INTERPERSONAL COMMUNICATION BARRIERS AMONG INTERNATIONAL STUDENTS AT GRADUATE SCHOOL OF BOGOR AGRICULTURAL UNIVERSITY

MOHAMED ALHABIEB ALHAFIZ MOHAMED ALNOUR

GRADUATE SCHOOL
BOGOR AGRICULTURAL UNIVERSITY
BOGOR
2019
DECLARATION OF ORIGINALITY

I hereby declare that this thesis titled “Interpersonal Communication Barriers among international students at Graduate School of Bogor Agricultural University and the works reported herein were composed by and originated entirely from me under the supervision of my supervisory committee. I therefore declare that, this is a true copy of my thesis as approved by my supervisory committee and has not been submitted for a higher degree to any other University or Institution. Information derived from the published and unpublished work of others has been duly acknowledged in the text as well as references given in the list of sources.

Bogor, February 2019

mohamedalhabieb
NIM 1352178071
SUMMARY

MOHAMED ALHABIEB ALHAFIZ MOHAMED ALNOUR. Interpersonal Communication Barriers among international students at Graduate School of Bogor Agricultural University. Under the supervision of DJUARA P. LUBIS, and BASITA GINTING.

This study focused on interpersonal communication barriers, the sociocultural and language difficulties of adaptation among international students can lead to academic issues, and aimed to identify the barriers and factors which influence interpersonal communication among international students and to examine the extent to which these factors have affected international students’ adaptation to cultural transition in learning and living in the Bogor agricultural University. This study involved both quantitative and qualitative methods. The quantitative component utilized data collected through semi structured questionnaires on 40 International students representing international students from postgraduate school of Bogor agricultural University, the qualitative component of this research utilized interviews method, while the data analysis techniques used to answer the research hypothesis is statistical analysis with SPSS and correlation.

The study reached to many results, the most important of them are, there was a significant difference with respect to Characteristics of individuals in the perception of barriers to interpersonal communication among international students, though there was a significant difference in opinion among international students regarding various dimensions of academic adaptation. The majority of international students mentioned that barriers were due to the source of communication especially in Indonesian language, where 77% student are bad in speaking Indonesian language, and 80% of international students speak English very well. in addition, the results revealed that, around (54%) student find slight difficulty to understand and accept the Indonesian culture, and Correlation between GPA and Proficiency of English language was significant while in Proficiency of Indonesian language was not significant.

Keywords: Academic Adaptation, Cultural Barriers, Language Barriers, Sociocultural Adaptation.
RINGKASAN

MOHAMED ALHABIEB ALHAZIB MOHAMED ALNOUR. Hambatan Komunikasi Interpersonal di Antara Mahasiswa Internasional di Sekolah Pascasarjana Institut Pertanian Bogor. Dibimbing oleh DJUARA P. LUBIS, and BASITA GINTING.


Studi ini mendapatkan banyak temuan, yang paling penting di antaranya adalah perbedaan nyata pada masing-masing karakteristik perorangan dalam persepsi hambatan-hambatan terhadap komunikasi antarpribadi di antara para mahasiswa internasional, meskipun terdapat perbedaan nyata dalam pendapat di antara para mahasiswa internasional mengenai dimensi-dimensi beragam atas adaptasi akademis. Sebagian besar mahasiswa internasional tersebut menyebutkan bahwa hambatan-hambatannya bersumber dari komunikasi terutama dalam Bahasa Indonesia, di mana 77% mahasiswa internasional buruk dalam berbahasa Indonesia, serta 80% mahasiswa internasional sangat fasih berbahasa Inggris. Hasil temuan mengungkapkan sekitar (54%) mahasiswa internasional menemukan sedikit kesulitan untuk memahami dan menerima budaya Indonesia, dan Korelasi antara IPK dan Kemahiran bahasa Inggris adalah nyata sedangkan dalam kemahiran bahasa Indonesia tidak nyata.

INTERPERSONAL COMMUNICATION BARRIERS AMONG INTERNATIONAL STUDENTS AT GRADUATE SCHOOL OF BOGOR AGRICULTURAL UNIVERSITY

MOHAMED ALHABIEB ALHAFAIZ MOHAMED ALNOUR

Thesis
Submitted in partial fulfillment of the requirements for the degree of Master of Science
In Agricultural and Rural Development Communication

GRADUATE SCHOOL
BOGOR AGRICULTURAL UNIVERSITY
BOGOR
2019
External Examiner: Prof Dr Djoko Susanto, MPH
Research Title: Interpersonal Communication Barriers among International Students at Graduate School of Bogor Agricultural University

Student number: I352178071

Mohamed Alhabib Alhafiz Mohamed Alnour

Approved by Supervisors

Djuara P. Lubis, MS
Chair

Dr Ir Basita Ginting, MA
Member

Endorsed by

The Head of Study Program Agricultural and Rural Development Communication

Ir Sarwiti Sarwoprasodjo, MS

Dean of Graduate School

Prof Dr Ir Anas Miftah Fauzi, MEng

Examination date: 4/2/2019

Graduation date 0 2
Research Title: Interpersonal Communication Barriers among International Students at Graduate School of Bogor Agricultural University

Name: Mohamedalhabieb Alhafiz Mohamed Alnour

Student number: I352178071

Approved by

Supervisors

Dr Ir Djuara P. Lubis, MS

Dr Ir Basita Ginting, MA

Chair

Member

Endorsed by

The Head of Study Program

Agricultural and Rural Development Communication

Dean of Graduate School

Dr Ir Sarwititi Sarwoprasodjo, MS

Prof Dr Ir Anas Miftah Fauzi, MEng

Examination date: 4/2/2019

Graduation date
First of all many thanks to ALLAH because without ALLAH strength, I would never have persevered through the process of this project. I feel that ALLAH used this project to teach me more about myself and my relationship with Him. Through it, I became more confident and truly believe that with God all things are possible.

I would like to thank Dr. Ir. Djuara P. Lubis, MS for serving as my thesis chair. He has graciously spent countless hours guiding and corresponding with me. I am not sure how he was able to deal with me popping in every day with questions for his to answer. However, he managed to answer everything I had to ask with a tremendous amount of patience.

I would also like to thank my thesis co-chair Dr. Ir. Basita Ginting, MA. He has provided important advice and numerous comments regarding my thesis work. I hope that this project is a piece of scholarly work to which he can proudly attach his names.

I also want to acknowledge several of my special friends, my family members: my parents, my wife, son, brothers and sister. Their love and support are invaluable. They have always been a source of strength for me. Without their support and encouragement I would not have overcome this task.

Finally, I would like to thank other faculty members, fellow graduate students and friends. Thank for being there for me and for your constant encouragement.

To all of you, a sincere — Thank you

Bogor February 2019

Mohamed Alhabieb
LIST OF CONTENTS

LIST OF TABLES v
LIST OF FIGURES vi

1 INTRODUCTION

Background 1
Statement of Problem 3
Objectives of Research 4
Significance of Research 4

2 LITERATURE REVIEW 5

Interpersonal Communication 5
Interpersonal Communication Barriers 6
Elements, Significance, and Principles of Interpersonal Communication 12
Verbal and Non-Verbal Interpersonal Communication 14
Non-Verbal 15
Verbal 16

3 METHODOLOGY 17

Framework 17
Hypotheses 18
Research Design 19
Data Collection Techniques 19
Time and Place 20
Data Analysis 20
Validity and Reliability of the Instrument 20
Conceptualization and Operational Definition 21
Operational Definition 21

4 RESULTS AND DISCUSSION 24

IPB International Students 24
Demographic Data 25
Language Barriers 27
Cultural Barriers 32
Academic Adaptation 35
Sociocultural Adaptation 37
LIST OF TABLES

1. Previous Research Findings which focused on interpersonal communication barriers 8
2. Operational Definition of characteristics of students (X1) 21
3. Operational Definition of language barriers (X2) 23
4. Operational Definition of Cultural Barriers (X3) 24
5. Distribution of Respondents Based on Individual Characteristics of International Students at graduate of IPB in 2018 27
6. Number and Percentage of Respondents at Graduate School of IPB According to Their Language Proficiency in 2018 28
7. Results of English Test for International Students at graduate school of IPB in 2018 31
8. Percentages of Cultural Barriers for International Students at graduate school of IPB in 2018 33
9. The GPA of International Students at graduate school of IPB in 2018 36
10. Percentages of Academic Adaptation for International Students at graduate school of IPB in 2018 36
11. Percentages of Sociocultural Adaptation for International Students at graduate school of IPB in 2018 38
12. Correlation Between Research Variables and GPA for International Students at graduate school of IPB in 2018 40

LIST OF FIGURES

Analytical Framework 18
INTRODUCTION

Background

Words and languages, are developed much later in human history and early human beings expressed their feelings and experiences without using any words. Face, expressions and use of hand and other organs (body parts) like the hands, could tell others many things. Later language developed and people used words to speak to others or convey feelings. With alphabets, writing gave yet another powerful tool to convey thoughts, ideas and feelings. However, ask questions and get answers, seek information and get it. How did humans develop the ability to communicate. Are humans the only creatures on earth that communicate. What purpose does communication serve in our lives. Answers to these historical, anthropological, and social-scientific questions provide part of the diversity of knowledge that makes up the field of communication studies. Even though the origins of communication studies are traced back thousands of years to ancient Greek philosophers and teachers like Plato and Aristotle who were the first to systematically study and write about speech. Communication students and scholars also study basic communication processes like nonverbal communication, perception, and listening, as well as communication in various contexts, including interpersonal, group, intercultural, and media communication. Communication has been called the most practical of the academic disciplines. Even the most theoretical and philosophical communication scholars are also practitioners of communication, (Beebe et al 2015).

Discuss problems and come to conclusions, exchange thought, ideas and interact with others. For doing all these should use communication. Imagine a situation where a person is not able to speak and interact with others or think of a family living in the same house without speaking to each other. Such situations can create plenty of problems (Omarzu and Harvey 2012). So communication can help humans to understand each other and solve problems, individual intellectual and social development is largely determined by the quality of communication with others. Communication with others individuals can find the real self, communicating is a must for humans, because with communication human needs will be fulfilled. The process of communication between people is a basic process to feel and understand world and environment, communication in general based on the transfer or exchange of information between the parties influential and affected resulting in a change in attitudes or behavior, communication is a process of social interaction aimed at strengthening social relations in society through the exchange of information, thoughts and feelings which lead to understanding, empathy. This implies that every person’s communication skills affect both personal and organizational effectiveness (Mainhard et al 2018). The reasons why peoples communicate could be to pass on knowledge and to teach, this use of communication dates back as far as humans do. Before written language, knowledge and discoveries were all passed down via word of mouth, this way of communication allows future generations to acquire the knowledge and expand on it. To understand and learn, communication can also be used in the other direction for the reason to learn and understand. People can use communication to question.
and acquire knowledge from others, build relationships, one of the most important reasons that individuals communicate is to build relationships, these relationships may be romantic, friendly or strictly professional but all of them require communication. to build a basis to influence another person or simply for pleasure, a friendly relationship requires communication to be honest and equal. Some may use communication as a way to influence other people. This may be done passively; communication can simply be used for pleasure or relief. Telling jokes, giving compliments or retelling stories are all ways communication can be used in this way (Lasamahu 2011).

Many students develop difficulties within their university due to communication issues. There are three key barriers that can occur among students, language, cultural diversity, gender differences. These barriers to interpersonal communication are specific items that can distort or prevent interpersonal communication. Whenever two people are together, there's communication. Interpersonal communication includes not only verbal communication, but also non-verbal communication, whether verbal or non-verbal communication, interprets the potential meaning of that communication. Barriers to interpersonal communication occur when the sender's message is received differently from how it was intended. Typically, communication breakdowns result from lack of understanding without clarification; often, there wasn't even an attempt at clarification. If barriers to interpersonal communication are not acknowledged and addressed, workplace productivity can suffer.

Language is one cultural barrier that is observed in students coming from different parts of the world. Many of us hesitate to communicate with a foreigner because we are unable to understand his language or accent. However: Interpersonal communication can go away when the sender and receiver of the message speak different language, literally and figuratively. Not everyone in the workplace will understand slang, jargon, acronyms and industry terminology. Instead of seeking clarification, students might guess at the meaning of the message and then act on mistaken assumptions. Also, misunderstandings may occur among students who do not speak the same primary language. As a result, feelings may be hurt, based on misinterpretation of words or of body language. Because of the obscurity of language there is always a possibility of wrong interpretation of the messages. This barrier is created because of the wrong choice of words, in civil words, the wrong sequence of sentences and frequent repetitions. This may be called linguistic chaos. When the communication is passed on with the help of body language and gestures, its misunderstanding hinders the proper understanding of the message. For example, moving one’s neck to reply to a question does not indicate properly whether the meaning is ‘Yes’ or ‘No’. Students coming from different countries may not find comfort in communicating or coordinating easily with one another. When students from different countries come together, their way of thinking varies. Some might be shy to communicate, while others open for communication. Owing to the difference in their cultural backgrounds, there is a difference in their upbringing, due to which there's a difference in their views and beliefs. Even the communication etiquette differs across the different countries, thus making it difficult for communication to even start (Kim and Mattila 2008).
Interpersonal communication may be adversely affected by lack of cultural understanding, mis-perception, bias and stereotypical beliefs. Students may have limited skill or experience communicating with people from different background. Many universities offer diversity courses and training to help students understand how to communicate more effectively across cultures and relate to those who may have different background experiences. Similarly, gender barrier can obstruct interpersonal communication if men and women are treated differently, and held to different standards, causing interpersonal conflicts in the university. Cultural and national differences in body language and other behaviors can also cause miscommunications. For instance, in Africa, it is important to make eye contact with someone who is speaking to you or they may think you are distracted or uninterested. However, in many Asian countries, eye contact can be a sign of disrespect or a challenge to authority. There are many other cultural and national differences in body language that can create barriers to effective communication. These include differences in facial expressions, the use of nodding to indicate agreement or understanding, and the amount of space to give someone with whom you are having a conversation. Stereotypes are assumptions people make about the characteristics of members of a cultural or social group. Many stereotypes are negative or even hostile and are a serious barrier to interpersonal communication. These factors can create barriers to effective communication. The present study is designed to investigate the life of international students, taking into account all aspects, such as language, culture, academic, and the adaptation with these aspects, to describe and analyze differences and similarities of it in both Indonesia and international students countries among similar, to understand in what extent differences in cultural and society conditions especially at Bogor agricultural university as one of profession university in agricultural field in Indonesia finally, The results may give suggestion to propose programs to decrease problems related to adaptation.

Statement of Problem

Communication is very important in human life, because the individual is social nature mean, the individual cannot live without communication. In some cases, communication between students faces difficulties that lead to cut out or hinder the communication. It is called the interpersonal communication barriers. Many other researches talk about the interpersonal communication barriers. Some of them, agree that there are internal factors such as paying attention and not listening carefully and external factors related to the environment factors. Whatever the case, in this study, will be talked about the interpersonal communication barriers that international students face at Graduate School of Bogor Agricultural University. Then, identify the most common barriers that
affect the interpersonal communication process. However, the question of this study is:

1- How are the individual characteristics of the foreigner's students at Graduate School of IPB, and the extent of its impact and its relationship to these interpersonal communication barriers.

**Objectives of Research**

1. Identifying the barriers that influence interpersonal communication among students.
2. Identifying the factors that influence interpersonal communication among students
3. To find out some ways or solutions to avoid interpersonal communication barriers among students and develops interpersonal communication among students.

**Significance of Research**

The importance of this study involves an analysis of the student's perceptions regarding their communication strengths and weaknesses, to reveal their attitude, whether they feel that they are potential barriers to interpersonal communication, the attitude of students, the lack of response and feedback and other such factors more responsible for ineffective communication. For this reason, research about student’s beliefs and perception of their communication skills is crucial and it may help us understand how to overcome the barriers in interpersonal communication. The study aims to determine the opinion of students regarding barriers in interpersonal communication, to evaluate the extent of communication barrier with respect to the different dimensions and to assess the difference in opinion regarding barriers in interpersonal communication.

Interpersonal communication is the communication that takes place between people who are in some way (connected). Because of this interdependency, interpersonal communication is inevitably and essentially relational in nature. Interpersonal communication takes place in a relationship, affects the relationship, and defines the relationship. The way student communicate is determined in large part by the kind of relationship that exists between student and the other students.

This study has a paramount importance for the IPB students in barriers of interpersonal communications, it enables to identify the interpersonal communications barriers that can take place on campus among students in agricultural sciences. however, this study can be used as a base line for future studies in interpersonal communications barriers that occur among IPB students in general in the future studies.
2 LITERATURE REVIEW

Interpersonal Communication

Effective interpersonal communication at work is essential to our career success. Yet it’s often not clearly understood nor easy to improve. Interpersonal communication as the process that we use to communicate our ideas, thoughts, and feelings to another person. The effectiveness of interpersonal relationships depends on the extent to which we practice and exhibit interpersonal skills. "interpersonal" means happening with others, interactions between the individual and outside others. Or as communication between a small group of individuals, typically in a face-to-face setting, where participants engage in a minimally restricted dialogue with each other. While we may be born communicators, we are not born with effective interpersonal skills those we need to learn, nor are effective skills static; the same techniques may not work for all people in all situations (Lolli 2013). The culture of each person, his or her gender, the environment, and the individual’s objectives will determine how that person approaches and processes interpersonal communication. Just as every individual represents a unique combination of physical, education, psychological, gender, and cultural characteristics that distinguish us from one another (Utami et al 2014), each new relationship teaches us a little bit more about the nature of people and interpersonal communication. Each new relationship increases our comfort at interacting not only with those who share our characteristics but also with those whose attitudes, experiences, life, and perspectives differ from ours (Luz 2015). Communication is our link to humanity. In its broadest sense, it is a process involving the deliberate or accidental transfer of meaning. One person does or says something, thereby engaging in symbolic behavior, while others observe what was done or said and attribute meaning to it. Whenever you observe or give meaning to behavior, communication is taking place. Interpersonal Communication as the process we use to build relationships with others through communication by effectively doing the following: Understanding the other’s situation in order to build a relationship with someone, we need to be aware of where the other person is coming from. Communicating in the right manner it’s not just what we say that matters but also the tone we use and how we say it (Hartley 1996). Additionally, by considering our understanding of the other person, we figure out how to best our intentions and ideas to that particular individual. Influencing them to listen and/or take action as needed People are more likely to listen to us when we listen first to them and make efforts to establish common grounds. When we approach any communication with the intention to create a win-win situation, that’s when we will maximize our influence on others and inspire them to action, the purpose of communication is to reach a common understanding, build a better relationship.

Interpersonal communication fosters our intellectual, social development, and develops individuals from the social dimension. Our identification is formed in and through communication with others, in order to understand the reality around us and to examine the truth of the impressions we have of the world around us, we need to comparing it with the impressions and notions of others and the same reality, our mental health is largely determined by the quality of our
Communication or our relationship with others, especially those who are significant figures in our lives (Munawaroh 2015). Therefore, interpersonal communication is very paramount for the life of individuals living in the midst of social environment. We communicate a lot of things throughout our lives, but researchers who study communication have identified a few common characteristics. For one, interpersonal communication involves independent individuals. This may seem obvious, but really what this means is that each person has their own motivations, expectations, and interpretations of communication. The other fundamental characteristic of interpersonal communication is that it is inherently rational. In short, it's meant to be understood. Whatever we communicate, however we communicate it, we do so because we are intelligent beings capable of expressing and communicating our thoughts and feelings (Omarzu and Harvey 2012). And when we communicate, we do so because we expect something to be communicated. We can see how interpersonal communication can quickly become an interesting field of study.

Beyond the fact that humans communicate rationally, researchers also characterize communication as being inescapable. What this means is that we are always communicating, always presenting information about ourselves and interpreting information from other people. By saying something, you are communicating. But by refusing to say something, we also communicate something. Communication is constant. But it also involves personal choice. That's the fourth main characteristic of interpersonal communication (Kaul 2011).

### Interpersonal Communication Barriers

There are a lot of interpersonal communication barriers which we cannot count it, because these barriers can happen in any step or time in communication. These barriers mean, obstacle in study place or a workplace that prevent effective communication and effective exchange of ideas or thoughts (Pal et al 2016). Such barriers include, status differences, gender differences, cultural differences, prejudices, and the organizational environment (Alriyami 2015). In addition, there are a lot of barriers can be caused unsuccessful communication such as language barriers, listening barriers, and environmental and cultural barriers (Klimova and Semradova 2012). Language is an abstract form of communication, the expression of life experience or of professional experience, of the emotional, motivational state or of the personal relationship with the interlocutor. For this reason, both the adaption to the training and knowledge level of the interlocutor and the avoidance of ambiguities of speech or of assessment of the interlocutor and of the things the latter valorizes in a positive manner are of a great importance. Obviously, in order to obtain a problem-free communication, first and foremost we need a common language. But language does not only stand for vocabulary, it requires a certain meaning assigned to words, certain semantics. There are situations in which the semantics is common and the vocabularies are different. The differences of language may appear as a result of the differences between cultures and subcultures including professional subcultures, as well as of the differences of socio-cultural statute. The communicator’s incapacity to think out of the (box) of his own language leads to the undue formulation of the message (Ozmen et al
2016). Cause misinterpretation of words multiple problems when the message transfer, as a result of the different scientific backgrounds and cultural experiences accumulated by the receivers, so the sender to make sure through the feedback that the message has reached the desired sense. Communication barriers can be classified into conception barriers, language barriers, environment barriers and barriers caused by the position of the sender and receiver. Conception barriers include how sender expresses message, lack of attention and quick conclusion about the message which caused misunderstanding. And language barriers such as same words have different meaning from person to another and different level of experience between speaker and listener. The choice of the right moment for the communication, the clarification of ideas before the communication, the use of adequate language in order to have successful communication. Our opinion that conception and language barriers can be one type of barriers because it related to each other. (Titu and Flucsa 2010).

People like to listen to each other every day, but they learnt the least of all communication. Specialists reached the conclusion that (a person spend 80% of its time communicating and it allots to listen only 45% of the time dedicated to communication). In spite of this, it is the least taught as compared to speak (a little), reading (a lot) and writing (the most). Listening covers some aspects which give the listening its importance. If one of these components is missing, it loses its importance, they are: Struggling to hear, being attentive to what it is saying and attaching importance to what somebody says. There are many things that get in the way of listening. For example, when a person is not interested in the topic that the speaker talked about. They can affect the interpersonal communication not only within international contacts, such as the student’s relations within university, as it is commonly believed (Duță 2015). Indeed, in multinational university they have different perceptions on the organizational rituals, clothing style, gestures and values. Anyway, cultural barriers are increasingly more present at the level of our day-to-day life, in that world of life which has nothing to do with the universities (Ariani 2015). And if we shall assign the name of culture to any subcultures rural or urban, agrarian or industrial professional, regional or district as well as to the subcultures that they ceaselessly generate, we shall have a fairly realist landscape of the scene on which the drama of intercultural communication is playing - with all its barriers and tragedies, with its fascinating evolution that leads, day by day, to the birth of a new level of human competence, the cross-cultural competence. In default of such a competence, I don’t believe we could seriously talk of communicational responsibility, reason for which we witness every day so many acts of irresponsibility in terms of intercultural communication (Bortun 2013).

According to Lunenburg (2010) in this study about Communication: The Process, Barriers, and Improving Effectiveness, suggested that; the major areas where interpersonal communication breakdowns most frequently occur among students:

Sincerity, nearly all communication theorists assert that sincerity is the foundation on which all true communication rests, without honesty, straightforwardness, and authenticity all attempts at communication are destined to fail.
Self-perception, how we see ourselves affects our ability to communicate effectively, a healthy but realistic self-perception is a necessary ingredient in communicating with others.

Role perception, unless people know what their role is, the importance of their role, and what is expected of them, they will not know what to communicate, when to communicate, or to whom to communicate.

Empathy, the lack of empathy is one of the major obstacles to effective communication, the empathetic person is able to see the world through the eyes of the other person.

Ability to communicate, some of the ways we communicate raise barriers by prevent discussion or causing others to feel inferior, angry, hostile, dependent, compliant, or subservient.

Culture, our cultural heritage, biases, and prejudices often serve as barriers to communication. The fact that we are black or white, young or old, male or female have all proved to be obstacles in communicating effectively.

Feedback. feedback improperly given can impede communication rather than improve it.

In addition to these barriers also a communication barrier may be present because the parties do not share a common language, if a person is visually impaired or deaf, this presents an obvious barrier in communication, speech barriers or dysphasia as a result of a stroke or other brain problem can present a barrier. The use of jargon and over complicated language creates barriers to communication. anyway, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receivers. For example, a message that comprise a lot of specialist abbreviations and jargon will not be understood by a receiver who is not familiar with the terminology used. Psychological barriers may involve shyness or embarrassment. Sometimes, individual may present herself as being abrupt or difficult when she may actually be nervous, one person's stereotyped views of the other party or the group he belongs to may also provide a barrier to communication (Borțun 2013). And acceptable styles of communication vary between cultures, in some societies physical gestures are extravagant, and touch is more acceptable, in these societies, it is generally acceptable to touch and hug a person's arm when you are speaking to him. In other societies this would be unacceptable, also environmental barriers to communication can comprise noise and lack of privacy, an environment which is too hot or cold will not be conducive to effective communication, some places of studies are busy with many distractions, such as constantly ringing telephone and other messaging systems (Braithwaite and Labrecque 1994).

Previous Research Findings

Table 1: Previous Research Findings Which Focused on Interpersonal Communication Barriers

<table>
<thead>
<tr>
<th>NO</th>
<th>Name</th>
<th>Research Title</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chung-Hsien</td>
<td>Factors</td>
<td>International students’ comfort</td>
</tr>
</tbody>
</table>
Hsu, 2011  
Influencing International Students’ Academic and Sociocultural Transition in an Increasingly Globalized Society

with oral English had strong correlation with their academic and sociocultural adaptation. International students’ transitions fell into three groups, delineated through Mezirow’s transformative learning theory, as well as a third group. Two groups of international students’ transition, in cultural values changing and cultural changed, in that, some students demonstrated adaptation without transforming to any great extent, while some other students underwent premise reflection and transformed their sociocultural and academic values and perspectives. Additionally, one group of students was noticeably undergoing transformation in response to other aspects of their situation. International students’ social networks with American peers are correlated to important benefits because contact with American students positively influences international students’ academic experiences.

Jonah Nyaga Kindiki, 2009  
Effectiveness of communication on students discipline in secondary schools in Kenya

The level of discipline in secondary schools in Kenya is very low, schools administration rarely discussed implementation of rules and regulations to students hence there are poor channels of communication. Ineffective communication results in conflict, chaos, misunderstanding and lack of confidence in school administration. Factors such as individual communication skills promoted effective communication whereas barriers to interpersonal communication hindered effective communication.
| 3 | Rofi’ah -2012 | Intercultural Communication Effectiveness of Sundanese and Maduku Tribe (Conflict Management Case in Kelurahan Kebon Kelapa Sub-district Bogor Tengah Kota Bogor) | This study found that conflicts related to the content and relational issues as cultural differences; Madurese’s low context culture and Sundanese’s high context culture, resolved through compromise styles that led to better intercultural interpersonal relationship and working relationship |
| 4 | Abdelmajid Bouazza - 2015 | the Barriers to Interpersonal Communication among Information Studies Students at Sultan Qaboos | The most language barriers is students have to explain their words, if others don’t understand them by (92%) . Otherwise, the less barrier is can't understand people who talk English language by (6%). The most listening barriers is students can’t listen effectively when a speaker is boring by (69%). However, the less listening barriers is students don’t have time to listen to others by (8%). Noise in the place is the most cultural and environmental barriers caused unsuccessful communication, but the gap in age is the less barriers by (8%). |
| 5 | Megan Davies , Josephine K. Musango , Alan C. Brent - 2015 | A systems approach to understanding the effect of Facebook use on the quality of interpersonal communication | Facebook is not a sufficient substitute to interpersonal communication, as it tends to degrade the quality of interpersonal relationships. Future investigation will require developing a simulation model for a specific case to provide more insights on the extent of this trade-offs and potential intervention measures. |
| 6 | Nurhayati – 2011 | Factors Influencing Communication Effectiveness in Field School of Integrated Crop Management of | The factor of field guide characteristic had a significant correlation with the communication participation of farmer. The field guide characteristics also had a significant correlation with the |
### Rice: A case study in Cikarawang Village, Bogor Barat Sub-district, Bogor City.

- Technological innovation characteristic (i.e. trialibility and observability). Some elements of farmer characteristics (i.e. age and experience) significantly correlated with the communication participation of farmer. However, all elements of communication channels (type of media and place and time suitability) were not correlated with the communication participation of farmer.

### Communication Barriers in the Classroom: A Teacher’s Perspective


The majority of the teachers opined that barriers were not due to the source of communication (the teacher) but the problem lies with the other elements of the process – the classroom environment, the curriculum and the students. The solution however is with the teachers: to modify the classroom environment, rectify the teaching content the students to achieve their objective of effective teaching-learning. With experience the teachers are able to do much of the impossible. The exact.

### Human Communication and Effective Interpersonal Relationships

- Patrick Adigwe, And Ephraim Okoro. 2016.

Effective interpersonal communication is critically important in achieving clients’ high level of recovery, speedy compliance, and enhanced self-awareness. This study clearly establishes that communication is a significant part of a successful counseling practice. Productive counseling largely depends on communication competence - the ability to articulate instructions and procedures clearly, persuasively, and consistently both verbally and nonverbally.

---

In order to improve the effectiveness of
Lunenburg, 2010.
The Process, Barriers, And Improving Effectiveness communications, schools must develop an awareness of the importance of sender's and receiver's responsibilities and adhere to active listening skills. A number of barriers retard effective communication. These can be divided into four categories: process barriers, physical barriers, semantic barriers, and psychosocial barriers.

10 Jeffrey C. Lolli, 2013. Interpersonal communication skills and the young hospitality leader lack of leadership experience in effectively dealing with line-level employees. The respondents rated the importance of all interpersonal communication skills presented higher than their level of preparedness. Lack of experience in dealing with a diverse workforce. Being uncomfortable dealing with confrontational situations with subordinates. The inability to give meaningful feedback.

**Elements, Significance, and Principles of Interpersonal Communication**

Interpersonal communication skills are necessary to developing other key life skills, interpersonal communication is an important skill across all facets of career, interpersonal communication is present when talking with friends, coworkers, or asking for a promotion. Being able to communicate well with others is often essential to solving problems that inevitably occur both in our private and professional lives. Decision making is another field which can benefit from effective communication skills as it often requires communicating complex information so that the most suitable decision can be made. Effective interpersonal communication skills enable us to work more effectively in groups and relationship, which may be either formal, like at university, or informally in social situations. It is often desirable to build and create strong relationships with others, which can in turn lead to better communication and understanding. Interpersonal Communication skills are essential for the establishment of relationships between person and his/ her friends, which leads to a mutual exchange of information, ideas, and skills. Furthermore, we establish mutual respect and consideration for one another’s opinions and input. Interpersonal communication conducted in this manner enables the performance of duties, completion of assignments, and management of tasks, Even the students its significant and requires to have...
interpersonal skills, because the communication is a never ending cycle and in case it ends, means it was not a great communication. If during the conversation or any discussion, only one person speaks, the other individual never replies, it means it is not a two-way communication. Interpersonal communication needs two-way process. Principles of Interpersonal Communication are underlying the workings in real life of interpersonal communication. They are basic to communication, and we can't ignore them. However, Interpersonal communication is inescapable, the very attempt not to communicate communicates something. Through not only words, but through gesture, through tone of voice and, posture, facial expression, and so on., we constantly communicate to those around us (Haggarty and Postlethwaite 2005). Through these channels, we constantly receive communication from others. Interpersonal communication is irreversible. mean we cannot really take back something once it has been said. also interpersonal communication is complicated.

No form of communication is simple. due the number of variables involved, even simple requests are extremely complex, we do not actually swap ideas, we swap symbols that stand for ideas. This also complicates communication. Words "symbols" do not have inherent meaning, we simply use them in certain ways, and not two people use the same word exactly alike. interpersonal communication is contextual, all of interpersonal communication happens in a contextual framework, which include, first, psychological context refers to the state someone is in (moods, emotions), depending on what students feeling and what their friends are feeling and it will have a great impact on the communication that is taking place. second, relational context refers to the degree of depth student have with the other person, the communication with a person he just met will take on a completely different nature than with his longtime friends or partner. last, cultural context refers to the learned norms and behaviors of a particular culture. Different cultures communicate differently and have different ways of communicating and interacting (Frymier and Houser 2000).

Whether it takes place in person, on the telephone or by Internet, interpersonal communication involves the exchange of information between at least two individuals. While the two-person dynamic is essential, interpersonal communication can take place among larger groups as well. The central elements of interpersonal communication include nonverbal, para-verbal and verbal factors, these elements work both individually and together to enhance the experience. First, nonverbal elements of interpersonal communication involve body language’s effect on the interpretation of verbal cues. Eye contact, is one essential component of nonverbal interpersonal communication. Body posture also affects the reception of the message, with slouching or facing away implying a lack of interest. The position of the arms, hands, legs and feet add additional elements, while certain gestures such as fidgeting or shielding of the body with crossed arms implies that the person is not open to the experience. Second, elements include factors such as voice pitch, tone and rate of speech. These work with the verbal elements of interpersonal communication to add emphasis to certain ideas being expressed. In addition, the way in which a speaker stresses certain words can affect the meaning of the message being conveyed, volume also has an effect, words spoken with more volume carry greater importance than those presented at a normal or lower volume. Third; verbal Factors, language style, grammar and
word choice all play important verbal roles in interpersonal communication, these elements help control the message being presented, greatly affecting the quality and formation of the message, word organization and choice can increase the clarity and effectiveness of the message through formal and informal cues contained within the language. While each of the factors in interpersonal communication work independently to increase the effectiveness of the messages being related between two or more people, these elements must work together to ensure clarity and understanding. Constructing the message and delivering it in a clear and concise manner helps ensure against misinterpretation and confusion. By making sure the message is communicated clearly the first time, the speaker also promotes a more efficient level of communication where the message will not need to be further analyzed or repeated to ensure proper understanding.

**Verbal and Non-Verbal Interpersonal Communication**

Our success as a species and as individuals depends upon our ability to effectively communicate, both verbally and non-verbally. Verbal and non-verbal communication shapes our interactions with others in education region and interpersonal relationships, as well as our financial and personal success, and our physical and psychological well-being. Understanding the different aspects of verbal and non-verbal communication, and the important roles they play in our interactions with others, is the first step to foster positive communication and nurturing relationships. The importance of verbal communication lies when we use verbal communication to inform, whether it is to inform others of our needs or to impart knowledge. Clarification is a key component of verbal communication. Often, we do not articulate ourselves clearly, or our words or actions are misconstrued. Verbal communication helps to clarify misunderstandings and provides missing information, verbal communication can be used to correct a wrong, is often more effective than an action. Verbal communication can also be used as a tool of persuasion. It creates an opportunity for debate, stimulates thought and creativity, and deepens and creates new relationships. according to (Krauss et al 2000), a species’ survival depends critically upon its ability to communicate effectively, and the quality of its social life is determined in large measure by how and what it can communicate. non-verbal communication interacts with verbal communication. We can reinforce, contradict, substitute, complement or emphasize the verbal communication with non-verbal cues such as gestures, expressions and vocal inflection. according to (Argyle 2007), in his book Bodily Communication, identifies five main functions of non-verbal communication: to express emotions, communicate interpersonal relationships, support verbal interaction, reflect personality and perform rituals, such as greetings and goodbyes. in addition, verbal communication is fostered when a person is an effective listener. Listening doesn’t simply mean hearing, it importance to understanding another person’s point of view. Take the time to think before speak to ensure that articulate clearly. Let other people interject and have the floor. Allow time for reflection on the subject at hand. Watching other people’s body language, facial expressions and intonations, and being conscious
of our own physicality and feelings can enhance non-verbal communication. (Tiwari 2015).

Non-Verbal

According to experts, a large portion of our communication is nonverbal. Every day, we respond to thousands on nonverbal cues and behaviors including postures, facial expression, eye gaze, gestures, and tone of voice. Nonverbal details reveal who we are and impact how we relate to other people around us. Research suggests that only 5 percent effect is produced by the spoken word, 45 percent by the tone, inflexion, and other elements of voice, and 50 percent by body language, movements, eye contact. Non-verbal communication plays a significant role in our daily life. More than 90% of all the communication we use in our daily life to share information is supported by body language. Non-verbal communication is the process of sending and receiving messages via mediums other than words, like facial expressions, gestures, behavior, tone of voice, and so on. When we are able to understand our body language and other aspects of non-verbal communication, we will be able to communicate more easily with other people and we will find it easier to avoid misunderstandings. In order to understand body language and other aspects of non-verbal communication, we need to focus on our behavior during the conversation. Some cultures express themselves by using a lot of body language like peoples in southern Europe, whereas it is almost hidden by other cultures like Japanese (Voves and Nakazato 2011).

When messages or information is exchanged or communicated without using any spoken or written word is known as nonverbal communication. Non-verbal communication is usually understood as the process of communication through sending and receiving wordless messages. Non-verbal communication is a powerful arsenal in the face-to-face communication encounters, expressed consciously in the presence of others and perceived either consciously or unconsciously. Much of non-verbal communication is unintentional people are not even aware that they are sending messages. Non-verbal communication takes place through gestures, facial expressions, eye contact, physical proximity, touching etc. Non-verbal communication is communication that takes place through non-verbal cues, through such form of non-verbal communication as gesture, eye contact, facial expression, clothing and space; and through the non-verbal vocal communication known as Para-language. Lesikar and Pettit mentioned that, nonverbal communication means all communication that occurs without words body movements, space, time, touch, voice patterns, color, layout, design of surroundings. Himstreet and Baty (1998) suggested that, non-verbal communication includes any communication occurring without the use of words. However, non-verbal communication is the exchanged of information or message between two or more persons through gestures, facial expressions eye contact, proximity, touching etc. and without using any spoken or written word (Subihi 2013). There are important characteristics of non-verbal communication such as, 1) no use of words: Non-verbal communication is a communication without words or language like oral or written communication. It uses gestures, facial
expressions, eye contact, physical proximity, touching, for communicating with others in daily life. 2) Culturally determined: Non-verbal communication is learnt in childhood, through this process of growing up in a particular society, we adopt the taints and mannerisms of our cultural group. 3) Different meaning: Non-verbal symbols can many meanings. Cross-culture aspects give various meanings to same expression in respect of non-verbal communication. 4) Vague and imprecise: Non-verbal communication is quite vague and imprecise. Since in this communication there is no use of words or language which expresses clear meaning to the receiver. 5) May conflict with verbal message: Non-verbal communication is so deeply rooted, so unconscious, that you can express a verbal message and then directly contradict it with a nonverbal message. 6) Largely unconscious: Non-verbal communication is unconscious in the sense that it is usually not planned nor rehearsed. It comes almost instantaneously. 7) Shows feelings and attitudes: Facial expressions, gestures, body movements, the way you use your eyes. 8) Informality: Nonverbal communication does not follow any rules, formality or structure like other communication. Most of the cases people unconsciously and habitually engaged in non-verbal communication by moving the various parts of the body (Krauss et al 2000).

Verbal

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. When messages or information is exchanged or communicated through words is called verbal communication. Verbal communication may be two types, written and oral communication. Verbal communication takes place through face-to-face conversations, group discussions, counseling, interview, radio, television, calls, memos, letters, reports, notes, email, so on. According to Bovee and others, verbal communication is the expression of information through language which is composed of words and grammar. and according to Penrose and others, verbal communication consists of sharing thoughts thought the meaning of words. So, verbal communication is the process of exchanged of information or message between two or more persons through written or oral words. Verbal communication is what we say and how we say it. There are various ways in which we use our verbal communication skills we use them to talk, to listen, to give and receive feedback, to question (Krauss 2002). As with all forms of communication there are some persons who communicate effectively and others whose verbal communication skills need to be developed. Underdeveloped skills may be product of difficulties in relation to a number of significant areas that are identified by Koprowska (2014) as comprising listening, providing information, gathering information, paraphrasing and summarizing, using command and corrective feedback, and bringing relationships to an end. It can be said that particularly important to try to have as highly developed skills as possible within these identified areas if one’s verbal communication is to be effective, and listening as being especially important in the process of
communication. Listening is regarded as being an essential part of the turn taking characteristic human interaction (Koprowska 2014).

3 METHODOLOGY

FRAMEWORK

In order to reach the study objectives, will be used the following mediums. Literature review: contain the source of information from journals and published studies related to the topic. In addition, will use the questionnaire and interview as instruments to collect information, because its confidentiality and privacy tool, however, these lead students answer all questions. Questionnaire will be classified into four parts. First part of demography data of the study sample. The second part involves questions that determine the barriers that students faced related to the language. Third part communication barriers related to Cultural barriers, fourth the relationship between these variables and the adaptation competence of the international student's in IPB environment. Finally, all these barriers may have significant indirect impact on grade point average GPA of foreigner's student's, in addition to questions about suggestion to avoid these barriers.
Hypotheses

1. There is significant difference between characteristics of individuals regarding to the adaptation capacity of international students.

2. There is statistically significant relationship between language barriers, cultural barriers and adaptation Competence of international students.
3. There is statistically significant impact between these barriers and the GPA of international students.

**Research Design**

This study was conducted by using descriptive approach, and Quantitative and Quantitative methods as well as the statistical study and the historical method. The reason for utilizing Qualitative method in this research is to be as a basic for the Quantitative data and to gain more interpretation for the research problem, and to provide insights into the problem, helps to develop the hypotheses of this qualitative research. While the Quantitative method were used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. The population for this study comprised international students from master and PHD programs, and the total of foreigner's students were 40 students. however, Data and information were collected through personal interviews and questionnaires. the study hypothesis explains the relationship between Cultural barriers, language barriers and the adaptation capacity of international students, the impact between adaptation Competence and the GPA of international students. This study comprised four chapters, the first chapter contain the introduction and the research proposal, the second chapter involve Literature Review. The third chapter includes the analysis of the study, and finally the fourth chapter, which includes the results, suggestion, references and appendices.

**Data Collection Techniques**

Data and information were collected through quantitative and qualitative methods, includes personal interviews and questionnaires, interview is considered to be the most common data collection instrument for qualitative research, primarily because of its personal approach. The data were collected directly from the subject (the interviewee), face-to-face interaction. interviews generate useful information about research objectives and its meanings. This is one of the reasons why this method is selected because it can obtain real information based on participant’s real experiences about interpersonal communication barriers, and to be as a basic for the quantitative data in this research. While the quantitative Data were quantified and generated into numerical form, then converted and processed into useful information mathematically, through semi-structured questionnaire which distributed randomly to 40 Student who represents 100% of the total number of Students, (40) Student. The results were in the form of statistics that is meaningful and, therefore, useful. The secondary data, literature review, and information which related to this research topic have collected from journals, and published study.
Time and Place

This research carried out at Graduate School of Bogor Agricultural University, Bogor, West Java, Indonesia. Starting from August, up to November, 2018.

Data Analysis

To analyze the data which have been collected, through Quantitative data analysis methods, The Quantitative data were analyzed through following steps: 1) checking the data. 2) Input of data into computer. 3) Selecting the most appropriate tables and diagrams to use according to research objectives. 4) Selecting the most appropriate statistics to describe the data. 5) Selecting the most appropriate statistics to examine relationships and trends in data. In addition to ANOVA as well as SPSS, IBM 21, to find out whether there are significant differences in opinions of foreigner's students related to these barriers, and to know if these barriers have significant relationship with academic and Sociocultural Adaptation.

Qualitative data has been analyzed through following three steps; 1) analyzing the Content, categorizing verbal or behavioral data to classify, summarize and tabulate the data. 2) qualitative data interpretation, scanning primary data for words and phrases most commonly used by respondents, comparing similarities and differences. 3) Summarizing the data, and link research findings to hypotheses, and research objectives.

Validity and Reliability of the Instrument

Validity is the extent to which a concept is accurately measured in a quantitative study. The second measure of quality in a quantitative study is reliability, or the accuracy of an instrument. In other words, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Heale and Twycross 2015), and the importance of measuring the accuracy and consistency of research instruments (questionnaires) known as validity and reliability, lies through questionnaire test, which testing whether the data and information that will be collected is related to conceptual of this study or the one that will be used and whether the instrument of study is able to measure accurately what it intends to measure. in addition, adjustments and modifications to the questionnaire items so that the items will appropriately measure issues they are meant to measure. however, the validity of this study will be conducted in two forms, namely content validity and construct validity. Content validity will be done by examining the research variables through relevant concepts and measurement indicators. Content validity is also based on expert opinions from both literature reviews and expert opinions which including supervisors and other sources.
Conceptualization and Operational Definition

The purpose of this quantitative research is to examine the relationships between variables. A variable is a characteristic or attribute of interest in the research study that can take on different values and is not constant. However, identifying and defining variables is a critical first step in a research study and will impact the validity and reliability of the study. The specific way in which a variable is measured in this study is operational definition. It is critical to operationally define the previous variable in order to lend credibility to the methodology of this study and to ensure the reproducibility of the results. The operational definition also helps to control the variable by making the measurement constant, in order for variables to be easily understood and to have an appropriate meaning for this study, it is necessary to visualize or give a precise meaning so that there is no ambiguity.

Operational Definition

Table 2 Operational Definition of characteristics of students (X1)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Operational Definition</th>
<th>Categories / scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>the number of years that have passed since a person's date of birth</td>
<td>Opened question</td>
</tr>
<tr>
<td></td>
<td>the state of belonging to a particular country or being a citizen of a particular nation or a group of people of the same race, religion, traditions, etc.:</td>
<td>Contingency questions. (closed-ended question)</td>
</tr>
<tr>
<td>Nationality</td>
<td>the state of belonging to a particular country or being a citizen of a particular nation or a group of people of the same race, religion, traditions, etc.:</td>
<td></td>
</tr>
</tbody>
</table>
| Marital status   | is defined as a person's relationship status in terms of whether she or he forms a couple relationship with another person living in the same usual residence, and the nature of that relationship. It is obtained by derivation from the responses to questions on the 'Relationship in household'. | 1. Single  
                    |                                                                                       | 2. Married  
                    |                                                                                       | 3. Divorced  
                    |                                                                                       | 4. Widowed  
                    |                                                                                       | 5. Engaged |
Gender

- Female
- Male

Educational level

- PHD degree
- master degree

Beliefs and religions

- Muslim
- Christian
- Hindu
- Other

Shape

- African
- Asian
- European
- American

Study program

Opened question

Operational Definition of language barriers

A difficulty for people communicating because they speak different languages, or absence of communication between people who speak different languages, the words, their pronunciation, and the methods of combining them used and a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.
A false classificatory concept to which as a rule a strong emotional feeling tone of likes or dislikes, approval or disapproval is attached.

Table 3 Operational Definition of language barriers (X2)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Operational Definition</th>
<th>Categories / scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>English proficiency</td>
<td>Is the ability to use English language or it mean The four skills of language (English) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing.</td>
<td>1. excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. v. good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. not bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. bad</td>
</tr>
<tr>
<td>Indonesian proficiency</td>
<td>Is the ability to use Indonesian language or it mean especially skills of Listening, Speaking, Reading, and Writing.</td>
<td>1. excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. v. good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. not bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. bad</td>
</tr>
<tr>
<td>IPB English test</td>
<td>Is the annual English proficiency test for new postgraduate students before they begin their studies at this university</td>
<td>1. A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. BC</td>
</tr>
</tbody>
</table>

Operational Definition of Cultural Barriers

Cultural barriers are when students of different cultures are unable to understand each other’s customs, resulting in inconveniences and difficulties or difficulties that students encounter, when they move from one region of the world to another, where cultural norms and practices are different.
Table 4 Operational Definition of Cultural Barriers (X3)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Operational Definition</th>
<th>Categories / scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with Indonesians</td>
<td>to know how often foreigners students interact with Indonesian students and with local population in general. (interaction frequency is the total number of social interactions per unit time. Interactions)</td>
<td>1. not difficult 2. slightly difficult 3. very difficult 4. extremely difficult</td>
</tr>
<tr>
<td>Understandable and Acceptability of cross-Cultural difference</td>
<td>the extent of understand and accept local cultural differences</td>
<td>1. not difficult 2. slightly difficult 3. very difficult 4. extremely difficult</td>
</tr>
<tr>
<td>Understandable of Cultural difference</td>
<td>Cultural differences are the various beliefs, behaviors, practices and expressions considered unique to members of a specific ethnicity, race or national origin.</td>
<td>1. not difficult 2. slightly difficult 3. very difficult 4. extremely difficult</td>
</tr>
<tr>
<td>Perception on Intercultural Issues</td>
<td>Important and lasting beliefs or ideals and point of view of foreigners students about what is good or bad and desirable or undesirable related to Indonesian culture and intercultural issues guidelines in all situations.</td>
<td>1. not difficult 2. slightly difficult 3. very difficult 4. extremely difficult</td>
</tr>
</tbody>
</table>

4 RESULTS AND DISCUSSION

IPB International Students

Bogor conveniently located in the western part of Java, Bogor is a city located 60 km south of Jakarta, Bogor people generally come from very diverse ethnic backgrounds and are generally friendly and easy to get along with them, nice and relatively tolerant of other cultures, the official language is Bahasa Indonesia but English language able to be practiced by academicians in the campus and local language is Sundanese.
There are many international students from whole world studying at the Bogor Agricultural University (IPB) since its founding on September 1, 1963 to date, and has started as an institute in the field of agriculture, bio science, and various fields related, IPB consist of 9 faculties, 1 business school, 38 under degree programs, 64 magister science program, 13 professional magister programs, and 43 doctoral program and 1 international program. IPB has 1250 lectures (65.6% doctor, 31.8% master and more than 200 professor). IPB considered as the best 100 QS world university ranking by subject, and the best university in agricultural in Indonesia with (A) accreditation. in addition to more than 600 inbound international students every year. however the Objectives that IPB put to reach it are, to produce qualified graduates capable of developing and applying science and technology, to develop scientific and technological innovation for the improvement of national development and the welfare of mankind, IPB looking forward to having international students with highly GPA in graduation and ability to understand the language and local culture, for that reason this research will curly out to investigate on how the international students can adapt, and to reveal the main obstacles that international students facing at IPB. A more structured post graduate education at IPB began in 1975, started with several program, these programs emphasized on the implementation of master program for science and were centrally managed by the graduate school (SPs), therefore, in 1978 IPB graduate school officially opened the doctoral program. foreign students may be accepted on any program deliver in Indonesian language as long as they could meet the standard criteria such as, proficient in Indonesian language, and fulfill all the requirements. however, IPB graduate school started accept international students specially from undeveloped countries, and around 300 international students were graduated from IPB graduate school until now, excluding exchange program and short courses and most of them graduated successfully.

IPB graduate school provides language services for international students at language unit (unit Bahasa) the institution also offer courses and other language services which includes Indonesian language, to caters to international students need graduate school provides a free on campus medical facility at the polyclinic (student health center), in addition to provides wireless campus network to support students' academic activity. and so on. (ICO 2018)

Demographic Data

Individual characteristics are generally considered to be exceptional characteristics, which differentiate each person than others. Characteristics of international students are considered as one of the important elements that determine the level of participation and effectiveness of communication as well as interaction with each other’s and with Indonesian students. the results revealed that there were a significant difference in the individual characteristics of international students. Table 5 shows the characteristics of international students who were respondents in this study, including age, nationality, education level,
The results of this study indicates that there was significant difference with respect to Characteristics of individuals in the perception of barriers to interpersonal communication among international students. The measurement of age has been done through the number of years that have passed since a person's date of birth, and it was divided into three groups, first 20-25 years, second 26-30 years, last 31-35 years. The overall result indicates that, the majority of the respondents were between 26 and 30 years old, the total was 27 students while 7 students between 20 and 25 years, and 6 students in arrange between 31-35 years old.

In terms of nationality was measured by the state of belonging to a particular country or being a citizen of a particular nation or a group of people of the same race, religion, traditions, etc., the findings shows that, 25 students were from Africa, 13 students from Asia, one student from America, and one students from Australia. More details can be seen in GPA of international students, however, 25% students from Africa and his GPA was less than 3, while 15% and 45% African students their GPA were (3 to 3.5) and (3.51 to 4) respectively. 2.5% student from America and his GPA was (3.51 to 4) in addition to 2.5% Australian has same GPA. For Asian 12.5% and 20% students their GPA ranged between (3 to 3.5) and (3.51 to 4) respectively.

In the distinction between male and female or in terms of gender, almost as many males responded as females, were 7 students from females and 33 male's students in this study.

In field of study or Study program for each student at Bogor agricultural university, nearly half as many respondents (15 students) came from science fields of Engineering and information technology, while 7 students from science fields of Economics and management, 10 students from science fields of Plants science, 6 students from science fields of Animals science, and 2 students from science fields of Social science.

In level of education could be a number of years or credit hours towards the next degree, but in this study is Higher-degree level tertiary education after upper secondary education (master and PHD degree), where all students (40) taking master degree while no one in the PHD degree in this study.

In marital status and which has been measured by a person's relationship status in terms of whether she or he forms a couple relationship with another person living in the same usual residence, and it was divided into five categories, Single, Married, Divorced, Widowed, and Engaged, the results reveal that, 32 students from the total of international students were Single, while 6 students were Married, one Widowed and one Engaged.

In the term of religion and belief which were measured by a strong belief in a supernatural power or powers that control human destiny or is the belief in the reality of the mythological, supernatural, or spiritual aspects of a religion. however, the results indicate that, 17 students were Muslim, 14 students Christian, and 9 students who were have others belief.
Table 5  Distribution of Respondents Based on Individual Characteristics of International Students at graduate of IPB in 2018

<table>
<thead>
<tr>
<th>Characteristics of individuals</th>
<th>Africa</th>
<th>America</th>
<th>Asia</th>
<th>Australia</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Percent</td>
<td>n</td>
<td>Percent</td>
<td>n</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-25</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>26-30</td>
<td>17</td>
<td>42.5</td>
<td>1</td>
<td>2.5</td>
<td>9</td>
</tr>
<tr>
<td>31-35</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>25</td>
<td>62.5</td>
<td>1</td>
<td>2.5</td>
<td>13</td>
</tr>
<tr>
<td>PhD</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>4</td>
<td>10.0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Widowed</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engaged</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>55.0</td>
<td>1</td>
<td>2.5</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Christian</td>
<td>17</td>
<td>42.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5.0</td>
<td>1</td>
<td>2.5</td>
<td>5</td>
</tr>
<tr>
<td>Plants</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering and Information Technology</td>
<td>9</td>
<td>22.5</td>
<td>1</td>
<td>2.5</td>
<td>4</td>
</tr>
<tr>
<td>Social science</td>
<td>2</td>
<td>5.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economics and Management</td>
<td>5</td>
<td>12.5</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3</td>
<td>1</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 to 3.5</td>
<td>6</td>
<td>15.0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>3.51 to 4</td>
<td>18</td>
<td>45.0</td>
<td>1</td>
<td>2.5</td>
<td>8</td>
</tr>
</tbody>
</table>

**Language Barriers**

The differences between the structure of Indonesian language or English language and the student’s first language might lead to a language barrier as well. The causes of language barriers are complex. From this survey, the researcher managed to identify several common causes for language barriers. The most common factor is the majority of students are not familiar with the Indonesian
language. Language barrier refer that communication barriers can be happened among students, students facing difficulty in communicating because they speak different languages, or absence of communication between people who speak different languages, the words, their pronunciation, and the methods of combining them used and a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. Majority of international students pointed out language barrier as the main reason for study. Interviewees mentioned that the difficulties in expressing themselves or understanding what the servers were saying were the main problems.

Table 6: Number and Percentage of Respondents at Graduate School of IPB According to Their Language Proficiency in 2018

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>Excellent</th>
<th>Very good</th>
<th>Not Bad</th>
<th>Bad</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening in ENG</td>
<td>15</td>
<td>37.5</td>
<td>18</td>
<td>45.0</td>
<td>5</td>
</tr>
<tr>
<td>Speaking in ENG</td>
<td>11</td>
<td>27.5</td>
<td>18</td>
<td>45.0</td>
<td>10</td>
</tr>
<tr>
<td>Reading in ENG</td>
<td>18</td>
<td>45.0</td>
<td>17</td>
<td>42.5</td>
<td>4</td>
</tr>
<tr>
<td>Writing in ENG</td>
<td>12</td>
<td>30.0</td>
<td>20</td>
<td>50.0</td>
<td>6</td>
</tr>
<tr>
<td>Listening in IND</td>
<td>3</td>
<td>7.5</td>
<td>8</td>
<td>20.0</td>
<td>14</td>
</tr>
<tr>
<td>Speaking in IND</td>
<td>1</td>
<td>2.5</td>
<td>7</td>
<td>17.5</td>
<td>20</td>
</tr>
<tr>
<td>Reading in IND</td>
<td>3</td>
<td>7.5</td>
<td>7</td>
<td>17.5</td>
<td>19</td>
</tr>
<tr>
<td>Writing in IND</td>
<td>1</td>
<td>2.5</td>
<td>6</td>
<td>15.0</td>
<td>24</td>
</tr>
</tbody>
</table>

All student’s interviewees with English as the second language, and their English language was very good. However, reported that Indonesian language communication was still an issue that troubled them. Bogor agricultural university evaluates the admission of international students based on the English test in addition to other general admission factors. It is generally assumed that with the requirement of 450 or above on the English test, the students admitted will have
fairly good command of the language and will suffer less from language barriers. However, given in table 7 shows that 50% of international students accomplished A, 25% achieved AB, and 25% gained B. which mean there is no any barriers related to English language among international students. more there, table 6 gives more details about language barriers, where The results of the listening proficiency analysis in English language indicate that, 45% of international students were very good in listening while 5% students were bad in listening, 37.5% students were excellent, and 12.5% students were not bad in listening proficiency. in the analysis of Speaking proficiency in English the results show, 45% of international students were very good in Speaking while 2.5% students were bad in Speaking, (27.5% = excellent, and 25% students = not bad). in section of Reading proficiency, the results were, 45% student excellent, 2.5% student were bad, and 42.5%, 10% students were very good and not bad, respectively. and finally the part of Writing proficiency was half of international students (50%) are very good, 5% bad, 30% excellent, and 15% students were not bad in writing.

Success in language acquisition is influenced by many interrelated factors. These include the social context of the learning, cultural beliefs about language learning, the status of the target language, and the processes of language learning itself.

Factors such as language (language distance, native language proficiency, and language attitude), learner (diverse needs and goals, role models, and support) and learning process (learning styles, motivation, and classroom interaction) need to be considered.

This points to the importance of formal instruction and classroom practices in shaping learners second language learning. Some researchers have also pointed to the importance of learner’s belief system in understanding ways in which learners approach their language learning. Language learners possess a set of beliefs about the nature of language learning. These beliefs have the potential to influence both their experiences and actions as language learners.

If learners believe that the best way to learn a foreign language is to memorize its component parts, it seems likely that they will hold positive attitudes towards vocabulary and grammar learning and they will be predisposed to adopt a range of strategies involving analysis, memorization and practice. If learners believe that the best way to learn a foreign language is to absorb it in natural contexts of use it is likely that they will hold positive attitudes towards communication with speakers of the language and that they will be predisposed to adopt a range of social and communication strategies.

The major levels are further divided by minor borders into high, moderate and low sub-level. these sub-level differ from each other in terms of the quantity as well as the quality of language produced and in some cases by the tasks performed. the High level: International students at High level communicate with ease and confidence when performing the functions of their respective level. They are capable of functioning much of the time at the next higher major level and may spontaneously raise the exchange to that level, but they are unable to sustain language at that next higher level without intermittent lapses or evidences of
difficulty. The moderate level: International students at the Mid-level represent a number of speech profiles, based on their particular mix of quantity (sheer volume of speech produced) and/or quality efficiency and effectiveness with which meaning is communicated) at level, and/or the degree to which they control language features from the next higher major level base level. The Low level: International students at the Low level summon up all their linguistic energy to sustain the requirements of the level. The Low" functions primarily within level with minimal quantity and quality of language and little or no demonstrated ability to perform the tasks of the next higher level.

Language proficiency or linguistic proficiency is the ability of an International students to speak or perform in Indonesian and English language. the scores were assigned separately for different skills such as reading, speaking, listening, and writing, in both Indonesian and English language proficiencies. For some of these skills the scale grades people's language proficiency on a scale of high (>3, ≤4), Moderate (>2, ≤3), and Low (>1, ≤2). However, as given in table 6 more details about language proficiency score of international students.

The results revealed that, English language proficiency of international students in listening, Reading, Writing were high by (3.15, 3.3, and 3.05) respectively, while Speaking, was (2.975). which corresponded to previously mentioned results of language barriers, and that proof that, international students don not have issue to speak or interacting in English language. the big problem of international students is Indonesian language as we mentioned before however the study found that the score of international students in Indonesian language proficiency were low in listening and by Speaking by (1.975 and 1.925) respectively, while their Reading proficiency were moderate by (2.05), and in Writing proficiency were low by (1.975).

Interviewees, reported lower proficiency with their Indonesian language communication, the interviewees in this study reported different levels of comfort with Indonesian language communication. However, a crucial reason for encountering difficulties in Indonesian language communication may be related to culture, due to language’s tight association with culture. Table 6 shows the Indonesian language proficiency for international students. Bogor agricultural university utilizing Indonesian language in all study program, where the findings revealed that there were barriers related to Indonesian language, which it has influence in their study for example they spend a lot of their time translating the materials in order to understand the courses.

Qualitative participants from international students, reported more difficulty with speaking and learning in Indonesian language, two of the them stated their opinions and it can be seen in following box:
first one: “I really cared about how well my spoken Indonesian language was because I believed people around me would be always watching me and evaluating my Indonesian language. That made me more nervous and anxious about my Indonesian language.” However, to adapting with Indonesian language, he found a way to face his difficulties or to overcome these barriers: I found I need to accept the truth that it was very difficult for a foreign student like me to be competent with Indonesian language in an academic environment. Speak out your own ideas or opinions and don’t care much about how valuable your ideas or opinions are, really impressed me. This truth made me feel better and more confident to express myself.

White second participant does not have problem in speaking Indonesian language and she said: I learned Indonesian language at an institute in Indonesia called (darumahasiswa). I was lucky because my teachers were spoke English language. They asked if I would like for them to speak English to me, I said, “Speak Indonesian.” That made it easier to learn. It took about 3 months to start speaking. I am not shy. I speak in class and just tell them it is not my native language.

Table 7 Results of English Test for International Students at graduate school of IPB in 2018

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th></th>
<th>AB</th>
<th></th>
<th>B</th>
<th></th>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n Percent</td>
<td></td>
<td></td>
<td>n Percent</td>
<td></td>
<td>n Percent</td>
<td></td>
<td>n Percent</td>
<td></td>
</tr>
<tr>
<td>English test at University</td>
<td>20</td>
<td>50.0</td>
<td>10</td>
<td>25.0</td>
<td>10</td>
<td>25.0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Dis-Agree</th>
<th>Strongly Dis-Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Percent</td>
<td>n</td>
<td>n Percent</td>
<td>n Percent</td>
</tr>
<tr>
<td>Understand from lecturers</td>
<td>10</td>
<td>25.0</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>Afraid to speak INDO Conversation Creation</td>
<td>1</td>
<td>2.5</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>12.5</td>
<td>5</td>
<td>12.5</td>
</tr>
</tbody>
</table>

This indicates that international students are perceived to have less effective interpersonal communication with others whether inside the class or outside. The issue lies here, teaching native speaker students to Indonesian language is different than teaching nonnative speaker, however most of study population mentioned that, the lecturers of Indonesian language need more training in how to deal with foreigner’s students as well as training in how to teach nonnative speaker, because as we know all of them were shifted from teaching Indonesian students to international students.

Table 6 gives more details about Indonesian language proficiency for international students, where The results of the listening proficiency showed that,
37.5% of international students were bad in listening while 7.5% students were excellent in listening, 20% students were very good, and 35% students were not bad in listening proficiency. In Speaking proficiency, the results show, 17.5% of international students were very good in Speaking while 30% students were bad in Speaking, (2.5% = excellent, and 50% students = not bad). In Reading proficiency, the results were, 7.5% student excellent, 27.5% student were bad, and 17.5%, 47.5% students were very good and not bad, respectively. In the part of Writing proficiency 15% were very good, 22.5% bad, 2.5% excellent, and 60% students were not bad in writing.

Finally, language proficiency is a subjective perspective, usually depending on the language users’ personal judgment. Language barriers, then, may signify difficulties with oral communication caused by cultural differences rather than only by lack of knowledge or ability. Indonesian cultures, particularly, are quite different from African Western cultures; this directly affects international students’ Indonesian learning and communication.

Table 7 presents the results of language barriers variable where most of study population by (45%) agree that it frightens them when they don’t understand what the lecturers are saying in the Indonesian language, in addition, (17.5%) disagree, (25%) strongly agree, and (12.5%) strongly disagree, as mentioned before this issue has effect in their abilities and skills to understand the lectures.

Around 18 out of 40 students would like lecturer to try to explain to them some material in class in English language when they facing difficulty to get it, in addition to their exams in English language if it possible, in other word they need special help from the lecturers not to deal with them such as Indonesian students so that make them avoid these barriers.

The results also revealed, (2.5%) strongly agree that other students will laugh at them when they speak the Indonesian language, while (17.5%) agree, (22.5%) strongly disagree, and majority of international students around (57.5%) disagree, however, the table shows that, (12.5%) students strongly agree that, they keep thinking that other international students are better at the Indonesian language than them, and It embarrasses them to create a conversation in Indonesian language with others, while (12.5%) agree, half of international students (50%) disagree, and (25%) strongly disagree. which means they have real intention and strong determination to speak Indonesian language.

**Cultural Barriers**

This part aimed to know how often foreigner's students interact with Indonesian students and with local population in general, the extent of understand and accept local cultural differences, and point of view of foreigner's students about what is good or bad and desirable or undesirable related to Indonesian culture and intercultural issues guidelines in all situations.

The results show that, there were a statistically significant relationship between language barriers and Cultural barriers, which means without good skill in language of any nation you can't understand and accept this culture, and
international students are facing difficulties to accept and understand the local culture.

Differences in cultural values influenced international students’ social interactions with Indonesian. International students’ perceptions of Indonesian students or Indonesian culture tended to lead to different reactions dependent on each student’s cultural values.

As given in Table 8, the results show that (40%) of international students are seldom participate in activities organized by Indonesian students, while that (12.5%) never participate in this activities, (17.5% = frequently), and (30% = always).

Table 8 Percentages of Cultural Barriers for International Students at Graduate School of IPB in 2018

As they mentioned is due the lack of Indonesian student’s initiative spirit to invade international students, and they cannot join to them without invitation in order to break these obstacles and that embarrassing them. Others students said graduate school should ask them to join in any public activities with local students and provide to them all facilities and information to participation, for engage in face-to-face communication with Indonesian friends and students, the findings were (40%) students are engage in face-to-face communication frequently, (22.5% = seldom), and (37.5% = always). The results show that 45% of international...
students are invites Indonesian friends and students to join them their activities frequently, and those are never invites Indonesian friends and students to their activities were (7.5%), while (32.5% = seldom) and (15% = always).

For asking Indonesian students or acquaintances for help the results were, Most of study population by (52.5% = frequently), (27.5% = always), (17.5% = seldom), and (2.5% student = never).

The qualitative interviews revealed a number of differences in the cultural adaptation experiences of international students. In particular, international students tended to differ in regards to their perceptions of social interaction with Indonesian, as seen in following box:

---

Frist student says; Yes, there is cultural differences with respect to my country and others. As an international student, I have got challenges and communication barriers with Indonesians especially with my classmates. There is cultural difference between countries, that’s why we are facing communication and cultural barriers in our daily activities. The cultural barriers are very important factors that determine the relationships between people in IPB. The cultural barriers can be overcome by increasing efforts to create formal and informal cultural exchange opportunities among stakeholders especially coordinated by the office in charge of international students, we are trying to be like Indonesians to narrow the gaps of our cultural differences. However, we can improve these cultural barriers through learning and communication with my classmates, lecturers, nearby communities and our staffs. If possible, it is better to meet non-conservative people and asking them about Indonesian cultural principle.

Second students said; When I got here, I didn’t have much surprise, actually. To some certain degree, there are not many physical differences in the environment, people like me can learn Indonesian people’s lifestyles and culture values. In addition, before I decided to study abroad, I had been in contact with my friends studying here. We talked and exchanged information about life and learning by Skype or WA, we cannot totally overcome the cultural barrier, it takes a long time but we can try to adapt by being confident and freely expressing ourselves.

---

Table 8 gives more results about opinions and abilities of international students in how to understand and accept the Indonesian culture, where 50% of the international students think that, there is slight difficulty, to understand and accept the locals’ value system, while (2.5%) student find extreme difficulty, to understand and accept this locals’ value system, (20% = great difficulty) and (27.5%) student says there no difficult. in addition, almost half of international students (50%) find slight difficult to understand local cultural differences, on the other hand (27.5%) student mentioned that there is no difficulty, (17.5%) student find great difficulty, and (5%) extreme difficulty. in the question of interacting and communicating with people from different ethnic groups, (62.5%) students says there is slight difficulty, while (25%) student mentioned that, there is no difficulty, (10%) student find great difficulty, and (2.5%) extreme difficulty.
International students tended to retain their original cultural values; whereas, others students tended to appreciate or criticize Indonesian culture, due the lack information and knowledge about Indonesian culture which should be provided by this university through organizing events or invite International students during Indonesian student’s activities to share or give information about culture.

**Academic Adaptation**

The purpose of this part to know the perceptions of the international student's respect to their academic performances at this university and it is relationship with the mentioned interpersonal communication barriers, academic adaptation is a complex process in international students’ intellectual, personal, social. The interpersonal communication barriers among international students especially language barriers have a significant relationship with Academic Adaptation, where shows a lot of international student's encounter challenges in their academic adaptation process while studying in Bogor agricultural university.

By contrast, as given in Table 9 the results showed that the grade points average (GPA) of international students in the last semester of their study program were good, where (70%) student their GPA between (3.51 and 4), while (27.5%) student between (3-3.5), and (2.5%) less than 3.

Subjective factors which influenced international student's interaction with Indonesian might also contribute to international students’ own cultural adaptation. In other word, to maintain a friendly relationship between students from different cultures might not be much difficult; however, to create and maintain a close friendship with a friend from a different culture might not be very easy. Cultural differences might play a key role that resulting in unpleasant experiences for international students when interacting with Indonesian.

As seen in Table 10 the ability of international students in academic adaptation, the results mention that most of study population by (70%) agree that, they satisfied with the level of their academic performance, in addition, (10%) disagree, and (25%) student strongly agree, the results also revealed majority of international students around (70%) agree that they are skilled with their academic work as the average [graduate] students, while (2.5%) dis agree, and (17.5%) strongly disagree, (57.5%) disagree, in addition, (60%) students quite confident agree that they will be able to deal with future challenges at this university. while (32.5%) students strongly agree that they will be able to deal with future challenges related to their academic issues, (2.5%) disagree, and (5%) student strongly disagree, more results can be seen from table 9 where (57.5%) student agree that their experiences in their own study program have met their expectations, on other hand (10%) student disagree, (5%) strongly disagree, and (27.5%) student strongly agree.
Table 9: The GPA of international students at graduate school of IPB in 2018

<table>
<thead>
<tr>
<th>Data</th>
<th>Less than 3</th>
<th>3-3.50</th>
<th>3.51-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Percent</td>
<td>n</td>
<td>Percent</td>
</tr>
<tr>
<td>GPA</td>
<td>1</td>
<td>2.5</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 10: Percentages of Academic Adaptation for International Students at Graduate School of IPB in 2018

<table>
<thead>
<tr>
<th>Data</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Percent</td>
<td>n</td>
<td>Percent</td>
<td>n</td>
</tr>
<tr>
<td>Academic Performance Level</td>
<td>8</td>
<td>20.0</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Skilled With Academic Work</td>
<td>11</td>
<td>27.5</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Deal With Future Challenges</td>
<td>13</td>
<td>32.5</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>Study Program Expectations</td>
<td>11</td>
<td>27.5</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>Good Communication</td>
<td>15</td>
<td>37.5</td>
<td>24</td>
<td>60.0</td>
</tr>
<tr>
<td>Trouble Concentrating</td>
<td>7</td>
<td>17.5</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Decision To Attend This University</td>
<td>18</td>
<td>45.0</td>
<td>21</td>
<td>52.5</td>
</tr>
<tr>
<td>Academic Ability</td>
<td>7</td>
<td>17.5</td>
<td>26</td>
<td>65.0</td>
</tr>
</tbody>
</table>

The table shows that, (37.5%) students strongly agree that, they have good communication with lecturers and with fellow students in their study program, while (2.5%) disagree, more than half of international students (60%) agree.

More barriers that international students facing is trouble concentrating on their study due the, where (17.5%) students strongly agree that, they don't have trouble concentrating on their studies, while (47.5%) agree, (32.5%) disagree, and (2.5%) student strongly disagree.

More than 26 international students see that due the lecturers speak too fast in the class without give any attention to international students whether they understand the lecture or not, that lead some of them to open translation apps which make them miss some information from lecturers while the translating.

Related to their decision to attend this university or Indonesia in generally, results showed (45%) student strongly agree to choose this decision, while
(52.5%) agree, and (2.5%) disagree. As mentioned before, GPA shows the international student academic ability, (17.5%) student strongly agree that their grades accurately show their academic ability in the specified study program, (65%) agree, (17.5%) and disagree.

The international students come from different countries, however, their learning styles appear similar. In general, African international students are not used to asking teachers direct questions during class, their habit is instead to keep ‘respectfully’ quiet and not to distract or bother the teacher during their work, for examples:

One of them found that, although he thought he had made the correct decision, in coming to the Indonesia to study, he still had a hard time in classroom discussions, he stated:

I like the program in this university. However, I am not very satisfied with my academic performance, even though I got straight “A”s for my first term. I am usually quiet in class unless the teacher asks me questions. I guess my classmates in my master’s program didn’t like to talk to me. The major reason for that was my Indonesian language was not good enough to communicate with them. and to overcome these issue he said:

I am a bit shy in a group class. That does not work in Indonesia. People will think you don’t know anything or are bored. I have started to participate more. I am not that shy any more. I am required to participate here. If you want people to notice you and show you are thinking, you must speak, in class and group meetings.

Second interviewer says: I am in the master’s program here. I don’t feel much stress here. There is homework throughout the semester so you know you are ready. In my country you don’t have a grade until the final test, so you have more pressure. Here you have several grades that count toward the final grade. In my country if you fail the test you fail the course. [in my country] we are free to talk in class. we usually don’t talk to the professor, but if you have a question you can ask in class.

Sociocultural Adaptation

The Sociocultural adaptation is concerned with the skills that are required to manage everyday social situations in a new cultural context. The Sociocultural adaptation requires international students to indicate the amount of difficulty experienced in a number of areas by using a four-point scale (from no difficulty to extreme difficulty). Language communication is a critical component of international student’s sociocultural experience. Through language communication, students in a new social environment may be able to build social relationship, express their needs and difficulties, and obtain necessary help to adapt to a new society in learning or living.

As given in Table 11, where (47.5%) of the international students says that, there is slight difficulty, to make friends or relationship with Indonesians, while
More than half of international students (60%) find slight difficulty to deal with problems in study environment, while (20%) have no difficulty, (17.5%) find great difficulty, and (2.5%) extreme difficulty.

International students mentioned, that because of language effect, the lecturers in Indonesian language class taught them formal words, but when international students engage in conversation with local people they cannot understand them because they utilizing informal word, and they think to avoid this issue they should get some common world in the class that local people use it.

Many international students say, graduate school should provide some materials on how to create conversation with local people or the technique of Indonesian dialogue according to local culture, so that can make them understand the point of view of international students.

Table 1. Percentages of Sociocultural Adaptation for International Students at IPB in 2018

<table>
<thead>
<tr>
<th>Data</th>
<th>No difficulty</th>
<th>Slight difficulty</th>
<th>Great difficulty</th>
<th>Extreme difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Friends</td>
<td>n 18</td>
<td>Percent 45.0</td>
<td>n 19 47.5</td>
<td>n 2 5.0</td>
</tr>
<tr>
<td>Deal With Problems</td>
<td>n 8</td>
<td>Percent 20.0</td>
<td>n 24 60.0</td>
<td>n 7 17.5</td>
</tr>
<tr>
<td>Make Indonesian Understand You</td>
<td>n 4</td>
<td>Percent 10.0</td>
<td>n 21 52.5</td>
<td>n 12 30.0</td>
</tr>
<tr>
<td>Find Your Way Around</td>
<td>n 12</td>
<td>Percent 30.0</td>
<td>n 24 60.0</td>
<td>n 4 10.0</td>
</tr>
<tr>
<td>Deal With The Pace Of Life</td>
<td>n 11</td>
<td>Percent 27.5</td>
<td>n 25 62.5</td>
<td>n 3 7.5</td>
</tr>
<tr>
<td>Find Food You Enjoy</td>
<td>n 6</td>
<td>Percent 15.0</td>
<td>n 18 45.0</td>
<td>n 11 27.5</td>
</tr>
<tr>
<td>Deal With Unpleasant Peoples</td>
<td>n 9</td>
<td>Percent 22.5</td>
<td>n 23 57.5</td>
<td>n 6 15.0</td>
</tr>
</tbody>
</table>

From the results above (60%) student mentioned there is slight difficulty to find your way around especially around university environment, while that, (10%) student have great difficulty to find their way around, and (30%) have no difficulty. in the question of dealing with the pace of life, more than half of international students, by (62.5%) find slight difficulty to deal with pace of life in
their environment, (27.5%) student no difficulty to deal with the pace of life, while (7.5%) find great difficulty, and (2.5%) student extreme difficulty. Another issue that results revealed that, (45%) students find slight difficulty to find food they enjoy, while (15%) student mentioned that, there is no difficulty, (27.5%) student find great difficulty, and (12.5%) extreme difficulty, this issue due the language obstacles, miscommunication, and misunderstanding between international students and local society.

Finally, in daily life we meet people who staring at us and someone who is unpleasant especially when you are abroad, however (57.5%) student have slight difficulty to deal with kind of people, while that (15%) student find great difficulty, (22.5%) student find no difficulty to deal with them, and (5%) student find extreme difficulty. More qualitative results about Sociocultural adaptation can be seen in following box:

**The first interviewer says:** We are more open in my country. We kiss and hug, we call our professors by first name. We feel very close to everybody. It feels like at home, like a big family everywhere. It is not like that here. There it is like a big family. Here if I don’t know you I won’t be so close. There if you are sad, you show that. People will comfort you. Here, if you are sad when you are outside of your house you are always smiling. Indonesians hide their emotions from themselves.

**In general, we can adapt every socio-cultural barrier through communicating with our close friends, asking our seniors, having special girl friend who will teach me about the culture and language barriers. By visiting different communities with different life standards also important strategy to know the culture of society. We can adapt every challenges through close discussion with academicians, joining and discussing with local clubs, such as Bogor science club.**

**Second interviewer** tried to become involved in Indonesian society and culture. Since she planned on living in Indonesia, she changed herself in order to integrate with Indonesia society, and she mentioned that; I changed to be more like the Indonesia culture. I smile more here. It is easy to talk to strangers. In my country we don’t talk to strangers. I gained weight here a little. I chose to go to the Indonesia early in life, but I have worked on it and I am here and I want to stay here to finish my study.

Pearson’s product-moment coefficient is the measurement of correlation and ranges (depending on the correlation) between +1 and -1. +1 indicates the strongest positive correlation possible, and -1 indicates the strongest negative correlation possible. Therefore, the closer the coefficient to either of these numbers the stronger the correlation of the data it represents. On this scale 0 indicates no correlation, hence values closer to zero highlight weaker/poorer correlation than those closer to +1/-1.

Negative correlation is a relationship between two variables in which one variable increases as the other decreases, however, as seen in table 12 a weak negative correlation has been observed between sociocultural adaptation barriers and GPA of international students, those who responded to this study,
sociocultural adaptation barriers scores were correlated with a weak overall GPA scores, $r = -0.013$, which can be considered a small effect. In conclusion, the printouts indicate that the strength of association between sociocultural adaptation barriers and GPA of international students is very low ($r = -0.013$), and that the correlation coefficient is very low significantly different from zero.

The results also showed that moderate correlation between Proficiency of Indonesian language and GPA of international students ($r = 0.315$) which can be considered medium impact. And the factor which can be determines this moderate correlation is the period of Indonesian language class was not enough in addition to style of teaching in Indonesian language class and its was not effective.

Table 12 shows that the coefficient of correlation ($r$) of academic adaptation and GPA of international students is negative. So a negative low correlation was found in each relation. it may be concluded that there exists a significant effect between academic adaptation and GPA of international students. Correlation analysis indicated that academic adaptation barriers were related to GPA of international students and were weakly ($r = -0.036$), negatively but significantly related to students’ GPA. which mean, an increase in academic adaptation barriers is associated with a decrease in GPA of international students. A negative correlation coefficient is also referred to as an inverse correlation. However, the results revealed that significant correlation has been observed between proficiency of English language and GPA of international students and were ($r = 0.595$) which can be considered a high correlation or impact, it is means whenever the study is in English language whenever the GPA of international students is good or high. However, the factor which made this correlation between proficiency of English language and GPA of international students's high are the international students were studied in English language in their all academic level and also the English language in not their mother tongue. In addition to pervious factors, many of international students spends a lot of time to translate the materials from Indonesian language to English language which have been delivered from lecturers, because they are doing their assignments, homework, exams, seminar, and researches in English language, also many of lecturers who are good in English helps international students inside a class through explaining to them in English language and that prove this significant correlation between proficiency of English language and GPA of international students.
CONCLUSION

The study of interpersonal communication barriers from the international student's perspective enabled us to identify the different opinion of international students regarding academic and sociocultural adaptation. This study has provided updated interpersonal communication barriers information in international students, especially in regards to international students’ adaptation to Indonesian language and culture in learning and life. This study, in addition, attempted to externally explore the current influence of interpersonal communication barriers on learning and life of international students at this university. There was a significant difference in opinion among the international students regarding various dimensions of communication barriers. This study shows that there are some communication barriers that international students faced such as Indonesian Language, and cultural barriers, the findings of the interview suggest that students do believe language barriers exist in the university. Usually international students seem to have more difficulties in classes or to understanding from lecturers. where 77% student are bad in speaking Indonesian language, Otherwise, students who talk English language very well by (80%). Overall, the results revealed that almost half of international students by (41%), engaging face to face communication with Indonesian students or participate in activities which organizing by Indonesian, this case made around (54%) student find slight difficulty to understand and accept the Indonesian culture, which and the end effect in their academic and sociocultural adaptation, however. The result of this study indicated that language may be another potential factor influencing international students’ academic and sociocultural adaptation in this university because translation has consumed a large portion of their time including using the dictionary, remembering professional academic terminology or understanding the syntax of textbooks.

RECOMMENDATION

The study recommends many of recommendations, graduate school of Bogor agricultural University should provide the appropriate environment for international student, such as teach students some subjects about effective interpersonal communication to avoid the barriers, especially in local cultural, and create advanced and specialized courses in Indonesian language and engage international students in some activities with Indonesian students.

Graduate school of Bogor agricultural University should organize small meetings/get to gathers/group discussions of local students with International students to minimize language barriers/Cultural and motivate international students to join, the Indonesian language class should be more effective in teaching international students about everything related to the local cultural, habits and values. Due to the increasing number of international students in Bogor agricultural University lecturers and administers in graduate school have to
continuously update their information associated with international students’ current situations in studying and life.

International students should create close relationship with Indonesian students so as to avoid the communication barriers, understand the local culture and to develop Indonesian language, all this can be done through effective daily communication with local people. However, I wish that this study has provided a good stepping stone for the study of interpersonal communication, as well as for the study of the factors currently affecting the study of international students.

REFERENCES


Borţun D. 2013b. Surmounting Barriers in the Way of Interpersonal Communication , the Importance of Communicational Responsibility. Communication and Public Relations.11.


Dainton. 9/16/2004. Explaining Theories of Interpersonal Communication. article.50.

Kim EEEK, Mattila AS. 2008. The Impact of Language Barrier & Cultural Differences on Restaurant Experiences A Grounded Theory Approach. The Pennsylvania State University.8


Rofi’ah. 2012 Intercultural Communication Effectiveness of Sundanese and Maduku Tribe (Conflict Management Case in Kelurahan Kebon Kelapa Sub district Bogor Tengah Kota Bogor)

Abdelmajid Bouazza , Marwa AL Hinai, Rabab AL Riyami, and Joukha AL Shabani 2015. the Barriers to Interpersonal Communication among Information Studies Students at Sultan Qaboos. Department of Information Studies, Sultan Qaboos University, Oman.


Directorate of International Program/International Collaboration Office (ICO), 2018. Andi Hakim Nasoetion Building-Level 1, Bogor Agricultural University/IPB.
AUTOBIOGRAPHY

The author was born in Sudan on the 10th of April 1988 from father Alhafiz Mohamed and mother Norah Abdallah. The author is the first born from a total of six children. The author is a father of one son with one wife. In year 2017, the author passed the Advanced level and was admitted into the Faculty of Agricultural Sciences of Omdurman Islamic University through a competitive entrance examination.

In April 2007, the author was graduated with Bachelor degree of agricultural economics and rural development and was later recruited into the Omdurman Islamic University Development of agricultural economics and rural development in 2015 as teaching assistant. In August 2016, the author attained to Bogor Agricultural University, the opportunity to further his studies on Agricultural and Rural Development Communication at the Graduate School with funding from the Indonesia Ministry of Education Directorate General of Higher Education “DIKTI”.