

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This research explored the multifaceted role of English particularly its function as a medium of instruction across various areas such as social, institutional, pedagogy, and communication. The investigation identified eight key roles that the PHEI plays in supporting EFL international students: supporting academic achievement; requiring counselling and mentorship; accommodating personal growth and facilitating social development; and facilitating personal needs. So, the PHEI in Jambi must demonstrate a comprehensive commitment to the educational and overall well-being of its EFL international student population.

The research further identified five key factors contributing to the success of international students within a public higher educational institution (PHEI) in Jambi: support; joining social activity; and professional educators. However, the research also accepts the multifaceted challenges faced by international students: language barriers; lecturer; self-awareness; international students issue; information; mental health; international students cultural differences; social; limited counseling; living environment; beginning of international scholarship; expecting; and coming late. Indeed, the PHEIs can develop targeted strategies and support systems to foster their academic and personal well-being, ultimately contributing to their overall success.

Participants in the study offered seven key recommendations directed towards the public higher educational institution (PHEI) to enhance their

internationalization efforts: providing professional educator for internationalization; providing structured programs for international students; providing comfortable place to live; providing love and sympathy; providing English book; designing Business Indonesian Language Program (BIPA); and recognition. Furthermore, participants offered a five-fold definition of internationalization: language; teaching competence in international student; material resources; staff and management competence; and international students. By understanding these recommendations, PHEI can work towards creating a more inclusive and supportive environment for its international student population.

5.2 Suggestions

The researcher offered a set of suggestions that could prove highly beneficial for:

5.2.1 International Students

International students meet a crowd of challenges during their academic journeys. Personal awareness plays a crucial role in navigating these complexities. Students must adapt to a new environment, which can lead to anxiety and a need to develop handling mechanisms. International students must service mental well-being through strategies such as (1) building self-awareness; (2) cultivating social connections; (3) accepting cultural exchange; (4) prioritizing physical activity; (5) practicing time management and setting realistic goals; (6) seeking professional help; and (7) maintaining connections with home. Indeed, international students can proactively promote their mental well-being and navigate the complexities of academic life more effectively.

Cultural differences and social integration can create misunderstandings and difficulties in communication and interaction with both local students and society at large. Here are some strategies for international students: (1) embracing cultural curiosity; (2) practicing active listening and open communication; (3) building bridges through social interaction; (4) seeking support networks; (5) maintaining cultural identity; and (6) embracing lifelong learning. Indeed, international students can effectively navigate cultural differences, fostering positive intercultural interactions and enriching both their academic and personal experiences in the new environment. Otherwise, international students often arrive at their host universities filled with high expectations. While ambition is crucial for success, unmanaged expectations can lead to disappointment. Here are some strategies international students can employ to manage their expectations effectively: (1) seeking realistic information; (2) prioritizing personal goals; (3) maintaining open communication; (4) embracing a growth mindset; (5) celebrating small victories; and (6) seeking help when needed. Indeed, international students can gain a more balanced and realistic perspective on their expectations.

5.2.2 Public Higher Educational Institution (PHEI)

This public higher educational institution (PHEI) should enhance English language proficiency by employing EMI in this university specifically for international students since many potential benefits of EMI for international students will be obtained: (1) EMI can improve students' English language skills; (2) EMI can increase access to diverse educational resources; and (3) preparation for the global workforce. So, educators must implement EMI as a requires

specialized training and support to ensure effective distribution of content and consideration of diverse learning styles among international students. PHEI must consider in adopting EMI since it must do so thoughtfully, providing adequate language support, incorporating culturally sensitive pedagogies, and fostering an inclusive learning environment that values and celebrates diversity.

The public higher educational institution (PHEI) must overcome the language barrier since it is identified as a critical need. It emphasizes real action to tackle this issue, primarily through the provision of local language education and a dedicated Business Indonesian Language Program (BIPA). Besides, PHEI must enhance the teaching competencies of lecturers specifically for international students. Then, PHEI must be aware of the importance of comprehensive support systems for international students. The PHEI should implement strategies to guarantee that international students receive all necessary information in a transparent and readily understandable manner. Otherwise, PHEI should establish dedicated counselling services specifically tailored to the unique challenges addressing to mental health needs of international students. Moreover, PHEI must consider collaborating with local communities or developing on-campus housing options situated close to academic facilities to promote accessible student housing.

Bridging cultural divides is a key challenge identified as the potential for cultural misunderstandings between international students, local students, and the broader community. To address this, the public higher educational institution (PHEI) can play a proactive role in facilitating cultural exchange. This could involve organizing special events designed to promote understanding and

appreciation of local culture. Besides, developing a strong international student management system requires time and experience must to be done to bridge the gap of the host university's status as a newcomer in offering scholarships which presents unique challenges. Otherwise, effective communication between lecturers and the management can be achieved through clear guidelines outlining procedures for accommodating late arrivals due to unforeseen circumstances.

5.2.3 Future Researchers

This research acknowledges its limitations and presents potential avenues for future investigation. A larger-scale case study approach involving the entire international student population can offer a more comprehensive understanding of their diverse experiences and perspectives on a specific research topic. The in-depth exploration with a greater number of participants can produce a richer data set and provide stronger support for the research findings. The resulting knowledge will be valuable for the PHEI informing improvements in both the international student management system and the overall student experiences.