

**INTERCULTURAL ADAPTATION OF A FORMER MASTER
STUDENT IN TESOL DURING STUDY ABROAD: A
RETROSPECTIVE NARRATIVE INQUIRY**

THESIS



SINTA MUTIARA DEWI
UNIVERSITAS ISLAM NEGERI
SRN T20176098
KIAI HAJI ACHMAD SIDDIQ
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq of Jember
to fulfillment of the requirement for the degree
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Faculty of Tarbiyah and Teacher Training
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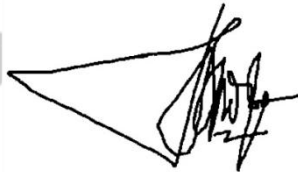
By:

SINTA MUTIARA DEWI

SRN T20176098

Approval by Advisor

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ



Sandi Ferdiansyah, M.Pd.

NIP. 198503192019031004

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It has been examined and approved by the board of examiners in fulfillment of
The requirements for the bachelor degree of education (S.Pd)
Educations and teacher training faculty
English Education Program

Day : Monday
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The Board of Examiners

Chairperson



Dr. Mohammad Zaini, S.Pd.I, M.Pd.I
(NUP. 2007058001)

Secretary



Moh. Rofid Fikroni, M.Pd.
(NIDN. 2003069303)

Members :

1. Dr. Inayatul Mukarromah, S.S, M.Pd



2. Sandi Ferdiansyah, M.Pd



Approved by
Dean Faculty of Tarbiyah and Teacher Training
UIN Ar-Raniry Achmad Siddiq Jember



Prof. Dr. Hj. Mukni'ah, M.Pd.I

(NIP. 196405111999032001)

MOTTO

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً ۚ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِنْهُمْ طَائِفَةٌ لِيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

“And it is not proper for the believers to all go (to the battlefield). Why don't some from each of them go to deepen their religious knowledge and to warn their people when they have returned, so that they can take care of themselves.”

(Q.S. At Taubah:122)¹



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¹QUR'AN KEMENAG, (2022), Access from <https://quran.kemenag.go.id/sura/9/122>

DEDICATION

I gladly dedicated this thesis to:

1. Mrs. Rofiatun and Mr. Tulkan, my beloved mother and father who always support me to finish my thesis, who always hard work for me, who always feed me well, who always motivate me to finished my thesis, who doesn't force me when I feel tired, and who loved me well. I love both of you so much.
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May Allah SWT reward all of the kindness of the people who helped me to finish this thesis.

Jember, 06 April 2022

Researcher

ABSTRACT

Sinta Mutiara Dewi, 2022: Intercultural Adaptation of a former Master student in TESOL during study abroad: A retrospective narrative inquiry

Keywords: *study abroad, intercultural communication, intercultural adaptation, and retrospective narrative inquiry.*

While many international students admit to having difficulties when studying abroad, several studies reported that some international students could overcome the challenges they experienced. The present study aims to investigate a former international student's experience in developing intercultural adaptation strategies who earned his Master's degree in Teaching English for Speakers of Other Languages (TESOL) from a university in the United States.

The researcher deployed a retrospective narrative inquiry as a research design and used a biographical study for the approach. In selecting the participant, the researcher used inclusion and exclusion techniques to recruit participant who fit the criteria in this study. This helped the researcher focused on the experiences of the participant in adapting to different cultures that he encountered while living and studying abroad. Data collection was conducted through several stages such as asking for permission, drafting interview questions, interviewing, and ensuring the credibility of the data that had been taken. After that, the data was analyzed by adapting Machfudi's (2017) data analysis procedures.

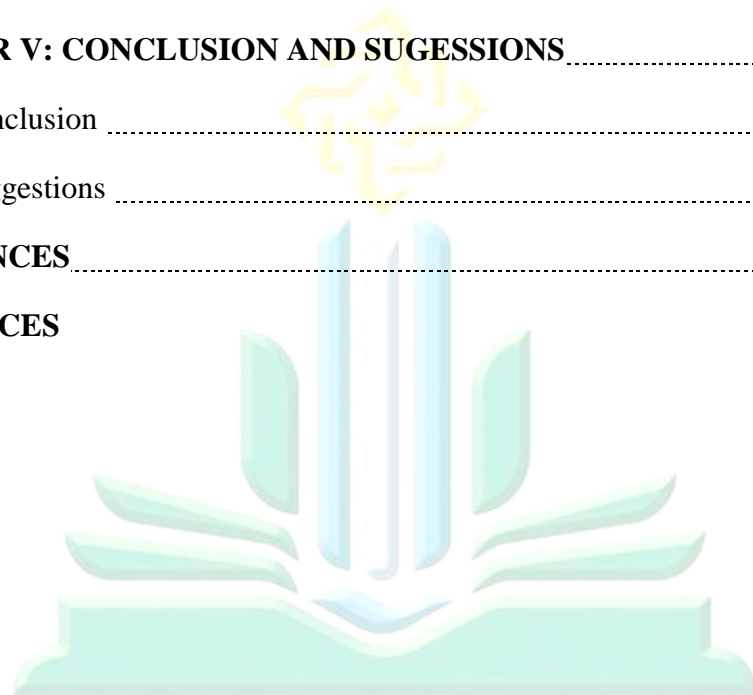
The findings of this study showed that the participant experienced intercultural encounters such as culture shock, stereotypes and reverse culture shock while he was living in abroad until returning to his homeland. Which was of these challenges can trigger psychological disturbances of the participant. Additionally, it was found out that the participant was able to build intercultural adaptation skill so that he could finish his study abroad.

In conclusion, intercultural adaptation relies on international student's self-readiness such as learning about intercultural communication and building intercultural adaptation skills before living in abroad. These skills played an important role to help an international student adapt academic and non-academic life while living and studying abroad. This study suggested that nurturing and developing intercultural communicative competence of undergraduate students becomes a critical issue in the context of English language teaching.

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CHAPTER I

INTRODUCTION

This chapter discussed some points related to the topic of the research namely background of the research problem of the research, objective of the research, significance of the research, limitation of the research and definition of key terms.

A. Background of the study

Study abroad serves as an avenue commonly used by fresh graduates to understand the educational side of other countries, learn foreign languages, and study other cultures. By studying the other side of education from another country, students can improve their ability to rebuild the knowledge they get in a variety of different ways depending on the demands of the situation². In addition, learning a foreign language help students improve language skills and the integrity of their target language³. Meanwhile, studying other cultures are equally beneficial for students because by studying abroad students can get the opportunity to develop their emotional intelligence and culture⁴. For that reason, study abroad is the choice of many freshmen to continue their further studies.

With the increasing interest of freshmen in continuing to learn language and culture of other country, the government helps to improve services for the

²Jackson G. Luu, et.al, (2017), “The dark side of going abroad: How broad foreign experiences increase immoral behavior”, *Journal of personality and social psychology*, Vol. 112, DOI: 10.1037/pspa0000068.

³ Heather W. A. & Beatrice D., (2012), “Study abroad, foreign language use and the communities’ standard”, *Journal: foreign language annals*, Vol. 45, DOI: 10.1111/j.1944-9720.2013.01209.x.

⁴ Makarand, M. et.al, (2017), “study abroad and the development of college students travel venturesomeness”, *Journal: tourism management perspective*, Vol. 24, DOI: \10.1016/j.tmp.2017.08.005.

community to be able to study abroad or make it easier for foreigners to enter and study at a home country. For example, at all levels of education, European student exchange program are a constant of European education policies, such as Socrates, Erasmus and Comenius⁵. Therefore, the knowledge development of other countries such as academic excellence, character building, intercultural and international understanding have increased, so that government can increase the ability of students to compete in the era of the Industrial Revolution 4.0 and face a brighter future⁶. With the study abroad, it can open wider opportunities for fresh graduate to learn about language and culture. On this occasion, students will get positive results from participating in studying abroad such as positive changes in attitudes, personal growth, and cultural awareness⁷. However, while studying abroad, students will deal with various challenges such as communication, group work, critical thinking and analysis, adjustment of learning styles, cultural adaptation and social environment⁸.

Ample empirical research has investigated study abroad issues in the last five years from psychological perspectives. For example, international students report experiencing high levels of frustration, stress, and even depression due to a

⁵ Knut, P. & Tamara, P., (2014), "The social norm to study abroad: determinants and effects", *Journal: Higher education*, Vol. 69, DOI: 10.1007/s10734-014-9811-4.

⁶ Kompas.com, (2018), "Pentingnya Pertukaran Pelajar untuk Tingkatkan Pengalaman "International Exposure" Siswa", Access from <https://edukasi.kompas.com/read/2018/11/01/08514031/pentingnya-pertukaran-pelajar-untuk-tingkatkan-pengalaman-international>.

⁷ Tamilla, C. & Jhon, R. L., (2018), "Students' motivations, perceived benefits and constraints towards study abroad and other international education opportunities", *Journal of International Education in Business*, Vol. 11(1), DOI: 10.1108/JIEB-01-2017-0002.

⁸ Carol, C. W. et.al, (2015), "An Exploration of the Readiness, Challenges and Expected Support for Their Overseas Study of Chinese Business and Management Programme Students", *Journal: Higher Education Quarterly*, Vol. 69, DOI: 10.1111/hequ.12077.

lack of deep integration with local communities, loneliness, and cultural incompatibility⁹. Other study stated that International students are diagnoses with such individual symptoms as problems sleeping, eating, irritability, feelings of anxiety and difficulty thinking, so that half of the students surveyed were overwhelmed, nearly a quarter felt sad, and some experienced fatigue that was not caused by physical activity¹⁰. Of all the challenges from some of the above studies, it often happens to international students. Therefore, international students are expected to adapt easily in a new environment. In adapting to new environments, especially cross-cultural ones, students are required to be able to adapt in psychological, socio-cultural, and academic aspects¹¹. Meanwhile, Ferencz, Hrehova, and Senova (2020) explains that successful adaptation can provide great benefits for students in various ways, for example giving them a strong academic basis so they are ready to study abroad, and improve their ability to monitor and organize themselves so that they can avoid problematic behavior¹².

Furthermore, from intercultural perspectives, international students experienced face cultural difference when studying in a foreign country. In this intercultural perspective, students who study abroad have problems adapting to new environments such as difficult to communicate with local people and difficult

⁹ Fraide, A. G. et.al, (2020), "Motivation, goals for study abroad and adaptation of Mainland Chinese students in Hong Kong", *Journal: Education Studies*, DOI: 10.1080/03055698.2020.1746240.

¹⁰ Senel, P. & Michael, A. M., (2020), "Mental health problems of U.S. students' studying abroad", *Journal of international students*, Vol. 10. DOI: 10.32674/jis.v10i1.1014.

¹¹ Fraide, A. G. et.al, (2020), "Motivation, goals for study abroad and adaptation of Mainland Chinese students in Hong Kong", *Journal: Education Studies*, DOI: 10.1080/03055698.2020.1746240.

¹² Vojtech, F., Hrehova, D., & Senova, A. (2020). "Higher education require adaptation of students study abroad programs". *Journal: SHS web of conferences*. Vol. 74. DOI: 10.1051/shsconf/20207402003

to adjust to the campus environment or community environment. Problems of intercultural might lead international students to student psychological disorders. This occurs due to many factors, such as cultural differences, religious differences, racial differences, social differences, or differences in educational backgrounds¹³. To prevent such problems, they needed motivation and personality skills that help their mind to overcome these psychological disorders such as have strong learning objectives, responsibility, motivated by communication with local communities and entertainment from their friends and family¹⁴. Therefore, intercultural communication is the key for international students to overcome the problems of adaptation and intercultural sensitivity¹⁵. In communicating between cultures, international students must have the ability to understand intercultural communication, the ability to handle problems and a strong desire to use these skills.

In fact, several studies on intercultural communication state that the results of research on international students are positive. It means that international students can show changes in the stage of cultural acceptance which are basically the same, adaptation to the environment, and integration because they feel

¹³ Tracy, R. W., (2005), "Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity", *Journal of studies in international education*, Vo. 9, DOI: 10.1177/1028315305277681.

¹⁴ Judit, K., Kata, C., & Junina, I., (2013), "A mixed-method study of language-learning motivation and intercultural contact of international students", *Journal of multilingual and multicultural development*, Vol. 35, DOI: 10.1080/01434632.2013.847940.

¹⁵ Tracy, R. W., (2005), "Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity", *Journal of studies in international education*, Vo. 9, DOI: 10.1177/1028315305277681.

represented after they have experienced studying abroad¹⁶. Then in other studies state that international students experience a change in necessary attitudes while studying abroad such as respect, openness, curiosity, and discovery which are identifying as basic skills to gain an understanding of any culture¹⁷. So it can be concluded that intercultural communication plays an important role in study abroad programs. Intercultural communication greatly contributes to international students while studying abroad even though it is in a short period. It was due to positive changes in international students towards other cultures while living overseas.

Drawing from this argument, intercultural communication is an important thing to learn for international students or students who want to study abroad. Experiences of international students have in adapting, socializing, and organizing are very interesting to research and very useful for readers who want to continue their studies abroad. The study of intercultural communication also becomes a catalyst to bridge the gap between cultures that might be experienced by an international student. Therefore, the researcher was interested to examine how the international student experience intercultural adaptation while studying abroad. Furthermore, this study also explored how foreigners look at to Indonesian students and how Indonesian students view them. Thus, this study could be

¹⁶ Melanie, B., & Arturo, M., (2015), "Intercultural sensitivity through short-term study abroad", *Journal: Language and Intercultural Communication*, vol. 15, DOI: 10.1080/14708477.2015.1056795.

¹⁷ Shizu, K., (2018), "Impact of Intercultural Communication During Short term Study-abroad of Japanese Students: Analysis from a Perspective of Cognitive Modification", *Journal of Intercultural Communication Research*, DOI: 10.1080/17475759.2018.1435423.

studied by international students who have difficulty adapting abroad and help international students overcome it.



B. Research Questions

Anchored in the previous discussion, this research attempted to examine how international students experience intercultural adaptation while studying abroad. The following research questions were formulated to guide the study:

1. What intercultural encounters did an international student experience while studying abroad?
2. How did an international student adapt intercultural adaptation while study abroad?

C. Research objectives

Best on the research question above, the objectives of this study were:

1. to find out the intercultural encounters international student experience while study abroad
2. To figure out how international student adapts intercultural adaptations while study abroad

D. Research significances

The result of this study was expected to be beneficial both theoretically and practically elaborated in this following section:

1. Theoretically

The result of the research was expected to allow creation of idea and develop understanding theories dealing with intercultural adaptation that

gives knowledge to find out the international student encounters and adapt while study abroad. So, with the result of this research might help international student to encounters and adapt in abroad.

2. Practically

The result of this research was expected to give information to readers who want to study abroad, and also to encourage the readers of identifying the specific information about intercultural communication during study abroad. So, when international student study while overseas, they will understand how the situation there.

E. Definition of key terms

1. Intercultural communication

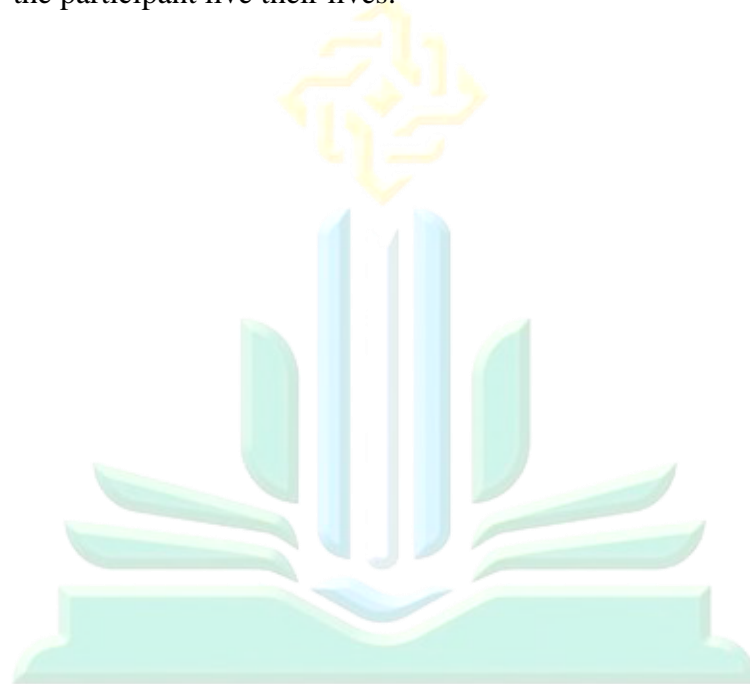
Intercultural communication was study about how someone to communicate with other culture in other country. With this intercultural communication, foreigners and local people would understand each other regarding their cultural differences. Also, intercultural communication was very useful for someone who wanted visit or study abroad.

2. Intercultural adaptation

Intercultural adaptation was a process carried out by a person to adjust to a new culture or a new environment. This was usually experienced by someone in a new environment, for example, international students. In which international students would experience intercultural adaptation in the host country.

3. Narrative inquiry

Narrative inquiry was a research methodology conducted by researchers to learn about individual experiences. In telling their experiences, participants could freely share their experiences. So in narrative inquiry, the researcher would be investigating about the participant's experiences life and learn how the participant live their lives.



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CHAPTER II

LITERATURE REVIEW

This chapter discussed about previous research and theoretical framework which support current research. Previous research contained about several studies in past which related with this research. And the theoretical framework that discuss about several theories that support this research. The discussion of each part is presented below.

A. Previous research

The present study explored the previous research related to the focus of the study to ensure the originality of the study.

First of all, a journal written by An and Chiang (2015) “International students’ culture learning and culture adaptation in China” investigated international students in China when they studying at there and the result of the research is international students experienced have significant changes in pattern of intercultural adaptation during they stay in the host country, both in terms of cultural empathy, emotional stability, and language. Also the researcher provides some coping development strategies for first year international students¹⁸. Then, Ye and Edwards (2015) wrote journal “Chinese overseas doctoral student narratives of intercultural adaptation” stated experiences international students proactively used multiple coping strategies in challenge and adapt in a new social environment. And the result of this study, international students put more emphasis on their identity, so that they

¹⁸ An, Ran, A., & Shiou-Yun, C., (2015), “International students’ culture learning and culture adaptation in China”, *Journal of multilingual and multicultural development*, Vol. 36. DOI: 10.1080/01434632.2015.1009080.

were not homogenized with other problematic international students and expect to be treated individually rather than using labels ascribed¹⁹. And Ahmad et.al (2017) wrote “The Intercultural Adaptation Experience of Afghan Students in Malaysia” stipulated that Afghan students in Malaysia are undergoing a significant process of adapting between cultures. As international students, Afghan students prefer to build a positive perspective on the similarities that exist in their own country and host country rather than the differences between the two countries²⁰. And in the context of teaching English for speakers of other language (TESOL), Friedman (2016) wrote “Citation as a social practice in a TESOL graduate program: A language socialization approach” pinpoint as TESOL students should be able to socialize themselves against the practice of disciplinary community rules-based citations in order to encourage students to blend in with theory as a source of knowledge about teaching. And the results of this study suggested that socialization through citation can give a more complex picture in teaching. Thus, as TESOL students they can evaluate their views on teaching second language or foreign language²¹.

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¹⁹ Lily, Y., & Viv, E., (2015), “Chinese overseas doctoral student narratives of intercultural adaptation”, *Journal of research in international education*, Vol. 14, DOI: 10.1177/1475240915614934.

²⁰ Abdul, L. A. et.al, (2017). “The Intercultural Adaptation Experience of Afghan Students in Malaysia”. *SHS Web of Conferences*, DOI: 10.1051/shsconf/20173300056.

²¹ Friedman, A. D., (2016), “Citation as a social practice in a TESOL graduate program: A language socialization approach”, *journal of second language writing*, DOI: 0.1016/j.jslw.2019.01.004.

Table 1

**The similarities and differences
Previous research and researcher's study**

No	Researcher's name and title	Similarities	Differences
1.	A journal written by Ran An and Shiao-Yun Chiang (2015) "International students' culture learning and culture adaptation in China"	both of research explore about intercultural adaptation	<ul style="list-style-type: none"> • Research participant • The type of research design, The previous research used quantitative approach and the present research use qualitative approach
2.	A journal written by Lily Ye and Viv Edwards (2015) "Chinese overseas doctoral student narratives of intercultural adaptation"	Both of research explore about intercultural adaptation	<ul style="list-style-type: none"> • Research participant • The type of thematic analysis data, the previous research used multiple case studies and the present research use single case

			study
3.	A journal written by Abdul Latif Ahmad et.al (2017) “The Intercultural Adaptation Experience of Afghan Students in Malaysia”	Both of research explore about culture adaptation	<ul style="list-style-type: none"> • Research participant • The type of thematic analysis data, the previous research used multiple case studies and the present research use single case study
4.	A journal written by Debra A. Friedman (2016) “Citation as a social practice in a TESOL graduate program: A language socialization approach”	Both of research explore about TESOL	<ul style="list-style-type: none"> • Research participant • The type of thematic analysis data, the previous research used multiple case studies and the present research use single case study

The conclusions obtained from the table above, it can be seen that previous studies have similarities and differences with current research. In addition, all

previous studies used different methods from the current research in research. Therefore, the current research focuses on analyzing the experiences of international students in intercultural adaptation while abroad using a single case study or researching one person.

B. Theoretical framework

1. Intercultural communication

When study abroad, an international student will face different sociocultural life at university of the host country such as how student and other students interact, how student and academic supervisor communicate, or how school system is organized. This sociocultural difference requires an international student to adapt the new culture in the host country. Culture is a system that appear into the community groups to adapt such as discussion, practice and ideology caused by communication between individuals²². Culture is very influential for society in living their daily life, for example how the people convey, do, and believe their ideas of thoughts towards others²³. These cultural values become a combination to interpret social actions that carry out by a community in a country²⁴. Because culture is system used by a country, each country will produce a different culture. But this case will not limit people within

²² Will, B., & Chittima, S., (2019), "Transcultural communication: language, communication and culture through English as a lingua franca in a social network community", *Journal: Language and Intercultural Communication*, vo. 19(6), DOI: 10.1080/14708477.2019.1606230.

²³ Michal, K., (2016), "Recontextualisation of neoliberalism and the increasingly conceptual nature of discourse: Challenges for critical discourse studies", *Journal: Discourse and society*, DOI: 10.1177/0957926516630901.

²⁴ Kai, L., et.al, (2014), "When East meets West at the bargaining table: adaptation, behavior and outcomes in intra- and intercultural German–Chinese business negotiations", *journal of business economics*, DOI 10.1007/s11573-013-0703-3.

a country to learn about other culture from other countries. Therefore, the ability to develop intercultural awareness and bridge cultural difference called intercultural communication was necessary. Intercultural communication discusses two terms inter-culture and communication. Intercultural is a study that involves the interaction between one culture and another²⁵. Meanwhile, communication is a message that “is received or conveyed in the form of ideas, advice, ideas, messages, reports, news, thoughts, stories, information, feelings, or symbols”²⁶. With this in mind, if the definition between intercultural and communication are combine it will result a more specific meaning. Cutting (2019) defines intercultural communication as a competency for effective communication and behavior in intercultural exchanges and also for managing psychologically and the dynamic results of these cultural exchanges²⁷. In other words, it can be revealed that intercultural communication is a tool that used by society to study other cultures with a psychological reserve in a person so as to produce the desired results from intercultural exchange.

To learn more about intercultural communication then students need to understand the criteria and the factors encompassed in intercultural communication. Ozdemir (2017) categorizes the criteria of intercultural communication as follows; (1) cultural empathy or an ability to understand and

²⁵ Jolene, K., & Miron, W. L., (2015), “Intercultural communication competence: Theory, measurement, and application”, *International journal of intercultural relations*, Vol.48, DOI: 10.1016/j.ijintrel.2015.03.006.

²⁶ Desmon, G., *KOMUNIKASI CERDAS – Panduan Komunikasi di Dunia Kerja*, (Jakarta: PT Elex Media Komputindo, 2017), p.1.

²⁷ Joan, C., (2019), “A Thematic Linguistic Analysis of TESOL Students’ Commitment to Intercultural Communication Values”, *Journal: TESOL Quarterly*, Vol. 0, DOI: 10.1002/tesq.559.

respond to the thoughts, behavior and feelings of individuals from different cultures, (2) open mind or openness to other cultures, (3) emotional stability or the ability to control feelings to remain stable, (4) social initiatives or initiating interactions with other cultures, (5) flexibility or adapting to other cultures²⁸. In addition, due to the conditions experienced by students, there are many factors that influence them learned about intercultural communication. Therefore, international students must know about the factors that influenced intercultural communication. Imamura and Zhang (2014) pinpoint that conditions of contact between countries activate certain emotions towards one another, for example, communication anxiety and social attractiveness were factors that influence intercultural communication²⁹. Communication anxiety is the fear or anxiety experienced by a person related to circumstances or trait to others, for example, such as withdrawing from communication, resulting in problematic behavior, or poor communication skills³⁰. Meanwhile, social attractiveness is related to interest in types of social interactions, such as seeing things as lower or higher. This results in a willingness to have people who have similarities and like the same, so that people like that tend to be involved in communication³¹. Therefore, to avoid

²⁸ Emrah, O., (2017), "Promoting EFL learners' intercultural communication effectiveness: a focus on Facebook", *Journal: Computer Assisted Language Learning*, DOI: 10.1080/09588221.2017.1325907.

²⁹ Makiko, I., & Yan, B. Z., (2014), "Functions of the common ingroup identity model and acculturation strategies in intercultural communication: American host nationals' communication with Chinese international students", *International journal of intercultural relations*, Vol. 43, DOI: 10.1016/j.ijintrel.2014.08.018.

³⁰ K. Hanlay, K. W., (2015), "The Communication Anxiety Regulation Scale: Development and Initial Validation", *Journal: communication quarterly*, Vol. 63, DOI: 10.1080/01463373.2014.965836.

³¹ Tonya, K. F. & Lisa, S. W., (2014), "Physical Attractiveness and Social Status", *Journal: sociology compass*, Vol. 8, DOI: 10.1111/soc4.12132.

the factors that influence students to learn intercultural communication, students are encouraged to have *saviors*, *savior etre*, *savior kompredre*, *savior apprendre*, and *savior s'anganger*. Where *saviors* are knowledge in interacting, *savior etre* is a curious attitude towards other cultures, *savior kompredre* is a skill of interpreting relationships, *savior apprendre* is a skill to acquire new cultural knowledge and practice it, and *savior s'anganger* is awareness of other cultures and one's own culture³².

2. Intercultural communication and English language teaching

Intercultural communication has a very close relationship with English language teaching. Building awareness of intercultural communication is necessary for pre-service teachers because they can learn how foreign speakers have the same hope that pre-service teachers can gain knowledge about the culture of a country where the target language is studied, it is spoken natively³³. Furthermore, by studying intercultural communication in English language teaching, teachers can show their potential in intercultural sensitivity such as paying attention and understanding signs in an intercultural interaction in the context of English language teaching (ELT) and can respond appropriately so that students can understand what the teacher is teaching³⁴. Therefore, in teaching English, pre-service teachers have thorough preparation in teaching students about

³² Emrah, O., (2017), "Promoting EFL learners' intercultural communication effectiveness: a focus on Facebook", *Journal: Computer Assisted Language Learning*, DOI: 10.1080/09588221.2017.1325907.

³³ Micahel, B., *Teaching and Assessing Intercultural Communicative Competence Multilingual Matters*, (Clevedon: Multilingual matters Ltd,1997).

³⁴ Walead, E., (2015), *The Road to Understanding Intercultural Sensitivity in English Language Teaching (ELT) Pre-existing Frames for Intercultural Sensitivity*, *Arab world English journal*, Vol. 6, DOI: 10.24093/awej/vol6no1.14

English and can be associated with intercultural communication so that they can also feel how native speakers communicate and how the culture is. Thus, the students can get knowledge about the culture of the country whose language is studied so that students can see different views of the English language.

In addition, the approach to English language teaching can provide benefits for students who learn English. Because teachers can represent foreign cultures and their own cultures and identify what is needed to prepare students for international interactions³⁵. Kusumaningputri and Widodo (2018) report on research related to intercultural communication involving students in their class projects³⁶. The study found that cultural encounters are important things that can increase students' critical awareness of socio-cultural realities such as the research example in this article where teachers not only teach about how to communicate in English but also introduce cultural competencies there. Thus, students can learn how to interact and know the culture of other countries in the learning process at school. English language teaching opens the door of teaching foreign languages and the relationship between languages and cultural practices as the identity of the English speaking countries.

The value of intercultural communication has also been studied through textbook analysis, according to Devos, Jaksen and Hayden (2002) there are several textbooks analyzed that relate to intercultural communication, one of

³⁵ Micahel, B., Teaching and Assessing Intercultural Communicative Competence Multilingual Matters, (Clevedon: Multilingual matters Ltd,1997).

³⁶ Reni, K. & Handoyo, P. W., (2018), Promoting Indonesian university students' critical intercultural awareness in tertiary EAL classrooms: The use of digital photograph-mediated intercultural tasks, *System*, DOI: 10.1016/j.system.2017.10.003.

which is *Technical communication in the global community* where in the book students are allowed to see differences between culture and give students an offer to see a comparison of Japanese and North American languages³⁷. With the knowledge of intercultural communication in textbooks, students can learn about other people's cultures, especially the culture of the language they are learning and students can gain a lot of insight not only with their own culture but also from foreign cultures.

3. Challenges and opportunities experienced by international students

International students must experience many things while study abroad. Due to culture differences, they must learn about intercultural communication in order to adapt well in host country. International students have many lived experiences, challenges, and opportunities while study abroad. The challenges experienced by international students are usually related with language and socio-cultural. Zaim (2014) stipulate that language is part of human life to communicate with others³⁸. This proves that language can be a challenge for international students to communicate with other from different countries. Usually language difficulties can made international students felt discriminated against and psychologically depressed so it could affect to quality of social life and academic achievement such as difficulties in critical thinking and difficulties to follow

³⁷ Danille, D., Julia, J., & Dawn, H., (2002), Teaching Intracultural and Intercultural Communication: A Critique and Suggested Method, *Journal of Business and Technical Communication*, DOI: 10.1177/1050651902016001003.

³⁸ M. Z., *Metode penelitian bahasa: pendekatan structural*. (Padang: FBS UNP press Padang, 2014).

lectures³⁹. Furthermore, language ability becomes a challenge to international students to avoid from feeling of discrimination and self-comfort adaptation in their academic life. In addition, socio-cultural difference becomes other challenges that experienced by international students. The diversity of socio-cultural life is an important thing that must be learned by international students who live in a new environment because of cultural differences. The existence of socio-cultural diversity can affect international students such as how to communicate, express themselves, and socialize with local students. For this reason, socio-cultural awareness must be improve to make international students do not feel isolated, socially isolated or feel unable to adjust to different cultural environment⁴⁰.

However, there are opportunities experienced by international students while study abroad. Samanhudi (2021) argue that there are many opportunities experienced by international students, such as providing opportunities to be professional individuals, new perspective into various matters, opportunities in critical thinking, many opportunities in academic development, and critical thinking in writing context⁴¹. It means as international students, they have opportunities when they study abroad because every country has different and committed to academic development to support their academic life. So, the

³⁹ Monwabisi. K. R., Angu, P., & Zandile, M., (2016), A case study on the language and socio-cultural challenges experienced by international students studying at cape Peninsula University of Technology, *South African journal of higher education*, Vol. 30, DOI: 10.20853/30-4-572.

⁴⁰ Monwabisi. K. R., Angu, P., & Zandile, M., (2016), A case study on the language and socio-cultural challenges experienced by international students studying at cape Peninsula University of Technology, *South African journal of higher education*, Vol. 30, DOI: 10.20853/30-4-572.

⁴¹ Udi, S., (2021), Reflexive Account of an Indonesian International Student's Challenges and Opportunities in a U.K. University's Doctoral Education Program, *Journal of international students*, Vol. 11. DOI: 10.32674/jis.v11i1.1096.

opportunities that international students get can benefit to develop their social, intercultural, and academic life.

4. Intercultural Adaptation for international students

An international student, of course, has to adapt new ways of life in the host country. Widayati (2011, p.57) points out that "adaptation was the responsive behavior of living things in changing their circumstances to deal with a changing environment"⁴². It means to adapt new culture, international students must be able to deal with cultural differences between the culture in their own country and the culture of the host country. Due to different cultures, international students will find strangeness with the new environment. Therefore, intercultural adaptation skill is very important for international students to develop. Intercultural adaptation is a field of study that focuses on logical psycho-analysis and behavior of students' learning processes in a new environment, where the analysis is in the form of emotional aspects of their intercultural experiences⁴³. So, as an international student, studying intercultural adaptation is a must to get comfortable life in a new country environment.

In intercultural adaptation, there are two notions that international students need to learn and anticipate while studying abroad, namely culture shock and stereotypes. Culture shock is an initial adjustment process in a new environment and the term was use to describe the psychological, emotional, behavioral,

⁴² Weka, W. *Ekologi manusia: konsep, implementasi, dan pengembangannya*. (Kediri: Unhalu press, 2011).

⁴³ Petri, H., (2014), CULTURE CONFUSION Intercultural Adaptation in Tourism, *Jornal: annals of tourism research*, Vol. 31, DOI: 10.1016/j.annals.2004.01.003.

cognitive, and physiological effects of the individual's adjustment process⁴⁴. Culture shock can have an effect on the adaptation of international students, because adaptation is seen as having prepared psychological and socio-cultural aspects. While psychological aspects include differences in identity, mental health, and self-satisfaction, the socio-cultural aspects include overcoming mental stress in schools and communities⁴⁵. So, if international students experience culture shock, their level of identity and socio-cultural achievement is lower, as well as their ability to cope with stress at school, home and society is also low. Meanwhile, stereotype is expectation or belief about a social group about the quality or characteristics of that social group⁴⁶. Stereotype has an important role in intercultural adaptation, in which stereotype can be used as characteristic of members of certain groups. Ruble and Zhang (2013) say that there are two characteristics in stereotype, namely positive and negative stereotype⁴⁷. Positive stereotype are images intended for good social groups such as admiration and respect. Whereas on the contrary, if negative stereotype are more related to threats and result in social comparisons.

In study of culture shock and stereotypes, Alsaleh and Maufakkir (2019) said that culture shock is not only felt by immigrants or foreigners but can also be

⁴⁴ Susan. B. G., & Sadie, R. K., (2015), U.S. college students' lay theories of culture shock, *International journal of intercultural relations*, Vol. 47, DOI: 10.1016/j.ijintrel.2015.05.010.

⁴⁵ Alfred, P., (2016), Culture shock and reverse culture shock: The moderating role of cultural intelligence in international students' adaptation, *International journal of intercultural relations*, Vol. 53, DOI: 10.1016/j.ijintrel.2016.05.004.

⁴⁶ Michelle, M. D. & Melissa, C. T., (2015), Condoning Stereotyping? How Awareness of Stereotyping Prevalence Impacts Expression of Stereotypes, *Journal of applied psychology*, Vol. 100, DOI: 10.1037/a0037908.

⁴⁷ Racheal, A. R. & Yan, B. Z., (2013), Stereotypes of Chinese international students held by Americans, *International journal of intercultural relations*, Vol. 37, DOI: 10.1016/j.ijintrel.2012.12.004.

felt by local people⁴⁸. However, some studies discovered that culture shock was experienced by foreigners staying in other countries. For example, Zhou et.al (2008) reported that culture shock is experienced by cultural tourists or can be interpreted as newcomers⁴⁹. And Maginnis and Anderson (2017) said that culture shock is experienced by international students due to a lack of understanding of cultural differences⁵⁰. Meanwhile, stereotypes, according to Bablak, Raby and Pomerantz (2016) stipulated function to maintain racial hierarchies even when stereotypes seem positive⁵¹. Thus, in their research it can be seen that normalizing stereotypes to others can lead to racism. Furthermore, another study, by Thomas, Good, and Gross (2015) found out that generalization patterns affect one's perspective, and racial stereotypes significantly affect one person to another⁵². From the previous studies, culture shock and stereotypes (i.e. racial difference) were often experienced by foreigners who stay in other countries. In the present study, the researcher focuses on investigating intercultural adaptation experienced by an Indonesian student studying abroad. In addition, this study looks at how the Indonesian student views foreigners, how other people perceive Indonesians, and

⁴⁸ Dhoha, A. & Omar, M., (2019), "An exploratory study of the experience of VFR tourists: a culture shock perspective", *An international of tourism space, place, and environment*, DOI: 10.1080/14616688.2018.1545251.

⁴⁹ Yuefang Z., et.al, (2008), Theoretical models of culture shock and adaptation in international students in higher education, *Journal: Studies in Higher Education*, Vol. 33, DOI: 10.1080/03075070701794833.

⁵⁰ Cathy, M. & Judith, A., (2017), A discussion of nursing students' experiences of culture shock during an international clinical placement and the clinical facilitators' role, *Journal: Contemporary Nurse*, DOI: 10.1080/10376178.2017.1353397.

⁵¹ Larissa, B., Rebecca, R., & Shauna, P., (2016), 'I don't want to stereotype... but it's true': Maintaining whiteness at the centre through the 'smart Asian' stereotype in high school, *Journal: Whiteness and Education*, Vol. 1, DOI: 10.1080/13613324.2015.1122661.

⁵² Grant, T., Jessica, G., & Alexi, G., (2015), Racial Athletic Stereotype Confirmation in College Football Recruiting, *Journal of social psychology*, Vol. 155, DOI: 10.1080/00224545.2014.998979.

what culture shocks and stereotypes might be experienced by Indonesian student while studying in overseas university.

5. Narrative Inquiry

Narrative inquiry is a study of stories, interpretations, and discourses⁵³. Methodologically speaking, narrative inquiry investigates an event that is narrated by the participant. In narrative inquiry, researchers and participants collaborate from time to time in social interactions and researchers develop stories by asking about stories of experiences that shape people's lives, both individually and socially⁵⁴. Thus, it can be interpreted that the researcher and participant work together in the investigation to extract information about the participants' past and retell the information in the form of research. In addition to retell the information, the researcher and the participant should through the process of investigating three dimensions narrative namely interpersonal, temporal and space. In the interpersonal dimension, researchers build relationships with participants to always work in the same space⁵⁵. In the interpersonal dimension, the researcher engages with the participants for a certain period starting with telling stories to hearing stories about life that is taking place. In the temporal dimension, researchers and participants tell stories attentively in a stepwise investigation of the past, present, to shape the reenactment of the story in the future such as how

⁵³ Sharon, T., (2012), Narrative Inquiry: Embracing the possibilities, *Qualitative research journal*, Vol. 12(210), DOI: 10.1108/14439881211248356.

⁵⁴ Vera, C. et.al, (2016), Exploring the Purposes of Fictionalization in Narrative Inquiry, *Article: Narrative inquiry*, DOI: 10.1177/1077800416643997.

⁵⁵ Jean, C. et.al, *Engaging in narrative inquiries with Children and Youth*, (New York: Routledge, 2016).

the story affects that time period⁵⁶. Meanwhile in the space dimension, the researchers and participants pay more attention to the extensional conditions, environment, factors and forces that attract the attention of researchers and participants to the sequence of places where investigations and events take place⁵⁷. Thus, in narrative inquiry, it is necessary to use three-dimensional narrative investigations to become evidence of justification in narrative inquiry investigations⁵⁸.

In researching narrative inquiry, researchers can choose biography or autobiography as a research approach. Read, Petters-little, and Haebich (2008, p.6) define that “autobiography is a life-narrative principally narrated by the protagonist(s), the biography is a life-narrative principally narrated about the protagonist(s)”⁵⁹. It means, in narrative inquiry studies using biography design, researchers examined the life stories of people to be studied with a third-person perspective, while in narrative inquiry studies using autobiography, researchers examined life stories that told about experiences that had been passed through by first-person perspectives⁶⁰.

In addition, in narrative inquiry research, the researchers can conduct research through oral narrative, written narrative, and multimodal narrative. Oral

⁵⁶ Ibid

⁵⁷ Ibid

⁵⁸ Ibid

⁵⁹ Peter, R., Frances, P., & Anna, H., *Indigenous biography and autobiography*, (Australia: ANU Press, 2008).

⁶⁰ Blake, M., & Anne, S., (2016), Autobiographies in Organizational Research: Using Leaders' Life Stories in a Triangulated Research Design, *Organizational Research Method*, Vol. 19(2), DOI: 10.1177/1094428115618761.

narrative is done by interviewing participants for data collection⁶¹. Narrative writing is done by investigating experience data that has been written, such as a diary or journal⁶². Meanwhile, multimodal narrative can be done by using a material to be used as a subject in narrative research both in writing and orally⁶³. Thus, in conducting narrative inquiry research, researchers can choose one way of data collection models that are in accordance with the subject and focus to be studied by researchers.

Furthermore, narrative inquiry can be used to examine social, cultural and educational issues. For example, Caine et.al (2017) pinpoint that the use of narrative inquiry in a social context can affect the social life of researchers and participants when sharing stories of experiences and retell the stories in the research, so that they are aware of social changes in their lives and think about ways to deal with it⁶⁴. In the context of culture, O'Neill (2013) spell out that narrative inquiry is used to explore how the researcher and participant interpret and manage their experiences and navigate culture, so that research can benefit from how culture moves⁶⁵. In addition, in the context of education, Huber, Chaine, Huber and Steeves (2013) clarify that narrative inquiry is useful for seeking understanding of ways to realize the potential to shape pedagogy in education by paying attention to and acting on experience by asking questions together with

⁶¹ Gary, B., Phil, B., & Alice, C., *Narrative Inquiry in Language Teaching and Learning Research*. (New York: Routledge, 2014).

⁶² Ibid

⁶³ Ibid

⁶⁴ Vera, C., et.al, (2017), *Social justice practice: A narrative inquiry perspective*, *Education, citizenship and social justice*, DOI: 10.1177/1746197917710235.

⁶⁵ Fiona, O., (2013), *Making sense of being between languages and cultures: a performance narrative inquiry approach*, *Language and intercultural communication*, Vol.13(4), DOI: 10.1080/14708477.2012.758733.

people who interact in the classroom, school, or in other and then telling, retelling, and reliving the stories of their experiences⁶⁶. With this in mind, the use of narrative inquiry has contributed to constructing stories into refined perspectives in different contexts. Therefore, in the present study the researcher is interested to use narrative inquiry to examine social, culture and education contexts in one scope of research.



⁶⁶ Janice, H., Vera, C., Marilyn, H., & Pam, S., (2013), Narrative Inquiry as Pedagogy in Education: The Extraordinary Potential of Living, Telling, Retelling, and Reliving Stories of Experience, *Review of research in education*, Vol. 37, DOI: 10.3102/0091732X12458885.

CHAPTER III

RESEARCH METHODS

This chapter discuss about how this research was conducted. The chapter consist of several sections namely research design, research context and participant, data collection and data analysis. The discussion of each part is presented below.

A. Research design

Methodologically speaking, the present study was qualitative research because it dealt with stories and exploration of international student's lived experiences. In this qualitative research, the researcher used participant as data source. In particular, the researcher used narrative inquiry proposed by Barkhuizen, Benson, & Chick (2014) with interview to obtain the data because it aims to discuss the experiences experienced by participant. In this study, the researcher invited the research participant who taught English at an Islamic university situated in Jember, Indonesia. In narrative inquiry, there were several types of research designs, one of which is retrospective narrative inquiry. Retrospective narrative inquiry was a narrative research that focuses on experiences that occurred in the past experienced by participants⁶⁷. In retrospective narrative inquiry, the researcher used biographical study as research approach. Thus, the researcher choose retrospective narrative inquiry as the research design and biographical study as the research approach to be used in the present research because the researcher wanted to examine past events, namely

⁶⁷ Gary, B., Phil, B., & Alice, C., *Narrative Inquiry in Language Teaching and Learning Research*. (New York: Routledge, 2014).

the experiences of international students sustaining intercultural adaptation while studying abroad. To the present research also explored how the participant perceives foreigners, how the foreigner viewed him, and what cultural shocks and stereotypes were experienced by him during his study.

B. Research context and participant

This study carried to investigate the lived experience of an international student who sustained intercultural adaptation while study abroad. The participant was currently teaching English and becoming a staff at the language development unit at an Islamic university in Jember. The initial interview with participant conducted in April 2021. This research was conducted focusing on his ability to adapt different culture he encountered while living and studying in the United States of America. When living abroad, he experienced difficulties such as adapted in new culture and new education system as well as differences such as culture and education system in Indonesia. Furthermore, international students were also expected to be ready to live a different life in terms of culture, religion, race, and education system. In the first period when studying abroad, international students would be faced with a series of cultural shocks and stereotypes such as different habits, different cultures, different religions, and different education systems. Therefore, this research was important to be carried out to provide inspiration and thorough preparation to students who want to continue their studies abroad. In addition, viewed from the context of learning English, this research could facilitate students in learning the development of intercultural

communication skills in language learning such as intercultural communication courses.

This narrative study explored the lived experience of the research participant, named Adi (pseudonym) who undertook his master in TESOL (Teaching English to Speakers of Other Languages) in a United States university in 2015. He currently became a faculty member at an Islamic University in Jember, Indonesia. The participant was a male which 37th year old and has been lived in Jember. Before continuing his study abroad, he studied English and graduated from one of the universities in Jember. He graduated in 2010 and earned bachelor degree in English education. After graduating, the participant did not immediately continue his studies abroad, but he worked for 4 years teaching. After graduating in 2010, the participant started teaching at junior high schools and vocational high schools in Jember. After that in 2011, participant was asked by the campus where he studied to teach TOEFL in the language development unit there. Until 2012, participant was appointed as assistant lecturers in the department of education on campus where he studied until 2014. In the period 2012 to 2014, he tried to apply for scholarships abroad to continue his master's studies. Until finally, in 2014 participant got the scholarship he wanted and started his journey to study abroad.

In the present study, I recruited participant through inclusion and exclusion techniques. At the outset, I set out a primary criterion that the participant must be someone who experienced studying abroad. From this, I listed potential participants, although I aware that they may have many differences such

as the majors taken and the country visited. Therefore, I also narrowed the selection of participants using the exclusion technique. The exclusion technique enabled me to provide more specific characteristics in selecting the participants for this study. Firstly, the participant must be someone who graduated from a TESOL master because I am interested in investigating the participant majoring in TESOL. I believed that this will be very useful for readers particularly to those who study English or people who want to study TESOL abroad. I also consider freshmen who want to continue their master studies abroad. Secondly, the participant must be an English lecturer at the university where I am currently studying so that I could get access for closer interview. Thirdly, the participant must be studied in the United States because the English reference that was widely used in Indonesia uses American English. So, in addition to learning about the language, the readers could know the original culture of the language owner. Thus, participants who did not meet the criteria I set were not recruited. As a result, I chose Adi (pseudonym) as the participant because he met the existing criteria. So, the current research used a single case study because it only uses one participant to collect data. I have a reason why I only used a single case study. First, I wanted to found out a deeper experience when participants while abroad. Second, the limitations applied when searching for participants also affect the number of participant to be studied. Third, used a single case study was unique in my research to distinguish it from other studies.

In addition, when I chose the participant in my research, I would protect my participant as well in accordance with the ethical consideration that have been

established in a study. Phelan and Kinsella (2012) said that ethical consideration is a way for researchers to anticipate potential risks and increase researcher awareness about the importance of paying attention to the safety, dignity and voice of participants in research⁶⁸. So that when the participant shared the information experienced, he would remain safe. Therefore, as a researcher, I tried to protect information from participants properly by: 1. Confidentiality of participants' identities such as names and changed the real name of participant became pseudonym, residential addresses, and places of work to keep participants from being disturbed after sharing information; 2. Setting a password on my hand phone and laptop containing information data from participants in the form of audio recording; 3. Securing the data that I have processed, such as interview transcripts into my laptop and copying them into my personal flash disk so that other people don't interfere; and 4. I kept my hand phone wherever I go and put my laptop and flash disk in a room that I think was safe and locked when I'm not there. So that with the efforts that I have made to maintain data security, participants would maintain their safety, dignity and voice well.

C. Data collection

To collect the data, I carried out several stages. First, asking participants for permission to be willing to conduct interviews related to research on the intercultural adaptation of a master TESOL while studying abroad. Second, after obtaining consent from the participants, I prepared a draft interview related to the

⁶⁸ Elizabeth, A. K., & Shanon, K. P., (2012), Picture This . . . Safety, Dignity, and Voice— Ethical Research With Children: Practical Considerations for the Reflexive Researcher, *Qualitative inquiry*, Vol. 19(2), DOI: 10.1177/1077800412462987.

research to be carried out. In interviewing the participant, I used a semi-structured interview. According to Barkhuizen, Benson and Chick (2014, p. 17) “Semi-structured interviews were interviews conducted by the interviewer using an interview guide with predefined questions as “resources that could be used in any way and to any appropriate extent”⁶⁹. So, in the interview the researcher could make it possible to develop questions according to the description of the participants about their experiences in adapting while abroad. In addition, to make sure the credibility of the data obtained, I used the concept of member checking. Member checking was a means used by researcher to check the accuracy or validity of interviews with participant in a qualitative study⁷⁰. In the concept of member checking, i asked participant in the research to check their interview transcripts to increase the accuracy of the data that has been taken by the researcher.

The data was also obtained through the phases that I had to carry out when digging it up, such as asking for permission, interviewing participants in several rounds, and validating the data using the concept of member checking. To clarify the picture of the phase I went through, I added the following table.

No.	Date	Activity	Description
1.	7 th Apr 2021	Asking permission	Before conducting the interview, I asked the participants for their permission to be ready to participate in

⁶⁹ Gary, B., Phil, B., & Alice, C., *Narrative Inquiry in Language Teaching and Learning Research*. (New York: Routledge, 2014).

⁷⁰ Linda, B., et.al, (2016), Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?, *Qualitative health research*, Vo. 26(13), DOI: 10.1177/1049732316654870

				the research that I carried out. In asking my permission via message on whatsapp app.
2.	8 th Apr 2021	Interview with participant circle 1		After getting permission from the participants, I conducted an interview with the participants in 1 hour and 30 minutes with several questions related to the participants' experiences while abroad.
3.	4 th Aug 2021	Interview with participant circle 2		For the second interview, I conducted interviews with participants within 9 minutes. In conducting the interview I asked several questions related to the identity of the participants.
4.	11 th Sep 2021	Interview with participant circle 3		In the third interview, I conducted interviews with participants for 29 minutes 13 seconds. With the aim of getting deeper data related to his experience while abroad.
5.	14 th Mar 2022	Interview with participant circle 4		The last interview, I conducted interviews with participants for 33 minutes 24 seconds. In the interview, I asked further about his experience when he returned to his home country.
6.	11 th Apr 2022	Member checking		After conducting interviews with participants, I asked participants to validate the data by rechecking the interview transcripts that had been written by me. Member checking took a day before participants confirmed

that the interview transcripts matched the stories experienced by the participants.

D. Data analysis

To analyze the data, I adapted from Machfudi (2017) to extract the data⁷¹. The analyze data would be through stages such as transcribing, categorizing and lexical coding, analyzing thematic, translating and interpreting.

1. Transcribing

In transcribing the data, I used data of interview with the participant who a master TESOL which experienced study abroad. According to Creswell (2012), transcribing was the process of converting an audio recorder into written data⁷². In the process of converting the data, I copied the results of interviews with participants from an audio recorder into written form. Not only writing the conversation that took place, but also writing the reactions made by the participants for example when the participants laughed. When participants laugh, in this transcript I would gave a laugh sign like (laughs). In writing the transcript, I arranged the interview writing according to the sequence of questions that I had made before conducting the interview with the participants. That way made me as a researcher could easily found the information needed when writing research. In

⁷¹ Moch., I. M., (2017), "THE LONG TERM IMPACT OF AN ENGLISH LANGUAGE TEACHER TRAINING PROGRAM ON TEACHERS' PRACTICES IN MADRASAH TSANAWIYAH IN INDONESIA", *Unpublished thesis*, University of Shouthern Queensland Australia.

⁷² Creswell, Jhon, W. C., *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*, (New Jersey: Pearson-Merill Prentice Hall, 2012)

addition, I transcribed this data for 3 consecutive days due to the long duration of the interview, which were one hour and a half.

2. Categorizing and lexical coding

Categorizing the data was the next process after I did the data transcription. In entering data and sorting data types, I adapted the example from Machfudi (2017) and Creswell (2012) to enter data into a table. According to Machfudi (2017) and Creswell (2012) categorized data could provide examples of how researchers conduct research and how researchers categorize data from interviews with participants⁷³. Then in the process of analyzing, I used lexical coding to organize interview data with participant. The following was an example of an adaptation of categorizing data in Table 1 according to Machfudi (2017) and Creswell (2012)⁷⁴.



⁷³ Moch., I. M., (2017), "THE LONG TERM IMPACT OF AN ENGLISH LANGUAGE TEACHER TRAINING PROGRAM ON TEACHERS' PRACTICES IN MADRASAH TSANAWIYAH IN INDONESIA", *Unpublished thesis*, University of Shouthern Queensland Australia.

⁷⁴ Ibid

Table 1. Organizing elements of narrative story structure

Setting	Characters	Action	Problem	Resolution
Into a setting can be seen from the content, conditions, environment, time and place	Character is a model of the participants in the study described by the researcher	Action is the movement of the participants in the story	Problem is a question used by researchers for a phenomenon that occurs	Resolution is the answer to the problem asked by the researcher and an explanation of the cause of the change in participants

Judging from the table above, I would show an example of organizing stories about the experiences of participant while studying abroad, as shown in the Table 2 below.

Table 2. Categories of participants' life experiences while abroad

Setting	Participant	Role/practice	Enquiry	Expressions
Islamic University situated in Jember	A man as participant	Teaching in English department	Do participants have difficulty adapting while abroad?	I happen to be an easy going person, but at first it was a little difficult to adapt to food [difficulty adaptation], because at first I arrived in Ohio when I was doing ospek I

couldn't cook myself so I ate in the canteen so I rarely ate rice, sometimes if there is rice it's the one from Mexico which is green but what I like the most is the South American banana [new environment].

To categorize themes, I used lexical coding in my research. Examples of lexical coding such as the table above, for example, I coded [difficult] in the participant's words to symbolize that the participant is getting difficulties when study in abroad, [adaptation] symbolizes that the participant was in a new environment and has difficulty adapting, and [new environment] symbolizes that the participant stayed in new environment. I did some coding like [difficult], [adaptation], and [new environment] to clarify the labels done in the tables.

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

3. Narrative Thematic Analysis

Thematic analysis in this study was carried out by analyzing the data where the data were grouped based on the elements addressed in the research question. The theme could be found in the expressions displayed by the participants during the interview. In which participant respond to research questions that consist of several elements that focus on the experience of intercultural adaptation that participant went through while abroad.

Thematic analysis connected the elements above to display the chronology contained in the study based on stories from participants and what others have learned from this research report as stated in the theory of Barkhuizen, Benson and Chick (2014)⁷⁵. Therefore, themes were analyzed and identified to make international students or students who want to study abroad able to adapt more easily abroad where cultures, religions, and education systems are different. Examples of the analyzed themes, suppose the international students who experience culture shock due to cultural differences while abroad and need information about intercultural adaptation's experience from student who have finish the study while abroad. From this example, it could be seen that the themes are interconnected with each other to produce knowledge to adapt between cultures as a result of difficulties while abroad.

⁷⁵ Gary, B., Phil, B., & Alice, C., *Narrative Inquiry in Language Teaching and Learning Research*. (New York: Routledge, 2014).

4. Interpreting and translating

Interpreting was the process of interpreting data that has gone through the stages of transcribing, organizing and lexical coding, and thematic analysis. According to Machfudi (2017) and Chase (2005) stipulated that interpretation was a strategy in narrative research that gives researchers the authority to represent the voices of interviewed participants without adding or subtracting what the participants said in the interview data⁷⁶. Thus, the data shared by participants about their experiences while studying abroad, before and after could provide a valuable understanding of attitudes and knowledge for international students and prospective international students who would study abroad.

In addition, after the interpreting process was carried out, I translated the data from interviews with participant. This translation process was carried out because I conducted interviews with participant using the local language, namely Indonesian. Translation was very important because this was part of the requirements specified in the writing of the thesis in my study program. So, I translated the data from Indonesian to English to reach the specified points. In language translation, I partially transferred data from Indonesian to English using Google translate to achieve an accurate meaning due to my limitations. Apart from using a machine translator, my supervisor also helped me to check and confirm my translation.

⁷⁶ Moch., I. M., (2017), "THE LONG TERM IMPACT OF AN ENGLISH LANGUAGE TEACHER TRAINING PROGRAM ON TEACHERS' PRACTICES IN MADRASAH TSANAWIYAH IN INDONESIA", *Unpublished thesis*, University of Shouthern Queensland Australia.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented about research findings and discussion of current research. The details of the research process were presented as below.

A. Research findings

On a sunny summer morning, Mr. Adi as a participant in this study agreed to be interviewed in his spare time. That day, starting from a language development institution building which was quite old, there was an office for lecturers that was side by side with the room of one of students' organizations located in the campus. Inside the office, there were several lecturers who were talking while doing their activities. In one of the lecturers' chairs, Mr. Adi was sipping his drink while holding a paper in his hand. He looked serious when I entered his office. Sitting opposite to each other in his office, we began an interview about his past while studying abroad. When telling his past, Mr. Adi seemed to remember the events that happened and he seemed to enjoy the flashing memories as if it pulled him back to his past.

a. Experience before going abroad

This section begins with Mr. Adi's story related to his experience as an international student who studying abroad. Although Mr. Adi's experience happened in the past, the story was colorful to use as a lesson and an example for other students who wanted to study abroad or for present or future international students. In addition, his experience before going abroad could inform others how

he adapted to socio-cultural life while studying abroad, especially dealing with his mental health and adaptation in education. In other words, it aims to describe how prepared he was to go overseas so that it would provide valuable lessons for international students, those who want to continue their studies abroad, or those who study intercultural communication.

It begins with the story of Mr. Adi, who studied English approximately 22 years ago—starting from when he studied English in junior high school as a very young teenager. He began learning English as foreign language in Indonesia at a young age. To adolescence, he continued his English learning as one of the subjects in his senior high school. While in senior high school, he chose to study in an English language institute at his boarding school for three years. During his study at college, he decided to continue studying English and took English education for his major. His love for learning foreign languages from a young age made him improve his knowledge of the English language. His desire to study abroad also motivated him to register himself for a study abroad scholarship program. Mr. Adi said.

I previously participated in a scholarship from the Ministry of Religion in 2012. I went to Jakarta [struggle] to take a test and received around 3 or 4 university acceptance letters, from England, the United States, and Australia. (Interview on April 8th, 2021; 00:09:41)

From the interview, it can be inferred that applying for scholarship program was a struggling process for him to achieve his dream of studying abroad. Scholarship application has demanded Mr. Adi to go to Jakarta which was far from his city. When applying his scholarship, Mr. Adi was accepted by many

universities in various countries but not from the country he came from. He did not register to study in his country for a reason. He continued

I want to earn my master's degree abroad because one of them was from scientific references and the other was more up to date [critical thinking]. So I can feel first-hand [expectations] experience from the first hand, of course it will be very helpful when understanding their language and culture, then increasing my active skills [expectations] such as speaking and listening. (Interview on March 14th, 2022; 00:03:37)

In his narrative, it is indicated that he thought critically when making the decision to study abroad. When he made his decision, he had already expected how he would be studying abroad. In his expectation, studying abroad could provide many benefits for him who was a graduate of the English department. Especially, he got the benefits in honing skills in his field in real terms. Thus, to continue his studies, he aimed for university from the United States in his scholarship program. He said

This university in America is a low-ranking university. Still, I chose it because I wanted to study in the United States and not elsewhere [persistence], but I was not accepted. (Interview on April 8th, 2021; 00:09:43)

From the interview, it can be inferred that when applying his scholarship, Mr. Adi was also persistent to choose to study in United States. To show his persistence, he had to give up receiving scholarships from other countries. When he refused the offers from European universities, he decided to choose a letter from a university that had a low ranking in the United States. Choosing a university that has a low ranking was not a problem for him as long as his dream

to study in the United States could come true. However, his attempt to study in the US failed because he was rejected in the preliminary round of selection.

Even though his first failure disappointed Mr. Adi, he had reasons why he continued to fulfill his dream of studying in the United States. He said

Even though it had low ranking university compared to other universities in the US, I still wanted to go there because it's my dream [persistence]. Personally, I fit better there [comfort]. My child was still young at that time, so I thought I could leave her for a while to study overseas [opportunity]. For example, in the future, I will take my doctoral degree in a country that was close [expectations] so I can go home often. (Interview on March 14th, 2022; 00:05:10)

The excerpt of the interview shows that he did not really care about high or low position of campuses in the United States. His persistence in being able to study in the United States was based on his personal comfort. In addition, studying in the United States became an opportunity in his career before his family situation was more complicated. So he hoped that when his family's situation changed, he would no longer leave his family for a long time.

There is also another reason that made him persistent to study in the United States, namely about his perception of the United States. He said.

At that time I learned a lot about culture and big life of the US from television, twitter, and others [expectations]. The sentiment towards Islam in the media was a bit thick, like Islamophobia, yes, I was a little afraid [doubts]. But seeing that the culture is different from that of Indonesia, which still adheres to norms and others, it becomes interesting [curiosity]. (Interview on March 14th, 2022; 00:00:20)

The narration shows that he expected to study the United States after seeing information in the media. In his expectations he was a little hesitant to go there after knowing the stereotypes for his religion. However, his curiosity about the culture in the United States made him never give up reaching his dream. Even

though he had failed when he applied for his first scholarship program, he did not just give up. He was instead motivated to develop his strategies reflected from his first scholarship application and then prepared himself for enrollment in the next scholarship program. His next scholarship program followed was a direct scholarship program from the United States. He explained.

Especially scholarships from the United States may seem like an easy process [challenging] because the registration requirements were not too much. However, they will add applicants to their shortlist for long-term selection in the interview process, so I have to wait one year [patience]. (Interview on April 8th, 2021; 00:04:32)

The interview excerpt shows that at first he thought that the scholarship program from the United States seemed easier to be obtained because it was suitable for him who only wanted to study in the United States. His thinking about an easy scholarship program was wrong. He thought if the scholarship program was only for the United States it would be very easy to get accepted. But to be accepted, he has to go through many challenging things. One of the challenges he accepted was to be patient. The patience he applied because he had to wait for the announcement from the scholarship implementing committee to be included in their shortlist as a prospective scholarship recipient. To be a candidate for a scholarship recipient, he had to wait for about a year. Nevertheless, his waiting to study in the United States continues. He continued

So in June 2013, I passed selection and became a candidate. Within one year, I prepared many files [struggle] such as ITP and GRE for master's majors. (Interview on April 8th, 2021; 00:06:45)

In his narration, it indicates that being a candidate was not the end of his struggle to study in the United States. To be able to study abroad, it was not

enough just to be a scholarship recipient. But study abroad also made him to become an official scholarship recipient. Becoming an official scholarship recipient had to go through a lot of struggles. His struggle included preparing the necessary documents that can support him to be accepted at universities in the United States. He continued.

When I did the GRE test, I had to go to Jakarta [struggle] because there was no one in Surabaya. In contrast, the ITP I did in Surabaya and Malang [struggle], I proposed to a recommended university. After it was declared, I was accepted when I was declared a scholarship recipient [achievement]. (Interview on April 8th, 2021; 00:07:25)

The data shows that he needed a struggle to complete the required documents. He felt struggling when his city did not provide a place to complete the document requirements. So he struggles to complete his data to another city which was quite far around 200 km from his city. After his struggle was over he prepared supporting documents to be officially accepted at the University of his Choice. With the supporting documents, the scholarship organizer can decide whether he or she deserves to be awarded at the University in the United States that he chooses. So that the achievements he gets can decide that he really deserves to be a scholarship recipient in the United States.

b. Flying to United States

The flight to the United States to study abroad was the first experience in Mr. Adi's life. The moment he told me the corners of his eyes and the corners of his lips were attracted when he remembered it. The experience of studying abroad was a dream for him after graduating from a bachelor's degree in Indonesia. He said

It's my dream to be able to study in United States [expectation], so I'm really excited, the joy was there [satisfaction] It was like finding new things, like never been to Yogyakarta and then going there must be really excited [expectation]. (Interview on September 11th, 2021;00:06:40)

In his narration, it indicates that his expectation to study abroad became real. Whereas previously studying abroad was only a dream for him. When he found out he was going to study abroad, he was very happy. His feeling of pleasure was shown in his statement that he was satisfaction when his dream came true. His dream to go to the United States as his goal to learn more about English came true according to his expectation. In his expectation he was very happy because he arrived in a country that had never been visited. When he arrived he was able to meet new people from different countries and new cultures made him feel excited in a new environment. However, the joy did not last long because he sometimes remembered the family who did not go with him to the United States and chose to stay in his homeland.

After that, I was not excited anymore [sadness]. What I meant was thinking about what was at home [homesick], remembering family, and so on. I have even woken up where I was [sadness], so we need adjustments [struggle], not only related to culture but also things like that needed an adjustment, and we need to prepare mentally [struggle]. (Interview on September 11th, 2021; 00:07:01)

The data shows that he felt sadness after some time living in the United States. His sadness was no longer made him happy. His sadness happened because he felt homesick when he was far from his family. Being away from his family made him sad that he drifted off to sleep. So to dispel his sadness, he struggles to adjust to a new environment. Living in a new environment will definitely

experience obstacles when adapting, especially for him as an international student in the first year that arrived in a new environment. As international student, he lived was certainly different from his life in their homeland. For international students who live alone in a new environment, it was riskier to adapt. It caused living alone, doing everything yourself, and living there alone. And also living alone can trigger a person's mental, as happened to him was struggling to adapt in his new environment.

Adaptability did not only apply to the mentality of international students, but also life in that environment must be adapted. When he tried to adapt in new environment, Mr. Adi experienced difficulty because he was surprised by the different daily habits, different cultures, and different environments from his homeland when he first arrived in Ohio. In his interview, he said

At first, it was a little difficult to adapt [challenging] to the food. At first, I arrived in Ohio, when I was doing study orientation, I couldn't cook myself [difficulty]. I ate in the canteen, and I rarely ate rice[challenging]. Sometimes if there was rice, it was from Mexico [persistence], which was green. (Interview on April 8th , 2021; 00:17:05)

He narrated that his early years in the United States had challenging with difficulty adapting. Difficulty adaptation was due to differences in habits that occur during the orientation study period. The difficulty to adapt of food was one of the challenges faced by him. The challenge facing food was rice because it was not a staple in the United States. But when rice was available, he persistently ate it even though it was different from rice from his country.

Differences in food tastes had become a problem for Mr. Adi in adapting to the environment in the United States. But the difference in food was not the only difficulty he experiencing. Another difficulty he experienced when he moved to Arizona. When he moved to Arizona, he has a hard time to adaptation because he experienced a culture shock. Culture shock occurred because of the cultural differences between the country where he studied and his homeland. He said

The Indonesian currency compared to US dollar of the price of goods really shocked me [culture shock]. (Laughs) Seriously, at that time, I was walking during my first week there to Wal-Mart. So I was going to buy a lot, but when I found out the price I only bought a few because I was really shocked [culture shock], imagine that mineral water was 3\$, that's 50 thousand rupiah that made me safe [careful]. (Interview on April 8th, 2021; 00:38:00)

The narration shown that his first culture shock when he was in the United States was around the nominal currency. Culture shock occurred because the currency difference between the United States dollar and the rupiah to be very high. His culture shock of buying something through the rupiah currency in his country made him think when purchasing something in the United States. When he was purchasing something in United States he always used Indonesian perspective as a reference when he was in the United States. Using Indonesia perspective as reference made him careful in spending his money when he arrived there.

Then the second culture shock that he experienced while in the United States was about the habits of the natives there. He continued

I was there throwing trash or smoking in public, I was reluctant [appreciate] because there was nothing like that. So if they have trash,

they will put it in their pocket and take it home [culture different]. (Interview on April 8th, 2021; 00:22:49)

From his interview with me, he said that he really appreciates cultural differences in the United States. The cultural differences he experienced were about the habits of life that were applied here. The habits of the people here were very different from the habits of international students. Actually, in their country of origin, they did implement a ban on littering or smoking indiscriminately. However, some international students did not comply with the rules. So the difference between their country of origin and the United States was very visible from their culture. Such cultural differences can be seen from their living habits. Another culture shock that he experienced when he arrived in the United States was the habit of the Americans who prefer to live individually. He said

The people there was very individual [socio different], to talk just to say hello is just a formality. Like my neighbors in the apartment, they just say hello and ask how they are [socio different]. In fact, it was not like the ones in books [expectations] (laughs). (Interview on April 8th, 2021; 00:27:50)

In his narration, it indicated that life in the United States has social differences with life in the country. The life of Mr. Adi was filled with people who still uphold community service, so he was surprised by the life in the United States. Some Americans were more individual, and only said necessary things when they met. This social cultural life did not match his expectations when he first studied English. His expectations when studying abroad were that he was going to meet friendly people like in English books in his country. But in fact life

in the United States is beyond his expectations. However, cultural differences make his previous knowledge and experiences in the United States very different.

c. The learning experience in United States

He started his early studies at one of the universities in the United States in September 2014. Before entering the lecture period, he followed a study orientation at another campus as an introductory program about intercultural and different academic aspects. Study orientation aims to introduce the culture and education system in the United States. During his study orientation, he was explained that the education system in the United States was different from where he came from. When in the place where he comes from, he used the lecture method to convey the material. Meanwhile, In United States already used the discussion method. In the discussion method, the lecturer usually had prepared a book a week before it was discussed and the lecturer's job was only as a companion. He said

Back then, when I was there, I had a bit of difficulty to communicate [culture shock] when I argued because it was different from the environment in Indonesia. I feel frustrated sometimes [difficulty], but seeing my friends relax, I finally relax [adjustment] in expressing my opinion. I also didn't force my opinions [adjustment] and eventually I can get used to [adapting]. (Interview on April 8th, 2021 ; 00:14:43)

In his narration, it indicated that culture shock was also felt in his academic life. The difference in the academic life made it difficult for him to adapt in new environment. The difficulty to adaptation caused education in Indonesia, the discussions often end in disagreements. Education in Indonesia formed a habit in terms of arguments that justify their own opinions and find it difficult to accept the opinions of others. With his habit of putting forward his ego

in academic life in his country, he adjusted to his new environment. So, the new education system can made him a new person who was more open in respecting the opinions of others during discussions.

Another difficulty he experienced while studying abroad was the communication made by the natives there. This difficulty occurs when the lecturer explains the material to students. He explained

When I was in Arizona, I had a little difficulty understanding [challenging] what my professor was saying. In teaching and learning lecturers speak quickly. Even though when I was about to go to United States, my TOEFL was already 600 and at that time, I was still having a bit of trouble to attend [disappointed] the beginning of the lecture. After one month, I was able to follow the class [adapting]. (Interview on April 8th, 2021 ; 00:18:50)

In his words, he found challenges at the beginning of his studies as an international student. He felt challenging because the lecturer where he studied to be a native there. He felt challenged even though his TOEFL (Test of English for Foreign Language) score was high. He also still struggled to understand the explanation from the lecturer. Caused felt challenge and struggle, he disappointed because a high score did not necessarily guarantee his smoothness in communicating with the people there. But by adapting, he could adjust his academic life as an international student.

Adapting to academic life, he needed a process of about a month. In the process of adapting within the scope of education, he tried to familiarize himself with his college friends. He said

To familiarize myself, I did assimilation with the environment [struggle], that's what I did a lot like that way. Sometimes I rode a

bicycle [struggle], and there I walked on campus so I can interact with my classmates. (Interview on September 11th, 2021 ; 00:19:35)

He narrated that adapting to the educational environment, he felt struggle to get along with his college friends. Even though he and his collage friend were evident that there were differences, he ignored the cultural differences between them. Cultural differences required him to get used to being in the United States. He learned to communicate with his friends to get accustomed to the everyday language they use. In his attempts to defend himself, he faced difficulties in getting used to his surroundings. In his attempt, he said

What I see was that local people and Asian people were hard to get along with [stereotypes], yes, it was close if you only go to class and don't become friends. For Asian people, it was easy with Asian people [stereotype], but if Asian people with local people it was hard to really hang out with [stereotype]. (Interview on April 8th, 2021 ; 00:30:12)

The data shows that he experienced stereotype while living in the United States. The stereotype he experienced was due to cultural diversity forms a group based on similarities. Stereotypes occurred because he and his friends have different cultures. That cultural difference was evidenced by the circle of friends he had while studying there. Even though he had tried to familiarize himself with the local students, it was not enough to allow him to become intimate friends. Meanwhile, close friends with students from Asia tend to be easy to get along with because they have similarities between them. So the friendship experienced can affect the adaptation process there. However, the difference in characteristics with local students did not have much effect on campus life. He continued

Even though there was a difference, my class atmosphere was good [satisfaction], it didn't make me feel pressured. Usually, Masters,

Doctorate students have a lot of assignments and so on, but if there were assignments there, the pressure from the lecturers was not too much, they even like to help. So it looks conducive and good [satisfaction] instead we were looking forward to the next class (Interview on September 11th, 2021 ; 00:08:49)

In his narrative, he showed satisfaction while studying in the United States. Even though studying abroad having a different education system, he was very comfortable in his classroom environment. Educational system differences didn't matter after a few months he was there. In fact, He felt satisfaction the education system in the United States when he gets used to it. His satisfaction the education system in the United States caused the education there to be more conducive and interesting.

A conducive and attractive education system can gave benefit to him as an international student because it did not cause psychological disorder. Meanwhile, psychological pressure was very influential on him as an international student. He said

Then it was really hard to be in the United States [psychological disorder] because the pressure was more on your own psychology, if you went to college it's not too heavy to adapt. Pressure from me was like remembering family because at that time I was already married and my son was only two years old, so it was getting heavier to adapt when I was there [homesick]. (Interview on September 11th, 2021 ; 00:26:14)

In his interview, he explained that psychological disorder was very influential in his life in United States. The psychological disorder he felt made him difficult in adapting to his academic and non-academic environment. The cause of the psychological disorder he experienced was not because of problems with his college life, but he felt homesick. Homesick happened because he was

away from his family. So to treat the psychological pressure, he sometimes calls his family or turns his attention to an activity.

d. Master's graduation experience

He studied in the United States for approximately one a half years. In his experiences while there, he went through many challenges and advantages. He said

I can view study abroad as a gift from God [optimistic]. As much as possible I should be grateful [firm] while studying there. That way, I persevered as hard as I could to finish college [persistently]. So I have to be sure one day it will be finished [optimistic]. (Interview on September 11th, 2021 ; 00:24:10)

In the story of his journey while studying in the United States, he instilled a sense of optimism in all circumstances while studying abroad. Although under certain circumstances he emphasized that studying abroad is the will of God. Thinking it was the will of God, He believes that his persistence in studying abroad can motivate him to stay there as long as possible. So, his optimism can convince him made his graduation. He continued

I was supposed to be there two years [challenging], but at that time I left my wife and children, so I thought [homesick], in the second semester I made some kind of agreement [struggle] with my wife. My wife chose three semesters, and I contacted the head of to increase my credits [struggle].” (Interview on April 8th, 2021 ; 00:10:54)

He was challenged to learn that he would be in the United States for a long time in his narration. Thinking of his long stay in the United States, Mr. Adi often felt homesick to his family in Indonesia. Because of his longing for his family, he struggles to negotiate to hasten his return. When deliberation he made decisions as

his wife wanted. So when he was on campus, he struggled to volunteer to speed up his graduation to the head of the field.

In the story of their journey to reach the peak of their struggle, not all international students experience smoothness. Many students experienced difficulties from the beginning to the end of their studies. One example was a friend who took a scholarship program from the United States. He said

There was my friend who has a doctoral degree there to take a computer study. However, computer technology was developing rapidly. Which made he has difficulty to adapt [left behind] because he was too far from S2 to S3. It is reasonable because United States has been the center of technology. In the end, he was dropped from the university [consequences] because his grades never reached the target. (Interview on April 8th, 2021 ; 01:00:09)

He told me that the digital age was evolving. Rapid development will have an impact on the learning system of students. Students majoring in computer were required to be able to keep up with increasingly sophisticated technological developments. However, his friend felt left behind with all the difficulties caused by the far difference in times. This vast difference has resulted in the rapid development of technology in the United States. Thus due to his inability to keep up with technological developments, his friend faced the consequences of not being able to continue his studies in the United States. But unlike him, who majored in TESOL, He continued

Incidentally, what I learned there was more advanced [expectations] than in Indonesia. But the basics I got when I was an undergraduate were enough to get started. So for me, it was not difficult to adapt in education [satisfied] because the development of English was not as fast as a computer.” (Interview on April 8th, 2021 ; 00:58:41)

In the narration, he decided that what he thought about TESOL lived up to his expectations. But with his experience, he is sure that he can help his journey as an international student. During his journey as an international student, he was satisfied because he was able to adapt well in his department which was not too developed with the times.

By following the development of the language in the United States, he always maintains his GPA in college. He said

It so happened that my GPA when I graduated was 3.93. I felt normal [flat] because at that time, assignments were given one week and then they were collected. So I paid in installments first from the reference, only in the last days I worked [organized]. Thank God it was smooth without any problems [organized]. (Interview on April 8th, 2021 ; 01:01:09)

In his interview, he was happy with the GPA results he got. When he reached his GPA, he did not find it difficult because every time there was a task he always had plenty of time to do it. While doing assignments, he could always organize his time to finish on time. In organizing to work, he was grateful that there were no obstacles during college. So that his learning journey from start to finish can run smoothly according to plan and he can quickly return to his homeland. But before he can achieve his master's graduation, he must completed his final assignment as a student in the United States. He said

So at that time, I designed a kind of course [struggle] for immigrant workers like TKI. Coincidentally, my lecturer agreed with [support] because he thought it was interesting and rarely discussed it. But I has to wait a long time [struggle] because the reset takes time, then after that the results can be presented. (Interview on April 8th, 2021 ; 01:14:39)

In his narration, he explained that he felt challenged with his final task to be able to complete his master program. In doing his final assignment, he received support from his lecturer because the discussion was rarely encountered. However, while working on his final project, he experienced a struggle that took a long time to research until it could be presented. After a presentation on the topic of his dissertation, which was attended by his friends, he was approved and graduated as a master's degree at a university in the United States. To welcome the graduation of master's degrees on campus, the campus held a graduation ceremony which was attended by many local and international students. The event was held lively, informally but still wearing a toga, accompanied by dance songs that brought an atmosphere of happiness. It means to emphasize the joy experienced by students while on campus.

e. Comeback to Indonesia

Returning to Indonesia was something for Mr. Adi. His struggles as a husband and a father to his wife and children were finally over. The thing that has been waiting for the end is in sight. Her struggle to endure longing for her family can eventually end as soon as possible. For one a half years, he struggled to survive and finish his studies. Graduation of the master's degree has finally been completed. It is undeniable that there were many bitter experiences during his stay in the United States, but more exciting experiences adorn his life in other countries. One of his exciting experiences was when he held a farewell celebration with his friends.

At that time I had potluck [happiness] before going home. So when the potluck party we gather to bring our own food. At that time it was held at the house of a friend who is also Indonesian but also had an outsider

who joined in before I went home [sadly]. (interview on March 17, 2022; 00:07:15)

The data shows that he feels happy when he is late to finish his studies by holding a celebration. The celebration he held together with his friends who were in the United States. This celebration was attended by many friends from within the country and other countries as a farewell event. During the celebrations, he feels sad because he will be separated from his friends. But his sadness did not last long, this was because he would soon return home and be able to gather with his family again.

Finally, in December 2015, Mr. Adi decided to return to Indonesia. The journey takes a lot of time and energy. It took him about 22 hours to arrive in his homeland on his way home. With transit a few hours before arriving. He said

It was a time here, Alhamdulillah, when it's over and then coming back, it was really nice [excited]. (Interview on September 11th, 2021 ; 00:27:28)

His return was something he and his family had been waiting for. The family meeting after not seeing each other for about 1.5 years made him excited to meet. Meeting children, parents, and his wife was a pleasure that he could finally realize. But behind the joy of being able to return to his homeland, he experienced difficulties when he arrived in his country. This is due to cultural differences between western culture and culture in Indonesia. He said

Arrived here, I experienced reverse culture shock [challenge]. Finally, I had to adjust again [struggle] with the habits of the people here. There I interacted arbitrarily [challenging]. People tend to say straightforwardly, here I can't, finally I try to adapt again in Indonesia, Jember [struggle]. (Interview on September 11th, 2021 ; 00:27:38)

In his narration, he explained it was true that when he first arrived in his country, he challenge with the environment. Cultural differences made him experience a reverse culture shock when he returned to Indonesia. His habits in the United States have stuck with him, so he has to fight back to be able to adapt to his former environment. Cultural differences made him a direct person when he said something. He feels challenged in his decision. However, the straightforward nature cannot be fully applied in his country, therefore he struggles to be able to adapt back to the environment in his country. He continued

Until there was a small conflict like difficult to communicated [difficulty adaptation] with friends because they were not used to the culture here. Even though I was only there for a while but maybe I got used to it there. But overall, thank God [struggle] because the conflict is decreasing little by little. (Interview on September 11th, 2021 ; 00:28:10)

The influence of western countries was very visible when he had just arrived in his homeland. He found it difficult to adapt to the environment and society. Even though he stayed in another country for a short time, he was quite capable of making a change in himself. The changes he experienced followed the environmental style in the United States. It was enough to make him a little trouble in his home, until he struggled to be able to adapt back to his homeland environment. That way, he can live as usual before leaving abroad but still maintain the positive values he got while studying there.

To adapt his home environment, Mr. Adi aims to reduce cultural influences from the west. He said

I reduce the influence of western culture it takes a while [struggle]. At the beginning, we didn't think it was normal [expectations], but other

people felt it. So the process was long and not instant [struggle]. One year was probably for me to really adjust [struggle]. (Interview on March 17th, 2022;00:23:17)

The data shows that he struggles to break free from his habits while in the United States. However, when he arrived in Indonesia, he had the expectation that he had behaved as normal as before going to the United States. In fact, he was different from before going to the United States. To act like he was before the United States, he struggled to readjust. In his struggle he took a long time to return to his old self. So the long time he took, he spent reducing the influence of western culture and adjusting to his environment again.

In addition to experiencing the reverse culture shock that he experienced in the social sphere, he also experienced the reverse culture shock in the educational sphere. He responded that the different education system made him have to adapt again. He said

When I was in the United States, the method was more focused on independence [monochromic]. So the lecturer only acts as a companion. However, in Indonesia, it was still not possible to be independence education system [polychromic] because of the lack of initiative in students. So the lecturer can not only be a guide but also provide material. (Interview on March 17th, 2022;00:17:57)

In the narrative, it indicated that the education system in the United States was monochromic. In the system, the task of the lecturer was only to help students as a guide. While the education system in his country was very different, in his country still adheres to polychromic understanding. Which students still depend on lecturers in learning methods. This difference makes Mr. Adi misses United States. He continued

for the first year it was not too miss United States [innocent]. But when it's been two years and over, it felt like I want to go there again [missed]. So it's not only the education system that I miss, but also all of the culture and so on. I wanted to feel more [curiosity]. (Interview on March 17th, 2022;00:20:09)

In his interview, he stated that he didn't care about his longing for the United States. But the longing that he felt grew with the years. The longing he felt made him curious about United States culture again after being in his country for so long. So to commemorate his longing for the United States and his memories, he maintained his bond with his friends by occasionally contacting him using Facebook.

Furthermore, when experiencing reverse culture shock he tries to get through it. He said

I try to blend in and try to understand [struggle] if indeed the culture of the people is different. So don't stay in the fear[challenge] because it's different and closing yourself off will only make it last longer. (Interview on March 17th, 2022;00:27:42)

The data shows that Mr. Adi struggle to adapt back in his country. He tried to accept that every country has a different culture. So he advised not to give up on the challenges experienced when returning to his home country. Instead, he motivates himself to be able to fight through challenges bravely so that he can quickly get away from western culture and get used to it. He continued

After adapting, it was good [satisfied] to return to the old self. There was just more comfort for me [satisfied], for example, related to punctuality, so I appreciate punctuality more. As for other people, I was no longer forcing [understanding] to be exact. (Interview on March 17th, 2022; 00:30:00)

In his narration, he said that he felt satisfied when adapting to the environment in his country. Apart from being satisfied with his success in re-adapting, he was also satisfied because he got the positive side of western culture attached to him. The positive side he can like timely, he can apply to his daily life in Indonesia. Although punctuality was rare in Indonesian society, he can understand that there are cultural differences in each country. However, this understanding does not apply to his students. He continued

Except for students I have to be on time [firm] when submitting assignments. if not on time I did not give value [firm] even though it's only a few minutes late. But even so, I give time to do it [flexible] for one week, not just one day, if you haven't done it, it was great fun. So I took the middle ground [fair], I tried to be punctual but didn't incriminate them. (Interview on March 17th, 2022 ;00:30:41)

In the narration, it indicated that he is firm in timing with his students. His firm demeanor did not tolerate any delays. Although he was strict about being punctual, he was flexible with his students by providing ample opportunities to do assignments. So he felt he had to be fair in dealing with his students in terms of time but not burdensome. This aims to build the character of the students he teaches with the positive things he gets while studying in the United States.

B. Discussion

The current narrative inquiry research explores the intercultural encounters experienced by a former international student while studying abroad. In addition, this study investigates how the participant adapted to intercultural adaptation while studying and living abroad. From the findings, the researcher found that the participant experienced challenges and difficulties while studying abroad even when he returned to his home country. This finding is supported by Wang, Li,

O'Kane, Mao, and Zhang (2015) that international students experienced various challenges such as communication, adjustment of learning style, culture adaptation and socio environment⁷⁷. Additionally, the participant showcased the struggle to be accepted abroad, adapt to his academic and non-academic life, and complete his study. This is related to Kusek findings' (2015) concerning international student's experience struggle in their non-academic life due to cultural differences such as uncomfortable with the habits of Americans and new environment⁷⁸. Thus, the cultural differences experienced by international students are able to make them difficult to adapt. To reduce the level of difficulty in adapting to different cultures, students who want to continue their studies abroad can train themselves by learning about intercultural adaptation. To support this, Ferencz, Hrehova, and Senova (2020) argue that success in adapting cultural difference is an important role for international students when studying abroad⁷⁹.

This research also found out that future international students need to learn about intercultural communication and build intercultural adaptation skills. The findings showed that the participant experienced intercultural encounters conducted challenges such as culture shock (e.g. difficulty in adapting, difficulty in learning style, difficulty in communicating, unfamiliar with American habits, and difficulty in recognizing currency), stereotypes (e.g. Difficulty getting along

⁷⁷ Carol, C. W. et.al, (2015), "An Exploration of the Readiness, Challenges and Expected Support for Their Overseas Study of Chinese Business and Management Programme Students", *Journal: Higher Education Quarterly*, Vol. 69, DOI: 10.1111/hequ.12077.

⁷⁸ Weroika, A. K., (2015), Evaluating the Struggles with International Students and Local Community Participation, *Journal of International Students*, Vol. 5, issue 2, <http://jistudents.org>.

⁷⁹ Vojtech, F., Hrehova, D., & Senova, A. (2020). "Higher education require adaptation of students study abroad programs". *Journal: SHS web of conferences*. Vol. 74. DOI: 10.1051/shsconf/20207402003

with Native Americans and sometimes being Islamophobia), and reverse culture shock (e.g. difficult to adapting back to home country and difficult to communicating). From the interview results, culture shock, stereotypes and reverse culture shock are very influential in the lives of international students. It was due to different language, culture and social⁸⁰. In interviews conducted with the participant, culture shock and stereotypes were experienced during his academic life. The example of culture shock in academic life, the participant felt difficult to communicate when follows the lecturer at the beginning of the academic life. It caused the difference in the language used between American and Indonesians. According to Ralarala, Pineteh, and Mchiza (2016) difficulties at the beginning of lectures are usually caused by difficulties in language and culture⁸¹. In addition, stereotypes also affect the lives of international students when socializing with native speakers. Stereotypes occur when participants are more easy to get along with fellow Asians and difficult to get along with Americans. Ruble and Zhang (2013) argue that the reason for the occurrence of stereotypes may be because American students view participants with identities that have characteristics that can be associated with certain social identities and feel socially awkward⁸². Meanwhile, reverse culture shock occurs when participants return to their home countries. In the interviews that have been conducted, the participant feels that he is not familiar with his country of origin

⁸⁰ Monwabisi. K. R., Angu, P., & Zandile, M., (2016), A case study on the language and socio-cultural challenges experienced by international students studying at cape Peninsula University of Technology, *South African journal of higher education*, Vol. 30, DOI: 10.20853/30-4-572.

⁸¹ Ibid

⁸² Racheal, A. R. & Yan, B. Z., (2013), Stereotypes of Chinese international students held by Americans, *International journal of intercultural relations*, Vol. 37, DOI: 10.1016/j.ijintrel.2012.12.004.

because it adheres to polychronic time. Meanwhile, in the country where he studied adheres to monochronic time. This is related to Samovar et.al (2017) that nonverbal communication such as messages of action, space, time (e.g. monochronic and polychronic) and silent could explaining a culture of each country⁸³.

Furthermore, this study found that lack of knowledge about intercultural adaptation could be detrimental to international students. Referring to the data, the first year in the lecture the participant experienced difficulties such as difficult communication, difficult adaptation, and socializing difficulties as described in the previous paragraph. Difficulties experienced, can lead to psychological disorders such as homesick, doubt himself, and feeling of sadness while studying abroad. Feelings of homesickness, doubt, and sadness are the same as the findings of Poyrazli and Mitchell's study (2020) which refer to psychological disorders experienced by international students⁸⁴. In addition, psychological disorders also have an effect on academic life such as stories from the participant's friends. Meanwhile, the participant's friend left behind then other students while studying abroad and eventually has return to his home countries as a consequence.

Finally, the findings of this study also showcased ways for international students adapt intercultural adaptation while abroad. Within the scope of education, the way to adapt the intercultural adaptation that participant did when he was abroad is struggle, be optimistic, patient, think critically, be able to

⁸³ Larry, A. S., et.al, communication between cultures 9th edition, (Cengage learning: USA, 2014, p. 330).

⁸⁴ Senel, P. & Michael, A. M., (2020), "Mental health problems of U.S. students' studying abroad", *Journal of international students*, Vol. 10. DOI: 10.32674/jis.v10i1.1014.

coordinate himself, and have strong motivation. However, based on Wang, Li, O'Kane, Mao, and Zhang (2015) readiness before leaving abroad also plays an important role in anticipating challenges while abroad such as mental readiness, willingness to learn, liking for English, and academic performance in English learning⁸⁵. With readiness before leaving abroad and ways of adapting intercultural adaptation, it will help international students to prepare themselves well in adapting abroad.

Although the findings of this study could add reference to studies on intercultural adaptation, they are limited for two reasons. First, the conceptual framework used in analyzing current research emphasizes a single case study. So this study only focuses on one participant because of the limited criteria in finding participant. Second, reflection was not carried out in this study because it has been used in different studies. Therefore, the researcher has suggestion for future researchers who want to continue researching intercultural adaptation in the next chapter.



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⁸⁵ Carol, C. W. et.al, (2015), "An Exploration of the Readiness, Challenges and Expected Support for Their Overseas Study of Chinese Business and Management Programme Students", *Journal: Higher Education Quarterly*, Vol. 69, DOI: 10.1111/hequ.12077.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, the researcher concluded that learning about intercultural communication and build intercultural adaptation skills is very important for international students while studying abroad. International students who learn about intercultural communication and build intercultural adaptation skills would find their own way to adapt in a new environment. It means, the importance of learning intercultural communication and building intercultural adaptation skills is very influential in the survival of international students both academic and non-academic life while abroad. Meanwhile, international students who lack an understanding of intercultural communication and cannot build intercultural adaptation skills would experience difficulties while studying abroad. The difficulties experienced by international students could trigger psychological disorders such as homesickness, self-doubt and feeling sad when studying abroad. Thus, students continue studying abroad must learn to adapt in intercultural adaptation such as culture shock, stereotypes, and reverse culture shock. By studying it, students who want to continue their studies abroad would have preparation in mental readiness as well as readiness to communicate and to adapt. So, when students becomes an international student and studying abroad, they would struggle, be optimistic, patient, think critically, be able to coordinate themselves, and have a strong motivation.

Meanwhile, there are three implications in current study in the context of intercultural adaptation. First, for students who wish to study abroad, they are required to learn about intercultural communication and build intercultural adaptation skills to prepare themselves before going to study abroad. This could help students to prepare well to adapt in a new environment. Second, current research contributes to the importance of preparing students readiness when they will study abroad with experiences that are suitable for them. So that students could critically realize what they need while abroad and think about how they could survive until they finish studying abroad. Therefore, stories from participant while studying abroad could help students who want to continue studying abroad in developing their understanding of intercultural communication and intercultural adaptation. Finally, stories from participant indicate that building intercultural adaptability skills should be nurtured and developed during their study. Intercultural communication course can facilitate the development of students' intercultural communicative competence and awareness. This also allows them to exercise their intercultural sensitivity in the language and culture of the indigenous people.

B. Suggestion

Based on conclusion above, the researcher would give some suggestions dealing with intercultural adaptation while studying abroad as below:

- a. for international student

International students should study intercultural communication and build intercultural adaptation skills, because it would help international students adapt abroad. Studying intercultural communication and building intercultural adaptation skills could make it easier for international students to overcome challenges in academic and non-academic life.

b. For future research

The researcher hopes that this research can be useful in future research on intercultural communication and intercultural adaptation. In addition, future research could fill the gap in this research. Future research advised to use multiple case studies in analyzing the research because using more participants would be more data that could be collected by researchers from different perspectives related to the experience of intercultural adaptation.

c. For English language curriculum and policy maker

Learning English must add a lot of literacy about intercultural adaptation so that students can build intercultural adaptation skills while learning at school. Building intercultural adaptability skills can make students understand more about other cultures and become a provision for students who want to study abroad.

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Appendix A

Interview instrument

Date : April 8th 2021

Place : UPB

Time : 10.00 – 11.30 a.m

Participant: one of lecturer of Islamic university in Jember

No.	Pertanyaan	Jawaban
1.	Apakah saya boleh mengetahui nama lengkap anda mr?	
2.	Anda lulusan s2 dari mana mr?	
3.	Bagaimana pendapat anda tentang beasiswa di luar negeri?	
4.	Apakah itu bukan beasiswa dari Indonesia?	
5.	Apa jurusan yang anda pilih?	
6.	Apa yang harus anda siapkan untuk belajar di luar negeri?	
7.	Berapa kali anda mengikuti tes beasiswa?	
8.	Berapa lama anda berada di sana?	
9.	Bagaimana jika seseorang memberi pendapat tetapi pendapat itu salah?	
10.	Apakah anda pernah mengalami kesulitan dalam beradaptasi?	
11.	Apakah awal perkuliahan dosen anda menyesuaikan kecepatan berbicaranya?	
12.	Bagaimana anda menyesuaikan aksent dengan penduduk asli disana?	
13.	Apakah ada pernah mengalami culture shock?	
14.	Apakah tempat sampah jauh sehingga tidak bisa membuangnya?	
15.	Bagaimana dengan contoh lain tentang culture shock? Seperti merokok misalnya	
16.	Bagaimana dengan budaya menyapa orang disana mr?	
17.	Bagaimana jika kita ingin akrab dengan mereka?	
18.	Bagaimana jika kita ingin akrab dengan mereka?	
19.	Jadi anda apakah lebih akrab dengan sesame orang	

	asia?	
20.	Berapa kisaran umur mahasiswa di kelas anda?	
21.	Bagaimana dengan sepeda motor mr?	
22.	Jadi masyarakat lebih memilih mobil?	
23.	Apakah tidak boleh membawa keluarga dalam persyaratannya?	
24.	Bagaimana jika waktu summer apakah libur?	
25.	Apakah anda saat di Amerika hanya kuliah saja atau bekerja juga?	
26.	Bagaimana saat cuaca winter apakah kuliah tetap berlangsung?	
27.	Apakah anda pernah memperkenalkan budaya kita seperti memakai batik?	
28.	Apakah batik itu dipakai hanya ada acara aja?	
29.	Tetapi apakah ada yang pernah memperkenalkan tari tradisional?	
30.	Bagaimana jika saat berada di dalam kelas bertepatan dengan waktu sholat?	
31.	Bagaimana jika bertepatan dengan idhul fitri apakah perkuliahan tetap berlangsung?	
32.	Apakah disana tidak ada tarawih setelah berbuka puasa?	
33.	Apakah anda pernah kesulitan dalam belajar di Amerika?	
34.	Bagaimana cara anda mengejar nilai anda tetap tinggi diatas rata-rata?	
35.	Apakah disana kita mencari referensi menggunakan jurnal online tau membeli buku sendiri?	
36.	Menurut anda apa keuntungan belajar di luar negri?	
37.	Apakah ada kerugian belajar di luar negri?	
38.	Apakah ada saat-saat kritis saat anda berada di Amerika?	
39.	Bagaimana pendapat anda tentang pandangan mereka terhadap muslim?	
40.	Bagaimana anda menyelesaikan study anda?	
41.	Apakah anda memiliki foto yang ingin anda bagikan tentang bagaimana anda memperoleh pengalaman belajar di luar negeri?	

Interview instrument

Date : August 4th 2021

Place : Online

Time : 10.30 – 10.39

Participant: one of lecturer of Islamic university in Jember

No.	Pertanyaan	Jawaban
1.	Sebelum melanjutkan belajar di luar negeri, mr lulusan darimana?	
2.	Angkatan tahun berapa mr?	
3.	Jadi setelah lulus sarjana, apakah mr langsung melanjutkan belajar diluar negeri atau bekerja terlebih dahulu?	
4.	Apakah mengajarnya di jember juga?	
5.	Apakah setelah lulus 2010 itu mr langsung mengajar menjadi guru?	
6.	Untuk identitas apakah boleh dipublish mr? seputar nama, umur dan alamat?	



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Interview instrument

Date : September 11th 2021

Place : UPB

Time : 09.30

Participant: one of lecturer in Islamic University of Jember

No.	Pertanyaan	Jawaban
1.	Pertemuan antar budaya apa yang anda temui saat berada di luar negeri?	
2.	bagaimana perasaan anda waktu baru sampai di amerika?	
3.	bagaimana pandangan anda tentang belajar di luar negeri?	
4.	waktu pertama kali bertemu orang asli sana, apa yang anda rasakan?	
5.	saat mengalami cultre chock, bagaimana perasaan anda?	
6.	mulai kapan anda mengalami culture shock?	
7.	saat anda mengalami culture shock itu dimulai pada minggu keberapa?	
8.	pada saat anda mengalami culture shock apakah anda mengalami tekanan atau stress?	
9.	bagaimana anda membiasakan diri?	
10.	jadi kira-kira mulai kapan anda mulai terbiasa berada disana?	
11.	bagaimana cara anda bertahan hingga lulus?	
12.	saat anda rindu dengan keluarga, bagaimana perasaan anda?	
13.	saat menyelesaikan study, bagaimana perasaan anda setelah melalui proses yang panjang tersebut?	

JEMBER

Interview instrument

Date : March 14th 2022

Place : UPB

Time : 09.30 – 10.36

Participant: one of lecturer in Islamic University in Jember

No.	Pertanyaan	Jawaban
1.	sebelum berangkat ke amerika, bagaimana persepsi anda terhadap amerika dan orang – orangnya?	
2.	lalu kenapa anda memilih untuk melanjutkan study di luar negeri, padahal di Indonesia banyak sekali?	
3.	kenapa harus di Amerika?	
4.	lalu saat akan pulang ke Indonesia, apa yang perlu anda siapkan?	
5.	lalu berapa lama jarak dari setelah wisuda sampai pulang ke Indonesia?	
6.	saat pulang ke Indonesia, bagaimana ekspektasi anda?	
7.	waktu tiba di Indonesia, apa yang anda pikirkan saat bertemu kembali dengan orang indonesia?	
8.	bagaimana menurut anda terkait dengan budaya Indonesia yang polychromic setelah pulang dari amerika?	
9.	apakah waktu pulang ke indonesia anda langsung mengajar?	
10.	lalu bagaimana tanggapan anda saat mulai mengajar di Indonesia?	
11.	lalu setelah di Indonesia, apakah anda pernah merindukan sistem pendidikan disana?	
12.	bagaimana perasaan anda saat akan meninggalkan amerika?	
13.	bagaimana anda dapat melepaskan budaya amerika setelah kembali ke Indonesia?	
14.	kapan anda merasakan reverse culture shock?	
15.	lalu bagaimana anda melalui reverse culture shock?	
16.	apakah saat sudah pulang di Indonesia anda pernah merasa terasingkan dinegara sendiri?	
17.	bagaimana perasaan anda saat sudah terbiasa kembali?	
18.	apakah anda pernah mengajar di amerika?	

Appendix B

Matrix of research

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Intercultural adaptation during study abroad: A retrospective narrative inquiry	1. Intercultural adaptation	1. Culture shock 2. stereotype	- culture - environment - norm - nationality - religion - genre - age	1. Interview a lecture	<p>1. Research Approach : Qualitative Approach</p> <p>2. Types of research Retrospective narrative inquiry</p> <p>3. Technique of Data Collection: Interview</p> <p>4. Data Analysis: Thematic analysis</p>	<p>3. What intercultural encounters did an international student experience while studying abroad?</p> <p>4. How did an international student adapt intercultural adaptation while study abroad?</p>

RESEARCH OF JOURNAL ACTIVITIES

Nama : Sinta Mutiara Dewi

NIM : T20176098

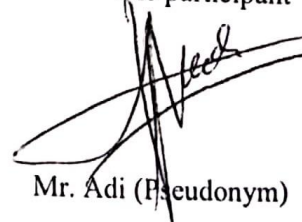
Title : Intercultural adaptation of a former master student in TESOL during study abroad: A retrospective narrative inquiry

Note : This journal activity was signed by participants using a pseudonym in accordance with research ethics according to Phelan and Kinsella (2012) to protect participant¹.

No	Date	Activity	Initial
1.	7 th April 2021	Asking Permission	
2.	8 th April 2021	Interview with participant circle 1	
3.	4 th August 2021	Interview with participant circle 2	
4.	11 th September 2021	Interview with participant circle 3	
5.	14 th March 2022	Interview with participant circle 4	
6.	11 th April 2022	Member checking (data validation)	

Jember, 17 Mei 2022

The participant



Mr. Adi (Pseudonym)

¹ Elizabeth, A. K., & Shanon, K. P., (2012), Picture This . . . Safety, Dignity, and Voice— Ethical Research With Children: Practical Considerations for the Reflexive Researcher, *Qualitative inquiry*, Vol. 19(2), DOI: 10.1177/1077800412462987.

Appendix D

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Sinta Mutiara Dewi
Place, date of birth : Jember, 28 October 1999
Address : Ds. Menampu, Kec. Gumukmas, Kab. Jember
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled “**Intercultural Adaptation of a Former Master Student in Tesol During Study Abroad: a Retrospective Narrative Inquiry**” is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 13th June 2022

Author



Sinta Mutiara Dewi
SRN T20176098

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JEMBER

Appendix E

CURRICULUM VITAE



Personal information

- Full name : Sinta Mutiara Dewi
- NIM : T20176098
- Gender : Female
- Place, date of birth : Jember, 28 October 1999
- Address : Ds. Menampu, Kec. Gumukmas, Kab. Jember
- Religion : Islam
- Departement/Major Courses : FTIK/English Department
- Email Address : mutiaras162@gmail.com

Educational Background

2004-2005 TK Perwanida 08

2005-2011 SDN Menampu 05

2011-2014 SMPN 1 Gumukmas

2014-2017 MAN 3 Jember

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