CHAPTER I

INTRODUCTION

A. Background

English is an international language, which is the language used to communicate in all countries in the world. English is very important to learn because seeing the existing conditions English is very influential in the world of work and education. By mastering English, it can be an opportunity to make it easier for us to be accepted in the world of work and also make it easier for us to continue education in any countries.

In the world of education, there are 4 skills that must be learned in English, namely speaking, listening, reading and writing. By learning those skills it can direct us to be able to provide information and communicate well. Then, we can communicate with many people from abroad and exchange information about their countries, economics, education system, habits, accent, dialect and their culture. Talking about culture is really interesting, because it is related to human society. In this study, the researcher focused on cultural study.

Cultural study is a theoretical perspective on an object with the perspective of literary criticism, media studies, historical sociology and various other fields. It is very important for students to carry out a cultural study to find out how the culture in their country and several countries in the world is to make comparisons and then develop what needs to be improved.

Naturally, every country has a different language, but in the world there is only one language that unites countries, that is English. Likewise with culture,

each country has their own culture ranging from literary criticism, sociology, history, education systems, media studies and various other fields.

Based on the previous statement, the researcher interested to know the views of Indonesian students who have participated in the credit transfer program regarding similarities or differences in learning methods, learning models, the way they teach, accent or dialect, culture and other things in the universities where they have studied for the effectiveness of participating in the international transfer credit program.

Apart from that, the purpose of the researcher conducting this research was to serve as a place to share experiences and socialize to other students to be more interested in participating in international programs that can support the reaching of the individual as well as study programs, faculties and universities.

Based on some considerations of the researcher regarding the previous explaination, the researchers formulated the title of the study, "Indonesian Students' Perception On Communication Language And Cultural Study In The International Credit Transfer Program."

B. Problem Statement

Based on the statement in the background, there is problem that will be investigate through this study. There is research questions, such as:

1. How is the Indonesian students' perception on communication language in the International Credit Transfer Program?
2. How is the Indonesian students' perception on cultural study in the International Transfer Credit Program?

C. Objectives of The Research

Based on the problem statement above, the objective of the research is to find out about :

1. The Indonesian students' perception on communication language in the International Credit Transfer Program.
2. The Indonesian students' perception on cultural study in the International Credit Transfer Program.

E. Significances of The Research

1. For Students
   a) To inspire the students to participate in international programs.
   b) To support their achievements in academic.
2. For Next Researchers

The researcher hopes that the results of this study can be used as reference material for next researchers who researches international and student exchange programs.

3. For The College/Institution
   a) To make the campus proud with the achievements.
   b) To improve the college accreditation.
4. For The Faculty
   a) To make the faculty proud with the achievements.
   b) To improve the faculty accreditation.
5. For The Study Program
   a) To make the study program proud with the achievements.

b) To improve study program accreditation.

c) To promote study program for prospective students.

F. Scope of the research

1. By discipline, this research is limited to the field of English Language, it is scientific study which focus on offer courses, school learning, speaking ability and teaching method .
2. By content, the research focus to investigate students' perception about the Indonesian Students' Perception On Communication Language and Cultural Study in the International Credit Transfer Program.
3. By activity, the researcher will observed and analize information from the respondents with the other related informant using interview.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

Hua (2018) on his research stated that the language to be learned can be the language used as the main language of communication in their host community for minority or immigrant language speakers, a foreign language to which the learner has little direct access in daily communication, a heritage language which younger generations in immigrant families learn from their parents or grandparents, or a language of the enemy out of concerns for national security.

Rabiah (2018) on her research stated that the language is a communication tool used by everyone in their daily life as a means to transmit information and arguments to others. In this case, the language cannot be separated from culture because language represent its nation and has close relation to the attitude or manners of groups of speakers of the languages.

Rabiah (2018) on her research stated that communication languages has its own specialty. Humans can talk without having to do physical movements to sustain the communication process. Whereas communication in bees they physically forced to dance in order to deliver messages they intended to.

Gross (2017) on his research stated that language represents how we think and is the medium for learning. It is also what makes us uniquely

human. We come into life hard-wired to study very quickly from the language we hear around us.

Lora (2016) on his research stated that an international shift in education has recently motivated the emergency of several new scenarios and environments for learning and teaching. Indeed, this new global education context requires some adaptations not only in the way we learn, but also in the way we teach and in do educational research.

Pelzang (2018) on his research stated that cultural integrity cannot be reach without adapting and applying research in a culturally meaningful way and without an in-depth knowledge and understanding of the sociocultural and political dynamics of a particular research setting.

Scharoun (2016) on her research stated that short-term study tours can engage domestic students to look outwards whilst at the same time reflecting inwards on their own cultural habits. Thus they can be a driver for create a work-ready graduate with strong cross-cultural communication skills.

Vyas (2020) on his research stated that in the world of education there have been periods of time when more open cultural exchanges and free information flows have occurred, and when genuinely pleasant and cooperative relations have seemed possible.

Mingazova (2017) on her research stated that they have an important role in fostering cross-cultural communication, in promoting connecting and tolerance bridging nations and countries. It’s up to date nowadays for a complicated geopolitical situation we are facing. It’s up to teachers to make students understand the essence of successful communication that lies in respecting the

diversity of cultures, peoples, languages and nations. In this respect being culturally knowledgeable is of great importance.

Peuteman (2017) on his research stated that increasing familiarity with the English language, the most important lingua franca in the scientific world, is important. English is the official language during the entire week and a dedicated course on scientific and general English has been included.

Based on previous research finding above, there were many ways to motivate the students to participate in international programs and improve their achievement in academic. The researcher tried to use Indonesian Students' Perception on Communication Language and Cultural Study in the International Transfer Credit Program.

B. Some Pertinent Ideas

1. The Concept of Perception

a. Definition of perception

Perception is the sensory of experience of the world that recognizing environmental stimuli and actions to these stimuli. Through the perceptual process, we increased information about the properties and elements that we want to observe.

Bohg (2017) explained that perception not only makes our experience of the world around us, it allows us to act within our environment. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently.

b. Perception formation process

Perceptions are based on how we interpret different sensations. The perceptual begins with receiving stimuli from the environment and ends with our interpretation of those stimuli. This process is typically unaware and happens hundreds of thousands of times a day. When we attend to or select one specific thing in our environment, it becomes the attended stimulus.

c. Perception factors

Perception is the process by which an individual organizes, selects, and interprets information to create a meaningful picture. Personal characteristics that affect perception include a person's attitudes, personality, motives, interests, past experiences, and expectations. There are some factors that influence the target such as- novelty, motion, sounds, size, background, similarity, proximity and others

d. The causes of differences in perception

Interindividual differences in perception describes the effect that differences in brain factors or structure such as culture, upbringing and environment have on the perception of humans. Interindividual (differing from person to person) variability is generally regarded as a source of noise for research.

e. Type of perception

The huge topic of perception can be subdivided into visual perception, auditory perception, olfactory perception, haptic (touch) perception, and gustatory (taste) perception. From time to time, however, we will also look at examples of other kinds of perception to demonstrate different points.

2. International Credit Transfer Program

a. International Credit Transfer Program

The international credit transfer program is a process of acknowledging the study load and learning outcomes that have been found by students from partner universities abroad. This program is held by the government. Quoted from the Technical Manual Government Assistance International Credit Transfer Program, this activity was held in order to realize the mission of the Ministry of Education and Culture to improve relevance, acces and quality of higher education to produce competent human resources quality, students are expected to have broad insight, international orientation, and have ability to appreciate the ideas and opinions of others. For facilitate students with a global perspective, the Directorate of Learning and Student Affairs not only provides chance for students to use foreign language as a means in the learning process, but also facilitates them with opportunity to gain experience in interacting with students and people from other countries.

The Directorate of Learning and Student Affairs arrange an international credit transfer program to support the Merdeka Belajar Kampus Merdeka (MBKM) program, especially the right of students to study outside the study program or university. This activity is part of an effort to develop student competencies and insights obtained throughout collaboration between domestic and foreign higher education institutions. This program also targets the readiness of educated people in anticipating the swift universal competition in various aspects.

b. The Purpose of International Credit Transfer Program

The international transfer credit programs give opportunities for Indonesian students to interact with students and communities abroad. Thus, students will get added value in the form of increasing hard skills and soft skills, expanding and strengthening cooperation, networks, understanding socio-cultural and internalizing the higher education system in Indonesia. Institutionally, the paradigm shift in educational networking, quality and innovation will be the result of learning experiences in the context of self-development that can make a positive contribution to national development and the nation's competitiveness at the international level in the 21st century.

c. Activities in International Credit Transfer Program

This activity was first carried out by the Ministry of Education and Culture to attract students' interest in learning to develop their academic achievements. During this activity, there are some activities that must be carried out by participants starting from registration, preparation of Curriculum Vitae, interviews, and socialization with campus partners from abroad, namely Tarlac Agriculture University (TAU). The series of activities in this program are like following the learning process with new online courses, adding relationships, cultural exchange, learning methods comparison, be able to know how the study habits of students from other countries and naturally be able to gain a lot of experience especially in improving learning achievement.

3. The Concept of Communication

a. Definition of communication

Communication is a process of delivering information, be it ideas, messages or ideas from one party to another. Arifin (2021) stated that communication is a kind of social process that is closely related to human activities and is full of messages and behavior. This opinion is closely related to Skinner's opinion which stated that communication is an oral or symbolic habit in which the actor tries to get the desired effect. Meanwhile, Gode (1964) argued that communication is an activity to make something and then show it to other people.

b. Types of communication

The types of communication are divided into four, namely as follows::

1) Verbal communication (oral communication)

Verbal communication is the use of language to transfer information through speaking or sign language. This kind of communication is most commonly used during presentations, video conferencing and phone calls, meetings, and one-on-one conversations.

2) Nonverbal communication

Nonverbal communication is the use of gesture, body language and facial expressions to convey information to others. It can be used either intentionally or unintentionally. For example, you may accidentally smile when you hear a pleasant or enjoyable idea or information.

3) Written communication

Written communication is the act of writing, typing or printing symbols such as letters and numbers to express information. This is helpful because it provides a record of information for reference. Writing is usually used to share information through blogs, books, pamphlets, letters, memos and others.

4) Visual communication

Visual communication is the act of using art, photos, drawings, sketches, charts, and graphs to convey information. Visuals are often used as an aid during presentations to provide useful context in addition to written and/or verbal communication. Because people have different learning styles, visual communication can be more helpful for some people to consume ideas and information.

c. The purposes of Communication

Communication purpose to provide knowledge or information to others so that they can influence thinking, change attitudes, and encourage others to do definite things.

The purposes of communication according to Widjaja (2021) :

1) Understanding the other people. We as communicators must know the aspirations of the people about what they want.
2) So that what we convey can be understood, as communicators we must explain to the reciever as well as possible and thoroughly so that they can understand and recognize what we mean.

3) So that the idea may be accepted by the others. We try to make our ideas suitable to the others with a persuasive approach instead of imposing our purpose.
4) Motivating other people to do something, moving something can vary, maybe in the type of actions. The activities referred to here are activities that are more encouraging, but what is important to go on in mind is how well to do.

4. The Concept of Language

a. Definition of Language

Kridalaksana and Kentjono (2014) stated that language is a system of arbitrary sound symbols used by members of social groups to work together, communicate, and identify themselves. While Plato assumes that the definition of language is a statement contained in a person's mind by the mediation of rhemata (speech) and onomata (name of an object or something) which is a picture of a person's ideas in air currents by passing through the media, namely the mouth. So, Language is a communication system consisting of a set of written sounds and symbols used by people from a particular countries or region to speak or write.

b. The types of language

According to Jurnal Pendidikan Profesi Guru (2020) that explained in website, there are 5 types of language, for example :

1) Spoken language

Spoken language is a communication among humans to be expressed through spoken words or mouth.

2) Written language

Written language is a form of communication that is created from various vocabularies that are arranged so as to form a sentence that has meaning and can be understood which is then poured into written form.

3) Sign language

Sign Language, which is a type of communication that uses body parts such as hands and lip movements.

This sign language is commonly used by the deaf, they combine lip movements, hand movements, and facial expressions so that the interlocutor can understand what they mean.

4) Inner Language

Inner language is a mental interaction directly using our hearts, inner language does not require the means of words like other kinds of language. A term is more similar to inner language communication is telepathy.

5) Programming language

Programming language is a language used to govern computers by using syntaxes that have been regulated by the programming language itself, the aim is that the computer can run what we command.

c. The benefits of language

Language serves as a tool for communication. The following describes the 6 benefits of language, namely:

1) Official Language of a Country

There are countries in which there are many regional languages, for example, Indonesia which consists of a variety of ethnic groups. Therefore, an official

language is wanted to be able to unite all Indonesian citizens from various ethnic groups. In this case, our official language is Indonesian.

2) Introduction to the World of Education

In the release of material in the world of education must use the official language that is understood by the citizens of the country concerned. That is why teaching and learning activities in our country use the Indonesian language and become one of the field of study that must be studied by students.

3) Culture and Science Development Tool

In various cultural growth efforts in Indonesia, of course it is closely related to the use of the Indonesian language. Although each tribe and region in Indonesia also has its own language, in the process of developing culture and science in our country, we must also use the official language, namely Indonesian.

4) As a Communication Tool

As mentioned earlier, language is a group of words that have meaning. Every particular word has an abstract meaning and relationship with a concept or object it represents. Through language, each individual can carry out two-ways communication that is understood by each individual.

5) As a Uniting Tool for a Nation

Language can also function as a unifying tool for the nation because of its use as a tool to communicate. Every citizen of a nation can express their thoughts by using an understandable language. Community communication using same language and understood by each other will unite a nation to be stronger.

6) As the Identity of a Tribe or Nation

Language can also purpose as the identity of a tribe or nation because of its uniqueness. Each nation certainly has a different language, this becomes its own identity and uniqueness for a tribe or nation.

5. The Concept of Cultural Study

Cultural study is a variety of knowledge from different perspectives. Cultural study also explores culture as a practice of meaning in the background of social power. In this case, cultural study is not only centered on one point but can also be developed generally so that it includes various disciplines such as times, accent, learning method, traditions and habits.

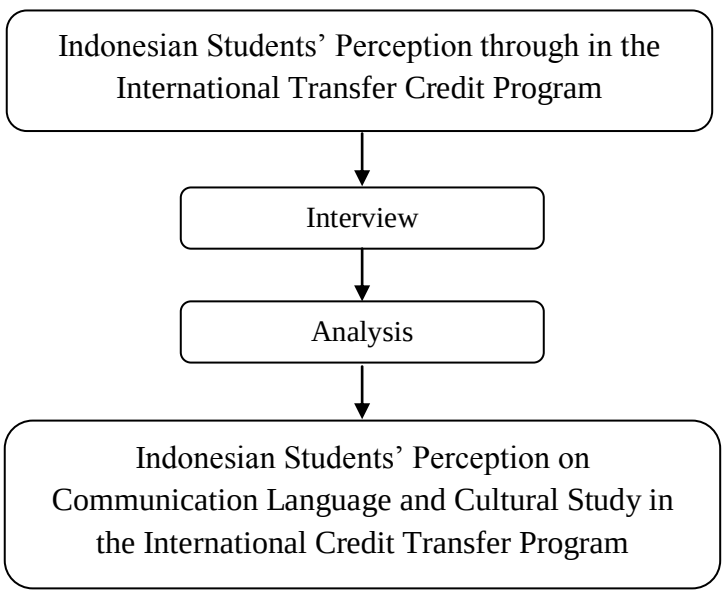
Pelzang (2018) on his research confirmed that cultural integrity cannot be achieved without adapting and applying research in a culturally consequential method and without an in-depth knowledge and understanding of the sociocultural and political dynamics of a particular research setting.

On this occasion, cultural studies are considered as studies that describe the phenomena of contemporary society, media, plus pop culture, sub-culture, lifestyle, local identity and others. In addition, cultural study can also be understood as a constructed character of cultural texts and various myths and ideologies of the local community.

However, in this explanation, cultural study focuses on how a person compares some of the things they understand about the culture in their country and the culture in other countries such as comparative learning culture, technological progress, traditional foods, daily habits, economics and various

other observations. After that, there was a Cultural Exchange between them and it could be categorized as a cultural study that this research wants to explain.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative research. Qualitative research is research that is descriptive and tends to use analysis. According to Patton (2002) stated that qualitative research uses a natural approach to find out and comprehend a phenomenon in a certain context setting. This explain that qualitative research focuses on facts and phenomena that cannot be changed by researchers. Therefore, the researcher took all the data only based on the condition and facts.

In addition, the type of qualitative research used in this study is a case study design. Rahardjo (2017) stated that to realize a deep understanding of an event, case study design is a set of scientific activities carried out intensively and in detail about a program or event at the group, individual, and organizational level. In general, the purpose of case study research is actual and specific. Not something to be missed and missed. Based on this definition above, this study investigates in depth the Indonesian Students' Perception on Communication Language and Cultural Study in the International Credit Transfer Program.

B. Research Participant

In this study, the researcher used a purposive sampling technique. Related to this, Arikunto (2019) reported that the purposive sampling technique is sampling that is focused on the research objectives and problems that take into description of the criteria. In addition, the purposive sampling technique is a

subset of non-probability sampling in which researchers rely on their judgment when selecting members of the population to participate in their research. Based on this description, the participants involved in this study are Indonesian students who have programmed credit transfer students.

C. Technique of Collecting Data

In this qualitative study, researchers used three steps of data collection, namely observation, interviews, and documentation research.

1. Observation.

To find out the information about Indonesian students' habit and activities as a culture in study in the international credit transfer program, the researcher made observations. Observation is one of the important tools for collecting data in qualitative research. Furthermore, Arifin (2013) defined that observation is a data collection technique that is agreed by observing systematically, objectively, logically, and rationally. This means that observation is a technique of collecting data by observing the phenomenon under the study.

Furthermore, Sauro (2015) revealed that there are more than a few types of observations, namely complete participants, complete observers, observers as participants, and participants as observers. In this study, the authors chose the type of observation, namely observer as a participant. Sauro (2015) said that the observer as a participant means the researcher observes the participants and takes field notes from a distance. Even if the researcher carry out the observations from a distance, participants must know the purpose of the observer's research. In

addition, before making observations, researchers need to create the principles to be studied. For example, preparing an observation format, evaluating the object and subject of observation. After the researcher made the definition, the researcher started the observation through face to face.

2. Interview

Interviews were conducted to obtain data or information on Indonesian Students' Perception on Communication Language And Cultural Study In The International Credit Transfer Program. Silverman (2004) assumes that the interview process provides direct access to knowledge that already exists in the minds of respondents. This means that researchers dig deeper into the attitudes, beliefs, behaviors, or experiences of respondents towards social phenomena. In addition, there are several types of interviews that are used to collect data in qualitative research such as structured interviews, semi-structured interviews, and unstructured interviews. In this case, the researcher used semi-structured interviews. Adams (2015) revealed that semi-structured interviews are a combination of two structured and unstructured interviews as the researcher makes a list of questions to be asked in the interview. However, the researcher can also ask further questions to get a deeper or detailed explanation from the respondents based on the responses.

In addition, before conducting interviews, the researchers prepared several different questions to be asked to Indonesian students regarding their perception on communication language and cultural study in the international credit transfer program. The purpose of the interview reflected in the problem of research and

observation. Furthermore, in conducting interviews, researchers require interview guidelines as an instrument to clarify the data. An interview guide is a list of questions prepared before conducting an interview. The researcher made 9 questions posed to the students. When conducting interviews, the recorded as well as recorded the conversations that would be processed as data, namely interview transcripts.

3. Research documentation

During the research process, all activities were recorded as audio files and as pictures. The purpose of this activity is to help researcher when they lose information or forget something in the note-taking step.

D. Technique of Data Analysis

After the data collected through observation, interviews, and documentation, the data processed or analyzed by the researcher. Wiersma (2009), explained that data analysis in qualitative research is a process of categorization, description, and synthesis. In short, data analysis is a systematic process for analyzing the data that has been collected. To analyze the data, the researcher used qualitative. Sugiyono (2012) stated that there are three activities to analyze the data in qualitative research, namely data reduction, data presentation, and drawing conclusions or verification.

1. Data Reduction

In conducting research, researcher got a lot of data. Therefore, researcher selected data that provide valuable information in the study. So initially, the researcher did the reduction to analyze the data. Based on the concept of data

reduction, data reduction in this study was chosen by identifying Indonesian Students' Perception on Communication Language and Cultural Study in the International Credit Transfer Program.

2. Data Display

At this stage, the sustainability measures are categorized as reduced data based on the type of respondent. The presentation of data is presented in the form of tables, graphs, pictograms, or by narrative tests. It aims to facilitate researcher in analyzing data.

3. Conclusion and Verification

The last stage of qualitative data analysis according to Sugiyono (2012) is drawing conclusions and drawing/verification. In this study, the researcher reviewed the description in the data display and reach some conclusions about the relationship between the data and the problem formulation. This verification aims to ensure that the conclusions drawn in this study are still in accordance with the research objectives.

Briefly, the steps in analyzing the data are: (1) the researcher collected data through observation, interviews, and documentation. Then the researcher selected, identified and focused the data with reference to the formulation of the research problem. (2) After selected the data, the researcher displayed the transcript data in the form of a good narrative or sentence. 3) Next, conclusions drawn.

E. Validity and Reliability

After all the necessary data obtained and analyzed, the next process was to check the validity of the data. This intended to obtain a level of confidence related to how true the research was. To determine the validity of the data, the researcher studied the triangulation technique. Moleong (2017) defined that triangulation is a technique of checking the validity of data by using something that does not include data to examine or compare the data. Therefore, triangulation aims to check the validity of the data from various points of view such as method and time.

In addition, three types of triangulation were used in this study. The first was source data triangulation where the research data was not only taken by the subject himself but also his colleagues and friends. The second was triangulation of data collection techniques collected through interviews, observations, and document studies. The last was time triangulation where the research was not only conducted in the morning or a certain time but also in the afternoon and whenever the researcher needs data.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussions of the findings. The findings are arranged in line with the problem statements outlined in introduction part. In discussion section, argument and further interpretation of the findings are given.

A. Findings

This section presents the perception of the Indonesian Students who has joined an International Credit Transfer Program that commonly be passed by the selected students of English Department of Muhammadiyah University of Parepare, and students' perception on Communication Language and Cultural Study in International Credit Transfer Program. The process of collecting data applied observation, interview and documentation. In observation section, there were three students of English Department of Muhammadiyah University of Parepare observed by gave some questions related to the research in order to determine the students perception about the differences of communication language and cultural study in Muhammadiyah University of Parepare (UMPAR), Indonesia and in Tarlac Agriculture University (TAU), Phillipines. Based on the students' answers, the researcher chose three students to be interviewed in the next section.

After that, to answer the research questions, then the researcher conducted an interview with the selected students. In this section, the researcher has decided several questions related to the research. The process of the interview shown an

interesting answer from the participant. The researcher collected the data by recording the interview process in audio by using Whatsapp platform. The researcher also used questionnaire to supporting the result of interview. Each of those findings was described in the following :

1. **Students' perception about learning method that use in UMPAR and TAU**

In this session, researcher conducted interviews aimed to know the learning method that commonly use by Indonesian students who has joined the International Credit Transfer Program in UMPAR and TAU. In other hand, the researcher also gave a questionnaire to the respondents to support respondents' statements based on the results of the interview. The data obtained as follows:

1. What is your perception about Learning Method in Tarlac Agriculture University, Phillipines?

   R1 : *Berdasarkan pengamatan saya sebagai peserta program ini, metode pembelajaran memiliki kesamaan yaitu metode ceramah. Guru memiliki metode yang berbeda untuk mengeksplorasi semua pidato yang dia berikan. Mereka mengeksplorasi lebih banyak tentang apa yang terjadi di sekitar mereka daripada yang lebih luas/umum.*
   (Based on my observation as a participant in this program, the learning method had a commonality, lecture method. The teachers had a distinct method of exploring all the speeches he/she gave. They explore more about what happening around them than is broader/ common.)
   R2 : *Menurut pendapat saya selama mengikuti program ini, metode pembelajaran mereka adalah memberikan penjelasan tentang materi kemudian mereka membuka sesi tanya jawab untuk mengetahui apakah siswa memahami materi atau tidak. Selanjutnya di akhir pelajaran dosen memberikan tugas kepada mahasiswa.*
   (Based on my opinion during join this program, their learning method were giving an explaination about the material then they opened question session to know wheither the

students understand about the material or not. Next, in the end of the class the lecturer gave an assignment to the students.)

R3 *: Menurut saya, metode pembelajaran yang diterapkan dalam proses belajar mengajar di Tarlac Agricultural University Filipina cukup efisien dan memudahkan mahasiswa untuk memahami setiap materi yang ada, karena selain memberikan beberapa kesempatan untuk bertanya pada saat presentasi materi. materi, dosen juga mampu mengaitkan berbagai hal yang berkaitan dengan materi itu sendiri sehingga muncul beberapa gambaran dan membekas di benak mahasiswa.*

(In my opinion, the learning method applied in the teaching and learning process at Tarlac Agricultural University, Philippines is quite efficient and makes it easier for students to understand each existing material, because in addition to providing several opportunities to ask questions during the presentation of the material, the lecturer is also able to relate various related matters of the material itself so that some images will appear and imprint on the students' minds.)

2. What is your perception about Learning Method in Muhammadiyah University of Parepare, Indonesia?

R1 : *Berdasarkan pengalaman saya, metode yang dianut di kampus ini biasanya mengandalkan dan menggunakan metode ceramah berdasarkan pengetahuan atau kasus yang lebih umum.*

(Based on my experience, the methods adopted on this campus usually rely on and use lecture methods based on knowledge or more common case.)

R2 : *Menurut opini saya, metode pembelajaran di Universitas Muhammadiyah Parepare umumnya lebih banyak menggunakan metode ceramah.*

(Based on my opinion, the learning method in Muhammadiyah University of Parepare were most generally use lecture method.)

R3 : *Menurut saya, metode pembelajaran yang dominan di Universitas Muhammadiyah dalam bentuk ceramah dan diskusi, kekurangannya tergantung pada sifat dosen dan respon mahasiswa di kelas itu sendiri. sebaliknya jika kedua hal tersebut berjalan sebagaimana mestinya, maka hasil proses pembelajaran dengan metode ceramah & diskusi tentunya akan meningkatkan kualitas pembelajaran.*

(In my opinion, the dominant learning method at Muhammadiyah University is in the form of lectures and discussions, the drawbacks of which depend on the nature of the lecturers and the response of students in the class itself. on the other hand, if both of these things work as they should, then the results of the learning process using the lecture & discussion method will certainly improve the quality of learning.)

3. What is your perception about the differences between Learning Method in Tarlac Agriculture University and Muhammadiyah University of Parepare?

R1 *: Dari setiap kesimpulan yang dapat saya ambil dari kedua pernyataan di atas adalah, metode yang digunakan oleh filipina adalah salah satu yang memberikan siswa tingkat timbal balik yang tinggi tentang kasus di sekitar mereka sementara bahasa Indonesia memperluas pengetahuan publik bahwa penilaian siswa kami lebih luas dalam pendapat. Secara lebih singkat, metode yang digunakan dari guru di Filipina adalah metode yang dijalankan dari sesuatu yang khusus ke sesuatu yang umum, kemudian studi kasus dari guru bahasa Indonesia ke penjelasan yang lebih umum ke khusus.*

(From any conclusion I can draw from these two statement above are, the method used by Filipino is one that gives the student a high degree of reciprocity about the case around them while Indonesian are broadening public knowledge that the assesment of our students is broader in opinion. More briefly, the methods used from teacher in the philipine are methods that run from something special to something common, then case study from indonesian teacher to more common explanation to specialty.)

R2 : *Berdasarkan pertanyaan di atas, pendapat saya tentang perbedaan metode pembelajaran di Universitas Pertanian Tarlac dan Universitas Muhammadiyah Parepare adalah :*

Universitas Pertanian Tarlac *– mereka berfokus pada pemahaman siswa daripada memberi mereka lebih banyak penjelasan tentang apa yang ingin mereka ketahui.*

Universitas Muhammadiyah Parepare *– mereka fokus pada kebutuhan mahasiswa daripada meningkatkannya.*

(Based on the question above, my opinion about the differences between learning method in Tarlac Agriculture University and Muhammadiyah University of Parepare was:

Tarlac Agriculture University – they focused on students' understanding than give them more explaination abut what they want to know.

Muhammadiyah University of Parepare – they focused on students' needs than increasing on that.)

R3 : *Berdasarkan pengalaman saya selama belajar di kedua institusi tersebut, saya menemukan bahwa saya lebih memilih proses belajar mengajar di Tarlac Agricultural University, karena metode pengajaran setiap dosen cukup mirip dan konsisten (dalam arti positif) seperti tepat waktu, sesuai jadwal dan mentaati aturan yang berlaku. Jika dibandingkan dengan pembelajaran di Universitas Muhammadiyah Parepare, kegiatan*

belajar mengajar cukup elastis, toleran, sehingga hasil belajar dapat mengalami kemunduran.

(Based on my experience while studying at the two institutions, I found that I prefer the teaching and learning process at Tarlac Agricultural University, because the teaching method of each lecturer is quite similar and consistent (in a positive sense) such as being on time, according to schedule and obeying applicable rules. When compared with learning at the Muhammadiyah University of Parepare, teaching and learning activities are fairly elastic, tolerant, so that learning outcomes can experience setbacks.)

The result data from interview transcript that had been given by researcher to the respondents used to support the data that obtained from interview, to find out learning method that commonly use by students of International Credit Transfer Program in UMPAR and TAU. The researcher gave a link to respondents, and they were asked to answer online interview transcript.

The data obtained as follows:

No.	RESPONDENTS
1	Radiah Azizah Idris
2	Rosmawati
3	Azwar Arfah

Table 1. Result data from interview transcript of learning method.

Based on the interview transcript results above, the researchers concluded that the learning methods of UMPAR and TAU are not much different, namely still using the lecture method. It can be explained through the perceptions of the three respondents who said that the learning methods at UMPAR and TAU generally have similarities. However, there is a respondent has different answers about their perception toward learning method that commonly use in UMPAR and TAU. The respondent explained that the learning method applied at TAU uses

a learning method based on what students' want while at UMPAR, the learning method that they used is based on what students' need. There are some respondents argued that the learning method that used from teacher in Phillipines are methods that run from something special to something common, then case study from Indonesian teacher to more common explanation to specialty.

2. Students' perception about Communication Language in UMPAR and TAU

After knowing learning method that commonly use in UMPAR and TAU based on the Indonesian students' perception who has joined International Credit Transfer Program. In this section, the researcher has decided several questions related to the research. Then the researcher conducted interview aimed to find out the Indonesian students' perception about Communication Language in UMPAR and TAU.

The data obtained as follows :

1. What is your perception about Communication Language in Tarlac Agriculture University, Phillipines?

   R1 : *Pola komunikasi yang digunakan oleh orang Filipina yang umum digunakan di Indonesia, tetapi dalam hal bahasa mereka lebih cenderung menggunakan bahasa Inggris dalam program ini dan mempertahankan hak untuk berbicara dalam bahasa Inggris di mana bahasa Inggris adalah bahasa kedua mereka.*

   (The communication pattern used by the Phillipines that commonly used in Indonesia, but in the matter of language they are more likely to use English in this program and to maintain the right to talk in English where English is their second language.)

   R2 : *Menurut pengalaman saya selama mengikuti program ini, bahasa komunikasi yang paling banyak mereka gunakan adalah bahasa Inggris sebagai bahasa kedua mereka dengan aksen mereka sendiri.*

(According to my experience during joined this program, the most communication language that they used was English as their second language with their own accent.)

R3: *Berdasarkan pengalaman pribadi saya, komunikasi cukup baik, saya hanya memiliki masalah dengan kosakata dan juga perbedaan aksen yang cukup membingungkan dan menyebabkan kesalahpahaman. namun lama kelamaan saya terbiasa dan proses komunikasi bisa berlangsung dengan baik antara saya dengan dosen maupun saya dengan mahasiswa asing lainnya*.

(Based on my personal experience, communication is quite good, i just have problem with vocabulary and also accent difference which is quite confusing and cause misunderstanding. but over time I got used to it and the communication process could take place well between me and the lecturers as well as me and other foreign students.)

2. What is your perception about Communication Language in Muhammadiyah University of Parepare, Indonesia?

R1 : *Bahasa Inggris adalah bahasa asing di negara kita, jadi dalam program ini saya sedikit bingung beberapa kosakata baru yang diangkat oleh mitra kami di Phillipines. Tapi saya bisa memahami inti dari penjelasan guru karena mereka tahu bahwa implementasi bahasa asing dan peran bahasa kedua sangat berbeda, maka mereka lebih bersyarat*.

(English is a foreign language in our country, so in this program I was little confused some new vocabulary raised by our partner in Phillipines. But I can understand the essence of teacher's explanation because they know that the implementation of foreign language and the second language roles are so different, then they are more conditional.)

R2 : *Seperti yang kita ketahui bahasa Inggris adalah bahasa asing di negara kita, sehingga sebagian besar dari kita menggunakan bahasa Indonesia untuk melakukan proses belajar mengajar untuk memudahkan mendapatkan informasi, pengetahuan atau materi. Namun terkadang mereka juga menggabungkannya.*

(As we know English is a foreign language in our country, so most of us used Indonesian language to do teaching and learning process to make it easy to gain information, knowledge or material. But sometimes they also combine it.)

R3 : *Komunikasi bahasa yang terjadi dalam proses pembelajaran cukup elastis dan mencakup seluruh kemampuan berbahasa siswa, menurut saya keragaman siswa dari berbagai daerah tidak menjadi kendala dalam menjalin komunikasi di kelas. Dosen yang mengajar di kelas sudah beberapa kali terpantau menggunakan bahasa daerah yang hanya dipahami oleh beberapa mahasiswa namun tidak merugikan pembelajaran di kelas karena toleransinya yang tinggi.*

(Language communication that occurs in the learning process is quite elastic and covers all students' language skills, I think the diversity of students from various regions is not an obstacle in establishing communication in class. Lecturers who teach in class have been observed several times using local languages which are only understood by a few students but do not harm learning in class because of their high tolerance.)

3. What is your perception about the differences between Communication Language in Tarlac Agriculture University and Muhammadiyah University of Parepare?

R1 : *Dari peran bahasa, saya menemukan perbedaan dari bahasa asing dan bahasa kedua harus memiliki pola yang sama yang harus menjaga pembelajaran ini berjalan sesuai dengan metode yang digunakan oleh guru Filipina.*

(From the language's role, I find the difference from foreign language as well as a second language must have the same pattern that must keep this learning running conditional with the method used by Phillipines teacher.)

R2 *: Berdasarkan pertanyaan di atas, pendapat saya tentang perbedaan bahasa komunikasi di Universitas Pertanian Tarlac dan Universitas Muhammadiyah Parepare adalah :*

Universitas Pertanian Tarlac *– mereka menggunakan bahasa Inggris sebagai bahasa kedua mereka dan sering menggunakannya dalam mata pelajaran bahasa Inggris.*

Universitas Muhammadiyah Parepare *– mereka menggunakan bahasa Inggris sebagai bahasa asing dan menggunakannya pada saat dibutuhkan dalam proses belajar mengajar.*

(Based on the question above, my opinion about the differences between communication language in Tarlac Agriculture University and Muhammadiyah University of Parepare was :

Tarlac Agriculture University – they used English as their second language and often use it in English subject.

Muhammadiyah University of Parepare – they used English as foreign language and use it in time of need in teaching and learning process.)

R3 : *Menurut saya, bahasa komunikasi antara kedua lembaga tersebut tidak jauh berbeda, karena keduanya memiliki prinsip toleransi yang kuat, walaupun terdapat berbagai logat dan bahasa daerah, proses pembelajaran tetap dapat berlangsung dengan baik. Perbedaan yang paling mencolok antara keduanya adalah kesulitan dalam*

kosakata, karena lawan bicara di negara asing jauh lebih sulit daripada berbicara dengan orang dari daerah lain tetapi di negara yang sama.

(In my opinion, the language of communication between the two institutions is not much different, because both have a strong principle of tolerance, even though there are various accents and regional languages, the learning process can still take place well. The most striking difference between the two is the difficulty in vocabulary, because the interlocutor in a foreign country is much more difficult than talking to people from other regions but in the same country.)

NO.	RESPONDENTS	INDONESIAN STUDENTS' PERCEPTION ABOUT COMMUNICATION LANGUAGE IN TAU AND UMPAR
1	R1	The matter of language they are more likely to use English in this program and to maintain the right to talk in English where English is their second language.
2	R2	The most communication language that they used was English as their second language with their own accent.
3	R3	Communication is quite good, i just have problem with vocabulary and also accent difference which is quite confusing and cause misunderstanding. but over time I got used to it and the communication process could take place well between me and the lecturers as well as me and other foreign students.

Table 2. Matrix of Indonesian Students' Perception about Communication Language in TAU and UMPAR.

In this section, the respondents gave very good responses. They have a shared perception about the importance of knowing the communication language that used in our country and the other country such as Phillipines. All of the respondents argued that very important for the students to knowing and understand about their communication language because language is as a tool of communication for to make a good connection with the other people, other than that, language also be able to unity all people from different ethnics, different city or different country. They said that by knowing communication language well, it's so helpful for the students in learning process. There were two respondents stated that by knowing communication language in this case we focused on English Language as an International Language that can make us easy to communicate with the others people from abroad even with their unique accent or dialect. Other than that, it also can help the students easier to learn and understand the new thing then exchange information about it. The students claimed that every country have their own accent and dialect when they speak especially when they used English language. The respondents also stated that sometimes they don't understand what the teacher or lecturer talking about when teaching because of their unique accent was like Spanish accent. Therefore, the Indonesian students have to ask the teacher to repeat their explanation again.

According to the result of the interview, the researcher concluded that knowing communication language is crucially important for students because it can help the students to find the right way or method to communicate with people

from abroad by using English language. Communication process could take place well between the students and the lecturers as well and other foreign students. In addition, when students have understood their communication language, they can easier to learn and enjoy the learning process, in order that can increase their achievement.

3. Students' perception about Cultural Study in UMPAR and TAU

After knowing communication language that commonly use in UMPAR and TAU based on the Indonesian students' perception who has joined International Credit Transfer Program. In this section, the researcher has decided several questions about Cultural Study that is related to the research. Then the researcher conducted interview aimed to find out the Indonesian students' perception about Cultural Study in UMPAR and TAU.

The data obtained as follows :

1. What is your perception about Cultural Study in Tarlac Agriculture University, Phillipines?

   R1 : *Tentang kajian budaya, Tarlac University memperkenalkan bentuk baru bahasa ibu dan sejarah, dalam waktu yang singkat pengenalan budaya dan ciri khas masing-masing perwakilan, dan mitra dari Filipina ramah dalam memperkenalkan budaya, adat istiadat dan sejarah bahasa mereka.*

   (About the cultural study, Tarlac University introduced a new form of mother language and history, within a while the was the cultural recognition and characteristic of each representative, and the partner from Phillipines was friendly in introducing their culture, customs and language history.)

   R2 : *Berbicara tentang studi budaya di Tarlac Agricultural University, mereka suka disiplin waktu, mereka juga memiliki aksen yang unik dan mudah bergaul dengan yang lain.*

(Talking about the cultural study in Tarlac Agriculture University, they loved to discipline in time, they also have a unique accent and easygoing to the others.)

R3 *: Saya belajar banyak tentang studi budaya di Tarlac Agricultural University, Filipina. Filipina merupakan negara multibahasa yang terdiri dari Ilocano dan Tagalog, Tentunya bahasa-bahasa tersebut digunakan di berbagai daerah dengan adat dan tradisi yang berbeda. mahasiswa dan dosen dari Filipina berdasarkan pengalaman saya sangat antusias dalam belajar diskusi, tepat waktu, dan sangat menghargai nilai-nilai dalam proses pembelajaran. Misalnya, meski di kelas online mereka tetap antusias dengan fitur face-time yang selalu harus dinyalakan.*

(I learned a lot about cultural studies at Tarlac Agricultural University, Philippines. The Philippines is a multilingual country consisting of Ilocano and Tagalog, of course these languages are used in various regions with different customs and traditions. Students and lecturers from the Philippines based on my experience are very enthusiastic in learning discussions, on time, and really appreciate values in the learning process. For example, even though in online class they are still enthusiastic with the face-time feature which always on.)

2. What is your perception about about Cultural Study in Muhammadiyah University of Parepare, Indonesia?

R1 : *Berdasarkan pengalaman saya selama mengikuti program tersebut, kami juga memperkenalkan ciri-ciri yang ada, dan dalam beberapa momen kami juga memperkenalkan beberapa lagu anak-anak yang populer di Indonesia. Pembahasan bahasa daerah membantu saya untuk menyadari betapa pentingnya pengetahuan tentang bahasa daerah Indonesia.*

(Based on my experience while following the program, we also introduced existing characteristics, and in some moments we also introduced some of the popular children's songs in Indonesia. The discussion of an indigeneous language helped me to realize how important a knowledge of an Indonesian regional language is.)

R2 : *Persepsi saya tentang kajian budaya di Universitas Muhammadiyah Parepare adalah kami juga memiliki aksen tersendiri. Selain itu, masyarakat percaya bahwa belajar adalah tradisi kita karena dengan belajar kita bisa mendapatkan masa depan yang lebih cerah dan membuat keluarga kita harmonis dan bahagia.*

(My perception about cultural study in Muhammadiyah University of Parepare is we also have our own accent. Other than that, the society believe that learning is our tradition because by learning we can gain brighter future and make our family harmony and happy.)

R3 : *Pelajaran budaya menurut saya banyak di kelas karena siswanya beragam dari berbagai daerah, pelajaran tentang budaya ini tidak hanya diajarkan oleh dosen, tetapi siswa mendapatkannya sendiri seiring berjalannya waktu dengan kebersamaan antar siswa.*

(In my opinion, there are a lot of cultural lessons in the classroom because the students are diverse from various regions, these lessons about culture are not only taught by the lecturers, but students get them themselves over time with the togetherness between students.)

3. What is your perception about the differences between Cultural Study in Tarlac Agriculture University and Muhammadiyah University of Parepare?

R1 : *Saya menemukan beberapa perbedaan di kelas bersama ini. Mulai dari level toleransi, disiplin, dan minat belajar. Dengan semua ini, saya belajar menyesuaikan kebiasaan saya dengan etika belajar dan itu sangat kuat. Meskipun menyesuaikan dengan gaya belajar seorang filipina cukup berbeda, kefasihan saya dalam bahasa Inggris kurang dan kami dapat membandingkan setiap hari dengan bahasa Inggris. Dengan program ini, saya jadi menyadari betapa pentingnya pengetahuan tentang sejarah tanah air kita menyangkut bahasa, tradisi, adat istiadat dan semuanya dapat dimasukkan ke dalam dikte internasional.*

(I found some differences in thid joint class. Start at the level if tolerances, discipline, and interest in learning. With all of this, I learned to conform my habits to the ethics of study and it was powerful. Though adjusting to the learning style of a Phillipines was quite different, my fluency in English was lacking and we could compare daily with English. With this program, I came to appreciate how important a knowledge of our homeland's history concerns language, traditions, customs and all can be introduced into international dictation.)

R2 : *Berdasarkan pertanyaan di atas, pendapat saya tentang perbedaan studi budaya di Universitas Pertanian Tarlac dan Universitas Muhammadiyah Parepare adalah :*

Universitas Pertanian Tarlac *– mereka memiliki aksen atau dialek mereka sendiri saat menggunakan bahasa Inggris. Mereka juga sangat disiplin dalam waktu, dalam proses belajar mengajar dan saling menghargai.*

Universitas Muhammadiyah Parepare *– di kampus kami, kami senang belajar dalam kelompok dan belajar dalam suasana yang menyenangkan. Selain itu, walaupun kita berbeda suku, kita bersatu dalam satu bahasa dan kita menggunakannya sebagai alat komunikasi, yaitu bahasa Indonesia.*

(Based on the question above, my opinion about the differences between cultural study in Tarlac Agriculture University and Muhammadiyah University of Parepare was :

Tarlac Agriculture University – they have their own accent or dialect when using English. They also really discipline in time, in teaching and learning process and respect each others.

Muhammadiyah University of Parepare – in our campus we love to study in group and study in enjoyable situation. Other than that, even we were from different ethnics we are unity in one language and we use it as a tool of communication, that is Indonesian language.)

R3 : *Pelajaran Cultural Studies yang saya terima di Tarlac Agricultural University, Filipina menyadarkan saya betapa pentingnya semangat, percaya diri dan tepat waktu, di sisi lain kebiasaan yang saya ikuti selama kuliah di Universitas Muhammadiyah Parepare sama seperti mahasiswa lainnya. yang sering meremehkan waktu. dan kurangnya semangat. Gaya belajar siswa di Filipina mencerminkan kepribadian dan kebiasaan mereka yang membuat saya sulit untuk menyesuaikan diri karena perbedaan karakter.*

(The Cultural Studies lesson I received at Tarlac Agricultural University, Philippines made me realize how important it is to be enthusiastic, confident and punctual, on the other hand, the habits I followed while studying at the Muhammadiyah University of Parepare were the same as other students who often underestimated time. and lack of enthusiasm. The learning style of students in the Philippines reflects their personality and customs which makes it difficult for me to adjust due to differences in character.)

NO.	RESPONDENTS	INDONESIAN STUDENTS' PERCEPTION ABOUT CULTURAL STUDY IN TAU AND UMPAR
1	R1	Introduced a new form of mother language and history, within a while the was the cultural recognition and characteristic of each representative.
2	R2	They have their own accent or dialect when

		using English. They also really discipline in time, in teaching and learning process and respect each other.
3	R3	The Philippines is a multilingual country consisting of Ilocano and Tagalog, of course these languages are used in various regions with different customs and traditions. Students and lecturers from the Philippines based on my experience are very enthusiastic in learning discussions, on time, and really appreciate values in the learning process.

Table 3. Matrix of Indonesian Students' Perception about Cultural Study in TAU and UMPAR.

In this section, the respondents also gave very good responses. They have a shared perception about the cultural study between Phillipines students and Indonesian students. The respondents agreed to say that every country must have its own culture, starting from learning culture, habits, traditions and other things. In this discussion, respondents are interested in explaining how exciting it is to exchange culture with people from other countries, starting from the way they study, their daily habits, their traditional food, their economics, their language or accent and dialect. After doing a cultural exchange, respondents can certainly increase their knowledge about cultural differences between Phillipines and Indonesia, gain interesting experiences, make new friends and can used this

cultural study activity to improve their achievements in being more active in learning or study. The Philippines is a multilingual country consisting of Ilocano and Tagalog, of course these languages are used in various regions with different customs and traditions. Based on the researcher's experience. students and lecturers from the Philippines are very enthusiastic in learning discussions, on time, and really appreciate values in the learning process. That is one of a good culture for us to followed.

According to the result of the interview, the researcher concluded that knowing cultural study can help the students to socialize with the society, gain more knowledge, adding new experiences and make a good connection with the others people from abroad. In addition, by learning cultural study the respondent be able to do a cultural exchange between Phillipino's culture and Indonesian's culture so that they can make a differences about that, then can make a new innovation to improve theirself and support their academic achievement.

B. Discussions

In this session, the researcher showed some research results that have been done before and then comparing with this research. There were several researches related to this research which are focus on perception, communication language, cultural study, and international program.

The first research was coming from Hua (2018) on his research stated that the language to be learned can be the language used as the main language of communication in their host community for minority or immigrant language speakers, a foreign language to which the learner has little straight

access in daily communication. The research above was confirmed by the students through their perception of language that they usually used in this program be able to connect all of their ideas between the students and the lecturer when study session. Other than that, the statement from Hua (2018) also has a similarity with this research because of the method which is focused on communication language in this case English, as an instrument of communication in teaching and learning method. Then, the differences between these research is came from the specific purpose, where Hua (2018) discussed about language in general form and this research discuss about language in particular form namely language as the main language, second language and foreign language.

The second research was from Rabiah (2018) on her research stated that the language is a communication tool used by everyone in their daily life as a means to transmit information and arguments to the others. This research was supported by the students' perception from the interview transcript who stated language communication that occurs in the learning process was quite elastic and covers all students' language skills and the diversity of students from a variety of regions. Groos (2017) on his research also stated that language represents how we think and it is the medium for us in learning. Next, the researcher make a comparison between those statements and his research, then find an equation or similarity that related to his research where explain the communication language is an instrument who used by the students and the teacher to carry out the teaching and learning process.

The third research was from Lora (2016) on his research acknowledged that an international shift in education has recently motivated the emergency of some new scenarios and environments for learning and teaching. Indeed, this new global education context requires some adaptations not only in the way we learn, but also in the system we teach and in do educational research. Based on the students' perception, by joined an International Program, the students be able to know the way the students' from another country learning or study. Other than that, the students who have joined this program also be able to do a comparison between the Indonesian's culture and the Filipino's culture then make cultural exchanges from it. The similarities of this research and Lora's (2016) research is come from the the purpose of joining international program. The purpose is to motivate the students to join an international program that can give them more benefits and experience after joined it. Moreover, the other similarities of these research is to used as reference for the researcher who also conducted research on international programs.

The fourth research came from Pelzang (2018) on his research confirmed that cultural integrity cannot be reach without adapting and applying research in a culturally meaningful way and without an in-depth knowledge and understanding of the sociocultural and political dynamics of a particular research setting. The opinion regarding the research above explained that cultural education is still very much needed to improve the relationship between culture and society. This is important to discuss in this study to see how effective cultural differences are from an educational point of view. Furthermore, based on the statement above, the

researcher make an opinion that related to Pelzang's (2018) research who considered to pay attention on socializing concerning cultural intelligence before doing cultural exchange.

The fifth research was from Scharoun (2016) on her research say that short-term study tours can engage domestic students to look outwards whilst at the same time reflecting inwards on their own cultural habits. They can be a driver for create a work-ready graduate with strong cross-cultural communication skills. By data from the students perception, they consumed that by joining International program, they can gain more new knowledge and new experience in their life. Not only that, they also honestly express their feeling that stated that they were motivated to join another international program to gain the advantage and improve their achievement in personal and in academic. Then, the similarity of this research is come from the purpose that focused on the students' achievement and the students' experience by joining international program or students exchanges.

The sixth research from Vyas (2020) on his research stated that in the world of education there have been periods of time when more open cultural exchanges and free information flows have occurred, and when genuinely pleasant and cooperative relations have seemed possible. Based on the students perception, the research above can be proven true through the students' own experiences after participating in international programs. This was explained in a questionnaire by the students who says how society responds well to this cultural exchange by promoting tolerance and mutual respect for each other's culture. In addition, the similarity of this research with previous research is in terms of the value to be achieved where the good relations through cultural exchange can be realized by

instilling the characteristics of mutual cultural respect and being more open in understanding cultural differences between each other.

The seventh research was from Mingazova (2017) on her research affirmed that they have an important role in fostering cross-cultural communication, in promoting connecting and tolerance bridging nations and countries. It's up to teachers to make students understand the essence of successful communication in respecting the diversity of cultures, people, languages and nations. In this discussion, respondents are interested in explaining how exciting it is to exchange culture with people from other countries, starting from the way they study, their daily habits, their traditional food, their economics, their language or accent and dialect. Then, the relationship between this research and Mingazova's (2017) research is come from the researchers statement who explain on the subject of the students understanding about the essence of communication in respecting the diversity of cultures, traditions, languages, habits, nations and religions.

The next research was from Peuteman (2017) on his research declared that increasing familiarity with the English language, the most important lingua franca in the scientific world, is important. English is the official language during the whole week and a dedicated course on scientific and general English has been included. The similarity from both of this research came from the language that the researcher focused on. The language is English. In this research both of the researcher used English language to describe the important of international language to use by everyone in their daily life as a means to convey information and arguments to others. In this case, the language cannot be separated from

culture because language represent its nation and has close relation to the attitude or behavior of groups of speakers of the languages.

Among those researches, there was showed about the students perception by joining an International Program and the benefits that they gain from it. Those partially focus on students' perception about academic achievement, communication language, cultural study, and correlation between the learning method in TAU and in UMPAR with different methods, respondents, subjects and also the setting time and place. After all, the findings of those researches helped the researcher in conducting this research.

1. Students' perception about Communication Language

The first research was coming from Groos (2017) on his research stated that language represents how we think and is the medium for learning. It is also what makes us uniquely human. We come into life hard-wired to study very quickly from language we hear around us. The researcher found that communication language in this research is related to the students' perception who have joined in the International Credit Transfer Program. They confused with some new vocabularies raised by their partner in Phillipines, but they can understand properly the essence of lecturer's explanation because they know that the implementation of foreign language and the second language roles are so different, then they are more conditional. Some of the students also be able to communicate well with the lecturer and the student from abroad but they still not familiar to their accent.

The second research was from Rabiah (2018) on her research acknowledged that the language is a communication instrument used by everyone in their daily life as a means to convey information and arguments to others. This research was supported by the students' perception from the interview transcript who stated language communication that occurs in the learning process was quite elastic and covers all students' language skills and the diversity of students from various regions. Then, it can make the students easier to communicate with the lecturer if there were something that they don't understand or confused about it. In this case, the students perception about communication language considered be able to make the teaching and learning process running conditional by using English language as a main communication language.

The next was by Mingazova (2017), she has conducted a research about they have an important role in fostering cross-cultural communication, in promoting connecting and tolerance bridging nations and countries. It's up to teachers to make students understand the essence of successful communication that lies in respecting the diversity of cultures, people, languages and nations. In this respect being culturally knowledgeable is great importance. Based on the students' perception from interview transcript, the researcher found that the communication language that occurs in the learning process is quite elastic and covers all the students' language skills, the students think the diversity of students from various regions and abroad was not an obstacle in establishing communication in class. Lecturers who teach in class also have been observed several times using local languages which are only understood by a few students but do not harm learning in class because of their high tolerance.

2. Students' perception about Cultural Study

In this study, the researcher found that the respondents have a shared perception about cultural study. According to the findings, the results of this finding obtained all of the respondents were showed their experience about cultural study that their gain after joining this program.

Pelzang (2018) on his research stated that cultural integrity cannot be reach without adapting and applying research in a culturally meaningful way and without an in-depth knowledge and understanding of the sociocultural and political dynamics of a particular research setting. The respondents stated that by knowing cultural study, it can help them easier to learn and understand something. They also stated that the cultural study in Tarlac Agriculture University introduced a new form of mother language and history within a while. The student also stated the partner from Phillipine was friendly in introducing their culture, customs and languages history. The other respondent on his perception stated that he learned a lot about cultural studies when joined this program such as Philippines is a multilingual country consisting of Ilocano and Tagalog, of course these languages were used in various regions with different customs and traditions.

Scharoun (2016) on her research stated that short-term study tours can hold domestic students to look outwards whilst at the same time reflecting arrived on their own cultural habits. Thus they can be a driver for put up a work-ready graduate with strong cross-cultural communication skills. By data from the students perception, they obsessive that by joining International program, they can achieve more new knowledge and new experience in their life. Not only that, they

also honestly expressed their feeling that stated they were motivated to join another international program to gain the benefit and improve their achievement in personal and in academic. Then, the similarity of this research is come from the purpose that pay attention on the students' achievement and the students' experience by joining international program or students exchanges.

Based on the result of interview with respondents, the researcher also found the the correlation between Vyas (2020) on his research stated that in the world of education there have been periods of time when more open cultural exchanges and free information flows have occurred, and when authentically pleasant and cooperative relations have seemed possible. Then the perception from the respondent support the statement from above that the society believe that learning was the tradition that must be published because by learning, it can gain brighter future and make our family harmony and happy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consist of two section. The first section is conclusion, which is based on the research findings. The second is suggestion based on the conclusion.

A. Conclusion

This research confirming the problem statement of the research. So, based on the findings and discussion in the previous chapter, the researcher has come to the following conclusions:

The communication language in this case namely English, is a part of the important thing to master when joining international program. Other than that, it also an instrument who used by all people around the world as the International Language to communicate with the society and strongly influenced culture and way of thinking of people living within.

Occupying on this research, the students' perception toward cultural study is the students stated that even we are from different background, language, traditions, and culture, we still can understanding each other then unity in diversity because it plays an important role in tolerance and respecting each others. In addition, this research was the first research which researching about students' perception, communication language and cultural study between Muhammadiyah University of Parepare and Tarlac Agriculture University.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows:

1. For the students, the students have to prioritize mutual tolerance and maintain the good image of the campus in participating in international programs. In addition, students must also be able to adapt with the foreign cultures so that there are no misunderstandings in communicating
2. To other researchers, the result of this study can be a reference for conducting other research that related to this research and is expected to increase the object of research that is lacking from current researchers, both regarding time, material, communication with the respondents and other shortcomings.

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