

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

There are two statements that have to be answered in this research. The first problem is about culture shocks faced by the foreign students in academic aspect included in institutional rules and in lecturer rules. The second problem is what the culture shocks faced by the foreign students in social aspect. They both data are looked for by technique interview to know the culture shocks faced the foreign students in academic aspect and social aspect at Antasari State Institute for Islamic Studies Banjarmasin

During the interviews of participants were excited to have the experience to tell their stories and a lot of appreciation was expressed. They also thanked me for choosing them to be a part of this thesis. Most of them remarked that it was the first moment anyone was interested in their experiences and asked them to talk about their study experiences from different perspectives and in deep meanings. For many participants the interviews were interesting meaningful and became a significant event for illustrating that Interviews may yield more than data for a study (Charmaz, 2003, p. 326).

And here are the results of the interview:

1. The Culture Shocks Faced by the Foreign Students in Academic Aspects.

Based on the interview, the writer found some problems faced by foreign students in the academic aspect that was held on August 19th 2015 through October 19th 2015:

a. In Institutional Rules:

1) Filling Study Plan Sheet Online

Based on the interview result had been conducted, most of them still confused when filling out the Study Plan Sheet online, get confused when choosing courses and classes that they should be follow. And when filled the Study Plan Sheet online they pursued help with their friends or the officer staf that was in Communications Center at IAIN Antasari Banjarmasin.

2) Collection of Study Plan Sheet in the Form Sheet

The 6 the foreign students also found difficulties in collection of Study Plan Sheet in the form sheet is when seeking signatures for completeness of the Study Plan Sheet in the form of sheets.

3) Load of Courses

Based on the interviews, the foreign students were very frustrated with many course must be taken in a semester.

4) Campus Environment

Based on the interview, they complained to the condition of the waste dumped carelessly in campus environment, and the condition of the class which is less clean and less tidy.

b. In Lecturer Rules

1) Discipline Time

Based on the interview, a lecturer who came late when the lectures that do not provide information to students, for them it is a thing that was not polite. Moreover, the lecturer was not present in the lecture and does not provide information before that he/she could not attend the lecture. It is a problem for them.

And for the discipline of collecting duties, also became an obstacle for them, because many tasks that must be completed or finished and submitted to the lecturer on the same day. And that made them frustrated. And sometimes there were lecturers who

give time to collect duties on a day that was not subject lecturers and they had to hurry to finishing the duty. And we know, that gives the task not only of one lecturer of course, but also, almost all courses have the task of each student to be completed or finished.

And discipline in ending the lectures, there were some lecturers that ended the lectures over from the schedule that have set. And it becomes a problem for them, because, when the lecturer adds time lecture, then they will be late coming home.

2) System of Teaching of Lecturer

Based on the results of interviews with 6 foreign students, to teach the system no matter which becomes a problem for them, but the fundamental thing was the problem for them is that when professors deliver the material with the use of local languages. And it makes them confused. And it's not just a matter of language used when teaching faculty, but, according to interviews writers get, there is a lecturer explanation they do not understand when the lectures take place. Sometimes there were lecturers who explain too fast and it is difficult for them to understand. And made them

confused and they also said they must learn again together with foreign friends in their dormitory.

2. The Culture Shocks Faced by the Foreign Student in Social Aspect

Based on the interviews, the authors found several problems faced by foreign students in the social aspect that was held on August 19th 2015 through October 19th 2015:

a. Interact and Establish Communication between the Foreign Students and the Local Students (Students from Indonesia at IAIN Antasari)

Based on the interview that the writer with the foreign students, to interact with students from Indonesia certainly sustained well established when lecturing, but, outside of lectures, such as hang out together like go to shopping, go to eat or go to the library together, they rarely to do, they are more often along with fellow friends of foreign students.

In communication, the foreign students rarely to did it with the local students, from the statement of the foreign students. They said that only to do communication as they needed, such as, asked the problem of learning in the class, the problem of lecturer explanations or assignment who did not them understand. But, when there were the local students which invite them to talk, the foreign students answer

them willingly and answered about the question that they only know, and the remainder they chose silent.

Language differences also the reason why they rarely communicate with local students, it is know that most of the local students in IAIN Antasari using local languages, namely Banjarese language, but when communicating with foreign students usually local students in the Indonesian language. But sometimes foreign students did not feel confident to speak to local students, because they still feel not fluently to use Indonesian. And sometimes, there were the words they did not understand when talking to local students and lead to unfamiliarity with each other. But from some of the foreign students said it was very interested studying in Indonesian.

b. The Behavior and Attitude of the Local Students (Students of Indonesia).

Based on the interviews I did, they were very disturbed by the habit of Indonesia students when the Professor is being explained, they are discussing with friends besides about things that have nothing to do with the lessons, though only whispering but very disturbing them and made them dizzy and couldn't focus listening to the explanation lecturer in front of the class.

Not only that, but also, the habit of Indonesia students who likes to brawl and makes noise in the class, making them felt disturbed by it.

They are not pleased when looking at students who are spitting carelessly. And it's not very respectable for them.

Then, it is also known in IAIN Antasari, there are male and female student. It is not denied, always entwined interactions to each other. And when asked about how the opinions of foreign students about making friends with the opposite sex, they say that they don't like to be friends with friends of a different type, because it is not in accordance with religious teachings, they only talk to men, when there are things that need to be asked.

c. The Difficulty to Find the Transportation

Based on the interviews with the foreign students, they found it is difficult to find transportation in Banjarmasin and not infrequently they were late to class because they had to wait for public transportation to come who did not know the arrival schedule. And that's what made them frustrated. Not to mention the public transportation in Banjarmasin very small and dirty. And then, uncomfortable for them.

B. Discussion

1. The Culture Shock Faced by The Foreign Students in Academic Aspects

In the problem of statement, there are two points to identify the culture shocks faced by the foreign students in academic aspect, namely, the culture shock in institutional rules and in the lecturer rules.

Based on the interview, in findings, the writer find the problem faced by the foreign student in institutional rules is complicated system in registration study course, the first, the problem faced by them is they are confused to filling Study Plan Sheet Online. They got confused when choosing courses and classes that they should follow. And when filling the online Card Study Plan they should helped by their friends or the officer that is in Communications Center at IAIN Antasari Banjarmasin.

The first foreign student said, *at first I was confused when filling the online Card Study Plan and should be assisted by friends or the official at the center of communications of IAIN Antasari. And until now I still assisted by friends when filling the online Card Study Plan.*

It is needed to know, in Indonesia especially in IAIN Antasari used Sistem Kredit Semester (SKS) or Semester Credit Unit. Semester credit unit is the unit used to express the magnitude of student study load, the amount of recognition for the success of the students, the amount of

recognition of the cumulative effort for a specific program, as well as the magnitude of the effort to provide education for college and especially for teachers. One semester is equivalent to 14-18 weeks of organizing academic activities. To take course load as much as 20-24 credits each semester. The beginning of each semester, students must complete the Study Plan Sheet with the guidance and approval of Academic Advisors (PA) respectively.

So, to the foreign student should learn about the way of fill the Study Plan Sheet Online. and from the local students experience, they also have difficult to filling the Study Plan Sheet Online in the first time, but, sooner or later can filling the Study Plan Sheet Online self.

And then, the second problem is seeking the signature of lecturer to collecting the Card Study Plan in form sheet.

The first foreign student *said: "I feel depression when I have to look for signatures of lecturers, because the lecturer difficult to find, because the lecturers also have their own necessity."*

The Third foreign student *said: "I so very tired when look for the signature of lecturer. And I must go to anywhere to find the lecturer"*.

And the second problem faced by the foreign students in academic aspect in institutional rules is too many subjects should be their taken. The

statement of the foreign student (6) she said: *“There are so many subjects that I have to finished, and almost every course has a duty of each and must be completed at the same time. And make me dizzy”*.

Foreign student (2) said: *“I am often dizzy when a lot of courses that must be completed on one semester ”*.

From the statement above, in the Semester Credit Unit, the students must take course load as much as 20-24 credits each semester and the number of courses taken could be 10-12 courses each semester.

The last problem in institutional rules is incomprehensive facilities and environment. In the academic aspect, not only related to the problems of the administration of lecture, such as the problem to filling the Study Plan Sheet Online or a lot of courses many of which become obstacles for them, but also the problem of environmental on campus become a little bit of a problem for them. In addition, environment condition also becomes a main problem in Indonesia. You can see a lot of rubbish everywhere.

From the results of the interviews, they said they feel uncomfortable seeing trash scattered, but already there is trash that has been provided. then the State of the class which is less tidy, chairs nearby. Comfortable classrooms would make students easy and comfortable to lead lectures. Moreover, the statement of one of the foreign students, she compares how

conditions in their country, where schools there are very clean and tidy especially the facilities provided by the schools or campus is very modern and very convenient for students to learn.

Although, the culture shock faced by the foreign students in academic aspect not only about the problems in institutional rules, but also, the problems in lecturer rules.

The first problem is the time management, that consist of the problem of discipline time to come the class, to finished the course and to the end the class for the lecturers.

Based on the interview, a lecturer who came late when the lectures that do not provide information to students, for them it is a thing that is not polite. Moreover, the lecturer is not present in the lecture and does not provide information before that he/she could not attend the lecture. It is a problem for them.

And for the discipline of collecting duties, also became an obstacle for them, because many tasks that must be completed or finished and submitted to the lecturer on the same day. And that makes them frustrated. And sometimes there are lecturers who give time to collect duties on a day that is not subject lecturers and they had to hurry to finishing the duty. And we know, that gives the task not only of one lecturer of course, but

also, almost all courses have the task of each student to be completed or finished.

And discipline in ending the lectures, there are some lecturers that ended the lectures over from the schedule that have set. And it becomes a problem for them, because, when the lecturer adds time lecture, then they will be late come home.

The second problem in lecturer rules is the system of lecturer teaching. The teaching methods in Indonesian universities or institutes are mainly viewed as teacher-centered, didactic rather than student-centered and problem-based learning. They come from a culture which has a collectivistic tradition in which education is measured in terms of reproducing knowledge. (Ladd & Ruby, 1999; Robin-son, 1992; Ryan & Carroll, 2005).

When the lecturers explain lecture of material, foreign students often feel the lecturer too quick to explain. From statement above, we know that the method was used in a university or institute in particular to IAIN Antasari is teacher centered, students pay attention to the explanation lecturer about lecture material until finished.

Foreign student (5) said: "I often do not understand the explanation lecturer when delivering a lecture because the lecturer too quick to explaining, and I often feel dizzy".

Not only foreign students who feel that way, the author also did an interview with one of the local student classmate with a foreign student, she also said the same thing with a foreign student, sometimes a lecturer explain the lecture material too fast and made her dizzy.

It's not just a problem of delivery lecture material too fast which makes them dizzy. They also felt depressed and frustrated when the lecturer delivering the lecture using the local language or languages of the region. And all of that is a problem for foreign students, because of all the foreign students do not understand and have never used local languages or regional languages (Banjar language).

Language is the way to communicate with people. Therefore, language may become one of common problem encountered by foreigners who come to another country.

So, when the foreign students come the other country or the new environment, they should learn about the culture of the country who they go, and learn the language of the country.

2. The Culture Shocks Faced by the Foreign Students in Social Aspect

Based on the finding, it can be concluded that the culture shocks faced by the foreign students in social aspect the first is having difficult to adaptation. They have problem to interact with local students. They say that they do not have much free time, so they rarely interact with local students, as done by local college students who usually hang out together as to the mall or to a café or watch to the cinema or just get-togethers on campus sharing about lectures or study together.

Foreign students usually study together in the house of one of the foreign students, such as when the authors conducted interviews at home foreign students. They do the task together, but just foreign students only.

And from the results of the interview, they also rarely communicate with local students, except for asking about lectures. Foreign student (3), she said: "I do not like a lot of talk. I just talk as needed, for example to inquire about lectures or tasks that I do not understand. I preferred quiescent".

And the above statement is justified by one of the local student classmate with foreign students. She said that foreign students are usually busy with her-self, like play cell phone or listen to the song. They just talk as needed.

The reason foreign students are rarely communicates his Less smooth them using Indonesian. Not only that, we know IAIN Antasari was in South Kalimantan, in the city of Banjarmasin, and almost all of the students come from South Kalimantan, and of course also use a regional language, Banjar language what is very distant with Indonesia language. The local student's behavior using local languages in the classroom when talking with other local students, to make foreign students confused and can not to participation to talk with them, because they did not understand the Banjar language, they only know a few words such as *ikam, ulun, piyan, inggih* and *kada*.

Then, and from interviews also found problems that occur between local students and foreign students for example in terms of the task group. From the statement of the foreign students, they are rarely the task groups along with local students. Foreign student (3) said: *"I rarely work on group work, when I ask when the task group, friends turned out to be already to finish it first, but I would like to join the learning"*.

From the statement of local students who wrote the interview saying that when we want to do the task group, we are always told to foreign students for to do the task group, but the foreign student is busy with his business and could not participate, so we keep working on that task even though foreign students are not able to attend.

In addition to concerns about interacting and communicating, foreign students also have problems against the habit of local students, like cheer in the classroom, talking loud, noisy in the classroom, talk at the time lecturer to explain in front of class, smoking, spit carelessly, and make friends with a male friend or otherwise.

From some problem or culture shock faced by foreign students in the social aspect can be concluded that, when a person go or wander to a place that has a different culture to the region of origin, should someone is to learn first how the place who would like to visit, how local culture, how the people who were there and started to learn how to adapt. Adaptation of course must be done by a person while in a foreign place for them. Student entrants that entered a new situation, in addition to being a student must also adjust to the culture of the local community. The process of adaptation will be experienced by each ethnic student entrants. Cultural adaptation will take place either if someone had cultural sensitivity. (Ana Kholifah, 2009: p.44)