

Conference Paper

Communication Verbal and Nonverbal Students Migrant at Bengkulu University

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Abstract

The purpose of this study is to understand the cultural shock in the language aspect experienced by the students of the Indonesian Language and Literature Education Study Program when speaking in Indonesian in front of the class, both in verbal and nonverbal communication. A descriptive qualitative method is used in this research. The subject of this research is students from the Indonesian Language and Literature Education Study Program who come from the region of Bengkulu province and whose parents work as farmers, artisans, traders, or laborers. The technique used for selecting informants was purposive sampling. Data were collected with the use of observation and interview techniques. Data obtained from the interviews with students were analyzed through data collection steps, data processing, data analysis, and conclusions. The findings of the study indicate that foreign students who speak Indonesian experience a cultural shock regarding the language aspect, both in verbal and nonverbal communication, when speaking in front of the class using the Indonesian language.

Keywords: cultural shock, migrant students, nonverbal communication, verbal communication

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1. Introduction

Community mobility is not only caused by the movement of people from one region to another, but also by the migration of people from one country to another and even from one continent to another [1]. The movement of the community also occurs in groups of educated people who will continue their education at college. These scholars, who are then referred to as "new students," move from their home areas to other areas or from villages to cities where they continue their studies.

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The new students who migrate from rural areas to urban areas are referred to as “immigrant students.” These are students who leave their home country or region of their own accord, for a long period of time, with the aim of studying or aiming for success through better-quality education in the desired field.

As overseas students, they are required to familiarize themselves with new environmental conditions or new habits. Changes in the situation of these students have an impact on various things, e.g. changes in the life pattern of immigrant students, including mindset, behavior patterns, eating patterns, sleep patterns, social patterns, cultural changes, and language.

The transfer of students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education of Bengkulu University at the beginning of the academic year. Student migrants transfer from the area of origin after completing high school to a college located in Bengkulu province, which leads to them experiencing a culture shock, including in terms of communicating in the academic environment. Students experience anxiety and shock because of academic demands to use the Indonesian language in front of the class.

The language changes experienced by the new students have a big effect on when they use Indonesian in front of the class. The habit of using the local language at the time of residing in the village or area of origin to express thoughts, feelings, attitudes, messages, and confused words, and to interrupt or insert, repeat, complete meaning, place pressure, and contradict messages leads to them experiencing difficulties in the communication process in Indonesian, both in verbal and nonverbal communication [2].

The state of anxiety, shock, or difficulty communicating orally in using the Indonesian language experienced by the students of the Indonesian Language and Literature Education Studies Program at the Faculty of Teacher Training and Education, University of Bengkulu, at the beginning of the academic year is interesting to examine and the results are expected to be useful for educators in helping students who experience culture shock when speaking in front of the class and in front of the lecturer and also in the study of language error analysis.

2. Methods

A descriptive qualitative method is used in this research. The subjects of this research are the students of the Indonesian Language and Literature Education Study Program from the regency in Bengkulu province and whose work is not the employee. The

technique used for selecting informants is purposive sampling. Data were collected by interview method as the main source used in data collection [3, 4]. Data obtained from the interviews with students were analyzed through data collection steps, data processing, data analysis, and conclusions.

3. Results

The results of the answers submitted by the students of the Indonesian Language and Literature Education Studies Program of the Faculty of Teacher Training and Education of Bengkulu University at the beginning of the academic year and the data analysis conducted along with the results of the research depict a cultural shock or shock in relation to the language aspect, in this case verbal and nonverbal communication in the Indonesian language.

From the answers obtained, generally the students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education of Bengkulu University from the children of farmers, traders, or workers experienced a culture shock at the beginning of the academic year. They experienced a great cultural shock when using Indonesian in front of the class. This was influenced by the internal factors of students that are the habit factor at the time in their native areas that rarely use the Indonesian language, both at school-time they also rarely appear to the front of the class or with his friends.

When they started using verbal and nonverbal communication in front of their classes at the beginning of the academic year, students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education at Bengkulu University still often uttered meaningless words, seemed nervous, trembled, and got into a cold sweat. In addition, they were often quiet and experienced emptiness when speaking, and say "eee" words, what is it, and recite it over and over.

In addition, when they have difficulty in choosing words in proper Indonesian at the time of discussion in front of the lecturers and friends, they make "eee" sounds, replace words with words from a regional language, bow for long periods, or remain silent.

At the beginning of the academic year, students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education of Bengkulu University from peasant, merchant, or laborer backgrounds experienced tremendous anxiety when they were asked questions relating to the subject matter in front of the class. When responding to questions from friends, they answered quickly,

briefly, and as best they could, sometimes shaking their heads in difficulty while looking at friends expectantly for help.

As they become moderators in group discussions they experience anxiety and speak haltingly, introducing speakers briefly and speaking quietly.

At the beginning of the academic year, students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education of Bengkulu University who were children of peasants, traders, or laborers experienced tremendous nervousness when using the Indonesian language because they were very anxious and afraid, and their hearts pounded when delivering the contents of the paper and answering friends' questions, often giving short answers and rephrasing the words on the paper.

Students are still often mistaken when interpreting words so they replace words with words from their local language when speaking in Indonesian in class and their accents are still thick with their respective regional accents. They are also still often mistaken in the use of Indonesian rules.

The purpose of this research is to understand the culture shock in the use of verbal and nonverbal communication of students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education at the University of Bengkulu at the beginning of the academic year.

Based on the data analysis, it can be concluded that these students at the beginning of the academic year experience a cultural shock because as new students they come from their area of origin to the city to continue their studies. The surprise, in this case, is the shock in the academic culture. Regarding cultural anxiety or shock caused by the migration of a group from the culture of origin to a new culture or entering a foreign culture in a new cultural environment [5].

As overseas students, they are required to familiarize themselves with the new environmental conditions. Changes in the situation of the students have an impact on various things, namely changes in the life pattern of immigrant students, including mindset, behavior patterns, eating patterns, sleep patterns, social patterns, cultural changes, and language. The change that most makes them experience anxiety is the use of the Indonesian language in front of the class. This is in accordance with a study that indicates that the highest anxiety for immigrant students is adjusting to the academic environment in the second language [6, 7].

The shock in terms of verbal communication experienced by the students of the Faculty of Teacher Training and Education of the University of Bengkulu at the beginning of the academic year as immigrant students occurs as a collision of perception

caused by the use of perception based on internal factors (cultural values) Studied in the school of origin and the environment from which the student is concerned or whom they profess [8]. Cultures and habits are embedded in their hearts, including their local languages, so as the use of language in academic activities is still affected by their old perceptions. Moreover, the Indonesian language as a new academic environment that the use of different languages. Most of the words cannot be expressed in Indonesian well and fluently when speaking in the classroom.

One of the main causes of culture shock is the language problem. The language aspect is an important part of verbal communication [8, 9]. Indonesian is not a language that is used daily by overseas students in their area of origin. They use the local language every day, so when using the Indonesian language they experience anxiety, especially when speaking in class discussions. Both when presenting papers and when acting as moderators when studying at high school/vocational school they are not accustomed to using the Indonesian language.

Feelings of confusion, anxiety, and hesitation experienced by students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education of Bengkulu University in using the Indonesian language at the beginning of the academic year led to their interaction being less than maximal in an academic environment. Distrust occurs when the language of the migrant students' differs significantly from the Indonesian language. They find it increasingly difficult to interact in the Indonesian language. The concern of using the Indonesian language is apparent in students who are children of farmers, traders, or workers coming from districts in the province of Bengkulu.

Cultural shock is also experienced by immigrant students in nonverbal communication. They perform negative body movements or body language [10] by bending their heads or shaking their heads when they cannot answer their friends' questions, expecting help from friends while having difficulty in choosing Indonesian words.

4. Conclusion

This study proves that almost all overseas students experience a culture shock in the first year of college because they move from their home areas to new, culturally different areas. A culture shock is experienced by the students of the Indonesian Language and Literature Education Study Program of the Faculty of Teacher Training and Education at the University of Bengkulu at the beginning of the academic year when they speak Indonesian in front of the class.

They experience a culture shock both in terms of verbal and nonverbal communication when speaking in front of the class in Bahasa Indonesia. This is indicated by behaviors such as bowing the head when speaking, being silent, speaking in a soft voice, often uttering meaningless words, speaking briefly and as much as possible, being nervous, trembling and getting into a cold sweat, repeating words, and using local dialect and words in their respective regional languages.

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