

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section contains the conclusions of the study results', and the second section contains suggestions based on the findings.

5.2 Conclusions

Based on the results presented in the previous chapter, this research draws conclusion regarding the two main focuses: the elements of cross-cultural communication and the reasons miscommunication faced by the students that participated in the student exchange program

1. To address the first research question, the researcher concludes that, the three students have shared and faced their experience of element cross-cultural communication including artifacts, stories, histories, myth, jokes, ceremonies, celebrations, heroes, symbols, or symbolic action, beliefs, assumptions, attitudes, rules, norms (Brown, 1995). From the artifact, there are several answer's namely Liberty Statue, Nampa Train Depot Museum and Texas: The Alamo. From stories, histories, myth, jokes. Several of the answer's history of 9/11, native americans tribes still believed in deity, satire or sarcasm jokes. from ceremonies or celebrations. There are several celebrations namely Thanksgiving, Independence Day, Labor Day, New Years Eve or Christmas. From heroes, there is Abraham Lincoln, Martin Luther King Jr and Rosa Parks. From symbols or symbolic action there is

rose, american flag, and the oak tree. From beliefs or assumptions. There are individualism, freedom and equality. From attitudes there is straightforward, open-minded and individualism. The last, from rules or norms. There is punctuality, matter privacy things.

2. For the second research question, the researcher examined the causes of miscommunication experienced by the three students who participated in the student exchange program. This analysis was guided by Chick's (1996) theory, which highlights various factors contributing to cross-cultural miscommunication, such as sociolinguistic transfer, differences in accents, pronunciation, gestures or mimics, and intonation patterns. These elements often lead to misunderstandings, as they are deeply rooted in the linguistic and cultural conventions of each group, causing challenges in clear communication between the students and their American counterparts.

Through this student exchange program, the three students felt a huge change both in terms of communication and speaking English which much better. In addition, in terms of thinking or their worldview. This program changed them especially towards the perspective of cultural and language differences. with their learning experience to this American country taught them about differences and to be more open about differences and to respect each other. In addition, they also learned through this program not to judge someone only from their own perspective but must also understand from their perspective.

5.3 Suggestions

Based on the findings of this study, the researcher made some suggestions as below based on the research problems:

1. For Future Researchers

Researchers interested in exploring cross-cultural communication further should consider a larger sample size and diverse cultural backgrounds to broaden the scope of understanding. Additionally, incorporating more detailed observations of non-verbal communication and deeper analysis of cultural adaptation strategies would provide richer insights into how students overcome communication barriers during exchange programs. This could contribute to the development of new methodologies in language acquisition and cross-cultural studies.

1. For Teachers

Teachers, especially those involved in exchange programs, should provide more cultural preparation for students before they travel abroad. Lessons on cultural differences in communication styles, including sociolinguistic nuances, non-verbal cues, and intonation patterns, would help students better navigate potential miscommunications. Teachers should also encourage students to share their cultural experiences with their peers to foster a more inclusive and globally aware learning environment.

2. For Students

Students participating in exchange programs should actively engage in cultural learning before and during their stay abroad. Developing awareness of

cultural differences, such as how accents, gestures, and intonation are perceived, will help minimize misunderstandings. Students should also embrace culture shock as a valuable learning experience, using it as an opportunity to improve both their English proficiency and cross-cultural communication skills. Actively reflecting on these experiences will help them become more adaptable and confident communicators in any cultural setting.

