

CHAPTER IV FINDINGS AND DISCUSSION

4.1. Findings

The result of the data that researcher gains from the interview shows that both sojourners experienced the symptoms of culture shock in the form of tension of adaptation, sense of loss and rejection, rejection by new culture, unpredictable anxiety, and feeling of helplessness. Whereas, in terms of confusion in the role and self-identity, they did not experience it due to their ability to set their goals in Indonesia. The details of the findings are presented in the coding and thematizing table below:

Table 3 Coding translation

Construct	Features	Coding	Coding translation
Culture shock	Tension of adaptation	TA/001/AA	TA: Tension of Adaptation
	Sense of loss and rejection from environment	SLR/001/AI	SLR: Sense of Loss and Rejection
	Rejection by new culture	RNC/001/AI	RNC: Rejection by New Culture
	Confusion in the role	CR/001/AA	CR: Confusion in

	of definition, expression, and self-identity		the Role
	Unpredictable anxiety	UA/001/AI	UA: Unpredictable Anxiety
	Feeling of helplessness of cannot adapt well	FHS/001/AA	FHS: Feeling of Helplessness
			001: Data number 1
			AI: Andi
			AA: Ana
Intercultural Communication competence	Intercultural communication competence	ICC/021/AI ICC/008/AA	ICC: Intercultural communication competence
			AI: Andi
			AA: Ana
Anxiety	Debilitating anxiety	DA/001/AI	DA: Debilitating Anxiety
			BA: Beneficial Anxiety
			001: Data number 1
			AI: Andi
			AA: Ana

Based on Braun and Clark (2006), the use of thematic analysis as a method is to identify, analyze, and report the patterns (themes) with the data. As the researcher's coding data, not all coding appeared in the data, there is also emergent findings in the data. The themes certainly are not always the whole coding. Thus, Braun and Clark (2006) highlighted that researcher needs to attach the theoretical commitments from grounded theory. After throwing the thematic analysis, the themes were conducted below:

Table 4 Codifying Themes

Construct	Themes	Sample	
Culture Shock	Tension of adaptation	CS/TA/002/AA CS/TA/020/AI	
	Sense of loss and rejection from environment	CS/SLR/001/AI CS/SLR/011/AA	
	Rejection by new culture	CS/RNC/006/AI CS/RNC/001/AA	
	Confusion in the, expression, and self-identity	CS/CR/012/AI CS/CR/003/AA	
	Unpredictable anxiety	CS/UA/015/AA CS/UA/017/AI	
	Feeling of helplessness because of not adapt well	CS/FHS/010/AI CS/FHS/022/AA	
	Intercultural communication competence	Intercultural Communication Competence	ICC/005/AI ICC/006/AA
Anxiety	Debilitating Anxiety	A/DA/013/AI A/DA/023/AA	
	Beneficial Anxiety	A/BA/004/AA A/BA/018/AI	

4.2. Discussion

A. Culture Shock Symptoms during the Sojourners' Study

By considering the ground theory by Oberg (1960), the culture shock components tend to happen in Thai students who study in

Indonesia. As the findings here tend to correspond with most of the culture shock component as constructed by Oberg (1960). The themes of culture shock construct are (i) tension of adaptation, (ii) sense of loss and rejection from environment, (iii) rejection by new culture, (iv) confusion in the expression and self-identity, (v) unpredictable anxiety, (vi) feeling of helplessness because cannot adapt well, and also (vii) intercultural communication competence as emergence findings.

(i). Tension of adaptation

The finding of this aspect shows that the Thai students experienced tension of adaptation at their first time study in Indonesia. This result is in lined with Oberg (1960) theory about aspect of culture shock. He explained that tension resulting from the effort of psychological adaptation and it is called as honeymoon stage. It will happen for a few days, weeks, or months, it depends on their issues. It is usually caused by having different language, seeing the new rules or environment.

I think it's about food and language, because the language is important. First, I can't speak in Bahasa. However, I should able to speak, so I always listen other people if they are speaking then, I can join with my friends. Second, it's about food, I can't eat properly at the first time.

CS/TA/011/AI

Which makes me shock is just about the culture, like when I was in Pesta there was a concert, I was very shock, this is an Islamic university, but there was a concert, and the other is to be closed with male friends, that's all.

CS/TA/018/AA

From the data above, both Andi and Ana experienced the tension and difficulties how to communicate with other. This happened because they have no idea about Bahasa Indonesia before, they see differences in the environment. Andi experienced the tension when he wanted to speak with Indonesian students. While, Ana experienced the tension when she was in an event which was orientation phase. In Thailand she lived in Islamic area, thus, she rarely found a concert, or came to that concert. This data is in line with empirical studies by Maginnis & Anderson (2017), they found the anxiety of the availability of water and facility while they were demonstrating how to wash hands, and also the language barrier on honeymoon stage in nursery students who join international clinical placements (ICP).

(ii). Sense of loss and rejection from environment

The second aspect is sense of loss referring to rejection from former friends, status, role, and possessions. Oberg (1960) explains that in this aspect, sojourners will feel they are rejected by environment, because they face some problems such as, problem in their school, with the housemate, with transportation or food. From this explanation, all of the respondents told their experience and statement that they felt rejected by the environment. This can be seen from:

I think the hardest thing is how to live in Indonesia, because the way to join/engage with friend was difficult, how to eat properly was hard, all of the problem were caused of language. Because, at the first time I arrived here, I can't speak, I didn't understand the language. This experience was too hard.

CS/SLR/001/AI

Mmmm, I usually use Thai language more, because I have friend from Thailand here. So, I pretend to always with them. Even I'm in a room with Indonesian, but I'm not usually speak with her. Also in the campus, I rare to speak with Indonesian, except to doing my group task.

CS/SLR/003/AA

at the first time of my study the lecturer use English or Bahasa as language of instruction. so, if I want to do my task, I have to translate it into Thai language

CS/SLR/002/AA

From the statements above, Ana and Andi experienced difficulties in language (Oberg, 1960) and the way to communicate properly with Indonesian. Thus, they felt like they were rejected, and not able to cope with Indonesian. They prefer to communicate and hangout with Thai students. These statements are in line with Oberg's (1960) theory that the sojourners will have sense of loss and rejection from the environment after the honeymoon stage which happened around the first six months of their stay. The situation is like the Indonesian reject them because either the Indonesian students and the lecturer did not understand Thai language, thus the sojourners feel like they were discriminated. The other empirical studies from Xiaqiong (2008) proves that Chinese students who studied in Australia had difficulties to adjust living in Australia. They were

discriminated by their race while they were in a bus and they were thrown with eggs by Australian people.

(iii). Rejection by new culture

In Xiaqiong (2008) found that the Chinese students felt they were rejected by the family in that country. There were differences on how to cook the rice. All of respondent that were interviewed by the researcher also experienced this stage in different situation. One of the respondents experienced this stage when he went out with his friend, the other one experienced it in the classroom. This can be seen from the statement below:

For example, in the learning process at the classroom, if I don't understand, I have a friend who take the same major with me, and same department, so I will ask her directly, or with the senior. If I had a problem I directly ask them.

CS/RNC/004/AA

Hmmm, if there is something that I don't like or I don't interest with, I will not follow it or take it. For example, if my Indonesian friends ask me to hangout to get some coffee till midnight, I join them sometimes, because actually I don't really like coffee, and hangout till late at night. So, usually I ask my friend's permission to go back to dorm earlier, or I reject their invitation.

CS/RNC/004/AI

Based on the result above, there is difference between Indonesian culture and Thailand culture. Ana said that she usually feels rejected in classroom situation, and Andi usually get difficulties when he went out with his friend. Those, are in line with Oberg's (1960) explanation about the third

stages of culture shock. Rejection by new culture means the sojourners still feel difficult to adapt in a new environment but still in the process of recovering from the rejection, as an example is when someone is joking with their friends and the sojourners want to engage in that conversation.

In this phase actually, as Oberg explained that the environment did not really reject them, but the sojourners just feel like rejected by the environment, it tends to reject of a new culture.

(iv). Confusion in the expression and self-identity

In this themes, all of the respondents did not experience confusion of their roles and their identities. The data shows that all sojourners had a goal, and knew what they have to do during their studies. Meanwhile, Oberg (1960) states in this stage, they will feel confused about their existence in a new environment, their real-life in new culture will be different from their expectation before coming the new country. It can be seen from statement below:

Oohh, no I don't. So, at the first time I was here I already know about my job here, what I have to do here, because the major that I chose is my favorite. But just the English, not education. So, while I already in 6th semester now, so I have to think about my future "am I want to be a teacher?" because actually I don't really like to be a teacher, so I just chose because there is English here, and it closer to PPL program, so I like to be a teacher, I will be a teacher soon.

CS/CR/007/AA

I think I have so many goals, in my study I will be a teacher, besides that, I will get so much life experience, I can do a job, like I be a guide

for my Thailand friends to traveling in Indonesia. I think it's very good to me.

CS/CR/006/AI

From the data above, the sojourners clearly state that they already have a goal and know their role during their study in Indonesia. They already had some preparation before they are going abroad to continue the bachelor degree after finishing senior high school. Both of them had a goal to be a teacher in the future after they finish their study in Indonesia.

(v). Unpredictable anxiety

For unpredictable anxiety stage of the Thai students, they experienced this stage. It is affected by the local language and daily language that is used by Indonesian. It can be seen from the statement below:

Usually, if I didn't really know the meaning of the words, I translated it by using my smartphone, or ask the meaning to my friends. If it was very difficult I just changed the topic

CS/UA/008/AA

For example, the Javanese language itself like "piye kabare", I really didn't understand for the first time, so I asked my friends to explain it to me, what the meaning is, then my friends explain what the meaning of "piye kabare"

CS/UA/008/AI

Oberg (1960) explains that in this stage the sojourners show anxiety from differences in the new culture and the old one. For example, if the sojourners face differences of how to drink or to eat. The data shows that it

is in line with Oberg's (1960) theory, but, for Thai students, they had difficulties in ways of communication. They tried to always cope and fight their anxieties to speak and communicate with others.

- (vi). Feeling of helplessness because they cannot adapt well

In this stage, the data shows that not all Thai students had experienced this situation. It is just Ana who experienced this stage sometimes. Meanwhile, Andi could enjoy his friendship. It can be seen from the encryption below:

Sometimes, if there is a task from teacher. Sometimes, my friend already explains that but I'm not understand yet. Then, I think that I am a college student, so I have to attempt by myself. Sometimes, I think this is so hard, and I feel hopeless, also I think that is it true for me to continue my study in Indonesia...

CS/FHS/012/AA

I think the culture is good for me, if there is good for me so I follow that, if not, I just leave it. I just have to adjust myself.

CS/FHS/009/AI

From the data above, it is in line with Oberg (1960) who explains that in this stage the cause of depression is the result of sojourners cannot adapt well in a new environment. It is proven by Ana statement that she explained that it is very hard to study in Indonesia and she doubt her option to study in Indonesia. Meanwhile, Andi is more flexible to adapt in Indonesia, he can adapt well in Indonesia and accept the new culture.

Intercultural Communication Competence

(vii). Intercultural Communication Competence

From the result of interview, the Thai students talked more about their anxiety in language and food. The data shows that at the first time, they had difficulty to communicate with others and how to eat properly in Indonesia, because between Indonesia especially Yogyakarta and Thailand have different taste of food. It can be seen from the statement below:

If we understand the language, we can do anything. We can join with friends, we can go anywhere easily

ICC/002/AI

At the first time, I can't speak Bahasa at all, so I used body language, and I just understood little bit, because in Thailand, I live in South of the Thai that using malay language

ICC/001/AA

And also the food is different, the taste is little bit different from my hometown

ICC/011/AA

How it feels ya? Because it's different. In Jogja, almost all food taste so sweet, in my hometown it tastes spicy and sour. So, I have to try to eat and eat, I force myself till I could eat all that food

ICC/012/AI

From the data above, it shows the same result that they had difficulty to speak and eat in Indonesia. Meanwhile, Intercultural communication competence itself is a skill to communicate with other people from different country effectively (Jandt, 2003). It is in line with Darla (2009) who explains that, to develop the intercultural competence is not enough just from the language itself, in education, people need to focus naturally

on knowledge-history, literature, language, music, product of culture. Moreover, it is also in line with Jandt (2003) who describes the one of importance of ICC skills, if we learn more about people from different culture, we also find more about ourselves.

B. Anxiety that cause the culture shock symptoms

As Oberg (1960) explains that the cause of culture shock is anxiety, and it always happens to sojourners when they are learning in class which consists of many learners from other country. Then, Dörnyei (2005) describes the two important anxiety classifications which are usually effective in literature, there are debilitating anxiety and beneficial anxiety. In this themes, each participant experienced the anxiety and both of them pretended to show the beneficial anxiety. It can be seen from below statements:

Keep spirit, I have to (be able to adapt in Indonesia)

A/BA/012/AI

In the past I wasn't brave enough to come in front of class, to asking question, if the lecture ask me, I couldn't answer it. But, now I can do that, I have to be brave and push myself. If the lecture asks me, I can answer the question.

A/BA/015/AA

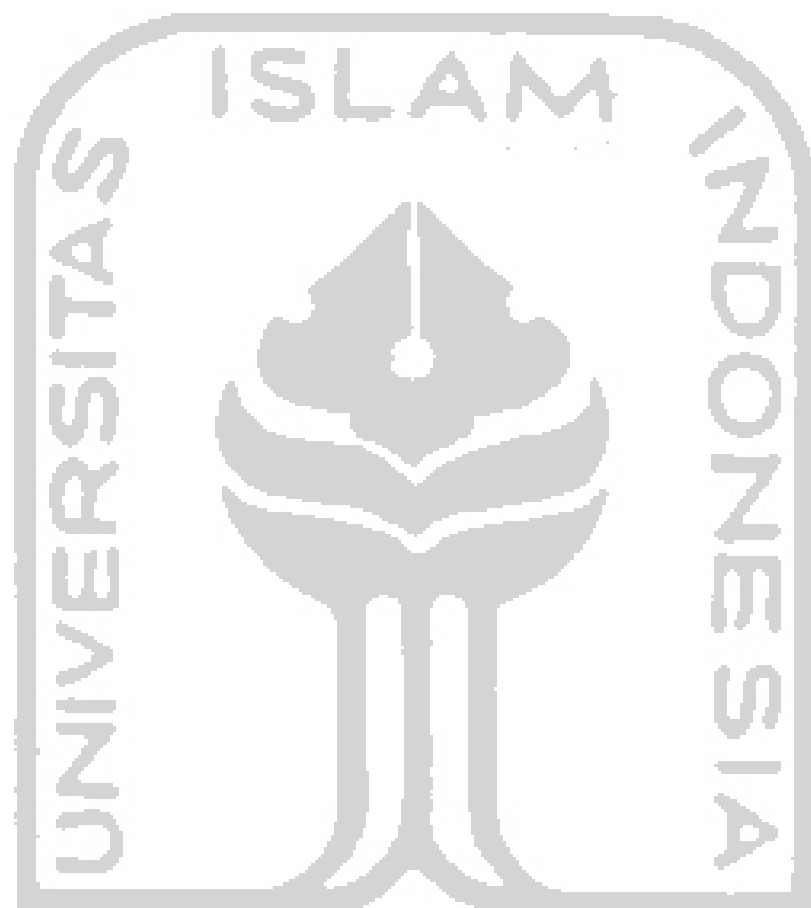
From the data above, it proves that anxiety leads them to be brave and strong to survive in Indonesia, during their study in Indonesia. It is in line with Dörnyei (2005) who explains that beneficial anxiety is cause the action, excitement, and it is fluce the way to a success. Both Andi and

Ana showed that they have already survived in Indonesia for more or less 3 years in Indonesia. Besides that, Ana also experienced the debilitating anxiety at the first year her study in Indonesia. It can be seen from:

If I asked to come in front of the class, I was afraid. Because Indonesian students are very brave, they brave to speak in front of the class, while I was so scared to speak in front of the class because the lack of my language skill.

A/DA/013/AA

The data shows that Ana was afraid and scared to speak in front of class, and also very shy to speak. Her anxiety made her afraid to take her roles in the class. So, it is in line with another classification of anxiety from Dörnyei (2005), that is debilitating anxiety. He defines that debilitating anxiety is a divider in front of a successful performance, and it affects Ana performance in class. Moreover, this data shows that the debilitating anxiety is also in line with study from Matusitz (2015), he found that Asian student who studied in America showed their difficulties in term of barrier of language to speak with American, and how to adapt in class with American students.



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