

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discussed the previous studies and review literatures that consisted of explanations of culture, culture shock and Indonesia - Canada youth exchange program.

A. The Previous Studies

The writer presented some previous studies that were the study related to this study as follows: First, the study conducted by Manz entitle: "Culture Shock – Causes Consequences and Solutions: The International Experience". Manz conducted this study in Hanau, Germany 2003, to find the causes, consequences and solutions for culture shock. Manz explained that culture shock is absolutely true by showing the various psychological and physical symptoms from the participants her study. From the study Manz also explained that the culture shock was not possible to overcome by various ways such as intercultural training and intercultural competence. Most of the people did overcome this crisis by those strategies, but unfortunately it cannot avoid the culture shock totally.⁸

Second, the research done by Crhanová entitles “Culture Shock”. She conducted the research in Brno, Czech Republic 2011 and discussed about culture shock generally in her research. The research found that culture shock was caused by diverse of culture, habits, values, beliefs, history and many other phenomena that

⁸Sonja Manz, “Culture Shock – Causes Consequences and Solutions: The International Experience”, *Unpublished Scholarly Research Paper*, Hanau: Berufsakademie Mannheim College, 2003, p. 20.

were mostly different like in the immigrants' home country. These conditions gave them the positive and negative experiences during stayed at the host country. To reduce the negative experience which known as culture shock, the immigrants needed to be aware of culture shock, acculturated with local culture in new environment. It helped them to adapt effectively and reducing the misunderstanding and conflict in the new environment that were caused by culture shock.⁹

Third, the research done by Makino entitle, "The Relationship between Personality and Culture Shock". Makino conducted the research in 2012 in Okayama, Japan. The subject of this research was Japanese students and the object was the relationship between personality and culture shock. Makino used questionnaire in completing the data. The result showed that the culture shock can happen to anybody and the level of shock depends on each person. It had been found that personality factor was the most strongly caused of culture shock in this research. To prevent and to relieve the culture shock participants needed to understand their own personality, needed to know about the situations in host country and been ready with the new experiences.¹⁰

Fourth, the research done by Baier entitle "International Students: Culture Shock and Adaptation to the U.S. Culture". Baier conducted her research in 2012 in Michigan, United States of America. The subject of this research was international students who were attending a Michigan community college and the object was the

⁹Bc. Irena Crhanová, "Culture Shock", *Unpublished Diploma Thesis*, Brno: Masaryk University, 2011, p. 56.

¹⁰Taeko Makino, "The Relationship between Personality and Culture Shock", p. 42.

culture shock by the international students and adaptation to U.S. culture. This research used mixed method (quantitative and qualitative) and the procedures in collecting data used questionnaire and oral interview.

The research showed some causes of culture shock and ways to adapt in new culture. The causes of culture shock from Baier's research were gender differences, personality of the participants, language barriers and international students' experiences. From this research was found solutions for adapting in new culture, they were international student meetings, workshops addressing topics that international students have problems with, culture shock seminars, assertiveness training, and communication clubs for international students, international students' counselor, monitoring programs and having e-mail partners.¹¹

Comparing with the studies above, this study has some similarities and differences. The similarities were the writer discussed about culture shock, the writer used qualitative approach, and the collecting procedures used questionnaire and interview. The differences were: first, the writer took a topic about culture shock faced by Indonesian and Canadian youth in exchange program. Second, the writer focused to discuss about the symptoms and the solutions of culture shock as the object of the study.

Third, the subjects in this study were the participants of Indonesia – Canada youth exchange program Truro-Sei Gohong 2012/2013 consisted o Canadian youths

¹¹Stefanie Theresia Baier, "International Students: Culture Shock and Adaptation to the U.S. Culture", *Unpublished Thesis*, Michigan: Eastern Michigan University, 2005, p. 104-106.

and Indonesian youths. Fourth, the study was conducted in 2014 in Palangka Raya, Indonesia. Fifth, this study used qualitative approach and used phenomenological method as the design and type of study.

The writer conducted this study because based on the Xia stated that the researches about culture shock were needed and should be made in future years.¹² It meant that the writer was able to do a research about culture shock with different subjects, objects and method from the previous studies about culture shock.

B. Culture

This part, the writer discussed the concept of culture, the elements of culture, and Indonesian and Canadian culture.

1. Concepts of Culture

There were many concepts of culture. Culture may refer to social, political, religious, economic, or gender differences. Others may think about culture in terms of what was normally called globalization, Such as in music, food, and art. Others people consider culture to be all about social relationships, communication strategies, application of rules, and time, which consist of values and beliefs.¹³ According to Hofstede as stated in Goodwin “culture is defined as the collective programming of the mind which distinguishes the members of one group or category of people from

¹²Junzi Xia, “Analysis of Impact of Culture Shock on Individual Psychology”, *International of Psychological Studies*, Vol.1 No. 2, December 2009, p. 101.

¹³Mathew McCool, *Writing around the World: A Guide to Writing across Cultures*, London: Continuum International Publishing Group, 2009, p. 5.

another.”¹⁴ Scollon explained that culture consists from many aspects such as the ideas, communications, or behaviors of a group of people which became an identity of them. People used culture to organize their internal sense of cohesion and membership.¹⁵

In the other definition based on Dahl stated in Adalbjarnardottir, he said that culture was a complete set of attitudes, beliefs, behavioral and norms, and basic assumptions and values that are shared by a group or a people, and influenced to others member’s behavior from their interpretations of the ‘meaning’ of people’s behavior.¹⁶ Based on Toomey and Chung stated in Kloss, culture was as a system where people can learned it, it consisted of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed on from generation to generation and can be shared by interacting with members of a community.¹⁷

Based on the various concepts above, the writer concluded that concept of culture as human product in a long time process of their minds and attitudes in daily life include the ideas, communications, behaviors, beliefs, traditions, languages, values, norms, and symbols. It was combined in one unit which was passed from generation to generation in cycle of human life in a group or community. The aim

¹⁴Robin Goodwin, *Personal Relationship across Culture*, London: Taylor & Francis e-Library, 2003, p. 7.

¹⁵Ron Scollon and Suzanne Wong Scollon, *Intercultural Communication a Discourse Approach*, Second edition, Massachusetts: Blackwell Publisher, 2001, p. 139.

¹⁶Steinnun Adalbjarnardottir, “Cross Cultural Communication”, *Unpublished Graduation Thesis*, Akureyri: University of Akureyri, 2005, p. 4.

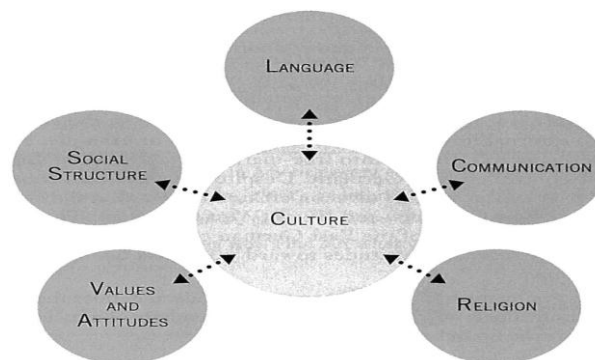
¹⁷Andrea Kloss, “The Integration of Expatriates: How Expatriates Living in Denmark Define Integration”, *Unpublished Master Thesis*, Copenhagen: Copenhagen Business School, 2010, p. 15.

was to distinguish the people in one group or community with the other people in different group or community. Culture also can be explained as a special identity of a group or community which made them different with the others.

2. Elements of Culture

According to Griffin & Pustay in Johansen the basic elements of culture was divided into five elements (see figure 1). They are social structure, language, communication, religion, and values and attitudes. The interaction of these elements affects the local environment in which international business operate.¹⁸

Figure 2.1: Elements of Culture (Griffin & Pustay)



a. Language

According to Sapir in Riyanti, “language is a symbolic guide to culture.”¹⁹ Language is most important element in cultures. Hofstede pointed out in Baier, “Language is the most clearly recognizable part of culture.”²⁰ Language can describe someone’s culture by their language. Language was a tool for communication to each

¹⁸Kenneth Johansen, “Project Management in an International Context”, *Unpublished Master Thesis*, Kristiansand: The University of Agder, 2009, p. 17.

¹⁹Rahayu Dwi Riyanti and friends, *Cross Cultural Understanding*, Jakarta: Universitas Terbuka, 2011, p. 1.2.

²⁰Stefanie Theresia Baier, “International Students”, p. 12.

other and become as connection among cultures in the world .In the other side, language sometime can be a border for people in different cultures, because every culture commonly has their own languages for communicating. Language can allow people to distinguish themselves from others and maintain group or cultural boundaries and solidarity.

b. Communication

According to Martin in Spring, “Communication undoubtedly, one of the most important features of a global manager’s job is to effectively communicate with people from other parts of the world.”²¹ Martin Continued, “Effective cross-cultural communication involves finding integrated solutions, or at least compromises, that allow decisions to be implemented by members of diverse cultures.”²²

Although communication often become problem among people who share their culture to others. Communication itself can be verbally and also nonverbally. Members of a society communicate with each other using words to message called as verbal communication, based on Lustig and Koester in Arouca.²³ Nonverbal communication is communication that includes facial expressions, hand gestures, intonation, eye contact, body positioning, and body posture. All of this communication can be referred to as body language. Non-verbal communication can

²¹Miriam Spering, “Current Issues in Cross-Cultural Psychology: Research Topics, Applications, and Perspectives”, *Unpublished Thesis*, Heidelberg: University of Heidelberg, 2001, p. 42.

²²*Ibid.*

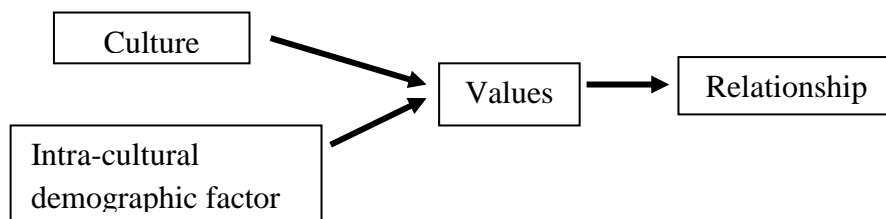
²³Raquel Alexandra De Moura Lohner Arouca “A Qualitative Study of Returning Study Abroad Students: The Critical Role of Reentry Support Programs”, *Unpublished Dissertation*, Montana: The University of Montana, 2013, p. 52.

also be other things than body language like clothing, gifts, time, distance and eye contact.²⁴

c. Values and Attitudes

Culture gives an affects and reflects the values and attitudes of the members of a group. Values are principles and standards accepted by the members; attitudes mean the actions, feelings, and thoughts that result from those values.²⁵ These values constituted the standards of individuals used to judge and develop our belief, attitudes, and behaviors. While people's actions may not always be consistent with their values, those standards depend on what they believe and how we act.²⁶ Attitude or behavior of someone can create from values which is this value produced from combination of culture and inter-culture demographic factor (means the condition of society in this place). It means the attitude or behavior of someone depends on the cultural and condition of the society itself (see figure below).

Figure 2.2: Culture, values and relationship behaviors (based on Schwartz)²⁷



²⁴Kenneth Johansen, "Project Management" p. 18.

²⁵*Ibid.*, p. 19.

²⁶Paulene Naidoo, "Intercultural Communication: A Comparative Study of Japanese and South African Work Practice", *Unpublished Doctor of Philosophy Thesis*, Zululand: University of Zululand, 2011, p. 43.

²⁷Robin Goodwin, *Personal Relationship across Culture*, p. 175.

d. Religion

Religion is an important aspect of most societies. According to Baier and Baier, “Religion can be defined as any set of attitudes, beliefs, and practices pertaining to supernatural power.”²⁸ It affects the ways which members of a society relate to each other and to outsiders. Religions are also vital to a culture. Religion is defined as a set of beliefs, practices, and moral claims, rituals, and religious laws. Like in Indonesia have six kind of religions and every religions have different cultures which reflected by their activities such as religious practice, ritual and other religious activities based on their religion. Religion also influence to society cultural, some of the culture in a group influenced by religion’s laws and religion’s values or norms.

In the writer’s point of view, Islam as one of religion that exists in this world is not as part of culture. Islam is a pure religion, a guidance or vision from the God (Allah SWT) to Prophet Muhammad SAW to the human kind in this world. So, based on it the writer has another perspective that suppose to make a different explanation, about what religion that can mention as part of culture and what religion that is pure from God.

e. Social Structure

According to Samovar states in Naidoo, describes that the organizations referred to as social systems or social structure, represent the various social units contained within the culture. Such as an institutions include the family, government,

²⁸Stefanie Theresia Baier, “International Students”, p. 13.

schools, and even tribes.²⁹ However, the importance of these categories in defining how individuals interact with each other people between their groups varies in society based on their own cultures.

3. Canadian and Indonesian Cultures

The following are the descriptions of Canadian and Indonesian cultures where are commonly used by Canadian and Indonesian in daily life.

a. Canadian Culture

There are some common values that can describe some or most of Canadians do and share as a whole.³⁰

- 1) Freedom and individuality. Canadians are described as individuals than as member of a group. They are free to decide their personal interest.
- 2) Politeness and fairness. Canadians most saying ‘please’ and ‘thank you’ and often apologetic. They tend to feel uncomfortable in situations where another person acting aggressive and trying to avoid the conflict.
- 3) Lining up for services is something that most Canadians feel strongly about.
- 4) Personal space/privacy. Canadian values their personal space and privacy of other people, Canadian steering away from sensitive topics like money, status, etc.
- 5) Tolerance, sensitivity and political correctness. Canadians try to avoid expressions or actions that can be insulting to others.

²⁹Paulene Naidoo, “Intercultural Communication”, p. 44.

³⁰Simon Fraser, *Understanding Canadians*, Burnaby: University Drive, URL: <http://www.sfu.ca/students/isap/handbook/health-wellness-safety/adjust-culture/canadian-culture.html>, (access on February 27th, 2014).

- 6) Eye contact is as sign of honesty/sincerity for Canadians.
- 7) Being on time. Canadians value their time and expect others to be on schedule.
- 8) Curiosity about other cultures.
- 9) Informality. Canadians tend to interact more informally with each others.

b. Indonesian Culture

There are some common values that can describe some or most of Indonesians do and share as a whole:³¹

- 1) The Indonesian are unity and conformity to society's rules, value loyalty to family and friends above all else. Life is simple for most Indonesian; most enjoy few modern conveniences, such as running water.
- 2) Meeting and greeting people by shake hands and smile sincerely.
- 3) Body language. Some example such as a man does not touch the woman in public except to shake hands (do not display affection in public), keep both feet on the floor when sitting and with a good posture is a sign of respect, looking someone straight in the eyes is considering staring, people use their right hand touch food, pass or receive anything (don't touch anyone or point with your left hand).
- 4) Dining and entertainment. In Indonesia social events generally start late, a fork and spoon are used for dining, most Indonesian are Muslim and consume no liquor and pork, the people are so hospitable (do not reject their hospitality), the host is the last to sit and eat, the guest or senior person begins the meal, fingers

³¹E-Diplomat, *Indonesia Cultural Etiquette*, URL: http://www.ediplomat.com/np/cultural_etiquette/ce_id.htm, (access on February 27th, 2014).

are still used for eating in some places, the person who invites is expected to pay the bill in a restaurant.

- 5) Dress. In Indonesia man should wear a suit for meeting, women should wear skirts and blouses (avoid extreme fashions; Muslim rules of modesty should be honored).
- 6) Gifts. Business gifts are generally not exchanged, receive a gift appreciatively (it is impolite to refuse a gift).
- 7) Helpful hints. Taking photographs is a way of honoring someone, civil servants are respected (be very respectful to government worker), don't assume tomorrow mean tomorrow (tomorrow may mean sometimes in the future, set the specific dates and times for arrangements)

C. Culture Shock

The writer explained the definition culture shock, the causes of culture, the stages of culture shock, and the symptoms of culture shock.

1. Culture Shock Definition

Before explaining the definition of culture shock, culture shock itself consists of two words, they are 'culture' and 'shock'. Culture is art, literature, customs, social interaction and other intellectual expression of a particular group or

nation³² and “shock refers to the rapidity of the physical movement, but the emotion and feedback emotions may occur over a relatively long period of time.”³³

According to Adler in Zapf “Culture shock is primarily a set of emotional reaction to the loss of perceptual reinforcements from one’s own culture, to new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experiences.”³⁴ Ryan states in Alaric “Culture shock is where elements including physical environment, food, transport, accommodation, personal relationships and clothing are different and take time to get accustomed to.”³⁵

Based on Laidlaw point, culture shock is a feeling of individual experienced who felt confused, anxiety and distress which suddenly happened when they were in new culture, strange or foreign situations and cultural environment.³⁶ “Culture Shock is a normal physical and psychological reaction that occurs when a person is thrust into a new cultural environment. It can be painful.”³⁷

Based on the definition above, the writer conclude the definition of culture shock is a condition of emotion, psychological of a person as a reaction of new

³²A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, Fifth Edition, Oxford: Oxford University Press, 1955, p. 285.

³³Rachel Irwin, “Culture Shock: Negotiating Feelings in the Field”, *Anthropology Matters Journal*, Vol. 9 No. 1, 2007, p. 3.

³⁴Michael Kim Zapf, “Cross-cultural Transition and Wellness: Dealing with Culture Shock”, *International Journal for the Advancement of Counseling*, Vol.14, 1991, p. 107.

³⁵Alaric Bernard Marshall Bragg, “Culture Cross: Foreign Students Intercultural Interaction on a New Zealand University Campus” *Unpublished Master Thesis*, Manawatu: Massey University, 2010, p. 7.

³⁶Moira Laidlaw, “Overcoming ‘Culture’ Shock: Learning to Do Things Differently”, *Educational Journal of Living Theories*, Vol. 5 No. 2, 2012, p. 48.

³⁷Centre for Intercultural Learning (Canadian Foreign Service Institute), *Cultural Dimensions: A Tool Kit for Your Intercultural Adventure*, Quebec: Foreign Affairs and International Trade Canada, 2010, p. 17.

culture which is the culture are almost or totally different from the culture on their host country when the people move to somewhere different from their own.

2. Causes of Culture Shock

According to Maslow in Dukic, “When entering a new environment our basic needs for safety and need to belong are challenged in many ways. Not being able to predict how some everyday routines connected to transportation, housing, school etc, are supposed to be done creates a lot of uncertainty.”³⁸

Based on Taft states in Dukic, he explained that culture shock has six conceptual aspects: strain in adapting in new environment, a sense of loss, confusion in role and self-identity, feeling of being rejected in new culture, anxiety and feeling uncomfortable due to being able to adapt with the new culture in new environment.³⁹

There are some causes of culture shock by Furnham and Bochner in Makino. They said there are three main categories that cause culture shock: Cultural differences, Individual differences and Sojourn experiences.⁴⁰

a. Cultural Differences

The causes of culture shock are cultural condition of psychological reaction of people that can be seen only when people live in the new and different culture. Cultural differences can be cause of culture shock for people, because the people find a lot of differences between their home country and the host country where they live

³⁸Bojana Dukic, “Communication as a Cause, Symptoms and Solution for Culture Shock”, *Unpublished Mater Thesis*, Gothenburg: Gothenburg University, 2010, p. 14.

³⁹*Ibid.*, p. 15.

⁴⁰Taeko Makino, “The Relationship between Personality and Culture Shock”, p. 5.

now. Cultural differences include some important elements, such as norm, language, traditions, values and other things.

b. Individual Differences

There are so many things different between one individual and other individual, and these differences as one of causes of culture shock for people. The differences between individual sometime can be seen from their educational background, age, gender, social position, personalities, characteristic, and communication ability. It can make a stress enough for people to face these differences in new culture and environment.

c. Sojourn Experiences

In this case, the causes of culture shock depend on sojourn intercultural experiences, how the sojourn can adapt with a new situation, a new environment, and a new culture. Less experiences live in a different culture can make a sojourn more difficult and takes a time to adapt with a new culture of a host country.

In other opinion, Peterson describes the cause of culture shock based on 5 basic cultural scales. These five basic cultural scales become one of the causes of culture shock based on the writer's experience when the writer live in the host country and compare it with the condition of the writer's home country.

According to Peterson, he explains 5 basic cultural scales as follows:

a. Equality versus Hierarchy

Equal means every people have same level, right, duty and responsibility. Styles that show the equality are be self directed, have flexibility, have the freedom, make exceptions and treat men and women in the same way.

Hierarchy means every people have different level, not always same, they have different level, right, duty and responsibilities according their position. Styles that show the hierarchy are take direction, have strong limitations, respect and not challenge the power people, enforce regulation and guideline and expect the men and women in the different way.⁴¹

b. Direct versus Indirect

Direct means the communication is directly speech in verbal way and straight to de point. Styles that show the direct are be more direct in speaking, openly confront issues, communicate straightforwardly, engage in conflict if necessary, express opinion in frank manner and say things clearly.

Indirect means the communication is more often using nonverbal language (body language or gesture) and not to straight to the point (often considers someone's feelings). Styles that show the indirect are focus in what is said and how it is said, discreetly avoid the issues, avoid conflict if it is possible, express opinions diplomatically and count on the listener to interpret the meaning.⁴²

⁴¹Brooks Peterson, *Cultural Intelligence: A Guide to Work with Other People from Other Cultures*, Yarmouth: Intercultural Press, 2004, p.37.

⁴²*Ibid.*, p. 40.

c. Individual versus Group

Individual means peoples' life style are often being individual in their daily live and having less interaction. Styles that show the individual are take initiative and decisions individually, use personal guideline, focus on themselves, judge people based on personal traits, put individual before team, move in and out of group.

Group means people peoples' life style are often being in a group, and having much interaction in every activity in their daily life. . Styles that show the individual are act cooperatively as group, standardize guideline, loyalty to friends a high priority, determine identity as a group, make decisions as a group, put the group before the individual, and keep group membership.⁴³

d. Task versus Relationship

Task means having corporation based on what people do and consider their work (what they do). A task style means define people based on what they do, move straight to business, keep relationship with co-worker impersonal, sacrifice leisure time for work, allow work to overlap.

Relationship is a family, having corporation based on who people are and consider their relation with them (who they are). A relationship style means define people based on who they are, establish comfortable relationship, have personal relationships with co-worker, sacrifice work for leisure time and family, not allow work to impinge on personal life.⁴⁴

⁴³*Ibid.*, p. 46.

⁴⁴*Ibid.*, p. 52.

e. Risk versus Caution

Risk means making decisions without much consideration and more often tries something new, more creative and innovative. A risk style means make decisions quickly, focus on present and future, be less cautious, change quickly, try new and innovative ways of doing thing, be comfortable changing at the last minute.

Caution means making decision with much consideration based on the past experienced, and seldom trying something new with a risk. A caution style means collect considerable information before making decision, focus on the past, me more cautious, change slowly and avoid the risk, want more rules and guidelines, stick to proven method and not change plans at the last minute.⁴⁵

3. Stages of Culture Shock

Based on Oberg's theory the discussion of 'culture shock' which detailed four phases of emotional reactions associated with cross-cultural sojourns:⁴⁶

- a. Honeymoon, is reactions of euphoria, enchantment, happiness, and enthusiasm;
- b. Crisis, is feelings of sadness, worries, stressful frustration, anxiety andanger;
- c. Recovery, is problem solving of crisis, finding resolution in good way by learning and understanding the culture.
- d. Adjustments, is reflecting of enjoyment and feel comfortable with the environment, happy and free of problems, based on Pruitt in Sadrossadat.⁴⁷

⁴⁵*Ibid.*, p. 55.

⁴⁶Colleen Ward, Stephen Bochner, and Adrian Furnham, *Psychology of Culture Shock*, Second edition, Philadelphia: Taylor& Francis e-Library, 2005, p.81.

From the four phases of emotional reaction of culture shock above, Oberg also showed it into graphic as follows:

Figure 2.3: Stages of adaptation (stage of culture shock).⁴⁸

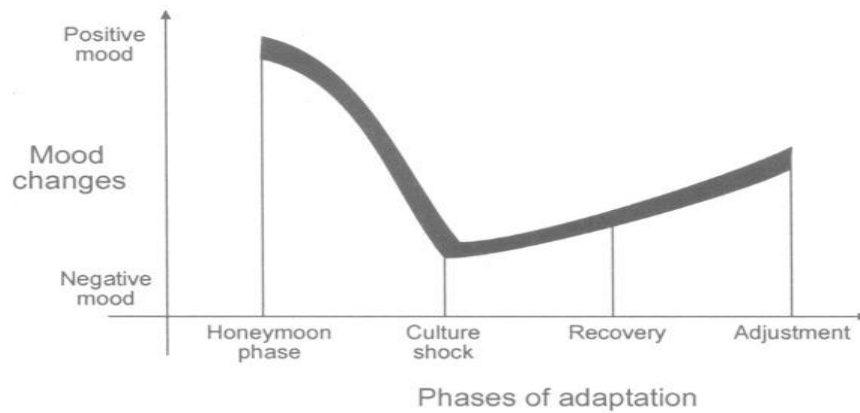
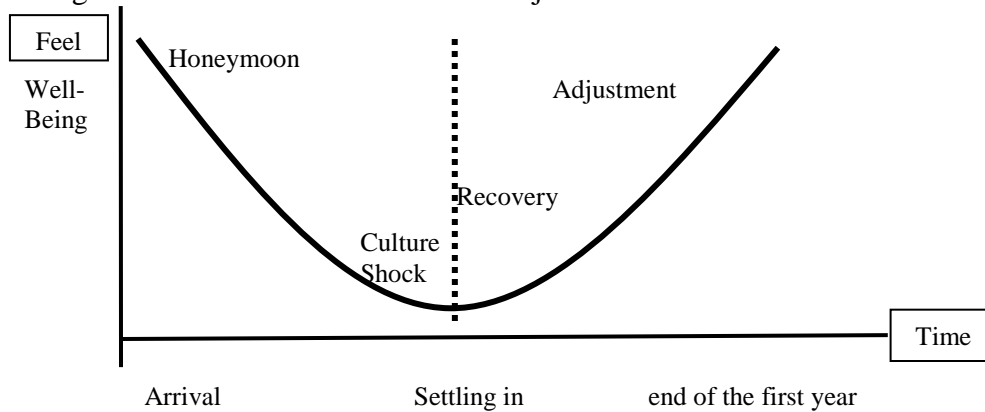


Figure 2.4: Generalized U-curve of adjustment to a new culture over time⁴⁹



According to Johansen, he mentioned in his research the word 'stages' change to 'cycle'.

⁴⁷Seyed Jalal Sadrossadat, "Psycho-social and Cultural Adjustment among International Students at The University of Wollongong", *Unpublished Dissertation*, Wollongong: The University of Wollongong, 1995, p. 25.

⁴⁸Elisabeth Mark, *Breaking through Culture Shock: What You Need to Succeed in International Business*, London: Nicholas Brealey Publishing Limited, 1999, p.9.

⁴⁹Michael Kim Zapf, "Cross-cultural Transitions and Wellness", p. 112.

The culture shock cycle has four stages:

- a. *Honeymoon* – People start their trips abroad to another country with new culture with a sense of excitement. It so excited and full of happiness for the first time, soon a different feeling come to people.⁵⁰
- b. *Irritability and hostility* – Starting to feel the differences between host country and home country. Transforming into frustration, insecurity, negativity toward local culture, feeling homesickness and depression because facing new environment.⁵¹
- c. *Gradual adjustment* – Beginning to orient self to a different cultural conditions. Start to get back feeling of happiness and confident in new environment. Learning to more understanding how to socialize and adapt with new situation.⁵²
- d. *Adaptation or Mastery*– According to Chaney in Qi and Lange, Feeling more adaptable in the new culture and situations and get along with local community. Understanding the differences between home and host country, and become acceptable with the conditions.⁵³

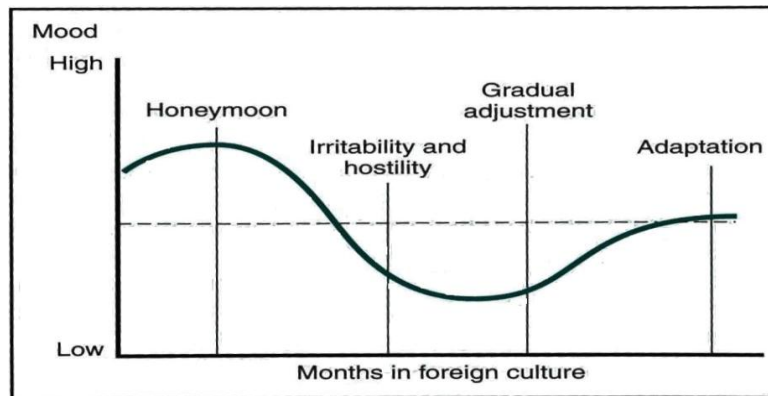
⁵⁰Kenneth Johansen, “Project Management in an International Context”, p.44.

⁵¹Hilary Costa and Kerala Goodkin (ed.), *Glimpse Study Abroad Acclimation Guides: Culture Shock*, URL: http://www.uic.edu/depts/spec_prog/studyabroad/Pre-departure%20Orientation/Glimpse-CultureShock.pdf, (access on February 27th, 2014), p. 1.

⁵²*Ibid.*

⁵³Gao Qi and Grit Lange, “Preventing Expatriate Failure”, p. 15.

Figure 2.5: Culture Shock Cycle (According to Gray and Larson in Johansen)



However, if they know the stages of culture shock, they can predict what may be happened in the each stage. According to Jacob in Xia, “This may make them face difficulties and troubles leisurely and calmly, and the degree of depression, anxiety and feelings of helplessness may also be alleviated.”⁵⁴

4. Symptoms of Culture Shock

Symptom is a change in the psychical and psychological of human that indicates an illness or a sign of the existence of something bad.⁵⁵

According to Nolan in Crhanova, “As there is not any universal pattern of experiencing culture shock, the intensity of culture shock might diverse from a vague level to one's serious inability to function in everyday life, and also the time frame diverse a lot.”⁵⁶

⁵⁴ Junzi Xia, “Analysis of Impact”, p. 98.

⁵⁵ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 1211.

⁵⁶ Bc. Irena Crhanová, “Culture Shock”, p. 46.

Most people think of culture shock as a ‘short and sharp’, disorientating experience in a foreign place, in a new culture an environment. Few people realize that its effects can much deeper and more prolonged if it is not dealt with effectively.

There are some examples of the Symptoms of culture shock based on some experts. First, based on the Murdoch theory, he explained some symptoms of culture shock, they are:⁵⁷

- a. Feeling of anxiety, confusion, frustrations and anger,
- b. Loss of control and mastery the situations,
- c. Feeling sleeplessness, stomachache and headache, fatigue, tension, excessive concern about hygiene and hostility,
- d. Feeling of deprivation and being rejecting by the member of the new culture, and
- e. Confusing toward own rule and identity.

According to Mumford in Dukic, he listed the items of refer to symptoms of culture shock as follows:⁵⁸

- a. Felling strain to adapt in a new culture,
- b. Missing family and friends in host country,
- c. Wishing to escape from new environment,
- d. Finding new things shocking and disgusting,
- e. Feeling powerless to being involve in new culture,

⁵⁷Anna Murdoch and Eugene Kaciak, “Culture Shock Re-visited what Features of the Polish Culture Most Bother Expatriates in Poland?”, *The Journal of Applied Business Research*, Vol. 27 No. 2, March/April 2011, p. 89.

⁵⁸Bojana Dukic, “Communication as a Cause”, p.17.

- f. Feeling awkward when meeting local people,
- g. Making gesture when talking to people, and
- h. Feeling uncomfortable if people stare at oneself.

Based on the Mark's theory, he makes order of priority, the list of the possible symptoms most often found when people in abroad, they are:⁵⁹

- a. Feeling isolated, anxiety and worry,
- b. Reducing in job performance,
- c. High energy and helplessness.

According to Gleserin Manz, he summarizing the various symptoms that can occur in relation to Culture Shock distinguishes between physical, cognitive and behavioral factors:

Table 2.1: Possible symptoms of Culture Shock⁶⁰

Level	Example
a. Physical	1) digestion problems 2) loss of appetite 3) sleep disorder 4) high blood pressure

⁵⁹Elisabeth Mark, *Breaking Through Culture Shock*, p. 7.

⁶⁰Sonja Manz, "Culture Shock", p. 7.

b. Cognitive	<ol style="list-style-type: none"> 1) feeling of isolation / home sickness 2) accusing the host culture for own distress 3) self-pity 4) anger and mistrust towards members of the host society 5) worries about own state health 6) permanent strain and distress 7) concern to be cheated or misled 8) eruptions of rage about minor occurrences 9) decrease in self-confidence due to experienced inability to cope in the host culture 10) lack of assertiveness because of the validity of one's own cultural norms and values 11) helplessness and depression over everyday life problems that seem to be unsolvable
c. Behavioral	<ol style="list-style-type: none"> 1) performance deficits 2) separation from host nationals 3) increased contact to fellow nationals 4) higher alcohol consumption 5) refusal of learning or speaking the host language 6) insulting statements about the host society and its members

The table above explains that based on Gleser opinion, the symptoms of culture shock has three different levels, they are physical, cognitive and behavioral, and each level showed with their symptoms. By this table, peoples are easier to recognize the symptoms of culture shock on themselves.

5. Solutions for Culture Shock

Based on Coffman and Harris in Crhanová, they give seven strategies to help the people who want to entering new country dealing with the culture shock in the new culture and environment as follows:⁶¹

⁶¹ Bc. Irena Crhanová, "Culture Shock", p. 55.

- a. People must realize that negative feeling like stress and worries was a natural response in a new environment.
- b. People should maintain their self-respect and personal integrity.
- c. People needed to deal with the phenomenon of time. They needed to provide enough period of time to adjust with new situations.
- d. People should try to identify patterns of adjustment. They also must realize that their failure was only a temporary as a part of their adjustment new identity in a new environment.
- e. People needed to deal with the symptoms of the culture shock. They needed to identify the symptoms and be aware that other people experience could be similar like their experience of culture shock.
- f. People needed to adjust at host country. They should adjust at host country and feel it like their home country. It made them avoided from homesickness (one of the symptoms of culture shock).
- g. People needed to prepare about culture shock. The people can decrease the level of culture shock by learning it, for example: studying the language of the host country, learning the culture and environment of the host country or trying to spend time with people from the host country before going there.

According to Zapf in Dukic, he provides six strategies for dealing with culture shock as follows:⁶²

⁶²Bojana Dukic, "Communication as a Cause", p. 18.

- a. Understanding of culture shock. It could make people feel better. They needed to understand the component of culture shock, such as the stages and the symptoms of culture shock.
- b. Awareness of danger signs. It was important helping people to know when they need to talk to someone about difficulties and things which are getting out of control. Such as about society, peoples' habit, attitudes towards local people.
- c. Connections with local ethnic community. It helped the people understand about host country's culture, social environment and many other important things. The local ethnic community is established for supporting newcomers.
- d. Communication competence. It was important for having positive feeling as long as in a new culture. The people needed to learn the language in host country and understand their way in communicate to each other.
- e. Analysis of culture bumps. Analyzing specific situations in which misunderstandings occur. The focus was directed from the phenomenon of culture shock to concrete situations which could be understood. It made the people understand the problems fast.
- f. Using groups. It could help for increasing awareness that others experience could be similar like their experience. Communication practice with feedback and analyzing culture bumps in a group can be very useful and help the people saw the concrete behavior pattern when they were in the new environment.

Other steps and strategies that could help people who travel abroad to minimize effects of culture shock can be seen as follows:⁶³

- a. International awareness. Travelers needed to know of the world abroad. Learned the international issues before travelling, it helped the travelers open with the issue and gave them a better global perspective on things.
- b. Cross cultural communication skills. Before entering the host country, learned and understood their culture as well, prepared your ability in communication by learning a little bit their language or style in communicating, considered what should to do or not to do.
- c. Cultural sensitivity. It was important to keep an open mind to the experience and not to immediately place value on what you are observing. Remembered that the aim of go abroad was to learn about a new culture.
- d. Preparation. The more prepared mentally and physically travelers are, the better suited travelers were to combat culture shock.
- e. Being open to the experience. Recognize culture shock as part of the travelling adventure. By recognizing it, travelers reached the adjustment stage easier.
- f. Keep mentally and physically fit. Observing a healthy lifestyle was important to combat some of the physical and mental strains of travelling.

⁶³Centre for International Experience Cumberland House, *Culture Shock*, Toronto: University of Toronto, URL: <https://cie.utoronto.ca/Safety/Safety-Abroad-Travel-Guide/Culture-Shock.htm>, (access on February 27th, 2014).

- g. Keeping a journal. By writing the journal at the earliest beginning of the trip, people can remind themselves of the reasons why they have decided to go abroad. People can put the goals of their traveling.

D. Indonesia – Canada Youth Exchange Program

Indonesia – Canada youth exchange program is a program held by the ministry youth and sports of Republic of Indonesia in partnership with CWY (Canada World Youth) a nongovernmental association as an organizer in Canada. Indonesia-Canada world youth is a program which concern in environmental, educational, and health sector in both country, Canada and Indonesia. The duration of this program is about six months in two phases, first is in Canada where the participants live in Canada for about three month and second is in Indonesia where the participants live for about three month for Canadian and Indonesian youths.

Indonesia – Canada youth exchange program is created since in 1973 with the purpose to increase the relationship between two countries Indonesia and Canada by the youth as the main agents of it. Besides that, this program also tried to create human resources with a good and high quality and participate in every international forum and become a leader when discussing every international issue.

In Indonesia – Canada youth exchange program 2012, Indonesian participants consists of twenty seven participants and three project supervisors, Canadian participants also consist of twenty seven participants and three project supervisors, every of them is in pair (Canadian-Indonesian youth) which is called as

counterpart. In 2012 also, the exchange program between Indonesia – Canada was divided into three communities where was in every community consist of ten pair (ten Indonesian participants and ten Canadian participants). The community places are Truro-Sei Gohong, Halifax-Depok and Charlottetown-Cikandang.

The activities in both countries are same, but there are some differences in some aspect, such as in social environment, society, environment, and family. This exchange program has a specific component along 6 month in both countries such as:

1. Counterpart. It is a country partner. In here, Indonesian volunteer has a couple or a pair from Canadian volunteer which is they will work and live together and build a connection between both country in six months program.
2. Host Community. It is a community of the place where the volunteer live, help and have interactions and connection in the program.
3. Host family. It is a family where each pair volunteers (Indonesia and Canada) live, stay and build a relation as a real family at home. The volunteer help the host family with their home activities and learning about their home culture.
4. Work placement. It is an office/place where the volunteer work in 3 days a week. In there the participants help the staffs and other employees work depends on their main sector project. In the work placement participant work in a pair (Canadian and Indonesian).
5. Educational Activity Day. It is an activity that will discuss an issue or topic based on the counterpart pair wants. Every counterpart pair has an opportunity to convey

their topic in group discussion and may invite the speaker into their discussion. It held a day in a week.

6. Community Activity Day. It is an activity held by the project supervisors who are a senior from Indonesia and Canada. The community day means time for the volunteers to help the community that exist in Truro for doing their daily or special activities. It is a social service held by group a day in a week.

In this program also discuss some hot issues in nationally and globally such as Cross Culture Understanding, and MDGs (Millennium Development Goals). Along this program, the participants also learning about attitude, standard of behavior, content of program, management stress, management conflict, team building, educational activity day, community development, learning forum, social bounding, group dynamic, public speaking, public relation, volunteering, language learning, cultural learning (Canada and Indonesia), and culture performances (promote Indonesia Culture in Canada).