

CULTURE SHOCK AND CAMPUS PROGRAM IN ELT FOR THAI UNDERGRADUATE STUDENTS AT UNIVERSITY OF ISLAM SULTAN AGUNG AND UNIVERSITY OF AHMAD DAHLAN

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Abstract. The existence of culture shock is undeniably true for foreign students studying in other countries. This phenomenon becomes more common nowadays. It also happened with some Thai students who are studying at University of Islam Sultan Agung Semarang and University of Ahmad Dahlan Yogyakarta. The main objectives of this article are to find out the cultural transition and to analyze the influence of culture shock and campus programs in ELT for Thai Students. This research was under a mix-method combined between qualitative and quantitative research by using purposive sampling. Twentyfour (N=24) Thai university students participated in the study. The analysis technique applied an exploratory mixed-method research design by separating the result both quantitative and qualitative. The online interview along with questionnaires was used to collect information from the students by using zoom and Google form. Data collection was performed from October to December 2020. Based on the questionnaire and interview as the primary data collection, this mini research reveals two findings. Firstly, shock culture and campus programs have a great contribution to the cultural transition in ELT. Secondly, the Thai students coped with the shock by adapting their experiences in academic programs and campus traditions. Campus programs also played a critical role in lessening culture shock.

Keywords: *culture shock; across culture; campus program; ELT.*

INTRODUCTION

Culture shock often happened for the foreign students while they are getting an interaction with the new environment. It is a logical response, most foreign students, in the first week of class, find difficulties to adapt with language and to interact with other students. They felt sheer panic, --panic at the sudden realization that they did not know how to communicate what they needed or wanted. They did not know where to go, what to expect or what to do. It was the same experiences with Thai students who enrolled in University of Islam Sultan Agung Semarang and University of Ahmad Dahlan Yogyakarta. They struggled for encountering the several problem of cross culture such as language barriers, attitudes, and local traditions. The roles of campus is very significant

to get a better solution by giving benefit policies for the students who study EFL in this global era.

Global culture still exists in the industrial modern society right now. Understanding in cultural diversities is greatly needed for getting a better communication of across culture. The concept of multiculturalism and cultural diversity should be accepted in a global society. It is not an easy task to cover the problems around cultural diversity. Hence the roles from government along with all citizens are very necessary to filter the changing of the cultural landscape. And university can be a model for promoting the cultural awareness to its students.

Students were chosen in this phenomenon because of their great contributions as an agent of change in the globalization era. University of Islam Sultan Agung Semarang and University of

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Ahmad Dahlan Yogyakarta have the same experiences in facing this situation. At least there are four points, such as growth, renewal, change, and continuity being prominent factors for filtering the issues of global culture. There is no any single culture which is immune toward the existence of the global era. The alienation toward the phenomenon will be alienated from the relationship among nations over the world.

There are two views regarding the impact of globalization on culture. One is the homogenization and the other is hybridization of cultures (Xu, 2013). Garrett relates cultural homogenization with cultural imperialism, westernization or Americanization (Garrett, 2010). The artifacts of American culture have dominated in a free global market, mainly the product of American popular culture. Meanwhile a hybrid culture shows that there is no any genuine culture. The contact of traditional culture and modern culture gives a new birth of culture. It is any kind of hybrid culture.

For the students, the culture of education is an principal element in continuing traditions (Wekke, 2015). It was through culture that a student gets experience and human development (Frempong, Reddy, and Kanjee, 2011). It is to be the main duty for the lecturers that they must survey the students' behaviors because of their differences each other. Through the education culture, the students will continuously respond (Felderhof, 2010)

In ELT, teaching for foreign students needs the responsiveness for the lectures to observe the students' backgrounds (Yong, 2011). By knowing the different backgrounds, the lectures can manage the situation in teaching and learning process because each student needs different treatment (Boudreau, 2011). It is mainly for teaching Cross Cultural Understanding. The term of Cross Cultural Understanding is well-known for undergraduate students. It consists of three key words—cross, cultural, and understanding denoting to different meanings. 'Cross' is closed with the meaning of crossing the boundaries of other cultures. 'Cultural' issue is a matter of cultural aspects. And 'understanding' is on how we can get a better communication among cultures around us.

To get mutual understanding of different cultures, it is necessary to focus on communication among different backgrounds. By having different multi-cultures, it is fragile to invoke some conflicts. The guidance or campus program is needed to minimize the trigger of

conflict. At least, the program we need ought to accurate and suitable with our local condition or environment. University of Islam Sultan Agung Semarang is familiar with Islamic Academic Culture and University of Ahmad Dahlan introduces the concept of Islamic integrity.

Besides the campus program, a lecturer must be able in conditioning himself. He can trigger the students to take any strategy in facing the differences and the strategies that can be taken (Murphy, 2011). The cultural perceptions, beliefs, values and traditions of each culture have a direct influence on the ways of communication of the individuals and society (Ay, 2018) The environment of students does not only consist of the educational environment (Zuber, Christian, and Pfohl, 2016). Sometimes it combined with an activity inside or outside campus. A study finds that the students have more free time to make a social interaction with their friends (Lubis & Wekke, 2009); (Paugh, & Dudley-Marling, 2011). It illustrates that interaction can give positive impacts to complete learning goals.

Culture shock as a condition where a person experiences stress because the differences of culture, role, norms that had been there in his / her life (Chung, 2011). The foreign students do not know how the host culture works, as the result, they feel uncomfortable to the target culture. It effects their academic progresses and consequently, they are reluctant to join the class. It is also a major reason to conduct this research.

Brita Mattew stated that as an English teacher, we are often in cross cultural context (Mattew, 2013). Teachers must have any strategy to conduct English subject in the classroom when the class has foreign students. They have to create English environment moreover English is a must in facing global culture. ELT and globalization is like a piece of coin. It is difficult to be separated. English is no longer subject but has become a central tool for communication. Unfortunately, English is taught in the class room without considering how it is introduced and promoted in certain ways depending on historical, political, socio-cultural, and economic considerations in each country's particular context. As a result, ELT teachers are more deskilled and are not necessarily informed about or given opportunities to discover how their particular teaching activities and behaviors, as well as practices (Suryanto, 2015).

In Indonesia, English does not become a part of tradition yet. It is difficult to master speaking—an example. Even after the students completed

their undergraduate program, they do not speak English. The cultural environment plays a key role in ELT. The other activities by listening music, watching movie, and hearing news in English can trigger in mastering English well. In short, English cultural academic is greatly needed by ELT teachers.

One of lecturer's duties is to communicate the different culture by understanding the cross culture. It is the main task for ELT teachers. Understanding in cultural diversities is greatly needed for getting a better communication of across culture. It is not an easy task to cover the problems around cultural diversity. The roles from lecturers along with all students are very necessary to communicate the different cultural background hence they can filter the changing of the cultural landscape. In fact, the responses from people who have contacted with other cultures, are change or resistance.

Moreover, changes and traditions are both inter-correlated issues in studying the encountering of new cultures. Lecturer and students must be astute enough to know that the cultural landscape of this millennial era. At University of Islam Sultan Agung and University of Ahmad Dahlan, they have learned the rhetoric of change, but they have not changed. They have gone through the motions of change, but their perspective on cultural diversities remain unchanged. Hence, discusses on some essential cultural diversities correlated with multiculturalism and communication are greatly needed by some scholars

Marwick characterizes culture shock being cognitive, behavioral, phenomenological, and socio-psychological. Physical reactions as well as the characteristics of loss of identity, familiar cues, and incongruence in personal communication are features that are inherent in culture shock (Marwick, 2016). Culture shock needs something that we are be willing to go through in order to fully understand and appropriate others and other cultures. Most if not all descriptions of culture shock indicate a progression of attitudes regarding one's self and others from a lower to a higher level of development (Pederson, 1995).

Special studies on the culture shock for foreign students in Indonesia have not been conducted yet, but there are some researches related to Indonesian students studying overseas. Ernofalina reviews about culture shocks experienced by Indonesian students studying abroad (Ernofalina, 2017). Some are the effects of culture shock

(Ward, 2017); (Akhtar, Kamal, Hayee, Imtiaz, 2018) and their experiences on the foreigners studying in Indonesia (Sulaiman and Saputri, 2019)

However, the discussion of culture shock is still focused on the effects and the experiences for foreign students. This paper reveals cultural transition along with Thai's struggles to get a better acculturation and assimilation. Finally, there is a need to examine culture shock and campus program correlated with the process of English Learning and Teaching in a class. Does shock culture along with campus program give any influence towards the process of ELT in a class?

METHOD

This research was conducted by using mix-method, where it was combined between a qualitative and a quantitative research. This method was applied because it needed two collaboration designs to find out the result of this research (Leech & Onwuegbuzie, 2007) explain that the mixed-method represents a research covering, such as collecting, analyzing, and interpreting qualitative and quantitative data in single research with investigating the underlying phenomenon.

The main goal of the approach is to come at a sketch of the nature of the particular phenomenon (Creswell, 2013). Phenomenology is a qualitative analysis methodology that focuses on the study of an individual's experiences within the environment (Neubauer, Witkop, & Varplo, 2019). Meanwhile qualitative research is a method of research which gathers and works with non-numerical data and attempts to interpret meaning from these data by observing targeted communities or places to help explain social life (Crossman, 2020).

In other words, it can be said that qualitative is a detail description of events, situation, interaction and observed behavior. In contrast, a quantitative research method involves a numeric or statistical approach to research design.

This research was held in the period from September 2020 until December 2020. Population was Thai students studying in a Higher Education in Jawa Tengah and Yogyakarta. This research took the purposive sampling. There were twentyfour students from University of Ahmad Dahlan and two students from University of Islam Sultan Agung, who followed the class of the odd semester 2020. Online media was used to support the data gathering, such as WhatsApp, Zoom, and

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Google form as the instruments in this research. By using zoom, the researchers conducted the semi-structured interview in less formal types of freedom interaction. The students also had opportunities to explore their experiences dealing with culture shock during they were active in the campus for several previous semesters ago.

Interview is a qualitative analysis technique involving intensive individual interviews with a small number of respondents to examine their views on a certain concept, program or condition (Harvey, 2019). Zoom meet was a means for interviewing the students to collect the data. The questions were about academic shock and social shock. The questions were divided into some categories based on the main themes, shock culture, campus program, and ELT. And then they were followed by subcategories of questions.

Another instrument was questionnaire through online media of Google form. Purposive sampling was used to point Thai Students who have studied both in University of Islam Sultan Agung Semarang and University of Ahmad Dahlan Yogyakarta. The respondents were 24 Thai students who took the class of Cross Cultural Understanding in the Odd Semester 2020. The questionnaire had 11 questions dealing with some variables, such as shock culture, campus program, and ELT. The questionnaire section was on the Likert scale and was graded with values ranging from 1 to 5. The scores for this statement as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Netral (N) = 3, Disagree (DA) = 2, and Strongly Disagree (SDA) = 1.

The analysis technique used was an exploratory mixed-method research design. Because this analytical research was a sequential design method, so the implementation of qualitative data analysis and quantitative data analysis was separated. These analytical procedures were prepared for the type of the data analyzed, explore the data, analyze the data to answer research questions, display the data, and validate the data.

RESULTS AND DISCUSSION

Quantitative results

The findings of research showed the validity and reliability of the questions in the questionnaire were valid and reliable. Validity testing used the SPSS program with the Pearson Correlation method, where it correlated each item with the total score of the questionnaire items. The decision of making a validity test is as follow: 'If r count $>$ r table, the question item is declared

valid.' R table can be seen in the r statistic table. Given the value of r table with $DF = N-2$ or $24-2 = 22$ and the 2-sided test is 0.404. And the variables X_1 , X_2 , and Y in the question items related with the values of Pearson Correlation between each item and total scores were more that R table (0,404). Thus it concluded that the items in the questionnaire for these variables were valid.

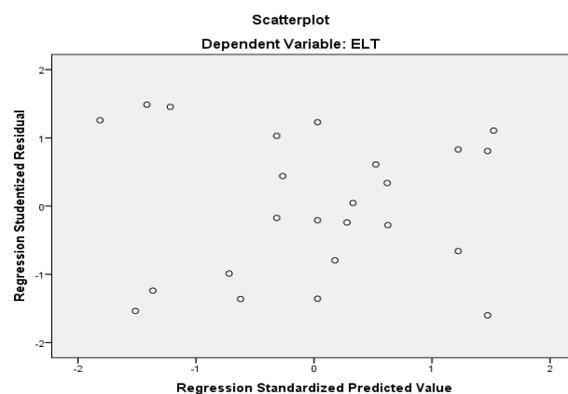
The reliability testing method which is used in this study was Cronbach's Alpha. According to Priyatno, if Cronbach's Alpha $>$ 0.60 = accepted reliability (Priyatno, 2013). See the table for all variables below

Table 1. Table of Cronbach Alpha test

| Variable | Alpha | R Limits | Decision |
|---------------------|-------|----------|----------|
| Shock Culture (X1) | 0,912 | 0,600 | Reliable |
| Campus Program (X2) | 0,854 | 0,600 | Reliable |
| ELT (Y) | 0,915 | 0,600 | Reliable |

The result of reliability test can be seen from the output reliability or score of Cronbach Alpha (more than 0,800). The scores of X_1 , X_2 , and Y were upper 0,600. It concluded that the measurement of the questionnaire had been reliable.

The data that the researchers have got them by giving questionnaires to the Thai students, the researchers checked the data by using a Heteroscedasticity test. It is a condition where there is an unequal variance from residual for all of the researches in the regression model. To detect the emergence or not of heteroscedasticity can be used by looking the pattern of points on scatterplots regression. If the points spread unclear patterns on above the number of 0 in the Y axis, it can be said that there is no heteroscedasticity problem (Ghozali, 2016).



Picture 1. ScatteplotY : ELT

The heteroscedasticity test result can be seen in the output regression on the scatterplot of picture 1. It can be seen that the points spread with unclear patterns above and below the number 0 on the Y axis. It is simply a random scattering of points. It means that nothing giving any indication that the assumptions of the model (picture 1) are false. Hence it can be concluded that there is no heteroscedasticity problem in this regression model. It indicates that shock culture and campus program has any influence partially toward the process of ELT in the class.

The hypothesis test in this research was carried using simple regression analysis for the first and the second. Simple regression linear is used to determine the effect of independent variable toward dependent variable. Meanwhile, the third hypothesis used double regression analysis. It was used to formulate the regression equation and to find out the increasing values or decreasing in Y variable over the change in variable X.

$$Y = b_0 + b_1X_1 + b_2X_2 + e$$

Information: Y = ELT

b_0 = Constant

b_{1-2} = Regression Coefficients

X1 = Shock Culture

X2 = Campus Program

e = Mistake factor (score 0)

The result from the data with SPSS program shown in table 2.

Table 2. *Table of coefficients ELT (Y)*

| Model | Unstandardized Coefficients | |
|----------------|-----------------------------|------------|
| | B | Std. Error |
| 1 (Constant) | 19.023 | 5.511 |
| Culture Shock | -.082 | .204 |
| Campus Program | .104 | .300 |

a. Dependent Variable: ELT (Y)

The regression equation is as follow:

$$Y = 19.023 + (-0.082)X_1 + 0.104X_2$$

The meaning of these number is as follows: A constant is 19.023. It means that if X, the value is 0, then the magnitude of Y is 19.023. The value of ELT outcomes is a constant, namely 19.023 scales without any influence from the two predictors. Regression coefficient of variable X1 is -0.082; it means that each increases X1 of 1 unit, it will contribute to an increase in Y by minus (-0.082) unit. It indicates if shock culture rises, ELT

activities will be breakdown. Meanwhile the regression coefficient of variable X2 is 0.104. It means that each multiplies X2 of 1 unit, it will increase Y by 0.104 unit. Renan Saylag similarly claims that foreign students had some major difficulties adjusting to academic requirements, particularly the demands of the English as Foreign Language program (Saylag, 2014). It short that shock culture is still an obstacle for EFL Learners.

Qualitative results

The researchers also read the transcribed text of interview several times to seek the aspects both shock culture and campus program. In this section, we have organized the answers in logs for the different questions to find an answer for the second research question: What is the relative impact of shock culture and campus program towards ELT. The researchers mapped out two categories to categorize the students' responses according to dominant themes. Those themes were shock culture and campus program. Then, the researchers created subcategories within each general category and give codes, FT=Female Thai Student and MT = Male Thai Student. Finally, the Thai students' narrative responses were analyzed by using qualitative content analysis (Lambert & Lambert, 2012) Two themes from the narrative data and categories along with corresponding data are presented as follows:

Category 1. The knowledge of shock culture

This category is to know whether the Thai students have already known about shock culture. The researchers made a cluster of the similar answers from the Thai students' narration. The subcategories questions were headed in aspects of shock culture, such as "Are you comfortable interacting a group of people from different culture in a class?"; "Are you tense and nervous while interacting with people from different cultures in ELT?"; "What could you do in facing shock culture in a class?"; "Tell me, how do you feel about the influence of shock culture had on your educational experience?"; "How far did the impacts of the lessening and the rising of shock culture in ELT." The Thai students stated their knowledge dealing with shock culture in ELT as follows:

"I understand, it's logic to experience culture shock when living in a foreign country, Indonesia is a unique one" (FT-6, MT-11, FT-20)"

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"I have no difficulty to find new friends because they are very welcome and friendly. And campus environment support me to be active freely" (FT-2, MT-15)

"Based on my experience, students here more active during the teaching and learning process. If they don't understand the lesson, they are initiative to ask questions freely. It makes me be free to do the same ways" (FT-1, FT-4)

"In here, the teachers use more English in class, but in Thailand, they used to using Thai. But sometimes I feel disappointed with the unprofessional lecturers who were often absent in the class" (FT-8, MT-12, FT-17)

"I am more confidence, my elder classmates were used to interacting with native students and others in the host community." (FT-18, FT-23, FT-24)

"Learning to recognize the stages of culture shock helps me moving through the process of adapting" (FT-7, MT-13, FT-14)

"I begin to learn more about and understand Yogyakarta's culture (MT-22)

"Everyone is different, has different behaviors in the class. It (the classroom atmosphere) is nice for me, sometimes I feel at a disadvantage. But I know that I have to accommodate with this situation." (FT-9, FT-16)

Here, the students' experiences highlighted on the impact of shock culture and their efforts to accommodate the differences of cultural behaviors. Academic shock and social shock were also found in their experiences, mainly the using of English in teaching and the support of campus environment. These findings also emphasize shock culture as a variable which gives influences toward English Learning and Teaching, that is, the reduction of shock culture will maximize student learning. All students can personalize how they study for a Cross Cultural Understanding subject in the class. This view is in line with Brandie Yale who asserts that the students may be active without tense and can minimize the barrier of conflicts. Eventually, most individuals who spend a considerable length of time in a new culture, are no longer negatively affected by differences in culture and can participate in social interactions without difficulty (Yale, 2017). Moreover, Joseph and Baker found that Caribbean students studying in the U.S. reported feeling less culture shock when they had other students from their home country to create a sense of

community. It can cause the students to remain in their comfort zone (Joseph & Baker, 2012).

Category 2. Campus program

In this part, we interviewed Thai students dealing with the atmosphere of campus. We reviewed the students' experiences in joining the class of Cross Cultural Understanding. Campus program is to be one variable in line with running learning and teaching well. University of Islam Sultan Agung has 'Siakad' (Information Academic System) each faculty and University of Ahmad Dahlan adopts SIMERU (Room Management System) for the service of room for teaching. Both of them have significant attributes of Islam. The researchers also made a group of the students' narration which had the similar perception. Then the subcategories of campus program were reflected in the following questions: "Does the campus give any training dealing with language both Indonesian and English?"; "How do you adapt the campus tradition like Islamic Academic Culture that is practiced in the class?"; "Do you agree with the system of SIMERU that it helps classroom organization well?" See the students' narration aftermath the interviews as follows:

"To the best of my knowledge, there is any organization called 'UPT' Cilad but it focuses on English course and TOEFL course. I myself agree with my friend, Hasuna that by making friends we could easily adapt with the environment. We could also explore Indonesian and its culture through the local peers." (FT-1, FT-2)

"I absolutely agree with the campus Islamic program, but I was also surprised when I saw unmarried women and men walking together because in Thailand it is not commonly done". I was also shocked while shaking hands with the male lecturer" (FT-8, FT-19, FT-21)

"For me, SIMERU is very helpful. I can ask the schedule or anything dealing with my academic issues. In Thailand, a lecturer must fulfill his schedule for teaching without changing the course time table, but I see that my lecturer sometimes change the schedule of teaching suddenly and it is without any notification before.?" (FT-3, FT-5, FT-7)

"I along with my friends were welcome in campus warmly. It is like a family. The tradition makes me happy to make a friendship with other students" (FT-4, FT-9, MT-11, MT-12)

"I used to eat Thailand food; later on, I adjusted with some Thai food at UAD food corner. It

helped me to adjust to the overall situation.”
(MT-22, FT-24)

“In campus, I work on my English and Indonesian. It is much easier understand a culture when I can understand the language being used.” (FT-10, MT-13)

The above narrations show that campus program was strongly help for reducing shock culture. In the class, the students would not stress as much about getting the course. They could concentrate on what the lecturers said. Campus program creates affordances that support learning by facilitating accessibility of using program or activities to students. Some students were shocked about the relationship between unmarried men and women, even though the campus has the characteristics of Islamic tradition but they did not obey it. In Thailand, the activity was taboo. In Yogyakarta, it is any tradition for some young men and women hang out together in café or ‘Wedangan’. The lectures along with campus program of SIMERU in UAD are perceived as creating opportunities for efficient and personalized learning that balance opportunities for success, minimize undisciplined lecturers and students, and improve in-class focus. This view is also supported by Andrew C. Pelling who asserts that a demand for shock culture understanding is necessary by both teachers and educational institutions that deal with international students (Pelling, 2000).

CONCLUSION

As a conclusion to this research, it can be said that in the opinion of Thai students both in University of Islam Sultan Agung and University of Ahmad Dahlan, they felt comfortable in ELT when there was a decline in shock culture as well as the increase of campus program, mainly in the students’ services both academic and social aspects. Shock culture have a meaningful contribution or role to play in improving student learning outcomes in ELT. If the shock culture increases, the learning and teaching can be uncomfortable atmosphere. And it reverses, if the shock culture declines, the process of ELT leads to a positive one. It also shows that there is a partial influence of Campus program to Thai students’ behaviors in ELT. Even though, it is not significant influence, but at least, the Thai students can manage their shock cultures wisely, mainly in the class. In addition, it is also necessary to stress on the importance of flexibility and the acceptance of linguistic differences in the

classroom. A lecturer must have responsibility for shifting in the current socio-educational context from the conventional role to the intercultural mediator in ELT. The concept of culture shock as a psychological construct can be an alternative issue for other researchers.

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