

**THE INFLUENCE OF STUDENTS' PARTICIPATION ON STUDY  
ABROAD PROGRAM TOWARD THEIR INTERCULTURAL  
AWARENESS**

**THESIS**

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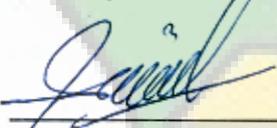
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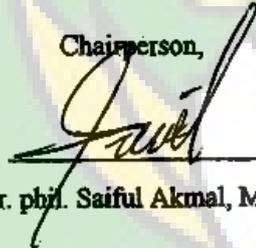
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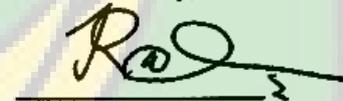
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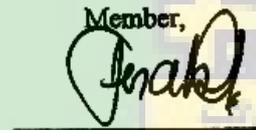
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**The Influence of Students' Participation on Study Abroad Program toward  
Their Intercultural Awareness**

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Banda Aceh, August 9<sup>th</sup>, 2020

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## ABSTRACT

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This present study aims to investigate the influence of students' participation on study abroad program toward their intercultural awareness in PBI UIN Ar-Raniry Banda Aceh. Qualitative narrative research design was utilized in this study. There were 5 participants who have participated in study abroad program. They were purposively selected based on the criteria and involved in a semi-structured interview. The researcher found that there are four motivations on why students participate in study abroad program, namely to wider point of view, appreciate differences, immersing in religious diversity and racist sentiment, and the interest in the country: historical and uniqueness. There are two categories of experience that gained students intercultural awareness, specifically through observation, that includes salad bowls concept and cleanliness and traffic behavior. Another category is interaction, that includes punctuality, respect for pedestrian, warm perception on guest, stereotype, and avoid misunderstanding. The cultural aspects the students were more aware after completing the program are the visible and invisible aspects. Visible aspects include art, customs, tradition and food. The invisible aspect is the value of the host country.

## TABLE OF CONTENT

DECLARATION OF ORIGINALITY .....	i
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	vi
TABLE OF CONTENT .....	vii
LIST OF FIGURES.....	vii
LIST OF APPENDICES.....	viii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study.....	1
B. Research Questions .....	4
C. Aims of Study.....	4
D. Scope of Study .....	5
E. Significance of Study .....	5
F. Terminology.....	6
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Culture .....	8
1. An Overview of Culture .....	8
2. Aspects of Culture .....	9
B. Intercultural Awareness.....	17
1. An overview of Intercultural Awareness.....	17
2. Level of Intercultural Awareness.....	19
C. Study Abroad Program.....	21
1. An Overview of Study Abroad .....	21
2. The Motivations to Study Abroad .....	26
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Design.....	29
B. Population and Sample.....	30
C. Data Collection Technique.....	30
D. Data Analysis Procedure .....	31
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
A. Research Findings and Discussion.....	33
1. Students' Motivation to Study Abroad .....	34
2. Students' Experience .....	37
3. Intercultural Awareness Upon the Program Completion.....	45

<b>CHAPTER V CONCLUSION AND RECOMMENDATION</b>	
A. Conclusion.....	54
B. Recommendation.....	56
<b>REFERENCES.....</b>	<b>58</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



## LIST OF FIGURES

Figure 1.1 The Cultural Iceberg by Edward T. Hall ..... 10



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter from Department of English Language Education
- Appendix D Interview Protocol
- Appendix E Letter of Consent
- Appendix F Autobiography



# CHAPTER I

## INTRODUCTION

This part of the chapter describes the reasons for conducting the research. It presents the study's background, research questions, aim of the study, scope of the study, significance of the study, and terminologies elaborated in the following section.

### **A. Background of Study**

In recent years, study abroad programs have been popular among college students because of the increasing globalization. This phenomenon encourages them to go overseas for a short or long period of time. There are enormous opportunities to go abroad for students these days, including fully funded and paid. As Geyer, Putz, and Misra (2017, p. 2) state that “study abroad programs have greatly increased in popularity over the years. Study abroad programs can vary from independent trips to faculty-led trips and from a couple of weeks to an entire year.” Hence, today many students in Indonesia and around the world have the opportunity to take part in overseas study programs.

The Organization for Economic Cooperation and Development (2016) published data that there are about 3 to 4.5 million students in academic year 2012/2013, leaving their countries to continue study in the group of Organization for Economic Cooperation and Development (OECD) countries. Moreover, the European Commission (2015), cited in Joosten (2018), reports that within a five-

year time period (2009-2013), more than one million students participated in the Erasmus program, one of the prestigious funded student exchange programs in Europe. It was about 5% of all tertiary education students. That shows the number of university students enormously participating in student exchange program has risen over the last decades.

Based on that fact, more and more students go abroad to study at least once in their academic year. There are many different reasons why they decide to engage in one of the programs. As Hunter, White, and Godbey (2006) point out, the number of students joining the student exchange program is due to the interest in current global events and intercultural communication skills. The other reason can be the increasing expectation of employers and institutions for the students to have strong global skills. Joosten (2018) states that international student exchange programs introduce students to a foreign culture and a different school that will uproot the students from their daily environment and study set, which will provide great benefits. Student motivation in joining the study abroad program range from gaining current global events, strong global skills, intercultural communication skills, and a lot more.

Study abroad influence students in many ways. Dwyer (2004) found that study abroad programs have positive effects on academic achievement, intercultural development, career impact, and personal growth. Similarly, Goodman and Berdan (2014) describe that by learning abroad, students will develop their skills through their experiences of different cultures, languages, environments, and academic systems. It is also proven by Chieffo and Griffiths

(2004) through their study, where they examined whether students studying abroad had gained more global awareness than students taking similar classes at home. They found that studying abroad was "more confident in their level of intercultural awareness and functional knowledge than their peers who stayed on campus" (p.167). With that being said, being overseas makes students encounter a whole new different culture they never come across before. Students can explore many things during the programs, which upgrade mostly their personal growth, including gaining intercultural awareness.

According to Koehn and Rosenau (2003), intercultural awareness has behavioral competence, which contains flexibility, problem-solving, and sensitivity. Intercultural awareness helps university students discover new ideas and worlds apart from their own world. They can realize what is happening around them when they interact with their peers (Seidlhofer, 2005). The differences in culture increase students' insight and broaden their perception. Not only that, but recent studies also have explained that students can improve their intercultural awareness by participating in study abroad programs. Having intercultural awareness helps students break down cultural barriers and build bridges between cultures. It can lower the chances of making bad choices and increases the chance to make more insightful, considered decisions.

Therefore, in order to enrich the students' intercultural awareness in this globalized world, it is one of the top options to participate in study abroad programs where they can experience the new world by themselves. Even though research clearly shows that student who join study abroad programs are associated

with higher intercultural awareness, sensitivity, knowledge, behavioral competence, and communication skills, there is no study has been carried out to explore this topic in UIN Ar-Raniry. Further research is needed to identify the overall influence of study abroad program on students' intercultural awareness on PBI UIN Ar-Raniry students who have participated in the exchange program in advance.

### **B. Research Questions**

From the background above, the research questions formulated as follows:

1. What are the students' motivations to participate in study abroad program?
2. How is the experience of joining a study abroad program influence students' intercultural awareness?
3. Which intercultural aspects the students' gain upon the completion of the program?

### **C. Aims of Study**

Based on the research questions, the aims of this study are:

1. To find out the students' motivations to participate in study abroad program
2. To explore how the experience of joining a study abroad program influences students' intercultural awareness.
3. To identify which intercultural aspects the students' gain upon the completion of the program

#### **D. Scope of Study**

This study is concerned with investigating the impact of participating in the study abroad program on the awardees' intercultural awareness as well as which aspects of the culture they gain after completing the study abroad program. The participants were students who participated in short-term study abroad programs, including summer school, study tours, and service-learning trips. The short-term study abroad program was chosen considering that mostly PBI students participating in relatively short program. There is no limitation regarding the destination of the study abroad program the students have participated.

#### **E. Significance of Study**

This research is expected to give some benefits to students, academic institutions, and researchers.

##### **1. For the Students**

By doing this research, I expected to provide new insight for students in perceiving the study abroad program and can be an eye-opener that studying abroad could be beneficial in enhancing students' intercultural awareness in particular. Moreover, it can be useful for those who are interested in participating in study abroad programs.

##### **2. For the Academic Institution**

It is hoped that this study can raise institution's awareness of the constructive benefit of study abroad program and support students in gaining the global perspective and cross-cultural understanding by participating in such

programs. As a result, the academic institution will be benefit from having high achievement students.

### **3. *For the Researchers***

Since there is not much research about intercultural awareness, especially in UIN Ar-Raniry, this research is hoped to contribute to future researchers who are interested in conducting research related to this topic.

## **F. Terminology**

In order to clarify the key terms used in this study, definitions of terminologies related to this study are provided below.

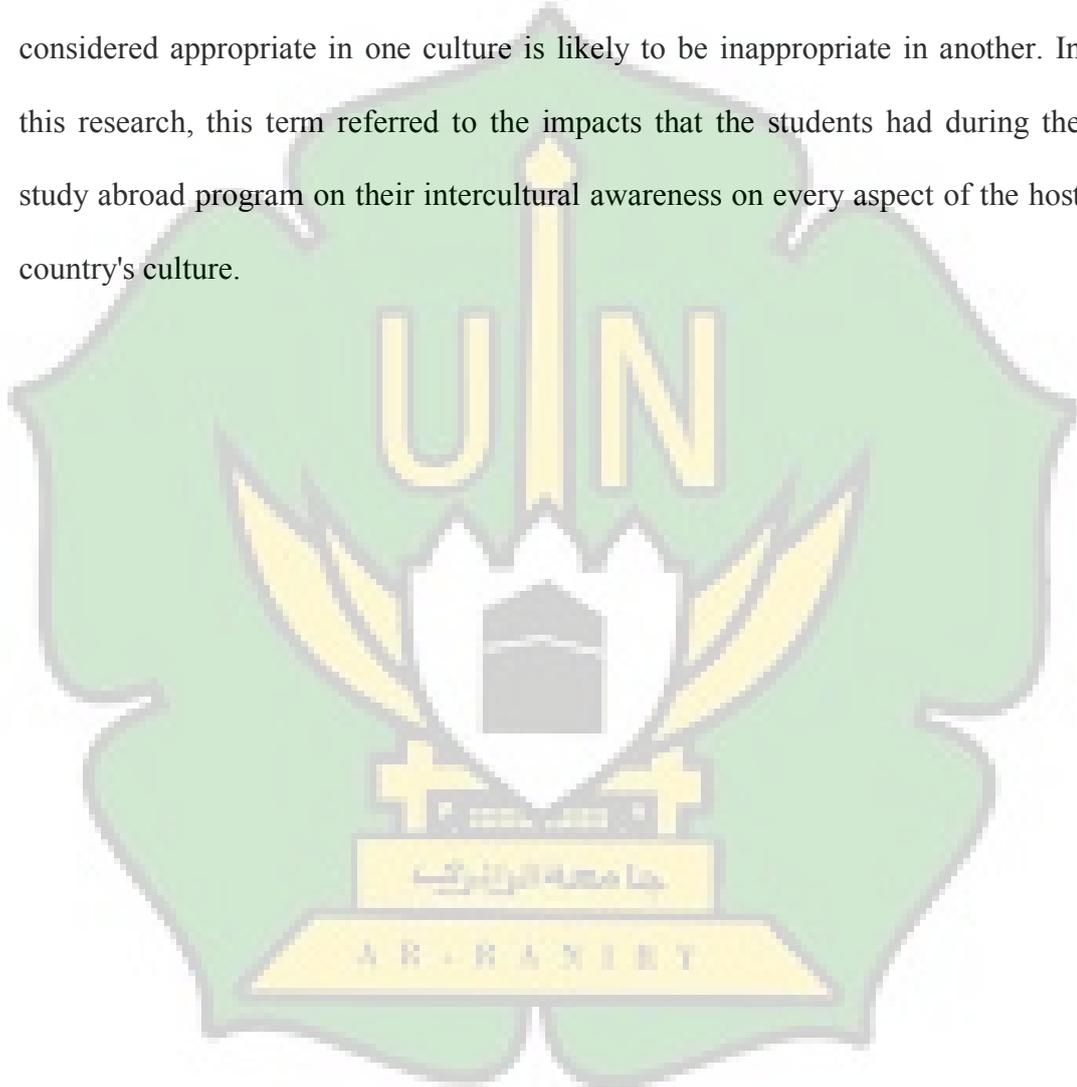
### **1. *Study Abroad***

Study abroad is a broad term that includes various forms of experience in another country in multiple periods. According to Scwhald (2012), spending one or more semesters in another country and getting a degree from an international institution or limited-time programs such as several days or weeks are all considered study abroad programs. The study abroad program intended by the author in this research is the short-term program, which lasts from 1 week to three months.

### **2. *Intercultural Awareness***

According to Zhu (2011), intercultural awareness can be seen as the basis of communication. There are two attributes involved: one is the awareness of one's own culture; the other is the awareness of another. In other words, it consists

of the ability to stand back from our own point of view and become aware of our own cultural values, beliefs, and perceptions, as well as those of other cultures. As people communicate with people from other cultures, cultural awareness is important because people see, interpret, and evaluate things differently. What is considered appropriate in one culture is likely to be inappropriate in another. In this research, this term referred to the impacts that the students had during the study abroad program on their intercultural awareness on every aspect of the host country's culture.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides literature review relevant to this study. This review covers several main concepts including culture, intercultural awareness and study abroad program. Furthermore, some previous studies related to this current study are also discussed here.

#### **A. Culture**

##### ***1. An Overview of Culture***

The word culture has been around since a long time. It is a specific yet diverse concept to be described. Thus, there will be a variety of perspectives in any field of science. Sillars and Gronbeck (2001) represent culture as the “beliefs, attitudes, values, myths, ideologies, routines, and other behaviors that define people and their relationships with others. A culture binds together people who are united by a common set of experiences, beliefs, and values.” (cited in Miller, 2007, p. 26).

Correspondingly, Kaur and Kaur (2016), on their study regarding the components of culture, state that culture is the set of customs, attitudes, values, and beliefs, which characterize and distinguish one group of people from other groups. Culture involves the products coming from a community. It is a collective system of thinking by different community members and others (Hofstede, 2011).

Meanwhile, Geertz (2000), cited in Johnson (2013, p. 2) suggests 11 terms of culture.

(1) the total way of life of a people (2) the social legacy the individual acquires from his group (3) a way of thinking, feeling, and believing (4) an abstraction from behaviour (5) a theory on the part of the anthropologist about the way in which a group of people in fact behave (6) a storehouse of pooled learning (7) a set of standardized orientations to recurrent problems (8) learned behavior (9) a mechanism for the normative regulation of behavior (10) a set of techniques for adjusting both the external environment and to other men (11) a precipitate of history and turning, perhaps in desperation, to similes, as a map, as a sieve, and as a matrix.

It is clear that every person in the world has a culture to follow, basically, and it depends on where the person lives and grows. Culture develops from a small group of people to an even larger population, from a family to a nation. Everyone in a culture normally shares the same way of living and thinking, beliefs, goals, perspective, and even more.

## **2. Aspects of Culture**

Culture incorporates several components in order to provide people with a special way of living. Moran (2001) states cultural categorization is reflected in an iceberg model, half of which is underwater. Mulyana (2004), in Yunisari (2017), states there are two cultural aspects, visible (external) and invisible (internal).



*Figure. 1.1* The Cultural Iceberg by Edward T.Hall (1976)

Cultural iceberg was developed by Edward T. Hall in (1976). He used an iceberg as the analogy of culture. Only about 10 percent of the iceberg above the waterline is visible. The rest is largely hidden beneath the surface. Thus, Hall (1976) believes that if a society's culture was the iceberg, some elements are visible, and others are invisible.

#### 1. Visible Culture

The part on the surface of the iceberg is called a visible part. Visible culture means everything that can be seen and everything that can be heard, felt, smell, and touched. This aspect of culture is more stand out that the other part of it, which is an invisible culture. The characteristics of this culture are explicitly learned, conscious, easily changeable, and objective knowledge. It includes some elements;

- a. Language

Language is one of the main aspects of culture, since it allows people to interact with each other within a society. “Language is a symbolic system through which people communicate and through which culture is transmitted. Some languages contain a system of symbols used for written communication, while others rely on only spoken communication and nonverbal actions.” (Introduction to Sociology, n.d)

b. Dress

Covering skin using clothes, is one of the most important behavioral aspects of all people. The need to cover our bodies in modern cultures is important. Individuals develop their sense of self and their status in society through their clothes. For scholars and practitioners in the world of mode and dress, the relations between dresses and both individual and collective identities continue to be significant. It can be seen that every culture has their own way to dress that represent their cultural background.

c. Food

Food is also one of the big parts of culture. Traditional cooking is transmitted from generation to generation. It functions as a cultural identity expression. Traditional foods are a way to preserve their culture when they move to new locations (Le, 2017). People from various cultures eat different foods. Cultural variations in ingredients, preparatory methods, preservation techniques and food types eaten in different meals. However, in other parts of the world, what is considered edible or even fine may be considered inedible.

d. Music

All cultures around the world have their own musical form that is enjoyed on throughout all ages. While every culture is special, music unifies every race and has been used for numerous occasions and for fun throughout history (Weakley, 2017). For example, the Western music canon have primarily three different reasons, for creation, performance and worship.

e. Custom

Every group of people and communities in the world has their own way of doing things. How one's act and behave influenced by the culture where they grow up, it is called custom. Crossman (2019) defines custom as a cultural concept that identifies a normal, patterned behavior considered to be a characteristic of life in a social system and it promotes social harmony and group unity. Custom can be as simple as shaking hands, bowing and kissing in some culture as a way of showing respect and gratitude. Cichanowicz (2018) states tipping is more common in most restaurants in the U.S. rather than other countries that tip only a small amount when the food especially nice or do not tip at all.

f. Dance

In the social structure of all human cultures, dance has an important place throughout history. The way of human expression by movement is most often defined as dance (Pusnik, 2010). Each dance has a story to the purpose of which one culture can share or share its culture. American usually offer tap, jazz, and ballet; while in Australia, the melting pot of culture and heritage make the dance

in the country seem blend from many different cultures such as African, Indian, and Indonesian.

g. Art

Ember and Ember (2011) states that art reflects visually the opinions, values, and behaviors of cultures. It represents people's essences by its architecture, painting, carving, body decoration and folklore. Art can help you understand a culture that might otherwise be difficult to connect with since it reaches people on a fundamental emotional level. Although art can differ considerably between cultures, it can be a media that bridges the gap between cultures at the same time. The basic values of a culture can be included. Societies may also use art to convey their strength, and reputation (Bowen, 2013).

2. Invisible Culture

There are some elements that are easily observable. Meanwhile, the larger portion of culture can be found deep beneath the surface. This aspect of culture is not so obvious or do not even observable by the human eye. Specific fundamental beliefs which motivate attitudes and behavior derive from this aspect. As it is not quite noticeable when first enter a new culture, people have to live with the culture a little longer to understand this part. Invisible culture is implicitly learned, unconscious, difficult to change, and subjective knowledge. This aspect includes:

a. Value

Values are the standard for culture to understand what is good and what is not good in society. Values are deeply intertwined and important to convey and teach values of a society. For example, in Japan, group harmony is a core value. The Japanese emphasize harmonious social relationships and hate the conflict between people. While, American generally have the individual culture that they are prefer to prioritize the well-being of themselves rather the good of the community (Schneider & Silverman, 2010).

b. Ethics

Ethics is the set of moral principles which guide the behavior of a person. Such universal values are influenced by social expectations, cultural traditions and religious beliefs. Ethics represent belief in the moral about what is good and the poor in terms of human behaviour. For some cultures, it may be unethical for people to put the elbows on a dinner table, but in others it is perfectly appropriate (Tсахуриду, 2017).

c. Learning style

Learning styles identify various approaches to information; acting and reflecting; seeing and hearing; memorizing and visualizing; rational and intuitive thought. For instance, Mexican students are usually searching for a personal relationship with their teachers and more comfortable with large ideas than facts and descriptions of components. On the other hand, African-American students often value orals, physical activity, and interpersonal loyalty (Educational Leadership, 1994).

d. Beliefs

Beliefs are assumptions that is considered to be true. For instance, every culture has various religious belief about death and dying and what funeral rituals can be carried out. Muslims conclude that after death the soul still exists and Allah is going to be the judge depending on how they live their life. The dead body will stay in grave, but the soul will go to heaven or hell on the day of judgment. Meanwhile, Buddhists have faith in rebirth and will be resurrected when they die. The goal is to avoid the process of death and rebirth and enter a state of complete happiness or nirvana. There are many forms of Buddhism and many ways to deal with death (Loddon Mallee Regional Palliative Care Consortium, 2011).

e. Gender roles

Gender beliefs are based on a general understanding of gender roles, such as tasks linked to gender and the distribution of power. Women are primarily responsible for the home, childcare and preservation of good relations in the philosophy of various gender roles (traditional family models). Men, on the other hand, are primarily responsible for the family's financial support. While gender views are measured in a variety of ways, in some countries researchers have found that women have fewer traditional and more egalitarian sexual beliefs than men (van de Vijver, 2007).

f. Power

Cultures vary as regards the prevalence of widely common power themes cultural values as well as the nature of power associations to communicate and strengthen these values. Torelli and Shavitt (2010) illustrate, that “In certain

cultures, children seem to develop self-centered types of power goals associated with aggression and dominance (i.e., similar to personalized power), whereas in other cultures they develop nurturant types of power goals associated with helping others (i.e., similar to socialized power)”

g. Body language

Various cultures have its own body language interpretations. Body language is the largest part of our nonverbal communication, with strong messages that can be sent out via eye contact, gestures and facial expressions (Thompson, 2017). For example, eye contact in most western cultures indicates people are listening to the speaker and interested in them. Constant eye contact will make people extremely uncomfortable in Japan.

From the explanation, it can be said that culture is not merely something that can be seen, heard, or felt but much more than that. It includes explicit (visible) and implicit things (invisible). What people experience when first enter a new culture is only the tip of the iceberg, which means people occasionally make assumptions only from the 10% of the cultural elements of one's culture.

In fact, communication can often become complicated due to the wide variety of culture. To illustrate, a country may consist of numerous ethnic, cultural, and subcultural backgrounds. In communication and interaction, culture plays a significant role. For this reason, intercultural awareness is necessary so that people can understand their own culture and the culture of others.

## **B. Intercultural Awareness**

### ***1. An overview of Intercultural Awareness***

When people from different cultures communicate, it is important to understand the culture of each other. Quappe and Cantatore (2005) represent cultural awareness as “the foundation of communication, and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs, and perceptions.” Similarly, Maghfirotillah (2016) describes intercultural awareness as a general understanding of the world cultures of learners, stressing on how the variations and similarities between cultures can be recognized. Baker (2012) also defines intercultural awareness as a conscious understanding of the role that culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context-specific manner real-time communication.

Several significances of intercultural awareness are generally identified from various studies. First is to gain university students’ new experiences and understanding of other cultures. Ilter (2016) states that language learners may face native cultural environments very frequently due to globalization, and university students are commonly affected by this multicultural environment. She furthermore suggests that intercultural awareness assists university students in exploring new ideas and cultures beyond their own culture. It is proven by the result that she (2016) found from her study interviewing seven awardees of Mevlana and Erasmus Program in Turkey. All of her participants said that they

had established sensitivity and a strong understanding of diverse cultures and values. It also helps grow their critical mind, tolerance, open-mindedness, and maturity.

Furthermore, Maharaja (2018) explored the impact of study abroad. She investigated 150 college students who have studied in different countries by asking them to write essays about their lived experience during the program. She found that most of the students have said in some form or another that they appreciate cultural differences better and have learned to respect other cultures. One of the participants said that even though people have different and unique customs, values, and styles of communication, they all share some common traits. Their perception also changed when they were abroad, sharing either a more critical view or a greater understanding of their own culture.

As Zakaria (2014, p. 32) believes that “identity is produced through situated social actions among interlocutors, and it may shift and recombine to meet new circumstances.” Furthermore, Williams (2005) also researched the impact of study abroad on the intercultural communication skills of students who studied abroad and those who did not. The result indicates that the students who spent a semester studying overseas gain greater improvement in terms of communication skills than those who stay on campus.

Another importance of intercultural awareness is to avoid misunderstanding among students with different cultural backgrounds. When facing cultural diversity, it is necessary to help students behave well. In order to build approval, avoid ethnocentrism or racism, and how any culture of various

dimensions can be understood (Byram & Feng, 2004). In addition, it helps to have a more critical individual who can review and change any negative attitudes or prejudices about other cultures, observe, compare, and see the world with a new perspective (Barany, 2016).

Therefore, it leads to meaningful and positive communication that can promote mutual understanding between people from various cultural, racial, and national backgrounds, thereby contributing to peace and prosperity in the world. The institution should support the mobility program in order to build a strong bridge among international students. Specifically, English language education department needs to consider incorporating in such programs that will prepare the students with world knowledge, which forces them to immerse themselves in a diverse cultural group.

## ***2. Level of Intercultural Awareness***

Intercultural awareness consists of different levels or stages. Not all people acquire the same level of it, because it depends on the person's cultural background, level of education, the society where the person lives, and many other factors. World Language SAC (2011) proposes 4 levels of cultural awareness.

1. The first level, or description and identification. People at this level are only able to do description and identification. Their capacity in terms of factual knowledge is to mention, discover, or identify specific cultural practices without being able to take any further steps. In terms of intercultural

awareness, people who reach this level can only explore the cultural material they learn.

2. The second level, or compare and contrast. This level is one step further than the first level. Being able to describe and identify at this level means that a person can have some kind of distinction and contrast. In terms of factual knowledge, a person using their own perspectives can compare or contrast the target cultural content they know. For intercultural awareness, this level means that someone able to give a perspective towards target cultural practices.
3. Third level or also called analysis level. People acquired this level of cultural awareness are able to discover and identify, compare, and contrast, are also able to present further analysis towards target cultural content. At this stage, their factual knowledge is adequate to analyze target cultural knowledge that is different from their culture. Regarding the intercultural awareness, they now know how to analyze and give opinions without underestimating the other cultural practices and assumptions that impact individuals in a specific context.
4. Fourth level or evaluation and reflection. To be this far means that one has acquired the highest level of cultural awareness. They are capable of analyzing and representing whatever cultural elements they know. For factual knowledge, they are willing to connect target cultural traditions or believes in the historical context or problems that occur on the origin of the cultural

context. In the matter of intercultural awareness, the people are in a position to be able to offer perspectives on the target cultural content.

### **C. Study Abroad Program**

#### ***1. An Overview of Study Abroad***

Students nowadays tend to participate in a study abroad program, which lets them explore and experience new things. Study abroad is “off-campus education that occurs outside the participant’s home country” (Peterson et al., 2007, p.177). Carlton (2019) represents study abroad as the way of students in gaining an education in a foreign country. This includes primary to university students to take academic classes or cultural experience in a different part of the world.

Study abroad programs have many different forms. Giedt, Gokcek, and Ghosh (2015) state that the overall study abroad programs involve various types of service work, internships, and study with both credit and non-credit professors. It is also can vary greatly by location, shape, duration, and learning objectives. The programs that depend on the awardees’ demand, costs, and safety and security have continued to thrive in various parts of the world (Ogden, Soneson, and Weting, 2010).

Engle and Engle (2003, p. 9) propose the classification of study abroad levels based on some components and compatibility. They classified study abroad into five levels.

1. Level one is study tour. In this level, the program would include field trips, site visits, language used in the coursework is English and the housing is collective, and the duration on last several days to a few weeks. This program not intended to have cultural encounters on the students. The program would have morning lectures, museum visits, guided walks, and excursions.
2. Level two is a short-term study. The program includes on-site summer or another short program. It usually offers students with homestay and exposure to language and cultural settings. This kind of program provides cultural interaction and experiential learning that allow students to achieve more than to have more in-depth overseas experience. Typically, the program duration would start from 3 to 8 weeks.
3. Level three is cross-cultural contact program. This program duration is a semester-long. This level includes course work, organized on-site for the student group, used mix English, and target language instruction in classes. Students can benefit from more elaborate cultural orientation and move toward meaningful and memorable exchanges with their host friends during their semester abroad.
4. Level four is cross-cultural encounter program. This program focuses on student's competence on the host language. The students normally go to classes among other international students. The participation would make a big mark on their knowledge and adaption to the host culture. Participants will be experiencing this program a semester up to a year.

5. Level five is cross-cultural immersion program. During this program, students are forced to use the host language in course work and other circumstances. Usually, the participants would stay in integration homestay, which prepares students with appropriate linguistic and cultural skills. The duration of this level is at least a semester and ideally an academic year. The program's mentor accompanies the students with the adaptation process and guides them with concrete information to direct cultural encounters.

Not all programs have the same purpose, duration, and perceived value, but they still have things in common, such as providing cultural exposure to students. Many other researchers also defined and classified the term study abroad program. They categorize the study abroad program based on the duration.

According to Schwald (2012), the periods for study abroad programs can be diverse; for a short period of time, it can be only several days or weeks. Whereas for a longer period of time, for example, to obtain a degree from a host institution, he suggests that it can be for one or more semesters. In addition, Richardson and Munday (2013) state student mobility program may be for shorter (a few weeks) or longer terms (half-year or full year) depending on a range of factors including cost, student support, and synchronicity and similarity of the program or subjects within the program at each institution. Students from all around the world left their country for a certain time to study because study abroad program is temporary and can be short or long in duration.

Because the diversity and numerous of the study abroad programs available, students can choose what types of the program they want and most relevant to participate. However, the majority of colleges' students now prefer attending on program with a shorter period of time. For example, Japanese growth in short-term mobility program that is less than a month has continued in a decade and for the first time reached the 100,000 marks with a rise in popularity (Crace, 2019).

Nafees (2020) defines short-term study abroad program as the program that can last from two to ten weeks to offer students studying experience in other countries. In line with this, Patterson (2006) says, short-term programs have grown popular among other kinds of programs. Students tend to engage in the programs that are maximum eight weeks in duration than half up to one-year programs.

There are three formats of short-term study abroad suggest by Sachau, Brasher, and Fee (2010, p. 650).

1. Summer semester abroad. This is where the participants spend 6 to 12 weeks overseas on the program where they live on campus and take multiple classes. This kind of trip aims to help students gain in-depth information about the course topic, increasing student interest in the local country, sites, and people, and increase students' confidence in their ability to travel abro. It may increase their confidence to live abroad.

2. The study tour. The study tour is a 7 to 28-day trip where participants travel from city to city and visit sites along the way. The primary educational goals for this trip are similar to the goals for the summer semester abroad; however, there is less time for in-depth exploration of sites and course topics. Nonetheless, this type of trip can increase interest in the course topics, country, people, and it can help students gain the confidence they need to travel and vacation abroad.
3. The service-learning trip. This type of program lasts from two to six weeks in duration. It includes international travel and volunteer work. In other words, service-learning links the work students do in the classroom to real world problems and world needs (American Association of Higher Education, 2003). During this trip, participants will increase their understanding of specific social problems and the process of lending assistance, increase their interest in service, and help increase students' confidence to travel.

Roy, Newman, Ellenberger, and Pyman (2018) did a paper review on the outcomes of short-term international mobility program. The outcomes can be classified into three areas: cultural, personal, and employment/career outcomes. Moreover, Kenyon (2011) states that even though there is not much improvement as a longer-term study abroad program, short-term program may inspire some students who were initially unwilling to take the longer study

abroad program to pursue other opportunities after acquiring self-confidence and travel skills.

Chieffo and Griffith (2004), based on their finding on the potential of short-term study abroad by comparing students who participated in a short-term study abroad program with those who had not studied abroad, it was concluded that the short-term participant demonstrated higher rates of intercultural awareness and improvements in personal growth and progress, even as short as one-month program.

In summary, students who travel abroad will potentially be able to observe diverse cultures from other countries. Students often find their study abroad experience to be a defining moment in their educational and personal growth. Studying abroad truly is an incomparable opportunity to learn, experience, discover new things.

## ***2. The Motivations to Study Abroad***

Many researchers have focus on students' motivations in participating in study abroad program. Nyaupane, Teye, and Paris (2010, p. 211) studied a group of 136 undergraduate students at an American university who participated in a 5-week-long summer study abroad program to the Pacific (Australia, Fiji, and New Zealand) or to Europe (Austria and Netherlands). The findings of this research show that there are four significant motivational qualities within the study abroad program. "These include the desire for international travel, escape,

academic, and social.” In these purposes, the most important for students to involve in study abroad programs is the desire for international travel.

On the other research conducted by Salisbury, Umbach, Paulsen, and Pascarella (2009) on 2772 freshmen from over 60 colleges and universities by completing a number of pencil and paper instruments, on their findings, they found that the purpose of the students to study abroad is because of social and cultural aspect, which will indicate the access to knowledge, resources and interaction with other students. In addition, Jarvis and Peel (2008) on their study on Australia’s short-stay international travelers concluded that the key motivations for engaging in a short-term study abroad program are to expand global awareness, experience a new community, meet people, break away from daily life and learn a lot of interesting things from friends abroad.

In Sanchez, Fornerino, and Zhang's (2014) research, they surveyed US, Chinese, and French business students who have participated in study abroad program. The motivation of joining study abroad program that they found on US students is the desire to learn other languages, this result may be because the fact that Americans are usually less exposed to many foreign languages as are European and Chinese student. French students, otherwise, would like to try a new experience, they want to learn about other cultures by studying abroad. Unlike the US and French students, the researchers found Chinese students to have great motivation to study abroad, but could not really find clear intention. Chinese students and their parents are mostly affected by promotions of overseas

opportunities that will fulfill the students or their child curiosity, provide novelty, independence, or provide higher education abroad.

The study's result suggests some degree of universality of motivation exists among students across the three countries they studied. Even though they proposed different motivation in studying abroad, it is still positively impacting the students. It can be seen that the different motivations that drive students to participate in study abroad program diverse by the different cultural backgrounds.

All in all, students from all around the world have different motivation in participating in study abroad program. From some previous studies, it can be seen that the most common motivation of studying abroad for college and university students is more on the social-cultural rather than the academic aspect. They want to meet and interact with other students overseas, develop global awareness, discover a new experience and learn something new by studying abroad. By that, the students are more likely to gain intercultural awareness.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides an explanation on aspects related to research methodology which covers some points including research design, research participants, technique of data collection, and technique of data analysis.

#### **A. Research Design**

The methodology that was employed in this research was a qualitative method. According to Zohrabi (2013), qualitative research is a type of social action that emphasizes people's perception and makes sense of their experiences to understand individuals' social reality. Qualitative research has many different types; it includes ethnography, grounded theory, phenomenology, narrative, case study, historical research, and content analysis (Hancock, Ockleford & Windridge, 2009).

Specifically, narrative research design was used because this study lies on social and cultural aspects, where people's perspective is needed to be interpreted, studied, and generated to a new concept and theories. According to Creswell (2012), when the researchers documented the participants' life stories, narrative research is used. Thus, the study utilized qualitative method and narrative research design to reach the objectives.

## **B. Population and Sample**

In this research, the population were the students of PBI UIN Ar-Raniry and the sample were the students of PBI UIN Ar-Raniry who have joined study abroad program. The sample was purposively selected because of the need for the research. Acharya, Prakash, Saxena, and Nigam (2013) define purposive sample as the sampling that is chosen based on the investigator's preference. Creswell (2012) states that with the purposive sampling, the researcher intentionally selected the participants to the extent that they provided rich information on the subject investigated.

Purposive sampling was used because the researchers defined certain criteria to select participants. Researcher chose PBI UIN Ar-Raniry students who have participated in a short-term study abroad program. Short-term study abroad program in this research is following the formats by Sachau, Brasher, and Fee (2010). There are three formats of short-term study abroad proposed by Sachau, Brasher, and Fee (2010), the summer semester abroad, the study tour, and the service-learning trip. Therefore, in this case, the participants should have participated in the program relevant to the criteria, and the number of participants involved in this research were 5 students.

## **C. Data Collection Technique**

Data collection is the process of gathering information in order to get the data needed in this study. This study used interview. There are five different interview types according to Warren and Karner (2015), namely structured

interviews, semi-structured interviews, unstructured interviews, informal interviews, and focus group discussion. For the purpose of this research, this study utilized semi-structured interview as the data collection. Gill, Stewart, Treasure and Chadwick (2008) define this technique as a medium between structured and unstructured interviews, which has several key questions that help not only define the areas to be explored, but also allow the researcher's flexibility to pursue the idea in more detail.

Furthermore, the researcher interviewed the interviewees one by one to collect some information about the topic. All interviews were phone-recorded and the duration was about 20 minutes on average. The interviews were semi-formal and carried out in a conversational style.

#### **D. Data Analysis Procedure**

The final step was to analyze the data that have been collected. Barbara (2004) points out that analysis is a method for interpreting the data by reducing the amount of data obtained. Thus, data analysis is the process of finding the meaning from the data and draw a conclusion from it.

In this research, the data of the interview was analyzed by using the Hycner (1985) steps, as cited in Cohen, Manion, and Morrison (2007). First, the data obtained from the interview was collected and transcript. Then used bracketing and phenomenological reduction technique. In the next step, researcher listen to the overall interview and eliminating redundancies. The last

stage was clustering the units to relevant meaning and creating a coherent narrative that includes quotes from the interviewees.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of data interview analysis. This study aims to explain the students' motivations to join study abroad program, the experience they obtain during the program that influence their intercultural awareness, and the intercultural aspects they gained upon the completion of the program.

#### **A. Research Findings and Discussion**

The following responses of interview were the result of the research. In this research, there were five participants who have participated in study abroad program. They were all females, who joined the different programs overseas.

Throughout this study, the names of participants were initialed in order to retain the participants' privacy. Participant 1 (AK) was interviewed on July 10, 2020 participant 2 (FA) was interviewed on July 17, 2020, participant 3 (SR) was interviewed on August 4, 2020, participant 4 (MU) was interviewed on August 6, 2020, and participant 5 (NA) was interviewed on August 6 2020.

As described in the previous chapter, the technique of data collection used in this research was semi-structured interview. There were 10 main questions and several follow-up questions. Interviewee's answer and opinion was recorded by an audio recorder. Then, the result was transcribed into transcript to be analyzed. After analyzing the data, the researcher presented these points.

## ***1. Students' Motivation to Study Abroad***

Based on the result of the interviews, I collected some data that showed various motivation in involving in study abroad program. The motivation divided into four categories; those are wider point of view, appreciate differences, immerse in religious diversity and discourage racist sentiment, and interest in the country; historical and uniqueness.

### **a. Wider Point of View**

One of the student's motivation to participate in international study abroad program is to explore other culture in person and gain cultural experience. As stated by Participant 2, who have participated in the Exchange Program between Sultan Sharif Ali Islamic University and Ar-Raniry State Islamic University, she wants to gain the wider point of view. She said:

I want to know more about other culture, especially wider my point of view about a culture of one country. When I received the opportunity to join this program, I'm thinking about wider my point of view about Brunei itself and learning more about their culture including religion, language, and others.  
(Participant 2, July 17, 2020)

The data showed that what drives the one of the participants motivations is to wider her point of view about the other country. She wants to learn more about the country's culture such as religion, language and other things. The result was similar to Tamas (2014, p. 77) who discovered that students expected to gain most competencies in such areas like "international

experience, a new perspective, a wider vision of the future, a multilevel independence.”

#### **b. Appreciate Differences**

In similar way, participant 3, joined in Lithuanian Language and Culture Courses in Lithuania, said that she wants to find out more about the differences among culture around the world by experience it by herself. By that she can learn how to interact and respect other people more.

I want to know the differences among cultures around the world. Because I think, when we see and feel and experience it by ourselves we can know and appreciate the differences more., I also learn how to interact with people from different cultural background, so that way I will be able to be a more open-minded person. (Participant 3, August 4, 2020)

The result showed that student want to join the program as they can experience the difference culture by interacting with people from any cultural background, so that she will be a more open-minded person. It is quite similar to Ilter (2016) who studied about international study abroad program in Turkey and highlighted that the participants had established critical mind, tolerance, open-mindedness, and maturity towards other culture.

#### **c. Immerse in Religious Diversity and Discourage Racist Sentiment**

Other motivation of the participant I find while doing the research is to meet new people and learn new things. Studying abroad provide the participant with unique opportunity to meet other people they never imagine

meeting, specifically people from other religions and any governmental figures. As participant 1, who participated in the program called International Visitor Leadership Program that is held in US, mentioned:

We also learn a lot from the religious diversity in the US, we met several important figures in the US. Starting from the Muslim community there until we also met a lot of governmental figures. So yeah, we learn a lot from a big aspect and actually that is what I'm looking for because I interested in several fields like in political, international relation and education as well. (Participant 1, July 10, 2020)

As the above explanation, it could be concluded that the diversity in the US drives the participants to go there and meet a lot of new people. From that, she can encounter various circumstance that can be hugely beneficial for her.

In similar way, participant 5 from the program Youth Entrepreneur and Education Summit wants to discover different thing. She said, in her host country, which is Turkey, there are many people that come from different cultural background, where there is not much of racism in the country, which attract her to interact with people. She stated:

Turkey is not only Europe but also Asian, so we can meet a lot of new people there. And there are so many international students in Turkey, so there are not really do racist. (Participant 5, August 6, 2020)

From the data above, it could be inferred that participant 5 also want to meet new people from the country because the country has many international students that she believes she can learn to discourage racist

sentiment. It is equivalent to Jarvis and Peel (2008) research who mentioned that most of the students' main motivations in joining study abroad program is to increase intercultural awareness, meet new people, step away from daily life and learn a lot from friends abroad.

#### **d. Interest in the Country; historical and uniqueness**

Not all the participant has the same motivation in pursuing study abroad program. As participant 5 also mentioned that she really like the uniqueness and the history of country of the program. That is the main attraction for her to join in the program. She also stated the similarity of Turkey and Indonesia in dealing with tourist. She said:

So, my purpose or my personal motivation to get through the program is because first is the location of the program, which is Turkey, Istanbul. We know Turkey is not an English country, Istanbul is full with the citizen who are not speak English, but they are trying hard to speak English with the tourist. I think that's very unique for me, where Indonesian trying to do the same thing when the tourist come. Next is the location and the history of the country which is really really amazing, which is famous is Islamic history such as Blue Mosque, Hagia Sophia, so that kind of historical places attract many country to come to Turkey. (Participant 5, August 6, 2020)

It could be concluded that, one of the participants motivations engage in study abroad program is because of the interest in the country historical background and the uniqueness of the country.

## **2. *Students' Experience***

After analyzing the data, I asked the participants their experience during the program. Then, I group the experience of the students while studying abroad

that increase their intercultural awareness into two categories. Those are through observation and interaction.

## **1. Observation**

Participants who have participated in study abroad program acquired several experiences, one of them is through observing the culture in host country. Browder, Schoen, and Lentz (1986) states learning through observation is the ability to inspect the behavior or model. The learner will initially become aware of the imitative response. From that, we know that the participants encountered many different experiences by observing the daily life of the local people. Through observation, the participants obtain some experiences that includes, salad bowls and cleanliness and traffic behaviors of the country.

### **a. Salad Bowls Concept**

Participant 1 in this research stated that experience of meeting people from different cultural background by studying abroad made her more aware toward other culture. She stated that her host country is a melting pot where there is huge diversity in terms of culture, races, religion and ethnicity.

Yeah, it actually change a lot of my cultural kind of view because actually the US itself known as the melting pot, so everything is diverse there. So, from the cultural view that changed my perspectives is that, in Aceh we know that we are homogenous mostly, although there are several Christian, Chinese ethnicity in Aceh but we are majority here are homogenous. But when I was there, I see such a great diversity, where there are Muslim, Hindus also Jewish, Christian. But in the society there are big tolerance there, so the pluralism and diversity is really great there. (Participant 1, July 10, 2020)

From that, it can be concluded that the study abroad participant gained awareness through the situation of the country, which is actually a salad bowl, not a melting pot. Vidal (2018) highlights that the truth is that being a salad bowl is the only way the US can work. If it were to melt, faith, history, and all the things that make its people special would have to be taken into account. The participant was forced to immerse in the culture unconsciously, as a result she enhanced her intercultural awareness by that and be a more tolerance individual. The result was similar with Pemberton (2016) who highlights studying abroad offers students an opportunity to meet people from around the world and to experience a new destination in full, which will help change their views.

#### **b. Cleanliness and Traffic Behaviors**

The participants mentioned various experience they encountered during the program. But most participants perceive more changes in terms of intercultural awareness through the experience they obtain in a daily basis. They affected more by the people in the country's way of living, such as what participant 2 mentioned during the interview. She is really impressed by the way Bruneian behave on the road and the cleanliness of the country.

They are so clean, extremely clean. And the traffic rules are really...., each car have one-meter distance from each other when stopping at the traffic light. It seems to be their habit to do that, they are not thought to be that way but they live that way. So yeah, it's really impressed me at the first time, how one car and another has so much distance. (Participant 2, July 17, 2020)

From the statement above, it can be concluded that the participant gained awareness by observing the cleanliness and the traffic behavior of the host country. As participants knew how to behave on the road and those new information makes her more culturally aware of the country's culture.

## **2. Interaction**

Based on the result of the interviews, most of the study abroad program participants on this research mentioned that they affected more by the interaction with the local people. During the program, the participants had lived in different country and the situation force them to interact with other people and got several new experiences they never come across before that gained their intercultural awareness. The experience the participants got through interaction are divided into five categories, those are punctuality, respect for pedestrian, warm perception on guest, stereotype and avoiding misunderstanding.

### **a. Punctuality**

The other participant mentioned that the Lithuanians urged her to be a more on time and respectful person through their punctuality. The students already stay in the class and study the material before the class starts. As the participant 3 told me:

Their punctuality. They always come on time. It's so different with our country, they never come late, unless they have something unplanned happened. They all already stand by in the class, and about the material they already read it before the class, they really prepare for everything. That's such a culture

shock for me, because that is not a usual thing for me I need to adapt to that. (Participant 3, August 4, 2020)

From the statement above, it can be concluded that the participant has good experience in managing time especially has to be aware being punctual and the participant learn the way to prepare well before attending the class. Dina (2018) find out that several English pre-service teachers said that they handled their time better during their teaching periods. They had to stay in other countries with specific travel schedules, time to reach school, etc. Maharaja's (2018) also mentions that most of the students studying abroad have demonstrated their respect and awareness of the cultural differences in some way and have become conscious of other cultures by living with them.

#### **b. Respect for Pedestrian**

Participant 3 also admitted that she become more respectful and appreciative towards pedestrian. Walking is a usual thing for Lithuanians, she learned how to adjust to it by walking to some places she wanted to go even though it is hard for her at first. Furthermore, she also got on the incident on the street that shows how respect are the locals to pedestrian.

Also, I feel exhausted at first because they tend to walk anywhere. But I'm not use to it so...., and they really respect pedestrian. I ever try to cross the street, but not in a zebra cross. And of the people there try to stop the car for me. I was so shock to experience that, that they really respect pedestrian. (Participant 3, August 4, 2020)

The data showed that the students gained awareness by learning how the local people appreciate and respect towards pedestrian. It is similar to Dina (2018) who investigated 8 student teachers involving in international

teaching internship who admitted that they were more respectful and grateful to the society of others. They learned how to face the situation and appreciate other people as they met each other. The fifth is warm perception on others. It is shown from how good the local people treat foreigners who come to their country.

#### **c. Warm Perception on Guest**

Furthermore, participant 4 affected by how the Bruneian people treat new people. She is so amaze by how great the local at welcoming the foreigners who come to their country, that make her aware that there are a lot of things she does not know before attending the program.

Of course, it just makes me realized that there are too many things I don't know before participating in the program. This is one of the most interesting country I ever heard before. I really like the way they treat us, they are so great to us as a guess and they welcome us to their house. I personally think the way they welcome us is just too great. (Participant 4, August 6, 2020)

From the interview, it can be concluded that the study abroad participants gained awareness through the warm perception on guest by the local people. It is shown from how good the local people treat foreigners who come to their country.

#### **d. Stereotype**

Participant 1 developed her intercultural awareness through talking and interacting with the US local citizen. She realized that American are

actually far away from what she thinks before. Especially their friendliness toward strangers. She said:

I usually think American are quite individualist and not greet each other a lot. But when I was there, actually everything is quite different you know, everything is quite the opposite, because everyone is really really friendly. Like, even more friendly to strangers than Indonesian. When people with strangers we greet them, like “hi how are you?” it’s not really common right when you meet new people that they are totally strangers and you coming to them and say “hei apa kabar?” But there, even the cashier they also say things like that, “hi, how are you, have a good one!” and when we sneeze there, I was quite surprise because, when I sneeze they respond and say “bless you” that’s not only for the people we know, even when we are walking on the street and some strangers pass in front of us and they sneeze, they will say “bless you”. That is quite surprising to me to find out that American are really friendly. (Participant 1, July 10, 2020)

The quote indicates that the participant changed her point of view after interacting with the local people. It shows her the opposite stereotype from what she had known before. As Yunisari (2017) found on her study that West's lifestyles and culture were more disciplined, more attentive, self-repentant, brave and patient, confident, open-minded, diplomatic and tolerant.

**e. Avoid Misunderstanding**

Participant 5 noted that she gained awareness of the new culture, but through some negative experience happened to her in Turkey. Based on that incident, she learned a priceless experience on how to deal with strangers in the real environment.

Even though I got many accidents, I got many misunderstandings about Turkey, it makes me trying to learn how to be positive in every way. Like, me and my friend ever got scammed by a driver in Turkey. So, the driver took a lot of money from us, that it should not be that much actually. It such a bad experience. But that's why this program really make me know how to deal with the real environment in the new country. But to be honest, with all the bad things that happen to me, it creates a good impact for my life and my friend. It creates a really expensive experience for me. (Participant 1, July 10, 2020)

Furthermore, participant 1 in the US avoid misunderstanding and try to the adjust to the culture by asking a lot of questions to the locals to know the cultural differences, and how to act without any misunderstanding.

In adapting, we need to ask the local questions like a lot of questions. Like, how they do something in the daily basis, is it considered normal here. There are also cultural differences, whether something is not considered normal in the US while it is considered normal in Indonesia. For instance, asking someone marital status maybe, it is considered not really polite in the US. So yeah, we learn a lot by asking the locals directly or the native there. (Participant 1, July 10, 2020)

From that, it can be seen that the participants had learned how to treat, respect, interact, and deal with other people as they faced the cultural differences. As a conclusion, the participants became more aware of other cultures. It is similar to the result Dewi (2018) found on her study that studying abroad is important for students because it will enhance their inter-culture understanding and develop student capabilities through problems that happened during the program.

### **3. Intercultural Awareness Upon Program Completion**

All participants mentioned that they are more aware of the host country cultural elements after participating in the short-term study abroad program. There are various cultural elements in one country. I want to see the participants are mostly aware of which aspect of culture and manage to classify it into five aspects. Those are the art, the value, the custom, the tradition, and the food.

#### **a. The art**

Two participants said that they are astonished by the art and architecture the country have.

##### **1. Carpets and Lamps**

Participant 5 explained that she is in love with the carpet and lamp that Turkish produced. She added that Turkish seems to be really fond of their own culture.

I really love their arts. Turkish really love to produce carpets and also lamp, that is very Turkish culture. What I notice about Turkish people is that they really love their own culture. In Turkey, people seem to be using things from their own culture. We can see the Turkish style in every aspect of their life. (Participant 5, August 6, 2020)

Based on that, it can be concluded that the study abroad program has opened the participant eyes to look more on the culture of other country. She got the opportunities to observe the cultural product from Turkey, which are carpets and lamp. As a result, she gained awareness toward their culture.

## 2. Mosque

On the other hand, participant 4 that went to Brunei for the program, stated her interest in the architecture of the mosque there.

Mostly I'm interested in their mosque actually, they have great mosque. Most of their mosques are totally great, clean, and oh my God I just in love. It just like in Arabic style and it totally different with other culture. (Participant 4, August 6, 2020)

From the participant statement, it could be inferred that the study abroad program participants had observed and found out the architecture of the host country that gain her awareness, specifically the mosque. The style of the mosques which she thinks resembles to Arabian mosques.

### **b. The Value**

As they lived in other country for several days to one month, the participants had the opportunities to observe and interact with local people. As the result, most of the participants agreed that they knew and understood more about the different value. The participants mentioned the values they learned from the locals as follow:

#### 1. Exclusive

During the program, participant 5 understood that Turkish are quite exclusive. It is shown from their way of embracing their own cultural aspects that push the participant to do the same thing toward her own culture.

Talking about culture, Turkish is really great at loving their own culture. When I come back to Indonesia, I realize that I really want to love my culture the way they do. The example is when I go to another country I always bring and wear batik everywhere. It also the way for us to influence and promote our culture. (Participant 5, August 6, 2020)

Other than that, she had observed that the nationalism was really emphasized as they respected the president of the country.

Like the most loved president in Turkey, he's really a good leader for their citizen and talking about their president, the people really love him. But the most thing I know is they really respect their leader, their president. (Participant 5, August 6, 2020)

Based on the result, it could be concluded that the study abroad program successfully gain the student's awareness in terms of the value of the host country, namely the exclusivity of the country itself. She learned that the Turkish people really appreciate their own local culture. This value help influence the participants on promoting her own culture to people in other country and aware of the way Turkish respect their country's leader.

## 2. Inclusive

Participant 1 in the US said she the program facilitated her in experiencing the value of the host country by interacting directly with the local that have various cultural background. They are totally inclusive toward other culture regardless the differences. With this, she inspired to use the value in every project she is working on in the future.

There are a lot of inclusivity, the very strong inclusivity factor there I'm gonna use here in my hometown. Because I see that they engage people from different background and different culture there. So when I come back here, I put in mind that I should, whatever project I'm doing I should do it as inclusive as possible. Because by engaging a lot of people that's where together the strength of the project. And I think it is the tolerance, mainly the tolerance to see others as equally and to act like welcome and friendly to the strangers because each act of kindness count. So that, you just always have to act kind and tolerance regardless of the culture, regardless of the ethnicity of other. I think that's the value that I can mostly learn from the US. (Participant 1, July 10, 2020)

From the statement above, it could be inferred that the study abroad participants had observed the locals and found out the values they could learn from them. This participant learned that American are quite inclusive as they engage people from any cultural background and act kind to anyone regardless their culture. As a result, she gained awareness of the value of the host country.

### **c. The Custom**

The other aspect that is gain more awareness of the participant is the custom of the host culture. They said the program they participated in force them to immerse deep into the custom of the culture. The behavior, the habit, and the way people do things in the host country is a somehow a new thing for the participants. While they were doing the activities in the program, they came across these customs:

#### **1. Well-Organized**

Participant 4 expressed her feeling towards the habit Bruneian usually do. She admitted that Brunei is so organize and the people are also discipline as they obey the traffic rules.

There are a lot of differences I have found when visiting that country. In Brunei, the country is so organized, I mean how they manage their traffic. Like when we want to cross the street for example, they will stop their car immediately, and stop far away from us. Even when we don't use the hand gesture to make them understand that we want to cross the road. It's just so amazing to me that they are so aware even in that small thing. (Participant 4, August 6, 2020)

From the quote above, it could be concluded that the participant from this host country increase her awareness through visiting some places in Brunei. She noticed that the country is so well-organized by how they behave on the street. This would grow the participant point of view on how to actually behave while on the road.

## 2. Hospitality

During the program in Lithuania, participant 3 believes that she now knows how to communicate and treat other people as the local people showed great hospitality toward her in some occasion such as wait for her when walking, open the door for her, and greet everybody.

They really take care of me so well, like when I missed when walking, they always wait for me, and open the door for me. And they are so humble and down to earth, they always say good morning to everyone, literally everyone. They do genuinely care about us, so when I feel down or not in a good mood, that kind of thing just made my day. (Participant 3, August 4, 2020)

Based on the quote from the interviewee, the participants understand more about how the people from the host country treat other people. She felt so welcome as a new people there. This cultural aspect of the country help the participant to become more culturally aware of the customs the host country has.

#### **d. The Tradition**

As participants 2 went to some cultural trips in Brunei during the program, she discovered a tradition in that country that amaze her.

##### **1. Wedding Ceremony**

The wedding tradition in Brunei become a trait for participant 2 and is little different than in Indonesia. Therefore, that makes her want to apply the tradition on her wedding in the future.

When I was in Brunei, I accidentally attended a wedding ceremony. And I'm impressed with the ceremony itself, it slightly different with what Indonesian usually do. I think about applying that culture in my wedding in the future, but of course it's kind of impossible to apply it here. Because we have different culture, it's going to shocked people here if we right away apply the culture. But the way the celebrate their wedding give me a slightly nice point of view about if I apply that kind of wedding on my wedding. (Participant 2, July 17, 2020)

The quote from the interviewee showed that she gained awareness toward the tradition of the host country, specifically the wedding ceremony. It happened because she accidentally attended a wedding

ceremony in Brunei and find new interesting things in their wedding tradition she never come across in her life before.

## 2. Night Hours

Other participant from Brunei also interested in the country's night time tradition where the shopping center and the city are already quiet starts from 9 PM.

I think it's about their night time, so the shopping center are all closed at 9 PM. And I think that's great for them to do that. Maybe it becomes their tradition that the city already quiet at that time. Shops are closed, people are at home at that time, it just amazes me personally seeing them like that. (Participant 4, August 6, 2020)

As the participant explained, she gained awareness of the country's tradition in terms of night hours. She noticed that from the store and shops that close annually at 9 PM.

### e. The Food

Food is one of the most important things for some people. The participants were able to handle barriers as they encountered problems and challenges during the program.

#### 1. Finding Safe Food to Eat

Participant 1 faced difficulties in finding *halal* food in the US, she managed to find the safest way to eat food without struggle, she also more aware of what she was eating.

I'm more aware of the food I'm eating. And I always look for the halal restaurant there, because although there are food that look very delicious there but we know that we couldn't eat that. So that, it was quite a struggle for me to find halal food there, I mostly eat vegetarian food or seafood only, yeah..., I look for the safest choice, in terms of food. (Participant 1, July 10, 2020)

From the statement above, it is shown that the study abroad participant gain awareness about the host country food. She was able to handle barriers and had problem solving skill as she finds the solution on the challenges she faced during the program.

## 2. Food Serving and Taste of the Food

Participant 2 expressed her feeling toward the taste of the food in Brunei, also how they serve the food is a little different from what Indonesian usually do even though they eat similar kind of food. For instance, Brunei also have *Mie*, but they serve it as a snack, not a main dish as in Indonesia. The taste also different a little bit, but she explained that she can adapt to the food without any big problems.

I learned about how the taste of the food. Like, they often put heavy meal as a snack. I was shocked for the first time when I know that "Mie" noodles is a snack for them, while for us it's a main dish. (Participant 2, July 17, 2020)

I think their food is good, I love spicy but because their food is not really spicy, it's just a mild taste. It's okay for people who don't like spicy food, but those who love spicy would more likely to adapt to the food too. (Participant 2, July 17, 2020)

This participant increased awareness in the cultural aspect of the host country in terms of food serving and taste of the food. She first

noticed the different way of Indonesia and Brunei in those to things. But the most important thing is that she can adapt to the food well.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and suggestion. The first part will explain about the summary of the finding. The second part, recommendations, will describe the benefit of this research for the future research.

#### A. Conclusion

Intercultural awareness is the basic of human communication, it is important for people to understand especially when meeting people from another cultural background. A lot of college students nowadays tend to participate in study abroad program where they go out of the country and immerse in different culture. The program could influence students in some way, including their intercultural awareness. When doing this research, I come across several related previous studies which proved that study abroad program actually gain students intercultural awareness. Ilter (2016) noted on her research that the awardees of Mevlana and Erasmus, an exchange program in Turkey increase a strong awareness toward different culture that helps them to be a more critical, open-minded, and tolerance person.

Even though, there are some previous studies find while conducting the research, there were still limited researchers about the influence of study abroad on students' intercultural awareness found in Indonesia. Therefore, this present study aims to investigate the influence of study abroad program toward the students' intercultural awareness on PBI UIN Ar-Raniry students who have

participated in such program. In this research, there were five participants who have joined in three different programs abroad. The data obtain from doing semi-structured interview and analyzed by coding it, then the summary of findings in presented.

In the first research question, I found that there are four motivations of students in involving in study abroad program. Those are to wider point of view, appreciate differences, immerse in religious diversity and discourage racist sentiment, and the interest in the country: historical and uniqueness. For the second research question, I discovered that there are two categories of experience that influence the student intercultural awareness, specifically by observation that includes salad bowls concept, cleanliness and traffic behavior. Another category is by interaction which are punctuality, respect pedestrian, warm perception on guest, stereotype, and avoid misunderstanding. For the third research question, I found that the participants gain more awareness in the visible aspects of culture, that includes art, customs, tradition and food. Also, the invisible aspect of the host culture which is the value.

Based on the result of the research, students who participated on study abroad program gained intercultural awareness in some cultural aspects through their experience of being abroad. During the program the participants encountered a whole new different world that teaches them a lot of new things they never come across before. Those meaningful experience changes their view points on something that make them become more respectful, tolerance, and open-minded individual.

## **B. Recommendations**

Based on the result of the research, it could be concluded that study abroad program gain students' intercultural awareness. Thus, I would give some suggestions to university students, academic institution, and future researcher to maximize the implication of this study, as follow:

### 1. Students

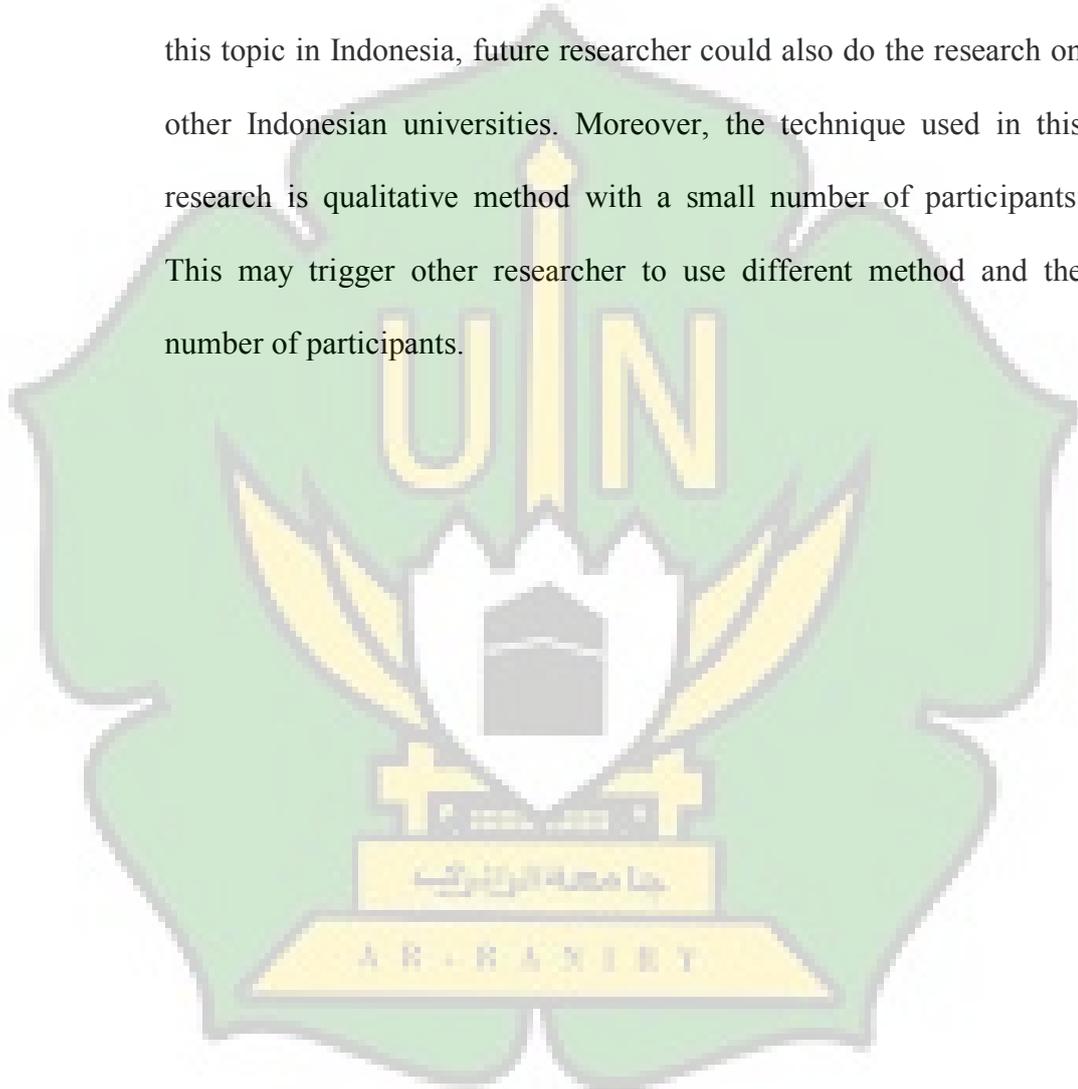
This research is expected to give more insight to university students about the impact students may get by participating in some kind of study abroad program. There are a lot of aspects could be gained after completing the program, but this study focusses on the cultural aspects. It can be seen from the result that students gain a lot of cultural aspects from their real-life experience in another country. Thus, this can be an eye-opener that studying abroad can be beneficial for the students itself and trigger them to join in such programs.

### 2. Academic Institution

For academic institution, I wish this research finding would give more information about how study abroad affect students in gaining intercultural awareness. It is important for the academic institution to fully support the students who want to participate in study abroad program because the institution would also benefit by having high achievement students. Also, it is hoped that the academic institution to be aware of conducting a collaboration with other universities abroad, so that students have better opportunities to study abroad.

### 3. Future Researcher

To other researchers who want to conduct similar research, it is suggested to expand the focus, not only on intercultural awareness but many other aspects out there. Since there is not much research about this topic in Indonesia, future researcher could also do the research on other Indonesian universities. Moreover, the technique used in this research is qualitative method with a small number of participants. This may trigger other researcher to use different method and the number of participants.



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## Appendix A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : E-17097/UN.08/FTK/KP.07.6/12/2019**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Oktober 2019

**MEMUTUSKAN**

Menetapkan  
PERTAMA

Menunjuk Saudara:

1. Dr.phil. Saiful Akmal, MA  
2. Fera Busfina Zalha, MA

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Nadia Nabilah**

NIM : **160203063**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness**

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 02 Desember 2019  
An. Rektor  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

## Appendix B



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-7531/Un.08/FTK/TL.00/08/2020  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb,  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NADIA NABILAH / 160203063**  
Semester/Jurusan : **VIII / Pendidikan Bahasa Inggris**  
Alamat sekarang : **Jalan Tgk. Harun, Je Masen Ulee Kareng, Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Agustus 2020  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,



M. Chalis, M.Ag.

Berlaku sampai : 10 Agustus  
2021

جامعة الإسلام نيري  
AR-RANIRY

## Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ik@ar-raniry.ac.id, Website http://ar-raniry.ac.id

### SURAT KETERANGAN

Nomor: B-271/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7531/Un.08/FTK.I/TL.00/08/2020 tanggal 10 Agustus 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nadia Nabilah  
NIM : 160203063  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

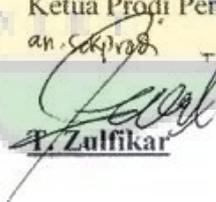
Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

*"The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness"*

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Agustus 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

an. Sekprad

  
A. Zulfikar

## **Appendix D**

### **Interview Protocol**

Project: **The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness**

Time of interview :  
Date :  
Place :  
Interviewer : Nadia Nabilah  
Interviewee :  
Position of Interviewee : The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness

This present study aims to investigate the influence of students' participation on study abroad program toward their intercultural awareness on PBI UIN Ar-Raniry Banda Aceh. The data will be collected by using semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about your motivation on participating in study abroad program, the experience during the program that influence your intercultural awareness, and what cultural aspects you are more aware after completing the program. The interview process will take approximately 20 minutes.

#### **The points covered in this research**

1. The students' motivation on studying abroad
2. The experience that influence students' intercultural awareness
3. The cultural aspects the students are more aware after completing the study abroad program

## Appendix E

**Title** : **The Influence of Students' Participation on Study Abroad Program toward Their Intercultural Awareness**

**Researched by** : **Nadia Nabilah**

### Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

Please initial  
box

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research.

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without permission and that so no one outside the research team will be allowed to access the original recording.

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.

I agree to take part in this interview

\_\_\_\_\_  
Participants' Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Researcher's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

If you have any further questions or concerns about this study, please contact:

Name of the researcher : Nadia Nabilah  
Domicile : Jl. Tgk. Harun, Ie Masen Ulee Kareng, Banda Aceh  
Tel : 082299812361  
e-mail : nadiabilah0@gmail.com