WESTERNS' LIFESTYLE CULTURE SHOCK EXPERIENCED BY GRADUATE STUDENTS OF ENGLISH LANGUAGE EDUCATION

THESIS

Submitted By

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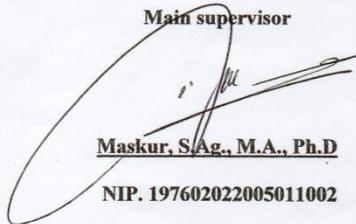
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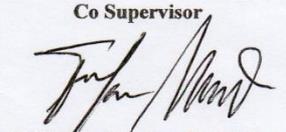
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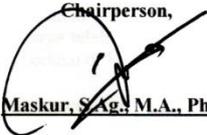
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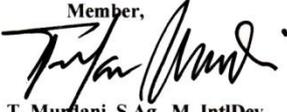
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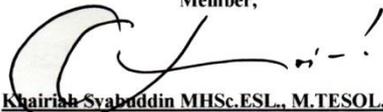
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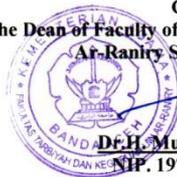
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ABSTRACT

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As culture is the aspect that differentiates style of people's life, culture shock is the social phenomenon that experienced by people in a different lifestyle, which caused of several factors. In addition, this kind of experiences, require a good adaptation strategy so that can give a good impact in people's life. Therefore, this study analyzed western's lifestyle culture shock experienced by foreign students. The purposes of this study were to know how Western's lifestyle in the college environment cause culture shock experience to the graduate students of English Language Education and to know what are the impacts of culture shock toward lifestyle of English language education graduate students. The research design in this study was qualitative. Researcher used purposive sampling to choose the sample of the research. In collecting the data, researcher used interview through (Email, Whats-App, Face to face). The informants were graduate students of English department who continued their study in westerns' countries. The result of this research shows that the differentiation of cultural elements such as educational systems and students' behavior and activities in college environment were the reasons behind culture shock experience. In addition, generally, the culture shock experiences brought positive effects for informants and their social life. The informants found some learning and feel upgraded in term of confidence, independence and brave, to the point, open-minded, outspoken, disciplinary, managerial and also they became able to maintain and sort things that important in their life.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

All praises be to Allah, The Almighty, who always gives me a blissful life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. *Shalawat* and salaam may always grant to the noble prophet Muhammad SAW whom together with his family and companions have struggled whole-heartedly to guide his *ummah* to the right path.

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Then, I would like to thank all my dear friends and classmates who have supported me to finish this thesis. Moreover, I would like to thanks to all of my friends in English Language Education Department academic year 2013 that have stayed with me in sadness and happiness during completing this thesis. The last, I would like, deeply, to thank my research participants for kindly help me in my research.

Finally, I believed that this thesis was far from perfect and need to criticize in order to be useful especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, October 2017

Putri Yunisari

CONTENTS LIST

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. Background of Study

Studying abroad, perhaps, is a big dream for many students who are majoring in English, and for the students in any discipline. Today, many students attend college outside their native countries because of various reasons such as gaining knowledge, cultural learning through first-hand experience, obtaining a high-quality education, experiencing different learning systems, developing English skills, enhancing employment opportunities and having an international relationship. The Organization for Economic Cooperation and Development (2016) published a surprising data that there are about 3 to 4.5 million students in academic year 2012/2013, leave their countries to continue study in the group of Organization for Economic Cooperation and Development (OECD) countries.

The data also mentioned about 26% of the total of the students prefer studying in the United States. Due to this largest percentage, the U.S is becoming very popular for higher education destination around the world. In fact, most of the students are originally from Asia that reaches 53% of the total. Most of the students who left their countries were to pursue master and doctoral or equivalent level. It can assume that students, especially Asian students prefer to continue their study abroad, particularly to western countries.

International experience is important to help them in gaining knowledge from the first world, developing their languages, and improving skills and cultural understanding. In similar, Godman and Berdan (2014) described that international

experience is an essential and affordable component of a well-rounded education because by studying abroad, students can develop their skills through their experiences of other cultures, languages, environments, and educational systems. Although, moving into a new environment requires a challenging adaptation process, especially cultural differences.

However, studying abroad is not as easy as many people thought, particularly for Indonesian students who have a strong Islamic background. They might face some difficulties while living abroad. For example in their daily activities, they have to act properly based on the Islamic rules and have to consider the admissibility. In other words, they have to adjust the new lifestyle without violating Islamic norms. As the matter of the fact that in western countries, Muslim is still a minority group, so that they might face some troubles, while adapting to the western culture.

According to Furham (2004), the academic issues, language, housing, economic issues, acceptance problems, health and recreation, and racial prejudices are some potential troubles faced by overseas students. However, the problems can be worst due to the differences in the lifestyle of the students' background. There was a peer study by Newsome and Cooper (2016), who examined the international students' cultural and social experiences in a British university during a current geopolitical clime. The result shows that 18 postgraduate students from Asia and far Eastern countries faced obstacles, such as they stressed by their surroundings, financial burden, the local lifestyle, and customary social behavior; for examples were pertaining to politeness and social alcoholic consumption, and

gender roles. Then, they were also frustrated and incapable to communicate with the local. In short, it happened because of the cultural diversity. Mulyana (2004) stated that omnipresent (found everywhere) and transformed are naturalistic of culture. Therefore, people are varying based on the culture.

Moving into a new place or entering a new culture causes someone losses the familiar symbols. This condition recognized as culture shock. Yet, culture shock experience will be different, it depends on the person and sometimes a person with the certain condition will experience a complex culture shock. However, someone's ways of viewing something, habits, and behavior are parts of lifestyle can establish their level experience of culture shock.

There are internal and external factors that influence someone's adaptation process. Sulaeman (2012) cited from Brislin (1981) who divided the internal factors into two kinds. The first factor is traits. It is the natural condition as the answer to a question "What kind of person he is?" and an easygoing person will be easier to adapt to a new culture. The second factor is the skill such as language, ways of life, norm, geography, economy, politic etc. In addition, Sulaeman (2012) cited from Alport who argued that attitude as internal factor is a mental awareness that guides someone how to act such as optimist, and tolerance, while the external factors are the differences between the cultures that someone owns and the culture of the host country, the jobs and someone's background, and the environment.

As mentioned before, adaptation is important for the international students, without exception. It is because naturally when they are moving into a new environment, they will experience a social phenomenon known by culture

shock. In this case, international students are required having a good adaptation that is not only with the local society but also the college society and its environment. Therefore, students from Indonesian who temporarily stay overseas might have shocked by the western's lifestyle. In addition, this experience brings impacts to their life. Especially graduate students of UIN Ar-Raniry Banda Aceh who were equipped with sufficient Islamic background before they continue their study to the western countries. Considering all of the explanations above, researcher would like to conduct a research, entitle Western's Lifestyle Culture Shock Experienced by Graduate Students of English Language Education.

B. Research Questions

From the background above, it is necessary to study about culture shock experienced by Graduate Students of English Department Studying Abroad. The research questions as follows:

1. How does Western's lifestyle in college environment cause culture shock experience to the graduate students of English Language Education?

2. What are the impacts of culture shock toward lifestyle of English Language Education graduate students?

C. Purposes of Study

Based on the research questions, the purposes of this research are:

1. To understand how western's lifestyle in college environment cause culture shock experience to the graduate students of English Language Education.

2. To identify the impacts of culture shock toward lifestyle of English Language Education graduate students.

D. Significant of Study

The significance of this study divided into two categories: general and specific significant.

a. General Significances:

Researcher expects this research will increase knowledge about cultural differences, especially the lifestyle.

b. Specific Significances:

1. Students

The research goal is to give knowledge and information to the students, particularly who want to continue their study abroad in western countries. Therefore, they will know and able to defeat cultural problems by having good preparation.

2. Study Program Faculty

This research is hopefully can be a good learning material used to increase the intercultural understanding and a good source for cross-cultural understanding study as one of the course in English Language and Education Department of UIN Ar-Raniry that aimed to help students to well understand about others culture, avoiding the misunderstanding and culture shock and also occurring tolerance.

E. Terminology

a. Western lifestyle

  The word western usually refers to countries, which are part of Europe and America. Further it also identic with the white skin people. Western's lifestyle is the western pattern of living as reflected by their interest, opinion, spending habits and activities. For example are rational, individual, punctual and spontaneous.

b. Culture Shock

  Culture shock is a mental illness that caused by the anxiety which happens because of the feeling of losing the familiar sign and social symbols. This is the condition where all feelings mixed and cause someone not able doing everything as usual. It could be worst when someone could not adjust and though his or her own is the best culture.

CHAPTER II
LITERATURE REVIEW

A. Culture

1. Definition of Culture

The word 'culture' has a broad meaning and exists since long time ago. It comes from Latin, *colere* that meaning is processing and doing. Besides, Sulaeman (2012, p.37) cited from Koentjaraningrat, marked that "Culture came from Sanskrit, *buddhayah*. It is the plural form of *buddhi* (sensibleness and mind), the meaning refers to everything that related to sensibleness and human's intellect." Even though it is difficult to explain the exact aspect that created culture, but it is important in order to understand and interpret the environment and experiences as the basis of human behavior. As the word culture in Oxford dictionary (2008, p.108) means "The way of life of a particular country or group". Meanwhile, there are 11 terms of culture divided by Stow in Keynar, Kaya, Karaman, and Doygun (2015, p.1):"

a) A set of standardized orientations to recurrent problems

b) The total way of life of a people

c) Learned behaviour

d) A way of thinking, feeling, and believing

e) A storehouse of pooled knowledge

f) A set of techniques for adjusting both to the external environment and to other men

7

g) The social legacy the individual acquires from his group

h) A precipitate of history;

i) A theory on the part of the anthropologist about the way in which a group of people in fact behave

j) An abstraction from behaviour

k) A mechanism for the normative regulation of behaviour."

According to Hofstede (2011), a collective program on thinking which diverse members of group and others called culture. This is quite similar to Trenholm and Jensen's definition of culture as cited in Mulyana (2004). They defined culture as a set of values, belief, norm and custom, rules and code that socially defines groups, and binds them together. Therefore, they will have same awareness, perception, and goal.

Considering all the meaning above, the reasons why culture usually associates with behaviors are has a big influence in our life and determines how we see, think, and act. In addition, culture does not belong to an individual. We learn culture from our family as Mulyana (2004) quoted from Alfred said that culture is code, which learned by the human. In other words, it does not inherit biologically, such as the ways someone drinks, eats, behaves and interprets something. The Latin American views the handkerchief or cutting tools given as a gift that signals are termination and condolences. Other examples are Indonesian inclines to beat around the bush, but westerner inclines to be to the point and the Asian prefers to be together with their family or group rather than the westerner that is more individualist.

As Mulyana (2004) equated the culture with the iceberg of culture. There are invisible (external) and non-invisible (internal) sides of culture. The external culture is something that visible such as language, tradition, dress, food, music, art, festival and architecture. Meanwhile, the internal culture is something invisible such as value, ethic, the concept of justice, motivation, learning style, perception, and etc.

In fact, the differentiation of civilizations had caused by culture. Each country has culture and subculture. For example is Indonesia. The subcultures of Indonesian culture are Acehnese, Sudanese, and Javanese, and etc. As Spencer (2012) quoted from Spencer, explained that culture has a big contribution to humans' life. He viewed culture as a fixed basic assumption and value that owned by a community and shared with their members. According to him, it influences the members' way to judge something and influences their behavior even not determine it. The existence of cultures and subcultures make someone becomes multicultural.

The culture plays important role in communication or interaction. Thus, a changing of someone's behavior that happens after an interaction with people from different cultures or subcultures will affect the renewal of his or her group culture. However, someone can lose his or her own culture if she or he is not capable in filtering the new culture.

2. **Characteristic of culture**

The character is the point that makes something interesting and unusual. There are seven characteristics of culture stated by Mulyana (2004) as follow:

a. Culture is learned. As explained before, a culture does not belong to someone, because we learn it from people whom we socialized. For example, In the United States, most children asked from a very early age to make decisions about what they want to do and what they prefer to do.

b. Culture is something that shared with others. People who come from and live in the same place incline to have similarity, because they share the culture. For example are the customs, traditions, values, and beliefs.

c. Culture based on the symbol. For example is alphabet that used in communication.

d. Culture is dynamic. It is because culture will change over the time.

e. Culture is selective. It represents the human's experience pattern in limit quantity.

f. The aspects of culture are connected each other due to culture is integrated. For example is the value system, which is related to morality, religion, and belief.

g. Ethnocentrism. It makes someone leans on their perception of own's culture, with the result, she or he will has incorrect assumption about others'.

3. Elements of Culture

According to Farooq (2011), the basic cultural elements of culture are including ideas, belief, values, and custom. Further, Malinowski (n.d) as cited in Sulaeman (2012) stated that the world culture as present in every human society has seven universal elements. They are:"

a. Language,

b. Technology,

c. Economic System,

d. Social Organization,

e. Educational System,

f. Religion, and

g. Art."

B. Lifestyle

People utilize the Lifestyle to express her or himself. As the term lifestyle used broadly, Jensen (2008) divided 4 different levels of lifestyle. They are (1) the global level, (2) the structural or national level, (3) the positional or sub-cultural level and (4) the individual level. As lifestyle is associated with a living model of a group of people, it is not only influenced by the economic, political, religious, framework, pattern, and discourse but also the demographic and technology.

The notion of "way of life" is synchronous with the notion "lifestyle". It is because the concept of lifestyle is how somebody lives his or her life, or how somebody wants to live his or her life. In line, Rohit (2015, p.3) cited from Collins English Dictionary defined the word lifestyle as "Individuals' patterns of

living as reflected by interests, opinions, habits, and activities." Besides, he also cited from Adler stated that lifestyle is everything refers to social position, someone's attitude, and value. Hence, the class, gender, education, socialization, and age are some of the common matters that classified the lifestyle.

The lifestyle becomes the guide to someone's behavior and it can change follow the current. Thus, the ways in which someone spends his or her days doing a routine such as dressing, eating, walking the dog, and having a social conversation are the certain unique senses that can differentiate them from others. In fact, lifestyle has owned by someone during his or her childhood time and influenced by the environment. The peculiar lifestyle had distinguished between the Western and Eastern. Both western and eastern lifestyle is different and can cause culture shock, stereotype and ethnocentrism to them who are not familiar.

1. Western

The term "western" is variety in meaning. As explained in Collins Cobuild School Dictionary of American English, it usually refers to United State, Canada and the countries of Western Europe. It refers to their people, stuff, ideas or ways of life. Thus, the word "western culture" generally links to the classical definition of western worlds which characteristics are the first, rich, liberal and democratic world, such as Australia and America.

It agrees with Sullivan (2017) who asserted that western culture comes from Europe and based on European culture. This culture makes America on the east coast of United States has western culture due to it is originally a British colony. According to him, western culture uses to describe the social norms,

belief systems, traditions, customs, values, and etc. Then, he also classified eight characteristics of western culture, which may distinguish it from others. They are democratic, rational thinking, individualism, Christianity, capitalism, modern technology, human right and scientific thinking.

Besides, Sulaeman (2012) explained that there are three values in the western culture. The first is human which described as the powerful creature and the pivot of everything. He said that human in western culture should be rewarded highly due to their capability, not their wisdom prudence. The seconds is freedom, the free means no intervenes; everyone has his or her own right in decision-making and doing everything, that she or he wants. It noted by Wang (2007) as live in space, where people prefer to follow their dream. In fact, freedom induces self-confidence and social equality. The third is technology. Western culture is famous for their advanced technology that has control over the world. They are advance in science and technology, because of their empirical world.

The explanation of westerns' characteristics given by Sulaeman (2012) is quite similar with Sullivan. Sulaeman defined it into four: rational, individualist, punctual and spontaneous. These can be seeing through their lifestyle. For example, the western tends to be in time for the meeting and they appreciate spontaneous. As the focus in this research, the westerns' lifestyle in the college environment, there should be a distinction between the western's colleges lifestyles compare to the Acehnese's college lifestyle.

As explained by DALAT International School in a booklet Understanding Western Education (n.d), the western's educational systems are focusing on

preparing students with a balance between the aspects such as academic, social, and educational. Therefore, they provide a flexible student-centered approach for teaching and learning. It is because of the western educational theory currently favors a constructivist approach. In other words, students construct their own knowledge, merely facilitated by the teacher. Then, they utilize a variety of assessment tools. In addition, the disciplining operated through educational ways. In other words, they corporal punishment is seldom used.

Besides, Australia Trade Commission (2011) reported that Australian students expected to complete a substantial amount of private study, and generally, students spent a lot more time in the library. However, students spent less time in the class to listen to the lecturer.

2. Eastern

Different from the west, Sulaeman (2012) explained the values of eastern culture is based on the religions that born in the world of East. According to him, the Eastern live their life with the combination of intellect and intuition, as well as the intelligence and feelings. Further, the Eastern culture emphasizes people to be discipline, simple, to stay away from the pleasure of the world and to get closer to the creator. In addition, Wang (2007) said that the people are living in time. It makes them seems to be more natural than the western, due to they do everything by natural order and step by step.

Further, Wang categorized them as submissive, contemplative and often passive. The examples of these characters are having thought if the leader has hard responsibility and having lots of consideration. However, the Eastern is

unpretentious and contemplative or combination between the sense of gratitude and intuition, and intelligence and feeling. Yet, the Acehnese college' lifestyle reflected the eastern culture. The students incline to be passive and wait for the teacher command; it can be the influenced brought by submissive culture.

C. Culture Shock

1. Definition of Culture Shock

Visiting or moving into a new place, for some people become an interesting experience or a starting point to have a better life. In contrast, doing an interaction with a new culture is never being easy. Someone who moves from a large urban society to a small island society may experience high culture shock compare to someone who moves from a rural society. It will become a common experience for them who study, work and travel, and live abroad.

According to Furnham and Bochner (1982), as cited in Ward, Furnham and Bochner (2001, p.65) noted, "Unfamiliarity with any or all aspects of a new society (physical, technological, climatic, political, legal, educational, linguistic and socio-cultural) may contribute to 'culture shock'." It is a common psychological response to unfamiliar culture. Sulaeman (2012) cited from Oberg (1960), defined culture shock as a mental illness that caused by the anxiety due to the feeling of losing the familiar sign and social symbols.

Adler (1975, p. 13) stated, "Culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from someone's own culture, to the new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experience. It may encompass the feeling of

helplessness, irritability, and fears of being cheated, contaminated, injured or disregarded." This means the cause of culture shock is the mismatch of cultural attitudes. Therefore, someone who does not maintain an open mind, and does not invest any effort trying to understand a foreign culture, will always be going to be in the shock phase. Further, the common culture shocks are on climate, food, language, dress, social role, and role of behavior.

2. Stages of Culture Shock

Oberg (1954) as the first who mentioned culture shock, in the Women's Club of Rio de Janeiro divided the stage of cultural adjustment into four stages. The stages are the honeymoon, culture shock, gradual adjustment, and adaptation. It is an ongoing process and possible to be repeated.
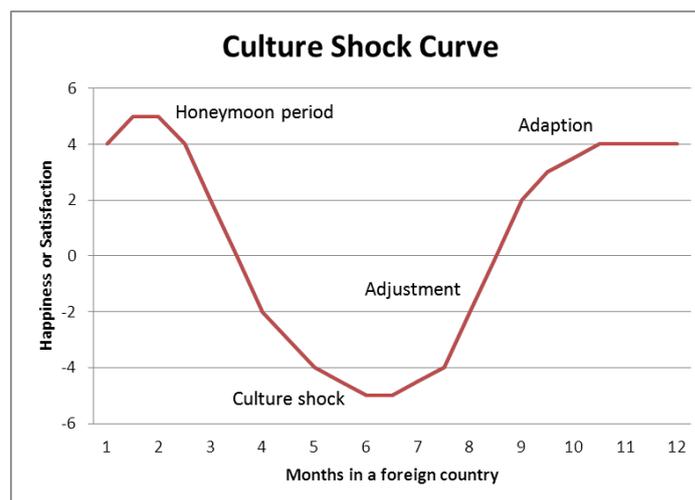
Figure 1. U-curve of adjustment process
Adopted from madridmetropolitan.com

a. Honeymoon stage.

It is the time where someone feels euphoric, excited and be pleased with everything new. In this stage, people put the differences between home culture and the host culture in a romantic light. The signals of culture shock that provided

are not in a negative way. Therefore, someone will feel as if he or she is able to handle everything and fascinate with the similarities and differences between the new and his or her own culture. These feeling usually appear before the departure and the first time until few months after arrival into a new place. There are hopes and awareness of promise that new experience may help.

b. Culture shock stage

Culture shock can happen after 3 months, (see figure 1). It totally depends on the individual and the differences between cultures. According to Oberg (1954), it is the time when someone starts to see small differences as the problem or the time when they cannot able dealing with them. Moreover, there is hostility. One of the problems may occur is stress in an uncontrollable situation. At this stage, someone will feel shocked, discomfort-able, confused, recoiled and self-doubt.

Many obstacles such as unable doing something will also cause frustration. In addition, some of them will cause sickness. There is life alteration scale to measure the level of stress by Holmes and Rahe (1967), (figure 2), that the total of points can identify low or high susceptibility to stress induced health breakdown. For example, the major change in living condition is 25 points alteration to the life, moving house or school is 20 points and the change of social activities is 18-point. The higher point is when the death of husband or wife. Therefore, family problems usually bring more stress. This stage is also the time when prejudice and stereotypes happened. Someone will see the host culture is

never being better than the home culture. it is due to the host seems to be cold, and unhelpful.

c. Gradual adjustment or humor stage

This is the stage that someone becomes more familiar with the host culture. The outsider learns to deal with the problems and understands the host culture in better ways. However, the host country is no longer feeling very new and all things are becoming normal. In addition, their sense of humor also increases. They can laugh at a small thing, which actually believes as a big problem before.

This stage usually starts after 6 months or more, (see figure 1). In reality, there is no fixed timing of adjustment duration. As Ward, Bochner, & Furnham, (2001) quoted from Lysgaard, told students who had lived in the U.S between their months of 6 to 18, as significantly less adjusted. It is in contrast to those who had lived there for less than 6 months or more than 18 months, they still need more time to adjust. Further, they quoted from Furukawa and Sibayana (1993, 1994) that the first 6 months is honeymoon stage and after 6 months of arrival is the stage of culture shock.

d. Feeling at home or acceptance stage

The last is the mastery stage. The stage where new people are ready to accept the host country as home. They become able to participate fully and become comfortable with the culture. In other words, the environment and its culture are not new anymore. Further, they can accept wisely the good and bad things that offered by the culture. Yet, they still keep the traits from their home

cultures, such as the accents and language. Thus, this stage also knows as a bicultural stage.

3. Factors of culture shock

Culture shock experience happens because of the differences of culture. It is also different individually. Some factors cause culture shock. According to Rajasekar & Renand (2013), the factors are individual personality characteristic, demographic and organizational support. The examples of personality characteristics are cultural flexibility, ethnocentricity, stress-reactions, interpersonal and relational skills. In fact, culture groups people based on how they think, feel about, react to the environment, and use the symbols.

Some other factors that occurred shock are the differences of cultural and social feature. Hofstede (2011) published his cultural dimensions model that can distinguish one culture from others.

1) Lower context or higher context society

The Asian (i.e. Indonesia, Japan, Korea, Pakistan, India, etc.) or most homogeneous societies have higher context culture. They paid more attention to the context than the words spoken. However, they tend to correlate with cultures that also have the strong sense of tradition and history.

Hall (1976) as cited in Hofstede (2011) categorized the low context societies into them who communicate in explicit ways. Further, they communicated in verbalized ways such as in the U.S, Australia, Switzerland, German and another western country. This can occur shock, due to the high context individual is likely to gather with the community or not independence.

They may be frustrated when they find out the people are appearing do not want to develop a relationship or help them on an ongoing basis.

2) Masculine or feminine society

According to Hofstede (2011), these two concepts did not concern with being male or female but about behaving in a masculine or feminine way. It is the reactions of how well people feel they are rewarded, their levels of satisfaction, willingness to work harder at a lower wage and emphasis on the work itself rather than emphasis on pay.

In high masculine societies such as in Japan will happen a competition. It is a group competition. This situation is in contrast with the feminine society where the society owned values such as caring each other quality of life. The differences between both are masculine is identic with wanting to be the best and feminine is identic with liking what you do.

3) Individualist or collectivist society

The individualist is people that protect themselves, while the collectivist belongs to a loyal group that takes care of them. It means, different from the collectivist, the individualist do not really need a group support.

4) Uncertainty avoidance

Uncertainty avoidance is dealing with a society's tolerance for ambiguity. People with high uncertainty avoidance level are more emotional and motivated by inner nervous energy. It is different from people with low avoidance who are more tolerant of opinions different from what they used to. Hofstede (2011) identified societies with high uncertainty avoidance. They are in the East and

Central European countries, in Latin countries, in Japan, and in German-speaking countries. Meanwhile, societies with lower uncertainty avoidance find in English speaking, Nordic and Chinese culture countries.

5) Pragmatism oriented or normative oriented society

It is about the flexible, rigid or the prevailing way of dealing with the environment. The pragmatic society believes that most important event will occur in the future, but the normative prefers to honor the past because the important event can occur in the past or now.

6) Indulgent or restrained society

It is related to the enjoy-ability and happiness. The society with a low control called indulgence, while the society that is relatively strong control called restraint. Indulgence societies found in South and North America, in Western Europe, and in parts of Sub-Sahara Africa, whereas, restraint societies found in Eastern Europe, Asia, and the Muslim world. Instead, Mediterranean Europe takes a middle position on this dimension.

The Holmes-Rahe Life Stress Inventory
The Social Readjustment Rating Scale
INSTRUCTIONS: Mark down the point value of each of these life events that has happened to you during the previous year. Total these associated points.

Life Event	Mean Value
1. Death of spouse	100
2. Divorce	73
3. Marital Separation from mate	65
4. Detention in jail or other institution	63
5. Death of a close family member	63
6. Major personal injury or illness	53
7. Marriage	50
8. Being fired at work	47
9. Marital reconciliation with mate	45
10. Retirement from work	45
11. Major change in the health or behavior of a family member	44
12. Pregnancy	40
13. Sexual Difficulties	39
14. Gaining a new family member (i.e.. birth, adoption, older adult moving in, etc)	39
15. Major business readjustment	39
16. Major change in financial state (i.e.. a lot worse or better off than usual)	38
17. Death of a close friend	37
18. Changing to a different line of work	36
19. Major change in the number of arguments w/spouse (i.e.. either a lot more or a lot less than usual regarding child rearing, personal habits, etc.)	35
20. Taking on a mortgage (for home, business, etc..)	31
21. Foreclosure on a mortgage or loan	30
22. Major change in responsibilities at work (i.e. promotion, demotion, etc.)	29
23. Son or daughter leaving home (marriage, attending college, joined mil.)	29
24. In-law troubles	29
25. Outstanding personal achievement	28
26. Spouse beginning or ceasing work outside the home	26
27. Beginning or ceasing formal schooling	26
28. Major change in living condition (new home, remodeling, deterioration of neighborhood or home etc.)	25
29. Revision of personal habits (dress manners, associations, quitting smoking)	24
30. Troubles with the boss	23
31. Major changes in working hours or conditions	20
32. Changes in residence	20
33. Changing to a new school	20
34. Major change in usual type and/or amount of recreation	19
35. Major change in church activity (i.e.. a lot more or less than usual)	19
36. Major change in social activities (clubs, movies, visiting, etc.)	18
37. Taking on a loan (car, tv, freezer, etc)	17
38. Major change in sleeping habits (a lot more or a lot less than usual)	16
39. Major change in number of family get-togethers ("")	15
40. Major change in eating habits (a lot more or less food intake, or very different meal hours or surroundings)	15
41. Vacation	13
42. Major holidays	12
43. Minor violations of the law (traffic tickets, jaywalking, disturbing the peace, etc)	11

Now, add up all the points you have to find your score.

150pts or less means a relatively low amount of life change and a low susceptibility to stress-induced health breakdown.

150 to 300 pts implies about a 50% chance of a major health breakdown in the next 2 years.

300pts or more raises the odds to about 80%, according to the Holmes-Rahe statistical prediction model.

Figure 2. HR live Scale Inventory
Source: Adopted from simplypsychology.org

4. Symptoms of Culture Shock

Similar to another illness, culture shock also has symptoms that should identify in order to minimize its effects. There are two culture shock symptoms: physical and psychological symptoms. Some of the common symptoms listed by University of Copenhagen (n.d) are:

a. Mood changes, depression, powerlessness

b. Feeling angry, even with the minor inconvenience

c. Overeating or loss of appetite and feeling sick much of the time

d. Loyal to own culture and develop stereotype of new culture

e. Lost self-confidence

f. Isolated and insecure

g. Relationship stress

It is similar to Seki's view of six common reactions of culture shock (2014, p.75); "1. Metal fatigue during the adaptation stage: 2. Feeling uneasiness when failing to continue the behaviors of the original culture: 3. Refusing or being refused by a new culture: 4. Uncertain status in a new circumstance: 5. Discomfort when falling short of expectation: and 6. Feeling of powerlessness when failing to deal with the new culture." It is important to note that expectation plays a significant role in establishing the level of stress. It is because more people expected the more stressor she or he got when the reality is in contrast. According to Taft (1977), as cited in Stefanie (2004), the moral anxiety is the result of culture shock. This is the situation when someone being aware of the differences between cultures, then has some feeling such as surprise, discomfort, anxiety,

indignation or disgust. They view the differences as the violation of their own values. The symptoms can occur every time, even when people already adjust. It is because this cultural adjustment is the ongoing process.

5. Coping strategy of culture shock

Every people are different and their behaviors depend on the culture they owned. Personal character influences in making a successful transition to new environment and culture. According to Stefanie (2005), the extrovert is possible to adjust with the new environment and have few problems relating to the accepting of unfamiliarity situation. Therefore, as informed in chapter I, numbers of students left their home countries for continuing their study into western countries should experience an unpleasant situation. Thus, they need a right coping strategy.

Experiencing culture shock is un-impossible for students from English majoring that continue studying in western countries, although they are quite familiar with the culture such as the language, the western's custom, their daily activity, and behavior. In other words, both culture shock and coping strategy mediated by characteristics of the individual and characteristics of the situation. In fact, a deeper understanding of a culture is important in order to avoid culture shock, stereotypes, and prejudice.

Therefore, learning to have a balance between the cultural values of your home and culture values of the host country is important. Further, understanding or not be too serious and accept the differences of culture are ways to avoid a complex culture shock. In addition, self-confidence and self-efficiency are things that determine the successfulness of someone adjustment process. As Stefanie

(2005, p.20) quoted from Clifford & Hammer (1995), "Self-confidence has been determined as important for success in Adjustment". Meanwhile, Zhou, Divja, Topping, and Todman (2007) marked that the 'stress and coping' approach derives from early psychological models of the impact of life events. According to them, people in cross-cultural situation need to be enthusiastic with the new environment, adapt, and develop their coping strategy and tactic.

The anxiety and Depression Association of America (ADAA) in 2016 informed that there are thirteen things to do, in order to manage the Anxiety and stress, (Figure 3). In addition, the student information, advice, and guidance website of King College London advised some tips for students to deal with the culture shock that based on what happened in the college. They are as explained below.

1. Try to explore the new culture.

ADAA (2016) suggested finding places in the college, which are possible for meeting new people to have small talk. In addition, attending orientation or some events and visiting some interesting places to know the local area is also helpful. These ways are better than staying alone at home or dormitory. Nevertheless, it does not suggest the students be a tourist.

2. Keep in touch with own culture

Trying not to lose own culture and keep in touch with the familiar signs, family, and friends from home country are good choice to create a better feeling. Beside of doing a conversation through email or phone, reading news to be up to date with the situation in the home country will also help.

3. Counseling services

When people are feeling anxious, loneliness or unhappy, they need to find someone to talk or share any problems. It can be friends, mentor, lecturer or psychologist. Nowadays, many universities provide counseling services for their students to help them in solving their problems, not only the academic problems but also a personal problem. Therefore, utilizing the counseling service may help in this condition.

HOW TO DEAL WITH STRESS AND ANXIETY

Take a time-out.

Practice yoga, listen to music, meditate, get a massage, or learn relaxation techniques. Stepping back from the problem helps clear your head.

Limit alcohol and caffeine.

Alcohol and caffeine can aggravate anxiety and trigger panic attacks. Instead, drink water.

Exercise daily.

Exercising can help you feel good and maintain your health.

Slowly count to 10.

10 Repeat, and count to 20 if necessary.

Accept that you cannot control everything.

Put your stress in perspective: Is it really as bad as you think?

Give back to your community.

Volunteer or find another way to be active in your community, which creates a support network and gives you a break from everyday stress.

Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.

Eat well-balanced meals.

Do not skip any meals and always keep healthy, energy-boosting snacks on hand.

Get enough sleep.

When stressed, your body needs additional sleep and rest. It's important to get 8 hours of sleep per night!

Take deep breaths.

Inhale and exhale slowly throughout the day when you are feeling stressed.

Do your best.

Instead of aiming for perfection, which isn't possible, be proud of however close you get.

Maintain a positive attitude.

Make an effort to replace negative thoughts with positive ones.

Learn what triggers your anxiety.

Is it work, family, school, or something else you can identify? Write in a journal when you're feeling stressed or anxious, and look for a pattern.

Get help online.

Figure 3. How to Deal With Stress and Anxiety
Adopted from Anxiety and Depression Association of America (ADAA)

D. Previous Studies

Culture shock nowadays becomes a phenomenon that experienced by all people moving into another place. There are some studies about culture shock. The first is a research conducted by Sulih Indra Dewi which title is *"Culture Shock dan Akulturasi Dalam Lingkungan Belanda (study pada peserta program Au Pair dari Malang-Indonesia di Belanda antara tahun 2003-2009)"*. For some reasons, researcher thinks of her research, which is regarding this research. Sulih's research is qualitative which has done by direct observation, participative, in-depth interview and documentation. Her respondents were 14 women from Malang that been chosen through purposive sampling technique. In her research, she used Miles and Huberman (1992) ways of data analysis that consist of data reduction, data display, a conclusion with drawl and verification. There were four important findings of her research. First, the biggest motivation to join the program is getting experience living abroad. Second, all of the participants experienced culture shock about food, lifestyle, and weather during their stay. Third, the internal factor and external factor helped the participants to acculturate in Dutch culture. Fourth, In general, the smaller and shorter culture shocks of the participants the easier acculturation process.

The last but not least is a research by Stefanie Theresia Baier, whose research title is, "International students: culture shock and adaptation to the U.S culture". It was a study at a Michigan Community College in the Midwestern United State. It was a mix method study that aimed examines the culture shock experience and the adaptation process, and its relation to the cultural background,

gender differences, language proficiency, self-confidence self-efficacy and social support network. The research involved 45 international students from western and non-western countries, and 60 percent of the students were female students and 40 percent were male students.

The finding showed that the non-western students faced more hard time in the adjustment process. Besides, compared to the male students, the female students were more difficult to adjust to the US culture especially their lifestyle. In fact, the western students were more familiar with the US culture and less need of community support, but difficult to get used to US food. In addition, they have high social support. It is in contrast with the non-western students whom required studying the new environment, prepared their language, and communication skill. The study showed that by having neither low nor high self-confidence, the students still experience culture shock.

In short, the similarities between this research with both of the research above are researcher also use the purposive sampling technique to determine the participant and researcher would like to find out about lifestyle culture shock experience as in both studies found lifestyle is one of the adjustment problems of the international student.

CHAPTER III
METHODOLOGY

E. Research Design

This was a qualitative research. As Zerman (2014) cited from Walliman who explained if the data is in the form of ideas, customs and belief, it should measure in a qualitative way. Hawa and Santhiram (2000/2001) quoted from Denzin and Lincon (1994), defined qualitative research as multi-method due to involves the interpretative and naturalistic approach with the subject matter will study in its natural setting. Creswell (2009) defined the qualitative as a research that related to the social and human problems which it used for exploring and understanding the meaning that be based on individuals or group experience through some process. He explained that features of qualitative are using words rather than numbers and open-ended question in an interview process.

In conducting this research, researcher used the case study as one of the qualitative research methods in order to study about western's lifestyle culture shock experiences and its impacts. As Creswell (2009) cited from Stake (1995) who defined case study as a strategy used to help researcher in exploring deeply a program, event, activity, process, or one or more individuals. Yin (2003), explained that qualitative case study is not enough by having a "what" question (to have descriptive knowledge), but it also requires "how" question (to have an explanative knowledge) and "why" question (to have explorative knowledge). He

also explained case study used to conduct a research that related to the behavior, to report about a contextual condition that relevant to the phenomenon and the environment, and also to make clear the boundaries between the phenomenon and the environment. Researcher used the interview to collect the data for this research. As the aspects of culture are various, the focus of this research was to study about the differences of lifestyle between Western and Acehnese that caused culture shock experienced by graduate students of English Language Education. Further, the lifestyle itself would limit in college environment only.

F. Population and sample

The technique used in determining the sample of this study was purposive sampling. It was the technique of sample collecting by certain consideration. This technique of participant election would be helpful because the chosen informants should understand the issues. Sugiyono (2007) cited from Linkon and Guba (1985) who argued the naturalistic of purposive sampling are temporary, serial selection of sample unit; it depends on necessity, and selection to the point of redundancy. Moreover, researcher chose this technique, because the population consisted of students who were difficult to get the access on. Hence, researcher relied on the information that researcher got from faculty, alumnus, and lecturer.

The sample was Acehnese students that graduated from English Language Education Department of UIN Ar-Raniry and continued their studies in the western countries. There were two types of informants. The first was the students chosen from the second semester. The second was they who had already finished

their master programs in the one-year duration of graduation time. In other words, they had finished their study in 2016. This research would like to find out about how their western's lifestyle culture shock experiences were and what the impacts of it were. As generally, culture shock phase happened after honeymoon phase when someone was starting to see the differences as problems. In other word, it could experience after third months or more after entering a new culture. In addition, researcher believed that those who just came back still remember and was able to tell their culture shock experiences.

G. Technique of Data Collection

In this research, researcher collected the data from eight graduate students of English Language Education Department. Six of them were studying in Australia, America, and London and two others were students who have just finished their study in America and UK. In this study, researcher used an interview to explore this case deeply. Researcher had contacted them one week before the interview in order to ask for their participation. Researcher asked for interviewees' free time. Thus, it could determine the perfect time to begin interview section. This appointment helped researcher in the matter of interview section with them who lived abroad, inappropriate time without offending their study time. Moreover, it was also important to make sure the meeting time between researcher and interviewee who stay in Aceh, without offending their schedule.

1. Interview

As interview divided into two; open and hidden interview, researcher carried out an open interview in this research. It meant the informants who provided information related to the study knew researcher present as interviewer. The interview was a Semi-Structure Interview that would not limit researcher in offering another question related to the topic. Researcher used face-to-face interview and interview by online application to collect the data, such as Email (It would be the primary source of the data) and Whats-App (WA). The reasons for using these ways in an interview were that two informants just came back to Indonesia after finishing their study, but most of the informants were living abroad while the researcher lives in Aceh, Indonesia.

In fact, the Email Interview had used by many researchers. For example, it used by Kim, Brener, Liang, and Asay in 2003 as cited in Meho (2006). They had interviewed ten generations Asian American college students in order to study their adaptation experiences as immigrants and their current experiences as young adults. Besides, researcher assumed that a semi-structured email interview would be an efficient way to get the data from informants and would decrease the time-consuming in transcribing data. It was also helpful for researcher to save the budget. As Miho (2006) found in his research that semi-structure e-mail interview is quicker, easy and inexpensive process to get the data.

If there was unclear information given by the informants, the interview session continued directly via voice or video call through WA. Researcher asked

some unclear answers to questions related to the topic. Researcher had split the interview materials into three categories: culture shock experience, coping strategies and the impacts of culture shock. Each of these categories would consist of several questions.

H. Technique of Data Analysis

The analysis technique used in the qualitative research was ongoing with the process of collecting data. Bungin (2007) said that in the qualitative research, the method that used in data collection also used as the method for data analysis. As soon as the data collected, it also analyzed by researcher. In other words, both of the data collection procedure and analysis related to each other. The transcribed interview was analyzed by following Bugin's steps (2009, p. 70)"

1. Data collection. It is the way researcher collect the data. Moreover, this research used the interview as the technique of data collection.

2. Data reduction. The reduction started since researcher collect the data through making précis, coding, investigate the theme, and so on.

3. Data display. In this step, researcher gives the description of the data to make possible drawing out the summary. The data display in the form of narrative text. It also can display in form of a matrix, a table, and a draft.

4. Conclusion drawing and verification. This is the last steps in data analysis. After the data analyzed and explained by using words to describe it, researcher will take the core to answer the research question.

I. Informed consent

Informed consent was an essential tool in conducting a research. It would give information the information and to help them to decide whether to participate in this study or not. Researcher prepared the informed consent in the written form. Therefore, researcher was able explaining this research briefly. Moreover, I also attached it together with the interview questions in order to make the informants easy to read and this.

CHAPTER IV
DATA ANALYSIS

A. Analysis of Interview

In order to answer the research questions, researcher had divided the interview questions into three themes: culture shock experience, coping strategy, and the impact of culture shock. Researcher started by each question in a theme that elaborated to get the clear answer. Eight informants participated in this study. They were three women and three men, who study in Australia, America and London, and two others were women who have just finished their study in New York, and U.K. The table below shows the result of as culture shock experiences, coping strategy and the impacts brought to the informants' life.

No	Interviewee	Culture Shock (shock, problems, uncomfortable things)	Coping Strategy	Impacts
1	Informant 1 (Australia)	1. Independence 2. Sense of Politeness 3. Freedom 4. Assessment 5. Articulating thought	1. Listing problems 2. Think of positive solution	1. An increased of self-confidence 2. More independent 3. A better understanding of western's lifestyle and the culture
2	Informant 2 (London)	1. Academic system 2. Articulating thought 3. Timing (hang out or appointment)	1. Optimist 2. Talk and hang out with friends	1. Understand what is unity means 2. An increased of self-carefulness in writing and sealing with facts 3. Realize how important self

				control is
				4. A better understanding of western's lifestyle and the culture
3	Informant 3 (Australia)	1. Education 2. system (Flexibility, Reading material) 3. Food 4. Conversation problem (not confidence, different accents, speed)	1. Asking friend 2. Socialize (ex. joined a WA group)	1. Understand the rule and custom of the Australian 2. Influenced by westerns' common attitude (politeness, awareness) 3. An increased of self confidence 4. More independent, patient, brave, critical 5. Good time management
4	Informant 4 (Australia)	1. Task (reading, discussion, writing) 2. Time management	1. Looking for the information before departure 2. Anticipate the situation and lifestyle	1. More confident 2. A well emotional management 3. Understand how to sort things in life 4. A better understanding of western's lifestyle and the culture
5	Informant 5 (Australia)	1. Seriousness of western students in reading and studying	1. Looking for the information before departure 2. Asking help from friends, neighbors, lecturer, Australian people in street 3. Imitate good habit in academic 4. Face the culture shock.	1. More discipline 2. Have well management of emotional, time, and habit 3. An increased of self-confidence 4. Become independent 5. A better understanding of western's lifestyle and the culture
6	Informant 6 (New York)	1. Individualist 2. Independence	1. Looking for the information	1. More out-spoken 2. More diplomatist

		3. Speak up habit 4. Partnership system 5. Timing	before departure 2. Learn diligently 3. Asking question often and speak up 4. More open 5. Try to socialize with the people 6. Keep in touch with family and friends	3. Being honest 4. Confident to interact with new people 5. Very independent 6. A worst emotional management 7. A better understanding of western's lifestyle and the culture
7	Informant 7 (United Kingdom)	1. Learning ways (assignment, less elaborate, critical thinking) 2. Informal discussion 3. Scoring 4. Dresses	1. Looking for the information before departure 2. Utilize campus service 3. Keep in touch with family 4. Share problem with friends, tutor, lecturer 5. Imitate the way they do something 6. Tolerance	1. Quite Independent 2. Open minded 3. More confident 4. Changing of emotional management (insensitive) 5. Impact GPA result 6. A better understanding of western's lifestyle and the culture
8	Informant 8 (America)	1. Communication problem (people talk too fast) 2. Academic life (Discussion material and writing assignment) 3. Food and praying	1. Looking for information before departure 2. Looking for help from professor, classmates 3. Reviewing notes and read textbook 4. Join study groups and socialize with people and the culture 5. Request a tutor	1. More aware of the rules 2. To the point 3. Confident 4. Independent 5. Well emotional management 6. A better understanding of western's lifestyle and the culture

Figure 4. The result of culture shock, coping strategy, and the impacts.

1. **Culture Shock Experience**

Since researcher explored the culture shock experiences of eight graduate students of English Language Education Department, researcher found that two informants have been abroad. Informant 2 has been in Malaysia for four days and informant 7 has been in Melbourne for two months and as well as Germany for two months. According to the answer, most of them informed that taking the master degree program was their first experience being abroad for a long period in Western countries which had different culture from Indonesia as their home country.

Since it was their first time being abroad, researcher also asked them how their first imagination and the fact about college lifestyle in their host countries. By chance, their answers were various. Most of the informants had imagined that the college lifestyle would be hard, because of the differences of culture, including the educational systems, and the student's behavior. However, they also had positive though, as comments below:

Informant 1 :"What I imagine before, aaa when I go to Australia, is that they are living a free life, a full party."

Informant 2 :"I imagined that college lifestyle would be tough but I optimistic that I could deal with it, I have to work more seriously than before. And also the fact that people are discipline."

Informant 6 :"Before I used to think that being there like going to U.S. I would have met new family, new friend and we will live together in own campus housing."

Informant 8 :"Before I came, I thought people in here are always in time, especially in relation to campus activity. Then, Americans are individualistic, love party and eat a big portion of food. Moreover, I imagined that the class would be very active. The class might be every day. All professor would wear formal cloth in campus and students have to use shoes and semi-formal cloth."

In addition, researcher also asked them about how the real picture of the students' lifestyle in their college environment. Some of them found that it was similar to what had been imagined, but some others did not, as informant 6 said, "The reality is different like what I have imagined. Is that everyone live by themselves, individualist. So, it is rare me actually to meet friends. We had our own live, had our own department."

Frequently, the informants gave the same explanations about the students' lifestyle in their college. They mentioned that the students are busy, keen, focus on their work, fair, discipline, individual, and having social sense. As informant 2 said, "When weekend comes, those students would be very social, we can see them hanging out mostly at bar." In other words, most of the students at their college did not waste their time for a less important thing, except it was the leisure time. In addition, they have a good time management, have a high reading habit as they mostly spend their time in the library and read lots of learning material, and use public transport, bike or walking to campus. It seems through some explanations mentioned below:

Informant 3 :"The students are very unique and diverse. Mostly students do their academic life as usual as in our countries, but in contexts, they may share the different values and attitude. For example students are very disciplined, they highly pay attention to the environment. Mostly, students use public transport, bike to campus, some of them walking. They are also very happy with the park and pitch during the summer students are very keen to attend or visit the campus as the university provide them with the convenient environment to enjoy their study. People go swimming, gymming, playing tennis and soccer and footy."

Informant 5 :"The students are very diligent in reading journal article and they spend their time a lot in library campus. the students always have fun and go to the beach to refresh their brain."

Informant 8 :"Some students, especially American seem to be individual. They read the required material before coming to the lecturer and ask questions. Then, they review their notes after class. They work very hard and come

to professor's office hour if they need help or have question for homework or lectures."

As they informed about the students' lifestyle in their college that was different from them as culturally, some informants mentioned the symptoms of culture shock. As informant 1 said, "However, there was a little symptom specifically during winter when I felt like I wanted to be alone but also needed someone to talk to. It was kind of a weird feeling, kind of frustration." Besides, informant 7 said that she was not comfortable with the way students engaged each other "I am little bit worry about the way students engaged each other." While another symptom happened to informant 3 and 8. By chance, they felt similar symptoms: nervous. Informant 3 said, "I feel very nervous when talking and listening to the lecturers during the lecture time. Then I felt little bit nervous and frustrating with the bunch difficult reading material provided every week online" and informant 8 said, "I was so nervous. I barely understand what my professor and classmates talked about. I sometimes feel overwhelmed with the assignments."

However, according to their answer, the learning systems, such as scoring, assignment, and some value such as politeness, independence, freedom, live interest, habits, the way someone treated, and critical thinking were some current aspects that cause culture shock experienced by almost all informants in their college environment. Here were the explanations of culture shock experience that given by the informants. The informants compared their home and host.

Informant 1   :"learning in Australian university is really independence. They have eee different sense of aa,aa,aa politeness. Aaa then, here, I also find that face to face is not mandation."

Informant 4   :"in my university, we have 4 subject in each semester. This means we have an outstanding amount of workload. It really contrasts to my bachelor degree experience which had relaxing study rhythms and more of the exam based test."

Informant 5   :"The culture shock experience in the college environment that I had was about the seriousness of western students in reading and studying in library campus. In my country, especially in Aceh, the reading interest of the student to stay and spend a lot of time in library campus is still low. Meanwhile in Australia, they had high interest in reading books and spending time in library until midnight."

Informant 7   :"Eee… First, maybe about the way they study, or about the assessment of the study, like for example, here (in Indonesia), we didn't, don't really ee tend to elaborate a lot and eee has more critical in thinking so that's a bit a problem for me".

Those aspects mentioned above successfully cause informant shock. In order to make sure another symptom probably felt, researcher asked them about kind of things that make them become not comfortable being in the college environment. Both informant 4 and 5 did not really have serious problems with the college environment. As Informant 5 said, "I am comfortable with all the things in my college lifestyle." It is in contrast with other informants. They felt that the differences make them uncomfortable.

Informant 6 explained what made her uncomfortable were the learning system and the way the lecturer judging "**Probably, most of the term the fact that, eemm gak semua mahasiswa, which is good, but at some point kita tidak sama. Mahasiswanya itu datang dari background yang berbeda, dengan culture yang berbeda, jadi kalau untuk di samakan (interup) dengan yang asli yang bule-bule asli di situ, itu kadang kurang tepat aja. Kurang tepat dalam artian strategi yang di strategi pengajar yang seperti itu kurang tepat di aplikasikan di kelas.** "

Translation:

Probably, most of the term the fact that, eemm not all students are the same, which is good, but at some points we are different. Students came from different background, different culture, so, if we all considered to be the same (interrupt) with the native, sometimes it is not appropriate. It means the interpretation of this learning strategy is less precise if applied in the class.

In contrast, informant 7 said she is not comfortable with the way students engage each other. "Eee The lifestyle, maybe because they like to meet or like having fun in a pub, yea, I don't really find we have a meeting, or having fun like in the park, I would love to join but if it's in the pub, ee I will think twice."

2. Coping Strategy

To be aware and to decrease the culture shock, everyone who moves into a new environment needs a good coping strategy. As the informants' statements about first time being in western countries for a long period, researcher asked them how they found the information related to the way people live there. The result was six of my informants (informants 3, 4, 5, 6, 7 and 8) got the information form friends, asked others people who know or have experiences, and looked for the information on the internet. One of the informants (informant 2) asserted that he relied on his experience and some circumstances, while the rest (informant 1) said that he had limited time to look for the information, as illustrated in the following response:

Informant 1   :"I had limited time to prepare my departure in 2016."
Informant 2   :"Well, when I was in Aceh I used to be a translator for foreign journalist researcher, backpacker, and lecturer. They were from various countries, continents. When I was studying at TEN, Cross Cultural Understanding was my favourite course. In addition, some of my friends had got experiences living abroad as exchange students. Those circumstances have given me more than enough the horizon about people ad culture in the foreign lands."
Informant 5   :"I just do searching and browsing on internet about the information of the way people live in Australia, and also asking the alumni about those information."
Informant 8   :"Before I came here, I got some information about housing, transportation, groceries, etc. mostly from my friends. Moreover, I also got some information by searching from internet, like from Facebook page of Kalamazoo Indonesian Association."

Lifestyles are different and influenced by the culture someone owned. Therefore, between Indonesia and western countries, the people must have a different lifestyle. As well as this research focuses on culture shock in the college environment, researcher found that the western lifestyles in the college environment successfully caused different shock experiences. Therefore, the informants need help to cope with the shock by aware and having a good strategy to decrease the culture shock symptoms they felt. In fact, there were varieties of coping strategies.

As various kinds of strategies applied by informants, the first informant explained how he managed his problems without much helps "I am listing the problems, thinking about possible solution, and I just deal with them. I just move on or do something." Event he did not have a close relationship with his professor, he said "But they are supportive". Others informant got help in coping with culture shock from their friends, although they have more non-native friends than native friends. Further, they learned how to adjust to the foreign culture together and enjoy their time being in a different culture. As informant 3 said, "For me, I

just want to say that we need to contextualize our behavior in different context and culture. It is better to say sorry and ask for help and appreciate someone".

According to informant 6 and 8, they tried to increase self on every side they can. Moreover, some of the informants took advantages from the university counseling program, students' group or association, as informant 3 said, "In Melbourne, I joined *Whats-app* group, there we can ask everything that we want to know." As one of the informants (informant 7) also used to call her family in order to cope with the culture shock. Besides, they informed that their lecturers and the college's staff whom also very welcome, willing to help when they need and there was almost no discrimination. In other words, they well served as international students especially when they have problems. Below were the informants' explanations:

Informant 4   :"I feel that the lecturers and staffs in my university treat the students in the same manner, either you are a local or an international student. However, they provide an excellent service for all students."

Informant 5   :"I am asking help to my friends who already lived in Melbourne before about overcoming this culture shock. Sometimes the neighbors, lecturers and Australian people that I met on the street also help me in copping the culture shock. The lecturers and the staff are very friendly and helpful to us as the international students."

Informant 8   :"At home, I review my notes and read the textbook to better understand the lectures. If I struggle with homework, I come to office hours and ask question to the professor or I ask my classmates. I request a tutor to help me understand the class."

3. Impact of Culture Shock

Most of the informant had problems in academic life, regarding the learning systems. Generally, it did not affect them negatively toward their achievement. Some informants answer researcher question about the impact of the differences of the learning system to their GPA result, and some other keep it secret as personal.

Informant 3 :"I personally have to deal with many uncommon educational system that somehow surprised me any way. The result of our learning process are mostly shown on the assignment which are submitted as the essay assignment. In this phase, the quality of our writing is the crucial factor that can affect our mark and our GPA."

Informant 5 :**"Alhamdulillah gak ngaruh dek sama GPA kakak.. ahamdulillah GPA kakak bagus sampai sekarng alhamdulillah hehehe."**
Translation:
Alhamdulillah, it does not affect my GPA result. Alhamdulillah, so far, mine is good Alhamdulillah hehehe .

Similar to informant 5, informant 1 and 2 told that he had no problem with GPA result. In contrast, informant 7 said it impacts her GPA result that "I would say yes, since they have a different way in studying which 'force' us to think more critically, we need time to adapt, but years is quite short to accustom ourselves to that typical way of studying". According to informant 2, from the culture shock, he learned the meaning of unity "unity does not mean that we have to agree to each other, unity means we have to love each other'. The impacts of western lifestyle culture shock generally were in term of personality and social.

As informant 3 realized that, the culture shock experience affected him and now he imitated some of the western attitudes but it became a problem when he visited his country last holiday. "I was positively influenced by the common attitude shown by them on a certain occasion." In similar, informant 5 told the

impact she got was she became more discipline in term of academic life. While informant 6 said, she became more outspoken than before. Mostly informants informed there were some self-upgrading. All of them became more independent.

So far, there were more positive impacts felt, compared to the negative. The informant can take some learning from it as informant 3 said "… teach me how to sort prioritized thing in life". In addition, in term self-confidence and ability to manage their emotion, it also increased. As explained by informant 4 "Yes, now I feel much more confident with my second language skill. I feel easier to manage my anxiety level and overcome the stressful situation." she also said that to be able living abroad, self-control was important to learn. In the opposite, informant 6 who already experienced reverse culture informed that she got trouble with her emotion management. She was angry when she saw people throwing rubbish, or saw people breaking the traffic light.

Overall, some informants positively affected by the westerns' lifestyle and imitated some of them such as their disciplinary, openness, ingenuous and independence. Nevertheless, it did not mean they were changed. They still kept their own culture as Indonesian, especially Acehnese. As informant 4 said, "I am the kind of person who likes to maintain my own identity and not to be influenced by the society around me." In similar, informant 7 said, "Not really, but maybe just ee only for they think to be more open, but still hold my own principle."

In fact, this experience increased their understanding of western culture even not specific. "It gives me a better understanding but not complete understanding." Informant 2 said, "Since, as mentioned earlier, my college is not

that 'white' and my time is only one year. Museum have given me lot of insight which enlarge my perspective on western history and culture". To boot, informant 6 said, "**I would not say that I know about all of the western's lifestyle, because I just don't know. It is a really, big spectrums, maybe a part of it yes. But, still, culture saya, identitiy saya juga jadi penghalang, barrier, saya untuk mendalami culture mereka sepeti apa.**"

Translation:

I would not say that I know about all of the western's lifestyle, because I just don't know. It is a really, big spectrums, maybe a part of it yes. But, still, my culture, my identity also become the barrier, barrier, to obtain a deep understanding of how their culture looks like.

B. Discussion

After conducting the research entitles "Western's Lifestyle Culture Shock Experienced by Graduate Students of English Language Education", researcher finally came at this discussion part. Researcher had collected the data through the online interview: email and *Whats-App* interview, and face-to-face interview. Researcher will explain the general result of the interview. There were two research questions in this research: (1) how does westerns' lifestyle in college environment caused culture shock experience to the graduate students of English Language Education; and (2) What are the impacts of culture shock toward the lifestyle of English Language graduate students. The culture shock experienced by the informant was various. In general, the issues were the academic life and

students' behavior. Toward this, researcher elaborated some important points as parts of the research findings in order to answer the research questions.

The first research question asked about how does westerns' lifestyle in college environment caused culture shock experienced by the graduate students of English Language Education. The finding showed that cultural diversity, and personality which seen through lifestyle became the aspects that cause informant shock. All informants stated that they had problems with the academic life that included different learning systems such as no mandatory to attend the class, lecturer and students were partner and lots of reading material given every meeting that forced them to habituate themselves as other western students. In term of students' lifestyle in college environment, informants shocked by their activities and habits such as reading a lot of material, wasting more time in library on campus day, individualistic but have social sense as well, the use of term 'politeness', active, their seriousness and focus on work, and punctuality. (See figure 4).

In short, the culture shock problems that faced by informants happened because of the differentiation of background, personality, and unfamiliarity. It was agreed with Furnham and Bochner (1982) perception of culture shock as cited in Ward, Furnham and Bocher (2001,65), "Culture shock happens due to unfamiliarity with any or all aspects of a new society such as physical, technological, climatic, political, legal, educational, linguistic and socio-cultural."

The second research question asked about the impacts brought by westerns' lifestyle culture shock toward the lifestyle of English Language

Education graduate students. The result of the data collected showed that culture shock affected the informants' personal and social life. Moreover, much of the impacts were positive. Informants learned and got learning from their culture shock experience and got a self-upgrading. They became more independent, aware of rules, discipline, confident, open to the environment, outspoken, and able to determine something. Almost all informants increased in their managerial such as emotional and time management. In addition, through culture shock experiences, they became more understand how westerns' lifestyle and its culture. As Mulyana (2004) asserted that having a relationship with people from different culture help us understand, not only their culture but also our own culture. (See figure 4).

C. Limitation of The Study

As stated in chapter 3, this research conducted only by the interview in several ways. There were face-to-face and online interview. The used of interview technique based on reasons that most of the informants were living abroad, some of them just finish their study and came back to Aceh, while researcher lives in Aceh. Researcher spent about three weeks in online interview section, due to the diversity of informants' schedule and *Idul Fitri* Celebration, while the expectation was it would be finished in one week only.

In addition, it was hard to find the contact of graduate students from English Language Education Department of UIN Ar-Raniry due to the department itself stills on the process of collecting the data of the alumni. It means there was no clear information about the number of alumni who continued their study

abroad, especially in western countries. As the result, researcher leaned on information by some lecturers, friends and the alumni. In this research, researcher also tried to find out whether the culture shock experienced brought impact to informants' GPA or not. Nevertheless, researcher found an obstacle due to it was a personal stuff and only some of the informants were willing to give information in an implicit way.

CHAPTER V
CONCLUSION

A. Conclusion

Culture shock is a normal situation that happened when someone is entering new culture and environment. It is various; depend on the magnitude of the cultural differences that owned by someone and the foreign culture. Therefore, after analyzing the data and discussing the result in the previous chapter, in this section, researcher would like to draw the conclusion. This research found that the differences between Indonesian especially Acehnese and Western culture were the educational system and academic lifestyle as the main reasons that caused graduate students of English Language Education Department experienced culture shock. As in college life, they were required to adjust with the western's behavior in learning, and to familiarize themselves with the westerns' academic system.

This research also found that culture shock brought learning to informants. In addition, the impacts brought by culture shock were mostly kind of positive impacts. They were some learning and self-upgrading. The informant knew western's lifestyle and their culture better and became more discipline, more careful, out spoken and independent, more critical, brave, patient, confidence, open-minded, diplomatic and tolerance, able to manage emotion and time, and able to maintain and sort priority. It happened because of the informants have good coping strategies. The strategies were various such as doing everything fun, keeping in touch with Friends and family, having open mind, asking for help,

and taking advantages of the university services as they have a very welcome lecturer and staffs.

B. Suggestion

Below are suggestions from researcher and informant

1. For students who want to continue their study in western countries, is important to know the host country's culture and the people lifestyle to avoid complicated culture shock and to have an open-minded. If you get lost or make mistake in a foreign country, it is better to say sorry and ask for help. In other words, try to not maintain your egoism. In addition, try to respect and appreciate others, and try to defense your identity. In term of study, researcher suggests increasing the reading habit due to it is an essential skill that students must have in order to not left-behind. However, differentiation is not always a problem if we see it from many sides. It is because every country has their own culture as their identity.

2. To the alumni of English Language Education Department of UIN Ar-Raniry Banda Aceh, researcher suggests helping the department in collecting the data of alumni by fulfilled online form. It will be useful to help our department and other students who required the data for their research.

3. To people who want to conduct a similar research, researcher suggests studying culture shock depend on the differences of gender or religion. As in this research researcher only uses the qualitative method with a

small number of informants because it is a case study. Therefore, researcher suggests for the future researcher to use another method and increase the numbers of informants and to find informants from various western's countries. Moreover, try to use another technique for determining the sample. These may help the future researcher in order to find more information and deeper understanding of various culture shock experiences.

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Attachment 1: Recommendation of Conducting Research from Fakultas Tarbiyah dan Keguruan of UIN Ar-Raniry

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/70/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH 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 29 Desember 2016

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, M.A   Sebagai Pembimbing Pertama
2. T. Murdani, S.Ag M. IntlDev   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Putri Yunisari**
NIM : **231324324**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Western's Lifestyle Culture Shock Experienced by Graduated Students of English Language Education**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
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: 5 Januari 2017
An. Rektor
Dekan,
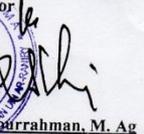
Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

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;

INTERVIEW CONSENT FORM

Dear Alumni of English Department,

You are being invited to take a part of a research study entitle Western's Lifestyle Culture Shock Experienced by Graduate Students of English Language Education Department. You are invited to participate in this study because you are the Alumni of UIN Ar-Raniry Banda Aceh.

This research project will involve semi-structure email interview (in-depth interview) and online data investigation that will enable me to collect information from your experience on western's lifestyle culture shock. It requires you to answer some questions related to the study. It will take 15-20 minutes in face-to-face interview.

The aim of this research is to understand how western's lifestyle engenders culture shock experienced by graduate students of English Language Education and identify the impact of culture shock to the life of English Language Education graduate students.

Your participation in this study may bring awareness and encouragement to subsequent students who have considered studying abroad. Thus, the result hopefully will make them know and able to defeat cultural problems by having well

preparation. In addition, it may uses as a study source, to understand the cross-cultural understanding study by the faculty staff.

Your participation in this study is voluntary. There will be no risk taking part in this research. You may withdraw in anytime. Your personal detail will not publish in the research. Any data collected or recorded will be edited to remove personal detail. Besides, the data collected will be returned or destroyed if you want not to complete the research or do not want the information given are used in this research.

If you have any question you can contact me, Putri Yunisari, at 0852 7721 3644 or email me at putriyunisari26@gmail.com. Dr. Maskur, M.A (my main supervisor) can be reached at 0813-6272-5309 and T. Murdani, S.Ag., M. IntlDev (my co supervisor) can be reached at 0821-6534-9993 or teuku.murdani@gmail.com.

CERTIFICATION

I have read and have been informed of this consent document. I have been informed of the purpose of the research project and what I will be asked to do. I have been given the opportunity to ask questions and they have been answered satisfactorily. I have been informed that I may stop my participation in this research study at any time and that I can refuse to answer any question(s) that I would like. I have been informed that my name will not appear on the interviews; meetings; and that I will not be identified in reports on this research. Data will keep by Ms. Putri Yunisari and only she will have access to it. I have received a signed copy of this consent document for my personal reference. I hereby give my informed and free consent to be a participant in this study.

Signatures:

_____   _____

Date   Consent Signature of Participant

                                _____

                                Print Name of Participant

ONLINE CONSENT FORM

Dear Alumni of English Department,

You are being invited to take a part of a research study entitle Western's Lifestyle Culture Shock Experienced by Graduate Students of English Language Education Department. You are invited to participate in this study because you are the Alumni of UIN Ar-Raniry Banda Aceh.

This research project will involve semi-structure email interview and online data investigation that will enable me to collect information from your experience on western's lifestyle culture shock. It requires you to answer some questions related to the study. It will take two to three days for email interview.

The aim of this research is to understand how western's lifestyle engenders culture shock experienced by graduate students of English Language Education and identify the impact of culture shock to the life of English Language Education graduate students.

Your participation in this study may bring awareness and encouragement to subsequent students who have considered studying abroad. Thus, the result hopefully will make them know and able to defeat cultural problems by having well preparation. In addition, it may uses as a study source, to understand the cross-cultural understanding study by the faculty staff.

Your participation in this study is voluntary. There will be no risk taking part in this research. You may withdraw in anytime. Your personal detail will not publish

in the research. Any data collected or recorded will be edited to remove personal detail. Besides, the data collected will be returned or destroyed if you want not to complete the research or do not want the information given are used in this research.

If you are willing to participate in this study please sent back this online consent form by fulfill your detail information below.

Name of participant   :

Contact person

Phone or WhatsApp number   :

Email   :

If you have any question you can contact me, Putri Yunisari, at 0852 7721 3644 or email me at putriyunisari26@gmail.com. Dr. Maskur, M.A (my main supervisor) can be reached at 0813-6272-5309 and T. Murdani, S.Ag., M. IntlDev (my co supervisor) can be reached at 0821-6534-9993 or teuku.murdani@gmail.com.

Attachment 3: Interview Questions

Below are some questions you need to answer, in order to help me understand your western lifestyle culture shock experience. Please provide some example if needed to make it clear. If the questions are hard to understand, please welcome to contact me.

LIST OF QUESTIONS

1. What is your name?
2. Where do you come from?
3. Where are you studying now? Moreover, since when do you study there?
4. What is your academic major?
5. Whom do you live with?
6. What was your motivation to study abroad?
7. How was your imagination of the college lifestyle in the country?
8. Have you ever been abroad for a long period before? If yes, where is the place?
9. Have you looked for the information related to the way people live in the country? How did you find it?
10. Why you chose (the country) and (college)?
11. Can you describe the students' lifestyle of your college?
12. What is your culture shock experiences related to the western lifestyle in college environment?
13. What are things in their college lifestyle that you are not comfortable with? (i. something that makes you stress, frustrated, anxiety, feeling doubt, etc.)
14. Did you find their learning styles are different from yours as Acehnese students? (please give examples)
15. What are you doing to solve the problems? Do you need some help to cope with culture shock?
16. How many times do you call your family or relatives in Indonesia?
17. How do your lecturers and the staff serve you as an international student?
18. How many native and non-native friends do you have since you study there? (People you talk and meet frequently) do you well associate with them? (concerning the cultural diversity)
19. Would you explain what were the impacts brought by western lifestyle culture shock experiences to your life?
20. Do you feel less like western when study abroad? Why?

21. As the result of your experience abroad, do you feel an increased sense of self-confidence? Why?
22. How do you feel about your level of inter dependence?
23. Do you feel your ability of manage your emotion has change? (i. stress, anxiety, anger, patience, depression, etc) How?
24. Do your experiences give you a better understanding of how the western lifestyles really are?
25. Is there anything else you would like to let me know about your western's lifestyle culture shock experiences and the impact to your life?

Thank you for your willingness to take a part in this research. Your personal detail will not publish in the research. Any data collected or recorded will be edited to remove personal detail.

AUTOBIOGRAPHY

1. Name   : Putri Yunisari
2. Place / Date of Birth   : Meulaboh, 26 Juni 1996
3. Religion   : Islam
4. Sex   : Female
5. Nationality / Ethnic   : Indonesia / Acehnese
6. Marital Status   : Single
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8. Address   : Jl. Nyak Arief. Jeulingke. Banda Aceh
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10. Parent
    a. Father   : Syamsul Bahri
       Occupation   : Constructor
    b. Mother   : Yuslinar S.Pd
       Occupation   : Civil Servant
11. Education Background
    Formal Education:
    a. Elementary School : SDN 15 Meulaboh   (2001-2007)
    b. Junior High School : SMPN 2 Meureubo   (2007-2010)
    c. Senior High School : SMAN 2 Meulaboh   (2010-2013)
    d. University   : UIN Ar-Raniry   (2013-2017)
    Non-Formal Education:
    a. FH English Courses   f. Computer Course
    b. Math and Natural Science Course   g. Korean Course
    c. Bimbel Pelangi Course   h. German Course
    d. BIMAFIKA Course   i. Sign Language Course
    e. Paradise Institute
13. Organization Background
    a. OSIS SMPN 2 Meureubo   f. EDSA UIN Ar-Raniry
    b. Pramuka SMPN 2 Meureubo   g. DEMA-U UIN Ar-Raniry
    c. OSIS SMAN 2 Meulaboh   h. Sanggar Seni Seulaweut
    d. Peach and Green Community   i. Youth Village Organization
    e. Youth Al-Muhajjirin Mosque Organization j. "I Am Able B.Aceh"

Banda Aceh, October 17th, 2017

Putri Yunisari