

**THE DYNAMICS OF “CULTURE SHOCK” IN ENGLISH  
LANGUAGE LEARNING IN HIGHER EDUCATION:  
THE CASE OF FRESHMEN**

**UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education**



By :  
**Yunika Maulida**  
**2519026**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2023**

**THE DYNAMICS OF “CULTURE SHOCK” IN ENGLISH  
LANGUAGE LEARNING IN HIGHER EDUCATION:  
THE CASE OF FRESHMEN**

**UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education**



By :  
**Yunika Maulida**  
**2519026**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
2023**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : YUNIKA MAULIDA

NIM : 2519026

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“The Dynamics of “Culture Shock” in English Language Learning in Higher Education: The Case of Freshmen”** adalah benar-benar hasil karya penulis,kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 09 April 2023



**YUNIKA MAULIDA**  
**NIM. 2519026**

**Muhammad Jauhari Sofi, M.A.**  
**Jl. Tambakbulusan Ds. Wonowoso 02/02,**  
**Karang Tengah, Demak, 59561 Jawa Tengah**

---

**NOTA PEMBIMBING**

Lamp. : 3 (Tiga) Eksemplar  
Hal. : Naskah Skripsi  
Sdri. Yunika Maulida

Kepada  
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan  
c.q. Ketua Program Studi TBIG  
di  
PEKALONGAN

*Assalamu'alaikum Wr. Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Yunika Maulida

NIM : 2519026

Jurusan : FTIK/ Tadris Bahasa Inggris

Judul : "The Dynamics of "Culture Shock" in English Language Learning in Higher Education: The Case of Freshmen"

Dengan ini mohon agar skripsi tersebut segera dimunaqasahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Pekalongan, 09 April 2023  
Pembimbing Skripsi



**Muhammad Jauhari Sofi, M.A.**  
**NIP. 19861226 201801 1 001**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KH. ABDURRAHMAN WAHID PEKALONGAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [ftik.uingusdur.ac.id](http://ftik.uingusdur.ac.id) email: [ftik@uingusdur.ac.id](mailto:ftik@uingusdur.ac.id)

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **YUNIKA MAULIDA**  
NIM : **2519026**  
Judul : **THE DYNAMICS OF "CULTURE SHOCK" IN ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION: THE CASE OF FREHMEN**

Has been examined and approved by the panel of examiners on Friday, 19<sup>th</sup> May 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

**Examiner I**

**Dr. M. Ali Ghufron, M.Pd.**  
NIP. 19870723 202012 1 004

**Examiner II**

**Nadia Faradhillah, M.A.**  
NIP. 19930406 202012 2 015

Pekalongan, 29<sup>th</sup> May 2023

Assigned by

Dekan of FTIK Pekalongan



**Dr. H. M. Sugeng Sholehuddin, M.Ag.**  
NIP. 19730112 200003 1 001

## **ACKNOWLEDGEMENT**

Praise and worship Allah SWT, there is no might or power except with his permission. The Highest of everything, with his ridha I can finish my final project.

1. First, I would like to say my endless gratitude to my beloved parents who always support and love me.
2. Second, I would like to say my gratitude to my supervisor, Mr Muhammad Jauhari Sofi, M.A, Thanks for assisting me in finishing my final project.
3. I also would like to express my gratitude to all lecturers who teach me and open my insight toward the world.
4. My friends, I also would like to express my gratitude to have friends who always give me support and motivation to finish. I apologize for not mentioning it one by one.

**MOTTO**

*“The only way to do great work is to love what you do”*

*(Steve Jobs)*

## ABSTRAK

*Sistem pendidikan di sekolah menengah tentu sangat berbeda dengan di perkuliahan. Perbedaan tersebut seringkali menimbulkan culture shock bagi mahasiswa baru. Culture Shock adalah suatu kondisi yang dapat menimbulkan kebingungan terhadap lingkungan baru dan menimbulkan perasaan yang tidak menyenangkan. Penelitian ini bertujuan untuk menyelidiki culture shock yang dialami mahasiswa baru jurusan Bahasa Inggris dan juga bagaimana mereka merespon culture shock tersebut. Partisipan penelitian ini melibatkan empat mahasiswa baru, dua laki-laki dan dua perempuan dari jurusan pendidikan Bahasa Inggris UIN K.H. Abdurrahman Wahid Pekalongan dan Universitas Pekalongan. Untuk menyajikan data, penelitian ini menyajikan sebuah Narrative study untuk menceritakan kembali pengalaman yang ada pada mahasiswa. Temuan menunjukkan bahwa terdapat dua hal dalam penelitian ini. Yang pertama adalah lima jenis culture shock yang dialami mahasiswa baru. Yaitu jumlah mata kuliah bahasa Inggris yang diajarkan, cara mengajar yang berbeda, sumber belajar yang digunakan, frekuensi penugasan, dan ketidakpercayaan diri. Kemudian yang kedua adalah delapan strategi yang mahasiswa baru terapkan dalam menangani culture shock. Yaitu: memiliki gaya belajar khusus, tidak takut salah dan tetap percaya diri, sering bertanya kepada senior, memiliki keterbukaan diri, berani bertanya kepada dosen, memahami sistem pendidikan, tidak membanding-bandingkan dengan mahasiswa lain, dan membangun relasi dan pertemanan. Penelitian ini bermanfaat bagi mahasiswa baru. Karena mereka dapat belajar bagaimana meminimalisir munculnya perasaan negatif dari culture shock saat belajar bahasa Inggris. Sehingga nantinya mahasiswa baru dapat lebih siap dalam menghadapi perkuliahan khususnya di jurusan Bahasa Inggris.*

**Kata kunci :** *Culture shock, mahasiswa baru, Bahasa Inggris*



## ABSTRACT

*The education system in high school is certainly very different from that in lectures. These differences often cause culture shock for freshmen. Culture shock is a condition that can lead to bewilderment regarding a new environment and lead to unfavorable feelings. This study aimed to investigate the culture shock experienced by freshmen majoring in English and also how they respond to this culture shock. The participants in this study involved four freshmen, two males and two females from the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan and Universitas Pekalongan. To present the data was presented in a Narrative study to retell the experience of the students. The findings showed that there are two things in this study. The first are the five types of culture shock experienced by freshmen. They are the number of English courses taught, different ways of teaching, learning resources used, assignment frequency, and lack of confidence. Then the second are eight strategies that freshmen applied in dealing with culture shock. They are having a specific way of learning, not being afraid to be wrong and staying confident, asking seniors frequently, having self-disclosure, willing to ask the lecturer, understanding the education system, not comparing with other students, and building friendships and relationships. This research is useful for freshmen to learn how to minimize negative feelings from culture shock when learning English. So that later freshmen can be better prepared in facing lectures, especially in the English education department.*

**Keywords:** *Culture shock, freshmen, English*

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **THE DYNAMICS OF “CULTURE SHOCK” IN ENGLISH LANGUAGE LEARNING IN HIGHER EDUCATION: THE CASE OF FRESHMEN** could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements of the final project Course. This proposed study was accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. The head of the English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan Ahmad Burhanuddin, M.A.
2. Muhammad Jauhari Sofi, M.A. as my supervisor who has given me a suggestion, guidance, and time in writing this final project.
3. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan
4. My beloved parents have given me endless support, prayer, advice, and encouragement in writing this final project.
5. My dearest friends who had fought through the journey together since the very beginning.

Pekalongan, 09 April 2023

  
**Yunika Maulida**  
**NIM. 2519026**

## TABLE OF CONTENT

<b>COVER</b> .....	i
<b>LEMBAR PERNYATAAN KEASLIAN SKRIPSI</b> .....	ii
<b>NOTA PEMBIMBING</b> .....	iii
<b>APPROVAL SHEET</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	v
<b>MOTTO</b> .....	vi
<b>ABSTRAK</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>PREFACE</b> .....	ix
<b>TABLE OF CONTENT</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1. Background of the Study .....	1
1.2. Formulation of the Problem .....	4
1.3. Operational Definitions .....	4
1.3.1. Freshmen .....	4
1.3.2. English Language Learning .....	4
1.3.3. Culture Shock .....	5
1.4. Aims of the Study .....	5
1.5. Significance of the Study .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	6
2.1. Theoretical Background .....	6
2.1.1. Conceptualizing Culture Shock .....	6
2.1.2. Culture Shock in English Language Learning in Higher Education .....	7
2.1.3. Strategies for Facing Culture Shock in English Language Learning in Higher Education .....	19
2.2. Previous Studies .....	35
2.2.1 Previous study 1 .....	35
2.2.2 Previous study 2 .....	36
2.2.3 Previous study 3 .....	37

2.2.4 Previous study 4 .....	38
2.3. Conceptual Framework .....	39
<b>CHAPTER III RESEARCH PROCEDURE</b> .....	42
3.1. Research Method .....	42
3.2. Research Context .....	42
3.3. Setting and Participants .....	42
3.4. Data Collections .....	43
3.5. Data Analysis .....	43
<b>CHAPTER IV RESULTS AND DISCUSSION</b> .....	45
4.1. Results .....	45
4.1.1 Culture shock in English language learning in higher education .....	47
4.1.2 Strategies to respond to culture shock in English language learning .....	49
4.2. Discussion .....	57
4.2.1 Culture shock in English language learning in higher education .....	57
4.2.2 Strategies to respond to culture shock in English language learning .....	59
<b>CHAPTER V CONCLUSION</b> .....	66
5.1 Summary of Findings .....	66
5.2 Recommendation .....	67
<b>REFERENCES</b> .....	69
<b>ENCLSOURE</b> .....	81

**TABLE LIST**

Table 2.1 Scoring system ..... 30

## FIGURE LIST

Figure 1. 1 The Conceptual Framework .....	<b>Erro</b>
<b>r! Bookmark not defined.</b>	

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The transition from high school to university is a common thing for freshmen. However, often these transitions cause anxiety and confusion because they are faced with something new and unfamiliar. Because there is so much pressure, it is claimed that taking lectures at the higher education level is a stressful time. For this reason, it is frequently referred to as the horrible phase (Gayatri, 2007). This is because challenges of all types will arise for freshmen as they adjust to life in university. These issues include stress related to schoolwork, money issues, loneliness, interpersonal issues, difficulty adjusting to change, and issues with self-development (Gajdzik, 2005).

Freshmen must adjust and pick up new skills when attending a new and unfamiliar university. Freshmen will modify in this regard to be adaptable to the social milieu in which they are (Hutapea, 2014). Schneiders (in Rohmah, 2004) contends that self-adjustment is a process of one's mental abilities and conduct in dealing with demands from both within and outside of oneself. There are internal and external adjustments. They must adjust by learning content in their major in university that is unavailable to them in high school.

In the English education department, freshmen will learn more about various English skills than they learned in high school. This is because learning English in tertiary institutions is more specific than in high schools which is still general in nature. This means that the material taught in high schools in

general English. English skills learned in the university include listening, speaking, reading, and writing skills in English. These four skills are divided into receptive skills (listening and reading) and productive skills (writing and speaking). In addition, there are also teaching skills which consist of courses related to teaching science and other professional abilities which include literature, linguistics, and tourism (Adnyani, 2016). Even though the Government of Indonesia places English as a subject starting from junior high school to the tertiary level, it is undeniable that learning English at university still creates shock for freshmen majoring in English. Such shock is commonly known as culture shock. Culture shock is a condition that can lead to bewilderment regarding a new environment and lead unfavorable feelings (Hutapea, 2014).

Edward Hall in his book *Silent Language* (1959, in Hayqal, 2011) characterizes culture shock as an illness that happens when familiar experiences are radically different from those in foreign and unfamiliar environments. According to Oberg (in Mulyana, 2008), culture shock is worry and dread brought on by pupils not being accustomed to a new society. Neither a clinical phrase nor a medical ailment, culture shock. When a person moves from a familiar culture to one that is new and unusual to him, they may feel confused and uncertain. This is known as culture shock (Kingsley and Dakhari, 2006). Freshmen who can gradually adapt themselves will be able to protect themselves from the negative psychological effects of culture shock. Freshmen' struggles with adjustment may affect learning activities in several different



ways. This modification is crucial since it is essential to the success of the learning process (Novera, 2004).

Every freshman often experiences culture shock due to moving from their old environment, the high school environment to the new environment, the university environment. Habits in a new environment can cause pressure and result in freshmen's academic competence in learning English (Maisaroh, 2017). Culture shock in learning English includes academic problems, feeling difficulty, and anxiety (Siddiqua, 2010). It could also be negative feelings such as insecurity which may encompass loneliness, anger, frustration, and self-questioning competence that arises when faced with new material and many are more unusual than before in learning English (Serliah et al, 2021).

Studies on the effects of culture shock on freshmen who attend lectures have largely concentrated on describing the forms of culture shock, the causes of experiencing culture shock, and solutions for dealing with culture shock. However, most of the research only focuses on environments and cultures that differ from freshmen's hometowns to college. Particularly in the area of learning English, they have not yet extensively discussed the problem. As a result, the cultural shock that new English majors face when learning the language will be more specifically depicted in this study. This study is based on the researcher's problem when as a freshman in the English education department who experiences culture shock in learning English. The research focused on how the freshmen respond to culture shock.

By using a Narrative study, this research aims to retell students' experience of culture shock in learning English. The study took the participants from the first semester at the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan and Universitas Pekalongan. This study is important because readers, in particular new English majors, can learn how to minimize the emergence of negative feelings from culture shock while learning English. So that later freshmen can be better prepared in facing lectures, especially in the English education department.

## **1.2. Formulation of the Problem**

The problems include:

1. What is the culture shock experienced by freshmen in English language learning in higher education include?
2. How do the freshmen respond to that culture shock?

## **1.3. Operational Definitions**

Some keys terms in this research are briefly defined as follows:

### **1.3.1. Freshmen**

Students who have only recently begun their first year of college or university (Collins Dictionary, 2022). The term "freshmen" can be used for both female and male freshmen.

### **1.3.2. English Language Learning**

English language learning is engaging in academic activities (including teaching and learning) in the English language with the main

objective of instructing students who do not speak the language as their first language (Lawinsider Dictionary, 2022).

### **1.3.3. Culture Shock**

A state of perplexity brought on by unexpectedly encountering a culture with unfamiliar traditions (Cambridge Dictionary, 2022).

## **1.4. Aims of the Study**

This current study aims:

1. To find out the culture shock of freshmen learning English in higher education
2. To describe the responses of freshmen to the experience of culture shock in learning English in higher education

## **1.5. Significance of the Study**

The study is significant for several parties, including:

1. Faculty : Make regulations or policies for good learning so that freshmen can quickly adapt to lectures
2. Lecturer : Design a syllabus that is friendly and by the condition of freshmen. So that freshmen can easily adapt to learning English
3. Freshmen : Learn how to minimize the emergence of negative feelings from culture shock while learning English. So that later freshmen can be better prepared in facing lectures, especially in the English education department.

## CHAPTER V

### CONCLUSION

#### 5.1 Summary of Findings

The title of this research is freshmen' experiences of culture shock in learning English in higher education (A Narrative Study). This research focuses on freshmen' experiences of the culture shock faced in learning English in higher education, and the researcher is also curious about the participants' perceptions of how to deal with culture shock. These are the findings of the research goals:

1. This research concluded that there are five types of culture shock experienced by freshmen in learning English in higher education. They are:

The first is the number of English courses taught. According to the participants, the number of English courses in lectures is almost the same as the subjects in high school, not too much. The second is different ways of teaching. The difference in teaching between teachers in high schools and lecturers on campus is the teacher explains the material more than the lecturer. The third is the learning resources used. All learning resources in high school are available in the form of books. Meanwhile, on campus, lecturers usually only provide learning resources in the form of soft files. The fourth is assignment frequency. The participants thought that the frequency of assignments in lectures was higher than in high school. The fifth is lack of confidence. The participants do feel not confident about their own abilities.

2. The strategies to respond to culture shock for freshmen are as follows.

The first is having a specific way of learning. The participants usually like to watch English videos on YouTube and also summarize the material that has been explained by the lecturer. The second is not being afraid to be wrong and staying confident. The participants are confident and not afraid of being wrong to answer questions from lecturers. The third is asking seniors frequently. Usually, the participants ask about learning, courses, reference books, and learning materials. The fourth is having self-disclosure. The participants do not hesitate to tell their friends about the problems they face in lectures.

The fifth is willing to ask the lecturer. The participants usually ask about the assessment system, courses, and materials to the lecturer. The sixth is understanding the education system. The participants often ask friends, seniors, department staff, or lecturers about the class offers, input study plan cards, credits, and GPA. The seventh is not comparing with other students. The participants accept, realize their abilities, and are more focused on themselves. The eighth is building friendships and relationships. Some of the participants join major organizations because the goal is to gain relationships and friends.

## **5.2 Recommendation**

Based on the result of the research, the researcher adds some recommendations for further researchers who are interested to conduct a

similar study about this research. The recommendations for the research are as follows:

1. Further research is expected more participants because this research only had four participants, so further research can give more participants.
2. This research had limited references further research should have more references.

This research uses a narrative study because the participant had experienced culture shock. Further research is better to use a case study or field research. So, further research can analyze the participant when facing culture shock.

## REFERENCES

- Acocella, J. R., & Calhoun, J. F. (1990). *Psychology of adjustment human relationship*. McGraw-Hill.
- Adams, M. (2008). *Managing the Culture Shock of Expatriation*.
- Adler, P. S. (1975). The Transitional Experience: An Alternative View of Culture Shock. *Journal of Humanistic Psychology*, 15(4), 13-23. <https://doi.org/10.1177/002216787501500403>
- Adnyani, I. K. (2016). Motivasi dan Sikap Bahasa Mahasiswa Jurusan Pendidikan Bahasa Inggris Undiksha. *JPI (Jurnal Pendidikan Indonesia)*, 5(1), 12. <https://doi.org/10.23887/jpi-undiksha.v5i1.8290>
- Afifah, N., & Nengsi, F. (2022). Analisis Relasi Pertemanan Melalui Perilaku Asertif pada Mahasiswa IAIN Parepare. *Indonesian Journal of Islamic Counseling*, 4(2), 80-87. <https://doi.org/10.35905/ijic.v2i1.3439>
- Afnida, R. N., Yasmansyah, Pratama, M. J. (2019). Peningkatan Personal Growth melalui Bimbingan Kelompok Teknik Diskusi Tema Gaya Belajar Pada Mahasiswa Baru. *ALIBKIN Jurnal Bimbingan Konseling*, 7(4). <http://jurnal.fkip.unila.ac.id>
- Ahyat, M. Z. (2017). *Perilaku Penemuan Informasi untuk Tugas Akademik di Kalangan Mahasiswa Baru Angkatan 2017/2018 Universitas Airlangga* (Doctoral dissertation, Universitas Airlangga).
- Aisha, D. L. (2014). Hubungan Antara Religiusitas Dengan Resiliensi Pada Remaja Di Panti Asuhan Keluarga Yatim Muhammadiyah Surakarta. *Jurnal Psikologi*, 1, 1-14.
- Andi, H., Ratnawati, Riskawati. (2017). Analysis of Culture Shock Experienced by The New Students of the English Department in Faculty of Letters UMI Makassar. *Jurnal Bahasa, Sastra dan Budaya Tamaddun*, 16(1). <https://doi.org/10.33096/tamaddun.v16i1.47>
- Anggelis, B. D. (1997). *Percaya diri. Sumber sukses dan kemandirian*. PT. Gramedia Pustaka Utama.

- Anwar, S. (2017). *Perilaku Mahasiswa Jurusan Ilmu Perpustakaan dalam Menyelesaikan Tugas-Tugas Mata Kuliah*. Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar. <http://repositori.uin-alauddin.ac.id/id/eprint/4567>
- Aprillia. (2019). Pengaruh Persepsi Siswa Dan Kepercayaan Diri Terhadap Keterampilan Berbicara Bahasa Inggris. *Widya Cipta Jurnal Sekretari dan Manajemen*, 3(1), 79-90. <https://doi.org/10.31294/widyacipta.v3i1.5209>
- Asnawi, M., F., A. (2021). *Perfeksionis, Takut Gagal dan Prokrastinasi Akademik (Penelitian pada Siswa Sekolah Berasrama)*. Masters (S2) thesis, Universitas Muhammadiyah Malang. <http://eprints.umm.ac.id/id/eprint/84330>
- Baumeister, R., & Leary, M. (1995). The Need to Belong: Desire for Interpersonal Attachments as A Fundamental Human Motivation. *Psychological Bulletin*, 117(3), 497-529. [10.1037/0033-2909.117.3.497](https://doi.org/10.1037/0033-2909.117.3.497)
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Buunk, A. P., & Gibbons, F. X. (2005). *Social Comparison Orientation: A New Perspective on Those Who Do and Those Who Don't Compare with Others*. Cambridge University Press. [10.1017/CBO9780511584329.003](https://doi.org/10.1017/CBO9780511584329.003)
- Cambridge Dictionary. (2022, August 7). <https://dictionary.cambridge.org/dictionary/english/culture-shock>
- Chotijah, I. (2000). Kemampuan berbahasa Inggris anak dengan pembelajaran bilingual. *Jurnal Pendidikan Penabur*, 9 (1), 103-117. [https://www.academia.edu/10280511/Kemampuan\\_Berbahasa\\_Ingggris\\_Anak\\_dengan\\_Pembelajaran\\_Bilingual\\_Itta\\_The](https://www.academia.edu/10280511/Kemampuan_Berbahasa_Ingggris_Anak_dengan_Pembelajaran_Bilingual_Itta_The)
- Collins Dictionary. (2022, August 7). <https://www.collinsdictionary.com/dictionary/english/freshmen>
- Compton, W. C., & Hoffman, E. (2013). *Positive Psychology: The Science of Happiness and Flourishing*. Wadsworth Cengage Learning.
- Dariyo, A. (2004). *Psikologi Perkembangan Dewasa Muda*. Grasindo.



- David M. W. (1975). *The Homosexual Matrix*. Harvard University Press.
- Dayakisni, T. (2012). *Psikologi Lintas Budaya*. UMM Press.
- De Vries, D. A., Moller, M., Wieringa, M. S., Eigenram, A. W. (2018). Social Comparison as The Thief of Joy: Emotional Consequences of Viewing Strangers' Instagram Posts. *Media Psychology*, 21(2), 222–245. <https://doi.org/10.1080/15213269.2016.1267647>
- Dhei, B., Fatmawati, F., Prasetya, A. D., Agustin, A. (2020). Hubungan Antara Penyesuaian Diri dengan Culture Shock pada Mahasiswa Nusa Tenggara Timur (NTT) Semester Pertama di Universitas Wijaya Putra Surabaya. *Jurnal Psikologi Wijaya Putra*, 1(3), 37-44. <https://doi.org/10.38156/psikowipa.v1i1.12>
- Dinar, U. D., Yuni, S., Prasinata, P. A. (2017). “Kapsul Motivasi” Meningkatkan Kepercayaan Diri Mahasiswa. *Prosiding SEMNAS Penguatan Individu di Era Revolusi Informasi*. 82-90. <https://publikasiilmiah.ums.ac.id>
- Erly, M., Oviand, Taneo, Joris, Delsyia. U., Tresnawaty. (2021). Problems of Online Learning During the Covid-19 Pandemic in Generation Z. *Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, 12(1), 115-121. <https://doi.org/10.31764/paedagogia.v12i1.4044>
- Fauziyyah, A., & Ampuni, S. (2018). Depression Tendencies, Social Skills, and Loneliness among College Students in Yogyakarta. *Jurnal Psikologi*, 45(2), 98. <https://doi.org/10.22146/jpsi.36324>
- Feinstein, B. A., Hershenberg, R., Bhatia, V., Latack, J. A., Meuwly, N., Davila, J. (2013). Negative Social Comparison on Facebook and Depressive Symptoms: Rumination as A Mechanism. *Psychology of Popular Media Culture*, 2(3), 161– 170. <https://doi.org/10.1037/a0033111>
- Fitriani, P. E., Uriemanda, R. A., Widiatusti, R., Yusup, I. R., Listiwati, M. (2020). Perbandingan Penugasan Kelompok dan Individu Terhadap Hasil Belajar pada Mata Kuliah Genetika Mahasiswa Pendidikan Biologi Semester 6B. *Jurnal Ilmiah Pendidikan*, 4(1), 21-25. [10.33751/pedagonal.v4i1.1933](https://doi.org/10.33751/pedagonal.v4i1.1933)

- Flynn, K.I. (2003) Self-esteem Theory and Measurement: A Critical Review. *Journal of Feminist Theory and Culture*, 3(1), 2- 3. [http://journals.sfu.ca/thirdspace/index.php/journal/article/viewArticle/koh\\_1er-flynn/164](http://journals.sfu.ca/thirdspace/index.php/journal/article/viewArticle/koh_1er-flynn/164)
- Fumasa, A. N. (2017). *Hubungan Mekanisme Koping dengan Prestasi Akademik pada Mahasiswa Malaysia Tahap Akademik Program Studi Profesi Dokter Fakultas Kedokteran Universitas Andalas*. Undergraduate (S1) thesis, Universitas Andalas. <http://scholar.unand.ac.id/id/eprint/25263>
- Furnham, A. (2004). Foreign students: Education and culture shock. *Psychologist*, 17(1), 16– 19.
- Gajdzik, P.K. (2005). *Relationship between Self-efficiency Beliefs and Socio-cultural Adjustment of International Graduate Students and American Graduate Students*. (Doctoral dissertation, Baylor University).
- Gainau, M. B. (2009). Keterbukaan Diri (Self-Disclosure) Siswa dalam Perspektif Budaya dan Implikasinya Bagi Konseling. *Jurnal Ilmiah Widya Warta*, 33(1), 95-112. <http://repository.widyamandala.ac.id/id/eprint/569>
- Gayatri, B. (2007). Stressful Life Events and Behavioural Problems Among Pre-University Students. *Asian Journal of Home Science*, 5(1), 183-189.
- Griffee, D. T. (2012). *An Introduction into Second Language Research Methods: Design and Data*. TESL-EJ Publications.
- Handayani, P. G., Hidayat, H., Saputra, R. (2019). Pendekatan Counseling REBT dalam Menanggulangi Culture Shock Mahasiswa Rantau. *Jurnal KOPASTA*, 6(2), 91-98. <https://doi.org/10.33373/kop.v6i2.2134>
- Hariyadi, S. (2014). Bertanya, Pemicu Kreativitas dalam Interaksi Belajar. *Jurnal Biology Science & Education*, 3(2), 143-158. <http://dx.doi.org/10.33477/bs.v3i2.518>
- Hasan, A. S. (2000). Learners' perceptions of listening comprehension problems. *The Journal of Language Culture and Curriculum*, 13(2), 137-153. <https://doi.org/10.1080/07908310008666595>

- Hasanah, N., Yoyon, S., Herani, I., Lestari, S. (2008). Peningkatan Kepercayaan Diri Mahasiswa Melalui Pelatihan Asertivitas. *Jurnal Interaktif*, 1(2). <https://www.neliti.com/publications/243652/peningkatan-kepercayaan-diri-mahasiswa-melalui-pelatihan-asertivitas>
- Hidayat, D. R., Ramadhani, S., Nursyifa, T., Afiyanti, Y. (2020). Harga Diri Mahasiswa yang Terlambat Menyelesaikan Studi. *Perspektif Ilmu Pendidikan*, 34(2), 101-108. <https://doi.org/10.21009/PIP.342.4>
- Hughes, G. (1990). *A handbook of classroom English*. Hongkong. Oxford University Press.
- Hutabarat, E., & Nurchayati. (2021). Penyesuaian Diri Mahasiswa Batak yang Merantau di Surabaya. *Jurnal Penelitian Psikologi*, 8(7), 45-59. <https://ejournal.unesa.ac.id>
- Hutapea, B. (2014). Stres Kehidupan, Religiusitas, dan Penyesuaian Diri Warga Indonesia sebagai Mahasiswa Internasional. *Jurnal Makara Hubs-Asia*, 18(1), 25-40. [10.7454/mssh.v18i1.3459](https://doi.org/10.7454/mssh.v18i1.3459)
- Indrianie, E. (2012). Culture Adjustment Training untuk Mengatasi Culture Shock pada Mahasiswa Baru yang Berasal dari Luar Jawa Barat. *Insan Media Psikologi*, 14(3), 149-158. <http://repository.maranatha.edu/id/eprint/21266>
- Jais, E., Rezky, R., Siombiwi, S. (2019). Analisis Faktor-Faktor Penyebab Timbulnya Rasa Takut Siswa akan Kegagalan dalam Mempelajari Matematika. *Mandalika Mathematics and Education Journal*, 1(2), 95-103. <https://doi.org/10.29303/jm.v1i2>
- Johnson, W. D. (1990). *Reaching Out; Interpersonal Effectiveness and Self-Actualization*. Pearson
- Kevinzky, M. K. (2011). *Proses dan Dinamika Komunikasi dalam Menghadapi Culture Shock Pada Adaptasi Mahasiswa Perantauan (Kasus Adaptasi Mahasiswa Perantau di UNPAD Bandung)*. Skripsi, Universitas Indonesia. <https://lib.ui.ac.id/detail?id=20313122>
- Kingsley, R. S., & Oni, D. (2006). *Culture Shock*.

- Kristian, S. (2012). *Culture Shock dan Negosiasi Identitas Diri di Lingkungan Baru (Studi Autoethnography tentang Proses Penyesuaian Diri ke Budaya Akademik Universitas Brawijaya Malang)*. Sarjana thesis, Universitas Brawijaya. <http://repository.ub.ac.id/id/eprint/120463>
- Kohls, R. (2001). *Survival Kit for Overseas Living*. Intercultural Press.
- Lawinsider Dictionary. (2022, August, 7). <https://www.lawinsider.com/dictionary/english-language-learning>
- Liamputtg, P. (2009). Qualitative data analysis: Conceptual and practical considerations. *Health Promotion Journal of Australia*, 20(2), 133–139. <https://doi.org/10.1071/he09133>
- LPM Gema Keadilan. (2021). Dunia Mahasiswa. *Replik Tajam Beranalisa, Ungkap Realita*, 3, 1-23.
- Lumsden, G., & Lumsden, D. (1996). *Communicating with credibility of confidence*, Wadsworth. Publishing Company.
- Maisaroh, S. (2017). Culture Shock Communication Mahasiswa Pendidikan Bahasa Arab. *Prosiding Konferensi Nasional Bahasa Arab III*, 3. <http://prosiding.arab-um.com/index.php/konasbara/article/view/154/0>
- Matthew B. Miles, A. M. H. (1994). *Qualitative Data Analysis* (Second). SAGE Publication.
- Megawati, F., & Mandarani, V. (2016). *Speaking Problems in English Communication*. 1(1). <http://e proceedings.umpwr.ac.id/index.php/eltic/article/view/519>
- Moekijat. (1998). *Analisis Jabatan* (Cetakan VIII). Mandar Maju.
- Moleong, L. J. (2008). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Moore, B. N., & Parker (1986). *Critical Thinking*. Mayfield Publishing Co.
- Mujahida & Rus'an (2019). Analysis Perbandingan Teacher Centered dan Learner-Centered. *Journal of Pedagogy*, 2(2), 323-331. <https://doi.org/10.56488/scolae.v2i2.74>

- Mulyana, D. (2008). *Ilmu Komunikasi Suatu Pengantar* (Edisi Revisi). Remaja Rosdakarya. (Gainau, 2012)
- Mundeza, R. S. (2021). Process of Student Adaptation of Culture Shock. *Journal La Sociale*, 2(2), <https://doi.org/10.37899/journal-la-sociale.v2i2.386>
- Munisah, E. (2001). Peningkatan Kemampuan Bahasa Inggris Siswa Sekolah Dasar Melalui Program Teras Belajar. *Jurnal Elsa*, 9(1). [10.47637/elsa.v19i1.328](https://doi.org/10.47637/elsa.v19i1.328)
- Nengsi, F. (2020). Analisis Relasi Pertemanan Melalui Perilaku Asertif pada Mahasiswa Fakultas Ushuluddin Adab dan Dakwah IAIN Pare Pare. Undergraduate (S1) thesis, Institut Agama Islam Negeri Pare Pare. <http://repository.iainpare.ac.id/id/eprint/1983>
- Niam, E. K. (2009). Koping terhadap Stres pada Mahasiswa Luar Jawa yang Mengalami Culture Shock di Universitas Muhamadiyah Surakarta. *Indigenous*. 11(1). 69-77. <http://hdl.handle.net/11617/1435>
- Nurhidayah, F., Widodo, P. B., Desiningrum, D. R. (2012). Relationship Between the Perception Curriculum Credit Semester System (SKS) With Academic Achievement Motivation in Students of SMAN 78 Jakarta. *Jurnal Psikologi*, 1(1), 83-93. <https://doi.org/10.14710/empati.2012.423>
- Novera, I. A. (2004). Indonesian Postgraduate Students Studying in Australia: An Examination of Their Academic, Social and Cultural Experiences. *International Education Journal*, 5(4), 475-487. <https://eric.ed.gov/?id=EJ903872>
- Oberg, K. (1960). Cultural Shock: Adjustment to New Cultural Environments. *Practical Anthropology*, 7(4), 177-182. <https://doi.org/10.1177/009182966000700405>
- Panjaitan, M. E., & Rahmasari, D. (2021). Hubungan Antara Social Comparison dengan Subjective Well-Being pada Mahasiswa Psikologi UNESA Pengguna Instagram. *Jurnal Penelitian Psikologi*, 8(5), 1-14.
- Parlindungan, D. R. (2020). Komunikasi Antar Budaya Mahasiswa Perantau dalam Beradaptasi di Lingkungan Pendidikan Tinggi. *Kalbisocio Jurnal Bisnis dan Komunikasi*, 7(1), 34-43.

- Pertiwi, M. C., Sulistiyawan, A., Rahmawati, I., Kaltsum, H. U. (2015). *Hubungan Organisasi dengan Mahasiswa dalam Menciptakan Leadership*. <http://hdl.handle.net/11617/6041>
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.
- Poedjiastutie, D. (2009). Culture Shock Experienced by Foreign Students Studying at Indonesian University. *TEFLIN Journal*, 20(1). <http://dx.doi.org/10.15639/teflinjournal.v20i1/25-36>
- Putrayasa, I. N. K. (2016). *Menulis Makalah, Rangkuman, dan Buku Serta Membaca untuk Menulis Akademik*.
- Qarimah, A. N., & Utari, K. Y. (2021). Culture Shock Experienced by English Native Speaker: A Case Study of an American in Makassar. *Elite Journal*, 8(2), 79-89. <https://doi.org/10.24252/10.24252/elite.v8i2a7>
- Raharjo, Q. S., & Pebriyenni. (2020). Fenomena Culture Shock pada Mahasiswa FKIP Universitas Bung Hatta. *Jurnal Bhineka Tunggal Ika: Kajian Teori dan Praktik PKn*. 7(2). 143-151. <https://doi.org/10.36706/jbti.v7i2.10882>
- Rahmadani, A., & Rahmawati, Yuliana, M. (2020). Adaptasi akademik, sosial, personal, dan institusional: studi college adjustment terhadap mahasiswa tingkat pertama. *Jurnal Konseling dan Pendidikan*, 8(3), 158-166. <https://doi.org/10.29210/145700>
- Rahmawati, E., Saputra, O., Saftarina, F. (2018). Hubungan Gaya Belajar terhadap Indeks Prestasi Kumulatif (IPK) Mahasiswa Fakultas Kedokteran Universitas Lampung. *Jurnal Kedokteran Universitas Lampung*, 8(1). <http://digilib.unila.ac.id/21775/>
- Ribowo, B. (2006). *Upaya Meningkatkan Hasil Belajar Siswa Kelas IIA SMP Negeri 2 Banjarharjo Brebes dalam Pokok Bahasan Segiempat Melalui Model Pembelajaran Tutor Sebaya Dalam Kelompok kecil*. Skripsi, Universitas Negeri Semarang. <http://lib.unnes.ac.id/id/eprint/1452>
- Ristiani, I. (2016). Pengembangan Sistem SKS dan penilaiannya. *Jurnal Pendidikan FKIP Suryakencana Cianjur*, 2-10.

- Rohmah, F. A. (2004). Pengaruh Pelatihan Harga Diri Terhadap Penyesuaian Diri pada Remaja. *Indonesian Psychological Journal*, 1(1), 53-56. <http://dx.doi.org/10.26555/humanitas.v1i1.20453>
- Roysmanto. (2018). A Correlation Between Self-Confidence and the Students' Speaking Skill. *Research and Innovation in Language Learning*, 1(1), 1-8. <http://dx.doi.org/10.33603/rill.v1i1.1076>
- Samsinar. (2019). Urgensi Learning Resources (Sumber Belajar) dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Kependidikan*, 13(2), 194-205. [10.30863/didaktika.v13i2.959](http://dx.doi.org/10.30863/didaktika.v13i2.959)
- Santrock, J. W. (2007). *Psikologi Perkemabangan Remaja*. Erlangga.
- Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. PT. Rajagrafindo Persada.
- Sari, L., & Lestari, Z. (2019). Meningkatkan Kemampuan Berbicara Bahasa Inggris dalam Menghadapi Era Revolusi. *Seminar Nasional Pendidikan*, 12(1), 443-453. <https://jurnal.univpgripalembang.ac.id/index.php/Prosidingpps/article/view/2566>
- Sartika, T. (2019). *Penggunaan Bahasa Indonesia dan Bahasa Inggris sebagai Pengantar Pembelajaran di Indonesia*. [10.31227/osf.io/y8tq4](https://doi.org/10.31227/osf.io/y8tq4)
- Sekeon, K. (2013). Komunikasi Antar Budaya pada Mahasiswa FISIP UNSRAT. *Jurnal Acta Diurna*, 2(3), 1-14.
- Setiawati, D. (2012). Efektivitas Model KNAP untuk Meningkatkan Keterbukaan Diri Siswa SMA. *Jurnal Psikologi Pendidikan dan Bimbingan*, 13(1), 17-26.
- Setiyani, R. (2010). Pemanfaatan Internet sebagai Sumber Belajar. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, 5(2), 117-133. <http://dx.doi.org/10.15294/dp.v5i2.4921>

- Shandy, A. R. N. (2022). Hubungan antara Kecemasan Akademik dengan Penyesuaian Diri pada Mahasiswa Baru yang Akan Melaksanakan Perkuliahan Tatap Muka. *Jurnal Penelitian Psikologi*, 9(2), 1-120. <https://ejournal.unesa.ac.id/index.php/character/article/view/46148>
- Siddiqua A. (2010). Reverse Culture Shock Among Returnee High School Students. *Malaysian Journal of Psychiatry*, 19(1), 10-14. <http://mojc.um.edu.my/>
- Sihite, D., R., & Pratiwi, N. (2018). Analisis Jalur terhadap Faktor Faktor yang Mempengaruhi Indeks Prestasi Kumulatif (IPK) Mahasiswa. *Jurnal Statistika Industri dan Komputasi*, 3(1), 31-39. <https://doi.org/10.34151/statistika.v3i01.1083>
- Silvia, R., & Wangka, N. (2021). Fenomena Culture Shock dan Adapasi Budaya pada Mahasiswa Fakultas Ilmu Sosial dan Humaniora di Tengah Wabah Pandemi Covid-19. *Jurnal Uniera*, 12(2), 100-114. <https://journal.uniera.ac.id/jview/197>
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Cet. V). Rineka Cipta.
- Sugiyanto, I. G. (2008). Kelengkapan Sumber Belajar Mahasiswa Program Studi Pendidikan geografi Jurusan Pendidikan Geografi Jurusan IPS FKIP UNILA Tahun 2008. *JPIPS*, 9(1), 68 -72.
- Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Alfabeta.
- Supriadi. (2015). Pemanfaatan Sumber Belajar dalam Proses Pembelajaran. *Lantanida Journal*, 3(2), 127-139. [10.22373/lj.v3i2.1654](https://doi.org/10.22373/lj.v3i2.1654)
- Supriadianto. (2018). Gegar Budaya Pekerja di Perusahaan Korea: Studi Kasus pada Alumni DIII Bahasa Korea Sekolah Vokasi UGM. *Jurnal Gama Societa*, 2(1), 17-25. <https://doi.org/10.22146/jgs.35647>



- Suryanti, Sudarmi, Fadheela, S. (2019). Profil Kesulitan Bertanya pada Proses Pembelajaran Perkembangan Hewan Mahasiswa Pendidikan Biologi Universitas Islam Riau Pekanbaru. *Jurnal Perspektif Pendidikan dan Keguruan*, 10(2), 48-57. [https://doi.org/10.25299/perspektif.2019.vol10\(2\).3991](https://doi.org/10.25299/perspektif.2019.vol10(2).3991)
- Susanthi, I. G. A. A. D. (2021). Kendala dalam Belajar Bahasa Inggris dan Cara Mengatasinya. *Linguistic Community Service Journal*, 1(2), 64-70. <https://doi.org/10.55637/licosjournal.1.2.2658.64-70>
- Susilo, U., & Arifin, M. (2020). Analisis Hubungan Indeks Prestasi Semester dan Indeks Prestasi Kumulatif dengan Prestasi Mahasiswa Fakultas Ekonomi Universitas Kadiri. *Jurnal Riset Bisnis dan Ekonomi*, 1(1), 13-22. <http://dx.doi.org/10.30737/risk.v1i1.691>
- Taft, R. (1977). *Coping with Unfamiliar Cultures*. In N. Warren (Ed.), *Studies in Cross-Cultural Psychology*. Academic Press.
- Tambunsaribu, G., & Galingging, Y. (2021). Masalah yang dihadapi Pelajar Bahasa Inggris dalam Memahami Pelajaran Bahasa Inggris. *Jurnal Bahasa, Sastra dan Budaya*, 8(1), 31-41. <https://doi.org/10.33541/dia.v8i1.3110>
- Taufik, Y., & Sumarni, T., (2019). Efektivitas Dosen Pengajar pada Mata Kuliah Semester Genap dan Berbahasa Inggris Di Politeknik LP3I Bandung. *Jurnal Administrasi Bisnis*, 5(1), 116-124. <https://doi.org/10.38204/atrabis.v5i1.235>
- Teddy, F. (2019). Culture Shock: A New Life of An Indonesian Student Adapting to The U.S. Life. *Sosial Budaya*, 16(2). <http://dx.doi.org/10.24014/sb.v16i2.6854>
- Thomas, S. (2012). Narrative inquiry: Embracing the possibilities. *Qualitative Research Journal*, 12(2), 206–221. <https://doi.org/10.1108/14439881211248356>
- Vivin, Marpaung, W., Manurung, Y. S. (2019). Kecemasan dan Motivasi Belajar. *Jurnal Psikologi Indonesia*, 8(2), 240-257. <https://doi.org/10.30996/persona.v8i2.2276>

- Vogel, E. A., Rose, J. P., Roberts, L. R., Eckles, K. (2014). Social Comparison, Social Media, and Self-esteem. *Psychology of Popular Media Culture*, 3(4), 206–222. <http://dx.doi.org/10.1037/ppm0000047206>
- Ward, C., Bochner, S., Furnham, A. (2001). *Psychological of Cultural Shock* (Second Edi). Routledge.
- Winarsih, Y. (2009). *Peningkatan Respon Siswa pada Pembelajaran IPS Melalui Pendekatan Keterampilan proses (PTK Pembelajaran IPS) di SMP Muhammadiyah 2 Surakarta*. Skripsi, Universitas Muhammadiyah Surakarta. <http://eprints.ums.ac.id/id/eprint/4828>
- Winkelmann, M. (1994). Cultural Shock and Adaptation. *Journal of Counseling & Development*, 73 (2), 121-126. <https://doi.org/10.1002/j.1556-6676.1994.tb01723.x>
- Yamin. (2007). *Strategi Pembelajaran Berbasis Kompetensi*. GP Press.
- Zhang, J. W., & Hong, Y. Y. (2016). *Self-Comparisons and Culture Shock: The Moderating Role of Cultural Intelligence*.