

CHAPTER I

INTRODUCTION

1.1 Background of the Research

International students establish a significant portion of the global higher educational market. Their presence offers numerous advantages to both institutions and themselves. Enrolling international students is a strategic approach employed by PHEI (public higher educational institution) to achieve the goal of becoming a world-class entrepreneurship university. This aligns with the current emphasis on transnationalism and globalization (Page & Chahboun, 2019) since the presence of international students' programs fosters the institution's reputation to accommodate these programs and potentially gain international accreditation. PHEI (public higher educational institution) may establish dedicated international classes, in the end enhancing their national and global standing. Additionally, international students contribute to increase income and a larger student body for the institution (Yılmaz, 2018). Beyond these institutional benefits, international students act as intellectual capital ambassadors, fostering cultural understanding between their host nation and their home countries. This exchange enriches the innovation culture within the institution (Okusolubo, 2018).

Additionally, the whole people in the institution must collaborate to accommodate and set professional since outcomes of the international students program can support the whole campus community, students, professors, and foreign organizations who are concerned with the quality of higher education (Okusolubo, 2018). However, Macaro (2018) stated that the relationship between

English and internationalization in education is complex and multifaceted. And most people believed that teaching English was consistent with globalization (Wit, 2013). So, the role of English as medium instruction must be used well among international students in PHEI. Otherwise, international student comes to the host university with challenges. Wachyunni et al. (2023), navigated a complex clarification of challenges surrounding language, academic culture, personal well-being, and environmental factors by sixteen international students. Addressing these challenges are essential for promoting academic success and overall well-being among international students.

Additionally, researcher found that there are several things that must be structured well by the institution to present fully funded scholarship for international students on bachelor degree such as language training before entering the class since language barrier is very dominant problems among them. Besides, the institution must prepare special staffs who are responsible to be ready to inform everything their needs and explain every single information with detailed and clear communication. Indeed, they needed to be oriented well by the institution about social, culture, and academic orientation in the PHEI (Public Higher Educational Institution) in the early of their coming to face the real life becoming international student.

Furthermore, gaining a deeper understanding of international students' perspectives and experiences, Public Higher Educational Institutions (PHEIs) can improve the efficacy of their support services and create more successful programs personalized to their needs (Li & Zizzi, 2018). This research aims to explore these

varied experiences, contributing valuable insights into how PHEIs can actively support the adaptation of international students. Ultimately, by fulfilling the difficulties of this growing student population, PHEIs can advance their infrastructure, technology, and educational curricula, aligning themselves with the evolving needs of society (Okusolubo, 2018).

Investigating the experiences of international students at Public Higher Education Institutions (PHEIs) holds significant benefits. These include: (1) identifying challenges and opportunities; (2) developing effective support strategies; (3) creating inclusive learning environments; and (4) formulating student-centric policies. Furthermore, acknowledging the unique perspectives of international students can lead to several positive outcomes for PHEIs, including: (1) enhance communication; (2) reduce conflict; (3) improved decision-making; and (4) cultivated tolerance and open-mindedness.

Additionally, a public higher educational institution (PHEI) in Jambi has hosted 29 international students from five faculties over several semesters. Recognizing the importance of PHEIs' role in the international field, this research aims to contribute to the renewal of international student service and management systems. The goal is to better address both the academic and personal needs of international students, particularly those on fully-funded scholarship programs. This research focus, titled "Exploring Economics International Students' Experience And Perspective At A Public Higher Educational Institution (PHEI) In Jambi: A Narrative Inquiry" is driven by the need to understand these students' lived experiences.

1.2 Research Questions

An interrogative statement that asked a question about a process, issue, or events which requires to be examined is a qualitative research study (Johnson and Christensen, 2008). Participant would prefer to respond a comprehensive study and generally concentrate on the study's aims by developing additional a specific research questions from this broad topic for study (Johnson and Christensen, 2008). The following research questions guide this study to achieve the purpose:

1. What are EFL international students' perspective about the role of English in Public Higher Educational Institution (PHEI)?
2. What are EFL international students' perspective about the role of Public Higher Educational Institution (PHEI) for international students?
3. What are EFL international students' successful factors in Public Higher Educational Institution (PHEI)?
4. What are EFL international students' challenges in Public Higher Educational Institution (PHEI)?

1.3 Objectives of the Research

The objectives of this research are to evaluate international students' perspective towards the role of English as a Medium of Instruction (EMI) in Public Higher Educational Institutions (PHEIs). It also examines the roles that Public Higher Educational Institutions (PHEIs) show in supporting international students. Further, this research also identifies dominant factors that contribute on international students' successful in academic at Public Higher Educational

Institutions (PHEIs). Then, it explores the challenges that have experienced by international students in Public Higher Educational Institutions (PHEIs).

1.4 Limitations of the Research

This qualitative research designed with a narrative study approach which concentrates on the role of English as English Medium Instruction (EMI), the role of Public Higher Educational Institution (PHEI) for international students, successful factors on academic achievement and challenges that have been faced by international students in the Public Higher Educational Institution (PHEI) using English oral interview. Further, this research employs English oral interviews with two high-performing international students currently enjoying their semester break in Jambi, Indonesia (January 2024). These students represent the first and second batch of international students at the PHEI.

1.5 Significances of the Research

This research offers valuable understandings for Public Higher Education Institutions (PHEIs) looking for to optimize their international student programs. It can assist PHEIs in exploring the effectiveness of English as a Medium of Instruction (EMI) for international classes and students. The findings can serve as a recommendation for PHEIs to critically examine and potentially revise their current international student programs. Additionally, this research investigates into the factors that contribute to the academic success of international students, as well as the challenges they face while studying at a PHEI. By understanding these factors

and challenges, PHEIs can develop more effective support systems and program structures for their international student population. The research can inform policy reviews and enhancements related to international student admission, orientation, counseling, and other support services. Ultimately, by addressing the concerns and aspirations of international students, PHEIs can solidify their reputation as global educational centers.

Beyond its immediate contributions, this research has the potential to empower international students to share their experiences, creating a valuable resource for prospective students. This resource can provide insights into the realities of studying abroad at PHEIs, including anticipated challenges and effective strategies for navigating them. Furthermore, the research findings can serve as a foundation for future studies. Researchers can influence this work to generate new research questions, develop innovative study designs, and gather further data on this important topic. Additionally, the findings can act as a reference point for comparative analyses across different types of institutions (e.g., public vs. private) or regions.

1.6 Definition of Key Term

1. **Narrative study** tells the story of individuals unfolding in a chronology of their experiences, set within their personal, social, and historical context, and including the important themes in those lived experiences (Creswell, 2013). Through these personal narratives, researcher can gain a deeper understanding of the human condition across time and place.

2. **Experiences** is the act of gaining knowledge by acting, contemplating those actions, and forming ideas about them (Kolb, 1984). Further, it is the act of creating significance through storytelling (J. Bruner, 1990) and learning that is embedded in social and cultural contexts, and that occurs through participation in everyday activities (Lave & Wenger, 1991). Hence, it is product which shaped by the social and cultural environments we live (Bourdieu, 1977).
3. **Perspectives** is the initial beliefs that guide our way of interpreting the world (Kuhn, 1999), it is the specific knowledge derived from one's unique position in the world (Haraway, 1991). Hence, it is the specific knowledge derived from one's unique position in the world, constantly shaping and reshaping how to interpret everything that meet.
4. **International Students** are individuals who have registered for a comprehensive study program at a higher education facility in a nation different from their own citizenship (Deardorff, 2006) who travel between countries to seek education (Altbach & Knight, 2007). The international students obtained through fully funded scholarship selection process at a public higher educational institution.