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## AN ANALYSIS OF STUDENTS' CULTURE SHOCK IN LEARNING ENGLISH AT CENTRAL COURSE IN KAMPUNG INGGRIS PARE – KEDIRI

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### **Abstract**

*In this era of globalization, English Language is essential for our daily life, and also English is the language that has always been used to communicate in every country, in actuality the second most spoken language worldwide. Culture shock refers to the impact of moving from a familiar culture to one that is unfamiliar. This impact includes the anxiety and feelings (such as surprise, disorientation, uncertainty, and confusion) felt when a person must adapt to a different and unknown cultural or social environment. The researcher's aim in choosing this title because she wants to analyze students' culture shock in learning English in Kampung Inggris Pare Kediri exactly at central course. This research using a qualitative method (field research), this research is designed to analyze what students' culture shock that they feel when learning English at central course in Kampung Inggris Pare Kediri. Based on the findings of research and discussion, the students feel enjoy and fun in learning English. Then some of students find the culture shock during they study English which has different culture that make them unfamiliar. After finding and analyzing the data of this study, it can be concluded that some students experiencing culture shock that have good social cultural adaptation, but there are also students who have poor social cultural adaptation. Culture shock is very influential in the social cultural adaptation of students. The way a child lives in their old environment will also affect the social and cultural adaptation of their new environment.*

**Keywords:** *Nomad Students, Culture Shock, Kampung Inggris Pare*

### **INTRODUCTION**

In this era of globalization, English Language is essential for our daily life. And also English is the language that has always been used to communicate in every country, In actuality, the second most spoken language worldwide. The English language is used more widely as a result of globalization. English is the official language of many countries of the Common wealth and is widely understood and spoken. English is used in many

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countries in the world than any other language, and compared to other languages except Chinese, it is also many used by many people. Learning English is very complex because English consists of four skills: reading, writing, speaking, and listening. To optimal English skills, a professional language instructor is required to produce qualified students.

Learning English can have many benefits, ranging from providing access to a variety of resources to expanding employment opportunities and improving cultural understanding. The first advantage of learning English is the ability to access a wide range of resources. English is widely utilized in many sectors and is considered the language of science, technology, and business. English is the official language of many nations for communication and education. This implies that a greater range of information and resources are available to individuals who can read and write in English than to those who cannot. They can watch and read English language movies and TV series as well as read and comprehend books and articles written in the language. The second advantage of learning English is the ability to access more job opportunities.. Employers all throughout the world are increasingly seeking candidates who can write and speak English. This is particularly true for global businesses that require staff members who has strong intercultural communication skills. Speaking and writing English fluently might also improve one chances of landing a job or getting promoted. The third advantage of learning English is the ability to communicate with people from other cultures. Speaking by millions of speakers worldwide, English is the language of global communication. People can communicate with people from diverse cultures by learning English, which can aid in their understanding and appreciation of various point of views.

This can promote tolerance and empathy as well as a deeper awareness of the world and its inhabitants. The fourth advantage of learning English is the ability to travel. Many nations have made English their official language, and it is frequently used in airports and other popular tourist locations. It can be simpler to read signs, use public transit, and interact with locals if you speak English. By learning English, people can gain a deeper understanding of its history, structure, and usage. They are also able to enjoy the depth of the literature, culture, and language.

Talking an understanding of Culture Shock Oberg (1966) stated that "the anxiety that arises from losing all our familiar signs and symbols of social intercourse is what



precipitates culture shock." These cues, also known as signs, are the countless ways we orient ourselves to the situations of everyday life: how and when to offer tips, handle servant orders, shake hands, make purchases, accept or decline invitations, and decide when to take statements seriously. Now, as we grow up, we all pick up these cues, which can be words, gestures, facial expressions, conventions, or standards. They are just equally integral to our society as the words we use or the values we uphold. We are all dependent on hundreds of these cues, the majority of which we are not consciously aware of, for both our efficiency and mental health. (page 179)<sup>1</sup> In essence, the term "culture shock" refers to a severe adaption problem. Numerous obstacles arise during one's life, however for numerous individuals, culture shock continues to be striking, powerful, and unanticipated. We must develop the ability to adjust to a broad variety of life events, such as moving to a new home, school, or nation, getting married or divorced, or experiencing a relative's birth or death. Similar characteristics frequently indicate how and how much a person or group will adjust to change.

There are numerous synonyms for the term, but almost all of them have the same meaning. The terms "disorientation," "anxious confusion," "disease," "mental shock," and "transition shock" are mentioned. Everyone agrees that experiencing "culture shock" is the disorienting realization that one's own experiences, viewpoints, and behaviors—as well as those of a group or society as a whole do not align with those of others. Culture not only about language differences, but also differences in knowledge, perceptions, beliefs, attitudes, and behaviors. Culture (from the Latin *culture* stemming from *colere*, meaning "to cultivate") generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Cultures can be "understood as systems Of symbols and meanings that even their creators contest, that lack fixed boundaries, that are constantly in flux, and that interact and compete with one another." culture can be defined as all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation. culture has been called "the way of life for an entire society." Such as, it includes codes of

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<sup>1</sup> Adrian Furnham, Culture Shock A Review Of the Literature For Practitioners, Psychology, 2019, 10, 1832-1855 <https://www.scirp.org/journal/psych>



manners, dress, language, religion, rituals, art. norms of behavior, such as law and morality, and systems of belief. Every individual who comes from a group, territory, or country must have their own culture.<sup>22</sup>

A culture is identical to a society and can be expressed as a set of values, beliefs and behaviors carried out by people in a society that then becomes the identity of that society. This means that a culture (from a region or country) must have its uniqueness. This is what makes knowledge of culture interesting and at the same time important to possess. Along with the advances of science and technology, communication gained great influence. An individual no longer communicates with people who only come from his own region, but also people from other regions and even countries. In other words, interaction or communication with people from different cultural backgrounds is inevitable. This, according to Matsumoto in has led to the exchange of information between people of different cultures. Therefore, understanding the culture of other people or of other countries becomes something to pay attention, especially in the digital age as it is today. It cannot be denied that a student who will become the next generation of the nation, in addition to mastering the ability of foreign languages, also need to know and understand the cultures of other countries. For a simple example, if a person learns Chinese, then learning a language will be better if the person is also learning about Chinese culture. It is also necessary in the face of the cultural civilization that is taking place in the Kampung Inggris Pare. Students come from different regions to study or enhance their English language skills in Kampung Inggris Pare. Students' cultural differences such as language, food, norms, habits, and lifestyles will make it a challenge for students to face them. Students who are not accustomed to adapting to cultural differences will experience difficulties, for example, students of the Ambon tribe who have never adapted to students of Sundays or other tribes, very significant cultural difference and a minimum of experience will make it difficult. Unlike students who already have experience in adapting with culture differences from other students, such as students who have been a resident who notes that they have different cultures and tribes.

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<sup>2</sup> Rachel Pitek Horta, MPH, Cultural Awareness, [https://sphweb.bumc.bu.edu/otlt/mph-modules/PH/CulturalAwareness/CulturalAwareness\\_print.html](https://sphweb.bumc.bu.edu/otlt/mph-modules/PH/CulturalAwareness/CulturalAwareness_print.html)



This includes a process to cultivate cultural awareness and sensitivity in terms of learning foreign languages. So, in order to cultivate the interest and ability of the young generation in knowing different cultures, then cross cultural understanding needs to be developed. It can be used as an additional skill for students as a supply to adapt in a new region for study or work purposes, especially those who wish to continue their studies abroad. What needs to be understood is that the era of globalization has an impact on the world of work. Therefore, many companies assess that cross cultural understanding can help workers to interact with peers from different cultural backgrounds. It can also be linked to an increasing number of people migrating from one country to another. Such a condition makes knowledge of cross cultural increasingly necessary in the world of education. The themes raised in this community service are in line with the needs of the educational foundation. Based on these themes, the purpose of the discussion of the problems in this study is to find out why cross cultural understanding needs to be introduced to young people in this context is high school students. In other words, the community (young generation) needs to know the role or benefits of this cross cultural understanding.

Culture shock refers to the impact of moving from a familiar culture to one that is unfamiliar. This impact includes the anxiety and feelings (such as surprise, disorientation, uncertainty, and confusion) felt when a person must adapt to a different and unknown cultural or social environment. It might include the shock of a new environment, meeting new people, eating new food, or adapting to a foreign language, as well as the shock of being separated from the important people in your life such as family, friends, colleagues, and teachers.<sup>3</sup>

Who does not know Kampung Inggris Pare subdistrict, Kediri regency, the largest english learning center in Indonesia which has been making its history since 1977. There are more than 100 course institutions and many students from various cities and even abroad who study English there. Then it was recorded that in 2011 there were approximately 114 course institutions in Kampung Ingris Pare and this number

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<sup>3</sup> Puji Gusri Handayani and Verlanda Yuca, "Fenomena Culture shock" Jurnal Konseling Dan Pendidikan 6, no. 3 (Desember 5, 2018).



continues to increase from year to year, not only the course institutions continue to increase but also the interest in them continues to persist from Sabang until Merauke and even from abroad. such as the East, Thailand and several other countries.

Generally, each course institution requires its members or students to speak english every day in a dormitory or camp environment, and if anyone violates these regulations then the student will get punishment in accordance with the respective course institutions regulations. See the history of Kampung Inggris Pare which began on June 15 1977 by Mr. Kalend Osen, it really was a very long journey. Now Kampung Inggris Pare is known by many people in Indonesia and abroad. Therefore, my aim in choosing this title is because there are many immigrants, especially students from kampung inggris pare from various cities from Sabang to Merauke, which has different culture. that makes me interest to find out those students conditions at central course in facing the new culture in Kampung Inggris Pare.

Although much research has been conducted regarding the experience of culture shock among overseas students, one such study is by Adieb Ahmad (2022) has conduct the research Entitled Dampak Fenomena Culture Shock Terhadap Adaptasi Sosial-Budaya Pada Mahasiswa Perantauan Ftik Uin Syarif Hidayatullah Jakarta. The research above shows that researcher discuss the impact that students feel when they are in a new environment. From the previous study above there is still a lack of studies that focus on solutions to what students do when dealing with culture shock. This study aims to fill this gap by exploring how students adapt in the face of culture shock.

## REVIEW OF RELATED LITERATURE

English is taught in the world of education because of the importance of learning English as one of the international languages. English as a foreign language has been included in the educational curriculum in Indonesia since Indonesia achieved independence. This government policy is well-founded, as an attempt to improve the quality of human resources and also because many of my books are in English. The hope behind the obligation to learn English is one of them to be able to communicate both orally and in writing. According to Ratmaningsih (2019), learning English in Indonesia





is aimed at enabling language learners to communicate with the speakers of the language and also learning English is done by non-English speakers and as a second language in the underprivileged countries where it is used as a communication bridge, such as trade and education. Language learning is interaction between speakers in an attempt to acquire language skills.<sup>4</sup> Common language acquisition occurs in the first language of a speaker through interaction with parents, relatives, family environment, and community environment where the language learned is used in everyday communication.

## Culture shock

According to Oberg (1966): “Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. Now these cues which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we are not consciously aware”<sup>5</sup> (p. 179) There are a number of ways which one can express a definition of culture.

There is culture as an expression of how we are as people and as communities, which is perhaps our traditions, our ways of doing things, how we express ourselves, the clothes that we wear, and so forth. There is the notion of culture which is perhaps slightly more narrowly defined, which is the artifacts that we produce, which represent our values, our ways of thinking about the world which obviously do include things like ceramics and paintings and music and all of those sorts of things. So for me, culture is a way of expressing ourselves as individuals and as communities.<sup>6</sup>

<sup>4</sup> “Jurnal Pendidikan Bahasa Inggris Undiksha,” n.d.

<sup>5</sup> Adrian Furnham, “Culture Shock: A Review of the Literature for Practitioners,” *Psychology* 10, no. 13 (2019): 1836, <https://doi.org/10.4236/psych.2019.1013119>

<sup>6</sup> Meg Pier, Definition Of Culture, Meg Pier, 2024) <https://www.peopleareculture.com/definition-of->



It matters hugely for an obvious reason. It is an expression of being a human being. We are creative beings and we need to express our individuality and our being and our humanity. It is very core of what we are as human beings. I think it also matters because I think it's a way of understanding other people, bringing people together, and recognizing differences as well as similarities. That is enormously important in the world, especially at the moment.

## **Kampung Inggris Pare**

According to the founder of Kampung Inggris, Muhammad Kalend Osen, the name "Kampung Inggris" was used to describe the establishment of English language courses in the Tulungrejo and Dusun Singgahan villages, the Pelem villages. Some people, especially students, even chose to call the area an *English village*. The name "Kampung Inggris" also appears because in the village, the average household of its citizens was used for the cost houses in which the inhabitants were students who were studying English.<sup>7</sup>

The English village of Pare was founded around 1976. Even his founders did not expect the English village to be great and famous to this day. Not only is it popular all over Indonesia, even students from outside Indonesia are taking English courses at Pare. Mr Kalend, a familiar name of the founder of Kampung Inggris, originally traveled to the village of Singgahan to go to Kh.Ahmad Yazid (deceased), a local religious expert who was then the guardian of the mosque and the Darul Falah Lodge. In addition to his extensive knowledge of religion, Kiai Yazid also mastered nine foreign languages. In the middle of the Darul Falah mosque, Kalend, a man who had also completed his education at the Gontor gymnasium began his career as an English teacher. As an accident, two students of IAIN Sunan Ampel Surabaya wanted to learn English to Kiai Yazid for the purpose of the final exam of English that lasted for five days in his campus. Since Kiai

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culture

<sup>7</sup> Kampung inggris \_ "Sejarah dan asal mula kampung inggris,"kampunginggris.org,2023,<https://kampunginggrispare.org/sejarah-dan-asal-mula-kampung-inggris- pare/>.





Yazid was outside the area at that time, his wife recommended Mr Kalend to taught the two students.

Finally they both studied with Mr Kalend at the Darul Falah Mosque to discuss 350 issues that became the reference for the English exam of the students. Lessons from Mr Kalend, both students graduate and hold a bachelor's degree. After the exam at IAIN Sunan Ampel Surabaya, the two students returned to Mr Kalend. And the success stories of the two students spread. Since then, many centrians have bowed to the man born in Kutai Kartanegara, East Kalimantan Province, on February 20, 1945. Until the end Mr Kalend established a course institution called the Basic English Course which was originally still in the mosque. The students are only teenagers around and free of charge. However, thanks to a long struggle and persistence, Mr Kalend succeeded in giving birth to students who then settled in Pare and established an institute for English courses.

From year to year, the number of students in the English villages increased, even to this day the number can reach thousands. It must be a blessing to the people around the village of Tulungrejo and Dusun Singgahan, Pelem. Many of the citizens' houses were rented into boarding house, or some were deliberately built specifically for the kost building in Kampung Inggris. Cordoba House, White House, Philadelphia, Green House, Newcastle House, and various other foreign names that citizens use as boarding house names, make the atmosphere of Kampung Inggris more sensible. Not only that, students who ride bicycles are increasingly showing the impression that the Kampung Inggris is a student village. The atmosphere of a quiet settlement and away from the crowds of the city became one of the factors of the comfort of the students to study in Kampung Inggris.

Despite being in the residential neighborhood, various support facilities such as book stores, photocopying, warnets, mini-markets, laundry and dining houses have been crowded in Kampung Inggris. Economically, of course the people around Kampung Inggris are very helpful, because almost every day their efforts must be a lot of buyers. So you do not have to worry about the confusion of finding daily needs in Kampung Inggris. By mid-2011, it was recorded that there were about 100 Course Institutions operating in Kampung Inggris. Even this village seems to have become the largest English learning center in Indonesia. With so many such courses, it is no wonder there are so many people



who speak English everywhere. It became a special feature of Kampung Inggris. And be an advantage for the students to be able to find the right environment to sharpen their English, especially speaking. Camps and kost in the English villages are many that apply the English area, though not all. The English area, for the students is very helpful to get used to speak English everyday. With an English-speaking partner, there will be a lot of corrections and input.

Therefore, the English village is said to be a suitable place to learn English. There are Many alumnus of Kampung Inggris Pare have achieved success in various fields after completing their training there. Some alumni have succeeded in becoming English teachers at the leading educational institutions in Indonesia. They brought the experience and knowledge they acquired at English Village Pare to their classrooms, helping students to learn English better.

## Previous Studies

There are some related studies conducted by some researchers, as follow : First thesis wrote by Marshellena Devinta (2015) *Phenomenon Of Culture Shock Overseas Students In Yogyakarta* she was the student of University of Yogyakarta. On her study focus on the cultural adaptation in Yogyakarta's college students. The purpose of her study was to describe the cause behind the process of culture shock on overseas students in Yogyakarta and describe the impact of culture shock on overseas students in Yogyakarta. This research is using qualitative descriptive approach. Source of data obtained through words and actions, written sources and photographs. Data collection techniques used in this study were interviews, observation and documentation. Subjects in this study were students nomads from outside Java, which consists of four informants beginning of the semester students of nomads and nomads student informant four further semesters. Informant selection technique used was purposive sampling technique. Techniques validity of the data using triangulation techniques. Data were analyzed using an interactive model that consists of data collection, data reduction, data presentation, and conclusion. This study shows that the causes underlying the process of culture shock on overseas students in Yogyakarta are divided into internal and external causes. Culture shock happens to every individual has symptoms and reactions in the form of mental and



physical stress that is different about the extent to which culture shock affects life. Experience culture shock is normal in overseas students who begin life in a new area to the circumstances of different cultures to the region of origin. Four phases of culture shock is optimistic phase (first phase), cultural issues (the second phase), the phase of recovery (third phase) and phase adjustment (last phase). The impact of culture shock on overseas students in Yogyakarta are the final phase in the culture shock that is indicated by the presence of cultural adaptation measures applied by overseas students in Yogyakarta as a destination.

The second researcher Alfi Syahri Putra (2019) In his Research *Komunikasi lintas budaya dalam proses belajar bahasa inggris pare kediri* he was student of University of Telkom. This research focused on The cross-cultural communication that occurs between immigrant students and the pare community. English Village is a place that is quite famous in Indonesia, where there are many English language courses in it, English Village is located in Pelem and Tulungrejo Villages, Pare District, Kediri Regency, East Java. Interestingly English Village is always filled with migrants from various regions and various cultures, with the purpose in general for learning English. This research is intended to explain cross-cultural communication activities that occur among migrant students and the Pare society. In this study using ethnographic methods of communication with a qualitative research approach, supported by the constructivism paradigm. The theory used is the theory of global communitarianism. Data obtained from the results of participatory observations conducted by researchers at the research site, and supported by the results of in-depth interviews. Then the results of the data were analyzed using thematic ethnographic communication analysis techniques. The results of the research obtained, namely the communicative situation on cross-cultural communication in the English Village of Kediri Regency created a communicative situation that was conducive, cooperative, friendly, familiar, and mutual respect for each other. Communicative events in cross-cultural communication activities in English Village in the form of social interaction. While the communicative action consists of transactions and appeals in the socio-cultural dimension of the Pare society which is Javanese. The three elements of the research results which consist of communicative



situations, communicative events, and communicative actions are key in describing cross-cultural communication in English Village of Kediri Regency as effective cross-cultural communication.

The last researcher from Adieb Ahmad one of students university in Uin Syarif Hidayatullah Jakarta (2022) he conducted a study entitled *Dampak Fenomena Culture Shock Terhadap Adaptasi Sosial-Budaya Pada Mahasiswa Perantauan Fitk Uin Syarif Hidayatullah Jakarta* This study investigates the impact of the phenomenon of culture shock on the social adaptation of cultural students FITK UIN Syarif Hidayatullah Jakarta. In his study uses qualitative research using a descriptive approach. The data collection technique in this study uses interviews, observations and documentation with 10 total samples of the research. Data analysis techniques are based on Miles and Huberman's theories that include: data reduction, data display and inference. The results of his study show that the reason students suffer the impact of the culture shock is that the social culture that exists now differs from the socio cultural culture which exists in its place of origin. Besides, they are also people who have just migrated to a new place so they are surprised by the cultural differences with the previous region, those who come with the purpose of learning are not to prepared for the culture shock that happens to them so that many new students are suffering from culture shock.

## METHOD

This research was conducted as a qualitative study. The research design used qualitative design because this study concerned with process. According to Creswell defines research design as "a systematic plan or structure for collecting, analyzing, and interpreting data. Research design establishes the framework for gathering the necessary information to answer research questions and achieve research objectives, as well as to ensure that the study is valid and reliable." <sup>8</sup>

Based on the statement above, the researcher could conclude that qualitative research is natural research or there is no manipulated condition in the field setting. The

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<sup>8</sup> Creswell, J.W. Research Design Qualitative, Quantitative, and Mixed Methods Approaches 2010.



researcher could describe all phenomena based on the facts in the field. In this case, the researcher applied qualitative research because this research described, identified, and explained the culture shock faced by students in kampung inggris pare. Through this qualitative research, the researcher observes the uniqueness of exploration that exists apart from everything at a certain time. In this case, the researcher focuses on the analysis of culture shock experienced by students at the Central Course Kampung Inggris Pare Kediri, what kind of culture shock they face, and what solutions the students implement to cope with the culture shock.

Data sources for qualitative research can come from many sources including documentation, interviews, observations, audiovisual recordings, and physical artifacts. (Creswell, 2012).<sup>9</sup> The primary data came from in-depth interviews with students, supporting data from observations on site that provided further Information about the background of students facing the culture shock in Kampung Inggris Pare.

In order to gather data for this study, a number of procedures were followed from the start to the finish. As a result, the researcher researcher do observation, interview, and documentation to collect data for this study. The steps are as follows:

## 1. Observation

Observation is a process of data collection by recording and monitoring phenomena or behaviors directly in the field.<sup>10</sup> In this study, the researchers did not actively take part in classroom activities. The teacher guides the class through the subject and keeps an eye on them to measure how well they are understanding the teachings that have been delivered. For observation recording techniques, researchers use narrative recording techniques, by using this observation recording technique, researchers hope that the validity of the research data is guaranteed. In this way, the validity of this research can be ensured effectively and run smoothly as expected.

## 2. Interview

The researcher uses a interview to get data from the students. In this research, the researcher ask the students with some questions. According to (Moleong, 2018), there are

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<sup>9</sup> gusti ayu agung omika, "Understanding Data Collection Methods in Qualitative Research : The Perspective of Interpretive Accounting Research," n.d., 23–34

<sup>10</sup> Louis Cohen, Lawrence Manion, and Keith Morriso: Research Methods In Education



six types of related questions: questions related to experiences or behaviors. Firstly, the researcher ask the students about what sort of difficulties or obstacles they find during stay in kampung inggris?, Questions related to opinions or values. The second, the researcher ask the students about what do they think english is easy or difficult?., Questions related to feelings. The third, the researcher ask the students about how do they feel when meet with many friends from many various cities?, Questions about knowledge. The fourth, the researcher ask the students about how is their progress during a month in kampung inggris pare? such as interaction or habits?, Questions related to the senses. The fifth, the researcher ask the students about what is their first impression when they arrive in kampung inggris pare? And Questions related to background.<sup>11</sup> The sixth, the researcher ask the students about where is their hometown?

### 3. Documentation

To gather all the data, researchers used the cameras on her cell phones. During the observation, the camera was utilized to record and capture images of the teaching and learning process.

Sugiyono contends that the purpose of triangulation in this credibility test is to independently confirm information from several sources at various points in time and in diverse ways.<sup>12</sup> In this study, the researcher uses a validity check approach in two ways to produce a data validity test or trust in the data of qualitative research results: Triangulation is an examination technique that makes use of four types: source triangulation, method triangulation, theoretical triangulation. It is a technique to use something else to check the validity of data for purposes other than the data, check as a comparison of the data. The source triangulation technique is employed in this study to gather data by verifying the veracity of certain information from a variety of sources, including documents, archives, interview transcripts, observational data, and interviews with multiple subjects, each of whom is thought to have a distinct point of view. Qualitative research yields data that can be subsequently characterized, classified into opinions that are similar and distinct, and derived from several data sources. Thereafter, following the researcher's

<sup>11</sup> Feny Rita Fiantika and Mohammad Wasil Metodologi Penelitian Kualitatif (PT.Global Eksekutif Teknologi, 2022) <https://www.researchgate.net/profile/Anita->

<sup>12</sup> Sugiyono, Memahami Penelitian... h





analysis, a consensus-based conclusion will be reached. The disputed reference material takes the shape of an ally to bolster the data that the investigator has discovered. It may take the shape of information on interactions with people or a snapshot of a circumstance accompanied by images, pertinent papers, and recording devices. This is done to increase the reliability of the study's data.<sup>13</sup>

According to Miles and Huberman, the data analysis of this interactive model has three components: (1) data reduction, (2) data presentation, and (3) conclusion/verification. The three main components that are present in the analysis of qualitative data must be present in qualitational data analysis as the follows.<sup>14</sup> The First is collecting data, data collection is a set of information that enables researchers to draw conclusions and take action. The researcher used the previously provided instruments to get the data. It is made up of information gathered through observation, interviews, and documentation. The second is data reduction, data reduction is the process of selection, focusing, and distortion of all kinds of information that supports research data obtained and recorded during the data research process in the field. The information that had been gathered was displayed by the researcher in this step. In order to obtain the detailed information from the previous data collection, the data was presented narratively. In this stage, the investigator composed a narrative text based on the data obtained from the informant. The third is data presentation, data presentation is a process of compiling information that gives the possibility of conclusions in qualitative research, this data presentation can be done in the form of brief descriptions, charts and the like. Showing the data to be significant comes next once the data has been reduced.

Data display ought to be made feasible by realistic storytelling, tables, and other methods. It will be interpreted much more successfully if these data are introduced, coordinated, and arranged in a relationship-based example. Among the tasks and data analysis the researcher completed for the data display are: Observing the learning process, in order to understand how students might adjust in the classroom, the researcher employs an observation sheet to monitor the learning process in this step. Through classroom

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<sup>13</sup> Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. 2014

<sup>14</sup> Rony Zulfirman, "Jurnal Penelitian, Pelajaran, dan Pengajaran". Vol. 3 No. 2, 2022



observations, the researcher is able to obtain insight into the many learning processes that students engage in. Interview with the students, in this development the researchers conducted interviews with the students. This progress leads to an understanding of the issues faced by students and the reasons behind their challenges in dealing with culture shock. From the data presentation, the researchers set a conclusion to answer the exploratory questions in this study. Conclusion drawing is the final process of the above steps. Conclusions drawn from data that have been analyzed and data that has been checked based on evidence obtained localized research<sup>15</sup> In this step, the researcher arrived at a conclusion and obtained supporting evidence for each interpretation derived from the informant data. This conclusion was reached by evaluating the facts related to the primary research problem and utilizing a knowledge of each piece of information that was presented in clear, concise words.

## FINDINGS AND DISCUSSION

Research findings are presented in this chapter along with discussion of solutions to the research challenges that were initially posed in the study's first chapter. An Analysis of Students' Culture Shock In Learning English at Central Course In Kampung Inggris Pare Kediri was the topic of discussion. Information gathered from the field that has been analyzed based on student documentation, observations, and interviews made in the classroom with some students.

## FINDINGS

In this research results and discussion chapter, the results are described observations, interview results, and documentation. The focus of this research is on the culture shock experienced by central course students in Kampung inggris Pare. This research was conducted in the central course of Kampung inggris pare by looking for informants who meet the criteria set out in this study. In searching for and collecting information regarding research to do this study, the researcher used a qualitative research

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<sup>15</sup> Muhammad rijal muhammad rijal fadli, "Memahami Desain Metode Penelitian Kualitatif" 21 (n.d.).



methodology with the study descriptive approach. At the analysis stage, the researcher carried out a list questions used for interviews with informants as data collection, which is then analyzed to find out how information provided by informants.

Interview conducted by researcher in June 2024, results of research was obtained by means of in-depth interviews with sources as a form of data search and direct involvement in the field later analysis researcher, the following is a table of the interview schedule conducted by study:

## Interview Results

Other than what is observed. Additionally, some students were interviewed by researchers. It has been carried out to obtain more precise data regarding success during the learning process, to improve, and to attain higher levels of accomplishment. Following the observation, an interview was held with the interview subject, which was made up of a number of participants who had been chosen for the study based on some research considerations. The interviews with students were conducted on Sunday June 11, 2024 at 15.30 – 18.00 WIB. In order to directly describe something or a certain circumstance and state, the researchers intended to gather information. In order to identify a certain circumstance or individual and finish the scientific inquiry, the researchers also need data. The conclusion of the above interview about the understanding and activity of students in the class is in the middle, because there are some of students feel easy and difficult when they learn about english in the class.

## Interview with the Students

Based on research data found by researcher, the following interview results obtained and the researcher put the link of interview below : [https://drive.google.com/drive/folders/10j6brwpRNPWXlao5D0D\\_VXmWAKDycla](https://drive.google.com/drive/folders/10j6brwpRNPWXlao5D0D_VXmWAKDycla)). The conclusion of the above interviews on whether English is easy or difficult, they stated that almost all of them answered in the middle, not too difficult and not too easy.

1. The interview about the time of arrival and how long has been staying in the



Kampung Inggris, the average of them coming in the month and the same duration is running a month starting from May.

2. The interview about the first impression when they came to Kampung Inggris was, they thought that the people in Kampung Inggris were speaking English, but when they arrived it turned out that not all the people spoke English.
3. The interview about the culture shock that they felt during their time in Kampung Inggris was many various, some of them were happy and surprised, happy because they could meet a lot of people from different regions and shocked by the cheap and affordable cost of living.
4. The interview about how they adapted to the new environment by taking more approach and often interacting with friends and surroundings.
5. The interview about their progress during a month stay in Kampung Inggris Pare that they feel much better after they come to Kampung Inggris Pare and began to get used to their daily habits of practice every day using the English language.
6. The interview about their progress during a month stay in Kampung Inggris Pare that they feel much better after they come to Kampung Inggris Pare and began to get used to their daily habits of practice every day using the English language.
7. The interview about what makes them comfortable studying in Kampung Inggris Pare is, they said are friends and a supportive environment to study.
8. The interview about what they feel when they meet a lot of friends from different regions is at the first they feel confused and awkward, but overall they feel happy and excited.
9. The interview above about culture shock in Kampung Inggris Pare they stated that almost all of them experienced a cultural shock and the culture shock that they experienced was different from the customs of their place of origin from their new place and it does not make them really difficult to adapt in the new environment especially in Kampung Inggris Pare.

## Observation Results

On June 04, 2024 researcher visited the site research, namely CENTRAL



COURSE which is located at Pancawarna street in the village of Tulungrejo, Pare sub-district, Kediri, for request permission to conduct the research. Researcher meet face to face with the director of the course institution Mr Ozi, to tell the purpose of the researcher's arrival and ask permission to conducted research at CENTRAL COURSE and the director allows researcher to observe in the class. At the time the researcher performs the observation, the information obtained is explained in the form of a table as follows : Observe the students and mark on the checklist -“Yes” Or “No” Date : June 05, 2024 Place : Central Course

Table 1. Students' observation checklist

NO	Description	Checklist	
		Yes	No
1.	Students can adapt in the new class	V	
2.	The students enjoy learning english	V	
3.	The sudents are able to participate actively in the clas	V	
4.	The students feel difficult to understand in learning english	V	
5.	Students feel culture shock during in kampung inggri pare	V	
6.	Students can adapt in the new environment		V
7.	Students feel homesick		V
8.	Students find some obstacles while staying in kampung inggris pare	V	
9.	Students easily adapt when interacting with friends from different cities	V	
10.	students find new habits during adapting in a new environment	V	

Based on the result of the observation that is conducted by researcher, the students feel enjoy and have fun in learning English. Then some of students find the culture shock during they study english which has different culture that make them unfamiliar, but time by time they can adapt and get used to with the new culture.



## Documentation

To strengthen the proof that researcher actually perform observations in the field, in this case such as observations, interviews and documentary evidence that covers everything that is closely related to research activities in the form of records, documents, etc. By providing documents can provide accurate evidence based on records from sources, this can guarantee the integrity and authenticity of the information and data contained in the document. Based on the documentation available, researchers have observed the culture shock in kampung inggris. Because it is a coincidence that the researchers has been in kampung inggris for about five years then can understand and feel about the culture shock phenomenon that exists in kampung inggris, so that the information can be used as a basis for the research. The researchers can describe that the activity has been completed, and the researcher explains that the culture shock that students experience and feel when studying in kampung inggris is a normal things specially as an immigrant.

## DISCUSSION

In this study, the researcher has identified that students who living out experience various forms of culture shock when they study at the central course in kampung inggris pare kediri. This finding is in line with the thesis of Adieb Ahmad that is, culture shock is social culture that exists today is different from their social culture which exists in their origin place, so that is why some students experience a cultural shock. Based on the data collected, students experience cultural shocks mainly in terms of communication, social norms, and daily life style.

### 1. Communicationn Aspects

Study results show that students find a difficult because they find differences language and ways of communicating where they study. Some students said they have a little difficulty understanding the local and English language. The findings are consistent with research by Brown (2009) which suggests that language barriers are one of the main





causes of culture shock. As for some of the strategies, the students apply to cope with this included on practicing in their daily activities.

## 2. Social and Ethical Norms

Student Social and Ethical Norms also said there were difficulties in adapting to different social and ethical norms than they knew. For example, there are significant changes in the way they dress and the social ethics they face. This is in line with the findings by Kim (2001) that show that adaptation to new social norms is often a major challenge for individuals experiencing culture shocks. Some students feel awkward when interacting in unfamiliar social situations, but they start to feel more comfortable as time goes by constantly trying to adapt.

## 3. Daily Life Style

Other aspects faced are differences in daily lifestyles, such as dietary patterns, shopping habits, and time management. The results support the view expressed by Ward, Bochner, and Furnham (2001) that changes in their daily routine can make a culture shock worse or worse. To cope with this, students start looking for communities that have similar cultural backgrounds and try to adapt some new habits to their lives.

## Coping and Social Support Strategies

The study also revealed that social support plays an important role in the adaptation process of international students. Support from colleague, mentors, and institutional services have proven effective in reducing the impact of culture shocks. This is in line with a study by Smith and Khawaja (2011) that emphasizes the importance of social networks in helping individuals adapt to new environments. Many students say that participation in social activities and cultural groups helps them feel more accepted and reduces feelings of isolation.

## Implications

Implications of this research are its importance in providing even better support



from educational institutions, including comprehensive orientation programmes, language training, and the establishment of social support networks to help students adapt more effectively.

## CONCLUSION AND SUGGESTION

### CONCLUSION

Based on observations and interviews, some students experiencing culture shock that have good social cultural adaptation, but there are also students who have poor social cultural adaption. Culture shock is very influential in the social cultural adaptation of students. The way a child lives in their old environment will also affect the social and cultural adaptation of their new environment. Culture shock is also one of the factors that influence the development of social cultural adaptation. One of the things to bear in mind in the adaptation of social culture is to get used to the new social culture in order to avoid the culture shock. But it turns out not all students who are affected by the culture shock have difficulty adapting to social culture. The role of the surroundings and friends is very influential to the culture shock. And all back again to the choice of students who were affected by the culture shock. Although their original culture is still thick within them and they still often use their habits in their hometown they are able to adapt well even though it takes some time to adapt.

### SUGGESTION

In this research, a researcher must be able to provide something useful for the development of knowledge, specifically to the institutions involved in this research. Researcher realize that this research still has its limitations and is far from perfect. This encourages researchers to give some suggestion after doing research are:

1. For the English teacher, Have to innovate more frequently in teaching so that students become more active, as well as enthusiastic and motivated in learning english.
2. For the students, Continue to apply English in daily life and add vocabulary mastery to the way you read books or dictionaries, to create a sense of enthusiasm in learning english. Then for students who living out anywhere must be prepared with the



presence of the Culture Shock and the residents must be aware of the existence of the cultural shock because this is a fundamental issue that must be experienced by every resident when it comes to a new place with a different cultural background. And do not isolate ourself when we are in a new environment. As well as to the students to always look for relationships or community networks to be able to develop personalities and can embrace each other so that when entering the new environment, these students can adapt to the Culture Shock they feel so that they can adapt well.

3. For future researcher, it is expected to be even better in doing research in particular qualitative research, as well as more reference material so that the research that is done later can be better than the previous researcher to get new knowledge and add a broader insight for later researcher. And in this research there are shortcomings, due to the limitation of researchers in exploring data, then for the researcher later on about social adaptation to be able to dig deeper about data.



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