

**CULTURE SHOCK FACED BY UMSU STUDENTS DURING THE  
EXCHANGE PROGRAM**

**SKRIPSI**

*Submitted in Partial Pulfilment of the Requirement  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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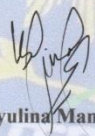
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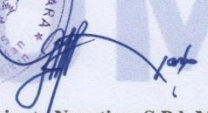
  
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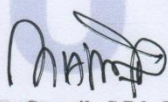
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## ABSTRACT

**Rezky Wahyuni Melati. ZA, NPM 1502050109. “Culture Shock Faced By UMSU Students’ During the Exchange Program”. Thesis : Faculty of Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan.**

This study was designed to analyze the culture shock experienced by UMSU students’ during the exchange program. The aims of this study was to identify what culture shock experienced by the students during the exchange program and what were their efforts in solving the culture shock. This research used qualitative research while the data displayed in the form of descriptive. The data collecting method used open-ended questionnaires. There were six students of University of Muhammadiyah Sumatera Utara who responded to the questionnaires. In analyzing the data earned used interactive model by Miles Huberman and Saldana, firstly reviewed the collected data that had been collected, then identified the culture shocks faced by research subject. The next step was identified the solution made by research subject in solving the culture shocks. And the last step was drawing the conclusion. The result of the analysis found that the culture shock faced by students of University of Muhammadiyah Sumatera Utara who joined the exchange program referred to the matter of language, the differences of academic, local student attitude, social life, and men-women relationship. They were dominantly shock on the language and men-women relationship problems.

*Keywords : Culture, Culture Shock, Student Exchange.*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Culture has important part in human life, since it becomes part of the way to be accepted in a society. Culture is also difficult to understand the multi dimension circumstance that happens in a society, because there are a lot of different meanings stated by scientist. As Reisinger (2003) who stated that culture is a complex multi dimension phenomenon that is difficult to define, and the hundreds of different definitions presented in the literature reflect this. Furthermore, culture is something ingrained in people daily activity.

For many years there has been research about study abroad, student and staff mobility and international student exchange, however in the last two decades the volume and scope of this work has increased significantly. International learning experiences have becomes increasingly important in higher education as these institutions seeks to educate global citizens who can cross international and cultural borders and follow the rapid movement of culture, technology, communication, and business. Current discourse suggests that those individuals who can successfully navigate a globalized world gain unmitigated access to advancements in culture and commerce and secure positions as stakeholders in the global economy (Welch, 2013). Study abroad programs are at the forefront of the missions to enhance students' global competencies today.

The Sea Teacher project or the “Pre-Service Student Teacher Exchange in Southeast Asia” is a project that aims to provide opportunities for pre-service teachers from universities in Southeast Asia to have teaching experiences or practicum in schools in other countries in Southeast Asia. The exchange is intended for 4<sup>th</sup> year students whose major are in math, science, English and pre-school.

Living and studying abroad are personal experiences found by students of University of Muhammadiyah Sumatera Utara who went across the border, not as a tourist but as someone who having an everyday life in a new place and new culture. Most students experience some challenges when moving abroad or visit another country such as differences food, differences in social life, people talk in an unfamiliar language, and have difference norms and traditions than they are used to. At the same time, the academic and the students’ attitude may be different. Sometimes the small differences that are makes it more frustrating, as they think they know how to overcome and do things, but they got a strange response.

The expectations of student exchange itself are achieving these proposed outcomes, which often requires a desire to learn about different cultures, to expand the mentality within, to expand networking, to improve language skills, to get inspiration from another country, to extend professional knowledge at different universities and from this program we can finding our identity. But the facts were different with the expectations. The students felt the culture shocks, especially in language, academic difference, local students’ attitudes, social life



and women-men relation. In language, the English articulation of the student with the local society is different, so that they always misunderstanding. In Philippines, they use the K to 12 curriculum, the K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School). This is totally different with Indonesia academic, so the students felt confused with that. In women and men relation, they were very shock, because there men and women relation are free. Men are free to make a relationship with men or women and women have relationship even they are getting married, their local society called it with open minded, so the students was very surprised about that. It can happen because they were not ready to come to that country. It was their first experience visiting the country, their knowledge of the country was still lacking and the problems with the individual itself also. They are not ready yet to visit the country and they remain in their comfort zone and do not want to find out about that country. In some cases, that students experience called culture shock.

As an English Department student of University of Muhammadiyah Sumatera Utara, the researcher had been learning about culture shock in an Intercultural Communication subject. At that subject, it can be known the way to understand customs or behavior of people in daily life. "Culture shock one of the most recognized difficulties encountered by travelers to foreign cultures" (Reisinger, 2003).

Foreigner must have culture shock, because they have different culture, norms, principle, the ways of thinking and also way to communicate with other

people. It is supported by Smalley (Reisinger, 2003) who recognizes that “language shock, with occurs due to problems with unfamiliar language and an inability to communicate properly”. Culture shocks also happen to students of University of Muhammadiyah Sumatera Utara who joined students exchange program in Philippines and Thailand. They might have an experience of culture shock when they joined the program.

As a result, this study will analyze; what culture shock faced by University of Muhammadiyah Sumatera Utara students’ when joining the exchange program? And how was the exchange student participants solved their culture shock?

## **1.2 Identification of the Problems**

The problems of this research could be identified:

- a. Culture shock faced by students during the exchange program.
- b. The efforts of students to solve the culture shocks during the exchange program.

## **1.3 Scope and Limitation**

The scope of this study focused on the culture shock. The limitation of this study were six exchange students of University of Muhammadiyah Sumatera Utara who joined SEA Teacher Exchange Program Batch 6 in the Philippines at PSU Integrated School and MinSCAT Laboratory High School, and in Thailand at Boom Khum Rat Bum Rung School and Satit Bangna School. They are four from

English Department and two from Math Department. The duration of this program is 30 days.

#### **1.4 The Formulation of the Problems**

The problems of this study were formulated as the following:

- a. What culture shocks faced by students during the exchange program?
- b. What were the efforts of the exchange student participants in solving their culture shock?

#### **1.5 The Objectives of the Study**

The objectives of this study were follows:

- a. To identify what culture shocks were faced by University of Muhammadiyah Sumatera Utara students' during the exchange program.
- b. To describe the efforts in solving the culture shock of the exchange student participants.

#### **1.6 The Significance of the Study**

The significance of this study is identified as follows:

##### **a. Theoretically**

As theoretical this research provides an interesting way to know the culture of another country, we can solve our culture shock and we can prepare ourselves when we are going to the other country.

**b. Practically**

Significances of the study in this research were to the researcher herself, to the lecturers, to the students of University of Muhammadiyah Sumatera Utara and to the next researchers.

- a. For the researcher: this research will help researcher to enrich her knowledge about culture shocks faced during the exchange program or studying abroad in various countries.
- b. For lecturers: The result of the research may add their materials in teaching Inter-cultural Communication Subject, especially in case of culture shock.
- c. For students of University of Muhammadiyah Sumatera Utara who want to join or the candidates of the next batch participants of this SEA Teacher program. This research is expected to enrich experiences before starting the exchange program or study abroad programs, especially in case of culture shocks.
- d. For the future researchers: This research is expected to be knowledge references of students in cross cultural studies and theme of culture shock in more specific way. And hopefully this research can be the one of sources for students want to attempt a research around cultural studies even further.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Definition of Culture**

The word “culture” was universal and it has a lot of meaning. When we were thinking about culture, what comes immediately in our mind include various traditions, customs, beliefs, foods, or the kinds of clothes that people wear. Every expert who has studied about culture has different definitions about it.

The general meaning of culture was something produced by human to establish and maintain their lives in environment. According to Rathje (2009), culture is one that imagines a high level of internal uniformity within a social system. Previously, this concept was limited to ethnic and national contexts (e.g. “Italians dress smartly”), while today common characteristics are often ascribed to quite different social of various sizes (e.g. “the liberal values of the Christian-European West,” “our customer-oriented corporate culture,” “The cooperative leadership among woman”).

Culture is a habit granted and done by certain society. Furthermore, some regions have different culture even some communities have varied cultures. For example, Indonesia’ cultures is different from China’s culture. According to Kuper (2009), culture or civilization, taken from it wide ethnographic sense, is that complex structure which consist of knowledge, belief, art, morals, law, custom, and habits seized by humans as part of society. Kuper concludes cultures

are really broad. Culture is not just considered as behavior but more complex. It is considered as rule of the specific community.

According to Martin & Nakayama (2010), “culture is learned patterns of behavior and attitudes shared by a group of people”. It means that culture is produces or habits in the lives of individuals or groups of people. Culture shapes people in acting or doing things.

Culture as a set of attitudes, behaviors, and symbols shared by a large group of people and usually communicated from one generation to the next. Attitudes include beliefs (political, ideological, religious, moral, etc.), values, general knowledge (empirical and theoretical), opinions, superstitions, and stereotypes, Shiraev & Levy (2010). Behaviors include a wide variety of norms, roles, customs, traditions, habits, practices, and fashions. Symbols represent things or ideas, the meaning of which is bestowed on them by people. A symbol may have the form of a material object, a color, a sound, a slogan, a building, or anything else.

Culture as described by Larson and Smalley is —blue print (in Pujiyanti & Zulani, 2014). It guides the behavior of people in a community and is developed in family life and helps us to know what we can do as individuals and what our responsibilities as a member of a group. Culture is a shared, learned, symbolic system of values, beliefs and attitudes that shapes and influences perception and behavior.

### 2.1.2 The Elements of Culture

Each individual belongs to a special group. He/she reflects his/her own special thought and culture. It is easy put him/her group and distinguish him/her from the others. For instance, language of a child is different from the language of adults or the people in the North speak differently from the people in the South or the language of the poor is different from the language of the rich, even their clothes are different.

“Elements such as language, rituals, clothes, science, beliefs and values connect people together” (Mahadi & Jafari 2012). Culture is learnt through relation with other people. Therefore, culture is not natural, inborn and will-less; it is a social product. Some factors are considerable and momentous in this transmission such as information and knowledge in a society, social changes, social relations and mass media. Thus, culture transmits from generation to generation, the elements are carried from one place to another, it is divided into several sub-cultures and eventually victim of crisis.

Words are the most significant tools of cultural symbols. This is to say, poems, stories, fictions, epics and myths are the main ingredients and cultural components in a society. Myth, Levis Strauss (Mahadi & Jafari, 2012) believes, in a language express universal realities in symbols. On the whole, cultural elements are entirety products of socially transmitted and common behavior patterns, prototypes, samples, arts, beliefs, institutions, and all other products of human work and thought. Elements of culture refers to things like the beliefs, values, customs, products, and the communication styles of a given culture or society.



### **2.1.3 Exchange Program**

Exchange program has several categories such as for working or studying. It can be a government program or institution's reward. According to Kuharets (2001), "exchange program is the term given to a program, usually run through a university, which allows a students to live in a foreign country and attends a foreign university". The program usually grants credit for sources taken at the foreign institutions and some also arrange for a work-study or internship agreement. Kuharets concludes the importance of exchange program as an internship agreement between two institutions. The exchange program has function that becomes a link between institutions with another, to conduct cultural exchanges.

Exchange program has several requirements for the applicants to complete. For example, the applicants in specific research projects must take part in conferences or work in a certain company after completing the study. Exchange program is mostly provided to students because of the academic achievement or financial need.

### **2.1.4 SEA-Teacher Program**

The SEA-Teacher project or the "Pre-Service Student Teacher Exchange in Southeast Asia" is a project that aims to provide opportunity for pre-service teachers from university in Southeast Asia to have teaching experiences (practicum) in schools in other countries in Southeast Asia. Based on the SEAMEO seven priority areas for the eleven SEAMEO Member countries to

work together to improve the quality of education in Southeast Asia. “Revitalizing Teacher Education” is one of the priority areas in building and strengthening capacity of teachers in the region. The exchange is preferably for 4<sup>th</sup> year students whose major are in math, science, English and pre-school. The duration is for one month and based on the mechanism of cost sharing basis. Student’s roles and responsibilities are assigned weekly during the one month period (observe, assist in teaching, teach, and reflect). Moreover, the host university will provide mentors to supervise and monitor the students throughout the practicum period.

#### **2.1.4.1 Objectives of the Project**

1. To enable pre-service student teacher to develop their teaching skills and pedagogy
2. To encourage the pre-service student teachers to practice their English skills
3. To allow the pre-service student teachers to gain a broader regional and world wide
4. To expose future teachers to diverse teaching and learning situations and opportunities, and value of flexibility.

#### **2.1.4.2 Lessons Learned**

##### **a. Students:**

1. Should prepare lesson plans, materials and health insurance in advance prior to travel
2. Gain more confident and increase social skills

3. Able to improve their teaching pedagogy

**b. Facilitation process:**

1. Coordinators play an important role
2. Mentors who understand the process
3. Various channel of communication: Line and WhatsApp

**2.1.4.3 Key Success Factors**

- a. Active mentors are very helpful in providing guidance to students
- b. Supported schools enable students to conduct their practicum successfully
- c. Students who have open-minded and positive attitude.

**2.1.5 Culture Shock**

Living in a new environment can be real pain if we have no knowledge about it and its culture. It's totally different from just visiting or spending holiday in foreign country or places. Culture shock happens when people become anxious because they do not speak the language, know the custom or understand people in daily life. People who cannot adjust themselves to the new environment or new culture may reject everything that is new to them and exaggerate the positive aspects of their own culture.

Culture shock was first proposed in 1958, aiming to describe the chaotic of a person being in a new environment in psychology (Shieh, 2014). Culture shock refers to the effect of being in a familiar culture and getting into unfamiliar one, experienced by people who work, live, or study abroad. Anyone could exhibit

culture shock, as it aims to describe individual chaotic emotion when entering in a new environment. Lai (Shieh, 2014) states that “culture shock is closely related to culture diversity, including shocks from new environment, new face, and adaptation to exotic customs”. Being apart from important people in one’s life, such as family, friends, colleagues, or teachers, may take people feel uncomfortable when such familiar scenes, sounds, or atmospheres disappear.

According to Ward, Bochner, and Furnham (2001) “in most cases, these people can be characterized as belonging to minority groups, distinguishing them from the majority-defining cultural group”. As a result, unfamiliarity with any or all aspects of a new society (physical, technological, climatic, political, legal, educational, linguistics, and sociocultural) may contribute to ‘culture shock’, but have argued that the most fundamental difficulties experienced by cross-cultural travelers occur in social situations, episodes and transactions. It means that culture shock is a shocking condition encountered by someone in different place, including the process to adapt with something new that they never know before. Considering the fact above, people who want to go abroad must learn the culture of the place to be visited. Therefore, they will be able to reduce their culture shock by understanding the strategy.

Culture shock is a traumatic experience when you move to a different culture from your home or country. Pujiyanti & Zulani (2014) defines, “culture shock is the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, or to a move between social environments, also a simple travel to another type of life”.

### **2.1.5.1. Cause of Shock Culture**

Pujiyanti & Zulani (2014) states that there are many cause of culture shock, besides language barrier, frustration, anxiety and stress also occur whenever people cannot do all the things they are accustomed to doing in their everyday lives. These can include work, home and leisure related activities that they are either no longer able to do at all or no longer able to do like they are accustomed to. For example, sometimes because of differences in transportation service people cannot move around as freely or as widely as they are accustomed to. Additional issues such as telecommunication system, things like grocery shopping, gas-station system, getting work, and other things can lead to frustration also.

Another source of considerable distress for some people is not being able to eat the foods they are accustomed to. Anyone who wants to live and work abroad must be prepared to make considerable changes in their diet and get accustomed to the local foods and the sometimes limited selection of familiar foods in the stores and restaurants. They may not have the nice variety of very large and well-stocked grocery stores they had back home or the many choices of restaurant and fast-food places.

And lastly is the issue of values. A person can experience considerable stress and anxiety when they are living in a different culture with different values from their own. A person may find that some of their own cherished and deeply held values and assumptions about life may not be equally important to members of their new host culture. The areas of religion, moral behavior, justice and fair

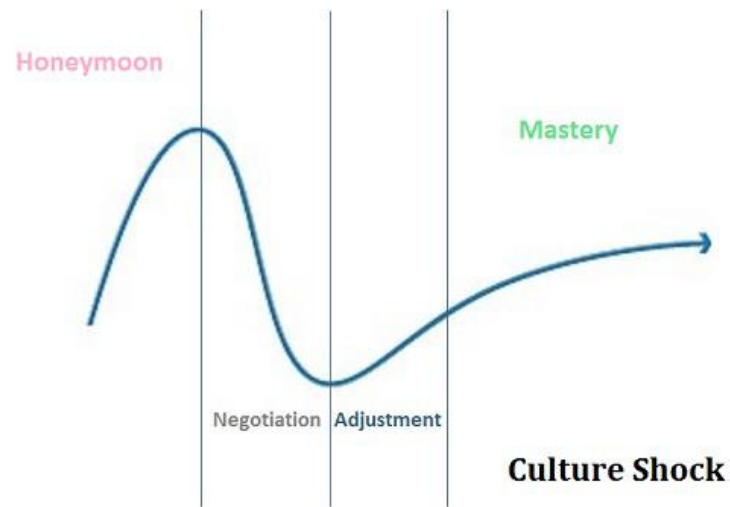
play, racial equality, work ethic and privacy are areas where there may be a great deal of cultural relativism, and people living and working overseas need to learn to deal with these differences in a relaxed and nonjudgmental way.

#### **2.1.5.2 The Symptoms of Shock Culture**

Although “culture shock” is generally understood as a temporary shock felt when confronted by different cultural customs, ways of thinking and behavior patterns, it actually refers to a psychological state of depression caused by the experience of successive failures in unfamiliar social situations. Culture shock is temporary, and everybody goes through it to some extent in the process of cultural adjustment. Pujiyanti & Zulani (2014) states that there are some general symptoms of culture shock include:

1. Irritation
2. Homesick
3. Loneliness
4. Nervousness
5. Loss of appetite
6. Sleeplessness
7. Feeling tired
8. Extreme pride in one's home culture
9. Hypersensitivity or excitability
10. Confusion
11. Incompetence etc.

### 2.1.5.2 The Stages of Shock Culture



*Graphic 1: The Stage of Shock Culture*

According to Pujiyanti & Zulani (2014), culture shock can be described as “consisting of at least one of four distinct phases: honeymoon, negotiation, adjustment, and mastery”. During the honeymoon phase, the differences between the old and new culture are seen in a romantic light. During the first few weeks, most people are fascinated by the new culture. They associate with nationals who speak their language, and who are polite to the foreigners. This period is full of observations and new discoveries. Like most honeymoon periods, this stage finally ends.

After some time (usually around three months, depending on the individual), differences between the old and new culture become clear and can create anxiety. This is a sign of the negotiation phase. Excitement may eventually give way to unpleasant feelings of frustration and anger as one continues to experience unfavorable events that may be perceived as strange and offensive to one’s cultural attitude. However, the most important change in this period is



communication. People who adjust to a new culture often feel lonely and homesick because they are not familiar the new environment and meet people they do not know every day.

Again, after some time, one grows becomes accustomed to the new culture and develops routines, marking the adjustment phase. One knows what to expect in most situations and the host country no longer feels anything new. Someone becomes concerned about basic life again and everything becomes normal. Someone starts developing problem-solving skills to deal with the culture and begins to accept the culture's ways with a positive attitude. The culture begins to make sense and negative reactions and responses to culture diminish.

In the mastery stage, assignees are able to participate fully and comfortably in the host culture. Mastery does not mean total conversion. People often retain many traits from their previous culture, such as accents and language. This is often referred to as the biculturalism stage.

### **2.1.5.3 Coping Shock Culture**

Pujiyanti & Zulani (2014) concludes, culture shock can be prevented by trying to be more culturally relativistic and flexible in thinking and behavior, by developing a real enthusiasm for learning about the host culture and by forming real intercultural relationships. Successful cross-cultural communications is a fairly easy proposition. With the correct attitude, a few good cultural informants, a few cross-cultural communications concepts and some time spent as a participants-observer, a person will naturally develop a list of intercultural

interaction skills. And, when a person begins to move further along the continuum of cross-cultural understanding and interaction, they will quickly put down ego-identity roots in the new host culture and feel more at ease with themselves and their surroundings. They will become happier and productive at work, at home or while moving about within the society at large. They will no longer be negatively affected by disconfirmed expectancies. They will understand more and be understood more by others. In short, they will have been bicultural individuals.

## **2.2 Previous Relevant Study**

There have been many studies related with the culture shock some are quote as the followings:

1. Culture shock experienced by foreign students studying at Indonesian university (Dwi Poedjiastutie, 2009). She taking 10 foreign students as responded for her research. She was found that there were three point of academic life that makes foreign students experience culture shock, in the matter of: teacher's roles and attitude; poorly organized programs; and the local students' attitudes. In social life, it was found that foreign students experienced culture shock in 3 aspects, namely: women-men relationships, different ways of thinking and different habits. The similarity this research with the research will be research by the researcher was the kinds of culture shock. The differences between this research and the research that will do this study uses foreign as object and researcher using Indonesia students that have joined the exchange program as the object.

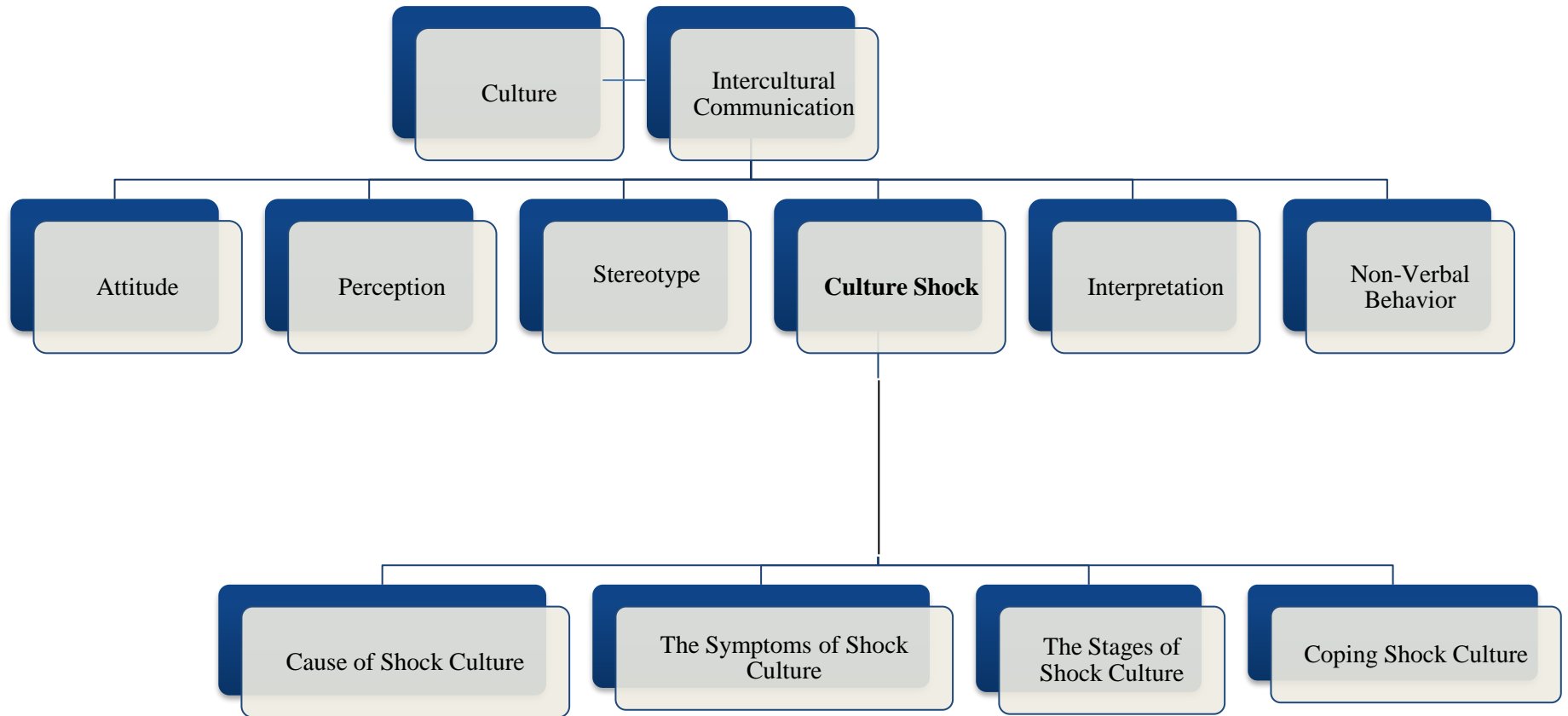
2. Effect of culture shock and cross-cultural adaptation on learning satisfaction on mainland China students studying in Taiwan (Chich, 2014), she taking Mainland China students who study in Taiwan for more than four months (bout a semester) as the research participants, a total of 250 questionnaires were distributed and 167 valid ones were retrieved, with rate of 67%. And the research results present the significant correlations between culture shock and cross-culture adaptation. This study was focused on culture shock and cross-cultural adaptation and this research will be research is focusing on culture shock only.
3. Culture shocks experienced by Indonesian students studying overseas (Ernofalina, 2017), she was collected the data by distributing a questionnaire to 40 respondents and conducting an in-depth interview with selected respondents. She was analyzed the data by categorizing information, sorting out similar information, and interpreting information. She revealed that language was the most problematic aspect experienced by the students. She was divided the culture shock n some stages; initial euphoria, irritation and hostility, gradual adjustment, acceptance and integration. The strength of this study is she focused on the academic and non-academic of the students, and it easier for us to know what culture shock they have experienced while there at academic and everyday life.

### **2.3 Conceptual Framework**

Culture shock is persistent feelings of anxiety, loneliness, and persistent anxiety that occur when a person moves from one culture to another. Culture shock happens to anyone who spends a significant amount of time living and participating in other culture, no matter how much they know about the other culture before.

In order to decrease the negative impact of culture shock on individual psychology, it is necessary for people to know its origin. It seems to be unclear concept, which includes extensive content such as sight, smell, sound, value, tradition, habits, behavior and ways of thinking. All these elements may differ from one country to another. Therefore when people are away from home and enter new environment, they have to come into contact with many new values, new practices and ways of living. This is especially true for people who face a new cultural pattern that are different from their own ones.

In this research, the researcher's will analyze the culture shock that faced by University of Muhammadiyah Sumatera Utara students' during joined the SEA-Teacher Exchange program.



*Graphic 2. Conceptual Framework*

## **CHAPTER III**

### **RESEARCH METDHOLOGY**

#### **3.1. Research Design**

This research conducted by the use of qualitative descriptive design with case study the culture shock faced by the exchange students. Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life (Saldana, 2011). According to Ary (2010) qualitative descriptive research is a research that asks questions about nature, incidence, or distribution of variables; it involves describing but not manipulating variables. Further, qualitative study is a design to gain the data in the form of words rather than number or statistic, and the data collected are the subject's experience and perspective. In other words, qualitative research is investigating the data from information in existing situation.

By using the descriptive qualitative research design, the writer was easier in presenting the result of the data being collected in descriptive form because it was intended to know the culture shock, the problems of culture shock experienced by English Department and Math Department exchange students of University of Muhammadiyah Sumatera Utara who joined the Exchange Program and how to solve it.

### **3.2 Research Subjects**

Subject is a person being researched in a study (Ary, 2010). In this research, the subjects were English Department and Math Department students of University of Muhammadiyah Sumatera Utara who had joined the SEA-Teacher Exchange Program batch 6. They were four from English Department students and two from Math Department students.

### **3.3 Data Collection Method**

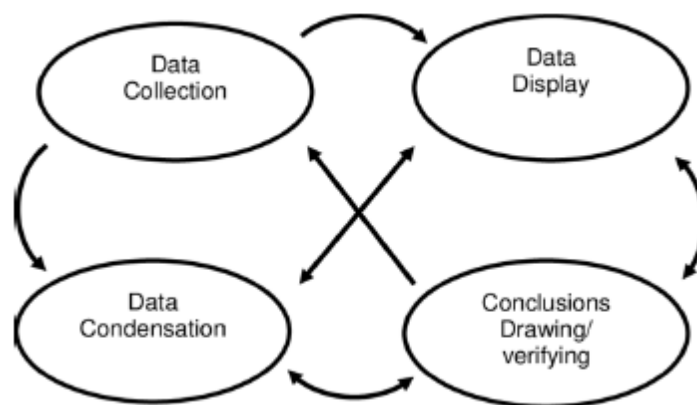
This research collected by using open-ended questionnaire and interview as the data collection method. The writer would prepare some question to be listed in an interview guide and it was possibly developed while interviewing. The interview guide covered some questions to collect the data about culture shock that faced by the student and how to solve it. The researcher collected the data to resume the study in making conclusion. There were steps to collect data:

1. Making a list of name of the students who joined the program based on the information given by the staff in the office.
2. Contacting the informants one by one and having an appointment with the informants to conduct interview.
3. Doing and recording the interview to the exchange students.
4. Transcribing the data.
5. Cross checking the interview data with document analysis data.



### 3.4 Technique of Data Analysis

The data were analyzed by using interactive model proposed by Miles, Huberman and Saldana (2014) with three phases of data analysis which were consist of data condensation, data display, and conclusion drawing or verification.



*Graphic 3: Interactive Model by Miles, Huberman and Saldana 2014*

#### 1. Data Condensation

Data condensation was aimed at processing the raw data that appear in the written up fields in order to be analyzing. Data condensation referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the interview transcripts.

#### 2. Data Display

Data display was defined as display as an organizing assembly of information that permits conclusion was drawing and taking. In this step all the data

which had already condensed would be displaying in a table and categorize according to the culture shock.

### **3. Drawing Conclusion**

Drawing conclusion led the writer to have a flashy second thought during writing with a short look at back the field note in order to have the validity of findings. Conclusion was drawn based on the data display.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Data Description**

Culture shock that faced by UMSU students' and their efforts to solve it were the data used for this research. The sources of data in this research were taken from six UMSU students' that joined SEA-Teacher Program. In applying Miles, Huberman, and Saldana (2014) model of data analysis the procedure was processed in three steps namely:

##### **1. Data Condensation**

In the data condensation, the culture shocks were selected from several questionnaires, which enclosed in appendix. In focusing step, the culture shock that contained the kinds of the culture shocks to make sure the suitability as the data. In simplifying the data, the culture shocks were categorized by numbering them into kinds of culture shocks, then abstracting the data and making written summary on kinds of cultures shock and the efforts of the students to solve the problem. The transformation of these data was categorized into columns.

##### **2. Data Display**

The transformed then fully displayed and organized in matrix form to show the culture shocks faced by students and their efforts to solve it. The product of data display enclosed in table. The analysis of data were displaying in explanation.

### 3. Verification and Drawing Conclusion

The last step of data analysis was verification and drawing conclusion.

This step was done by checking the conformity with the supervisor. The study about culture shock according to its types and what regulation were concluded as the data of cultures shock verified

### 4.2 Data Analysis

The sources of data in this research were taken from UMSU students' that joined SEA-Teacher program batch 6. They were four from English department and two from Math department.

**Table 4.1 Respondent Data**

<b>Name</b>	<b>Major</b>	<b>Semester</b>	<b>Host Country</b>	<b>Host School</b>
Amiratur Raudhah	English Education	VIII	Thailand	Boom Khum Rat Bum Rung School
Andriawan Maulana Tama	English Education	VIII	Philippines	MinSCAT Laboratory High School
Dedek Aulia	Mathematics Education	VIII	Thailand	Satit Bagna School
Maharani Fahira	Mathematics Education	VIII	Thailand	Boom Khum Rat Bum Rung School
M. Joko Mahendra	English Education	VIII	Philippines	MinSCAT Laboratory High School
Siti Rahma Hidayani Surbakti	English Education	VIII	Philippines	PSU Integrated School

### The Raw of Data

Name : Amiratur Raudhah

Major : English Education

Host Univ/School : Valaya Alongkorn Rajabhat University

Host Country : Thailand

No	List of Question	Answer
1.	Was this your first time to visit that country?	Of course, i've never gone there before
2.	Did you know much about the culture in that country before you go there?	Not much but a little bit
3.	Had you experienced culture shock?	Yes, when I went holiday to village
4.	How did you think about culture shock?	Culture shock is one of human experience when they come to new region
5.	Can you please describe culture shock that you ever face?	Yes, I can, I get culture shock when I tasted the food from Thailand. It was very difference with Indonesia food, actually my tongue refuses it but I still eat it because I was hungry.
6.	Was language the biggest problem?	Yes, of course, because many Thai people can not speak English, so when I communicate with them, I used google translate and body language
7.	What were the students level that you teaching there?	7 and 9 grade of junior high school
8.	Was there any significant different	No, it was not any significant different between Indonesia students and Thai.

	between Indonesia students and Filipino or Thailand?	
9.	How did their respond on your teaching so far over there?	I think they don't understand what I said because I used full english, but I think they were happy when I was teaching.
10.	How did you handle that?	I used body language and see the the pictures about what I said so, they understand and I asked favor with my buddy for translating what I said to students
11.	Was there any problem that you cannot find the solution until now?	I can not speak Thai, I think the biggest problem
12.	How did you think about social life over there?	They were very friendly, they welcome with tourists and then they are care each other. And then They respect with islam and muslim, because Thai people is majoriy Buddish
13.	Were they Moslem, Christian? What do they do?	They were buddish, in the school once a week, students study with a monk, and every morning they pray together in school yard before studying
14.	Was there any specific different comparing in Indonesia?	Yes, there was, students in Indonesia pray in classrom before studying but students in Thailand pray in schoolyard
15.	What did you think about men-women relationship there?	I think it was okay, because their cultures, there were no restrictions in men-women relationship.
16.	What were generally culture shock that	We were shock that the schools do flag ceremony everyday except holiday, buat in Indonesia only do

	you and your friend were facing?	flag ceremony every Monday. And We are shock about the food in Thailand
17.	If you were coming back to the country, is that any anticipation that you need to prepare before going there?	Yes, i will prepare some foods and i will learn Thai language a litte, so I'll easy for communicating with poeple. And I prepare much mney, so i can spend it for shopping in Thailand

Name : Adriawan Maulana Tama

Major : English Education

Host Univ/School : MinSCAT

Host Country : Philippines

No	List of Question	Answer
1.	Was this your first time to visit that country?	Yes, it was.
2.	Did you know much about the culture in that country before you go there?	No, I did not.
3.	Had you experienced culture shock?	Yes, I had.
4.	How did you think about culture shock?	Culture shock is an anxious feeling when we go to the unfamiliar culture
5.	Can you please describe culture shock that you ever face?	The culture shock that I ever faced was about food, a different language, unfamiliar social norms like a clothes and nudity in public.
6.	Was language the biggest problem?	Not entirely true, because in Philippines, almost of the society can speak English
7.	What were the students level that you teaching there?	I was taught the junior high school
8.	Was there any significant different between Indonesia students and Filipino	No, it was not.



	or Thailand?	
9.	How did their respond on your teaching so far over there?	They were actually very enthusiastic, because they felt they have gotten a teacher from another country, it made them curious about the teacher and became their pride.
10.	How did you handle that?	I just tried my best, was combining what I had learned so far and was learning about the habits they've been doing.
11.	Was there any problem that you find the solution until now?	My problem was just about the food, because the taste is not suitable with my tongue, and there was a lot of non Halal food there. But we could handle it with cooked by ourselves
12.	How did you think about social life over there?	Not much different from those in Indonesia, it's just that there is a little more freedom. I don't know much because we live in a dormitory and only a little out of the community for shopping and sightseeing
13.	Were they Moslem, Christian? What do they do?	They were Christians.
14.	Was there any specific different comparing in Indonesia?	They did not like spicy foods, they could use minimal clothing, free to drink liquor.
15.	What did you think about men-women relationship there	Very close as there are no barriers between them
16.	What were generally culture shock that you and your friend were facing?	Foods, social norms, and men-women relationship.

17.	If you were coming back to the country, is that any anticipation that you need to prepare before going there?	I need to get food seasoning
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Name : Dedek Aulia  
 Major : Math Education  
 Host Univ/School : Valaya Alongkorn Rajabhat University  
 Host Country : Thailand

No	List of Question	Answer
1.	Was this your first time to visit that country?	Yes, It was
2.	Did you know much about the culture in that country before you go there?	No, I did not. Because it was the first time I visit that country
3.	Had you experienced culture shock?	Yes, I had
4.	How did you think about culture shock?	Culture shock is not the thing to afraid, for me culture shock can make challenge to much stronger
5.	Can you please describe culture shock that you ever face?	About the food taste and how we live with foreigner
6.	Was language the biggest problem?	It wasn't, because I really like challenges
7.	What were the students level that you teaching there?	7 and 8 grade of junior high school
8.	Was there any significant different between Indonesia students and Filipino or Thailand?	A lot of differences that i could notice for that point

9.	How did their respond on your teaching so far over there?	An unexpected situation, they welcomed us very well. even teaching facilities there are very supportive
10.	How did you handle that?	The way I handled that to enjoy every moment that came to me and trying to understand what environment's need from me
11.	Was there any problem that you find the solution until now?	No, because I can fixed it so well.
12.	How did you think about social life over there?	It was quiet wild than I thought. But in the positive side, they were very friendly and very kind
13.	Were they Moslem, Christian? What do they do?	They were Moslem and Christians, and they did praying before we started to learn and eat
14.	Was there any specific different comparing in Indonesia?	Yes, there was. Students in Indonesia pray in classrom before studying but students in Thailand pray in schoolyard
15.	What did you think about men-women relationship there?	No problem at all. That was their culture, so we had to respect it.
16.	What were generally culture shock that you and your friend were facing?	The generally shock that we were faced about men-women relationship there. Some of them having relationship with same genre.
17.	If you were coming back to the country,	Not really, I think, I should prepare food while i'm there, because Thai food too sour for me hehe

	is that any anticipation that you need to prepare before going there?	
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Name : Maharani Fahira  
 Major : Mathematics Education  
 Host Univ/School : Valaya Alangkorn Rajabhat University/ BoonKumrat  
 Bumroong School  
 Host Country : Thailand

No	List of Question	Answer
1.	Was this your first time to visit that country?	Yes, this was my first time to visit the country
2.	Did you know much about the culture in that country before you go there?	No, I did not know much about the culture. But before I go there, I searched some of culture from internet and asked some people who had been visited there.
3.	Had you experienced culture shock?	Yes, I had experience culture shock.
4.	How did you think about culture shock?	I think culture shock is a situation that we do not know or found an unfamiliar culture in a region or country
5.	Can you please describe culture shock that you ever face?	Yes, I can. The culture shock that I ever face was when I know about the curriculum which used there.
6.	Was language the biggest problem?	Yes, it was the biggest problem
7.	What were the students level that you teaching there?	I taught Junior High School
8.	Was there any significant different between Indonesia	Yes, there were some significant different between Indonesia students and Thailand, especially in creativity, responsibility, and behavior.

	students and Filipino or Thailand?	
9.	How did their respond on your teaching so far over there?	Their respond was good and can respect when I start to teach until finish.
10.	How did you handle that?	I handled that by made a fun situation when I taught and gave them some joke that can't make them felt bored, like a game. And I also used based English language because I know that they did not had good English.
11.	Was there any problem that you can't find the solution until now?	No, I did not have any problem that I can't find the solution until now.
12.	How did you think about social life over there?	I thought about social life over there is so good because they can respect each other.
13.	Were they Moslem, Christian? What do they do?	Yes, some of them were Moslem and Christian. They did according what they believe without having to interfere with other religions.
14.	Was there any specific different comparing in Indonesia?	Yes, there was some specific different comparing in Indonesia. Such as about religion, social life, culture and the others.
15.	What did you think about men-women relationship there?	For the first time I felt shock, but I could adapt with it, because it was their culture, and I think I had to respect it.
16.	What were generally culture shock that	The generally culture shock that my friend and I were facing when we saw some of them have

	you and your friend were facing?	relationship with the same genre.
17.	If you were coming back to the country, is that any anticipation that you need to prepare before going there?	Yes, I have some anticipation that I need to prepare before I'm going there. Like food, money and some of goods.



Name : M. Joko Mahendra

Major : English

Host Univ/School : Mindoro State College of Agriculture and Technology

Host Country : Republic of the Philippines

No	List of Question	Answer
1.	Was this your first time to visit that country?	Yes it was
2.	Did you know much about the culture in that country before you go there?	Yes I did
3.	Had you experienced culture shock?	I had, when I went to another country or region.
4.	How did you think about culture shock?	Culture shock is not the thing to afraid but it is about the challenge to face to make us much stronger
5.	Can you please describe culture shock that you ever face?	It was about the food taste and how was the respond of the environment to see something new.
6.	Was language the biggest problem?	No, It was not, because almost of Filipino could speak English
7.	What were the students level that you teaching there?	10 and 11 grade of high school
8.	Was there any significant different between Indonesia students and Filipino or Thailand?	Yes, a lot of differences that I could notice for that point

9.	How did their respond on your teaching so far over there?	It was unpredictable that they accepted me very well regarding that I was the person who came from the country where English is a foreign language and taught them that learned English and a second language. With a fun class method, they could enjoy and closer easily to me.
10.	How did you handle that?	The way I handled that to enjoy every moment that came to me and trying to understand what environment's need from me
11.	Was there any problem that you cannot find the solution until now?	Hmm I think no, it was not. Because I can handle it.
12.	How did you think about social life over there?	It was quite wild than I thought. But in the positive side, they were very friendly and also welcomed us very warm.
13.	Were they Moslem, Christian? What do they do?	They were Christians, and they did prayed before we started to learn
14.	Was there any specific different comparing in Indonesia?	Yes, there was
15.	What did you think about men-women relationship there?	No problem, even for the first time I was confused, but it was their culture. It was the right of freedom, they said it was open minded, so just respect it.
16.	What were generally culture shock that you and your friend were facing?	About the food and men-women relationship.

17.	If you were coming back to the country, is that any anticipation that you need to prepare before going there?	Not really. I just felt that Philippines is my own home after I finished my program
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Name : Siti Rahma Hidayani Surbakti  
 Major : English Education  
 Host Univ/School : Pangasinan State University/PSU Integrated School  
 Host Country : Philippines

No	List of Question	Answer
1.	Was this your first time to visit that country?	Yes, it was
2.	Did you know much about the culture in that country before you go there?	Yes, I searched some information about the culture in there before I went there.
3.	Had you experienced culture shock?	Yes, I had
4.	How did you think about culture shock?	It was weird, caused I never saw or felt it before
5.	Can you please describe culture shock that you ever face?	It was about the food, and also about the fashion that the teacher wore there. They were not look like a teacher.
6.	Was language the biggest problem?	No, it wasn't
7.	What were the students level that you teaching there?	I taught Senior high school
8.	Was there any significant different between Indonesia students and Filipino or Thailand?	Of course, in Philippines, the students could speak English well. It was because English was their second language and in Indonesia, English is still foreign language. Actually to be honest, the student in Philippines always being quiet in the class. Even

		<p>if they felt bored for subject, they kept calm and quiet. It was different with Indonesia, in Indonesia, the students even did not want to hear the internships teacher and about the fashion that teacher wore there, they were not like a teacher, but the teacher played roles in teaching learning process and were expected to provide all knowledge that students needed in their course.</p>
9.	How did their respond on your teaching so far over there?	<p>It was good. They were active, maybe it was because they faced something new in their class, like they were taught by foreigner.</p>
10.	How did you handle that?	<p>Just focused on the material, cause they look like excited fir everything that we showed to them</p>
11.	Was there any problem that you find the solution until now?	<p>Actually when I went to the traditional market, we want to eat something that different than before. We felt like we were done with chicken so we want to eat fish. And we arrived in the traditional market we even didn't want to buy the fish cause there were a dog that licking the fish. So we couldn't eat fish in there</p>
12.	How did you think about social life over there?	<p>They were so close with their teacher and really humble to every person who walked beside them. I love it</p>
13.	Were they Moslem, Christian? What do they do?	<p>Almost all of them is Christianity, they do what should the do. They were respected for me and looks like excited with my hijab</p>
14.	Was there any specific different comparing in	<p>No, there was not. Maybe it's just in the education system. I like their education. And it's make them so humble</p>

	Indonesia?	
15.	What did you think about men-women relationship there?	For the first time, I felt shocked and confused because in Indonesia having relationship with the same genre is taboo, but in Philippines, they said that were open minded, so it's okay to having relationship with the same genre.
16.	What were generally culture shock that you and your friend were facing?	Maybe it would be happened if we go to another country but the majority of that country is Christian. We can find so many haram food in there, and then you realized that you can't eat everything that you want. And its look like you can handle your health caused you just can eat chicken or seafood.
17.	If you were coming back to the country, is that any anticipation that you need to prepare before going there?	I will do like what I do before. But it would be nice if I can improve my English skill so I can help myself to do anything in there caused language is important.

### 4.3 Culture Shock Faced by Student during the Exchange Program

The interview questions were divided into general questions and academic questions. There were 17 questions related to social and academic life. Based on the questionnaire, the researcher found that the culture shock faced by the students referred to the matter of language, the difference of academic, local students' attitude, social life and men-women relationship.

**Table 4.2 Culture Shock Faced by Students**

No of Data	Culture Shock	Kind of Culture shock
1.	Language	General
2.	The Difference of Academic	Academic
3.	Local students' attitude	Academic
4.	Social life	Social
5.	Men-women relationship	Social

#### 4.3.1 Language

Many respondents were afraid when they first arrived there because of language differences. They had to adapt of that language, but so far, they enjoyed there, because they were in Philippines, English was the second language, so the local society could speak English fluently, and it made easier the students to communicate with local society. But in Thailand, English is still foreign language, so only some people can speak English. When the students wanted to communicate with the local society, they had to translate it to their buddy, and

their buddy told it to the local society and some students used google translate when they wanted to communicate with the society, but there was a student felt that was as a challenge, so language was not the biggest problem to her. The following are taken from the respondents:

“Yes, of course, because many Thai people can’t speak English, so when I communicate with them, I used google translate and body language”. (Amiratur Raudhah, Thailand)

“Not entirely true, because in Philippines, almost of the society can speak English”. (Andriawan Maulana, Philippines)

“Language is not the biggest problem because I really like challenges”. (Dedek Aulia, Thailand)

“Yes, it was the biggest problem”. (Maharani, Thailand)

“No, it was not. In Philippines, English was the official languages, so I could communicate with the local society used English”. (M. Joko, Philippines)

“No, it was not. Because in Philippines, English is second language, so it made us easy to communicate with the local society”. (Siti Rahma, Philippines)

#### **4.3.2 The Different Academic**

In their opinion, there was no significant academic difference between Indonesia, Thailand, and Philippines. In Thailand and Philippines academic context, the students were supposed to take and active participation and responsible for their own learning. And there were some differences about creativity, responsibility, and behavior in the class. Moreover, the role of the teacher becomes a facilitator who facilitated the students in learning and



discussion, same as the education system in Indonesia. But, there was a student that felt shock with the fashion of teacher in that country, because teachers in the Philippines had freedom to wear their clothes when they taught. The following are taken from respondents:

“About the fashion that the teacher wore there. They were not look like a teacher, but the teacher played roles in teaching learning process and were expected to provide all knowledge that students needed in their course”. (Siti Rahma, Philippines)

“Yes, there’s some significant different between Indonesia students and Thailand, especially in creativity, responsibility, and behavior”. (Maharani Fahira, Thailand)

“No, it was not. There was no significant difference”. (Andriawan Maulana, Philippines)

“A lot of differences that I could notice for that point, one of them were in Philippines, Junior high school was 4 years and Senior High School was 2 years”. (M. Joko, Philippines)

“No, it was not any significant different with Indonesia Academic”. (Dedek Aulia, Thailand)

“No, it was not any significant different between Thailand and Indonesia academic”. (Amiratur, Thailand)

#### **4.3.3 Local Students’ Attitude**

Local students’ attitudes were also one of the difficulties faced by students that should be adjusted. There was a student teacher felt confused whether her students understand or not with her teaching, but most of students enjoyed their teaching because their students were good and active. And all of them was very enthusiastic. The following are derived from respondents’ opinions:

“I thought they did not understand what I said because I used full English, but I thought they were happy when I was teaching”. (Amiratur Rudhah, Thailand)

“They were actually very enthusiastic, because they felt they had gotten a teacher from another country, it made them curious about the teacher and became their pride”. (Andriawan Maulana, Philippines)

“A very unexpected situation, they welcomed us well. Even teaching facilities there were very supportive”. (Dedek Aulia, Thailand)

“Their respond when I taught was very good and could respect when I start to teach until finish”. (Maharani, Thailand)

“It was unpredictable that they accepted me very well regarding that I was the person who came from the country where English was a foreign language and teaching them that learned English and a second language. With a fun class method, they could enjoy and closer easily to me”. (M. Joko, Philippines)

“It was good. They were active, maybe it was because they faced something new in their class, like they were taught by foreigner”. (Siti Rahma, Philippines)

#### **4.3.4 Social Life**

Social shock experienced by foreign students was also revealed. Most of them enjoyed the social life in that country and they could adapt to social life there, all respondents said that they could dealing with the social life there. But there were some students who thought that life in the country was wild. The followings are derived from respondents' opinions:

“They're very friendly, they welcomed with tourists and then they cared each other. And then they respected with islam and muslim, because Thai people were majoriy Buddish”. (Amiratur Rudhah, Thailand)

“Not much different from those in Indonesia, it's just that there is a little more freedom. I don't know much because we live in a dormitory and only a little out of the community for shopping and sightseeing”. (Andriawan Maulana, Philippines)

“Local society there were very friendly and very kind, and I was happy there”. (Dedek Aulia, Thailand)

“I think about social life over there was so good because they could respect each other”. (Maharani, Thailand).

“It was quiet wild than I thought, but in the positive side, they were very friendly and very kind”. (M. Joko, Philippines).

“The students were so close with their teacher and really humble to every person who walked beside them and local society there were very friendly and very kind. I love it”. (Siti Rahma, Philippines)

#### **4.3.5 Women-Men Relationship**

The respondents almost had common opinion on women-men relationship in Philippines and Thai. According to them, women-men relationship in that country was more open than in Indonesia. When two friends of the opposite sex went out together usually considered as lovers, in that country is contrast, girls and boys went out together, it did not necessarily involved romantic feeling. Some of the student teachers felt shock with the women-men relationship there.

“I thought it was okay, because it was their cultures, there were no restrictions in men-women relationship”. (Amiratur Raudhah, Thailand).

“Very close as there are no barriers between them”. (Andriawan Maulana, Philippines)

“No problem at all. It was their culture, so we had to respect it”.  
(Dedek Aulia, Thailand)

“The generally culture shock that I and my friend were facing when we saw some of them having relationship with the same genre”.  
(Maharani, Thailand)

“No problem, their cultures were everyone has the right to freedom, they said it was open minded, so just respect it”. (M. Joko, Philippines)

“For the first time, I felt shocked and confused because in Indonesia having relationship with the same genre is taboo, but in Philippines, they were said it open minded, so it’s okay to have relationship with the same genre”. (Siti Rahma, Philippines)

#### **4.4 The Efforts of Students to Solve the Culture Shock**

The main factor caused students experienced culture shock was a lack of knowledge about the country visited. So before going to that country, you had to expand your knowledge about that.

##### **4.4.1 Language**

Different languages made respondents felt that there was a little difficulty when having to interacted with the environment around. Almost all respondents said that language was a little problem when they were there. To overcome this problem, they used English to communicate with local society, some of them asked to their buddy or their students and they looked at dictionary and used body language.

“I used body language and Google translate, Dictationary”. (Amiratur Raudhah, Thailand)

“I used English and sometimes I asked to my buddy”. (Dedek Aulia, Thailand)

“Use based English language that they could understand what I mean”. (Maharani, Thailand)

“I just used English with them”. (Andriawan, Philippines)

“Asked with my students when I wanted to used Tagalog and sometimes I used English dictionary”. (M. Joko, Philippines)

“Yes, I always used English, and sometimes I asked my Filipino friends, and I learned their language”. (Siti Rahma, Philippines)

#### **4.4.2 The Different Academic**

There was always different academic in every country, but the students must be able to adapt to it. Some of the respondents said that they were prepared the material before went there, and then they asking to their cooperating teacher and their buddy. They tried hard to understand and they had to do their best, and learned about the academic in that country.

“I prepared before I flew and mentoring with my cooperating teachers”. (Dedek Aulia, Thailand)

“The material was same and I had prepared it before I went to Thailand. No problem about it”. (Amiratur Rudhah, Thailand)

“Try to understand and learned it. And I asked some of teachers and buddy to teach me”. (Maharani, Thailand)

“I prepared before I flew and mentoring with my cooperating teachers”. (M. Joko, Philippines)

“I was learning about their academic learning”. (Andriawan, Philippines)

“I tried my best to understand about their academic even the first time I taught about Filipino Literature, and I am not expert with it, but I think I have to do my best, I learn about it, I asking my buddy and mentoring with my cooperating teacher, Alhamdulillah I can do it, and my students happy and enthusiastic”. (Siti Rahma, Philippines)

#### **4.4.3 Local Students Attitudes**

Local students’ attitudes were also another problem that foreign had to adjust. Respondents said that their students were very kind, respectful, and friendly. The student teachers had to made them become happy and feel comfort with them and tried to be friendly.

“They are very friendly and respectful to me, so They all are very kind, so no problem at all, I could handle them”. (Amiratur Rudhah, Thailand)

“Make them become happy and feel comfort with us so they can respect and have good attitudes”. (Maharani, Thailand)

“Tried to be friendly and polite to them so they would respect us”. (Andriawan, Philippines).

“Make them enjoy and tried to be friendly”. (Siti Rahma, Philippines)

“No problem at all. I tried to be friendly to them”. (M. Joko, Philippines)

“Just respect each other, and tried to be friendly”. (Dedek Aulia, Thailand)

#### **4.4.4 Social Life**

In social life, respondents should be able to adapt with the culture. To overcome the culture shock in social life, respondents tried to follow the culture and tried to blend with the environment, local society that had different norms and religion with us so we have to respect each other.

“I try to follow the culture and blend with Thai people, especially with buddies”. (Amiratur Rudhah, Thailand)

“Must respect each other and must be able to adapt with the environment”. (Maharani, Thailand)

“Trying to blend to the environment with the reasonable limits”. (M. Joko, Philippines)

“Follow things that are in accordance with the norms that exist in Indonesia and stay away from things that do not fit both normally and religiously”. (Andriawan, Philippines)

“Trying to blend to the environment and all of the local society”. (Dedek Aulia, Thailand)

“Trying to blend to the environment and learned their culture”. (Siti Rahma, Philippines)

#### **4.4.5 Men-Women Relationship**

The relationship men-women between Indonesia, Thailand and Philippines very different, so respondents felt that was a problem. Some of respondents could deal with it because the local society said it was open minded, so the respondents thought that was okay, they just had to respect the culture. Respondents respect them so much, but keep in distance.

“No, problem, Thai people do Halal gap and then i feel safety”.  
(Amiratur Raudhah, Thailand)

“Very close as there are no barriers between them, and just respect them”. (Andriawan, Philippines)

“No problem at all. Just keep in distance with that phenomenon but still accepted them outside”. (M. Joko, Philippines)

“Just respect and don’t interfere too much, because they believe that they have freedom”. (Maharani, Thailand)

“Just respect and still accepted them”. (Dedek Aulia, Thailand)

“Just respect their culture about men-women relationship”. (Siti Rahma, Philippines)

#### 4.5 Discussion

No of Data	Culture Shock	Kind of Culture shock
1.	Language	General
2.	The Difference of Academic	Academic
3.	Local students’ attitude	Academic
4.	Social life	Social
5.	Men-women relationship	Social

From the data analysis above, the discussion can be drawn:

##### General Shock

In general shock, there was language as the problem. Language is an element which is highly significant in one’s interaction and closeness with other people we come in contact with. It is tool used to communicate with people in a



society. Language barriers are the major problem for the foreigner when they are in the new culture.

Based on the research above, some of the respondents claimed to be difficult to adjust the language. In the Philippines, English was the second language, so all of the society can use English well as their everyday language. It made easy the respondents to communicate with the local society and when they were teaching, the students can understand and enjoy the learning proses. But this was opposite in Thailand, English was still the foreign language there, so not all of the local society could use English. This situation confused respondents when communicating with local society and when they were teaching, because not all of their students can understand English, so they must be able to make their students understand of what they were teaching about.

Their solution to solve this language problem is they used English and sometimes they were asking to their buddy. They also use body language to deliver what their mean and they used dictionary and google translate. Based on the questionnaire result, respondents can solve this problem and they can adapt with the environment so well.

### **Academic Shocks**

In academic atmosphere, foreign students said that the academic different and local students 'attitudes shock. This finding supports the theory that every country has different academic system although not significant. The Philippines and Thailand educational system mostly emphasizes a reproductive and

conservative attitudes to knowledge, teacher play central roles in the teaching learning process and are expected to provide all knowledge that students need in their course. The teachers' attendance in the classroom indicates that teaching activity occurs. Furthermore, a good teacher should provide lecture summaries, revision notes, even model answers to typical exams questions.

The academics in Thailand and the Philippines are not very different from Indonesia. The government of Thailand and the Philippines require uniforms to be used until the bachelor degree, but in Indonesia, the students used their uniform only up to senior high school level.

In Philippines, they used the K to 12 curriculum, the K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and Two years of Senior High School) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

Thai education system, applying for 9 years of compulsory education, with 12 years of free education until completing secondary school education. the structure of education in Thailand generally consists of 3 years Anuba or kindergarten, 6 years Prathom (elementary school), 6 years Mattayom (junior and senior high school), vocational education and higher education. Compulsory education in Thailand implements the requirement for children to start school in Prathom 1 or grade 1 elementary school starting at the age of 6 years. Even

though there is no obligation for children to join Anuban (kindergarten) before entering elementary school, most parents send their children to enter kindergarten.

To solve the difference of academic shocks, respondents said that they were prepared the material before flew and mentoring with their cooperating teachers. They argue that the material same and they have tried to understand and learn it. Their buddy help them to prepared the material and before go got there, they were learning about the academic learning.

The local students' attitudes in both Thailand and the Philippines were very kind. All of respondents said that the students were very excited when they were teaching. They were enjoyed and take attention to the respondents. They were respect and enthusiastic when teaching learning proses. All of Respondents can adapt with the class so well. The respondents said, to solve the local students' attitudes shock they should be able to make them become happy and feel comfort with them so they can respect and have good attitudes. They have tried to be friendly and polite to the students so they would respect them and they can enjoy the teaching learning process and can pay attention to them when they were teaching.

### **Social Shocks**

In social life, respondents faced culture shock in two aspects: Social life and men-women relationship. Culture shock is the trauma experience when you move into a culture different from your home or your country culture. Culture shock happens when people become anxious because they do not speak the

language, know the custom or understand people in daily life. In social life, respondents can adapt it very well. They said that the local society were very friendly and welcome to them as the foreigners. Some respondent opinion that social life there is wild, but they can take the positive side of it. Their effort to solve this problem was tried to follow the culture and blend with local society. We must respect each other and must be able to adapt with the environment. Follow things that are in accordance with the norms that exist in Indonesia and stay away from things that do not fit both normally and religiously. That was the best way to solve this social life problem.

Respondents in this study felt confused with men-women relationship in that country. They were close each other like there are no restrictions. The local society said it freedom each person. So it is okay for them to have relationship in same genre. This is opposite in Indonesia, that things is very taboo and contrary to Indonesian culture which is predominantly Muslim. Respondents argue that was problem, Thai people do Halal gap and then they feel safety. They just keep in distance with that phenomenon but still accepted them outside. They must be able respect and don't interfere too much, because they believe that they have freedom. That was their way to solve this culture shock.

Based the data analysis, it could be seen that there were five problem faced by the students when joined student exchange, they are language, the difference of academic, local students' attitude, social life and men-women relationship. Every student had different ways to solve their problem. But, there are two problem

faced by the SEA-Teacher Batch 6 that made them felt shock caused they were never felt or saw it before. Look at Table 4.3

**Table 4.3 the Culture Shock Faced Dominantly**

No	Culture Shocks	Kinds
1.	Language	General
2.	Men-women relationship	Social

From the table 4.2 above, it could be seen that there were two kinds of culture shock dominantly faced by students, Language and men-women relationship problems. Language problems were more often experienced by students in Thailand. Because we know that English was still foreign language there, not all of the local society could spoke English, so the students felt confused to communicated with their student and local society and It was caused by unfamiliar with the target language in terms of dialects, slang, idioms, intonation, vocabularies. But they could handle it by used dictionary and sometimes asked to their buddy. In men-women relationship problems, all of student faced it. They were shock because in Indonesia, it was taboo, but in Thailand and Philippines, it was their culture or they said open minded.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

The result of this study indicates that exchange students of UMSU experience culture shocks. They faced some culture shock problems that affected them in general, academic and social life during their stay there. The exchange students experienced culture shock in language, academic different, local students' attitude, social life, and men-women relationship. It was found that language and men-women relationship was the most problematic aspects of culture shock experienced by exchange students. It was caused by unfamiliar with the target language in terms of dialects, slang, idioms, intonation, vocabularies, and different culture of men-women relationship between Indonesia and host country. Language problems influenced students' in interacting with the local society.

The efforts of students to solve their culture shock were mostly same. For instance, in language problem, they were used English and asked to their buddy to solve it. In men-women relationship problem, the way that they used to solve it was they just respected it. The SEA-Teacher participants Batch 6 could solve all of the problems that they faced there very well.

## 5.2 Suggestions

In the end of this thesis, the researcher also provided a number of suggestions as follows:

- a. For the lectures teaching intercultural communications it is suggested to conduct, elaborate and perform deep research in this study.
- b. For the next researcher, the researcher recommended that they can make research with the same topic about culture shock and learn more about culture shock in order to do more about specific research about culture shock.
- c. For the reader, the researcher suggest that they can take message that are indicated in the research and know more about culture shock. Because it can be beneficial information to understand the culture differences so that it will increase our culture understanding before move from another place.
- d. Especially for English Education department, the researcher hoped that they can learn about cross cultural understanding very well because it includes the subject of our department.

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## APPENDIX

Name : Amiratur Raudhah  
Major : English Education  
Host Univ/School : Valaya Alongkorn Rajabhat University/Boom Khum Rat  
Bum Rung School  
Host Country : Thailand

1. Was this your first time to visit that country?  
Answer: *Of course, I had never gone there before.*
2. Did you know much about the culture in that country before you go there?  
Answer: *Not much but a little bit.*
3. Had you experienced culture shock?  
Answer: *Yes, when I went holiday to village*
4. How do you think about culture shock?  
Answer: *Culture shock is one of human experience when they come to new region.*
5. Can you please describe culture shock that you ever face?  
Answer: *Yes, I can, I get culture shock when I tasted the food from Thailand. It was very difference with Indonesia food, actually my tongue refuses it but I still eat it because I was hungry.*
6. Was language the biggest problem?  
Answer: *Yes, of course, because many Thai people can not speak English, so when I communicate with them, I used google translate and body language.*
7. What were the students level that you teaching there?  
Answer: *7 and 9 grade of junior high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?

Answer: *No, it was not any significant different between Indonesia students and Thai.*

9. How did their respond on your teaching so far over there?

Answer: *I think they did not understand what I said because I used full English, but I think they were happy when I was teaching.*

10. How did you handle that?

Answer: *I used body language and see the the pictures about what I said so, they understand and I asked favor with my buddy for translating what I said to students.*

11. Was there any problem that you cannot find the solution until now?

Answer: *I can not speak Thai, I think it was the biggest problem.*

12. How did you think about social life over there?

Answer: *They were very friendly, they welcome with tourists and then they were care each other. And then They respect with islam and muslim, because Thai people is majoriy Buddish.*

13. Were they Moslem, Christian? What do they do?

Answer: *They were buddish, in the school once a week, students study with a monk, and every morning they pray together in school yard before studying.*

14. Was there any specific different comparing in Indonesia?

Answer: *Yes, there was, students in Indonesia pray in classrom before studying but students in Thailand pray in schoolyard.*

15. What did you think about men-women relationship there?

Answer: *I think it was okay, because their cultures, there were no restrictions in men-women relationship.*

16. What were generally culture shock that you and your friend were facing?

Answer: *We were shock that the schools do flag ceremony everyday except holiday, but in Indonesia only do flag ceremony every Monday. And we were shock about the food in Thailand.*

17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?

*Answer: Yes, i will prepare some foods and i will learn Thai language a litte, so I'll easy for communicating with poeple. And I prepare much mney, so i can spend it for shopping in Thailand*

No.	Problems	Solution
1.	Language	I use body language and Google translate, Dictationary
2.	Academic Different	The material is same and i've prepared it before i go to Thailand. No problem about it
3.	Local Students' attitudes	They are very friendly and respectful to me, so They all are very kind. I can handle them
4.	Social Life	I try to follow the culture and blend with Thai people, especially with buddies
5.	Women-men Relation	No, problem, Thai people do Halal gap and then i feel safety.

Name : Adriawan Maulana Tama  
Major : English Education  
Host Univ/School : MinSCAT/MinSCAT Laboratory High School  
Host Country : Republic of the Philippines

1. Was this your first time to visit that country?  
Answer: *Yes, it was.*
2. Did you know much about the culture in that country before you go there?  
Answer: *No, I did not.*
3. Had you experienced culture shock?  
Answer: *Yes, I had.*
4. How do you think about culture shock?  
Answer: *Culture shock is an anxious feeling when we go to the unfamiliar culture.*
5. Can you please describe culture shock that you ever face?  
Answer: *The culture shock that I ever faced is about food, a different language, unfamiliar norms like a clothes and nudity in public.*
6. Was language the biggest problem?  
Answer: *Not entirely true, because in Philippines, almost of the society can speak English.*
7. What were the students level that you teaching there?  
Answer: *I was taught junior high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?  
Answer: *No, it was not.*
9. How did their respond on your teaching so far over there?  
Answer: *They were actually very enthusiastic, because they felt they have gotten a teacher from another country, it made them curios about the teacher and became their pride.*

10. How did you handle that?

Answer: *I just trying my best, was combining what I had learned so far and was learning about the habits they had been doing.*

11. Was there any problem that you cannot find the solution until now?

Answer: *My problem was just about the food, because the taste is not suitable with my tongue, and there was a lot of non Halal food there. But we could handle it with cooked by ourselves*

12. How did you think about social life over there?

Answer: *Not much different from those in Indonesia, it was just that there was a little more freedom. I did not know much because we live in a dormitory and only a little out of the community for shopping and sightseeing*

13. Were they Moslem, Christian? What do they do?

Answer: *They were Christians.*

14. Was there any specific different comparing in Indonesia?

Answer: *They did not like spicy food, they could use minimal clothing, free to drink liquor.*

15. What did you think about men-women relationship there?

Answer: *Very close as there are no barriers between them.*

16. What were generally culture shock that you and your friend were facing?

Answer: *Food, social norms and about men-women relationship.*

17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?

Answer: *I need to get food seasoning*

No.	Problems	Solution
1.	Language	I just used English every times with them
2.	Academic Different	Was learning about their academic learning
3.	Local Students' attitudes	Tried to be friendly and polite to them so they would respect us too
4.	Social Life	follow things that are in accordance with the norms that exist in Indonesia and stay away from things that do not fit both normally and religiously
5.	Women-men Relation	very close as there are no barriers between them, and just respect them.

Name : Dedek Aulia  
Major : Mathematics Education  
Host Univ/School : Valaya Alongkorn Rajabhat University/Satit Bagna School  
Host Country : Thailand

1. Was this your first time to visit that country?  
Answer: *Yes, it was.*
2. Did you know much about the culture in that country before you go there?  
Answer: *No, I did not. Because it was the first time I visit that country.*
3. Had you experienced culture shock?  
Answer: *Yes, I had.*
4. How do you think about culture shock?  
Answer: *Culture shock is not the thing to afraid, for me culture shock can make challenge to much stronger.*
5. Can you please describe culture shock that you ever face?  
Answer: *About the food taste and how we live with foreigner.*
6. Was language the biggest problem?  
Answer: *It was not, because I really like challenges.*
7. What were the students level that you teaching there?  
Answer: *7 and 8 grade of junior high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?  
Answer: *A lot of differences that I could notice for that point.*
9. How did their respond on your teaching so far over there?  
Answer: *An unexpected situation, they welcomed us very well. Even teaching facilities there were not supportive.*
10. How did you handle that?  
Answer: *The way I handled that to enjoy every moment that come to me and trying to understand what environments' need me*



11. Was there any problem that you cannot find the solution until now?  
Answer: *No, I can fixed it so well.*
12. How did you think about social life over there?  
Answer: *It was quiet wild than I thought. But in positive side, they were very friendly and very kind.*
13. Were they Moslem, Christian? What do they do?  
Answer: *They were Moslem and Christians, and they did praying before we started to learn and eat.*
14. Was there any specific different comparing in Indonesia?  
Answer: *Yes, there was, students in Indonesia pray in classrom before studying but students in Thailand pray in schoolyard.*
15. What did you think about men-women relationship there?  
Answer: *No problem at all. That was their culture, so we had to respect it.*
16. What were generally culture shock that you and your friend were facing?  
Answer: *The generally shock that we were faced about men-women relationship there. Some of them having relationship with same genre.*
17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?  
Answer: *Not really, I think, I should prepare food while I am there, because Thai food too sour for me.*

No.	Problems	Solution
1.	Language	I used English and sometimes I asked to my buddy.
2.	Academic Different	I prepared before i flew and mentoring with my cooperating teachers
3.	Local Students' attitudes	Just respect each other, and tried to be friendly
4.	Social Life	Trying to blend to the environment and all of the local society
5.	Women-men Relation	Just respect and still accepted them

Name : Maharani Fahira  
Major : Mathematics Education  
Host Univ/School : Valaya Alangkorn Rajabhat University/ BoonKumrat  
Bumroong School  
Host Country : Thailand

1. Was this your first time to visit that country?  
Answer: *Yes, this was my first time to visit that country.*
2. Did you know much about the culture in that country before you go there?  
Answer: *No, I did not know much about the culture, but before I went there, I searched some of culture from internet and asked people who had been visited there.*
3. Had you experienced culture shock?  
Answer: *Yes, I had experienced culture shock.*
4. How do you think about culture shock?  
Answer: *I think culture shock is an situation that we do not know or found an unfamiliar culture of a region of country.*
5. Can you please describe culture shock that you ever face?  
Answer: *Yes, I can. The culture shock that I ever faced when I know about the curriculum which used there.*
6. Was language the biggest problem?  
Answer: *Yes, it was the biggest problem.*
7. What were the students level that you teaching there?  
Answer: *I taught junior high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?  
Answer: *Yes, there were some significant different between Indonesia students and Thailand, especially in creativity, responsibility, and behavior.*

9. How did their respond on your teaching so far over there?  
Answer: *Their respond was good and could respect when I started to teach until finish.*
10. How did you handle that?  
Answer: *I handled that by made a fun situation when I taught and gave them some joke that could not make them felt bored, like a game. And I also used based English because I know that they did not had good English.*
11. Was there any problem that you cannot find the solution until now?  
Answer: *No, I did not have any problem that I cannot find the solution until now.*
12. How did you think about social life over there?  
Answer: *I think about social life over there was so good because they could respect each other.*
13. Were they Moslem, Christian? What do they do?  
Answer: *Yes, some of them were Moslems and Christians. They did according what they believed without having to interfere with other religion.*
14. Was there any specific different comparing in Indonesia?  
Answer: *Yes, there was some specific different comparing in Indonesia. Such as about religion, social life, culture and others.*
15. What did you think about men-women relationship there?  
Answer: *For the first time I felt shock, but I could adapt with it, because it was their culture, and I think I had to respect it.*
16. What were generally culture shock that you and your friend were facing?  
Answer: *The generally culture shock that my friend and I were facing when we saw some of them had relationship with the same genre.*
17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?  
Answer: *Yes, I have some anticipation that I need to prepare before I am going there. Like food, money and some of goods.*

No.	Problems	Solution
1.	Language	Use based English language that they can understand what I mean.
2.	Academic Different	Try to understand and learn it. And I ask some of teachers and buddy to teach me.
3.	Local Students' attitudes	Make them become happy and feel comfort with us so they can respect and have good attitudes
4.	Social Life	Must respect each other and must be able to adapt with the environment.
5.	Women-men Relation	Just respect and don't interfere too much, because they believe that they have freedom.

Name : M. Joko Mahendra  
Major : English Education  
Host Univ/School : Mindoro State College of Agriculture and Technology  
Host Country : Republic of the Philippines

1. Was this your first time to visit that country?  
Answer: *Yes, it was.*
2. Did you know much about the culture in that country before you go there?  
Answer: *Yes, I did.*
3. Had you experienced culture shock?  
Answer: *I had, when I went to another country or region.*
4. How do you think about culture shock?  
Answer: *Culture shock is not the thing to afraid but it about the challenge to face to make us much stronger.*
5. Can you please describe culture shock that you ever face?  
Answer: *It was about the food taste and how was the respond of the environment to see something new.*
6. Was language the biggest problem?  
Answer: *No, it was not, because almost of Filipino could speak English.*
7. What were the students level that you teaching there?  
Answer: *10 and 11 grade of high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?  
Answer: *Yes, a lot of differences that I could notice for that point.*
9. How did their respond on your teaching so far over there?  
Answer: *It was very unpredictable that they accepted me very well regarding that I was the person who came from the country where English is a foreign language and taught them that learned English and a second language. With a fun class method, they could enjoy and closer easily to me.*

10. How did you handle that?

Answer: *The way I handled that to enjoy every moment that come to me and trying to understand what environment's need from me.*

11. Was there any problem that you cannot find the solution until now?

Answer: *I think no, it was not, because I could handle it.*

12. How did you think about social life over there?

Answer: *It was quiet wild than I thought. But in positive side, they very friendly and also welcomed us very warm.*

13. Were they Moslem, Christian? What do they do?

Answer: *They were Christians, and they did prayed before we started to learn.*

14. Was there any specific different comparing in Indonesia?

Answer: *Yes, there was.*

15. What did you think about men-women relationship there?

Answer: *No problem, even for the first time I was confused, but it was their culture is freedom, they said it was open minded, so just respect it.*

16. What were generally culture shock that you and your friend were facing?

Answer: *About the food taste and the men-women relationship there..*

17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?

Answer: *Not really, I just felt that Philippines is my own home after I finished my program.*

No.	Problems	Solution
1.	Language	Asking with my students (Tagalog) // dictionary (English)
2.	Academic Different	I prepared before I flew and mentoring with my cooperating teachers
3.	Local Students' attitudes	No problem at all, I tried to be friendly to them
4.	Social Life	Trying to blend to the environment with the reasonable limits
5.	Women-men Relation	No problem at all. Just keep in distance with that phenomenon but still accepted them outside.



Name : Siti Rahma Hidayani Surbakti  
Major : English Education  
Host Univ/School : Pangasinan State University/PSU Integrated School  
Host Country : Republic of the Philippines

1. Was this your first time to visit that country?  
Answer: *Yes, it was.*
2. Did you know much about the culture in that country before you go there?  
Answer: *Yes, I searched some information about the culture there before I went there.*
3. Had you experienced culture shock?  
Answer: *Yes, I had.*
4. How do you think about culture shock?  
Answer: *It was weird, caused I never saw or felt it before.*
5. Can you please describe culture shock that you ever face?  
Answer: *It was the food in there, and also about the fashion the teacher wore there. They were not look like a teacher.*
6. Was language the biggest problem?  
Answer: *No, it was not.*
7. What were the students level that you teaching there?  
Answer: *I taught Senior high school.*
8. Was there any significant different between Indonesia students and Filipino or Thailand?  
Answer: *Of course, in Philippines, the students could speak English well. It was because English was their second language and in Indonesia, English is still foreign language. Actually to be honest, the student in Philippines always being quiet in the class. Even if they felt bored for subject, they kept calm and quiet. It was different with Indonesia, in Indonesia, the students even did not want to hear the internships teacher and about the fashion that teacher wore there, they were not like a teacher, but the teacher played roles in teaching learning*

*process and were expected to provide all knowledge that students needed in their course.*

9. How did they respond on your teaching so far over there?

*Answer: it was good. They were active, maybe it was because they faced something new in their class, like they were taught by a foreigner.*

10. How did you handle that?

*Answer: Just focus on the material, cause they look like excited for everything that we showed to them.*

11. Was there any problem that you cannot find the solution until now?

*Answer: Actually when I went to the traditional market, we wanted to eat something that different than before. We felt like we were done with chicken so we want to eat fish and we arrived in traditional market. We even did not want to buy the fish caused there were a dog that licking the fish. So we could not eat fish there.*

12. How did you think about social life over there?

*Answer: They were so close with their teacher and really humble to every person who walked beside them. I love it.*

13. Were they Moslem, Christian? What do they do?

*Answer: Almost all of them were Christian, they do what should they do. They were respected us and looks like excited with my hijab.*

14. Was there any specific different comparing in Indonesia?

*Answer: No, there was not. Maybe it was just in the education system. I like their education, and it was made them so humble.*

15. What did you think about men-women relationship there?

*Answer: For the first time, I felt shocked and confused because in Indonesia having relationship with the same genre is taboo, but in Philippines, they said that were open minded, so it was okay to having relationship with same genre.*

16. What were generally culture shock that you and your friend were facing?

*Answer: Maybe it would be happened if we went to another country but the majority of that country was Christian. We could find so many Haram food there, and then you realized that you could not eat*

*everything that you wanted. And it was look like you could handle your health caused you just eat chicken or seafood.*

17. If you were coming back to the country, is that any anticipation that you need to prepare before going there?

*Answer: I will do like what I do before, but it would be nice if I can improve my English skill so I can help myself to do anything there caused language is important.*

No.	Problems	Solution
1.	Language	I always used English and sometimes I asked my Filipino friends.
2.	The difference of Academic	I tried to understand their academic, and asked to my buddy.
3.	Local Students' attitude	Make them enjoy and tried to be friendly
4.	Social Life	Trying to blend to the environment and learned their culture
5.	Women-men Relation	Just respect their culture about men-women relationship



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-1

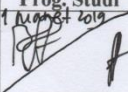

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Rezeky Wahyuni Melati. ZA  
NPM : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 156 SKS

IPK= 3,54

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Culture Shock Faced by UMSU Students' During The Exchange Program	
	Code Switching Across Language Used by UMSU Students' During The Exchange Program	
	An Analysis of Conversational Implicatures During The Debates Between Candidates of Indonesia President 2019	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 Februari 2019  
Hormat Pemohon,

Rezeky Wahyuni Melati. ZA

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

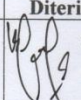


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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

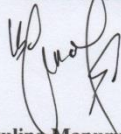
Dengan ini saya:

Nama Mahasiswa : Rezeky Wahyuni Melati. ZA  
NPM : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Culture Shock Faced by UMSU Students' During The Exchange Program	 28/2 2019

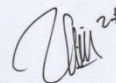
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



Yayuk Hayulina-Manurung, S.Pd, M.Hum

Medan, 28 Februari 2019  
Hormat Pemohon,



Rezeky Wahyuni Melati. ZA





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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rezeky Wahyuni Melati. ZA  
NPM : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Culture Shock Faced by UMSU Students' During the Exchange Program

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yayuk Hayulina Manurung, S.Pd, M.Hum

Acc 26/04-2019 [Signature]

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 26 April 2019  
Hormat Pemohon,

[Signature]

**Rezeky Wahyuni Melati. ZA**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



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Nomor : 037 /IL.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Rezeky Wahyuni Melati. ZA  
N P M : 1502050109  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Culture Shock Faced by UMSU Students' During the Exchange Program.

Pembimbing : Yayuk Hayulina Manurung, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 27 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 22 Sya'ban 1440 H  
27 April 2019 M  
Dekan  
  
**Dr. H. ElPrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

- Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*

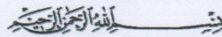




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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Rezeky Wahyuni Melati. ZA  
N.P.M : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Culture Shock Faced by UMSU Students' During The Exchange Program

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 22 Mei 2019  
Hormat saya  
Yang membuat pernyataan,



Rezeky Wahyuni Melati. ZA

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum





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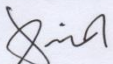
#### BERITA ACARA SEMINAR PROPOSAL

Pada hari <sup>Rabu</sup> Tanggal 15. Bulan Mei. 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris mengenai bahwa :

Nama Lengkap : Rezeky Wahyuni Melati. ZA  
NPM : 1502050109  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Culture Shock Faced by UMSU Students' During The Exchange Program

No.	Argument/Komentar/Saran
Judul	Culture shock faced by UMSU students' during the exchange program
Bab I	-
Bab II	Conceptual framework
Bab III	the use of passive sentence the qualitative data designed
Lainnya	Questionnaire sheet should be available
Kesimpulan	[ ] Disetujui [ ] Ditolak [ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

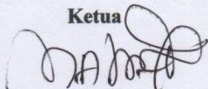
  
Dra. Diani Syahfitri, M.Hum

Dosen Pembimbing

  
Yayuk Hayulina Manurung, S.Pd., M.Hum

Panitia Pelaksana

Ketua

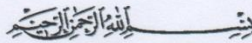
  
Mandra Saragih, S.Pd., M.Hum

Sekretaris

  
Pirman Ginting, S.Pd., M.Hum



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### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Rezky Wahyuni Melati, ZA  
N.P.M : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Culture Shock Faced by UMSU Students' During The Exchange Program

Pada hari Rabu tanggal 15 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, 22 Mei 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

**Dra. Diani Syahputri, M.Hum**

**Yayuk Hayulina Manurung, S.Pd, M.Hum**

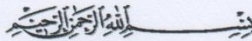
Diketahui oleh  
Ketua Program studi

**Mandra Saragih S.Pd, M.Hum**



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**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Rezeky Wahyuni Melati. ZA  
N.P.M : 1502050109  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Culture Shock Faced by UMSU Students' During The Exchange Program

Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 15 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 22 Mei 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**





**UMSU**  
Universitas Muhammadiyah Sumatera Utara  
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Nomor : 2324 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 18 Ramadhan 1440 H  
23 Mei 2019 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Rezeky Wahyuni Melati, ZA  
N P M : 1502050109  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penilitia : Culture Shock Faced by UMSU Students' During The Exchange Program.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan

**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

\*\* Pertinggal \*\*



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
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UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: 2967/KET/II.9-AU/UMSU-P/M/2019



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Rezeky Wahyuni Melati.ZA  
**NPM** : 1502050109  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

***"Culture Shock Faced By UMSU Students' During The Exchange Program"***

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

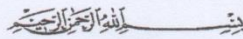
Medan, 11 Muharram 1441 H  
11 September 2019 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd





**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Rezeky Wahyuni Melati, ZA  
N.P.M : 1502050109  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Culture Shock Faced by UMSU Students' During the Exchange Program

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27/08 .2019	Chapter one	
	chapter two	
	chapter three	
02/09 .2019	Chapter four	
	Data analysis	
	Writing system	
06/09 .2019	Chapter four	
	Data display	
	Data /drawing conclusion	
10/09 .2019	Chapter five	
	Conclusion and suggestion	
13/09 .2019	Abstract	
	Acknowledgement	
	Acc Sidang	

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, 18 September 2019

Dosen Pembimbing

(Yayuk Hayulina Manurung, S.Pd, M.Hum)

## **CURRICULUM VITAE**

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- Senior High School at SMA Negeri 1 Sei Rampah, Sei Rampah (2012-2015)