CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the theories related to the research. It explains the definition of culture shock, elements of culture shock, and guide to solve the culture shock.

2.1 Culture Shock

Studying and living abroad is an interesting opportunity. However, the ways of International students in looking the world may be different from others in another culture. This cultural difference in looking the world may lead to culture shock. Culture shock is a phenomenon of transitional experience faced by individuals, in which they cannot use the references of culture to figure out, express, and ensure of their identity, especially in a new culture (Cameron and Kirkman, 2010). Shortly, people will face up the culture shock when they go out from their familiar environment to a strange environment.

It is similar to Keller (2014) who states that culture shock is a normal reaction when someone assembles different cultures in an environment. Stress in facing up the new environment with a strange manner, which is unfamiliar, is a part of the reactions. They also will face some symptoms of culture shock in a few days or weeks. Irwin (2007) proves that sleeping disorder, general unease, tear, anxiety, homesickness, and many more are the symptoms that are faced by new people in the new situation. Those are the normal reactions for someone who comes to a foreign environment.
Considering those explanations, the culture shock can be expressed as an anxiety, stress, and homesickness that arise from facing up an unfamiliar symbols and signs in a host country. In other words, it can be said that culture shock is complex reactions in facing up unexpected social interactions.

2.2 Element of Culture Shock

Culture shock does not come without a reason. Some phenomenon may contribute to the culture shock. According to the UK Council for International Students Affair (2008), there are seven elements that contribute to the culture shock, of which elements are as follows:

1. Climate

Every region has different climate. Climate, in which near the earth’s surface, is the atmosphere’s characteristic condition (Balasubramanian, 2013). This condition is influenced by the geographic distribution. It leads to the different climate in every region. He also mentions that there are five major climate types in the world, in which it is designed by using capital letters from A to E, as follows;

A – Moist Tropical Climates,
B – Dry Climates,
C – In Humid Middle Latitude Climates,
D – Continental Climates,
E – Cold Climates.

The differences of climate in the world may lead to culture shock experienced by the International students. Although they prepare everything, they
never really know how cold or how warm the host country in different climate. In Amat, Mahmud, Ishak, and Rahman’s research (2010), the International students complain of the humid climate in Malaysia. In their research, an International student explained that weather in Malaysia is really different, while the weather in his country is very hot. Another student explained that she/he cannot predict the rains and hot days’ time to come which lead the sneezing and fever. Based on the explanation above, it is natural when the International students get culture shock because of the different climate.

2. Food

Food is a symbol of cultural identity (Kittler, Sucher, and Nelms, 2012). It is because food choices bring out a person or a group’s personalities, beliefs, backgrounds, and assumptions. They also supported that what someone eats describes who someone is, culturally speaking and vice versa, who someone is not. If the International students eat in the host country, they have to ready to find out unknown foods and flavors. An assumption may come to their mind that every culture may have the authentic flavors.

Strange food may cause culture shock in food. In Rajasekar and Frenand research (2013), the strange food is found by foreigners from Kuwait in Japan. Japanese love to eat this unfamiliar food. Because of the reason, the foreigners prepared to eat cornflakes. Delicious food for locals may become a weird food by foreigners.
3. Language

Language, which is more than a communication tool, represents the cultural expressions, the bearer of identity, values, and outlooks of world (UNESCO, 2009). As an identity, it is reasonable for every culture to have the own language. Although some groups speak in the same language, they may practice it in different ways. For example, Yogyakarta and Malang city use Javanese language in the daily life but they have their own dialect to speak. Therefore, language is beyond of the communication tools.

The differences of language also lead culture shock for International students. Wa-mbaleka and Ryszewski (2012) proves that some people take language as difficulties in the culture shock. It is because they do not have enough knowledge about the local language. It also because they shocked in linguistic aspects such as the linguistic levels, of which levels involved of syntax, phonology, and so on (Fan, 2010).

4. Dress

The styles in dressing show the people identity. Socioeconomic status, dominant values, life status, social attitude, and some of the situation in which people want to show their identity influence their dressing (Arvanitidou and Gasouka, 2007). Their garment seems to talk about their identity. For example, woman who wear veil is identified as a Muslim. A person who wear thick jacket is identified that he feels cold.

The way to dress may be surprising for International students. Peoples and Bailey (2012) stated that appropriate and immodest dress for an occasion is the
part of the way to dress that will lead judgment from others. Those are departing from the folkway in a culture. It is supported by a research from Rajasekar and Frenand (2013) who found that a German is getting shock because there are only 2 colors of dress in Oman. Those are black color for woman and white color for man. Another finding is from Omani, an Omani surprised because no one care about a naked man in the station in U.S. those examples show that dressing may lead culture shock.

5. Social Roles

As every place has their own culture, the International students should follow the rule of their culture. Central role of human interactions is played by the rules of social relationship (Reisinger and Turner, 2003). How to interact with other is set in the social roles as a part of the culture. Social behavior can make them surprised. Seeing a couple, which is kissing in a public, may lead weird feeling for the International students (UK CISA, 2008). Meet someone, which asks about the personal information, will also lead uncomfortable feeling for them. Those subtle differences may lead culture shock.

6. Rules of Behavior

Behavior is closely related to values which may lead culture shock for the International students. How to behave and face failure, which lead sanctions, are expressed by most people who follow the normative values (Reisinger and Turner, 2003). The value differences represent the behavior differences. The differences in the way to behave may amaze by the International students. If they think that time is important, they may feel angry in facing the person which always comes
late. The feeling is departing without a reason, it comes from their culture. Coming late is also the part of the rules of behavior. It is explained in UK Council for International Students Affair (2008) that if someone invites them to dinner at 8 pm, they should come then minutes late after eight, but not more than twenty.

7. Values

Values build special criteria for a culture. It is because value holds normative aspects. Moeran (2009) spells out ‘value’ in a sociological perspective as a guide to distinguish things that are appropriate, desirable, or good in human life. All of the normative aspects are informed by the values.

The different values to see the world may bring culture shock. A high expectation of using a same view can be surprising. Based on the researcher’s experience in Javanese attitude, refuse someone’s invitation to eat together is a bad choice although feels full. But other cultures may have different perception of it, they allow one to do direct refusal. Moaveni (2014) proved that the refusal exists in every culture, but they have their own strategies in which it may be different with other. Those differences will make one realize that every cultures have their own values.

2.3 Guide to Deal with Culture Shock

Culture shock is a phenomenon which always faced up by the International students in unknown surrounding. Because of this phenomenon, they may not really enjoy in their journey. Keller (2014) gives nine tips to prevent and solve the effect of culture shock which are described as follows:
1. Do Thorough Preparation

It suggests for the International students to find out as much as possible the information about the place or the country’s background. They can search by reading a book, googling, asking for someone who ever go there, and so on (Keller, 2014). Joining pre-departure training is also good for their journey. Aware and sensitive towards the cultural differences, which are come after introducing the importance of culture, are the part of the main aims of the training programs (Nadeem, Naeem, and Khan, 2015). Those ways may help their adaptation process easier. If they understand more about the background of the place, it will be easier to adjust.

2. Learn Language Basics

Learning language basic of the host country is great to decrease the culture shock by the International students. Fan (2010) proves that linguistic differences may lead culture shock because language and culture are closely connected. Therefore, learning language basics before go to abroad is proposed. Departing from the existed literature, the adjustment process needs a competence in the language of the host country; thus, the competence is emphasized as very important for that circumstance (Zapt, 1991). It also may lead the host family to respect the effort in learning the host language.

3. Know and Accept ‘Culture Shock’

It is better if the International students try to know what actually culture shock is and try to accept the culture shock that they are facing up. Culture shock is a common phenomenon in which is effected by the sojourners in a new
environment (Belhadi and Ayad, 2017). That is why be calm is suggested for them if they undergo the culture shock because not only them facing up it. Armitha (2013) found that all of the Erasmus Mundus students of UMM, which she took as the subjects of his research, faced the culture shock in food and language. They have to accept and open their mind. Not all of the differences are wrong. The International students have to reflect ‘Culture Shock’ as a part of the story (Keller, 2014).

4. Take the Familiar Items

Taking the familiar items is brilliant to cover something loss from someone's habits in the culture shock period. The complex feeling and reaction of losing and changing are the parts of culture shock (Levy, 2000). Loneliness and homesickness are the losing parts. Thus, to overcome this losing part, they should take the familiar items to them. Speaking with their own language, reading the favorite newspaper, eating the favorite food may help them to reduce their stress in the new environment (Keller, 2014). Cooking the traditional food is good for taking back the familiar taste.

5. Contact to Social

According to Shieh (2014), researchers found that social, cultural, and psychological pressure are the pressure beyond of the academic pressure which is faced by the International students in different environment. In solving the social pressure, family and friends may help and motivate them by social media. Keep in touch with them although they are not in the same place. Video call is good choice to see and feel their existence.
6. Contact to Local

The International students have to contact to local even if there are a lot of spaces between them and the local. Based on Stahl’s Survey in VOA news (2013), some American students admit that they do not really take an effort to gain to know about the foreign students. The different situations may lead this happen. Normally, the foreign students are seldom to do any activities with the local students since the local students have friends that also have a role as the local students (Keller, 2014). Because of this situation, the International students need to take initiative to do communication with the local. It becomes the first step to be closer with the local. Joining music club, sport club and so on are good choices to do activities together with the local students.

7. Care for Physical Health

In this case, caring for physical health is important to make the International students’ day be balance in the host country. According to NAFSA (2002), some symptoms may be experienced by a person exceeding acculturation phrase. Those are homesickness, insomnia, fatigue, headaches, stomach problems, and many more. Some physical problems become a part of those symptoms. When the physical problems attack the International students, it will damage their schedule. So, doing a little exercise is suggested. Keller (2014) suggests doing any kinds of activity, getting enough sleep, caring about the foods, and caring about the healthy diet. Those may help the International students to control their physical health.
8. Avoid Stereotypes, Keep an Open Attitude

Open attitude is the way to avoid stereotypes of other culture. Lippman (1922, as cited in Kanobana, 2012) describes stereotypes as a judgment about others as a member of their cultural group. Although not all stereotypes is negative but it is dangerous because it may bring overgeneralization. It may also close the eyes of International students to see the personality of individual. It suggests opening mind to really know about someone without judgment. High tolerance is needed in this situation because every culture has differences.

9. Keep a Journal

Writing a journal is impressive way to always remember the journey. The International students can put down anything they feel, anything they do, and anything they get in their journey. A lot of experiences they can share by writing a journal. Their perspective, their opinion, and their argument about the host country may become the interesting part of their journal. The last but not least, their experience in facing up the culture shock is the meaningful writing of their journal for them and others (UK CISA, 2008).

2.4 International Students of UMM in China

Students from some countries chose China as their destiny to study in as International students. It is showed by data population of the International students from Ministry of Education (MoE) in China, in 2015, total of the International students were 397.635 students. They came from some countries in the entire world. Statistics from this website show that the International students in 2015 came from 202 countries and region. One of the reasons, it is because
China offers a lot of program for International students. In building the China’s education become more world class, China has CUCAS (China’s University and College Admission System) to help the international students in choosing the universities program in China. A lot of information about scholarship also serves in this official online portal. In addition, this portal gives information about which program serve in English or Mandarin. Some of UMM students become a part of International students who joined one of the China’s program.

International student of UMM joined a credit transfer exchange program to Tongren University in 2016 after UMM taken cooperation with Tongren University in 2016. Student exchange program is a program which is conduct by an institution in order to connect the education in another institution in another city even country. Students who join the program especially in another country can be categorizing as International students. Belhadi and Ayad (2017) explained that International students are defined as students who leave their country and move to another country in order to study. Therefore, the UMM students who joined this program is called as International students. Students of English Language Education Department (ELED) are the students who joined this exchange program in 2016. IRO UMM preached that they have to study in China for one semester. In Tongren University China, they took some courses which were available there. For courses which they did not take there, they had to take in Indonesia after they came back to Indonesia.