

Chapter Two

Literature Review

This study tends to highlight the challenges related to culture shock experienced by the international students who follow a student exchange program in one private Islamic University and how they are able to overcome their problem. The aims of this chapter are to elaborate on several aspects related to the topic of this study, which is students' culture shock. The first aspect is study abroad and international students, and then the culture shock; the definition and kinds of culture shock. Second is cultural differences that might cause culture shock. The last point is related to the strategies to face culture shock from several points of view.

Study Abroad

Woodham, Stone, Cort, and Jones (2017) identified that study abroad is a program that let students receive regular classroom experience, yet at the same time, the students get exposure from another country's culture. Study abroad program was made with the intention to become a model to discuss topics such as pedagogy, learning strategies, and cross-classroom collaboration (Chancellor, 2018). Through study abroad, students are able to have a rich global experience to get more knowledge and exposure to think beyond the boundaries (Chancellor, 2018). In other words study abroad program is very important for students especially if they want to gain more scientific information beyond the geography boundaries. This can be a benefit for the international students that join the program.

International Students. International students are foreign visitors who have student visas and went to a full-fee paying basis educational course, with all the international students might not paying all the fees by themselves (Australian Social Trends, 2002). One of the main international students' intention in joining the study abroad was to enhance more knowledge related to their field of study as well as to prepare for higher degree research (Poh & Townsend, 2008). Williams and Johnson (2010) argued that most of the international students tend to socialize with people who have the same ethnicity or other international students. In conclusion, an international student is a student that has the urge to experiencing global experience to gain thicker knowledge that is in line with their field of study. Even though some of the international students still have a problem to make friends with the local students based on the statement from William and Johnson (2010).

Culture Shock

In this section, the researcher will elaborate on the point about the definition of culture shock. After that, the researcher will discuss the factors that affect the culture shock and its effects.

Definition of culture shock. According to Furnham and Buchner, culture shock is a phenomenon that could occur in any social encounters, situations, episodes, and transactions between the Sojourners and host nations, the response of the Sojourners towards the problem that happens when the social events happen (as cited in Fakir, 2018, p. 232). Newsome and Cooper (2016) have also found that a person who deals with strange or new cultures for the very first time at the

beginning of his or her adulthood have a higher chance to feel isolated which will lead them into culture shock.

Xiaoqiong explained that many students are willing to travel to another country which has a different culture to earn experiences and new knowledge (as cited in Anjalin, Mazmudar, & Whiteside, 2017, p.7). From this circumstance, many students could struggle with culture shock. Oberg claim that it happened because they have to face new surroundings that the students consider as alien social situations which can cause anxiety (as cited in Anjalin, Mazmudar, & Whiteside, 2017, p.7)

From all the view from several experts stated above, the researcher concluded that culture shock is a phenomenon of a process that takes place both in Sojourners and hosts nation's perspectives which clashed to each other. The Sojourners' response towards the host nation's culture could create a culture shock from the Sojourners. This culture shock is caused by the missed assumption from Sojourners in order to face the host nation's culture.

Stages of culture shock. The stages of culture shock is based on Bellini (2014) and Swallow (2010). The stager are; the honeymoon period, rejection/distress stage, isolation/re-intergration, adaptation/autonomy, and independence stage.

Honeymoon period. This stage happens during the first or second week in a new place. At this very first stage of culture shock, the person will feel extremely happy and highly motivated. This happens because the person

experiences the differences surround them such as food, fashion, and social encounters for the very first time. At this period the international students will try unusual food with different taste, making friends with local people, and living in a new environment for the very first time.

Rejection/ Distress. After feeling happy and enthusiastic at the very first week, the person will suddenly feel anger, disappointment, and hatred. These feelings showed due to the person was having problems in dealing with the language differences, making friends with the local, and housing. In this phase, the culture shock begins to felt by international students. One of the factors that triggered this phase is because the person usually feels like an outsider in a new culture.

Isolation/Re-intergration. The feeling of isolated from the new culture could make the person who faced it feel down. The person will remember their memories from their home country such as friends, school life, school building, and family. There are several symptoms in this phase and they are; frustration, anxiety, homesickness, sadness eating, and drinking disorder, and insomnia.

Adaptation/Autonomy. It will take some time for the students to start to adjust their needs to the new culture. The way to cope with handling the feeling of isolation is to have several skills. The next heading will explain several skills that needed to cope with culture shock. Some of them are understanding the language, prepared well, and be an open-minded person.

Independence stage. This stage is based on Swallow (2010). Swallow stated that on this stage the international students can do their daily activities normally without feeling insecure and shock. There are many solutions come up for the problem they have faced before. The international students begin to embrace and appreciate new culture.

Causes of culture shock. Malleus and Slattery (2014) identified that what Sojourners think about the new culture are affected by the behavior, statements, and value from the host cultures (Malleus & Slattery, 2014). In other words, it is very crucial for the host cultures to show good manner for the Sojourners in order for them to get better experience during the stay. A recent study from Furnham proves that the quality of friendship or social support between the Sojourners and host culture could impact on the way that the Sojourners faced culture transition (Malleus & Slattery, 2014). As can be seen from the previous research, it is very important for the host culture and Sojourners to build an appropriate and supportive relationship as they can be.

Effects of culture shock. Acculturative stress is a challenge faced by a person that went through some alien culture transitioning. There are several examples related to acculturative stress according to Szabo et al and they are; unable to communicate with the Sojourners and feeling isolated, depressed, and being weak (as cited in English, Zheng, & Ma, 2015). Sojourners have to face a new learning system from the host culture.

Adapting the system could take time for the Sojourners because it is totally new for them. Being an international student is a heavy job, let alone understanding the whole new system. Furthermore, Creglia (2016) mentioned that due to this culture shock phenomena students' mental health is being affected

Cultural Differences that Cause Culture Shock in Indonesia

Based on the previous study conducted by Xia (2009) related on the impact of culture shock is when Sojourners become alien toward the symbols and sign of social intercourse, they need to adjust themselves with another cultural setting (Creglia, 2016). The more the Sojourners fail to adapt to the new culture the more the Sojourners' motivation to adapt become decrease (Creglia, 2016). The previous research which showed data from the international students in several Indonesian Universities who happens to ever had culture shock in their daily life. A study from Poedjastutie (2009) identified the cultural differences based on several categories which are cultural differences in daily life and academic basis.

Cultural difference in daily life basis. Culture shock could happen at any time and in any situations. In this part of the study, the researcher tries to elaborate on the point of kinds of culture shock faced by the international in a daily life situation.

Women and men relationship. Different from other countries, in Indonesia female and male who go out together can be considered to have feelings for each other. In Australia, this type of relationship is more open rather than in

Indonesia. If people with opposite sex go out together they are not always considered to have a relationship, in Australia they can be considered as friends. In a friendship level, people could interact more in Australia. While in Indonesia, there are some clear lines between friends and lover.

Community bonding. Indonesia tends to create a strong bond, even for people who aren't family. Indonesians have a strong bond like family with their friends, and also with the community member. They tend to have quality time together hang out and get to know each other very well, especially for local students who live alone and far from their family. A special bond between friends will occur in many social activities. This is very different from other countries which the people tend to be individuals. They are not as open as Indonesians. They do not have time to do all of those activities in the Sojourners' country. One of the Sojourners stated that they can smoke everywhere in Indonesia because older people will look down on them, and it is very terrifying to walk alone in the dark at night.

Habits in a social gathering. In Indonesia, most of the social gathering did not involve drinking alcohol. It is basically just eating, talking, and enjoy the quality time together with friends and family.

Another study also mentions that one of the strongest reason why international students hard to adapt to their social life in the host country is that they did not get along with the local students. Most of the time they hang out with

other international students, this is because their dorm is far from the local students' dorm house.

Cultural differences in academic basis. After elaborating the point about the culture shock that occurs in daily life basis, the researcher would like to discuss the culture shock on an academic basis. Poedjiastutie (2009) categorize the culture shock that happens in the classroom into several categories and they are; course program, local students' attitude, and teacher's attitude.

Course program. Some of the international students get confused and stress in understanding the aspect in the course that they do not really familiar with. For example, they did not get much of clear explanation where to buy the course books, the due of an assignment, syllabus, rules, and regulation, and, explanation about the course itself due to unclear instruction.

Local Students' Attitude. Some of the international students feel distracted because the local students' make some noises during the lecturing. It seemed like the local students' did not pay attention as much as international students. One of the international students thinks that the university is only status symbols because the local students come to the university only for socialize. One international student also mentions that some of the local students yell and make funny while staring at the international students. The local students are very loud and sometimes can be disrespectful. They make noises on the corridor without aware of the fact that there is lecturing in the classroom which can be very annoying.

Teacher's attitude. According to the international student's' experience, some of the lecturers did not attend the class with clear reason. The international students think that the teacher did not giving enough reading material, clear explanation about the assignment, and also the teacher did not make the students become an active participant in the classroom. Some of the international students also have to wait almost half of the class duration for the lecture to attend the classroom. This is very different from the international students' country where a teacher is as the facilitator to the class.

This means, there are still some Indonesian lecturers who are not disciplined either in time management and their responsibility in the classroom. It turns out that this kind of thing could be frustrating for the international students that came from Australia.

A recent article from Puspitasari (2017) writes an in-depth issue related to international students that study in Indonesia. Some of them were happy to study in Indonesia. Even so, they still have a problem to face when it comes to studying in Indonesia and they are:

Understanding Indonesian Language. An international student from The Gambia, Africa struggling with understanding the class material due to lack of Indonesian language knowledge. Despite the fact that there is an Indonesian language training program from the university for three months, still, the international students have a problem in facing the class material with such an alien language.

Indonesian Food. International students from Turkey have a problem with Indonesian food due to the characteristics of the food itself. Many of the Indonesian food that international students taste tend to be so spicy. In addition that Turkish people eat bread instead of rice, unlike Indonesia. That is why international students got sick.

Another point of view related to cultural differences has been discussed by Gayatri and Andhini (2016). They found out several items that can be categorized as the adaptation of cultural differences. What Gayatri and Andhini (2016) have found are contradict with what Poedjiastoeti (2009) and Puspitasari (2017) has found related to cultural differences. These are the result of Gayatri and Andhini (2016):

Studying and Researching. Despite the fact that there are differences in studying and researching methods, international students still feel happy to study in Indonesia. Some of the students, in fact, got an achievement on their study.

Health and Emotions. Neither of the international students feels anxiety towards the new situations. None of them feels stress about the weather, food, or social life. They feel normal and have a stable mood during the study.

Social life. The international students have many local friends. That is why they do not have a problem in communicating with both local and interlocal people. Making friends with the local students can help the international students to also learn directly from the locals about the slangs and verbal languages.

Local Culture. Even though international students are foreign, they still have the intention to follow some of the local habit, or local events. They love to watch a traditional show, they enjoy traditional food, and they find themselves happy to be part of the Indonesians local life.

Strategies in Facing Culture Shock

After discussing culture shock, the stages, factors of culture shock, and the effect, the researcher wants to describe deeper information related to the strategies that usually used to cope with culture shock for international students. Keller (2014) describe strategies to overcome culture shock when study abroad.

Prepare well. It is better for international students to seek information related to the host country. They can seek information throughout the internet, reading books, or just information from friends and families. This is very useful because it will give a slight preview related to the host country.

Learn the language basic. International students need to learn the language basic, especially if they study in a non-English speaking country. For example, the students can learn how to say 'hello' and 'thank you' which are the very basic language. Learning the language basic does not have to be perfect, the more important point is when the international students show interest and able to understand everyday situations. If the international students understand the language basic, then they might reduce their chance to face culture shock.

Be an open-minded person. As an international student that lives in other people place that value different culture, it is better to open and accept all of

the differences. Not judging other people's behavior with the international students' norm is a character for being an open-minded person.

Fakir (2018) studied adaptation strategies to overcome culture shock for international students in China. There are four main key successes in order to face culture shock and they are; having a harmonious relationship both with local and interlocal people, integration, assimilation, and separation (Fakir, 2018). Fakir (2018) also claimed the guideline for international students that might face culture shock, the guidelines are: learn the host culture language, make more friends from local people, considered the culture shock as an experience rather than problems, and become an extrovert because international students should represent the global culture.

Based on both view related to strategies in order to overcome culture shock, the most important thing is the international students have to be well prepared. The things that should be prepared are in terms of understanding the host country language basic, the environment, the society, the weather, and food. If the international students already prepared, then it might reduce the chance for them to face culture shock.

Review of Previous Related Studies

One study from Poedjiastoeti (2009) has ever conducted a study under the same cope. Different from this study which tends to highlight the perspective of the international students towards the culture shock that they faced, the study from the lecturer tries to find the potential things that could be considered as a

culture shock by the international students who study in the same university. The type of questionnaire that the author used is an open-ended questionnaire. The author distributed the questionnaire to four different universities in Malang that have international programs. The author collected twenty participants, but unfortunately, the author only gets ten responses. Two main questions that asked on the questionnaire is more on the academic and life differences from the international students' home country with the academic and lifestyle in Indonesia. The result of the study was that there are several differences found and the answers are divided into two parts. The first is about academic life, lecturer and classmates play a major role in this problem. Some of the lecturers come late and give unclear instruction about the task or examination. Also, the classmates or local students like to talk a lot when the lecturer gave instruction (Poedjiastoeti, 2009). Poedjiastoeti (2009) also mention that the life outside campus is completely different; girls are prohibited to come home late at night. Also, girls and boys can be considered having a relationship even they just hang out together. The different from Poedjiastoeti's study with the researcher's study is the methodology and instruments. This study is chosen as related studies because it is conducted in Indonesia, which has the same location as the researcher's study. Also, the findings of this study have rich information that can help the researcher to add references to this study.

The second study that ever conducted with a similar theme to the researcher's study is the one by Gayatri and Andhini (2016). The study focused on the adaptation used by foreign students that study in Indonesia. The approach used

in this study is a qualitative approach. A follow-up interview and observation is an instrument in this study. The participants of this study are six foreign students from several countries that study in one of the state University in Semarang. Gayatri and Andhini (2016) pointed out that cross-cultural adaptation used by the international students are divided into several major dimensions and they are; local culture, social life, health and emotions, and studying and researching. The lowest score on adaptation is the social life dimension. This means it is very hard to adapt in terms of social life, based on the journal (Gayatri & Andhini, 2016). This study helps the researcher because they used the same approach and there is one same instrument used in their study.

Conceptual Framework

Based on the studies mention above the researcher concludes several points related to the culture shock. Firstly, the researcher showed some studies about the definition of culture shock. Here, the researcher can define culture shock as a phenomenon that can occur in any circumstances, social encounters, and transactions. These culture shocks occur between the Sojourners (International students) and the host nations (local students). People who have struggled with culture shock at adulthood have higher chance to feel stress and isolated. Culture shock can also be a thing when the Sojourners have to understand a new system, whether it is an academic system, transaction system, and mobility system in a country.

Secondly, the researcher pointed out factors that could help culture shock to happen. Based on all the study mentioned above, the researcher can

conclude that miscommunication and poor quality of friendship and social support from the host nations are the ones who extremely play a major role in facing culture shock. It is better for the host nations and international students to have a good type of friendship in order for them to have a nice and wonderful life during the exchange program.

The third is about the causes of culture shock and the characteristics of the International students. Stress, unable to communicate, feeling isolated, mental health, depression, and being weak are the product of culture shock. This could happen because the students have to face an alien culture such as a new symbol and signs of social intercourse. While the characteristic of the International students, especially Chinese students, they adopt two learning styles. The learning styles used by Chinese students are divergent and convergent. International students who have already travel abroad before have one plus point because based on the research stated above that it will help the students to have the ability to problem solving, global perspective, and cross-cultural awareness.

The last is about cultural differences. According to the research mentioned above, there are two main differences and they are divided based on the place. In daily life basis, it consists of firstly, women and men relationship where woman and man can be considered having a special relationship even when they just want to hang out. Secondly, community bonding where the bond in Indonesia is very strong than the bond in the international students country where people tend to be an individual. Third, in a social gathering, it is taboo for the students to drink alcohol in Indonesia which is very different in Eastern country. In an academic

basis, it is all about having miss understand with the lecturer and local students. In addition, international students' characteristics are different from what the local students have.

Based on the purpose of this study that focuses on the challenges and strategies used by the international students, the researcher will try to find out about the international students' perspective towards their challenges and strategies in facing culture shock, whether they happened in life or academic basis. So what will be found in this study are the international student's opinion towards their challenges and strategies

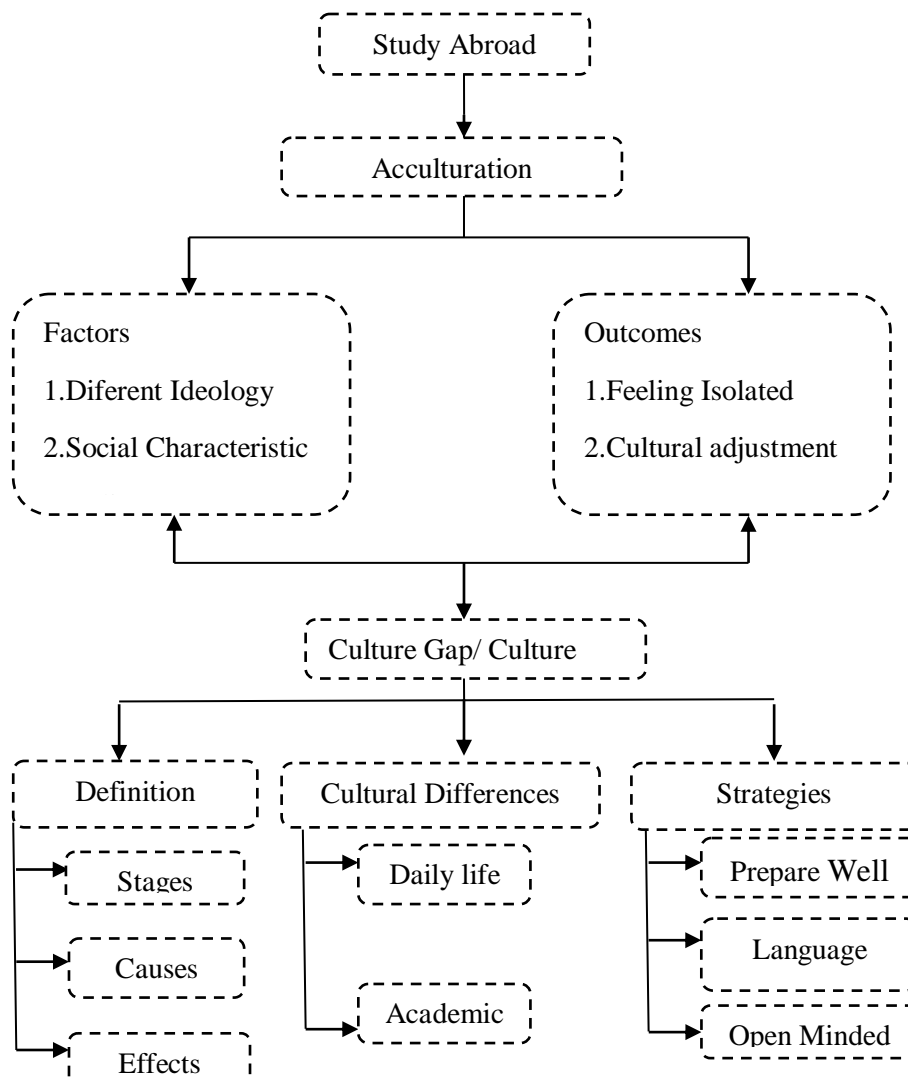


Figure 3 Conceptual Framework