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**ACADEMIC AND NON-ACADEMIC LANGUAGE SOCIALIZATION FOR
INTERNATIONAL STUDENTS AT AN INDONESIAN PUBLIC UNIVERSITY**

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ABSTRACT

Academic language socialization refers to the process of helping students to gain knowledge of the language and an ability to participate in new discourse communities by using the language appropriately. Previous research mostly discussed language socialization from students' perspectives in overseas, such as in Taiwan, America, and Malaysia. In Indonesia, academic language socialization is still less explored, whereas Indonesia is incessantly to internationalize the university by receiving international students from around the world. Therefore, this research is designed to explore academic language socialization for international students from the university administrators' perspectives, focusing on the university policies, academic and non-academic supports, and challenges. To collect the data, the researcher interviewed five participants; the director of postgraduate, the head of department of masters in Economics and Development Studies, the head of the language centre, one lecturer, and one international student. In addition, the researcher also did classroom observations, and document analysis (i.e., policy documents). As explained by Miles et al. in the book entitled *Qualitative data analysis: A methods sourcebook in 2014* by using interactive data analysis the findings revealed that there were gaps between the applicable policies and implementations. To overcome the gaps, the university provided academic and non-academic support. For academic supports, the university provided the language center support for international students to have Indonesian language training both for general purposes, and academic purposes. For non-academic supports, the university provided the international students with some facilities, such as housing, cultural studies, vacation together, and art and culture festival. However, there were also several challenges both from bottom-up and top-down perspectives. The challenges were the results of the gaps between the applicable policies and implementations in receiving international students at the university. This result implies the need to reformulate policies of recruitment of international students and provide better academic and non-academic support for the students

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1. INTRODUCTION

In the last few years, several Asian universities, like Indonesia, have re-established focus on upgrading their international reputations, implying the need to improve facilities and the quality of teaching and learning process (Alsharari, 2020; Deem, et al., 2008; Hauptman Komotar, 2019; Tien, et al., 2020). This also leads to the response of the incorporation of international students used to measure status and reflects the capacity of institutions to carry out internationalization programs to confront global competitions. Based on the statistics from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2017), there are 5,764 students from various countries in the world and spread in several universities in Indonesia. As explained by Hendayana in the website entitled International Student Summit 2022 *Dekatkan Mahasiswa Asing dengan Budaya Indonesia* (International Student Summit 2022 Brings Foreign Students Closer to Indonesian Culture) in 2022 <https://dikti.kemdikbud.go.id/kabar-dikti/kabar/international-student-summit-2022-dekatkan-mahasiswa-asing-dengan-budaya-indonesia/>, from 2006 to 2021, the number of KNB scholarship recipients was 1,608 foreign students, from 101 countries and they studied at 23 of the best tertiary institutions in Indonesia which were designated by the Ministry of Education and Culture as the universities managing the KNB scholarships.

The existence of international students in Indonesia brings some responsibilities for lecturers, policymakers, and educational administrators such as university policies and academic support (Simbolon, 2021); as in other Asian countries such as China (He & Chiang, 2016). The responsibility provided by the university is expected to facilitate international students to follow learning processes, interact, and communicate with lecturers and other students both within and outside the classroom.

Academic language socialization is not new issue, previously some studies have discussed academic language socialization for international students (Anderson, 2016; Chen, et al., 2019; Lan, 2018; Rivas-Drake & Marchand, 2016; Shi, 2010) investigated the intercultural language socialization of a Chinese MBA student in an American negotiation class. Shi (2010) concluded that intercultural language socialization could be an approach to enrich the research paradigms of language socialization and intercultural communication and compensate for the dearth of research in this interdisciplinary field. Anderson (2016) explored Chinese PhD students' internal and external academic discourse socialization at a large Canadian university. He noticed that students' general willingness to become active agents in the community, and successfully self-socialize themselves and others in positive interactions, attitudes and positionalities were critical aspects of the broader socialization process. Similarly, the result of Rivas-Drake and Marchand (2016) research about academic socialization, they suggested that cultural mechanisms had a potentially important role in the development of schooling-oriented interventions geared toward Latino families and youth. Lan (2018) explored the English academic socialization of international graduate students in Taiwan. He found that Taiwanese universities should encourage engagement and interaction between local students and international students in Taiwan. He also suggested that Taiwanese universities realize that international students faced various obstacles in the socialization, including negative attitudes and behaviours based on their nationality, culture, and also lack of English medium instruction experience.

More recent studies, Widiyasi, Hermayanti, and Ermiami (2020) examined the experiences of international students studying at Indonesian universities. By using systematic review, they revealed that international students studying in Indonesia encountered such challenges as cultural adaptations, language problems, and differences in the educational system. The academic language socialization of international students enrolled in a Korean engineering university, a site in which internationalization is heavily emphasized and institutionally supported. Her findings highlighted a balanced approach towards locality and internationality which promotes intercultural interactions in both class and systemised language and culture education programs. Chen, et al. (2019) attempted to explore the enactment of academic English language policy by focusing on international students' perceptions of the classroom language policy (English-only) in three Canadian EAP programmes. She revealed the tensions and conflicts between top-down language requirements or expectations, and the actual language use or choice in the EAP classroom.

Those findings above showed that universities have to consider the obstacles of the international students in the socialization process based on the nationality, culture, and English medium instruction experience. Besides that, universities also have to consider the interactions, attitudes and positionalities, which are the critical aspects of the broader socialization process. However, some previous researches above are mostly discussed language socialization from students' perspectives in overseas, such as in Taiwan, America, and Malaysia. In Indonesia, academic language socialization is still less explored, whereas Indonesia is incessantly to internationalize the university by receiving international students from around the world. International students in Indonesia do not only put into an international program which uses English as medium instruction but also put international students into regular programs, where using Indonesian as medium instruction. This research aims to explore academic language socialization for international students from the university administrators' perspectives, focusing on the university policies, academic and non-academic supports, and challenges.

1.1 Academic Language Socialization

Since the early 1990s, scholars have investigated the acquisition and use of additional languages by students, as well as the valued oral and written practices, cultures, and ideologies that newcomers encounter and are generally expected to emulate and reproduce both in and out of classrooms in what is for them a second or foreign language. Academic discourse (or academic language, academic literacies) refers to forms of oral and written language and communication (Duff, 2010). Language socialization refers to a mechanism in which novices or newcomers to a community or culture gain communicative competence, membership, as well as legitimacy within a group (Duff, 2007). As explained by Schieffelin and Ochs in the book entitled *Language socialization across cultures* in 1986

who stated that the purpose of research on language socialization is to understand how people become competent members of social groups and the role of language in the process

As explained by Ochs and Schieffelin's book chapter entitled *Language Socialization: An Historical Overview* in 2017 stated that language socialization "encompasses socialization through language and socialization into language", which means that language socialization is the study of the socialization of language and socialization through language. As explained by Duff and Talmy's chapter book entitled *Language socialization approaches to second language acquisition: Social, cultural and linguistic development in additional languages* in 2011 stated that language socialization also represents a broad approach to understanding the language growth, cultural, and communicative competence through interaction with others who are more experienced and informed. As explained by Ochs in the book entitled *Culture and language development: Language acquisition and language socialization in a Samoan village in 1988* that in fact, unlike sociocultural theories that arise in psychology, language socialization has originated from linguistic anthropology. Similarly, language socialization, as a field of study, is an orientation towards the development of language and literacy in particular communities and settings that are informed by anthropology, sociology, (socio) linguistics and education (Duff, 2010, in press; Duff & Hornberger, 2002, 2008). Political, social, linguistic and educational variations between previous and current learning environments, including classroom discussion and communication, can contribute to the challenges and struggles for students and instructors as well as academic success.

According to the theory of language socialization, academic language socialization refers to the process by which students gain knowledge of the language and the ability to participate in new discourse communities by appropriately using the language, to gain different kinds of information or cultural knowledge on ideologies, identities or subjectivities, affective orientations, linguistic and non-linguistic content, and practices valued by the local community (Duff, 2010). As explained by Duff in Duff's book chapter entitled *Encyclopedia of language and education* in 2008 Language socialization takes place both in the macro-level (e.g., institutional, social, political and cultural contexts) and at the micro-level (e.x., individual and local contexts and behaviours).

Academic language socialization is a crucial issue, especially for international students as newcomers, who need access to knowledge resources and opportunities to socialize carefully with more experienced community members (de Oliveira & Lan, 2012; Morita, 2004; Myles & Cheng, 2003; Seloni, 2012). Rabia (2017) found that most Arab international students experienced culture shock due to differences in lifestyle, beliefs, and language encountered in the university in the United States. Besides that, academic writing deserves attention for international students. (Bram & Angelina, 2022; Singh, 2015) found that non-native English-speaking international graduate students faced challenges in their academic writing practices in the instructional settings where English was used as a medium. Lan (2018) found that throughout a complicated academic English socialization process, newcomers became increasingly competent in communicating with the university community in English. However, this process was not unproblematic; challenges included differential welcome and treatment, a relative lack of interaction with Taiwanese peers or students outside their own ethnic groups, and negative perceptions of their accents and non-fluent English.

Academic language socialization typically based on qualitative and ethnographic techniques of study and sociolinguistic approaches to language acquisition, with an emphasis on knowing how a person learns to be a socially and culturally competent member of society. In other words, while both sociocultural theory and language socialization view social interaction as central to learning, language socialization relies less on relational internalization (i.e., the emotional growth of persons) (Zuengler & Miller, 2006). This provides a more systematic and comprehensive interpretation of expertise, albeit sometimes by analyzing only a small range of linguistic or cultural systems (Garrett & Baquedano-Lopez, 2002). As explained by Duff in Duff and Hornberger's book entitled *Encyclopedia of language and education* in 2008 Language socialization studies often pay particular attention to the historical and cultural effects of social interaction in language, building on areas such as history, sociolinguistics, anthropology and education (Duff, 2010). In this relation, it can be said that language socialization is similar to the foundation of Vygotskian sociocultural theory of human learning, which is also known as cultural-historical psychology (Duff, 2007). These perspectives indicate that academic language socialization could be examined from various perspectives, such as cultural effects of social interaction in language, which is experienced by international students who studies in Indonesian public university.

2. METHOD

2.1. Research Design

This research is qualitative case study. A case study used as the method to explore the phenomenon or the case in this study (i.e., putting the international student in the regular program, where using Indonesian as medium instruction). Therefore, the present research is designed to explore academic language socialization for international students from the university administrators' perspectives which focuses on the university policies, academic and non-academic supports, and challenges faced both from bottom-up and top-down perspectives.

2.2. Participants and Setting

This research takes place in a public university in Java, Indonesia which admits one international student placed in a regular program, which uses Indonesian as a medium of instruction. Five participants were selected for this research because they involve academic language socialization for international students. They are the director of postgraduate, the head of department of masters in Economics and Development Studies, the head of the language centre, one lecturer, and one international student from the Republic of Burundi. This international student was chosen because he was the only active international student who was placed in a regular classroom.

The International student in this research is a student who gets the *Kemitraan Negara Berkembang* (developing countries partnership) or KNB Scholarship. KNB is financial assistance offered by the Indonesian

Government to International students coming from developing countries to pursue their master degree in Indonesian Universities. The Ministry of Education and Culture first introduced the KNB Scholarship in 1992. It initially serves the Ministry of Higher Education development strategic plan to embrace the higher education globalization by providing financial assistance (scholarship) to recruit potential international students from developing countries to pursue their bachelor, master, or doctorate degree in one of Indonesian universities (Ministry of Foreign Affairs of Republic of Indonesia in 2021, *Applications for KNB 2021 Scholarship is Open!*, from <https://kemlu.go.id/nairobi/en/news/11602/applications-for-knb-2021-scholarship-is-open>).

2.3. Data Collection and Analysis

The data collection based on semi-structured interviews, semi-structured Interviews allowed the researcher to address the issue of trust while maintaining a sense of openness, as explained by Spradley in the book entitled Participant observation in 1980 states classroom observations; Observations are a widely utilized method of data collection, with a researcher willing to play different roles in the process and documents; as explained by Creswell in the book entitled Educational research: Planning, conducting and evaluating quantitative and qualitative research in 2015 documents consist of public and private records that qualitative researchers obtain a valuable information in helping researchers understand central phenomena in qualitative studies. Firstly, the researcher conducted the classroom observation in the class 4214 of the postgraduate program in Economics and Development Studies. The researcher was in good timing for observing because the international student did a group presentation at that time. Therefore, the researcher could get more understanding about the language used by the international student during the class. During the classroom observation, the observation was digitally recorded (i.e., video recorded). In addition, the researcher took notes during the observation.

Secondly, to clarify the results of the classroom observation, the researcher interviewed the international student and the lecturer after the classroom observation. Then, the researcher interviewed the head of the masters in Economics and Development Studies, the director of postgraduate program, and the head of the language centre. The interview questions focused on collecting the data related to the university policy and academic and non-academic supports for language socialization for the international student, and also challenges. The interviews conducted in Indonesian in order to get better understanding of the problems, and in English for the international student. In addition, the researcher also requested documents from the stakeholders and downloaded the documents from the official website of the university. After all the data collected, the researcher transcribed the recording of the classroom observation and all the audio recordings. The documents were obtained in order to get information about the university policies.

To analyze the data, the researcher uses a method suggested by (Afianti, et al., 2022; Kalpokaite & Radivojevic, 2019; Miles, et al., 2014; Suparlan, 2021), (1) data condensation; (2) data display; and (3) conclusion drawing or verification. The first, the researcher listened to each audio recording, and transcribed the audio recording by using F4transkript application. Then the researcher listened to the audio recordings again and read the transcripts in order to make sure the entire transcripts are exactly the same as the audio recordings. The second, the researcher prepared transcripts to be analyzed by drawing themes and codes based on the theoretical framework and wider literature. This involved ensuring consistent format, style, and anonymizing the participants by allocating each of them a pseudonym and a code to differentiate the university policies, academic and non-academic supports, and challenges. The last, the researcher verified the results by using another data (i.e., observation notes, document analyses) in order to triangulate the results, and to develop a comprehensive understanding of the phenomena.

3. FINDINGS AND DISCUSSION

The researcher presented the data results based on the themes and codes formulated based on the construct and theories. The themes and codes generated the policies, academic supports, non-academic supports, and challenges

3.1. International Students' Admission Policies Admission Requirement

International Students' (ISs) admission policies are based on the circular letter T/470/C5/KB.01.03/2019 by the Indonesian Ministry of Research, Technology, and Higher Education. The IS registered to KNB scholarship via online, and completed all the admission requirements. The full requirements are: the maximum age to apply for the scholarship is 35 years old; applicants must hold a bachelor degree (master degree holder is not eligible to apply); applicants must have a TOEFL (or other certified English Proficiency) score of 500 or equivalent; applicants must complete the online application form; before the departure to Indonesia, the successful candidates must sign the statement Letter and Scholarship Agreement prepared by the KNB Scholarship management.

Excerpt 1

"Oh, that's the KNB students; the KNB is from a developing country. The KNB student passed through this, in the country, there was an embassy. From the embassy, there was an announcement. Then, before taking the test, they usually had learned Indonesian first" (Policy 1/PS).

Excerpt 2

"If we would have their scholarship and deals, deal with Indonesian, we have to go to the Indonesian embassy. The first one is to have the passport, and then registered to the government, the government from Indonesia" (Policy 1/IS).

Foreign nationals who will register as prospective students of master's and doctoral programs must meet the applicable requirements T/470/C5/KB.01.03/2019. All the admission requirements are delivered to Indonesian embassy in a related country. Interview results above show that both Postgraduate School (PS) and International Students (ISs) followed the rules and procedures enforced by the Indonesian Ministry of Research, Technology, and Higher Education, on the circular letter T/470/C5/KB.01.03/2019.

3.2. Admission Test

After completing all the admission requirements and registering to Indonesian university through Indonesian embassy where the ISs come from, ISs will receive admission letter from Indonesian university. The universities will be conducting a series of the selection methods including (if necessary) online interview with the potential

Excerpt 3

"After accepting your application, the university gives you the admission letter" (policy 2/IS).

Excerpt 4

"Then, there is a test to measure the compatibility to the study program. We usually choose the represents; generally, it is a study program that will represent" (Policy 2/PS).

3.3. Language Requirements

The appendices of circular letter T/470/C5/KB.01.03/2019 show one of the requirements of admission to Indonesian universities for International Students (IS) is the Test of English as a Foreign Language (TOEFL) certificate. However, Indonesian universities, in this case postgraduate school (PS) have their own interpretations of the language requirements. PS requires IS to pass the *Uji Kemampuan Bahasa Indonesia (UKBI)* or Indonesian Language Proficiency Test.

Excerpt 5

"There is no TOEFL, but they must have the Uji Kemahiran Bahasa Indonesia (UKBI)" (Policy 3/PS).

Excerpt 6

"There is no TOEFL, because here there is Bahasa Indonesia to teach us" (Policy 3/IS).

Both PS and IS claimed that TOEFL is not required. PS obliged the IS to pass *Uji Kemampuan Bahasa Indonesia (UKBI)* or Indonesian Language Proficiency Test. However, a UKBI certificate is only a claim. In other words, there is no UKBI needed to register KNB scholarship in Indonesian university. Yet, ISs are obliged to be able to speak Bahasa Indonesia, as affirmed in the chancellor's regulation 17/UN27/HK/2018 foreign students have to master Indonesian language as evidenced by a certificate of passing Indonesian language training for foreign speakers with a minimum score of 700 or passing an Indonesian language skills test with a minimum score of 500.

Excerpt 7

"Must. All foreign students in this class must be able to speak Indonesian" (Policy 4/Head).

Excerpt 8

"So, its policy, all foreign students have to learn Indonesian" (Policy 4/ Lecturer).

Therefore, the university gave solution for the IS who could not speak Bahasa Indonesia; the IS was required to have *Bahasa Indonesia untuk Penutur Asing (BIPA)* course or Indonesian language for Foreign Speaker in the Language Center (LC) for a one year. A one academic year Indonesian Language (Bahasa) course is compulsory for all KNB students as all courses required to complete the Master program (lecture and thesis) will be conducted in Bahasa. The Bahasa course will be provided by each University. This is confirmed in the chancellor's regulation 17/UN27/HK/2018 training of English for Academic Purposes (EAP), Indonesian language for foreign speakers, and conducting Indonesian language skills tests conducted by the language technical implementation unit.

Excerpt 9

"For those who are on a scholarship path, for example KNB or other scholarships are required to train in the Language Center. That is, Indonesian language training for foreign speakers for one year" (policy 5/LC).

Excerpt 10

"To come here, you have to pass one year in Indonesian language class in Language Center for one year" (policy 5/IS).

Even though the IS has passed training of Bahasa Indonesia for one academic year, the observation revealed that IS uses more English, and mixes a little with Indonesian when delivering the material in the presentation. It means that, this brings a new language policy regarding ISs.

Excerpt 11

"You mix English and Indonesian. But the principle is that, if he presents a proposal, he may use English, it is okay" (Policy 6/Lecturer).

Excerpt 12

"Academically, they may write in English if it is difficult to write in Indonesian" (Policy 6/PS).

When international students have finished their Indonesian training for one year, but still not being able to Indonesian, the language center as the stakeholder handed back international students to the postgraduate school. Postgraduate school provides further policy; the international students who are still not being able to speak Indonesian, they will be sent back to their home country.

Excerpt 13

"If perforce, international students are sent back to their home country" (Policy 7/PS).

The university's admission regulations have several strict requirements for accepting international students to Indonesian public universities (e.g., TOEFL certificate), which in practice, this regulation was less useful. In other words, the university still holds the ideology of the hegemony of English. Whereas, the English testing (e.g., TOEFL) was initially developed to measure the English proficiency of nonnative speakers who wanted to study at colleges and universities in the United States and Canada and to determine whether students had enough proficiency to successfully complete courses in local educational institutions (Neumann, et al., 2019; Yoo & Namkung, 2012).

Consequently, to follow the nature of English testing, the Indonesian university should maximize the BIPA testing, instead of TOEFL, to determine whether international students had enough proficiency to successfully complete courses in local educational institutions (especially where Indonesian as a medium of instruction). In addition, the students are encouraged to have social interaction outside the class with Indonesian friends (Aguskin & Maryani, 2018; Sinanan & Gomes, 2020; Sunendar et al., 2021). This is in accordance to Lan (2018) who found that universities should encourage engagement and interaction between local students and international students. But then again, to encourage engagement and interaction, the Indonesian university should maximize the BIPA testing, rather than TOEFL, as the requirement for admitting international students in regular program, to make sure international students have enough proficiency to successfully completed course in Indonesian university, and have enough proficiency to interact and communicate with local students and community. Moreover, (Rahmi, 2015; Wahyuningsih & Afandi, 2020) emphasized that English does not play an important role in society in Indonesia. From elementary school to university, English is the subject of foreign language.

3.4. Academic Support for International Students Language Support

The university provides language center to support the language ability for all students; both local and international students. For local students, they could learn English in the language center because masters and doctoral students have to master English. This is confirmed in the chancellor's regulation (17/UN27/HK/2018) that masters and doctoral students must master English. For international students, they could learn Indonesian because Indonesian language is the official language of instruction in Indonesian public university. As confirmed in the chancellor's regulation (17/UN27/HK/2018) that Indonesian is the official language of instruction used in education and learning activities in master's and doctoral programs.

Excerpt 14

"In language center, we learn about language; Bahasa Indonesia" (Academic Support 1/IS).

Excerpt 15

"There are additions for international students after they were accepted here, they joined BIPA; Indonesian language for Foreign Speaker in the Language Center" (Academic Support 1/PS).

3.5. Oral and Written Academic Language Support

(Dakhi & Fitria, 2019; Duff, 2010; Wilkinson, 2019) stated that there are two forms of academic language and communications; namely oral and written. International students learned the four skills of language; reading, writing, listening, and speaking in the language center. This indicates that the language center provides oral and written for international students, not only for general purposes, but also for academic purposes.

Excerpt 16

"All of the four language skills; listening, speaking, reading, writing" (Academic Support 2/LC).

Excerpt 17

"There are six levels here: the level one to four is survival; Bahasa Indonesia for communicate with the local environment, and the level five to six is academic; Bahasa Indonesia for academic purposes" (Academic Support 2/LC).

The Indonesian public university has made various efforts to help all students, both local and international students by providing them the language center. In the language center, international students did not only learn Bahasa Indonesia for general purposes, but also for academic purposes in all four language skills; listening, speaking, reading, writing. Those academic supports are supporting the chancellor's regulation 17/UN27/HK/2018 that the training of English for Academic Purposes (EAP), Indonesian language for foreign speakers, and conducting Indonesian language skills tests conducted by the language center. Therefore, international students were supposed to be able to communicate both inside and outside the university. Those efforts could help international students to become active agents and socialize in the community.

As Anderson (2016) noticed that the general willingness of students to become active agents in the community and to successfully socialize themselves and others in positive interactions, attitudes and positionalities were key aspects of the wider socialization process. By providing academic supports (e.g., the language center for international students to learn Bahasa Indonesia both for general and academic purposes), it was one of the efforts

by the university to become active agents in the community. However, those academic supports still could be maximized in terms of positive interactions, attitudes and positionalities which are the key aspects of the wider socialization processes.

3.6. Non-Academic Support for International Students Housing

The university provides dormitory for all students both local and international students. The campus dormitory is one of the facilities that can be utilized by students. There are several facilities in the dormitory, such as the lobby, canteen, and meeting room. For the bedroom, there are two types of bed; single and sharing. Every bedroom has some facilities such as bed, desk, chair and cupboard. All international students are put into the same dormitory.

Excerpt 18

"They are put in the dormitory; we also grouped them in a special dormitory, which is suitable" (Non-Academic Support 1/PS).

Excerpt 19

"He stays in the dormitory" (Non-Academic Support 1/Lecturer).

3.7. Cultural Studies

Both the postgraduate school and the language center have cultural studies for international students. The international students learn about Indonesian culture, and society, especially for Javanese culture. International students do not only learn about Javanese culture, but also learn about cultures from other regions in Indonesia. The cultural studies could increase their insight about Indonesian cultures. Moreover, cultural studies help international students to feel at home and not something that are contrary to the local culture.

Excerpt 20

"And they have international office. International office, they guide us about the culture and society" (Non-Academic Support 2/IS).

Excerpt 21

"There are cultural studies, which we bring them out" (Non-Academic Support 2/PS).

"There is also a cultural content, because they are foreigners, at least the Javanese culture around here, and there is Javanology; it was tasked with introducing Javanese culture in general" (Non-Academic Support 2/LC).

The postgraduate school also accommodates international students to go to other Indonesian regions. This is still related to the cultural studies where international students have vacation together. All the accommodations and transport are accommodated by postgraduate school.

Excerpt 22

"Of course, the staff from postgraduate school, they accommodate us to go around, for example in Bali, in Surabaya, in Malang. They pay for the accommodation and transportation" (Non-Academic Support 3/IS).

Excerpt 23

"Next year is planned to bring them to Lombok" (Non-Academic Support 3/PS).

3.8. Art and Culture Festival

Besides cultural studies, there are also art and culture festival which is specifically for international students. The art and culture festival is provided by postgraduate school. In the art and culture festival, there are some competitions, such as cooking competitions, art and culture performances, fashion shows, and the others.

Excerpt 24

"Then, there is another one, an event for international students, like performing arts. There are various kinds of competitions there, such as cooking competitions, art and culture performances, fashion show, and the others" (Non-Academic Support 4/PS).

The university provided support for the international students, both for academic support and non-academic support (e.g., cultural events). By providing non-academic supports, in addition to academic and non-academic language socialization for international students, it also may offer an alternative to counter the hegemony of English, one of the examples is cultural events. As suggested by (Saddhono, 2012; Suban, 2021), in providing Indonesian language materials, the cultural context aspect should also be given, because in society there are various formal and conversational forms that must occur by foreign students so that there is no mistake in using the language. In addition, by providing non-academic supports, it would give comfort for the international students and provides knowledge about the various of Indonesian cultures. As a consequence, the international student is supposed to be able to interact appropriately both in academic context and non-academic context. (As Shi, 2010; De León & García-Sánchez, 2021; Lu at al., 2021) found that Intercultural language socialization could be an approach to enriching the paradigms of language socialization and intercultural communication. In addition, intercultural competence is the ability to empathize with foreign cultures based on one's own culture (Li, 2020; Sulyati, 2019; Swartz, et al., 2020).

3.9. Challenges

3.9.1. Bottom-Up

International students revealed that there are no challenges. International students are given the freedom to use language, either English or Indonesian. Based on the observation, international students used more English, and mixed a little with Indonesian during delivering the material in the presentation. Interestingly, the slide presentation also used English. This is also supported that all the materials, textbooks, journals are in English. This may help international students to follow the learning process.

Excerpt 25

"There is no challenge, because I came here, I understand, and before I came here to study, I know that they use, they use Indonesian" (Challenges 1/IS).

Excerpt 26

"All the literatures, textbooks, and journals that I gave to them are in English" (Challenges 1/Lecturer).

Excerpt 27

"Oh, I enjoy it because all my slides and the documentations I got from my class are in English" (Challenges 1/IS).

Even though all the materials are in English, the lecturers used Indonesian as the medium of instruction. All the local students also used Indonesian during the learning process. Some of the articles displayed in the projector were in English, and some were in Indonesian, but the lecturer still used Indonesian while delivering the topic of discussion at that time. There were no activities involving international students, lecturers only focus on talking.

Excerpt 28

"So, the material is in English, but the language instruction is in Indonesian" (Challenges 2/Local Student).

When international students ask questions to the lecturer, international students used English. The lecturer did not answer the question directly, but he continued to talk by using Indonesian. The lecturer did not ask international students whether they have understood, or the question has been answered or not. In other words, the lecturer was too focused on talking, without involving international students in the discussion.

Although international students said that there are no challenges, the international students recommend the local students to be able to speak English. It indicates that international students faced challenges regarding to academic language socialization. Moreover, the observation showed that when the international students use English during presentations, the local students seemed difficult to follow the presentation, and vice versa.

Excerpt 29

"You guys, I request you, I recommend you that you should learn English, because I said that before, during my presentation in English, they have to follow me, because for example, if someone doesn't understand me, they was leave, they sometimes leave, because it is not interested" (Challenges 3/IS).

The lecturer also revealed that there are no challenges. This is because the lecturer did not pay attention to the students both local and internationals. During the learning process, the lecturer used full Indonesian while talking and explaining the materials at that time. There are no activities involving international students. In other words, the lecturer talked and explained the material as if there were no international students there. So, the lecturer perceived that there were no challenges, either there were international students or not.

Excerpt 30

"Nothing, nothing challenges, maybe he has. Maybe what we want also doesn't understand either, but he learns, indeed his goal is to learn" (Challenges 4/Lecturer).

3.9.2. Top-Down

From top-down perspectives, there are several challenges regarding the existence of international students in the public university. The first challenge is the adaptation, sometimes international students faced difficulties to adapt. International students are not only difficult to adapt in terms of language, but there are also other factors, such as Indonesian food that is different from the food in their country. Then, about family; leave the family for a long time is sometimes hard for students.

Excerpt 31

"When they get here, some international students could not adapt, some wanted to go home, some went home" (Challenges 5/PS).

Excerpt 32

"Adaptation isn't just about that, bro; sometimes it's not just about language, so sometimes it's also about food" (Challenges 5/PS).

Excerpt 33

"From the daily side, what is usually done, and then from the family; leave the family for a long time, if it's not used to it it's also difficult" (Challenges 5/PS).

The second challenge; the international students came from various ethnics and cultures. So there are gaps between their cultures and Indonesian cultures. Moreover, from different and various ethnics and cultures; it produces different behavioral.

Excerpt 34

"It is also about behavior which means that their behavior must be different, there is a different culture. We also need to be careful; meanings that they are comfortable here and also do not conflict with local culture. Teaching them is a challenge, and so are the instructors" (Challenges 6/LC).

The last challenge; most international students are not able to speak English. Even though the international student did not find any challenges (based on his perspective), however the observations showed the different things, the international student seemed have difficulties when lecturers and local students deliver presentations, and vice versa. It implies that the university needs extra efforts, especially for the language center. The language center has to put in more effort to teach Indonesian language to international students. The language center has to find the right instructors for them.

Excerpt 35

"Foreign students coming to Indonesia are trained in Indonesian, but most of them are not be able speak English. Arguably, there are 90% international students who are not being able to speak English. Well, it is difficult for us in the learning process both in and outside classroom. Then, their abilities also vary, their background, their country, and their ability to speak international language, meaning that we also determine the instructors may be somewhat difficult as well. However, in general, if they are able to speak English, we don't have a problem because mostly our teachers for beginners are teachers who are able to speak English" (Challenges 7/PS).

From the bottom-up perspective, both lecturers and international students reveal that there are no challenges. However, observations show different things, international students seem to experience difficulties when lecturers and local students deliver presentations, and vice versa. In addition, international students recommend local students to be able to speak English. It indicates that there is a gap between statements and reality. From the top-down perspective, both the postgraduate school and the language center acknowledge and justify that there are some challenges regarding the existence of international students in Indonesian public universities. The international students who come from various ethnicities, nationalities, countries, and cultures, have different behaviors and have different international language skills. This brings several challenges, the adaptation in terms of language, food, and socializing to local cultures; having more efforts for the language center to find the right instructors; and also challenges for the language center during the teaching, both in and outside the classroom.

Similarly, Han et al. (2020); Kim (2020); and Lan (2018) found that universities have to realize that international students face various obstacles in socialization, including negative attitudes and behaviors based on their nationality, culture, and lack of English medium instruction experience. The present results also found various challenges in socialization both from bottom-up and top-down perspectives, especially in terms of negative attitudes and behaviors based on their nationality, culture, and lack of English medium instruction experience. The challenges also came from the result of the gaps between the applicable policies and implementations, where there were strict admission policies but simplified implementation. Necessarily, those challenges can be anticipated if the university carries out the applicable admission policies, (e.g., adhere the strict admission requirements).

The Indonesian government is encouraging the process of internationalizing higher education, one of which is by encouraging an increase in the number of foreign students studying in Indonesia (student inbound). One of the ways, the Indonesian government offers KNB scholarships for international students from developing countries. Through this scholarship, international students are very enthusiastic to study in Indonesia. As explained by Hendayana in the website entitled *International Student Summit 2022 Dekatkan Mahasiswa Asing dengan Budaya Indonesia* (International Student Summit 2022 Brings Foreign Students Closer to Indonesian Culture) in 2022 <https://dikti.kemdikbud.go.id/kabar-dikti/kabar/international-student-summit-2022-dekatkan-mahasiswa-asing-dengan-budaya-indonesia/> that as evidence, there are 359 on-going students receiving KNB scholarships in 2022.

The results of this research revealed that there are gaps between the applicable policies and implementations. The document of policies has strict rules for receiving international students to the Indonesian public university, such as TOEFL (or other certified English Proficiency) score of 500 or equivalent, and certificate of BIPA with a minimum score of 700 or passing an Indonesian language skills test with a minimum score of 500. However, the data showed that the requirements are simplified; international students are not obliged to meet these two requirements as long as they have sufficient oral proficiency in Indonesian language. In other words, international students are not obliged to meet these two requirements as long as they have sufficient oral proficiency in Indonesian language. However, more than 90% of international students do not meet the minimum requirement of spoken English proficiency, which bring difficulties for the language centres in the learning process both in and outside the classroom. As a consequence, there are several challenges both bottom-up and top-down perspectives.

The Indonesian public university provides the language centre support for international students to have Indonesian language training both for general purposes, and academic purposes in all four language skills; listening, speaking, reading, writing. Besides that, the university also provides non-academic support. Those non-academic supports are efforts by stakeholders in order to provide the international students with some facilities,

such as housing, cultural studies, vacation together, and art and culture festival. Those supports are provided for international students who come from various ethnics, nationalities, countries, cultures, have different behaviours and have different international language skills. This does not only give comfort to international students but also provides knowledge about the diversity of Indonesian cultures. With the result, international students are supposed to be able to interact appropriately both in an academic context and non-academic context.

4. CONCLUSION AND IMPLICATION

In this research, the researchers have shown the case of academic language socialization regarding the existence of international students in Indonesian public university using Indonesian as medium of instruction. This research focused on the university policies, academic and non-academic supports, and challenges both from bottom-up and top-down perspectives, which are still relatively underexplored. Indonesia is increasingly internationalizing the university by accepting international students from all over the world. The existence of international students in Indonesia brings some responsibilities for lecturers, policymakers, and educational administrators in order to facilitate international students. However, this research is limited to an Indonesian public university in Surakarta, and focused on international students' academic language socialization from university perspectives; university policies, academic and non-academic supports, and challenges bottom-up and top-down perspectives. Therefore, this research gave an overview of the university policies, academic and non-academic supports, and challenges regarding the existence of international students in the Indonesian public university. Besides, the university could get illustrations regarding the existence of international students, then maximize the policies in order to get potential international students and minimize the challenges and problems.

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