

STUDENTS FROM THAILAND FACING CULTURE SHOCK IN INDONESIA

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ABSTRAK

Siswa dari negara lain menghadapi bentuk stres yang berbeda ketika mereka berusaha untuk beradaptasi dengan lingkungan akademis dan sosial mereka yang baru. Melalui penggunaan metode kualitatif, penulis melakukan investigasi ini. Menurut Miller (2000:9), penelitian kualitatif yang difokuskan pada makna yang disampaikan melalui kata-kata dan dikumpulkan menghasilkan data yang tidak terstandarisasi yang membutuhkan klasifikasi menurut kategori dan analisis yang dilakukan melalui pemanfaatan konseptualisasi. Dengan menggunakan hipotesis kurva U, Ward (2001:81) membuat pengamatan bahwa proses gegar budaya dapat dibagi menjadi empat fase terpisah: fase bulan madu, fase krisis, fase pemulihan, dan fase penyesuaian. Teori kurva U juga memasukkan efek positif dan negatif dari gegar budaya dalam kerangka kerjanya. Gegar budaya muncul dalam dua cara yang berbeda, menurut konsep ini.

ABSTRACT

Students from other countries face a distinct form of stress as they attempt to adapt to their new scholastic and social environment. Through the use of the qualitative method, the author conducted this investigation. According to Miller (2000: 9), qualitative research that is focused on meaning that is conveyed through words and collected results in non-standardized data that requires classification according to categories and analysis that is carried out through the utilisation of conceptualization. Using the U-curve hypothesis, Ward (2001:81) makes the observation that the process of culture shock may be broken down into four separate phases: the honeymoon phase, the crisis phase, the recovery phase, and the adjustment phase. The U-curve theory also includes both positive and negative effects of culture shock in its framework. Culture shock manifests itself in two different ways, according to this concept.

INTRODUCTION

The phenomenon of globalisation is an unavoidable reality that has an impact not only on the world of business but even on the sphere of education likewise. When studying abroad, many students find themselves in environments that are very different from their own (Naysmith & Corcoran, 2001, Xiaoqiong, 2008). In this day and age, there are a multitude of distinguished programmes that aim to improve the quality of education in the era of globalisation. From a wide range of extracurricular activities all the way up to the student exchange programme, you should begin. Culture shock, according to Lin (2006), begins long before students leave their home countries for many overseas students. Those individuals who are known as learners and who are individuals who live or reside temporarily in another foreign country rather than their countries that enable them to participate in international education are the international students who take part in the exchange programme. In the process of adjusting to their new educational and social surroundings, overseas students face a particularly high level of stress. Students who choose to pursue their education in a foreign country may encounter challenges in a variety of aspects of their lives, including linguistic disparities, financial circumstances, academic pressures, feelings of homesickness, and social contacts with students from their home country (Furnham and Bochner 1986: 41).

In order to provide a description of the phenomena known as culture shock, the research will be written. More specifically, a foreigner may go through the following four phases of culture shock: adjustment, crisis, recovery, and honeymoon. Source: Belhadi and Ayad (2016). The focus of this study is to precisely examine the stage or process of culture shock experienced by students, as well as the effects of this phenomenon. Every single sojourner goes through each and every stage, even if they just spend a short amount of time in the new culture. It is important to have an understanding of the stages of culture shock, since this can assist individuals in predicting the challenges they may have when adjusting to a new cultural location. The author is interested in examining the culture shock that students from Thailand feel when they are exposed to the culture of Indonesia, as is indicated by the explanation given above. As a result of the background information, the issue is that the international students who participated in the exchange programme are typically accompanied by a condition known as culture shock as they attempt to adjust their lives to the new surroundings. In order to better understand the process and effects of culture shock, the researcher decided to conduct investigations. Acculturation is defined by Hornby (2010) as the process of assimilating into a new culture.

Knowing more about culture shock is beneficial for a number of people, including the author, students, society, and others. The relevance of this research provided some benefits for these groups. Before moving from one nation to another, our cultural awareness of the person was thereby enhanced as a result of this. As an additional benefit, this study served as a reference for other students who are interested in studying culture, allowing them to conduct research on the same subjects based on the literary evaluation. Cooper and New some (2016) investigated this phenomenon on a medley of students from different backgrounds.

There are a number of significant difficulties associated with the study that need to be addressed. Through the utilisation of Collen Ward's theory, which is comprised of four stages, the writer solely concentrated on analysing culture shock, particularly the processes or stages that comprise culture shock. First, there is the honeymoon phase, then there are the crisis phases, then there is the gradual recovery phase, and finally there are the adjustment phases. Additionally, this

research is analysing the effects of culture shock, which may be divided into two categories: negative and positive effects. Furthermore, interviews are a method of data collection that involves direct connection between the interviewer and the responder (Indawan, Sulaiman & Susanti, 2017).

METHOD

Research design

In this particular piece of study, the author employed the qualitative methodology. Miller (2000) states that qualitative research that is focused on meaning that is conveyed through words and collected results in non-standardized data that requires classification into categories and analysis that is carried out via the utilisation of conceptualization. The purpose of qualitative research is to get an understanding of the social reality of individuals, groups, and cultures (Holloway, 1997:2). This line of inquiry is a sort of social inquiry that focuses on the manner in which individuals interpret and make meaning of their experiences and the environment in which they live. A qualitative technique was utilised by the researcher in order to investigate the experiences of students from Thailand who were studying in Indonesia. According to Tavakoli (2012), one way to conduct descriptive research is to provide detailed descriptions of the things and events that make up different areas of study. The technique that was used to examine and describe the data and label certain expressions. (Daymon and Holloway, 2008, p. 428)

Interview sheets were used as the instrument for this research project in order to collect the data. Students from Thailand have been asked questions that are connected to this thesis, and the interview sheet contains the questions that have been asked. An interview has the role of eliciting a description of the experience of students from Thailand, which includes the process of culture shock and the impacts of culture shock. Additionally, a digital recorder has the function of recording the interview, and note taking has the function of transcribe the recorder.

RESULTS AND DISCUSSION

According to Ward (2001:81), the first stage places an emphasis on the initial feelings of curiosity. The majority of people are utterly interested in the new culture. Starting from the very beginning of their initial relocation to the new surroundings, the individual will go through this period. When people come in a new nation for the first time, they may fall in love with the facilities, gorgeous scenery, and good infrastructures. They will feel joyful, beautiful, and enthusiastic with everything that surrounds their new experiences. After conducting research, the author discovered that there are four distinct types of honeymoon phases, which suggests that students from Thailand go through this period when they arrive in Indonesia for the very first time. in the following manner:

A. The Honeymoon Period

This phase was experienced by the individual from the very beginning of their initial relocation to the new surroundings.

1. Hospitality

Several students in Thailand went through the Honeymoon Phase as a result of the hospitality they received. The datum can be seen below to demonstrate this. The student is the one who represents it. "The kind and welcoming nature of the people in this place is something that made me really excited. It is true that...One day, I had the opportunity to pay a visit to the residence of my friend, which was located in his hamlet". "In addition, you should know that the manner in which they welcomed the guest was really nice. As was demonstrated by the data presented above, it is the enthusiasm".(Datum 1) It is a result of



culture shock that has a good effect. The first datum demonstrated that the student went through the honeymoon phase as a result of the hospitality experience. They encountered some persons who were kind and friendly.

2. Infrastructure

The data shown below demonstrated that students in Thailand went through a honeymoon phase as a result of the country's advanced infrastructure. The student is the one who represents it. "Alhamdulillah, when I arrived in Indonesia for the very first time, I was taken aback by the sight of the buildings. (Datum 2) They were large, abundant, and stunning in appearance. I was intrigued to snap the image, despite the fact that it was quite unusual. The fact that it is the amazement was demonstrated by the data above. The effect of cultural shock is beneficial in this regard.

On the basis of the findings, the author came to the conclusion that infrastructures were a part of the honeymoon phase that students went through. The second datum demonstrated this. They analysed the disparities in infrastructure that existed between their country and the country that was hosting them. They provided a description of a large number of wonderful buildings in Indonesia.

B. Crisis Phase

During this stage, which is the second stage of culture shock, the individual experiences things that are unfamiliar and unfavourable. It is possible that the variances are due to some features of interaction with the host country, which may include differences in the manner in which people communicate across cultural boundaries. In the event that individuals belonging to two distinct cultures come together, they will encounter challenges in interacting with one another due to the inconsistency in the codes that govern their perspectives.

1. The language

The data presented below demonstrated that students from Thailand went through the crisis phase due to the fact that the host culture's language was different from their own. There were six students from Thailand that participated in this research and had the opportunity to experience it. The Student is the one who represents it." During my initial stay and meeting with the locals, I experienced a great deal of confusion. This was due to the fact that I was unable to communicate in the Indonesian language (datum 3), and there were not many individuals in this area who were able to speak English". It was clear from the data presented above that he was perplexed. This is a form of cultural shock that has a detrimental impact.

Upon their arrival in Makassar, the students from Thailand, who were considered to be international students, encountered difficulty in communicating with one another. The language barrier was one of the challenges that we faced. All of the students in Thailand who served as the informants had the same experience. The third datum demonstrated that the learner had not yet acquired an understanding of the Indonesian language when he was initially exposed to it.

2. The way in wearing clothes

The Thailand students encountered a crisis phase due to the host culture's distinct fashion preferences, as indicated by the italicised data below. A pupil serves as its representative. He asserted that: "When I first started living here, the distinction between muslims and non-muslims caused me some confusion." It was impossible to

distinguish between Muslims and non-Muslims in Thailand due to the vastly distinct ways in which they dressed (Datum 4). Without a doubt, the Moslems donned the veil over there. On this occasion, however, I did not observe the entire mosque. "I was astonished and perplexed when I noticed the girl who was praying in the mosquito net without a veil." As seen by the data presented above, it is the confusion. This is a form of cultural shock that has a detrimental impact.

There were some students from Thailand who demonstrated the crisis phase. The pupil was unable to discern between Muslims and non-Muslims, as demonstrated by Datum 4. For the first time, he discovered that Muslims did not cover their faces when they went to pray in the mosque, and that the majority of them wore trousers and shirts that were too tight.

C. Phase of Recovery

During this stage, the individual started to come to terms with the differences in culture with the host culture and learned about those disparities.

1. Language

Thailand student went through the recovery period, as indicated by the datum below. Students in Thailand started to acquire and comprehend the language of the host culture. Student 1 served as its representative. "Hmm, sometimes I use English to communicate when I don't understand Indonesian language yet," he remarked. However, I felt that the majority of those present didn't get it. In order for the people here to comprehend what I meant, I decided to learn Indonesian (datum 5). I've made a lot of efforts, such reading books and news articles written in Indonesian frequently, viewing films in Indonesian, listening to music and conversations with people in Indonesian, and always utilising the language when I communicate with friends."

The aforementioned datum demonstrated that it is a change in life. It is a benefit of cultural shock.

The author discovered that pupils in Thailand encountered resolve and cultural learning. They encountered linguistic obstacles and started adjusting to their challenges by picking up the language of the host society. The student had firsthand experience with it. Date 5th was used to display it. Among the efforts they made were reading books and news in Indonesian, viewing films in Indonesian, conversing with friends in Indonesian, listening to music and hearing conversations in Indonesian.

2. The Clothes

Thailand students went through the recovery period, as indicated by the datum below. Thailand student learn about other people's cultures by seeing how they dress. Student is the one representing it. "I assumed that it was their habit in wearing the clothes," he stated. I thus questioned the other people about their customs around here, such as how they greet each other, shake hands, and wear clothes (datum 6).

It is a positive social contact, as the datum above shown. It is a benefit of cultural shock.

Through questioning others about the host culture, Thailand's cultural learning students attempted to get an understanding of it. The student had firsthand experience

with it. By datum 6, it was evident. In this instance, the Thailand students learned about the host culture by inquiring about it from persons they spotted wearing tight trousers and a short veil, even though they did not wear one.

D. Adjustment

People relished all the distinctions and challenges of the new culture in their new surroundings during the final stage.

1. Language

Thailand student went through the adjustment phase, as indicated by the datum below. They are conversant in and have an understanding of Indonesian. The student served as its representative. "I'm not afraid or worried anymore to talk to the others," he declared. "I now feel comfortable conversing with others here because I know enough about the Indonesian language, hehe." (datum 7).

The information provided showed how life is evolving. One advantage of culture shock is this.

International students will find it easier to adapt to a new environment if they can communicate clearly in a foreign language. The Thai students are able to interact and enjoy conversing with others in the host culture because they know some local languages in addition to Indonesian. The screen was set to datum 7. They may enjoy the intellectual conversation. Now that they could talk, they were happy, made plenty of friends quickly, shared their knowledge, and asked for help with homework.

2. The Clothes

Thailand student underwent the adjustment phase, as indicated by the datum below. The women who wore tight trousers and a short veil or who did not wear a veil were faced with amusement by the Thai students. Student is here to represent it. As stated by him in Datum 8, "I was no longer confused and didn't feel strange when I faced something like that." I experienced it as usual.

The above datum demonstrated that it is a shift in life. It is a benefit of cultural shock.

Thailand students had grown accustomed to seeing women wear tight-fitting trousers and short veil since they arrived in Indonesia. By datum eight, it was evident. They had lost their weird and perplexing ways regarding how they dressed.

CONCLUSION

The solution to the problem statements is found in the conclusion. The author arrived to the following three conclusions:

The four stages of cultural shock that students from Thailand and Indonesia go through? The stages are explained by Ward's U-curve hypothesis as follows:

The honeymoon period is the first stage, during which there is excitement about Indonesian customs and hospitality in a new setting. The second stage that includes the event's negative characteristics is called the crisis phase. The differences in intercultural communications caused a crisis moment of culture shock for students in Thailand. both spoken and unspoken exchanges of information. like speech and attire. The third phase, known as the recovery phase, offers the capacity to adapt to a new setting by learning about culture and handling crises. The penultimate stage is the

adjustment phase, which includes the individual's delight of fully integrating into the new environment.

THANK YOU

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