues. The diverse causes of each problem and numerous coping strategies were explained. Moreover, this study proposes some programs which address not only the present problems, but also future problems. Those programs are: 1) autonomous language learning, 2) intercultural workshops and courses for teachers, staff, and students, and 3) intercultural interaction programs for international and domestic students/local people. Further discussion, recommendation, limitations, and suggestions were also provided.