

ABSTRACT

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There has been a dearth of research which examines the cross-cases of academic sojourners in English speaking-countries. Therefore, this study aims to explore how Indonesian academic sojourners experience pursuing master degree in Teaching English to Speakers of Other Languages (TESOL) in the UK and Australian universities. There are two research questions posed in this study, what are the experiences of Indonesian academic sojourners in the UK? and what are the experiences of Indonesian academic sojourners in Australia?.

To answer the research questions, the researcher interviewed six Indonesian academic sojourners who have completed their master TESOL programme in the UK and Australian universities. The data obtained from interviews then transcribed in verbatim and analysed using thematic analysis. The result showed that writing and reading skill are the major challenges faced by Indonesian academic sojourners studying in both countries. The results also indicate that their writing and reading experiences during the courses in bachelor degree did not contribute much to reduce the challenges they faced during their study. This is due mainly to the pedagogical differences between the participants' home university and the host university. However, although it is clear that their educational background was not quite helpful in anticipating the challenges, they creatively seek for strategies to deal with the challenges they faced during their study. This study emphasizes that Indonesian academic sojourners did not experience culture shock; rather, they tend to just have culture bump with the major challenge faced is around pedagogical differences.

Indonesian academic sojourners, therefore, need to take into account the importance of writing and reading skill for their academic success in English speaking universities.

ABSTRAK

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Kata Kunci : Pendetang akademis, belajar di luar negeri, gegar budaya, tantangan belajar di luar negeri, benturan budaya, keuntungan belajar di luar negeri

Telah ada kelangkaan penelitian yang meneliti lintas-kasus dari pendatang akademik di negara-negara berbahasa Inggris. Dalam hal ini, studi banding diperlukan untuk memberikan data penelitian yang lebih mendalam. Selain itu, studi ini bertujuan untuk mengeksplorasi bagaimana pengalaman para pendatang akademik Indonesia mengejar gelar master dalam Pengajaran Bahasa Inggris ke Penutur Bahasa Lain (TESOL) di universitas-universitas Inggris dan Australia . Ada dua pertanyaan penelitian yang diajukan dalam penelitian ini, apa pengalaman para pendatang akademis Indonesia di Inggris? dan apa pengalaman para pendatang akademis Indonesia di Australia?

Untuk menjawab pertanyaan penelitian, peneliti mewawancarai enam pendatang akademik Indonesia yang telah menyelesaikan program master TESOL mereka di universitas Inggris dan Australia. Data yang diperoleh dari wawancara kemudian ditranskripsi dalam kata demi kata dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa keterampilan menulis dan membaca adalah tantangan utama yang dihadapi oleh mahasiswa asing yang belajar di kedua negara. Hasilnya juga menunjukkan bahwa pengalaman menulis dan membaca mereka selama kursus sarjana tidak banyak berkontribusi terhadap tantangan yang mereka hadapi. Hal ini terutama disebabkan oleh perbedaan pedagogis antara universitas asal peserta dan universitas tuan rumah. Namun, sebagian besar pendatang akademik Indonesia memiliki strategi sendiri untuk menghadapi tantangan yang mereka hadapi selama studi.

Studi ini menekankan bahwa sebagian besar pendatang akademis Indonesia mengalami benturan budaya, sementara tantangan utama yang dihadapi adalah perbedaan pedagogis. Oleh karena itu, pendatang akademis Indonesia perlu mempertimbangkan pentingnya keterampilan menulis dan membaca untuk keberhasilan akademik mereka di universitas berbahasa Inggris.

