CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which is based on relevant theories. It deals with the review of culture, cultural adjustment, and internship program.

2.1 Culture

2.1.1 Definition of Culture

An individual is not born with culture but only with capacity to learn and use it. There is nothing in a newborn child who dictates that he should eventually speak English, Indonesian, or French, nor that he eats with a fork in his left hand rather than in the right or use chopsticks. All this things the child has to learn.

It is by means of culture that refers not only to those that we are born into (racial or ethnic groups), but also those that we choose to belong to, such as religious or social groups. As Baier (2005) argues that many attempts have been made to define culture as a multifaceted construct that cannot easily be scrutinized and include many variables such as history, religion, language, values, common traditions, customs, and more.

2.1.2 Elements of Culture

Sociologists and anthropologists have identified many basic elements that are present in our cultural interactions. These elements interact with each other and result in patterns of behavior that are shared (Zion & Kozleski, 2005). Based on their theory, there are many elements of culture such as:
1. Language

Language includes not only spoken and written words, but also non-verbal communication forms such as the use of eyes, hands, and body. Different cultures may be distinguished by the rules used while speaking. For example, in some cultures, each party in a conversation must wait their turn, and that turn will be signified by a pause in the conversation on the part of the current speaker and vice versa.

2. Attitudes towards Time

Orientation towards time is very different across different cultural groups. For some, schedules and appointments are priority; for others, what is happening at the moment matters more than future events. Likewise, some cultures stress punctuality; lateness is a sign of disrespect. Other cultures do not mind when people are late, and the norm is that a set meeting time is only an approximation.

3. Gender Roles

How a person views, understands, and relates to members of the opposite sex; what behaviors are appropriate. There is a rule that assumes in a culture that girls will marry and stay home to raise children, there may be unspoken rules about the appropriateness of education for girls.

4. Education

For some, the purpose of education is to prepare students for college; for others it may be to prepare students for the job market. Some families may see the obligation to teach students as solely with the school, others may view the responsibility as shared between school and family.
2.2 Cultural Adjustment

2.2.1 Definition of Cultural Adjustment

Living in foreign country sometimes makes people happy, proud, satisfied, and comfortable, but actually they will feel sad, unsatisfied, and uncomfortable. They may have difficulties to understand the adjustment of problem around them. Therefore, they have to adjust to the new culture or environment. Matsumoto (2007) proposes that different environments introduce different problems that humans must deal with and adapt to, in order to survive.

Cultural adjustment is a process of acclimatizing to the demand of a new cultural environment, which means both changing perspectives and reconciling beliefs to the host culture. It is more about sensitivity, understanding, reaction and anticipation (Podrug, 2014).

Based on explanation above, cultural adjustment is a process to adjust where individuals resettling to new, unfamiliar, or changed cultural environments. They need some time to adjust on the new culture. The most obvious one is to adapt one’s behavior to the customs and expectations of the host country. This is not to deny one’s own culture but to respect each other.

2.2.2 Phases of Cultural Adjustment

Cultural adjustment consistently occurs in a series of distinct phases, each with specific characteristics. According to Irvine (2008), there are four phases of cultural adjustments that international people usually experience.
A. The Anxiety and Uncertainty Management

Anxiety refers to affective differences feeling differently in similar context; one or more people are uneasy or worried because they do not know how to respond when another person does or says something that would be “in appropriate” in the first person’s original culture.

B. The U-Curve

The main idea is that migrants go through fairly predictable phases in adapting to a cultural situation. They first experienced excitement and anticipation, followed by a period of shock and disorientation (the bottom of the U-curve).

U-curve model in four stages of adjustment in figure, they are; honeymoon stage, cultural shock, adjustment, and mastery;

1. Honeymoon stage is the earlier stage when people are very excited about the new environment and with full of hope and enthusiasm and it usually happens in the first week in the host country.

2. Culture shock is the situation when people get confused in the new culture in the first time. This stage is full with frustration, sadness, loneliness, anxious, and home sickness.

3. Adjustment stage is a process where people try to adopt the host country culture, norms, and values.

4. Mastery stage is a process where people become master in the culture and stable in new environment.
Figure 1. U-Curve of cultural adjustment

C. The Transition

The model highlights three stages of transition that people go through when they experience change.

Stage 1: Ending, Losing, and Letting Go

At this stage, people may experience emotions such as fear, denial, anger, sadness, disorientation, frustration, uncertainty, and a sense of loss.

Stage 2: The Neutral Zone

In this stage, people will still be attached to the old, while they are also trying to adapt to the new. Despite these, this stage can also be one of great creativities, innovations, and renewals.

Stage 3: The New Beginning

The last transition stage is a time of acceptance and energy. People have begun to embrace the initiative change. They are building the skills to work successfully in the new way.
D. The Communication-System

The migrant communicates with individuals in the new environment and gradually develops new ways of thinking and behaving and in the process, grows to a new level of functioning.

2.2.3 Strategies to Adjust New Culture

According to Zapf (1991), many problems in living, the literature does a relatively thorough feature of cultural adjustment then focuses much less attention on suitable strategies for adjusting the cultures. Following are some suggestions based on the literature.

1. Understanding of Culture Shock

As a first step, it may be useful for people to become acquainted with culture shock as a common and unavoidable process. Many people move to a new setting with unrealistic expectations of the demands in the new culture and little awareness of their own limitations. The overwhelming confusion and frustration that are a part of culture shock may have been perceived as a severe personal problem, a weakness or mental health crisis of unknown origin.

2. Awareness of Danger Signs

It can be important for people to become aware of signs that things are getting out of control, specific signals that it is again time to talk with someone.

3. Connections with Local Ethnic Community

The natural support systems of the local ethnic community can offer invaluable guidance and assistance to the new arrival.
4. Communication competence

Competence in the language of the host culture is stressed in the literature as very important for the adjustment process. The newcomer will need to learn and practice effective communication according to the language and rules of the new setting.

5. Using groups

You may determine that a group work approach is the preferred method with people experiencing culture shock. Most of the suggestions made appropriate for group settings (awareness that others are experiencing similar stress; connections with local ethnic resources; communication practice with feedback; analysis of culture bumps).

2.3 Internship Program

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. In line with Gault et al. (2010) statement, academic internships are defined as an opportunity to integrate work-related experience into graduate education by participating in scheduled and supervised work.

These real-world experiences are an integral component of an academic program and provide students with the opportunity to develop not only work skills but also an understanding of the workplace. It also gives students the opportunity to gain valuable applied experience and make connections in professional fields.
they are considering for career paths. Moreover, internship provides students an opportunity to gain working knowledge and on-the job training for a profession while in college (Walker, 2011). According to Gerken, Rienties, Giesbers, & Könings (2012), in order to enhance the learning experience of students while at internships, both companies and business schools have to find a way to effectively support, facilitate, and supervise students while they take and complete their internship. Therefore, the students will get a rich and better learning experience.

2.3.1 The 3rd International Internship Program to Thailand in 2016

University of Muhammadiyah Malang is one of the Universities in Indonesia cooperating with some countries in education such as providing the 3rd international internship program in Thailand for students from Faculty of Teacher Training and Education which is one of the excellent programs of the department to give exposure of international experience to students. This cooperation has been conducted once a year since 2015. In the second period of the program was held on 10th November to 10th December, 2016. The total number of the students selected was 40 in which 18 of them were from English Department. The program was held for one month in 5 different provinces; Satun, Chana, Pattani, Songkhla, and Patthalung. As conducting their first and second internship in Indonesia, they were also assigned a task to teach but in different environment; different language and culture. Therefore, international students frequently encounter issues related to their adjustment to new academic and social environments. International students face a wide variety of challenges such as language difficulties, academic problems, social issues, and racism. However, Huda (2017) mentions that this
program is in accordance with the UMM roadmap in order to internationalize the campus to The World Class University (WCU). It is very useful to enhance the students' insight into and make them ready to enter the ASEAN free market access (MEA) in the field of education.