

CULTURE SHOCK STUDY OF PATTANI THAILAND STUDENTS ON THEIR ACADEMIC ENVIRONMENT

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Abstract

These Pattani Thai student live in groups and only play and friend with each other from Pattani, they seem not convenience to play around the other students groups. Pattani Thailand students in Islamic Faculty of Riau Islamic University (FAI UIR) is one of the example of cross cultural case. There was a report related to this problem, the head of study program in FAI said the it is hard enough for the faculty to keep good relation and communication with the foreign students. In conclusion of their problem are the foreign students don't want to mingle with other students, late respond and lack of coordination with faculty. However, Kim 1979 stated that similarity has important roles to adjust to the new society for the foreigner, but what happened in Pattani's Thailand students seemed different while they already studied since 2013 but the report still the same from the faculty. This research used qualitative method to understand the problem while also finds the answer about the barriers faced by the students toward their academic environment. The subjects of this research were ten students of FAI UIR that in various semester above one year study. Data of this research was obtained by holding focus group discussion. As the result of the research, that: (1) Language barrier is the most affected obstacle other than other problem such different ethic or value, (2) The language barrier is the reason of those bad report such they don't want to mingle, late respond and lack coordination to the faculty.

Keywords: *Culture Shock, Students, Academic Environment*

INTRODUCTION

Pattani Thailand as a region that has high Islamic values, it greatly affects the youth in choosing the majors to continue their studies to a higher level. Most of them choose to continue to the level that has religious elements in it. That is why a number of Thai Pattani youths chose to study at the Islamic University of Riau in Indonesia and the most desireable faculty is Islamic faculty or known as FAI UIR to take tarbiyah course and then a few of them took other majors.

More specifically, according to their narratives why they chose to study at FAI UIR Indonesia, because according to them the course they are looking for is not serves by the country. Because Pattani is an area on the Thai border so that in addition to these majors do not exist in Thailand, the center of Thailand is also far from where they live. Then the closest area around them is Malaysia but to choose Malaysia, they cannot do it because the currency exchange rate is high enough, then the most likely choice is Indonesia.

Foreign student as an individu involved in this cultural interaction face the demand to get its target in study on time while at the same time also asked to adapt culturallly well in the environment. That is why studies about cross cultural found varieties effect of culture shock like depression, shock, communication problems and failure on doing order (Barna in Panggabean, 2002).

Pattani Thailand student who come abroad to Indonesia especially to join in the university need to spend minimal 4 years to pass the study, in other words the Pattani Thailand students need to survive in the FAI UIR for four years despite any reason. In those years, they will tie to the academic environment to support their study future. Pattani Thailand students in FAI UIR is one of the example of cross cultural case. There was a report related to this problem, the head of study program in FAI said the it is hard enough for the faculty to keep good connection and communication with the foreign

students. In details they stated that the foreign students don't want to mingle with other students, late respond and lack of coordination with faculty or even when they are in the class doing the exercise or in exam. Thus, the comment of the faculty toward the students.

In average all students from Pattani Thailand under student organization named The Union of Pattani Thai Muslim students in Riau (PMIPTI Riau) consist of 69 members and there still many students who can not speak in Indonesia or even english. According to one of the member, he arrived in Indonesia since 2013 and still hard for him to talk properly in Indonesian language.

When somebody join and contact to a new environment and feeling physical and psychic uncomfortableness because of it, this condition called by culture shock. Culture shock define as anxiety experienced from losing the familiar signs and the symbols in social relation. The signs include so many ways that we can do in controlling ourselves toward daily situation (Mulyana and Rakhmat, 2005: 174).

Culture shock is a phenomenon that felt by whoever cross the cultures that not their original culture as it reaction when it moves into different style of fashion, taste, value even language (Littlejohn, 2004; Kingsley and Dakhari, 2006; Balmer 2009). Littlejohn stated on his journal that culture shock is a normal thing when stranger comes or visit other new culture.

In conclusion it attracted researcher to figure why the Pattani Thailand give attitude that makes the head of study program as the representative of the Faculty here think that way by using culture shock study point of view

Tabel 1 List of Pattani Thai student at FAI UIR

Student Year	Total Student
2012	9 students
2013	17 students
2014	19 students
2015 (First Group)	17 students
Angkatan 2015 (Second Group)	12 students
2016	21 students
TOTAL	95 students

(Source: FAI UIR Archives 2016)

Formulation of the problem

Based on the what stated in the introduction section, we can conclude that the problems are:

1. How is the culture shock felt by the Pattani Thai students in academical environment at FAI UIR?
2. What are the barriers experienced by foreign students during the learning process at FAI UIR?

Purpose of The Research

To understand the culture shock situation and the barriers felt by the Pattani Thai students during the learning process at FAI UIR.

Literature Review

1. Culture Shock

In discussing the problem of culture shock, it is necessary to understand the difference between the temporary visitor (sojourns) and the person who decides to stay permanently (settlers). Settlers are in the process of making a permanent commitment to their new community, while sojourns are on a temporary basis, although the variations vary, such as tourists a day or foreign students within a few years. As Bochner (in Samovar, Porter and Mc. Daniel, 2007: 334), their attention to the experience of

contact with other cultures are different, so their reactions are different.

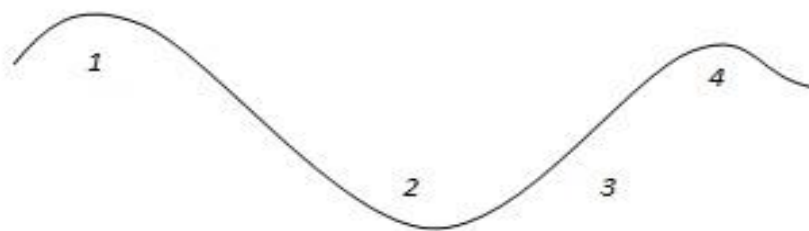
Despite the variations in reactions to cultural shocks and differences in the timing of self-adjustment, Samovar states that usually individuals will go through four levels of cultural shock. These four levels can be described as U curves, so they are called U-curves.

A. The Optimistic Phase, the first phase described at the top left of the U curve. This phase contains excitement, a sense of hope and euphoria in anticipation of the individual before entering a new culture.

B. The Phase of Cultural Problems, the second phase in which problems with new environments begin to flourish, for example due to language difficulties, new traffic systems, new schools and others. This phase is usually characterized by disappointment and dissatisfaction. This is a period of crisis in a cultural shock. People get confused and stunned by the surroundings and can become frustrated and irritable, hostile, irritable, impatient and even incompetent.

C. Phase Healing (Recovery Phase), the third phase where people begin to understand about his new culture. At this stage, individuals gradually make adjustments and changes to cope with new cultures. People and events in new environments begin to be predictable and less pressing.

D. The Adjustment Phase, the last phase, at the top right of the U, the individual has understood the key elements of his new culture (values, communication patterns, beliefs and so on). The ability to live in two different cultures, usually accompanied by a sense of satisfaction and enjoyment. But some scholars claim that to be able to live in two different cultures, one will need to re-adapt to the former culture.



Gambar 1. Model Kurva U Culture Shock

Picture 1 . U Curve

Deddy Mulyana in his book *Intercultural Communication* says that for foreigners, the cultural pattern of the group entered is not a shelter, but an adventure arena, not a means to escape from problematic situations, but a problematic situation that is difficult to handle.

The term culture shock was first introduced by Anthropologist named Oberg. According to him, culture shock is defined as an unsteady anxiety that arises from the loss of all the familiar symbols and symbols in social relationships, including the thousand and one ways that guide us in everyday situations, such as how to order, how to buy something, when and where We do not need to respond (Samovar, Porter and Mc. Daniel, 2007: 335).

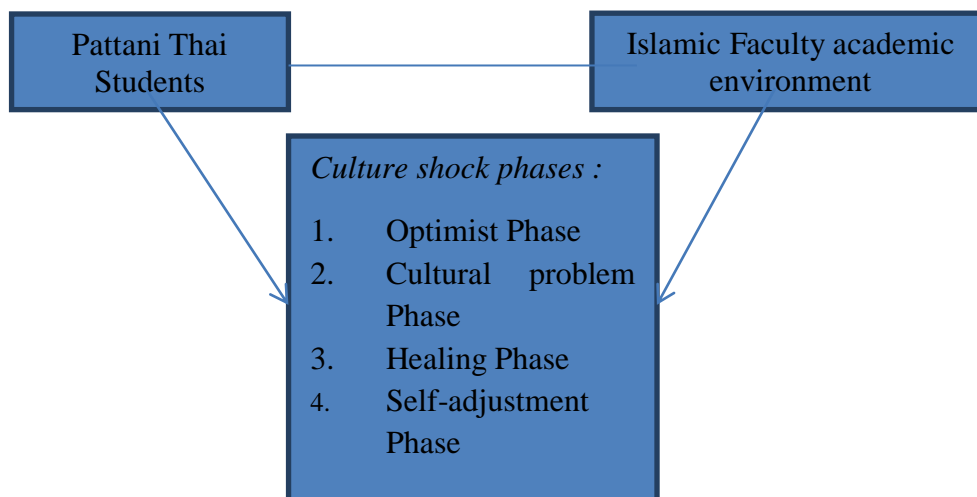
The reactions generated by culture shock also vary from one individual to another and may appear at different times. Reactions that may occur are:

- A. Antagonistic / hostile to new environments
- B. Feeling lost
- C. Abandoned
- D. Stomachache and headache
- E. Homesick / missing the old neighborhood

- F. Missing the friends and family
- G. Feel lost status and influence
- H. Depressed
- I. Think of people in host culture as insensitive

(Samovar, Porter dan Mc. Daniel, 2007: 335)

This is the framework of the research:



Picture 2. Framework

METHODOLOGY

This study uses qualitative methods, because this method can describe, explain and build relationships of the categories and data found (Kuswarno, 2008: 86). The subject of this research is Pattani Thai Students who have been study in FAI UIR more than 1 year. The object of this research is Culture shock that happened to the student of Pattani Thailand. Sources of data used by researchers are primary and secondary. Data collection techniques in this study, researchers collecting data in the field that includes survey activities in the research location through: Observation, focus group discussion and Documentation.

DISCUSSION

These students are geographically indeed come from Pattani Thailand, but their spoken language is Malay while they use Thai Pattani script.

These students entered Indonesia and chose UIR as a place where they continue their studies in general because of the alumni of FAI graduates which in the last three years has graduated 11 students from Pattani Thailand while also another reason is the financial issues.

These alumni, returning to their home areas after graduation and providing direction to others to similarly-had experience as who first went on to study at FAI or UIR.

Seeing the flow that never dies and the more students who come along with, then the community or organization that overshadows them make rules to regulate and equate perceptions among them.

There were 10 students from each year that joined the focus group discussion, to them we provided several questions based on four phases of Samovar has delivered before.

Tabel 2 Interviewees Identities

Name	Age	Islamic Faculty Major	Force Year
Anwar tayong	26	Jurusan Tarbiyah	2012
Hanafee	27	Jurusan Tarbiyah	2012
Zuraida	25	Jurusan Tarbiyah	2013
Afrhan	21	Jurusan Tarbiyah	2014
Khadijah	20	Jurusan Tarbiyah	2014
Mu'iminin	20	Jurusan Tarbiyah	2015
Adawayah	20	Jurusan Tarbiyah	2015
Abdul rahman	25	Jurusan Tarbiyah	2016
Muhammad	19	Jurusan Tarbiyah	2016
Waehama kamae	19	Jurusan Tarbiyah	2016

(Source: Islamic Faculty UIR Data 2016)

<p><u>Phase 1</u> Optimist Phase This phase contains excitement, a sense of hope and euphoria in anticipation of individuals before entering a new culture.</p>	<p><u>Phase 2</u> Fase masalah kultural This phase is usually characterized by disappointment and dissatisfaction. This is a period of crisis in culture shock</p>
<p><u>Phase 3</u> Phase of healing At this stage, individuals gradually make adjustments and changes to cope with new cultures</p>	<p><u>Phase 4</u> Adjustment Phase Individuals have understood the key elements of his new culture (values, communication patterns, beliefs and so on)</p>

Phase 1: Most of them have already been guided by their seniors who have already been studying at UIR, by their guidance they get an initial picture of and the world of lectures to be faced in UIR

Phase 2: From the answers given the difference shows that students who have been here longer have more objective answers and details while the new semester 1 is more explicit and specific to the complaints. In general, they are not very comfortable with the weather of Pekanbaru while they are very fond of UIR environment especially FAI, because there is a kind of cultural resemblance to where they live. The answers given can tell you that the old semester is more familiar with different things, than the new ones, still in the new stage of learning about the academic environment can be seen from the many things that are complained about. Students from Pattani Thailand, they have no expectations so they have More prepared to face differences.

Phase 3: While in this phase, they state a lot of things that at first make them feel strange or unusual with the people or friends around him, but today it does not really matter. Like, most certainly the language differences. FAI UIR which is in Pekanbaru city it is a malay realm, but it turns out that "Malay" used by students from Pattani Thailand is different from "Malay" used by his friends here or sometimes used by lecturers. So they have the same mention, but with different meanings, so this lead them to the difficulties to communicate with friends or people around at campus.

Phase 4: Thai Pattani students admitted to being open to the activities around them. Some of them are also attending organizations other than their own organizations on campus. Sometimes they only participate in their activities, but do not join their organizations, such as joining the Indonesian Student Association (HMI) stated Pattani Thailand students Zuraida and others. They also follow the assemblies held by their neighbors or the communities around their homes.

RESULT

Based the question delivered researcher can tell that is an advantage for the Pattani Thailand students to be guided a long by their senior who has been study earlier than them so the new students can adjust better and not embedded on the lowest phase which is now they are all in phase 3 and phase 4.

The different cultural background makes the Pattani Thai students feels strange in the FAI UIR academic environment, in this condition the culture shock makes the students hard to adjust with their academic environment. The differences such language, culture, customs, norms and even behavior what make it hard for them to adjust well.

The observational analysis of the researcher on the students from Pattani Thailand comes from the observation of the researchers in a row, and join their activities directly so we got the answer for two questions on Problem of The Research section that are:

1. How is the culture shock felt by the Pattani Thai students in academical environment at FAI UIR?
2. What are the barriers experienced by foreign students during the learning process at FAI UIR?

Beside those two main questions as in this research, we got the confirmation as well for the report the faculty has given in the introduction that the Pattani Thai students are don't want to mingle with other students, late respond when communicate or when doing the order and lack of coordination with faculty.

The answers that has been obtained describe, as follows:

- a. The instruction given by the lecturer in giving the task / matter is difficult to understand by the students from Pattani Thailand because of the limitations of the language. Thai Pattani students are taught specifically in Bahasa Indonesia either from FAI or additional from UIR International Office (IO) for one semester (approximately 5 months in the class). However, their understanding of communication in Indonesian is still not so good as how the original Indonesian or atleast good enough to have daily communication, so they have difficulty pursuing the intent of every communication that occurs between them with the lecturer during class time and with his friends while hanging out. This language barrier sure is the biggest problem for them in their academic life.
- b. Help from the University which serves them with Indonesian additional class every week, on Sundays. According to them it is quite helpful in their daily life including in teaching and learning activities. But still they are not capable of responding, not competent to carry out what is said by the lecturer. Besides, for students from Pattani Thailand who are preparing their final assignment for thesis, this affects the continuity of their work, because besides they have to understand the problem by paying attention to the provisions of the thesis making, they also have to compose it into the unified Indonesian language.
- c. Students do not understand the function of the existence of academic guidance teacher (PA). As the result, they have no one to share or to tell with, their issues above to media them with the faculty to adjust with the rules or any policy, this leads into the difficulties that affect their academics. They do not know that they can convey their difficulties to their PA and both find the best solution.
- d. In instance, more spesific the Pattani Thai students feel strange on things such the table manner, the fashion others wear to go to study in class and also physical contact between men and women.

2. Barriers the Pattani Thai student face is the language it is not only because they are not capable enough in understanding the word, it is also because the mental shock they felt since they are lack of Indonesian pronunciation everytime the Pattani Student try to speak in Indonesia the friends with laugh at them so they feel shy to try again.

As an additional information toward this research, below are the confirmation we have for the report on Pattani Thailand students:

1. Are Thai Pattani students do not want to mingle in academia?

No. They are not difficult to mingle and they are actually willing and open to the wider association. But the obstacle is, their language and their tendency to refrain from avoiding problems so they choose to be in the inferior position. So from the outside they look silent and avoid the association in academic environment. Because in reality in the social environment around their residence, they actively participate in community activities.

2. They are not coordinated with the faculty

No, Not coordinative, but they do not know. With all their difficulties in language, they do not even know any announcement or order they also dont that they can convey their academic difficulties to their advisor in faculty (PA). In addition last year students having the hard time to finish their thesis because of the language issues since the thesis suppose to submit in Indonesia standard language.

3. Slow and unresponsive

They do not understand the language we use. So they need more time to digest the words and then think again to respond to what has been done or said by the lecturer or the friends.

CLOSING

Based on the results of interviews that researchers have done with students from Pattani Thai students consisting of students of the first semester and final semester students, the results showed that:

1. Cultural shocks that occur in each individual are different. Experience Concussion of a normal nature occurs in the student started his life in a new area with the situation and the condition of the social and cultural environment is different from his home region that is in Pattani Thailand.
2. In this research found some efforts in tackling the cultural shock to adjustment, the organization that became the place of students from Pattani Thailand is shelter to enforce the rule is to prohibit the students to return to the hometown if not enough 2 years. They have also been equipped with knowledge based on the experience of their colleagues who have already completed the study.
3. Language factors become one of their obstacles in interacting with the FAI environment, the Pattani Thai students also do not understand the function of the PA, making it difficult to explain the academic problems they face.

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