

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer discussed about background of the study, problems of the study, objectives of the study, significances of study, scope and limitation of the study, definition of key terms, and frame work of the discussions.

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

Language is the most effective communication tool for transferring the ideas, concepts, opinions, arguments and aims among people around the world. Language learning is not only learning about the components of the languages itself. Language learning is not only learning about the rules which connected to the languages such as grammars, vocabularies and pronunciations but also need to learn about the culture of the language users. Understanding about culture is very important for every people. The main purpose in understanding the culture is to avoid the misunderstanding between language users.

In international relations, every country has their own culture as self identity of their country. As one of the manifestation of a culture, language has important roles for every country in the world. Language and culture have a strong connection each other. Language learning means people need to learn the cultures also.

As an example of the international relations is Indonesia – Canada youth exchange program. In both countries, Canada and Indonesia have their own culture and language. The culture and language in both countries are totally different. So, to

make communication work well, the members or the participants of the exchange need to learn the language and cultures from each country. The Indonesian need to learn Canadian's cultures and the Canadian also need to learn Indonesian's cultures.

In learning the cultures, various problems were appearing and the most common problem that was faced by the people in learning the culture is culture shock. Learning culture by interacting and entering directly to the new culture in new environment such as joined the Indonesia – Canada youth exchange program mostly were too difficult and the culture shock problems could be more various and difficult to identified and minimized as soon as possible.

As examples of culture shock, feeling helpless and frustrated can be felt when people enter in new culture and environment.<sup>1</sup> At that time, culture shock can often happen to anybody and it happen since the first time people arrived in a new culture. According to Kishinevsky in Dunaev “Upon arrival in the new country, immigrants tend to undergo confusion, deprivation and anger, which also known as culture shock, resulting from the need to cope with the new culture and its demands.”<sup>2</sup>

There were many factors can caused culture shock and the factors probably were different among one people to the others, but generally most of the factors were similar. Culture shock is not only happens in a bad experience all of the time, but also

---

<sup>1</sup>Citizenship and Immigrant Canada, *Culture Shock*, URL: <http://integration-net.ca/coa-occe/english/pdf/03culture.pdf>, (access on February 27<sup>th</sup>, 2014), p. 1.

<sup>2</sup>Eugene Dunaev, “Acculturation, Psychological Distress, and Family Adjustment among Russian Immigrants in the United States”, *Unpublished Dissertation*, Philadelphia: Philadelphia College of Osteopathic Medicine, 2012, p.12.

sometime it happen in a good ways. Culture shock sometime gave people good things in good ways, for example when people tried to taste a new food and saw the beautiful view of the host country. In other hand some people felt culture shock for long period in bad ways; they cannot adapt with a new environment and something new in the host country. It made them felt the host country that they had visited was not good for vacation, work or even study.

Murdorch and Kaciak point out in Rajasekar and Renand, “Since the 80s, culture shock has gained recognition as an important issue in cross-cultural studies and practice.”<sup>3</sup> Culture shock was common happened to people who came to a new culture in a new country. According to Smith in Rajasekar and Renand, “Culture shock is one of the biggest barriers to international travel.”<sup>4</sup> Neuliep states in Qi and Lange about indication of the people that may feel culture shock, they probably felt lost, confused and anxious because of the unfamiliar situations and different cultural norms and values in their new environment.<sup>5</sup>

Understanding the differences and knowing how culture shock comes to people were the ways how people can overcome the problems. “It is necessary for them to know the situation that they can experience and to be ready for it.”<sup>6</sup>

---

<sup>3</sup>James Rajasekar and Franck Renand, “Culture Shock in a Global World: Factors Affecting Culture Shock Experienced by Expatriates in Oman and Omani Expatriates Abroad”, *International Journal of Business and Management*, Vol. 8, No. 13, 2013, p.145.

<sup>4</sup>*Ibid.*

<sup>5</sup>Gao Qi and Grit Lange, “Preventing Expatriate Failure - A Research on the Expatriate Selection and Training”, *Unpublished Master Dissertation*, Kristianstad: Kristianstad University, 2005, p. 13.

<sup>6</sup>Taeko Makino, “The Relationship between Personality and Culture Shock”, *Unpublished Graduation Thesis*, Okayama: Notre Dame Seishin University, 2012, p. 41.

Furthermore, “lacks of practical solutions are leading to disregarding especially the innovation potential arising from multiculturalism,”<sup>7</sup>

It meant the people can reduce the culture shock by knowing the symptoms and the solutions of culture shock. It was very useful for people to know and to learn about the symptoms and solutions of culture shock. So, understanding the symptoms and the solutions could be a good strategy for people to prepare themselves before their entering in new culture and it was very useful for them to identify and to minimize the culture shock and able to adapt in new culture as well.

Based on the discussion above, this study investigated about Culture Shocks Faced by Indonesian and Canadian Youths in Youth Exchange Program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013.

## **B. Problems of the Study**

Based on the background of the study above, the problems of study are formulated as follows:

1. What are the symptoms of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 in Canada for Indonesian youths and in Indonesia for Canadian youths?
2. What are the solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong

---

<sup>7</sup>Johanna Kuusisto, *Essays on Managing Cultural Impacts in Multinational Projects*, Espoo: Julkaisija Utgivare Publisher, 2012, p. 3.

(Central Kalimantan, Indonesia) 2012/2013 in Canada for Indonesian youths and in Indonesia for Canadian youths?

### **C. Objectives of the Study**

Based on the problems of study above, the main purposes of this study were:

1. To analyze the symptoms of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 in Canada for Indonesian youths and in Indonesia for Canadian youths.
2. To analyze the solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 in Canada for Indonesian youths and in Indonesia for Canadian youths.

### **D. Significances of the Study**

The significances of the study were handled into two significances. The first was theoretical significance and the second was practical significance.

#### **1. Theoretical Significance**

Theoretically, the purposes of this study was to strengthen and to prove the theories about the symptoms and the solutions of culture shock which were explained by the experts or the researchers in the previous studies from the result of this study.

## **2. Practically Significance**

Practically, the result of this study hopefully can give contributions in increasing the information and knowledge. Also support the materials about learning culture shock in English subject or any subject that have correlation to the topic of the study (example, cross cultural understanding lesson) for the students and the lectures in college, institute and university. This study also hopefully can contribute and become a good resource and material for the next researchers in conducting the study about culture shock.

### **E. Scope and Limitation of the Study**

This study was focused on getting information about the symptoms and solutions of culture shocks faced by Indonesian and Canadian youths in youth exchange program at Truro (Nova Scotia, Canada) and Sei Gohong (Central Kalimantan, Indonesia) 2012/2013 in Canada for Indonesian youths and in Indonesia for Canadian youths of Truro-Sei Gohong's group. From seventeen participants as the total number, only nine participants responded to help the writer in conducting this study. This was because some of the participants were busy and cannot be reached in a short time.

### **F. Operational Definition of Key Terms**

Some important terms were needed to be defined in order to avoid misunderstanding. The definitions of the key terms which were used in the study were presented as the following:

1. Symptom is a change in physical and psychological condition of human that indicates a sign of the existence of something bad when the human enter in a new condition, environment or culture.
2. Solution is a way to dealing with some difficult problems or situation, the strategy of solving problems in some situation.
3. Culture is a human creation in the past time that has high values and beliefs, it can be habitual, norm and many other things that generally held by group of people in areas, regions or countries that give impact to peoples' behavior and environment in the present time and become a special characteristic of their areas, regions, or countries that make it different with the other.
4. Culture shock is condition where people feel shock in physically and psychologically when they are in new culture, social situation and environment which are obviously different with their home culture. It is experienced by the people who suddenly feel strange and uncomfortable in a new culture.
5. Indonesia-Canada youth exchange is program created by an organization or institution (in this case a corporation between Canada World Youth as a nongovernmental organization in Canada and The Minister of Youth and Sports of Republic of Indonesia) to do a lot of activities such as sharing about information, knowledge, culture, environment and many other important things among people in a group in two different countries (Indonesia and Canada).

6. Cross cultural learning is learning, understanding and knowing a lot of different things about culture, knowledge and many other important things among people (members) in cross country with different culture, habitual and environment.

### **G. Framework of the Discussion**

The frameworks of the discussion of this study were:

- Chapter I: Introduction consisted of background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation of the study, definition of key terms, and frameworks of the discussion.
- Chapter II: This chapter consisted of related studies, and the review of literature that consist of explanations of culture, culture shock and Indonesia - Canada youth exchange program.
- Chapter III: Research method consisted of research type, time and place of the study, subject of the study, data collection procedures, rigor of the data and data analysis procedures.
- Chapter IV: This chapter consisted of the results of the study and the discussions.
- Chapter V: Closing consisted of conclusions and suggestions based on the results of the study and the discussions.