



**“COLLECTIVISM OF CHINESE STUDENT IN CULTURE ADAPTATION  
PROCESS ON OPOLE SUMMER UNIVERSITY 2018”**

**Final Thesis**

**For a requirements to get a Bachelor’s degree at The Faculty of Social Sciences  
and Political Science Brawijaya University**

**By:**

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**COMMUNICATION SCIENCE PROGRAM  
FACULTY OF SOCIAL AND POLITICAL SCIENCE  
BRAWIJAYA UNIVERSITY**

**MALANG**

**2019**



## ABSTRACT

Khalisha Reija Diadanri (2019), Communication, Faculty of Political Science and Social Science, Brawijaya University, Malang. **Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer Univeristy 2018.** Supervisor by Mrs. Wifka Rahma Syauki S.I.Kom., M.Si

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This research was conducted referring to intercultural events that occurred during the Opole summer university program. Where many participants comes from several countries around the world included this program including, China, Russia, Turkey, Kyrgyzstan, Afghanistan, Ukraine, Kazakhstan and Indonesia. This program has been established since 3 years ago, and China has been cooperating with Opole University since the beginning of the Summer University program was created. Since the beginning of this program, China has sent its students to join this program from the very first. In the Opole summer university program 2018, the number of Chinese students participating in this program is numerous compared to participants from other countries. In this program all participants conducted programs & activities provided by Opole Summer University together. It is possible the phenomenon of intercultural communication in the daily lives of the participants. Facing the new atmosphere and environment definitely requires a readjustment to each individual. This study seeks to answer the research question about on how do Chinese students from the Opole Summer University participant's adaptation effort. By this study the author aim to understand and analyze the effort made by Chinese students in conducting Culture Adaptation process during the Opole summer university program. The research method used in this study is qualitative approach and by using descriptive analysis methods. The results that obtained from this research are that Chinese students participants have a unique way of adapting, some of them try to adjust to learning languages, looking for similarities topics in conversation, and also seek advice with fellow Chinese students.

**Key word:** Intercultural Communication, Culture Adaptation, and Chinese Student.





## ABSTRAK

Khalisha Reija Diandari (2019), Ilmu Komunikasi, Fakultas Ilmu Sosial dan Politik, Universitas Brawijaya, Malang. **Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer Univeristy 2018.** Dimbimbing oleh Mrs. Wifka Rahma Syauki S.I.Kom., M.Si

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Penelitian ini mengacu pada peristiwa antar budaya yang terjadi selama program *Opole Summer University 2018*. Di mana banyak peserta datang dari beberapa macam negara di dunia termasuk, Cina, Rusia, Turki, Kyrgyzstan, Afghanistan, Ukraina, Kazakhstan, dan Indonesia. Program ini telah berdiri sejak 3 tahun yang lalu, dan China telah bekerja sama dengan Universitas Opole sejak awal program Summer University terbentuk. Sejak awal program ini, Cina telah mengirim siswa untuk bergabung dengan program ini sejak awal. Dalam program musim panas universitas Opole 2018, jumlah siswa Cina yang berpartisipasi dalam program ini sangat banyak dibandingkan dengan peserta dari negara lain. Dalam program ini semua peserta melakukan program & kegiatan yang disediakan oleh Universitas Musim Panas Opole bersama-sama. Memungkinkan adanya fenomena komunikasi antarbudaya dalam kehidupan sehari-hari para peserta. Menghadapi atmosfer dan lingkungan baru tentu membutuhkan penyesuaian kembali untuk setiap individu. Studi ini berupaya menjawab pertanyaan penelitian tentang bagaimana siswa Cina dari upaya adaptasi peserta Universitas Musim Panas Opole. Dengan penelitian ini penulis bertujuan untuk memahami dan menganalisis upaya yang dilakukan oleh siswa Cina dalam melakukan proses Adaptasi Budaya selama program universitas musim panas Opole. Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif dan dengan menggunakan metode analisis deskriptif. Hasil yang diperoleh dari penelitian ini adalah bahwa peserta siswa Cina memiliki cara adaptasi yang unik, beberapa dari mereka mencoba menyesuaikan diri dengan belajar bahasa, mencari topik kesamaan dalam percakapan, dan juga mencari saran dengan sesama siswa Cina.

**Key word:** Komunikasi Antar Budaya, Adaptasi Budaya, dan Chinese Student.



## Foreword

Thank You for the presence of Allah SWT for his blessings so the Author can complete this thesis entitled **“COLLECTIVISM OF CHINESE STUDENT IN CULTURE ADAPTATION PROCESS ON OPOLE SUMMER UNIVERSITY 2018”**

Arranged to fulfill the requirements of obtaining a bachelor's degree in Communication Sciences at the Faculty of Social Sciences and Political Sciences in Brawijaya University. This thesis will not run well without a lot of help, so researchers want to thank as much as possible to the people who contributed in her life:

1. For Allah SWT who has provided the best way for researchers to complete this research.
2. My beloved family, especially to Ayah Afrizal Ilyas S.H, M.H, Ibunda Ita Hadari S.H, M.H and my younger siblings Laila and Abdel. Thank you for everything. Ich liebe alles!
3. Mrs.Wifka as the supervisor, for sparing her time and energy, knowledge and direction for me to finish this research.
4. To all Hadari's family with all the never-ending supports.
5. Luti Ingga and Nadilla Khansa for always being there for me from the very first. Vielen dank schatz!
6. Nadiva Firsta and Awanda Aulia for always being a good friend.
7. Deka Satya and David Bungkang as my traveling buddies in Opole & Europe. Couldn't have done it without you guys! Danke schön.
8. My Communication International Class batch 2015 for the 4 years memory!





## LEMBAR DAFTAR PENGUJI SKRIPSI

Skripsi ini telah diuji oleh tim penguji pada tanggal 4 November 2015 dengan daftar penguji sebagai berikut:

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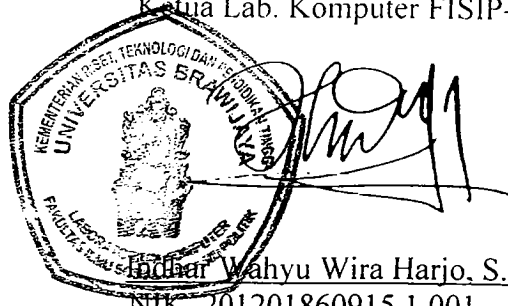
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## Foreword

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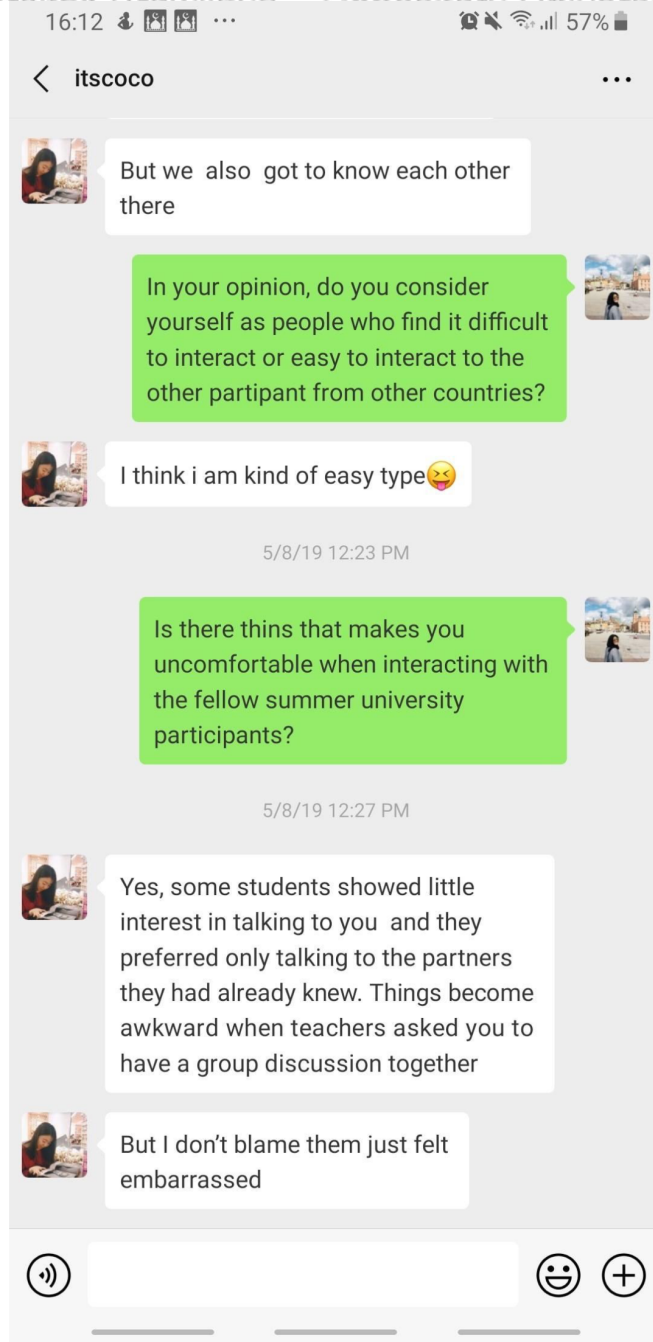
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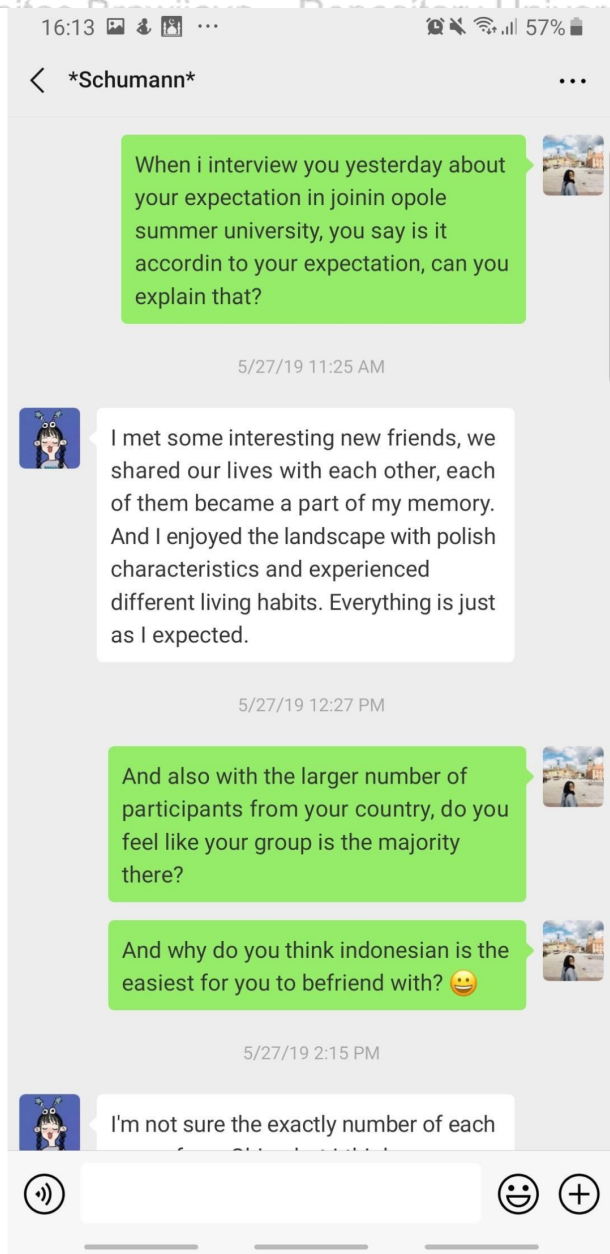


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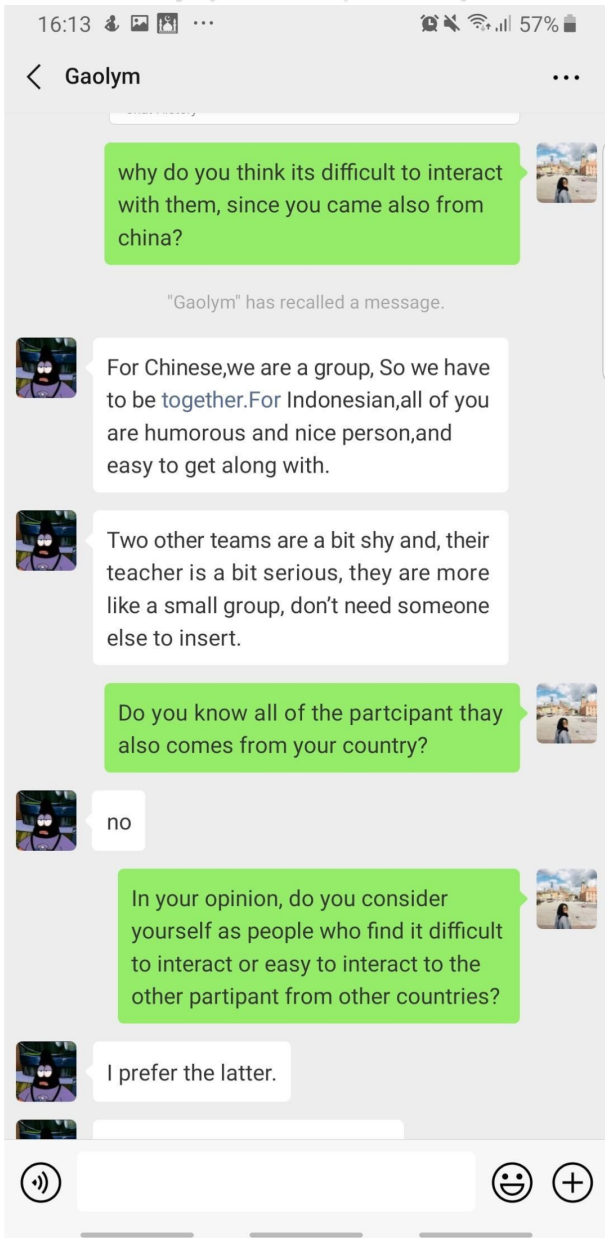


**Chat screen-shoot of Coco's Interview.**





Chat screen-shoot of Shumman's Interview.



Chat screen-shoot of Gaolym's Interview.





## Interview Questions guide for Opole Summer University 2018 participants.

1. Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?
2. What is your motivation for taking part in the 2018 opole Summer University program?
3. What are your expectations in taking part in Opole Summer University 2018?
4. Is it according to your expectations?
5. How do you communicate during the summer university program?
6. What language do you use during the summer university program?  
\*Ask about in what context di you guys communicate for exp; berinterkasi menggunakan bahasa apa dengan kelompok mana
7. In your opinion, do you know all summer university participants?
8. **[If yes]** Are you close to all of them?
9. Can you be familiar/close with all participants?
10. **[If no/yes]** Why?
11. Judging from the total variety of countries participating in the Opole Summer University, do you have difficulty in communicating?
12. In your opinion, are language differences an obstacle when interacting with other participants?
13. **[If yes/no]** Why?
14. Are you familiar with the term of culture shock?
15. **[If yes]** Did you experience culture shock during your summer university program?
16. Among many ethnicities that attend Summer University, which group is easier to befriend with you?
17. On the contrary, which group is difficult to befriend with you?
18. Do you know the entire participants that also come from your country (China)?
19. How do you know the? Do you know them before the summer university program or do you know them because of summer university program?
20. In your opinion, do you consider yourself as people who find it difficult to interact or easy to interact?

\*Ask away why it's easy, and why it's difficult for you.





21. Are there things that make you uncomfortable when interacting with fellow summer university participants?
22. Did you find any difficulties in interacting and adapting with the fellow participant from Opole Summer University?
23. How do you adapt to other students during Opole Summer University?
24. How long does it takes for you to adapt with other student in Opole Summer University program?
25. How do you overcome the difficulties of interacting with fellow participants?
26. Do you feel comfortable interacting with participants from your own country or with other participants form other country? And why?
27. What benefits can you get from participating in this summer university program? Please explain.





## Transcript

**Source: Coco**

**Participant of Opole Summer University 2018 from China**

**Date : Wednesday, 8 May 2019**

**Start : 11.01 AM**

**End : 01.06 PM**

Q: "Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?"

A: "no it's my first time having such experience"

Q: "what's your motivation in joining Opole Summer University program?"

A: "First of all, I like traveling, so studying and living in a different European country seems wonderful. And second, it's was our college that gave me this opportunity"

Q: "What's your expectation in joining Opole Summer University program?"

A: "1. Experiencing authentic life in Opole, 2. Meeting new people, 3. A small tour to other cities."

Q: "is it according to your expectation?"

A: "yes it is beyond my expectation"

Q: "And how is that? Do you enjoy it?"

A: "at first, maybe because of my oral English and a totally new place, I felt like not talking too much. However some friends came and talked to me and invited me to have some dinner together and things were different since then. After that, I was willing to talk more, sharing my feelings; it made me much happier especially when we hung out. So I enjoyed being around with them."

Q: "what language did you use during the summer university program?"

A: "English"

Q: "in your own opinion, do you know all of the summer university participants?"

A: "I know all of them but some are not so familiar with"





Q: "Can you be familiar or close with all the participants?"

A: "I think if I had a longer time, maybe I would try. At least I try to be friendly and say hi when we meet each other"

Q: "We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries?"

A: "I realize that language is not the obstacle as long as you want to talk to other people, because most of us can use English. The difficulty is that we are too shy to take the first step when it comes to new people."

Q: "in your opinion, are language differences an obstacle when interacting with other participant?"

A: "sometimes they are, when I want to say something more but it turns out to be tone-tied."

Q: "are you familiar with the term of culture shock?"

A: "yes I know."

Q: "did you experience culture shock during your summer university program?"

A: "It did have some culture differences, such as food, history, but I'm ok with that. One thing that I still remember is when Deka told me something about his religion thing, but I just heard a little of it."

**This is where deka explaining about his religion (muslims) to coco**

Q: "among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?"

A: "you guys (Indonesian student) hahaha, honestly, there are many Chinese student though, they have many their own accustomed groups. So sometime it becomes a little hard to fit in."

Q: "on the contrary, which group is difficult to befriend with you?"

A: "student from Kazakhstan and Ukraine? I guess, I can't really remember these country name"

Q: "do you know all the participants that also come from your country?"





A: “yes I know. But some I can’t tell their names, just know they’re Chinese (comes also from china) and what colleges they are come from. Because there are many Chinese student hahahaha”

Q: “How do you know them? Is it before the summer university program or do you know them because of the university program?”

A: “I knew them on a workshop in the program, like a warming up and we were told to introduce ourselves. A few of them that I knew are from out college, but we also get to know each other in there (while the summer university program).”

Q: “in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?”

A: “I think I’m kind of easy type..”

Q: “is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?”

A: “yes, some student showed little interest in talking to you and they preferred only talking to their partners they had already knew. Things become awkward when teachers (lectures) asked you to have group discussion together. But I don’t blame anyone, just felt embarrassed.”

Q: “did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?”

A: “yes, the first couple of days seems a little difficult to feel at ease for both life adaptation and interaction, I always need sometime.”

Q: “what effort did you put in adapting with fellow participant in Opole Summer University?”

A: “I try putting myself out there and encouraging myself to talk more and be more active”

Q: “in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?”

A: “probably a week, less or more”

Q: “ how do you overcome the difficulties in interacting and adapting with the fellow participants?”

A: “find some common topics and try to get to know them more”





Q: “do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?”

A: “I think it depends on people and their characteristics where they come from. Maybe at first using native language (Chinese) could be more easy and comfortable”

Q: “what benefits did you get in joining Opole Summer University? And please explain it

A: “Friends and unique experience is the most wonderful thing that I got (some beautiful photos as well hahaha), which taught me how to make friends with different people and respect their beliefs and opinions. And I think it makes me the become more tolerant and more active when I come to new places and try to get accustomed to every situation I’m in, and to the local live. After this program it feels like the world becomes smaller and also bigger for me”





**Open Coding – Categorized**

**Interview with Opole Summer University participants 2018**

**Interview was conducted at 11.01 AM until 01.06 PM on 8 May 2019 by Wechat application**

**Informant data:**

- a) Name : Yiting Liu (Coco)
- b) Address : Dalian University of Foreign Languages, Lvshun South Road, Dalian, Liaoning Province, China.
- c) Age : 21
- d) Occupation : Student

**Details:**

**K: Khalisha (interviewer)**

**C: Yiting Liu or Coco (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	K: Hey coco! Can we start now? It will be talking about your experience while taking the Opole Summer University program C: let's do it	Approval from the resource person to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program? C: no it's my first time having such experience. K: what's your motivation in joining Opole Summer University program? C: First of all, I like traveling, so studying and living in a different European country seems wonderful. And second, it was our university that gave me this opportunity.	The informant explained their motivation in participating in the summer university program.	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	K: What's your expectation in joining Opole Summer University program? C: 1. Experiencing authentic life in Opole, 2. Meeting new people, 3. A small tour to other cities. K: what do you mean with 'Authentic life in Opole'? C: the real living like a polish people, trying their foods, learning their culture, get to know their language and people. K: is it according to your expectation? C: yes it is beyond my expectation. K: And how is that? Do you enjoy it? C: at first, maybe because of my oral English	Expectations expected by informant at the summer university program.	



	<p>and a totally new place, I felt like not talking too much. However some friends came and talked to me and invited me to have some dinner together and things were different since then. After that, I was willing to talk more, sharing my feelings; it made me much happier especially when we hung out. So I enjoyed being around with them.</p> <p>K: 'some friends' ask you to dine out, who is that?</p> <p>C: the Indonesian, and the buddy mentors.</p>		
<p>Researchers began to enter the interview phase about the summer university program.</p>	<p>K: what language did you use during the summer university program?</p> <p>C: English</p> <p>K: are you using English even talking to another chinese students?</p> <p>C: No, im-using Chinese when I talk to my friends.</p> <p>K: in your own opinion, do you know all of the summer university participants?</p> <p>C: I know all of them but some are not so familiar with.</p> <p>K: Can you be familiar or close with all the participants?</p> <p>C: I think if I had a longer time, maybe I would try. At least I try to be friendly and say hi when we meet each other.</p> <p>K: with the large number of participants from your country, do you feel your group is the majority there?</p> <p>C: I think, maybe. Since we are the larger group of student.</p> <p>K: We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries?</p> <p>C: I realize that language is not the obstacle as long as you want to talk to other people, because most of us can use English. The difficulty is that we are too shy to take the first step when it comes to new people.</p> <p>K: in your opinion, are language differences an obstacle when interacting with other participant?</p> <p>C: sometimes they are, when I want to say something more but it turns out to be tone-tied.</p>	<p>Discussing about the daily activities experienced during the summer university program takes place.</p> <p>Start discussing about the difficulties experienced during the summer university program.</p>	
<p>The researcher asked the informant if they were</p>	<p>K: Are you familiar with the term of culture shock?</p>	<p>Discusses the culture shock and experienced by the</p>	



familiar with the term culture shock.

The researcher discussed some countries that participated in the summer university program.

The researcher asks about the ability of intercultural interactions experienced by informants.

The researcher asked about the cultural

C: Yes I know.

K: Did you experience culture shock during your summer university program?

C: It did have some culture differences, such as food, history, but I'm ok with that. One thing that I still remember is when Deka told me something about his religion thing, but I just heard a little of it.

K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?

C: you guys (Indonesian student) hahaha, honestly, there are many Chinese student though, and they have many their own accustomed groups. So sometime it becomes a little hard to fit in.

K: why do you find it difficult to adapt to students who also come from your country?

C: we're joining the program with a lot of people; I don't really recognize them all. Because to many participant that comes from my country.

K: on the contrary, which group is difficult to befriend with you?

C: student from Kazakhstan and Ukraine? I guess, I can't really remember these country names.

K: why do you think Kazakhstan & Ukraine are the hardest to befriend with?

C: maybe because our culture, or because the number of participants from their country is small.

K: do you know all the participants that also come from your country?

C: yes I know. But some I can't tell their names, just know they're Chinese (comes also from china) and what colleges they are come from. Because there are many Chinese student hahahaha.

K: How do you know them? Is it before the summer university program or do you know them because of the university program?

C: I knew them on a workshop in the program, like a warming up and we were told to introduce ourselves. A few of them that I knew are from out college, but we also get to know each other in there (while the summer university program).

K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?

C: I think I'm kind of easy type.

K: explaine to me, why do you consider yourself as the 'easy type' to interact?

informant regarding culture shock during the summer university program.

The informant was talking about her conversation about religion with one of the participant from Indonesia.

Discussing the interactions carried out with various types of participants from several countries by informants during the summer university program.

Discussing the ability to interact with informants, according to personal opinion.

Began to enter the stage of



adaptation experienced by informants during the summer university program.

C: I like to interact with people and getting new friends.

K: is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?

C: yes, some student showed little interest in talking to you and they preferred only talking to their partners they had already knew. Things become awkward when teachers (lectures) asked you to have group discussion together. But I don't blame anyone, just felt embarrassed.

K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?

C: yes, the first couple of days seems a little difficult to feel at ease for both life adaptation and interaction, I always need sometime.

K: what effort did you put in adapting with fellow participant in Opole Summer University?

C: I try to put myself out there and encourage myself to talk more and be more active.

K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?

C: probably a week, less or more.

K: how do you overcome the difficulties in interacting and adapting with the fellow participants?

C: find some common topics and try to get to know them more.

K: what do you mean 'common topics' can you explain?

C: yeah, common topics like finding the similarity in our topics. Getting to know their country by chit chatting probably finds some common topics there.

K: do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?

C: I think it depends on people and their characteristics where they come from. Maybe at first using native language (Chinese) could be more easy and comfortable.

discussion about cultural adaptation during the summer university program.

Discuss how informants faced cultural adaptation during the summer university program.

At the end of the interview. The researcher asked what benefits were obtained from attending a university university

K: what benefits did you get in joining Opole Summer University? And please explain it.

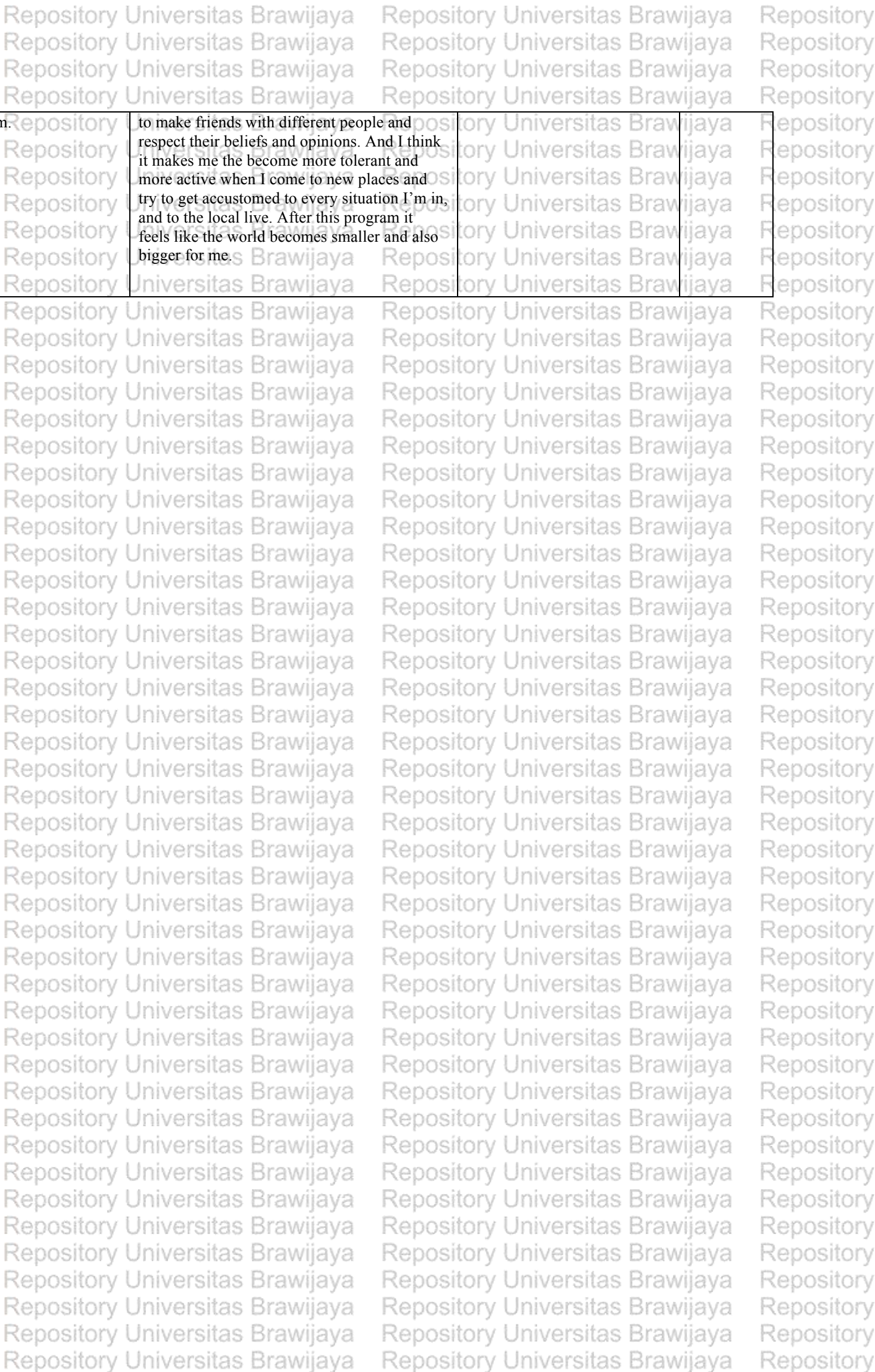
C: Friends and unique experience is the most wonderful thing that I got (some beautiful photos as well hahaha), which taught me how

Discuss the impression by the informant about joining the summer university program.



program.

to make friends with different people and respect their beliefs and opinions. And I think it makes me the become more tolerant and more active when I come to new places and try to get accustomed to every situation I'm in, and to the local live. After this program it feels like the world becomes smaller and also bigger for me.







**Open Coding – categorized**

**Interview with Opole Summer University participants 2018**

**Interview was conducted at 06.27 PM until 09.45 PM on 11 May 2019 by Wechat application**

**Informant data:**

- a) Name : Yang Shuman (Shuman)
- b) Address : Beibei, ChongQing province, China.
- c) Age : 20
- d) Occupation : Student

Details:

**K: Khalisha (interviewer)**

**S: Yang Shuman or Shuman (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	<p>K: Hey shuman! Just tell me when you are ready to start the interview.</p> <p>S: okay.</p> <p>K: okay wait, let me just prepare the questions for you.</p> <p>S: oke you can start now.</p>	Approval from the informant to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	<p>K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?</p> <p>S: No, I had never do exchange before taking part in the Opole Summer University.</p> <p>K: what is your motivation for taking part in the Opole Summer University 2018 program?</p> <p>S: Because I had never been abroad before I went to Poland, I want to see and experience the life abroad, and learn the difference between the eastern and western cultures. Besides, I'd like to make more foreign friends to learn about their daily life and communicate with them is good for my English study.</p>	<p>The informant stated that she wanted to feel living life abroad, and learn the difference between eastern culture and western culture.</p> <p>She also stated that she wanted to have foreigner friends, that will help her improved her English.</p>	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	<p>K: What's your expectation in joining Opole Summer University program?</p> <p>S: I hope to learn traditional Poland culture, make more foreign friends and improve my English.</p> <p>K: is it according to your expectation?</p> <p>S: Yes, it is.</p> <p>K: And how is that? Do you enjoy it?</p> <p>S: I met some interesting new friends, we shared our lives with each other, and each of them becomes a part of my memory. And I enjoyed the landscape with polish characteristic and experienced different</p>	<p>Expectations expected by informant at the summer university program.</p> <p>The informan stated that by doing ingroup activities it will make communicating easier, by taking the initiative to talk</p>	







<p>The researcher asked the informant if they were familiar with the term culture shock.</p>	<p>K: Are you familiar with the term of culture shock?                  S: <u>Not exactly.</u>                  K: Did you experience culture shock during your summer university program?                  S: I don't think I've had a culture shock.</p>	<p>The informant isn't familiar with the term of culture shock, and she also explains that she didn't experience culture shock.</p>
<p>The researcher discussed some countries that participated in the summer university program.</p>	<p>K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?                  S: I think all of them are friendly, <u>but of course you guys, the Indonesians are the most funny and nice friends.</u>                  K: why do you think Indonesian is easy for you to befriend with?                  S: theres no reasons that why Indonesian is the easiest for me to befriend with, cause we did become very good friends, which is natural. Of course Indonesian are indeed the most friendly and warm, and I also wanted to make new friends.                  K: on the contrary, which group is difficult to befriend with you?                  S: I said they are all nice people, if I must name one, maybe Polish are a little bit difficult to get along with.                  K: why do you think Polish is the hardest to befriend with?                  S: <u>maybe because the culture gap between the Asian culture and European culture, but I'm not sure.</u>                  K: do you know all the participants that also come from your country?                  S: There were three Universities from China in summer school. I know everyone from my University, I only know 5 to 7 people from the other two Universities.                  K: How do you know them? Is it before the summer university program or do you know them because of the university program?                  S: <u>Because of summer University I know all of them.</u></p>	<p>The informant states that she know most of the participants beacuse of the Summer University program.</p>
<p>The researcher asks about the ability of intercultural interactions experienced by informants.</p> <p>The researcher asked about the cultural</p>	<p>K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?                  S: <u>I think am an easy person to get along with.</u>                  K: explaine to me, why do you consider yourself as the 'easy type' to interact?                  S: <u>because I am willing to try myself out there, I don't know if its going to success or failed but I just try.</u>                  K: is there any thing that makes you uncomfortable when interacting with the</p>	<p>Discussing the ability to interact with informants, according to personal opinion.</p> <p>The informant states that she doesnt experience anything that make her uncomfortable while interacting with the fellow participants.</p> <p>But she also states that the English language skills that</p>



adaptation experienced by informants during the summer university program.

fellow summer university participants?

S: After careful reflection, I don't recall anything that made me uncomfortable.

K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?

S: Because of my English level, I may have difficulty in in-depth communication, but I can adapt to it well.

K: what effort did you put in adapting with fellow participant in Opole Summer University?

S: I think communication is really an important skill to know other people, so that I would ask if there are something I'm confused and we will know each other better in that case.

K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?

S: I believe just one week later we were already getting close.

K: how do you overcome the difficulties in interacting and adapting with the fellow participants?

S: Most time I'll talking to my Chinese friends asking for their advice.

K: does it help you asking advice from your chinese friends?

S: yes it really helped me.

K: do you feel more comfortable interacting with student form your own country or do you feel more comfortable in interacting with student from different countries?

S: I did feel comfortable, because everyone is respectful to others, and they are full of enthusiasm and friendliness.

she had made her kind of difficult to communicate.

The informant states that it only takes the first week to adapt with the fellow participants.

Discuss how informants faced cultural adaptation during the summer university program.

At the end of the interview. The researcher asked what benefits were obtained from attending a university university program.

K: what benefits did you get in joining Opole Summer University? And please explain it.

S: First of all, my English had improved, cause I talk to foreign friends everyday. Second, I learned about different cultures and how to respect different customs. Last but not least, I had a beautiful memory in that summer vacation and know a lot of interesting people from different countries.

The informant states that while taking the summer university program her english starting to improved, and she also learned about different culture.





**Open Coding – categorized**

**Interview with Opole Summer University participants 2018**

**Interview was conducted at 10.20 AM until 01.58 PM on 28 May 2019 by Wechat application**

**Informant data:**

- a) Name : Gao Lan (Gaolym)
- b) Address : Southwest University, No.2 TianSheng road, Beibei, ChongQing, China.
- c) Age : 20
- d) Occupation : Student

**Details:**

**K: Khalisha (interviewer)**

**S: Gaolym (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	<p>K: Hey Gaolym! How are you? G: wow.. I good, how are you? K: Im good also.</p> <p>K: can we start the interview now? Do you have free time now? G: now is okay.</p>	Approval from the informant to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	<p>K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program? G: no, I haven't.</p> <p>K: what is your motivation for taking part in the Opole Summer University 2018 program? G: the first motivation is to learn English. The second is to experience different lifestyle and understand different cultures. The third one is to make some new friends.</p>	The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	<p>K: What's your expectation in joining Opole Summer University program? G: to broaden my horizons, understands difference between Chinese education and European education. K: is it according to your expectation? G: Generally sastified, I have learned a lot of things I didn't know before. K: And how is that? Do you enjoy it? G: of course I enjoyed it, this is one of the</p>		









	<p>class mate from Ukraine. He was a high school student that time, and he said he already has several 'ex-girlfriends'. While in fact, in China we cant fall in love before we graduate from high school. In China it's called 'Early Love'.</p>		
<p>The researcher discussed some countries that participated in the summer university program.</p>	<p>K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?                  G: like your group from Indonesia, and my school group from China.                  K: on the contrary, which group is difficult to befriend with you?                  G: two other groups from China, they are a bit shy, more than me haha.                  K: why do you think it's easy for you to befriend with Indonesian people?                  G: for my Chinese, we are a group, so we have to be together. While for Indonesian, all of you are humourous and nice person, and very easy to get along with.                  K: and why do you think its difficult to interact with the other groups that also comes from China?                  G: two others group are a lil bit shy and their teacher is a bit serious, they are more like a small grou of their own, and they don't need like some others to join.                  K: do you know all the participants that also come from your country?                  G: No. I prefer the others that I say, its fun to interact with them.</p>	<p>The informant states that she didnt reallt know all od the participant. And she concluded that some groups are better of alone and need some others to join them.</p>	
<p>The researcher asks about the ability of intercultural interactions experienced by informants.</p>	<p>K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?                  G: not to easy and not too difficult haha.                  K: can you be more specific?                  G: umm, easy because we have the same topic to say, and diffulet because sometimes I cant fully express my thought and myself.</p>	<p>Discussing the ability to interact with informants, according to personal opinion.</p>	
<p>The researcher asked about the cultural adaptation experienced by informants during the summer university program.</p>	<p>K: is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?                  G: not really, some miss understood in interacting here and there but its okay.                  K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?                  G: most of time, no. We adapt well.                  K: what effort did you put in adapting with</p>	<p>The informant states that she doesnt experience anything that make her uncomfortable while interacting with the fellow participants.                   But she also states that she need to learn English skills more to make it easy to interact.</p>	





	<p>fellow participant in Opole Summer University?</p> <p>G: I work harder to learn English for easier communicate.</p> <p>K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?</p> <p>G: not so long, one-week maybe.</p> <p>K: how do you overcome the difficulties in interacting and adapting with the fellow participants?</p> <p>G: I try to adapt to others and understand my own shortcomings (weakness).</p> <p>K: does it help you to adapt?</p> <p>G: yes it helps.</p> <p>K: do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?</p> <p>G: yes, it is more comfortable with my own country because we know each other's better.</p>	<p>The informant states that it only takes the first week to adapt with the fellow participants.</p> <p>Discuss how informants faced cultural adaptation during the summer university program.</p>	
<p>At the end of the interview. The researcher asked what benefits were obtained from attending a university university program.</p>	<p>K: what benefits did you get in joining Opole Summer University? And please explain it.</p> <p>G: I have learned a lot about the differences between Chinese culture and foreigner culture, which can enrich my life experience and strenghten, my professional ability to interact with foreigner.</p>	<p>The informant states that while taking the summer university program her english starting to improved, and she also learned about different culture.</p>	
<p>The author is asking about the Chinese people and their English name.</p>	<p>K: And the last, I was corious about you guys (Chinese) that some of you introduce yourself with an English name? is ther any reasons for that?</p> <p>G: haha its just because, some of us want to have an English name, like a nickname, because some Chinese character are not spelled well by English or latin words. Emmm. And its some kind of habbits. When we usually think we talk to foreigner that we should tell them our English name, not our Chinese name.</p> <p>K: but is it a must for you guys to have an English name? or is it just for the youngsters?</p> <p>G: no, well it's not a must, but young people most likely to give themselves an English name. But it's interesting that Chinese people who work for a foreign enterprise would also used an English name or their work name.</p>		





**Tabel Axial Coding**  
**CULTURE ADAPTATION PROCESS OF CHINESE STUDENT IN OPOLE SUMMER UNIVERSITY 2018**

no.	Category	Dimension	Informant 1	Informant 2	Informant 3
1	Informant Background	<ul style="list-style-type: none"> <li>Name</li> <li>Age</li> <li>Occupation</li> <li>University</li> <li>Nationality</li> </ul>	<p><b>Yiting Liu (Coco)</b></p> <p><b>21</b></p> <p><b>Student</b></p> <p><b>Dalian University</b></p> <p><b>China</b></p>	<p><b>Yang Shuman</b></p> <p><b>20</b></p> <p><b>Student</b></p> <p><b>Southwest University</b></p> <p><b>China</b></p>	<p><b>Gao Lan (Gaolym)</b></p> <p><b>20</b></p> <p><b>Student</b></p> <p><b>Southwest University</b></p> <p><b>China</b></p>
2	Informants' background and motivation in attending the summer university program.	Exchange experience	-Have never participated in an exchange program.	-Have never participated in an exchange program.	-Have never participated in an exchange program.
		Motivation to join the program	-For traveling. -Studying and living European country.	-Experiencing living abroad -Learning differences between eastern and western culture. -Improving English.	-Learn English. -Experiencing different lifestyle and culture. -Making new friends.
3	Informants' expectation in attending the summer university program.	Expectation	-Living the Authentic life like Polish people. -Meeting new people. -Tour around the cities. -The program is according to the Expectation.	-Learn traditional culture of Poland. -Meeting new people. -Improving English. -The program is according to the Expectation.	-Learning about differences between Chinese education and European education. -The program is according to the Expectation.
		Impression	-First arriving feels not to talk much because of her English and arriving in new place. -Meeting and interacting with new people.	-Meeting and interacting with new people. -Enjoying the Polish landscape. -Experiencing different living habits.	-Enjoying the program.
4	Intercultural communication	Communicating	-Know the entire participant in the	-Joining in-group	-She knew some of the participant in the





	<ul style="list-style-type: none"> <li>program but only familiar with some.</li> <li>-If given more time, she can get to know all the participants.</li> <li>-She thinks that her group is the majority because of the largest group of student.</li> </ul>	<ul style="list-style-type: none"> <li>activities.</li> <li>-Take initiative to chat with friends.</li> <li>-She knew some of the participant in the program.</li> <li>-She thinks that her group is the majority.</li> </ul>	<ul style="list-style-type: none"> <li>program.</li> <li>-If given more time, she can get to know all the participants.</li> <li>-Sometimes, she feels like her group is the majority.</li> </ul>
Language	<ul style="list-style-type: none"> <li>-Using English to communicate during the program.</li> <li>-Using Chinese when talking to fellow Chinese people.</li> <li>-Language is not an obstacle as long as we are willing to talk.</li> <li>-To shy to talk.</li> <li>-Misunderstood when interacting.</li> <li>-The informant claimed that its easier to talk with chinese at first, but english with other people.</li> </ul>	<ul style="list-style-type: none"> <li>-English and Chinese</li> <li>-Finds a little difficulty in communicating with different people from different culture.</li> <li>-Language is an obstacle In communicating.</li> <li>-But she believed that people can also interact with non-verbal communication and it helps.</li> </ul>	<ul style="list-style-type: none"> <li>-Using English when interacting with foreign student.</li> <li>-Using Chinese when talking to fellow Chinese people.</li> <li>-Finds no difficulty in daily interaction.</li> <li>-Find a difficulty in deep level of interaction.</li> <li>-Language is a tool to interact.</li> <li>-Not very well English.</li> </ul>
Culture Shock	<ul style="list-style-type: none"> <li>-Familiar with the term of culture Shock.</li> <li>-Experiencing culture shock.</li> <li>-Experiences culture shock about food, history, and religion.</li> <li>-Facing Culture shock well.</li> <li>-The informant claimed that the first couple of days seems a little difficult to feel</li> </ul>	<ul style="list-style-type: none"> <li>-Not familiar with term of culture shock.</li> <li>-The informant thinks she didn't experience any culture shock.</li> <li>-The informant need 1 week to adapt with the fellow participant.</li> </ul>	<ul style="list-style-type: none"> <li>-Familiar with the term of culture shock.</li> <li>-Experiencing culture shock.</li> <li>-Experiencing culture shock about habit history</li> <li>-The informant need 1 week to adapt with the fellow participant.</li> </ul>



		<p>at ease.</p> <p>-The informant need 1 week to adapt with the fellow participant.</p>		
	<p>Daily Interaction</p>	<p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant claimed that Indonesia group is the easiest to befriend with.</p> <p>-The informant claimed that she couldn't be familiar with their own Chinese group because there are many groups of them.</p>	<p>-Familiar with some of the participant.</p> <p>-Claimed she knows 15 people or more.</p> <p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant feels that her group is the majority in the program.</p> <p>-The informant claimed that Indonesia group is the easiest to befriend with.</p> <p>-At last the infotmant feels comfortable in interacting with each fellow summer university participant.</p>	<p>-Familiar with some of the participant.</p> <p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant feels that her group is the majority in the program.</p> <p>-The informant claimed that Indonesian and Chinese group is the easiest to befriend with.</p> <p>-The informant stated that when it comes to chinese group they have so stick together.</p> <p>-While Indonesian group is easy to befriend with because indonesian people are very nice, humorous and friendly.</p> <p>-Its also hard to befriend with China other groups because they have their own group and feels very closed about it.</p> <p>-She claimed tha its easier to interact with her fellow group from China.</p>
	<p>Difficulties</p>	<p>-The informant claimed that</p>	<p>-The informant claimed that Polish is</p>	<p>-The informant claimed that Chinese</p>





	<p>Kazakhstan and Ukraine is the most difficult to befriend with.</p> <ul style="list-style-type: none"> <li>-The cause is culture differences between China and Kazakhstan and Ukraine.</li> <li>-The small number of participants.</li> </ul>	<p>the most difficult to befriend with.</p> <ul style="list-style-type: none"> <li>-The cause is the culture gap and differences between Chinese and Polish.</li> </ul>	<p>group is difficult to befriend with.</p> <ul style="list-style-type: none"> <li>-The cause is the big number of participants.</li> <li>-The informants claimed that Chinese have their own groupies.</li> </ul>
	<ul style="list-style-type: none"> <li>-The informant try to find some common topic between the culture to overcome the difficulties in interacting with different country.</li> <li>-The informant find the difficulties while some student showed little interest in talking they preferred only talking to their partners they had already knew.</li> <li>-Awkward situation when the lecture asks for them to have group discussion together.</li> </ul>	<ul style="list-style-type: none"> <li>-The informant claimed that she has a problem with her english.</li> <li>-Cant really communicate when it comes to deep-level communication.</li> <li>-She thinks that communication is very important skill.</li> <li>-She overcome the difficulties in adapting with asking for advice from her fellow Chinese group.</li> </ul>	<ul style="list-style-type: none"> <li>-The infromant claimed that she has experience somekind of miss understood while interacting.</li> <li>-She practice her English so she can interact better.</li> <li>-The informant overcome her diffculties in adapting by trying to interact and undsrstand her weaknesses.</li> <li>-She claimed tha its easier to interact with her fellow group from China.</li> </ul>
<p>Effectiveness of Intercultural Communication</p>	<ul style="list-style-type: none"> <li>-The informant claimed that she is the type that easy to interact with people who have different cultural background.</li> <li>-She like to interact.</li> </ul>	<ul style="list-style-type: none"> <li>-The informant claimed that she is the type that easy to interact with people who have different cultural background.</li> <li>-Because shes willing to try to interarct.</li> </ul>	<ul style="list-style-type: none"> <li>-The informant claimed that she is the type that can be easy to interact while also can be difficult to interact.</li> <li>-Its easy for her because the same topic to be discussed.</li> <li>-Its difficult for her because sometimes its hard to express herself with new</li> </ul>





					people.
5	Benefits	The benefits in joining Opole Summer University.	<ul style="list-style-type: none"> <li>-New friends</li> <li>-New experiences.</li> <li>-Respecting others belief and opinion.</li> <li>-Become more tolerant.</li> <li>-Become active in facing to foreign place and situation.</li> </ul>	<ul style="list-style-type: none"> <li>-English improved.</li> <li>-New experiences.</li> <li>-Learning about different cultures and respecting their customs.</li> <li>-Know a lot of interesting people from different country.</li> </ul>	<ul style="list-style-type: none"> <li>-English improved.</li> <li>-Learning about the differences between Chinese culture and other culture.</li> <li>-New experiences.</li> <li>-Strengthen ability to communicate with foreign country.</li> </ul>





## SELECTIVE CODING:

### CULTURE ADAPTATION PROCESS OF CHINESE STUDENT IN OPOLE SUMMER UNIVERSITY 2018

#### Cross-culture adaptation

The term adaptation is employed to refer the dynamic process by which individuals, upon relocating to an unfamiliar cultural environment, establish or reestablish and maintain a relatively stable and functional relationship with the environment.

- Short-term adaptation process: where process of adaptation occurs oftenly to immigrants or sojourn that occurs when they find it difficult and bewildering transition into a new environment. In this situation the informants claimed that they face some difficulties in adapting with food, language, habits, history and some others.
- Culture Shock: its the condition where physiological and physical consequences of change in circumstance in facing a new environment or new culture. Culture shock and stress are a very common experience whenever someone trying to adjust to a new culture or a different cultural environment. Some of the informant claimed to not experiencing culture shock phase, while the results of the interview proved that they have experienced what indicates as culture shock experiences. It needs to be emphasized that culture shock is an experience that happens as a natural process that we might not realize while it happens.
- Language difficulties: Some infotmantas also claim that language is the biggest obstacle in interaction and adaptation. Some of them claimed that they were not very good at speaking English. So that the occurrence of miss understood is often happens between fellow participants.
- Kinkship in everyday life: there were some informants who claimed that they were more comfortable interacting with fellow participants from their country compared to participants from other countries. But there were also informants who claimed tant they had difficulty when adapting to fellow participants from China due to the overwhelming number of participants from China.





### **Effectiveness of Intercultural communication**

The purpose of intercultural communication is creating effective communication through the same meaning of message that exchanges. Meanwhile each individual has a different level of awareness and ability in communicating between cultures.

- Awareness: some informants claimed that they were able to communicate with people of different cultures. Each informant has various motivations in interacting with fellow participants in the summer university program.
- Ability: some informants acknowledged the difficulties in interacting with fellow participants, especially in the use of language. The informants also stated that some of them were willing to learn English to be able to interact well and smoothly.





## Opole Summer University 2018 Schedule

Day	Date	Activity
1	16 July 2018	<ul style="list-style-type: none"> <li>- <b>Welcoming ceremony</b></li> <li>- <b>Adaptation Day (Tour of the Campus)</b></li> <li>- Shopping for the student daily needs</li> </ul>
2	17 July 2018	<ul style="list-style-type: none"> <li>- <b>Tour of the Opole City</b></li> <li>- Official Welcome Ceremony and Lunch at Senate Hall</li> </ul>
3	18 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B] Intercultural Communication</b></li> <li>- Reading and Writing (Mr. Molek)</li> <li>- <b>[Class B] Social Science (Mr. Geisler)</b></li> <li>- Boat Trip Activity to Orda Lake</li> </ul>
4	19 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B] English in Math (Mrs. Piecuch)</b></li> <li>- [Class B] Social Science (Mr. Geisler)</li> </ul>
5	20 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B]</b></li> <li>- [Class B] English in Social Science (Mr. Filsak)</li> </ul>
6	21 July 2018	<ul style="list-style-type: none"> <li>- <b>[Kraków Excursion]</b></li> <li>- Wieliczka Salt Mine Museum</li> </ul>
7	22 July 2018	<ul style="list-style-type: none"> <li>- <b>[Kraków Excursion]</b></li> <li>- Sukinine Rynek Underground Museum</li> </ul>
8	23 July 2018	<ul style="list-style-type: none"> <li>- [Class B] Academic English (Mrs. Smolnikova)</li> <li>- [Module Class] Polish Humor (Mrs. Brzozowska)</li> <li>- <b>Zoo Trip</b></li> </ul>
9	24 July 2018	<ul style="list-style-type: none"> <li>- [Class B] English in Social Science (Mr. Filsak)</li> <li>- [Class B] Academic English (Mr. Geisler)</li> <li>- Trip to Opole Open Air Museum</li> <li>- <b>Trip to Moszna Castle</b></li> </ul>
10	25 July 2018	<ul style="list-style-type: none"> <li>- [Class B] Reading and Writing (Mrs. Liao)</li> <li>- [Class B] Voice Emission (Mrs. Lech-Kirstein)</li> <li>- <b>[Module Class] Dance Workshop at Student Culture Center</b></li> </ul>
11	26 July 2018	<ul style="list-style-type: none"> <li>- [Class B] Academic English (Mrs. Smolnikova)</li> <li>- [Class B] Academic English (Mrs. Nicieja)</li> </ul>





		- <b>International Dinner at 'NIEHCIC' Dormitory</b>
<b>12</b>	27 July 2018	[European Capitals Excursion] Berlin, Germany.
<b>13</b>	28 July 2018	- <b>Prague</b> [European Capitals Excursion]
<b>14</b>	29 July 2018	- <b>Vienna, Austria.</b> [European Capitals Excursion]
<b>15</b>	30 July 2018	- <b>Bratislava, Slovakia</b> [Class B] Reading and Writing (Mr. Wanke) [Class B] Academic English (Mrs. Liao) Church Tour Experience
<b>16</b>	31 July 2018	- [Class B] Academic English (Mrs. Nijieca) [Class B] Academic English (Mr. Nijieca) Museum visit National Center of Polish Song
<b>17</b>	1 August 2018	- [Class B] Academic Skills (Mrs. Liao) [Class B] Social Science (Mr. Wanke) [Module Class] Polish Workshop (Mrs. Andrzejewska)
<b>18</b>	2 August 2018	- [Class B] Social Science (Mr. Wanke) [Class B] Social Science (Mr. Wanke) Polish Culture Night
<b>19</b>	3 August 2018	- [Class B] Academic English (Mrs. Smolnikova) Picnic
<b>20</b>	4 August 2018	- Official Closing Ceremony Diplomas & Photos





**“COLLECTIVISM OF CHINESE STUDENT IN CULTURE ADAPTATION  
PROCESS ON OPOLE SUMMER UNIVERSITY 2018”**

**Final Thesis**

**For a requirements to get a Bachelor’s degree at The Faculty of Social  
Sciences and Political Science Brawijaya University**

**By:**

**Khalisha Reija Diandari**

**NIM. 155120207121006**



**COMMUNICATION SCIENCE PROGRAM**

**FACULTY OF SOCIAL AND POLITICAL SCIENCE**

**BRAWIJAYA UNIVERSITY**

**MALANG**

**2019**





## PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Khalisha Reija Diandari

NIM : 155120207121006

Jurusan : Ilmu Komunikasi

Peminatan : Kelas Inggris

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:  
**“Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer University 2018”** adalah benar-benar karya sendiri. Hal-hal yang bukan karya saya sendiri dalam skripsi ini diberi tanda citasi dan ditunjukkan dalam daftar pustaka.

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Malang, 25 Juli 2019

Khalisha Reija Diandari

NIM. 155120207121006



**ABSTRACT**

Khalisha Reija Diadanri (2019), Communication, Faculty of Political Science and Social Science, Brawijaya University, Malang. **Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer Univeristy 2018.** Supervisor by Mrs. Wifka Rahma Syauki S.I.Kom., M.Si

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This research was conducted referring to intercultural events that occurred during the Opole summer university program. Where many participants comes from several countries around the world included this program including, China, Russia, Turkey, Kyrgyzstan, Afghanistan, Ukraine, Kazakhstan and Indonesia. This program has been established since 3 years ago, and China has been cooperating with Opole University since the beginning of the Summer University program was created. Since the beginning of this program, China has sent its students to join this program from the very first. In the Opole summer university program 2018, the number of Chinese students participating in this program is numerous compared to participants from other countries. In this program all participants conducted programs & activities provided by Opole Summer University together. It is possible the phenomenon of intercultural communication in the daily lives of the participants. Facing the new atmosphere and environment definitely requires a readjustment to each individual. This study seeks to answer the research question about on how do Chinese students from the Opole Summer University participant's adaptation effort. By this study the author aim to understand and analyze the effort made by Chinese students in conducting Culture Adaptation process during the Opole summer university program. The research method used in this study is qualitative approach and by using descriptive analysis methods. The results that obtained from this research are that Chinese students participants have a unique way of adapting, some of them try to adjust to learning languages, looking for similarities topics in conversation, and also seek advice with fellow Chinese students.

**Key word:** Intercultural Communication, Culture Adaptation, and Chinese Student.





**ABSTRAK**

Khalisha Reija Diandari (2019), Ilmu Komunikasi, Fakultas Ilmu Sosial dan Politik, Universitas Brawijaya, Malang. **Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer Univeristy 2018**. Dimbimbing oleh Mrs. Wifka Rahma Syauki S.I.Kom., M.Si

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Penelitian ini mengacu pada peristiwa antar budaya yang terjadi selama program *Opole Summer University 2018*. Di mana banyak peserta datang dari beberapa macam negara di dunia termasuk, Cina, Rusia, Turki, Kyrgyzstan, Afghanistan, Ukraina, Kazakhstan, dan Indonesia. Program ini telah berdiri sejak 3 tahun yang lalu, dan China telah bekerja sama dengan Universitas Opole sejak awal program Summer University terbentuk. Sejak awal program ini, Cina telah mengirim siswa untuk bergabung dengan program ini sejak awal. Dalam program musim panas universitas Opole 2018, jumlah siswa Cina yang berpartisipasi dalam program ini sangat banyak dibandingkan dengan peserta dari negara lain. Dalam program ini semua peserta melakukan program & kegiatan yang disediakan oleh Universitas Musim Panas Opole bersama-sama. Memungkinkan adanya fenomena komunikasi antarbudaya dalam kehidupan sehari-hari para peserta. Menghadapi atmosfer dan lingkungan baru tentu membutuhkan penyesuaian kembali untuk setiap individu. Studi ini berupaya menjawab pertanyaan penelitian tentang bagaimana siswa Cina dari upaya adaptasi peserta Universitas Musim Panas Opole. Dengan penelitian ini penulis bertujuan untuk memahami dan menganalisis upaya yang dilakukan oleh siswa Cina dalam melakukan proses Adaptasi Budaya selama program universitas musim panas Opole. Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif dan dengan menggunakan metode analisis deskriptif. Hasil yang diperoleh dari penelitian ini adalah bahwa peserta siswa Cina memiliki cara adaptasi yang unik, beberapa dari mereka mencoba menyesuaikan diri dengan belajar bahasa, mencari topik kesamaan dalam percakapan, dan juga mencari saran dengan sesama siswa Cina.

**Key word:** Komunikasi Antar Budaya, Adaptasi Budaya, dan Chinese Student.





## Foreword

Thank You for the presence of Allah SWT for his blessings so the Author can complete this thesis entitled “**COLLECTIVISM OF CHINESE STUDENT IN CULTURE ADAPTATION PROCESS ON OPOLE SUMMER UNIVERSITY 2018**” Arranged to fulfill the requirements of obtaining a bachelor’s degree in Communication Sciences at the Faculty of Social Sciences and Political Sciences in Brawijaya University. This thesis will not run well without a lot of help, so researchers want to thank as much as possible to the people who contributed in her life:

1. For Allah SWT who has provided the best way for researchers to complete this research.
2. My beloved family, especially to Ayah Afrizal Ilyas S.H, M.H, Ibunda Ita Hadari S.H, M.H and my younger siblings Laila and Abdel. Thank you for everything. Ich liebe alles!
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## Chapter I

### BACKGROUND

#### 1.1 Background

Everyone has a different culture. Not everyone has the same habits & traditions. Every culture has its own uniqueness and value. Indonesians live in a variety of traditions and cultures, our people have a lot of diversity in one nationality. According to Mulyana Culture is a comprehensive lifestyle (Mulyana, 2009). Culture is complex, abstract and broad. Culture refers to various aspects of life including ways of applying, beliefs and attitudes, and also the results of human activities for a particular community or population group (Gondomono, 2002). At the moment communication between cultures is very commonplace. The world feels very small when we already know there are many cultures out there that are very unique and different, which we may not know.

There are many of Indonesian people who choose to explore the world by living abroad, working abroad, study overseas and also to travel. According to The Republic of Indonesia Ministry of Research Technology and Higher Education (KEMENDIKBUD) Annual Report, in 2016 the World Economic Forum (WEF) placed Indonesia's global competitiveness ranks in 41st place from 138 countries surveyed. This ranking of global competitiveness is delivered by WEF through The Global Competitiveness Report 2016. From the data listed, it can be concluded that Indonesia has high competitiveness among several countries in the world. One effort to improve a countries human resources quality is by expanding the opportunity for their young generation to study abroad, especially in developed countries. It is expected that there will be more students studying abroad; to improve the quality of resources, and especially advanced technology to their country.

Indonesian education and culture ministries (KEMENDIKBUD) also have educational collaboration with several countries, including the Spanish Scientific Program (SPIN) from Spain, USAID from America, PHC *musantara*



program from France, BMBF Funding from Germany, SATREPRS from Japan, The Australia – Indonesia center from Australia, and Tiongkok (The Republic of Indonesia Ministry of Research Technology and Higher Education, Annual Report on 2016) It can be seen that Indonesia has many relations and cooperation in the educational realm between many countries; and it can facilitate Indonesian students to channel their education level abroad.

There are many forms of cooperation that can be done by each country, one of which is cooperation in the field of education. There are many interesting programs offered by many universities throughout the world. Here are some of the usual programs that we can find; scholarships programs for bachelor art education, master degrees, university internship, Student exchange program, double degree student program, summer & winter university programs. There are many forms of programs available in the form of cooperation that has been established between Indonesia and many countries. In Opole University, they have worked with many countries in conducting student exchange programs, including cooperation with a developed countries such as Indonesia, China, Kazakhstan and so on.

Initially the author was interested in taking this material from the frequent writers traveling abroad and seeing direct intercultural phenomena. The interests were strengthened when the author joined the Opole Summer University and witnesses directly how the intercultural phenomenon conducted. As long as the summer university program takes place, writers discover many phenomenon of intercultural that occurs everyday. For example, students from China feel more comfortable hanging out with each other, while other students join all the other participants. They are more comfortable being around their fellow citizens, they don't like to mingle like other participants. From some of the phenomena observed by the author, the idea finally emerged to explore the culture of China and also the adaptation of the culture of Chinese students to Opole Summer University.

In this study we will try to dig deeper into the eastern culture, especially china. But before we jump deep into different cultural pattern or

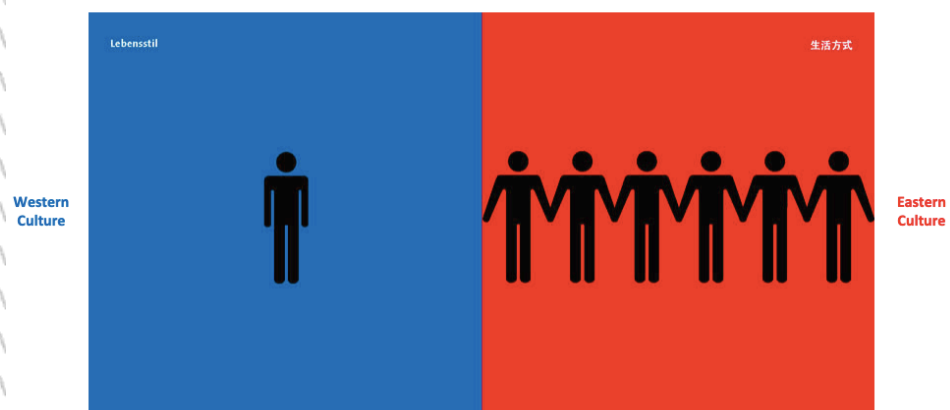




orientation, we have to know that this topic is broadly dimensioned, this paper won't be able to cover all aspects in this field. According to Qingxue, there are several aspects that need to be considered in looking at differences in culture, the first is the High-context and low-context communication model. The second is individualism and collectivism. The third is equality and hierarchy. And the last is assertiveness and interpersonal harmony (Qingxue, 2009). This explanation helps to understand a host of different manifestations of the Eastern and Western communication styles. For instance, the Asian mode of communication is often said to be indirect and implicit, but the Asians can understand each other quite well probably because they share more background information or more context. On the other hand, Western communication tends to be direct and explicit – that is, everything needs to be stated, quite possibly because they are unaware of their surroundings and their environment and have to rely on verbal communication as their main information channel. All aspects above will affect the way of communicating.

According to Liu Qingxue, she explains about the differences of East and West culture with animation through her book.

Way of Life





Picture 1: Way of life between East and West culture

Source: East meet Western (Qingxue, 2009)

In this picture Liu explains, “Westerners assert a lot more independence and individualism; they mainly focus on themselves and their family. Easterners are more community-oriented. When travelling, Westerners will travel solo or in small groups while most Easterners will travel in large groups” (Qingxue, 2009). In her book Liu examines the contrasting ways in which people from different cultures express emotions and opinions, deal with problems, perceive time, function in relation to the self and the community, view the place of children and elders, choose heroes, and spend their leisure time. Through these personal observations of the differences between life in China and Germany, she creates a set of universal flash cards about the contrasting behaviors and beliefs that shape individual and collective lives in our ever-smaller world where cultural differences nevertheless loom large.

China is the Countries with the Most Population in the World. The total population of Chinese people is about 1.37 Billion and it was 5 times more than Indonesia's population of around 258 million. Aside from being the country with the most population in the world, China is also one of the largest countries in the world with an area of 9.596.960 km. This makes China the 4th largest country in the world.

China is a country that embraces the collectivism culture, where each individual's relationship is strongly influenced by one another. According to Hofstede a collectivist society with one that has a preference towards a tightly knit social framework in which individuals can expect a deep-set sense of trust from their relatives, clan, or other in-group members in exchange for unquestioning loyalty. It is clear that how an individual is regarded by others is very important in a collectivist society such as China, and as such positive relationships with others are valued very highly; representing a key element in Chinese business and personal culture. According to Hofstede (2001)



Collectivists attach particular importance to the boundaries between in-groups and out-groups; emphasize their connectedness to the in-groups; and are primarily concerned with and motivated by the stresses, goals, means, and outcomes of members of their in-groups.

Nowadays the spread of Chinese people in the world is very well known. The emergence of 'China Town' associations throughout the world is already commonplace. Quoted from journal titled 'The Chinese globalization and diaspora in a post-colonial perspective' Wang Gung Wu stated in his book '*China and the Chinese overseas*' that the history of the Chinese diaspora has 4 migration patterns, namely; as coolies (*Huangong*), as a trader (*Huangshang*), as overseas foreign (*Huaqiao*), and as an overseas Chinese descendant who migrated to another place (*Huayi*) (Wu, 1996). In the various types of migration patterns, there are various different characteristics and special histories. Although the concept of communication may seem foreign to the Chinese culture. But for Chinese people maintaining relationship is integral part of communication because relations with others define the Chinese self, they will feel incomplete if it were separated from others (Ko Kao, 1998).

Talking about a society must be related to its culture. "There is no society without culture, and there is no culture that hovers in the sky without its supporting community" (Gondomono, 2002). In Gondomono's book entitled "Chinese society and culture" which discusses the Chinese community kinship system that the most important social institutions in Chinese society are 'families' (Gondomono, 2002). According to Piao in his book, Chinese kinship system has its roots deep in Chinese culture (Piao, 2009). It is a product of century of an agricultural society, a family-centered economy, and a strictly hierarchical family system (Huang and Jia, 2000). Realizing the word 'family' in Chinese culture has a broad meaning. Because the meaning of 'family' in china culture is not just a group of people who have blood relations but also about their nationality. Quoted from the book Gondomono, according to Becker (1979), "The ideal family is a group of relatives consisting of several generations who live as a whole, have a shared budget, eat from one



shared kitchen, and are led by one head". It can be concluded that China has a strong kinship between their peoples.

Based in the book 'Communicating effectively with the Chinese' by Gudykunst & Ting-Toomey, Communication is foreign concept to Chinese; no single word in Chinese serves as an adequate translation for the term communication (Ko Kao, 1998). Many Chinese equate communication with talk. While in Chinese culture, people who have the gift of talking (*neng shuo*), and are skillful in talking (*hui shuo*), often are recognized as experts in communication. Piao also discuss in his book that Chinese has a rich, fine grained and descriptive kinship terminology. Each term reflects a dimension of relations, gender and generation. The more *aliener* the relation is, the vaguer the kinship terms are. And by this cultural orientation helps explain why communication has not been given a great deal of attention in Chinese academic domain.

In this study the author will discuss about Chinese students who take part in the Opole summer university program. Opole summer university program was held in Poland, Europe. The International Study Programmers of the University of Opole organized this program. This Summer University last for 3 weeks. That includes; 30 hours of core courses, 24 hours of elective courses, workshops, out-class activities, 2 European country excursions. Opole University has launched this initiative program for 3 years. The University has been cooperating with many countries such as; China, Russia, Turkey, Kyrgyzstan, Afghanistan. And this year they made the cooperation with Ukraine, Kazakhstan, and Indonesia. Based on the pre-research data interview with the coordinator of the summer university program, China has already collaborated with Opole University from the first year of this program held; they have sent their students every year to join the Summer University program.

Opole Summer University program participants are students from various countries. According to Oksana Smolnikova as the coordinator of Opole summer university 2018, there are total 55 participant and 47 students are from China. Chinese student participants were the biggest among participants from other countries. They have a large group and also a big influence during the running of Summer University Student participants from China came



from various universities, and they also came from various parts of China. Each of their universities has also collaborated with Opole University, and has participated in the Summer University program since last year. In the Opole Summer University Program, it's carried out to increase awareness and the ability to communicate between cultures in everyday situations. Providing various kinds of perspectives to participants in the realm of cultural communication. Another goal of this program is to develop a relatively cultural attitude towards participants. The goal is also to enhance respect for cultural and social diversity, to show awareness of historical, cultural and social traditions on intercultural communication.

In the communication process, cultural differences can affect people who communicate. Hawkins (2012) said, "Culture is a complex that includes knowledge, beliefs, art, morals, customs and abilities and other habits that humans have as part of society" That means Culture is significant in your life because it is part of you. It includes your patterned, repetitive ways of thinking, feeling, and acting.

In the Opole summer university program, there are various kinds of students with cultural differences. Not only students with Indonesian nationality, but also from Kazakhstan, Kyrgyzstan, Ukraine. When the Opole summer university program took place, the participants were brought together with various participants from several countries. All the participants carry out daily activities together with various students with different cultural backgrounds. These cultural differences often make small groups based on the culture from where they come from. Thus creating a boundary between fellow summer university program participants. One of them is the participant of Chinese student group. During the program, the author made observations, which showed that the group of Chinese students tended to be more closed and did not want to get along with many other students. For example, they often hang out only with their groups and speak only their language.

Individual often experience greater emotional vulnerability in their initial interaction with people from other cultural groups than with people from their own group (Ting-toomey, 2012). The existence of different cultures around us





makes us know and learn about that culture. And we try to learn and avoid making misunderstandings in the communication because misunderstandings often occur when someone interacts with people from different cultural groups. The problem that often occurs is when someone considers only his or her own culture. And in under any circumstances they will use their culture as a standard to measure other cultures. According to Ting Toomey “An intergroup encounter can be informative, cultural learning journey – if both parties are willing to open their eyes, ears, and mindset” (Ting-toomey, 2012). It can be concluded, meeting and communicating with people from various cultures will not be easy.

Encountering with stranger from different cultural background conjure emotional vulnerability and unpredictability interaction. According to Ting Toomey The intercultural adaptation process is defined as the degree of change that occurs when individual move from a familiar environment to an unfamiliar environment (Ting-toomey, 2012). When someone is faced with a new culture, they will try to adjust to the existing culture. The process of learning and understanding new cultures requires an adaptation process. In the process it allows interaction with other members of the culture who also have similar communication patterns. According to Ting-Toomey there are several forms of cultural adaptation, the first is the antecedent factors that influence the new comers adaptation process, next is the identity change process in sojourners and immigrants, and the last is finding to adaptation process. The Enculturation, on the other hand, often refers to the sustained, primary socialization process of strangers in their original home culture where in they have internalized their primary cultural values.

Cross-cultural also has been reviewed by Dewi Mufarrikhah on 2016 in her final paper entitled “Intercultural communication in the Turkish student enculturation process at the Islamic University of Syarif Hidayatullah Jakarta”. In the study, it discussed communication patterns and communication efforts that Turkish students did while on the campus. In the study the author interviewed several students and analyzed the results of interviews. With the goal of knowing and describing the adaptation process





carried out by Turkish students in communicating with Indonesian students on the campus.

This research tries to provide an overview of the process of intercultural communication efforts carried out by Chinese students during the Opole summer university program. From the background explanation above, the writer can identify that there are events of intercultural communication that occur in the enculturation process carried out by Chinese students at the Opole Summer University. By this background, the writer will examine the thesis with the title **“Collectivism of Chinese Student in Culture Adaptation Process on Opole Summer Univeristy 2018”**.

### **1.2 Research Problem**

From the background it can be concluded, in this study the author will discuss about:

- How do Chinese students from the Opole Summer University participant's adaptation effort?

### **1.3 Research Purpose**

Based on the problem formulas above, the goals to be achieved in this study are:

- To understand analyze the effort made by Chinese students in conducting Culture Adaptation process during the Opole summer university program.





#### 1.4 Research Benefits

- Benefits for Academic

It is hoped that this research can provide information to all people and broaden insight into intercultural communication at the faculty of social science & political science of the University of Brawijaya specifically in communication science major.

- Practical Benefits

It is hoped that with this thesis research it can be found appropriate effort for china student participants through the culture adaptation process in building good communication with other summer student participants.



## Chapter II

### LITERATURE REVIEW

#### 2.1 Intercultural Communication

##### 2.1.1 Understanding intercultural communication

“The notion of culture is vital to the study of communication because culture influences many facets of human communication” (Ting-toomey, 2012). (Liliweri, Gatra-gatra komunikasi antar budaya, 2001) Discussing about culture and communication, that two things are connected. Culture and communication interact closely and dynamically. The core of a culture is communication, since the culture itself is born of communication. Culture cannot be understood without learning communication, and communication can only be understood by understanding the culture that supports it.

According to Liliweri “Inter-cultural communication is interpersonal communication carried out by communicant and communicators who have different cultures, even in one nation” (Liliweri, Gatra-gatra komunikasi antar budaya, 2001). Like any other communication in general, it is certainly requires at least more than 1 person to communicate, and in this case it’s also have to be from a different culture.

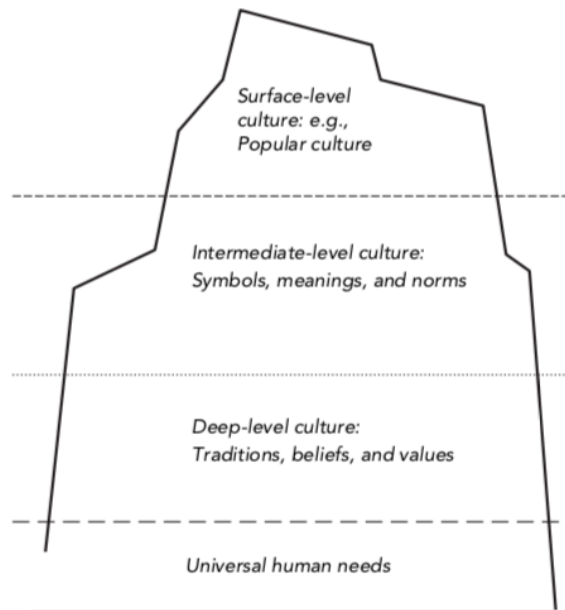
According to Mulyana & Rakhmat “all human behavior is very dependent on the culture in which it is raised” (Mulyana, 2009). The culture is the basis of communication. So it can be concluded that the way a human being communicates is based on the culture they has embraced from the past, the culture they learned since birth. In essence, the culture in which a person is socialized and enculturation influences the way they engage in communication.

In understanding Intercultural Communication, culture isn’t supposed to be seen by just a glimpse of it. People must dive right in and see what’s behind it, what’s really inside of it. In every culture, there are both a visible and an invisible part. In Ting Toomey's book entitled 'Understanding Intercultural Communication' discusses





the metaphor that culture is resembles as iceberg. “Culture is like an iceberg: the deeper layers are hidden from our view. We tend to see and hear only the uppermost layers of cultural artifacts” (Ting-toomey, 2012). On the surfaced level culture we can see the popular culture such as fashion, music, language. The next layer is Intermediate level culture such as symbol, meaning, and norms. Next layer is deep lever culture such as tradition, beliefs, and values.



Picture 1: Culture: Iceberg metaphor

Source: (Ting-toomey, 2012)

Quoted from DeVito in ‘Intercultural Communication’ book by (Ridwan, 2016) these are the following forms of intercultural communication:

- a) Communication between different religious groups.
- b) Communication between different subcultures.
- c) Communication between subcultures and dominant cultures.
- d) Communication between different sexes.





### 2.1.2 The purpose of intercultural communication

One perspective of intercultural communication emphasizes that the goal of intercultural communication is to reduce uncertainty about others (Liliweri, Dasar-Dasar Komunikasi Antarbudaya, 2013). According to Aang Ridwan there are several things that need to be done so that intercultural communication runs in balance and provides benefits to the two parties who carry out communication (Ridwan, 2016).

Namely:

- 1) Avoid prejudice to the culture of others, other nations, and other groups.
- 2) Sympathize with all forms of culture of other people, nations, and countries.
- 3) Have a value system that is able to become a filter of culture.
- 4) Try empathizing and understanding other cultures.

According to Guddykunstt & Kim the efforts to reduce uncertainty can be done through 3 stages of interaction (Ridwan, 2016), namely:

- 1) Pre-contact or impression formation stage through verbal and non-verbal symbols.
- 2) Initial contact and Impression, that is a follow-up response to the impression that arises from the initial contact.
- 3) Closure, to open oneself that were previously closed through attribution and the development of implicit personalities.

### 2.1.3 Cross-culture adaptation

Cai and Rodriguez define Intercultural adaptation as the process through which persons in cross-cultural interactions change their communicative behavior to facilitate understanding. Intercultural communications refers to the adjustment of communicative behavior to decrease the probability of being misunderstood when speaking with someone from a different culture (Rodriguez, 1996).

Based on the theory of Cross Cultural Adaptation by Young Yun Kim mentioning a number of things that underlie the occurrence of intercultural adaptation, among other things occur due to:





1. The existence of individuals or foreigners who move to a place that has different cultural characteristics and foreign from the culture they have.
2. The individual or foreigner lives and depends on the new environment where he lives with a purpose to meet personal and group needs.
3. Individuals or foreigners or immigrants it has at least the experience of communicating with local residents.

There are 2 models of cross-cultural adaptation, Long-term and Short-term adaptation process. 2 this model of adaptation is distinguished from the time period and situation experienced by each person. According to (Gudykunts, 2003) The long-term adaptation employed anthropological and sociological concept such as acculturation, assimilation and marginality to analyze individual adaptation experiences. While the short-term adaptation process is discussing about immigrant or a temporary sojourn in concern of easing the temporary but often bewildering transition into new environment. It is describe as the physiological difficulties in encountering unfamiliar environment demands during overseas sojourn.

The adaptation process is not a process that will be passed by an immigrant or immigrant or in this case (foreign students) smoothly to achieve good communication effectiveness in the new environment where they live. Young Yun Kim in his book "Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation" describes a process of cultural adaptation that a migrant / adaptation actor will go through in a model called "The Stress-Adaptation- Growth Dynamic ". In this process, Kim explained that a migrant would experience a period of difficulty in undergoing the adaptation process faced in his new environment; this depends on how the immigrants' abilities in dealing with the new culture they face (Kim, 2001).

In the adaptation process of "The Stress-Adaptation-Growth Dynamic" described by Young Y. Kim, Kim explained that a person will experience a period of stress or a time of stress because he encounters a culture that is different from the culture he held or possessed before. In this period, a person is faced with a situation where he has the desire to be able to adjust to his new culture, but is hindered by the original culture he held before (Kim, 2001).





There are also culture shock and stress. Culture shock and stress are a very common experience whenever someone trying to adjust to a new culture or a different cultural environment. The result of culture shock can be anxiety, depression, frustration, anger and/or self-pity, and there can also be physiological and behavioral consequences, which vary from person to person. According to Ting-Toomey the term of culture shock refers to physiological and physical consequences of change in circumstance (Ting-toomey, 2012). Such as:

- 1) *Sense of loss and feeling of deprivation*, in relations to friends, status.
- 2) *Feeling of helplessness*, not being able to cope with the new environment.
- 3) *Irritation, anger* about 'foreign' practice.
- 4) *Feelings of isolation*, feeling rejected by, unable to get closed to members of new cultures, or own rejection of them.
- 5) *Confusion* in role, values, and self-identity.

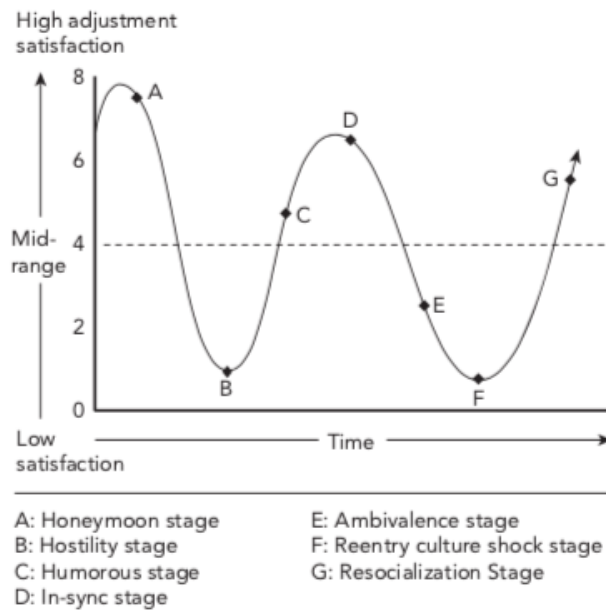
According to Ting-Toomey there is a way to reduce culture shock. Here are some tips to face culture shock:

- 1) Increasing their motivations to learn about the new culture.
- 2) Keeping their expectations realistic and increasing their familiarity concerning the diverse facets of the new culture
- 3) Increasing their linguistic fluency and learning why, how, and under what situations certain phrases or gestures are appropriate, plus understanding the core cultural values linked to specific behaviors
- 4) Working on their tolerance for ambiguity and other flexible personal attributes
- 5) Developing strong ties (close friends) and weak ties (acquaintanceships) to manage identity stress and loneliness
- 6) Being mindful of their interpersonal behaviors and suspending ethnocentric evaluations of the host culture.





In culture shock there are several steps that are passed. The W-Shape Adjustment Model, which consists of several different levels while dealing with culture shock.



Picture 2: The W shape adjustment model on Culture Shock

Source: Ting-Toomey (2012)

#### a) Honeymoon stage

The first stage is Honeymoon stage; it's where individual feel excited in facing the new cultural environment. This stage is the very basic stage where everything appears to be fresh and exhilarating.

#### b) Hostility stage

The next stage is Hostility stage. This is where the individual experiences their major emotional upheavals. This stage appears right after the honeymoon pace and the reality start to sets in. This is the serious part of culture shock, this stage can occur rapidly experience a major loss of self-esteem and self-confidence. They feel consciously incompetent and emotionally drained in many aspects of their life.





**c) Humorous stage**

At the humorous stage, individual learn to laugh at their cultural *faux pas* and start to realize that there are pros and cons in each culture just as there are both good and evil people in every society.

**d) In-sync stage**

When the individual start to adapt with the new cultural environment. During the in-sync adjustment stage, sojourners develop a sense of trust and empathy and a wide spectrum of other positive emotions. They become much more creative and adaptive in the new environment.

**e) Ambivalence stage**

This stage is when the individual experience grief, nostalgia, and pride, with a mixed sense of relief and sorrow that they are going home.

**f) Re-entry culture shock stage**

It's when the individual face an unexpected jolt. This will be much worst than the hostility stage where the culture shock happen.

**g) Re-socialization stage**

When the individuals may quietly assimilate themselves back to their old roles and behaviors without making much of a "wave" or appearing different from the rest of their peers or colleagues.

Quoted from Ting-Toomey, according to Anderson in 1994 there are some types of "Cultural Shocker" (Ting-toomey, 2012) as follows:

1) The early returnees

They tend to act aggressive or passive aggressive in facing the cultural differences. They constantly blame the entire problem to the new culture.

They use their ethnocentric standards to compare and evaluate the local practices and customs.

2) The time servers

They tend to use avoidance strategies. They use either physical avoidance or psychological withdrawal strategies to avoid interacting with host members.

They try to do minimally passable job with minimal host contact and who are emotionally and cognitively.

3) The participators





They tend to be active commitment strategies to realign their identities with the new culture. They try to engage in positive self-talk and positive situational appraisal strategies. They also intentionally develop new communication competence practices to connect with their new culture.

### **2.1.5 Effectiveness of intercultural communication**

According to Mulyana cross-cultural capabilities consist of 3 components (Mulyana, 2009), namely:

- a. Component of knowledge, understanding the importance of ethnic/ cultural identity and the ability to see something important for others. Knowing about cultural identity and be able to see all the differences.
- b. Component of Mindfulness (consciousness), mindfulness simply means ordinary and meticulous to 'realize'. Readiness to face new perspective changes.
- c. Components of (skill), skill refers to identity negotiation through observation, listening, empathy, nonverbal sensitivity, politeness, rearrangement, and collaboration.

Communication between humans including intercultural communication always has a purpose. Namely creating effective communication through the same meaning of message that exchanges. "In general, the purpose of intercultural communication is to express social identity and bridge the differences between cultures through the acquisition of new information, learn something new that never existed in our own culture, and to get entertainment or to escape" (Liliweri, Dasar-Dasar Komunikasi Antarbudaya, 2013).

According to William Howell (1982) in the book 'the basic of intercultural communication' by Liliweri, that each individual has a different level of awareness and ability in communicating between cultures (Liliweri, Dasar-Dasar Komunikasi Antarbudaya, 2013). That is:





Picture 3: Awareness and ability to communicate between cultures.

Source: William Howell (1982)

- 1) This situation when someone is aware that they are unable to understand the culture of others. This situation occurred because they knew that he was unable to understand the cultural differences they faced.
- 2) This situation when someone is aware that they are able to understand the culture of others. This situation is an ideal situation, meaning that awareness of that ability can encourage people to understanding, implementing, maintaining and overcoming intercultural communication.
- 3) This situation when someone is not aware that he is able to understand the culture of others. This situation is experienced when someone is not aware that he is actually able to understand the behavior of others, and maybe other people are aware of his communication behavior.
- 4) This situation when a person is not aware that he is unable to deal with differences between cultures. This situation occurs when a person is totally unaware that he is actually unable to deal with other people's cultural behavior.



## 2.2 Chinese Communication culture

China is the Countries with the Most Population in the World. Now days the spread of Chinese people in the world is very well known. The emergence of 'China Town' associations throughout the world is already a commonplace. Quoted from journal titled 'The Chinese globalization and diaspora in a post-colonial perspective' Wang Gung Wu stated in his book '*China and the Chinese overseas*' that the history of the Chinese diaspora has 4 migration patterns, namely; as coolies (*Huangong*), as a trader (*Huangshang*), as overseas foreign (*Huaqiao*), and as an overseas Chinese descendant who migrated to another place (*Huayi*) (Wu, 1996).

The phenomenon of diaspora (migration) of Chinese ethnic took place since the division of the Chinese homeland in 1949, which gave birth to the Republic of China (PRC) and the Taiwan-China republic. For Chinese people to do a diaspora (migration) is normal. In their efforts to survive physically and psychologically, the Chinese overseas ethnic groups tried to maintain their language and practice their rituals and culture in a limited community, which also influenced the formation of Chinese residential areas (China Town).

Based in the book 'Communicating effectively with the Chinese' by Gudykunst & Ting Toomey, Communication is foreign concept to Chinese; no single word in Chinese serves as an adequate translation for the term. Many Chinese equate communication with talk (Ko Kao, 1998). While in Chinese culture, people who have the gift of talking (*neng shuo*), and are skillful in talking (*hui shuo*), often are recognized as experts in communication. And by this cultural orientation helps explain why communication has not been given a great deal of attention in Chinese academic domain.

Since long ago, China has always had unique and interesting historical stories. The historical value that still continues throughout the history of the country of China is that the views of the people in "clan and family are more important than anything" (Larry A. Samovar, 2010). Also In Gondomono's book entitled "Chinese society and culture" which discusses the Chinese community kinship system that the most important social institutions in Chinese society are 'families' (Godomono, 2002). Realizing the word 'family' in Chinese culture has a broad meaning. Because the meaning of 'family' in china culture is not just a group of people who have blood relations but also about their nationality. Quoted from the book Gondomono,



according to Becker (1979), "The ideal family is a group of relatives consisting of several generations who live as a whole, have a shared budget, eat from one shared kitchen, and are led by one head" (Gondomono, 2002). The importance of kinship embraced by the people of China is another proof of the bond that exists between cultural history and the way of view of Chinese society towards the world.

According to (Ko Kao, 1998) although the concept of communication may seem foreign to the Chinese culture. But for Chinese people maintaining relationship is integral part of communication because relations with others define the Chinese self, they will feel incomplete if it were separated from others.

Quoted from (Ko Kao, 1998) the ultimate goal of communication in Chinese culture is to preserve harmony (*he*). The term *he* denotes harmony, peace, unity, kindness and ambience. The Chinese culture are inspired ideally to live in harmony with family members, to be in a good term with neighbor, to achieve unity with the surrounding environment, and to make peace with other nations.

In Chinese and Japanese cultures, people who disagree with a decision will choose to be 'silent'. This is because the Chinese notion believes that expressing disagreement openly is an impolite act, In contrast to American culture that interprets 'silence' which means agreeing (Ridwan, 2016). Understanding intercultural communication is necessary because the background of each nation and country must be different. As in the example above, interpreting different meanings in the same behavior can add to the complications of the intercultural negotiation process.

In Chinese culture a close relational bond exist between the self and the family. For the Chinese self, family serves as the primary and ongoing unit of socialization. Family is both a home and a community. Moreover, when friends become very close, Chinese consider them as member of the family (*peng you ru jia ren*).

In Chinese culture there are once called "insider" (*Zi Ji Ren*) & "outsider" (*Wai Ren*). The Chinese make a clear distinction between insiders and outsiders. In the book Ge Gao & Ting Toomey explained that there are 2 categories of insiders, namely; automatic & selected. The 'automatic' insiders are including parents, siblings, relatives, colleagues & classmates. Meanwhile, the 'selected' insiders are the one that has been developed overtime at work or elsewhere (Ko Kao, 1998). A person with an insider's distinction often enjoys privileges and special treatment beyond outsider's comprehensions.









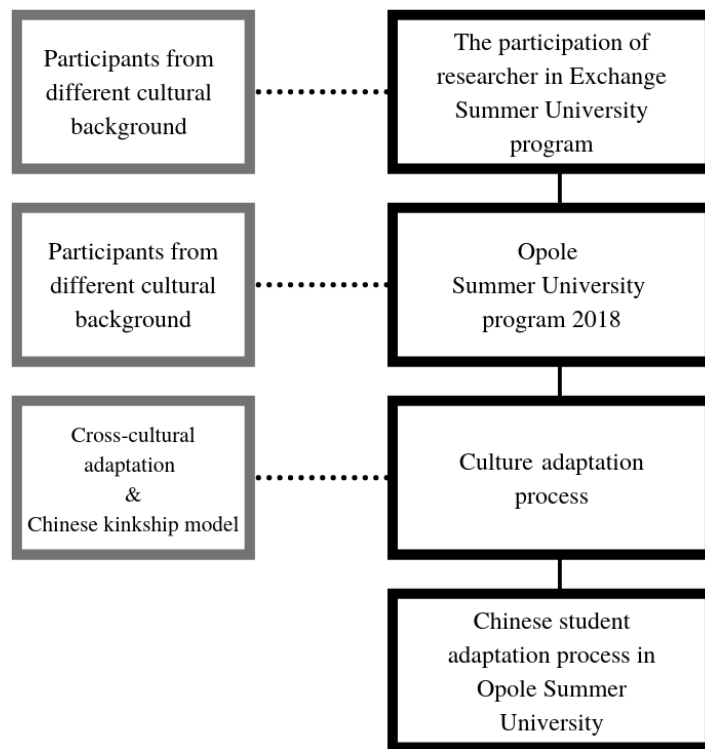
can be a reference, both in the context of the introduction and formulation of the hypothesis.

What distinguishes this research from previous research which is used as a reference by the author are, firstly the difference in the subject that being examined, second these studies explore the kinship ties experienced by the people of China resulting in intercultural communication phenomena during the student exchange program. Within this research, the authors hope to add more references to the study of communication, and also this research can provide information to all circles regarding intercultural communication.





## 2.4 Conceptual Framework



Picture 4: Author conceptual framework

The conceptual framework created by the author starts from a phenomenon that is experienced directly by the author about intercultural communication phenomenon that occurs during the summer course program takes place. Different types of students come from different countries so the participants who join this program have different cultural backgrounds. With the differences in cultural background, there are many phenomena of intercultural communication such as cultural adaptation. According to (Rodríguez, 1996) Intercultural communications refers to the adjustment of communicative behavior to decrease the probability of being misunderstood when speaking with someone from a different culture.

In this exchange program there are several countries participating, namely Indonesia, China, Kazakhstan, Ukraine, and Kyrgyzstan. There are striking uniqueness from several countries that make the writer want to examine more deeply about the ethnicity of the country. Students from China are the largest in participating in this exchange program, and many intercultural phenomena can be obtained from



their groups. From the day-to-day activities of the participants, the author was interested and decided to examine more about the adaptation that the Chinese students did during the summer course program.

Researchers find out more about Chinese ethnicity and get some information about Chinese culture. It was found that in the Chinese culture there was a communication model and also a high level of kinship between each other. Which might affect the way they adapt to people who are ethnically different from them. One of the example is, Research conducted by Chu & Ju in 1993, that Chinese are less likely to initiate interaction with stranger or to be involved in social relationship. A vast majority of Chinese respondents (84.5%) indicate that they would not trust a stranger until they became better acquainted with that person.

The existence of the Chinese communication model and kinship in the Chinese culture that has been studied by the authors, there is a connection with the cultural adaptation they experience. And the author chooses to this study to explore the adaptation process of Chinese student participant in Opole summer university program.







## Chapter III

### RESEARCH METHOD

#### 3.1 Research Method

This study uses a qualitative approach and using descriptive analysis methods.

According to (Ghony, 2012) Qualitative research is research that cannot be achieved by using statistical procedures or by quantitative. In general, qualitative research discuss about history, people's lives, behavior, social movements, and kinship relationships. In qualitative research researchers are who have a higher level of criticism in all research processes. The power of criticism researchers is the main weapon of running all the research processes (Bungin, Penelitian Kualitatif, 2011).

As said by (Ghony, 2012) that qualitative research is research that emphasizes the quality of things, which can be social events, phenomena, and symptoms. Which can be used as valuable lessons for theory developers. In this study uses a qualitative approach that allows the researcher to interpret and explain a phenomenon holistically by using words, without having to depend on a number. Qualitative descriptive formats are generally carried out in research in the form of case studies. Qualitative descriptive format case studies do not have characteristics like water (spreading on the surface), but focus on a particular unit of various phenomena (Bungin, Penelitian Kualitatif, 2011).

As stated above, qualitative writing where this approach aims to systematically, factually and accurately describe or represent, regarding the factors, traits, and relationships between phenomena examined. In the use of qualitative methods, the focus of the problem tends to go into subtle reality as a social phenomenon, which will be expressed in the depth of the phenomenon. So the authors chose to use qualitative methods (Bungin, Penelitian Kualitatif, 2011). The author chooses to use qualitative methods because, with this method researchers can find out in detail and in depth about the subject being examined.

On its characteristics, qualitative descriptive case studies are an exploratory research and have a very important role in creating hypotheses or people's understanding of social variables. The author hopes by using a descriptive qualitative



approach it can collect as much data as possible and as completely as possible. Then the author can process data in order to obtain extensive and in-depth descriptions and information about the patterns of communication between cultures in this study.

### 3.2 Research Paradigm

The paradigm used in this study is constructivist who views natural rationality but from the results of the constitution. The constructivist paradigm views a reality or the findings of a research as a product of interaction between researchers and those studied. The constructivist paradigm emphasizes empathy and dialectical interaction between researchers and respondents to construct the reality under study through qualitative methods.

The foundation of qualitative research is post-positive philosophy, which is often also referred to as a constructive paradigm. Where this paradigm views social reality as something intact, complex, dynamic, full of meaning, and the relationship of symptoms is interactive (Ghony, 2012). In constructivists, every individual have their own unique experience. Thus, research with strategies like this suggests that every way an individual takes in view the world as valid, and needed respect for their each view.

The constructivist paradigm has several criteria distinguish it from other paradigms; there are ontology, epistemology, and methodology. Ontology level, the constructivist paradigm sees reality as things that exist but reality is plural, and the meaning is different for each person. In epistemology, researchers use an approach subjective because that way can describe the construction of meaning by individuals. In the methodology, this paradigm uses a variety of type of construction and combines it in a consensus.

According to (Ghony, 2012) there are several characteristics in qualitative research, namely: 1) Scientific context and background of research, 2) Aiming to gain a deep understanding of a phenomenon, 3) Deep involvement and close relations between researchers and the subject, 4) the absence of 'special' treatment or manipulation of variables, 5) the excavation of the value of a behavior, 6) flexible.

From the explanation above, it can be concluded that qualitative researchers want to explore phenomena in a natural way, in the real context, without being made up and without engineering. So from that qualitative research felt that it wouldn't be accurate





and in-depth data if only digging information through questionnaires such as quantitative research.

There are also challenges in using qualitative research. According to (Matthew B. Miles, 2014) the analytic challenge for all qualitative researchers is finding coherent descriptions and explanations that still include all of the gaps, inconsistencies, and contradictions inherent in personal and social life. The risk is in forcing the logic, the order, and the plausibility that constitute theory making on the uneven, sometimes random, nature of social life. It can be concluded that the challenge in qualitative research is how the writer can describe and then explain well and correctly without any lack and excess information.

In this study, the constructivist paradigm was used to see the phenomenon of daily intercultural communication experienced by Chinese students as participants in the Opole summer university program based on observations and interviews that will be carried out by the researchers.

### **3.3 Subject and Object of research**

Based on the characteristics of qualitative research, "The informant selection technique used in qualitative research is a purposive sample" (Moleong, 2007). In data collection researchers will use a purposive sample. The purposive sample is determined 'intentionally' so that the study sample does not need to represent the population. According to (Ghony, 2012) considerations in purposive sampling are not based on aspects of population representation in the sample but rather on the ability of the sample (informant) to provide complete information to the researcher.

The authors will choose subjects who are considered to have and can provide data and information needed in this study. The characteristics of the students to be interviewed by the authors are students who take part in the Opole summer university program 2018, Students from China. The main subjects in this study were Chinese students who took part in an Opole summer university program that was active and socialized with other participants. Student that the author will interview are Shu man, Cara, Gowlan, Coco . This subject selection is chosen because they have the attention, desire and role in conducting intercultural communication with the other participants.

The author will conduct an interview individual between individual of Chinese students that participating in the summer university program. The writer will interview them through instant messaging called "*wechat*". The author chose to





interview using instant messaging media to make it easier for writers to obtain data, to shorten the time and also save costs. The subject used in this study was originally from China; due to the distance that was too far and the author cannot meet face to face with the subject of the interview. The authors chose to interview them via instant messaging.

### **3.4 Data collection and Data analysis techniques**

#### **a. Data collection techniques**

- **Interview**

As a researcher, interviewers must understand the purpose of conducting interviews with informants, thus interviewers are always bound by the objectives of conducting interviews (Bungin, Penelitian Kualitatif, 2011). According to Irawan Soehartono In his book social research method, Interview is "conversation with a specific purpose. In the form of oral question and answer between two people or more directly". The person who interview is called interviewers, those are the one who ask questions. While the person who is been interviewed is called interviewee, they gave answers to the questions given (Moleong, 2007).

According to (Bungin, Penelitian Kualitatif, 2014) a good interview material contains several things as follows; 1) there is an opening, that contains greetings and an introduction between the interviewer and the informant. 2) The content, which discusses the subject matter & purpose of the research. 3) And the last is conclusion from the end of the interview session.

There are 2 ways to conduct interviews, namely by being open and disguised (closed). Open interview is the interviewer openly conveys the intent and purpose of the interview where the informant knows that the interviewer as the researcher. While the disguised interview (closed interview) where the interviewer disguised and mingled with the informant when interviewing so







that the interviewer's position as a researcher was unknown to the informant.

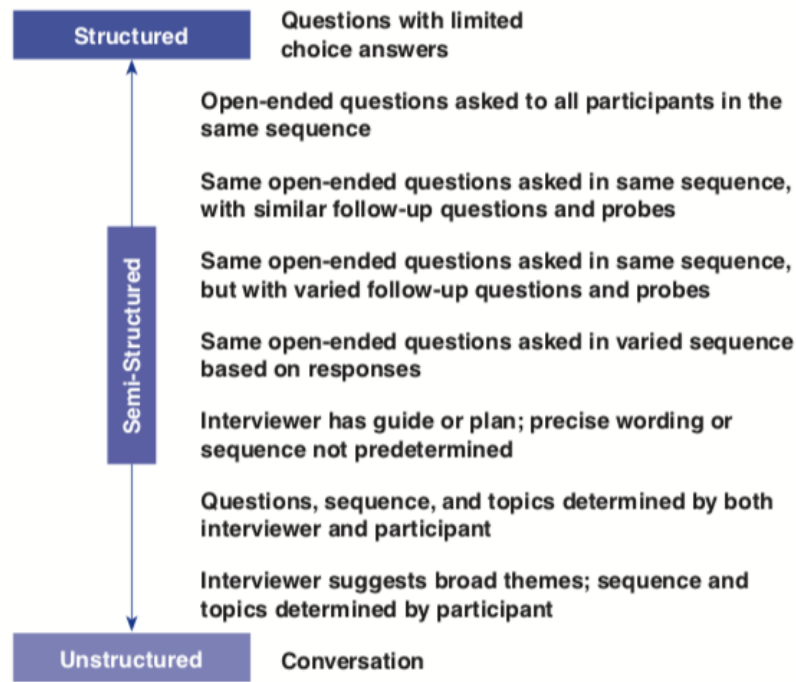
According to (Bungin, Penelitian Kualitatif, 2014) there are several forms of subjects and objects in the study using interviews, namely:

- 1) Interviews between individuals and individuals.
- 2) Interviews between individuals and groups.
- 3) Interviews between groups and individuals.
- 4) Interviews between groups and groups.

The author will use an online interview or also be called E-interview. According to (Salmons, 2012) the researchers may conduct interviews online because it is a convenient way to meet participants, because they are not dispersed, or because they want to collect visual data not possible with a telephone interview or meeting face to face.

According to (Salmons, 2012) there are 2 models of conducting online interview, Asynchronous (any time) and Synchronous (real time). She said the Asynchronous model is an interview that tends to be more passive and it can be done in any time, such as Email, blog, web forum & wiki. While the Synchronous it tends to be more interactive and it can be done in real time for example video call, videoconference, text messages, and Internet chatting. According to (Salmons, 2012) like the interview method in general there are 3 ways in conducting interviews. There are structured, unstructured, or semi-structured interview. The e-interview researcher must also consider alignment of interview structure and questioning style with choice of technology.





Picture 1: Level of interview structure

Source: Salmons (2010)

According to Lokman I. Meho in his journal of the American society for information science and technology on 2006. There are also several benefits when we are using the online interview or so be called E-interview (Meho, 2006). There are;

- 1) Cost & Efficiency.
- 2) Democratization and Internationalization of Research.
- 3) Informed Consent and Confidentiality.
- 4) Medium Effect.
- 5) Data Quality.





The author will interview each informant simultaneously by using the *Wechat* application. The first information that author will interview is Coco (Yiting Liu), after that the second informant the writer will interview is Schumman (Yang Schumman) and the last informant to be interviewed by the author is Galym (Gao Lan). Interviews are conducted with '*one on one*' on each individual.

After getting the results of interviews from several students, the author will begin to draw data from the results of the interview then analyzed. In the interview process the author will record each date, time, and media used to strengthen the evidence of the interview. So that it can be explained when the author has analyzed the results of the interview.

- **Documentation**

Documentation is one of data collection method used in social research methodology. Documentation collection is a collection of records that are expressed in written form, verbally and in the form of works that have been documented by certain parties (Moleong, 2007).

According to (Bungin, Penelitian Kualitatif, 2014) there are 2 types of documentation; there are personal documentation and official documentation. Personal documentation is a personal record or composition of a person based on their actions, experiences, and beliefs. While official documents are divided into 2 types of internal and external. Internal official documents are in the form of memos, announcements, and instructions. While external official documents are in the form of information materials from an institution such as magazines, bulletins, news that is broadcast to the mass media.

Furthermore, the documents referred to in a study are in the form of written documents, drawing documents (photos), and articles related to intercultural communication, as well as the results of actual photographs related to the research conducted.





According to Bungin the method of documentation cannot be made as the core of the research. Documentation methods, visual material methods and online data tracking methods are included in secondary research methods. It can be interpreted, as all the results of the method can be a supporter in strengthening the research evidence (Bungin, Penelitian Kualitatif, 2014).

And also the researcher is collecting data from Internet. The method of searching data online, which is meant by procedures for tracking data through online media such as the internet or other network media. It allows researchers to utilize data information obtained online that can be accounted for academically. The most important procedure that must be considered when using this method is the mention of the source & time of the data obtained online. The writing of data sources or theories must be done in full or completed so that there is no confusion to trace the data source used (Bungin, Penelitian Kualitatif, 2014)

As a method, this online search method also has several disadvantages, such as other methods in general. Like the limit of the source of information sought on the Internet, there are various kinds of viruses that can endanger the electronics used, the loss of the site being searched for, and many others problem. As being discussed above, the method of searching data online is a secondary research method. In the sense, that all the results of the method can be a supporter in strengthening the research evidence.

The author uses this method to gather detailed information about the Opole summer university program. To collect documents online including photographs, video and general information about the Opole summer university program in the official website. As discussed earlier, the author chose this method to facilitate data collection. This method is to make it more simple and systematic because the source of research is in a different country.

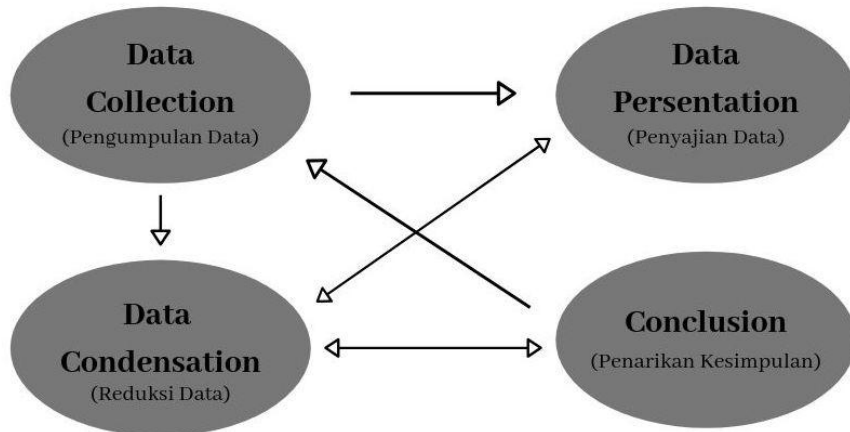




**b. Data analysis techniques**

In analyzing data, researchers process the data obtained so that it is systematic and easy to understand. The data is compiled and categorized based on the results of interviews, observations, documents and reports which are then described in the form of language that is systematic and easy to understand.

Descriptive qualitative methods are those that do not prioritize meaning, on the contrary, the emphasis on descriptive causes the qualitative descriptive format to analyze the surface of the data more, only to pay attention to the incidental processes (Bungin, Penelitian Kualitatif, 2014).



Picture 2: The components of qualitative data analysis

Source: Miles, Huberman & Saldana (2014)

According (Matthew B. Miles, 2014) these are the components of qualitative data analysis, namely;

1. Data reduction

The Data that has been obtained & collected by researchers in the field by conducting interviews and documentation is reduced by summarizing the choice and focus of data on matters that are suitable for the purpose of the study. At this stage, researchers conduct data reduction by sorting, categorizing and making abstractions from field notes, interviews and documentation.





## 2. Data presentation

Data presentation is done when the data has been reduced and summarized. Data obtained from observations, interviews and documentation analyzed are then presented in the form of Interview Notes, Field Notes and Documentation Notes. Data that has been presented in forms of interview notes, field notes and documentation notes are coded data to organize data, so researchers can analyze quickly and easily. The researcher makes a preliminary list of codes that are in accordance with the interview, observation and documentation guidelines. Each data that has been given a code is analyzed in the form of reflection and presented in the form text.

## 3. Conclusion drawing

The final step in the analysis of qualitative data is the interactive model drawing conclusions from verification. Based on data that has been reduced and presented, the researcher draws conclusions supported by strong evidence at the stage of data collection. Conclusion is the answer to the problem statement and questions that have been expressed by researchers from the beginning.

According to Miles, (Matthew B. Miles, 2014) the first cycle in analyzing the qualitative research are codes and coding. Codes are labels that assign symbolic meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to data “chunks” of varying size and can take the form of a straightforward, descriptive label or a more evocative and complex one (e.g., a metaphor) (Matthew B. Miles, 2014). The author will sort and mark each description that has been obtained from the results of data collection to facilitate the analysis of the discussion.





### 3.5 Data validation & verification

The data validation is carried out to test the data that has been obtained and also to prove whether the research conducted by the author is truly a scientific research. According to (Moleong, 2007) the validity test of the data in qualitative research is only emphasized in the test validity and reliability, because in qualitative research the main criteria in the research data are valid, liable, and objective. The data validation used in this study is triangulation. Triangulation is carried out for examinations for this research from various sources and various times. According to Sugiyono (2007) there are some of data triangulation techniques that the author uses, namely:

- Source triangulation is to test data creation by checking data obtained with several other sources. After that the researcher will get a conclusion then analyzes the data that has been obtained.
- Triangulation technique is checking data obtained by different techniques or methods such as through interview data and documentation. If by checking the credibility of the data getting different data, the researcher will carry out discussions with related data sources to get certainty about which data is considered correct.

### 3.5 Research ethics

1. Researchers are honest in data collection, implementation of methods, collection of library materials, research procedures, and publication of results.
2. Minimizing personal interpretations and decisions during conducting research.
3. To record and save all activities carried out by researchers regularly.
4. Open research and accepting new criticisms and ideas.
5. Pay attention to copyrights, patents, and other intellectual property.
6. Write down all the names of the speakers who contributed to the research.
7. Don't make plagiarism.
8. Maintain the confidentiality of personal data or other data obtained from informants who are considered confidential.









## Chapter IV

### Discussion

#### 4.1 Program Background

This program was held in Poland, Europe. Poland is located in Eastern Europe. Poland is located at a geographic crossroads of the Europeans to the sea-lanes of the Atlantic Ocean and the fertile plains of the Eurasian frontier. The University of Opole is located in a small city called Opole in Poland. Opole is a city located in Southern Poland on the Oder River and the historical capital of Upper Silesia. Opole is an important river port and rail link between Wroclaw city and Upper Silesia; its economy depends on cement industries and iron foundries. The University campus is located in a central but quiet part of the city, close to two theatres, multiplex, swimming-pool, two fitness centers, football stadium, coffee bars, student clubs and pubs. Opole can be said as the city that fit for the student base on location and economy that seems cheap compared to other regions in Europe.

The University of Opole is one of 19 public universities in Poland. The university was established in 1994 and it has a long academic tradition since it was founded as a result of joining with one of the best Polish Pedagogies College at Opole, and also be Opole branch of the Catholic University in Lublin. The University comprises eight faculties and several other units, which together form a dynamic, modern and committed to the highest standards of teaching academic institution. The University of Opole is continually expanding its educational offer and is developing cooperation with academic and business partners both in Poland and abroad. Their students can go on placements and exchanges within the framework of Erasmus+ program or Europa Master Program. They can obtain various scholarships and grants and can develop their interests and passions taking part in a wide range of activities in the fields of science, sport and culture.





The University of Opole is continually expanding its educational offer and is developing cooperation with academic and business partners both in Poland and abroad. Their students can go on placements and exchanges within the framework of Erasmus+ program or Europa Master Program. They have several international programs, and Opole Summer University program is one of them. The university has launched this initiative program for 3 years. The University has been cooperating with many countries such as; China, Russia, Turkey, Kyrgyzstan, Afghanistan. And this year they made the cooperation with Ukraine, Kazakhstan, and Indonesia. The summer program at the University of Opole is a place to get a unique chance to broaden our knowledge, develop our communication skills, and enjoy summertime in the exciting and well-situated place. The program covers classes of comprehensive, practical English adjusted to the level and specific needs of university students. By conducting daily interactions, and conducting social relations especially about the power of communication and intimacy among the participants reflected in their communication. The Opole Summer University program lets participants explore applied perspectives, especially on cross-cultural communication in the interaction of education and workplace.



Picture 1: Opole Summer University 2018 logo.

Source: [uni.opole.pl](http://uni.opole.pl)





The university arranges the Summer University Program for 3 weeks. That includes; 30 hours of core courses, 24 hours of elective courses, workshops, out-class activities, 2 European country excursions. All in-class activities are divided into 3 major parts. There are Academic English, Intercultural Communication, and Art and Literature. Each class should at least have 15 students. Additionally, each participant will be able to join the afternoon and weekend activities they provide. Each participant is free to choose which class they want to take among the 3 classes the program has provided. Each class should at least have 15 students. Besides in-class activity additionally, each participant will be able to join the afternoon and weekend activities. This program was carried out at the University of Opole (University of Opole) and was organized by the International Study Programmers of the University of Opole. This activity was carried out for 3 weeks. Effectively from 16 July 2018 to 4 August 2018.

This program has been held for 3 years, and China has joined academic collaboration with Opole University since the university presented the first summer university program. Every year China has participated in sending students as participants in the summer school program, that until now they have the highest number of participants in the summer university program. There are several universities from China that include their students in this summer university program this year there are Dalian University, Southwest University, and Fujian Normal University. All the three universities are from all over China. Chinese student participants were the biggest among participants from other countries. They have a large group and also a big influence during the running of Summer University. During the program, the author made observations, which showed that the group of Chinese students tended to be more closed and did not want to get along with many other students. For example, they often hang out only with their groups and often speak only their language. This study will try to provide an overview of the process of intercultural communication efforts carried out by Chinese students during the Opole summer university program.

The authors also try finding and exploring the Chinese culture communication model, and getting some information about the special kinship that the Chinese people have. From a number of books and journals that the author has read, it was found that





the Chinese have a high level of kinship towards each other, not only for their family but for people who have the same nationality as them. The author also made evidence to strengthen this research. That the Chinese people have a strong level of kinship between each other even though they are not related by blood.

#### 4.2 Informant Data

At this stage the researchers conducted interviews on a gradual basis on 3 students from China who participated in the Opole summer university program, as follows;

1. The researcher interviewed Yiting Liu (Coco) on May 8, 2019. The Interview was conducted at 11.01 AM until 01.06 PM by *Wechat* Application. The informant is a 21 years old student of Dalian University from China. This informant claimed that she had never participated in the previous student exchange program before.
2. The researcher interviewed Yang Shumman (Shumman) on May 11, 2019. The Interview was conducted at 06.27 PM until 09.25 PM by *Wechat* Application. The informant is a 20 years old student from Southwest University, China. This informant claimed that she had never participated in the previous student exchange program before.
3. The researcher interviewed Gao Lan (Gaolym) on May 28, 2019. The Interview was conducted at 10.20 AM until 01.58 PM by *Wechat* Application. The informant is a 20 years old student from Southwest University, China. This informant also claimed that she had never participated in the previous student exchange program before.

#### 4.3 Results Discussion

On the Opole summer university 2018 program there are some several country that participating in this program there is China, Indonesia, Kazakhstan, Kurdistan, and Ukraine. This summer university program provides us with approximately 10 buddy-mentors who will accompany and direct us while in Poland.

According to Oksana Smolnikova as the coordinator of Opole summer university 2018, there are total 55 participant and 47 students are from China. Chinese student participants were the biggest among participants from other countries. They have a large group and also have a big influence during the running of Summer University.

Because of their large number of participants, there are several things that are





controlled by them. For example, food selection, when many of the brands cannot eat bread, then the plan to eat bread is canceled so the picnic menu is replaced with a rice menu. Even though not all participants agreed to this, but it's still change anyway. All of us are placed in the same building in Niechich Dormitory.

All summer universities student are placed in the same dormitories. The University provides small condos for the participants that contain 1 mini kitchen, 1 bathroom with 2 rooms. The first room contains 3 people, and the other room contains 2 people. Each condo is placed for 5 students. Each condo they provide contains a variety of students around the world, all mixed in 1 condo they provided. They also provide space for garbage disposal and also laundry rooms for each floor in the dormitory building. They have arranged the room placements just before we get there. So when we got there all the room lists were already given to us. They have arranged each condo with variety student from different nationalities. The location of the dorm is very strategic, very close to campus, shopping center, museums, tourist attraction, and much other interesting places.

The program daily activity mostly in the class course that's around 9 AM in the morning until 3 PM and after that sometimes they took the student for Outdoor Activity and after that, the participants will have free time. Free time is used with a variety of agendas; there are some groups who go for picnics, some also only stay in the dorm rooms, and also those who go to hang out with other participants. While in the weekend they provide us with outdoors activity such as sightseeing in the city, picnic, football practice, dancing class etc. During the program, the activities that we do every day are 'joint' activities that are attended by all participants of the summer university program including the Chinese student. When the summer university program takes place this is where there is intercultural communication between the fellow participants. When the teaching process in the class takes place lecturers randomly group us, so that there is a mixture and interaction between participants with each other. From here the Author can observe and draw conclusions about the existence of a cultural adaptation process between the participants. Many of the student participants from China made their interactions more prominent than the other groups. So that the idea emerged from the author to find out about the effort that Chinese student made to adapt in Opole Summer University program.





#### 4.3.1 Cross-cultural adaptation process of the Chinese student

Cultural adaptation is often experienced by people who move to a new place and facing a new cultures & environments. So that's a reasonable for a change to occurs to these people. There are various forms of adaptation that people pass through in the face of new cultures and environments. And it may effect it physically and mental. Cai and Rodriguez define Intercultural adaptation as the process through which persons in cross-cultural interactions change their communicative behavior to facilitate understanding (Rodríguez, 1996). It can be concluded that the process of cultural adaptation does require time for people to adjust. Every individual their own way to adapt to a new culture, not everyone has the same way and effect in dealing with a new culture.

The author has interviewed several informants who were selected to be the subject of this research. All of them claimed that they had never done a student exchange before; Opole Summer University became their first exchange program they attend. Each of them has various motivations and expectations in joining this program. Some of them claimed that they wanted to have experience living abroad, experiencing different life style and culture, traveling, meting foreigners, there were also those who wanted to Improve in English, and some who wanted to learn about the differences in Chinese culture and European culture. Of the many kinds of motivations that participants have, many of which lead to exploring the ability to speak English and communicate with other cultures. When in interviews, the author can also see that they are highly motivated to interact with people who are culturally different from them, even though they are aware of the challenges faced when interacting with people of different cultures.

*"Because I had never been abroad before I went to Poland, I want to see and experience the life abroad, and learn the difference between the eastern and western cultures. Besides, I'd like to make more foreign friends to learn about their daily life and communicate with them is good for my English study."* (The interview results with Yang Shumman on 11 May 2019).

*"The first motivation is to learn English. The second is to experience different lifestyle and understand different cultures. The third one is to make some new friends"* (the interview results with Gowlym on 28 May 2019)





And they all claim that this program is in accordance with their motivation and expectations of this program.

The author also discusses and asks about the impression they have experienced while attending this summer university program. Some of the informant claimed they are enjoying the first program they join in; they are enjoying the Polish landscape, city tour and meeting new interesting people. The various responses given by them concluded that there was a cultural adaptation that they experienced. One of the informants stated that, when first time arriving in here she feels like she doesn't want to talk too much, and She also feels that she needs to improve her English.

*“At first, maybe because of my oral English and a totally new place, I felt like not talking too much. However some friends came and talked to me and invited me to have some dinner together and things were different since then. After that, I was willing to talk more, sharing my feelings; it made me much happier especially when we hung out. So I enjoyed being around with them”* (The interview results with Coco on 8 May 2019)

And the others informant also claimed that she is experiencing different living habits. They were aware of the changes that occurred when they set foot in the city of Opole. And then they realized that what they faced was different from what they used to see and understand. Intercultural communications refers to the adjustment of communicative behavior to decrease the probability of being misunderstood when speaking with someone from a different culture (Rodríguez, 1996).

There are 2 types of cultural adaptation models; there are long-term adaptation and also short-term adaptation. This adaptation model is distinguished from the subject and the time spent in the adaptation. According to (Gudykunts, 2003) The long-term adaptation employed anthropological and sociological concept such as acculturation, assimilation and marginality to analyze individual adaptation experiences. While the short-term adaptation process is discussing about immigrant or a temporary sojourn in concern of easing the temporary but often bewildering transition into new environment. It is describe as the physiological difficulties in encountering unfamiliar environment demands during overseas sojourn. From the data the authors collected from the results of interviews, it can be concluded that all informants can adapt to the environment of a summer university program with a





period of approximately 1 week. They claim that they have gone through several difficulties and obstacles in their adaptation, but in the end they can adapt well.

*“Yes, the first couple of days seems a little difficult to feel at ease for both life adaptation and interaction, I always need sometime”* (the interview results with Coco on 8 May 2019)

*“Because of my English level, I may have difficulty in in-depth communication, but I can adapt to it well”* (The interview results with Yang Shumman on 11 May 2019).

The author also finds out about daily communication that is carried out by the participants. One informant claimed she knew all the participants in the program, but was only familiar with some of them. While the rest of the other informants also claimed that they only knew a few participants in the program, or they could say they did not know all the participants in the summer university program. Some reasons for this are that some groups have large numbers and some groups have a small number of groups. For example, group of students from China, there are 3 large groups that can consist of more than 15 students, so that there are difficulties in getting to know all the members. While the other small group contain probably 5 to 6 people maximum. And another reason that supports this is, some informants claim that if they get even longer time to adapt, maybe they can get to know and interact more deeply with the other fellow summer university participants.

For daily communication the author also tries to understand and find out about how close the interactions that occur between fellow participants. Are there difficulties and challenges faced when establishing friendships with all participants while in the summer university program, Here also the author tries to describe their views on participants at the Summer University program. According to Coco and Shumman they felt that they had difficulty when adapting to students from the European country, namely students from Kazakhstan, Ukraine and Polish. Reasons to it, they claim that the cultural differences between the countries of China and European countries are very far away, there is a cultural gap that is very much felt the difference.

*“I said they are all nice people, if I must name one; maybe Polish are a little bit difficult to get along with”* (The interview results with Yang Shumman on 11 May 2019).





*“Student from Kazakhstan and Ukraine? I guess, I can’t really remember these country names... and maybe because our culture, or because the number of participants from their country is small.”* (The interview results with Coco on 8 May 2019).

As the author discussed in chapter 1 about the cultural gap between eastern culture and the European culture, there is indeed a significant cultural difference between the two. For instance, the Asian mode of communication is often said to be indirect and implicit, but the Asians can understand each other quite well probably because they share more background information or more context. On the other hand, Western communication tends to be direct and explicit – that is, everything needs to be stated, quite possibly because they are unaware of their surroundings and their environment and have to rely on verbal communication as their main information channel. All aspects above will affect the way of communicating (Qingxue, 2009). This explanation helps to understand a host of different manifestations of the Eastern and Western communication styles. While on other hand, the last informant claimed that the Chinese group is difficult to befriend with, she stated because of the big number of participant from China who joined the summer university is huge, she claimed that she cannot be familiar with a lot of them in fact, she just knew some of them.

When talking about the number of Chinese groups, the authors also try to find out whether they feel with the highest number of participants, do they feel that the Chinese group is the dominant group in the summer university program. All of the informants also claimed that their group was the dominant group in the program.

*Interviewer: “With the large number of participants from your country, do you feel your group is the majority there?”*

*“I think, maybe. Since we are the larger group of student.”*

(The interview results with Coco on 8 May 2019).

*“I’m not sure exactly number of each group from china but I think my group is the majority there.”* (The interview results with Yang Shumman on 11 May 2019).





The informants felt that the number of participants from their country could make their group feel dominate compared to other groups. It might also concluded that they claimed that they have passed an easy process of adaptation due to the large number of participants from their countries who participated in this program.

There are also culture shock and stress. Culture shock and stress are a very common experience whenever someone trying to adjust to a new culture or a different cultural environment. Culture shock is a mental state that comes from a transition that occurs when you go from an environment that you know to an environment that you do not know and find that your previous behavior patterns are not effective in the new place (Twibell, 2000). The term of 'culture shock' is already common for some people that move around frequently. But for some others circles, culture shock may not be familiar to their ears. The term of culture shock its the condition where physiological and physical consequences of change in circumstance in facing a new environment or new culture. Culture shock and stress are a very common experience whenever someone trying to adjust to a new culture or a different cultural environment. In this case the informant gets several different types of responses, some of the informant claimed to not experiencing culture shock phase, while the results of the interview proved that they have experienced what indicates as culture shock experiences. It needs to be emphasized that culture shock is an experience that happens as a natural process that we might not realize while it happens.

Some of them have different responses about culture shock phase. Coco claimed that she was familiar with the culture shock condition and also admitted that she had experience culture shock phase during the summer university program. She claimed that she experienced a culture shock to food, history, and also religion when interacting with the other participants.

*"It did have some culture differences, such as food, history, but I'm ok with that. One thing that I still remember is when Deka told me something about his religion thing, but I just heard a little of it."* (The interview results with Coco on 8 May 2019).

While there were also informants who claimed that she was not familiar with the term culture shock, and she also admitted that she did not go through the culture shock phase. Whereas from the results of the research conducted by the author, the authors found several indications that she passed the culture shock phase but she was not





aware of it. As it says before, the term of culture shocks happen naturally and very common experienced whenever someone trying to adjust to a new culture or a different cultural environment. According to Ting-Toomey there are ways to reduce culture shock (Ting-toomey, 2012). There are;

1. Increasing their motivations to learn about the new culture.
2. Keeping their expectations realistic and increasing their familiarity concerning the diverse facets of the new culture
3. Increasing their linguistic fluency and learning why, how, and under what situations certain phrases or gestures are appropriate, plus understanding the core cultural values linked to specific behaviors
4. Working on their tolerance for ambiguity and other flexible personal attributes
5. Developing strong ties (close friends) and weak ties (acquaintanceships) to manage identity stress and loneliness
6. Being mindful of their interpersonal behaviors and suspending ethnocentric evaluations of the host culture.

Individuals have their own way of dealing with the adaptation process, including facing the culture shock phase. In the previous discussion, Ting-Toomey gave a number of ways to face the phase of culture shock, and from the results of interviews that the authors had collected there were many kinds of things that were done by Chinese student participants to adapt during the summer university program.

In daily communication some informants claimed there were some difficulties when some participants showed that they were not interested in interacting, and prefer interacting with their fellow people, and often that make them felt like they were in an awkward situation when the lecturer or the buddy mentor asked them to create a discussion group where in a group must be mixed with all existing participants.

*“Yes, some student showed little interest in talking to you and they preferred only talking to their partners they had already knew. Things become awkward when teachers (lectures) asked you to have group discussion together. But I don’t blame anyone, just felt embarrassed.”* (The interview results with Coco on 8 May 2019).

With all the phases that are passed, the authors try to find out in what ways they overcome discomfort in interacting with each other, and here are some that they do in the face of difficulties in interacting; the first informant claimed that she will try





to find some common topics to talk about, while the other informant claimed to overcome the difficulties in interacting is by asking advice from their fellow Chinese people hopefully she can get answer to solve her problem and taking the first initiative first to talk with others, and the last informant stated that to overcome the difficulties she tries to understand her weakness and learn to face it. It can be seen again that individuals have their own way of dealing with and facing adaptation and culture shock phases. Each of them chooses a way that they think is comfortable and easy for them to do, so that the process of adaptation that they live does not feel difficult and easy to live through.

The Chinese desire to avoid conflict and maintain harmony can be seen to operate from two distinct motives. Firstly, conflict avoidance is used to engage in behaviors that will help in strengthening relationships between the two parties, thereby improving Guanxi in order to enable a long-lasting relationship (Leung and Fan 1997; Graham and Lam 2003). So the Chinese people will try to find a way and also a way to reduce the risk of conflict. And this is one of the efforts that Chinese student gave in adapting during the Opole summer university program. China is clearly a group orientated, collectivist society, which puts a very high importance on strengthening relationships in order to positively affect general life satisfaction in addition to being a key element in which business ventures are built upon.

Discussing about adaptation and culture shock, the author also found out and learned how to communicate with Chinese student participants during the Opole summer university program. In everyday life, as the program progresses, we are put together in one dormitory, doing many things everyday together, in the same class, going on tours and shopping together, and many other things. With a lot of activities that we do, there are daily interactions that we go through using languages that all can understand, namely English. Maybe for some people English will not be difficult when someone has often studied and used it, while for some people also English is a language that is mandatory for them to know and learn.

In this phase the author dives deeper into the daily language used by Chinese students and participants in the summer university program. Some things that need to be found out and explored are whether student participants from China use Chinese or English in interacting with fellow participants. So that we can know whether language is an obstacle in interacting for them or not, or conversely language can help to facilitate them in interacting and adapting. The interview results obtained by the





authors are that some of them are more comfortable using Chinese language, which mean it's their own language. They claimed that they used 2 languages during the summer university program, namely Chinese and English. They use Chinese when they talk to their fellow people (Chinese people) meanwhile they will use English when they are talking to other participants. There is one informant that claimed that language was not really an obstacle when it comes to interacting with people from different cultural background as long as we are willing to talk to each. While the other informants claimed that language could also be an obstacle when it comes to interacting and adapting to new people.

*"No, I think language is just a tool to interact, different language can transforms very well. But sometimes, the main reason for these phenomena is that my English level is not up to standard."*  
(The interview results with Gowlym on 28 May 2019).

*"Language differences are only a part of the obstacles ... Human emotions are universal, even if we can't communicate well with one language, but we can read facial expressions, we can read body language, we know how they felt and we can laugh together, and that's enough for me."* (The interview results with Yang Shumman on 11 May 2019).

According to them, because of differences in language, there can be a miss understanding when interacting with each other, there will be difficulties when doing deep communication, and when we cannot express our feelings. And it is proven that most of the Chinese students prefer to choose the art & literature class rather than the other two classes. Because it's easier for them when it comes to study art rather than studying language and intercultural communication class. But also some of them like the third informant, Coco choose the Intercultural Communication class, and she claimed that she wants to learn about other language and culture. She wants to learn English better.

When difficulties in language don't prevent us from continuing to interact with each other, so does the participants at the summer university program. Some of the informants realized that there were a number of things they could do to reduce difficulties in interacting with foreign languages. Some of them claim that language is not only using foreign languages, when there is miss understanding in interacting between each other, they can still use non-verbal language of communication so that they can understand each other without have to use any foreign language, and they also say there are several media that can help them interact by using applications that





can translate many languages. And most of the ways they are conscious of wanting to do is improve their use of foreign languages. With their self-awareness that the use of foreign languages slows them down when interacting and adapting. In the end the informants claimed that they had to develop their English to be able to interact better and smoothly.

#### 4.3.2 Intercultural Communication Effectiveness

The purpose of intercultural communication is creating effective communication through the same meaning of message that exchanges. Meanwhile each individual has a different level of awareness and ability in communicating between cultures. This phase is where we can measure and know a person's ability and motivation to interact with people with different cultural backgrounds. Meeting new people and environment is not going to be easy, it takes a lot of adjustment to be able to feel comfortable. From some of the adjustments we make there are abilities and motivations that each individual makes in interacting with new people, especially with people whom different cultural background. From the results of interviews conducted by the author there are various kinds of responses received regarding motivation and ability to interact.

*The interview: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries? (The Interview)*

*"I think I'm kind of easy type... I like to interact with people and getting new friends"*

(The interview results with Coco on 8 May 2019).

*"I think am an easy person to get along with... because I am willing to try myself out there, I don't know if its going to success or failed but I just try."*

(The interview results with Yang Shumman on 11 May 2019).

The author conducts interviews to find out the motivations and abilities they have by informants to interact during the summer university program. Some informants claimed that they were capable of interacting with the fellow participant. They stated that they could categorize themselves including people who were able and easy to interact. Because some of them feel capable of speaking English and also have high motivation when it comes to interacting with new people, there are also informants





who say that she is the type that are willing to try to interact with other people even though she is not sure whether it will work or not.

*“Not too easy and not too difficult haha... umm, easy because we have the same topic to say, and difficult because sometimes I can't fully express my thought and myself”*

(The interview results with Gowlym on 28 May 2019).

But not everyone feels they have the ability to interact with new people. There was also an informant who stated that she categorized herself as someone who could be said to be easy to interact with and could also be said to be difficult to interact with. The informant claimed it was easy for her when it comes to the topics that being discussed are the same topics they understand (mutual understanding). While it's difficult for her when it comes to expressing herself and her feelings with new people. The informant feels insecure and shy when interacting with new people, so that she finds it difficult to express her desires and feelings to others.

According to William Howell (1982) each individual has a different level of awareness and ability in communicating between cultures.

1. AWARE that YOU CAN'T	2. AWARE that YOU CAPABLE OF IT
3. NOT AWARE that YOU CAN'T	4. NOT AWARE that YOU CAPABLE OF IT

Picture 2: Awareness and ability to communicate between cultures.

Source: William Howell (1982)





At this stage we can see and measure the abilities a person has in interacting with people of different cultures. There are 4 types of categories to measure people's awareness and ability to interact. For the first and second informant name Coco and Schumman she is entered into category 2, where this situation when someone is aware that they are able to understand the culture of others. This situation is an ideal situation, meaning that awareness of that ability can encourage people to understanding, implementing, maintaining and overcoming intercultural communication. While the last informant name GaoLym is entered into category 1 where this situation when someone is aware that they are unable to understand the culture of others. This situation occurred because they knew that he was unable to understand the cultural differences they faced. Back in the discussion above, not all people have the same ability and interacting awareness, each individual has different abilities, so it cannot be equated or evenly struck.

Not only just about awareness and ability to interact with strangers but also about the benefits gained by participating in the Opolo summer university program. From the results of the interviews that have been done by the author, a number of things can be concluded. The informants stated that they gained a lot of new experience, got new friendship networks, and they learned a lot about other cultures. The first informant claimed that now she could be more respectful and tolerant of others' beliefs and opinions, and she also said that now she felt more active and open in facing new place and environment. While the other 2 informants claimed that their English skills have improved, they learn about cultural differences that occur between Chinese culture and other cultures, and also strengthen their ability to communicate with strangers. Their efforts are not in vain when they want to develop their abilities in English, making it easier for them to interact between each other.





## Chapter V

### Conclusion and Suggestion

#### 5.1 Conclusion

The conclusion of this study is about what efforts have been made by Chinese students participating in the Summer University Opole in a cultural adaptation effort during the summer university program. China is clearly a group orientated, collectivist society, which puts a very high importance on strengthening relationships in order to positively affect general life satisfaction in addition to being a key element in which business ventures are built upon. There are various forms of effort and ways to interact, and each individual has their own ways to adapt. From several interviews that researchers have done there are various kinds of responses that were given to researchers regarding cultural adaptation efforts. The informants claimed that the first few days were indeed difficult to interact and adapt and still needed time to adjust. Various kinds of efforts are made to be able to adapt, namely willingly and actively to interact and open up more. One of the informant also stated that she realize that communication is the important thing in adapting. They also claim that by understanding their shortcomings they also help them adapt, so they understand what they have to do. All the informants also stated that they gained a lot of new experience, got new friendship networks, and they learned a lot about other cultures, now she could be more respectful and tolerant of others' beliefs and opinions.

From the adaptation process passed by Chinese students in the Summer University Opole 2018 program, it can also be concluded that their adaptation process is categorized into short-term adaptation. Where they adapt with a short period of time to face new situation and environment. All of the informants claim that, if they are given more time, maybe they will be able to adapt better to their new situation and environment. They also claimed that, it takes approximately 1 week for them to be able to adapt to the new atmosphere and environment. The





informants also conveyed some of the difficulties they had faced such as experiencing culture shock, and problems in foreign language when interacting.

But they managed to get through the process of adaptation to the Opole summer university program properly.

## 5.2 Suggestion

Here are some recommendations the author can give, is it both recommendations for academics and by practice recommendation. The author hopes that the writing of these recommendations can help many parties in writing or continuing research on this subject.

### 5.2.1 Academic Suggestion

- a. There are several important things that must be considered in writing this study. In this study the author will try to dig deeper into the eastern culture, especially china. This study is not about all different cultural pattern or orientation, we have to know that this topic is broadly dimensioned, this paper won't be able cover all aspect in this field. It was mainly focusing on daily interaction in cultural adaptation process for participants while in the Opole Summer University program. It will be better and more effective when the next researcher explores the discussion about culture gap and long-term adaptation process. The author hope by writing this academic recommendation can help readers and further researchers.
- b. The author hopes that the existence of this research can help further researchers who have similar topics such as researchers to be able to use this as references in future studies. Hopefully this research can add references to communication between cultures on other academic students.





### 5.2.2 Practical Suggestion

- a. A practical suggestion for Brawijaya University as a distributor for student exchange program on the Opole Summer University 2018 program. To further more encourage Brawijaya University students to be more active in this kind of student exchange activities. So that Brawijaya University has more experience in academic education and also in student exchange programs.
- b. A practical suggestion for Opole University as the organizer of the Opole Summer University program 2018 to improve the program provided in Summer University and to extend the time in summer university program so that the learning process will be more effective.
- c. In order for this research to be accessible to readers and the wider community, researchers will publish research in the form of journals. So that it will be easier to access by all groups.





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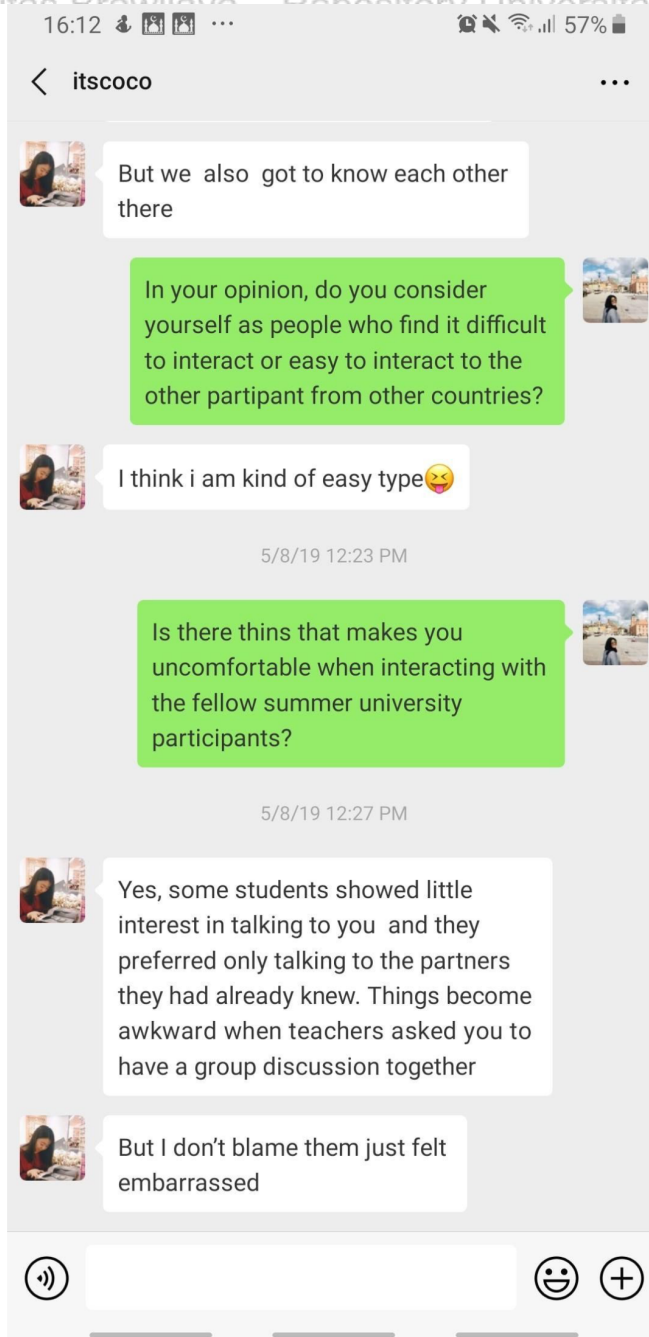
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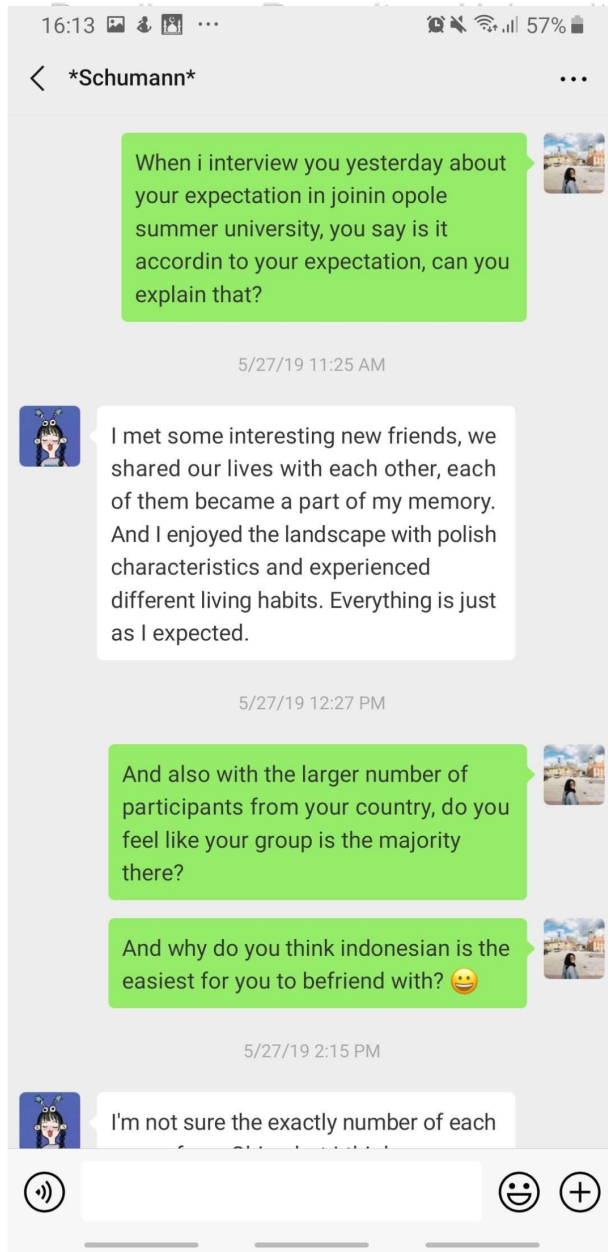


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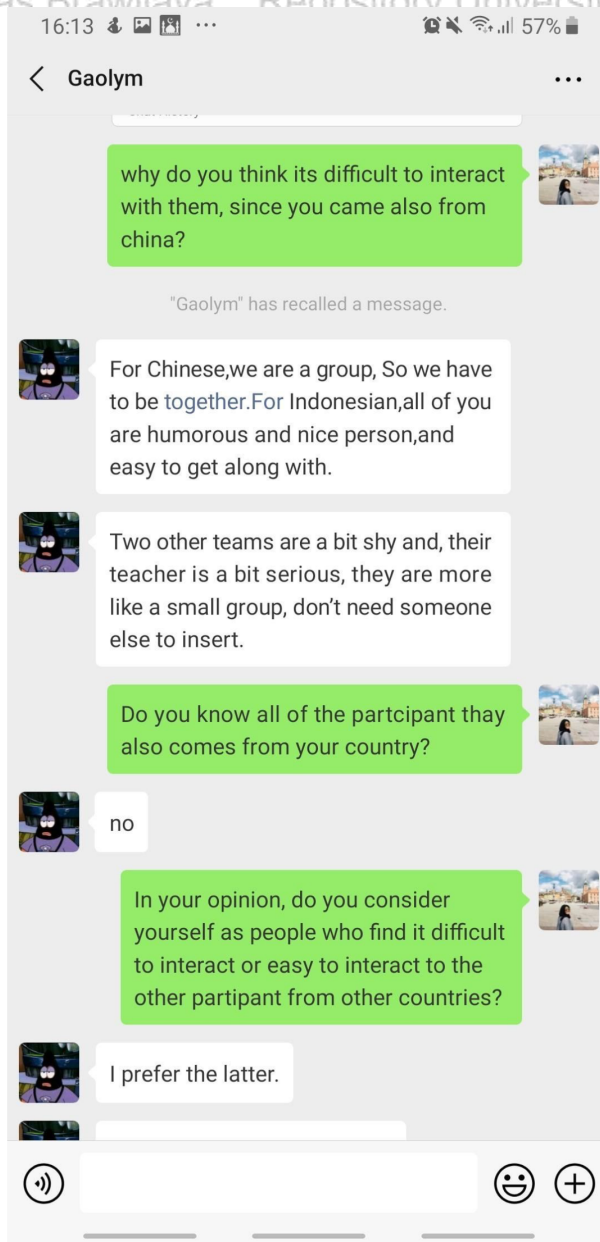
**Chat screen-shoot of Coco's Interview.**





Chat screen-shoot of Shumman's Interview





Chat screen-shoot of Gaolym's Interview.





### Interview Questions guide for Opole Summer University 2018 participants.

1. Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?
2. What is your motivation for taking part in the 2018 opole Summer University program?
3. What are your expectations in taking part in Opole Summer University 2018?
4. Is it according to your expectations?
5. How do you communicate during the summer university program?
6. What language do you use during the summer university program?  
\*Ask about in what context di you guys communicate for exp; berinterkasi menggunakan bahasa apa dengan kelompok mana
7. In your opinion, do you know all summer university participants?
8. **[If yes]** Are you close to all of them?
9. Can you be familiar/close with all participants?
10. **[If no/yes]** Why?
11. Judging from the total variety of countries participating in the Opole Summer University, do you have difficulty in communicating?
12. In your opinion, are language differences an obstacle when interacting with other participants?
13. **[If yes/no]** Why?
14. Are you familiar with the term of culture shock?
15. **[If yes]** Did you experience culture shock during your summer university program?
16. Among many ethnicities that attend Summer University, which group is easier to befriend with you?
17. On the contrary, which group is difficult to befriend with you?
18. Do you know the entire participants that also come from your country (China)?





19. How do you know the? Do you know them before the summer university program or do you know them because of summer university program?

20. In your opinion, do you consider yourself as people who find it difficult to interact or easy to interact?

\*Ask away why it's easy, and why it's difficult for you.

21. Are there things that make you uncomfortable when interacting with fellow summer university participants?

22. Did you find any difficulties in interacting and adapting with the fellow participant from Opole Summer University?

23. How do you adapt to other students during Opole Summer University?

24. How long does it takes for you to adapt with other student in Opole Summer University program?

25. How do you overcome the difficulties of interacting with fellow participants?

26. Do you feel comfortable interacting with participants from your own country or with other participants form other country? And why?

27. What benefits can you get from participating in this summer university program? Please explain.





## Transcript

**Source: Coco**

**Participant of Opole Summer University 2018 from China**

**Date : Wednesday, 8 May 2019**

**Start : 11.01 AM**

**End : 01.06 PM**

Q: "Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?"

A: "no it's my first time having such experience"

Q: "what's your motivation in joining Opole Summer University program?"

A: "First of all, I like traveling, so studying and living in a different European country seems wonderful. And second, it's was our college that gave me this opportunity"

Q: "What's your expectation in joining Opole Summer University program?"

A: "1. Experiencing authentic life in Opole, 2. Meeting new people, 3. A small tour to other cities."

Q: "is it according to your expectation?"

A: "yes it is beyond my expectation"

Q: "And how is that? Do you enjoy it?"

A: " at first, maybe because of my oral English and a totally new place, I felt like not talking too much. However some friends came and talked to me and invited me to have some dinner together and things were different since then. After that, I was willing to talk more, sharing my feelings; it made me much happier especially when we hung out. So I enjoyed being around with them."

Q: "what language did you use during the summer university program?"

A: "English"





Q: "in your own opinion, do you know all of the summer university participants?"

A: "I know all of them but some are not so familiar with"

Q: "Can you be familiar or close with all the participants?"

A: "I think if I had a longer time, maybe I would try. At least I try to be friendly and say hi when we meet each other"

Q: "We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries?"

A: "I realize that language is not the obstacle as long as you want to talk to other people, because most of us can use English. The difficulty is that we are too shy to take the first step when it comes to new people."

Q: "in your opinion, are language differences an obstacle when interacting with other participant?"

A: "sometimes they are, when I want to say something more but it turns out to be toned."

Q: "are you familiar with the term of culture shock?"

A: "yes I know."

Q: "did you experience culture shock during your summer university program?"

A: "It did have some culture differences, such as food, history, but I'm ok with that. One thing that I still remember is when Deka told me something about his religion thing, but I just heard a little of it."

**This is where deka explaining about his religion (muslims) to coco**

Q: "among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?"

A: "you guys (Indonesian student) hahaha, honestly, there are many Chinese student though, they have many their own accustomed groups. So sometime it becomes a little hard to fit in."





Q: “on the contrary, which group is difficult to befriend with you?”

A: “student from Kazakhstan and Ukraine? I guess, I can’t really remember these country name”

Q: “do you know all the participants that also come from your country?”

A: “ yes I know. But some I can’t tell their names, just know they’re Chinese (comes also from china) and what colleges they are come from. Because there are many Chinese student hahahaha”

Q: “How do you know them? Is it before the summer university program or do you know them because of the university program?”

A: “I knew them on a workshop in the program, like a warming up and we were told to introduce ourselves. A few of them that I knew are from out college, but we also get to know each other in there (while the summer university program).”

Q: “in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?”

A: “I think I’m kind of easy type..”

Q: “is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?”

A: “yes, some student showed little interest in talking to you and they preferred only talking to their partners they had already knew. Things become awkward when teachers (lectures) asked you to have group discussion together. But I don’t blame anyone, just felt embarrassed.”

Q: “did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?”

A: “yes, the first couple of days seems a little difficult to feel at ease for both life adaptation and interaction, I always need sometime.”





Q: “what effort did you put in adapting with fellow participant in Opole Summer University?”

A: “I try putting myself out there and encouraging myself to talk more and be more active”

Q: “in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?”

A: “probably a week, less or more”

Q: “ how do you overcome the difficulties in interacting and adapting with the fellow participants?”

A: “find some common topics and try to get to know them more”

Q: “do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?”

A: “I think it depends on people and their characteristics where they come from. Maybe at first using native language (Chinese) could be more easy and comfortable”

Q: “what benefits did you get in joining Opole Summer University? And please explain it

A: “Friends and unique experience is the most wonderful thing that I got (some beautiful photos as well hahaha), which taught me how to make friends with different people and respect their beliefs and opinions. And I think it makes me the become more tolerant and more active when I come to new places and try to get accustomed to every situation I’m in, and to the local live. After this program it feels like the world becomes smaller and also bigger for me”



## Open Coding – categorized

**Interview with Opole Summer University participants 2018**  
**Interview was conducted at 11.01 AM until 01.06 PM on 8 May 2019 by**  
**Wechat application**

**Informant data:**

- a) Name : Yiting Liu (Coco)
- b) Address : Dalian University of Foreign Languages, Lvshun South Road, Dalian, Liaoning Province, China.
- c) Age : 21
- d) Occupation : Student

**Details:**

**K: Khalisha (interviewer)**

**C: Yiting Liu or Coco (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	K: Hey coco! Can we start now? It will be talking about your experience while taking the Opole Summer University program  C: let's do it	Approval from the resource person to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?  C: no it's my first time having such experience. K: what's your motivation in joining Opole Summer University program?  C: First of all, I like traveling, so studying and living in a different European country seems wonderful. And second, it was our university that gave me this opportunity.	The informant explained their motivation in participating in the summer university program.	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	K: What's your expectation in joining Opole Summer University program?  C: 1. Experiencing authentic life in Opole, 2. Meeting new people, 3. A small tour to other cities.  K: what do you mean with 'Authentic life in Opole'? C: the real living like a polish people, trying their foods, learning their culture, get to know their language and people.	Expectations expected by informant at the summer university program.	





	<p>K: is it according to your expectation?                  C: yes it is beyond my expectation.                  K: And how is that? Do you enjoy it?                  C: at first, maybe because of my oral English and a totally new place, I felt like not talking too much. However some friends came and talked to me and invited me to have some dinner together and things were different since then. After that, I was willing to talk more, sharing my feelings; it made me much happier especially when we hung out. So I enjoyed being around with them.                  K: 'some friends' ask you to dine out, who is that?                  C: the Indonesian, and the buddy mentors.</p>	
<p>Researchers began to enter the interview phase about the summer university program.</p>	<p>K: what language did you use during the summer university program?                  C: English                  K: are you using English even talking to another chinese students?                  C: No, im-using Chinese when I talk to my friends.                  K: in your own opinion, do you know all of the summer university participants?                  C: I know all of them but some are not so familiar with.                  K: Can you be familiar or close with all the participants?                  C: I think if I had a longer time, maybe I would try. At least I try to be friendly and say hi when we meet each other.                  K: with the large number of participants from your country, do you feel your group is the majority there?                  C: I think, maybe. Since we are the larger group of student.                  K: We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries?                  C: I realize that language is not the obstacle as long as you want to talk to other people, because most of us can use English. The difficulty is that we are too shy to take the first step when it comes to new people.                  K: in your opinion, are language differences</p>	<p>Discussing about the daily activities experienced during the summer university program takes place.</p> <p>Start discussing about the difficulties experienced during the summer university program.</p>





	<p>an obstacle when interacting with other participant?</p> <p>C: sometimes they are, when I want to say something more but it turns out to be tone-tied.</p>	
<p>The researcher asked the informant if they were familiar with the term culture shock.</p>	<p>K: Are you familiar with the term of culture shock?</p> <p>C: Yes I know.</p> <p>K: Did you experience culture shock during your summer university program?</p> <p>C: It did have some culture differences, such as food, history, but I'm ok with that. One thing that I still remember is when Deka told me something about his religion thing, but I just heard a little of it.</p>	<p>Discusses the culture shock and experienced by the informant regarding culture shock during the summer university program.</p> <p>The informant was talking about her conversation about religion with one of the participant from Indonesia.</p>
<p>The researcher discussed some countries that participated in the summer university program.</p>	<p>K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you?</p> <p>C: you guys (Indonesian student) hahaha, honestly, there are many Chinese student though, and they have many their own accustomed groups. So sometime it becomes a little hard to fit in.</p> <p>K: why do you find it difficult to adapt to students who also come from your country?</p> <p>C: we're joining the program with a lot of people; I don't really recognize them all. Because to many participant that comes from my country.</p> <p>K: on the contrary, which group is difficult to befriend with you?</p> <p>C: student from Kazakhstan and Ukraine? I guess, I can't really remember these country names.</p> <p>K: why do you think Kazakhstan &amp; Ukraine are the hardest to befriend with?</p> <p>C: maybe because our culture, or because the number of participants from their country is small.</p> <p>K: do you know all the participants that also come from your country?</p> <p>C: yes I know. But some I can't tell their names, just know they're Chinese (comes also from china) and what colleges they are come from. Because there are many Chinese student hahahaha.</p> <p>K: How do you know them? Is it before the summer university program or do you know them because of the university program?</p> <p>C: I knew them on a workshop in the program,</p>	<p>Discussing the interactions carried out with various types of participants from several countries by informants during the summer university program.</p>





	<p>like a warming up and we were told to introduce ourselves. A few of them that I knew are from out college, but we also get to know each other in there (while the summer university program).</p>		
<p>The researcher asks about the ability of intercultural interactions experienced by informants.</p> <p>The researcher asked about the cultural adaptation experienced by informants during the summer university program.</p>	<p>K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?</p> <p>C: I think I'm kind of easy type.</p> <p>K: explaine to me, why do you consider yourself as the 'easy type' to interact?</p> <p>C: I like to interact with people and getting new friends.</p> <p>K: is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?</p> <p>C: yes, some student showed little interest in talking to you and they preferred only talking to their partners they had already knew. Things become awkward when teachers (lectures) asked you to have group discussion together. But I don't blame anyone, just felt embarrassed.</p> <p>K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?</p> <p>C: yes, the first couple of days seems a little difficult to feel at ease for both life adaptation and interaction, I always need sometime.</p> <p>K: what effort did you put in adapting with fellow participant in Opole Summer University?</p> <p>C: I try to put myself out there and encourage myself to talk more and be more active.</p> <p>K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?</p> <p>C: probably a week, less or more.</p> <p>K: how do you overcome the difficulties in interacting and adapting with the fellow participants?</p> <p>C: find some common topics and try to get to know them more.</p> <p>K: what do you mean 'common topics' can you explain?</p> <p>C: yeah, common topics like finding the</p>	<p>Discussing the ability to interact with informants, according to personal opinion.</p> <p>Began to enter the stage of discussion about cultural adaptation during the summer university program.</p> <p>Discuss how informants faced cultural adaptation during the summer university program.</p>	





	<p>similarity in our topics. Getting to know their country by chat probably finds some common topics there.</p> <p>K: do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?</p> <p>C: I think it depends on people and their characteristics where they come from. Maybe at first using native language (Chinese) could be more easy and comfortable.</p>	
<p>At the end of the interview. The researcher asked what benefits were obtained from attending a university university program.</p>	<p>K: what benefits did you get in joining Opole Summer University? And please explain it.</p> <p>C: Friends and unique experience is the most wonderful thing that I got (some beautiful photos as well hahaha), which taught me how to make friends with different people and respect their beliefs and opinions. And I think it makes me the become more tolerant and more active when I come to new places and try to get accustomed to every situation I'm in, and to the local live. After this program it feels like the world becomes smaller and also bigger for me.</p>	<p>Discuss the impression by the informant about joining the summer university program.</p>





**Open Coding – categorized**

**Interview with Opole Summer University participants 2018**

**Interview was conducted at 06.27 PM until 09.45 PM on 11 May 2019 by**

**Wechat application**

**Informant data:**

- a) Name : Yang Shuman (Shuman)
- b) Adress : BeiBei, ChongQing province, China.
- c) Age : 20
- d) Occupation : Student

**Details:**

**K: Khalisha (interviewer)**  
**S: Yang Shuman or Shuman (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	K: Hey shuman! Just tell me when you are ready to start the interview. S: okay. K: okay wait, let me just prepare the questions for you. S: oke you can start now	Approval from the informant to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program? S: No, I had never do exchange before taking part in the Opole Summer University. K: what is your motivation for taking part in the Opole Summer University 2018 program? S: Because I had never been abroad before I went to Poland, I want to see and experience the life abroad, and learn the difference between the eastern and western cultures. Besides, I'd like to make more foreign friends to learn about their daily life and communicate with them is good for my English study	The informant stated that she wanted to feel living life abroad, and learn the difference between eastern culture and western culture.  She alsoe stated that she wanted to have foreigner friends, that will help her improved her English.	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	K: What's your expectation in joining Opole Summer University program? S: I hope to learn traditional Poland culture, make more foreign friends and improve my English. K: is it according to your expectation? S: Yes, it is. K: And how is that? Do you enjoy it?	Expectations expected by informant at the summer university program.	





	<p>S: I met some interesting new friends, we shared our lives with each other, and each of them becomes a part of my memory. And I enjoyed the landscape with polish characteristic and experienced different living habits. Everything is just as I expected.</p> <p>K: how do you communicate during the summer university program?</p> <p>S: Ingroup activities, I will take the initiative to chat with my friends and sometimes communicate on WeChat.</p>	<p>The informan stated that by doing ingroup activities it will make communicating easier, by taking the initiative to talk with the others participants.</p>	
<p>Researchers began to enter the interview phase about the summer university program.</p>	<p>K: what language did you use during the summer university program?</p> <p>S: English &amp; Chinese.</p> <p>K: in your own opinion, do you know all of the summer university participants?</p> <p>S: I know most of them.</p> <p>K: Can you be familiar or close with all the participants?</p> <p>S: I'm close to some of them, maybe fifteen people.</p> <p>K: why?</p> <p>S: I'm an easy going and optimistic girl, I like to make friends, and I will communicate with my new friends with enthusiasm.</p> <p>K: with the large number of participants from your country, do you feel your group is the majority there?</p> <p>S: im not sure exactly number of each group from china but I think my group is the majority there.</p> <p>K: We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries?</p> <p>S: A little bit, after all we all lived in different culture for about 19 years; we may be able to understand each other so well, even though our Chinese learn English.</p> <p>K: in your opinion, are language differences an obstacle when interacting with other participant?</p> <p>S: Language differences are only a part of the obstacles.</p>	<p>Discussing about the daily activities experienced during the summer university program takes place.</p>	





	<p>K: why? S: Human emotions are universal, even if we can't communicate well with one language, but we can read facial expressions, we can read body language, we know how they felt and we can laugh together, and that's enough for me.</p>	<p>The informant believed that languages are one of the obstacle in communicating with the othe participants. But she also believe that humans emotions are universal, if they cant communicate with language, they also can understand each other with verbal communication.</p>
<p>The researcher asked the informant if they were familiar with the term culture shock.</p>	<p>K: Are you familiar with the term of culture shock? S: <u>Not exactly.</u> K: Did you experience culture shock during your summer university program? S: I don't think I've had a culture shock.</p>	<p>The informant isn't familiar with the term of culture shock, and she also explains that she didn't experience culture shock.</p>
<p>The researcher discussed some countries that participated in the summer university program.</p>	<p>K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you? S: I think all of them are friendly, <u>but of course you guys, the Indonesians are the most funny and nice friends.</u> K: why do you think Indonesian is easy for you to befriend with? S: theres no reasons that why Indonesian is the easiest for me to befriend with, cause we did become very good friends, which is natural. Of course Indonesian are indeed the most friendly and warm, and I also wanted to make new friends. K: on the contrary, which group is difficult to befriend with you? S: I said they are all nice people, if I must name one; maybe Polish are a little bit difficult to get along with. K: why do you think Polish is the hardest to befriend with? S: <u>maybe because the culture gap between the Asian culture and European culture, but I'm not sure.</u> K: do you know all the participants that also come from your country? S: There were three Universities from China in summer school. I know everyone from my University, I only know 5 to 7 people from the other two Universities. K: How do you know them? Is it before the summer university program or do you know them because of the university program? S: <u>Because of summer University I know all of them.</u></p>	<p>The informant states that she know most of the participants beacuse of the Summer University program.</p>





The researcher asks about the ability of intercultural interactions experienced by informants.

K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries?

S: I think am an easy person to get along with.

K: explaine to me, why do you consider yourself as the 'easy type' to interact?

S: because I am willing to try myself out there, I don't know if its going to success or failed but I just try.

The researcher asked about the cultural adaptation experienced by informants during the summer university program.

K: is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?

S: After careful reflection, I don't recall anything that made me uncomfortable.

K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?

S: Because of my English level, I may have difficulty in in-depth communication, but I can adapt to it well.

K: what effort did you put in adapting with fellow participant in Opole Summer University?

S: I think communication is really an important skill to know other people, so that I would ask if there are something I'm confused and we will know each other better in that case.

K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?

S: I believe just one week later we were already getting close.

K: how do you overcome the difficulties in interacting and adapting with the fellow participants?

S: Most time I'll talking to my Chinese friends asking for their advice.

K: does it help you asking advice from your chinese friends?

S: yes it really helped me.

K: do you feel more comfortable interacting with student form your own country or do you feel more comfortable in interacting with student from different countries?

S: I did feel comfortable, because everyone is

Discussing the ability to interact with informants, according to personal opinion.

The informant states that she doesnt experience anything that make her uncomfortable while interacting with the fellow participants.

But she also states that the English language skills that she had made her kind of difficult to communicate.

The informant states that it only takes the first week to adapt with the fellow participants.

Discuss how informants faced cultural adaptation during the summer university program.





	<p>respectful to others, and they are full of enthusiasm and friendliness.</p>		
<p>At the end of the interview. The researcher asked what benefits were obtained from attending a university university program.</p>	<p>K: what benefits did you get in joining Opole Summer University? And please explain it. S: <u>First of all, my English had improved, cause I talk to foreign friends everyday.</u> <u>Second, I learned about different cultures and how to respect different customs.</u> Last but not least, I had a beautiful memory in that summer vacation and know a lot of interesting people from different countries.</p>	<p>The informant states that while taking the summer university program her english starting to improved, and she also learned about different culture.</p>	



## Open Coding – categorized

### Interview with Opole Summer University participants 2018

Interview was conducted at 10.20 AM until 01.58 PM on 28 May 2019 by

Wechat application

#### Informant data:

- a) Name : Gao Lan (Gaolym)
- b) Adress : Southwest University, No.2 TianSheng road, Beibe, ChongQing, China.
- c) Age : 20
- d) Occupation : Student

Details:

**K: Khalisha (interviewer)**

**S: Gaolym (Informant)**

Personal View	Transcript	Details	Category
The researcher informs and confirms to the informant that the interview will begin immediately.	<p>K: Hey Gaolym! How are you?                      G: wow... I good, how are you?                      K: Im good also.                      K: can we start the interview now? Do you have free time now?                      G: now is okay.</p>	Approval from the informant to begin the interview process.	
The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	<p>K: Have you ever done a student exchange before taking part in the 2018 Opole Summer University program?                      G: no, I haven't.                      K: what is your motivation for taking part in the Opole Summer University 2018 program?                      G: the first motivation is to learn English. The second is to experience different lifestyle and understand different cultures. The third one is to make some new friends.</p>	The researcher began the interview by asking about the motivation of the speakers in participating in the summer university program.	
Researchers began to ask the expectations that expected by the speakers with participating in the summer university program.	<p>K: What's your expectation in joining Opole Summer University program?                      G: to broaden my horizons, understands difference between Chinese education and European education.                      K: is it according to your expectation?                      G: Generally sastified, I have learned a lot of things I didn't know before.</p>		





	<p>K: And how is that? Do you enjoy it? G: of course I enjoyed it, this is one of the happiest times of my life so far.</p>		
<p>Researchers began to enter the interview phase about the summer university program.</p>	<p>K: how do you communicate during the summer university program? G: English with foreign classmates, Chinese with chinese classmates, and English when we gathered together. K: what language did you use during the summer university program? G: English &amp; Chinese. K: in your own opinion, do you know all of the summer university participants? G: No, I just know people from my school, and people like you, deka, david and some volunteers (buddy mentors) from Opole University. K: Can you be familiar or close with all the participants? G: No, but most of them. K: why? G: I don't know, maybe because its related to the length of time we spent together is not enough to know all of the participants. K: with the large number of participants from your country, do you feel your group is the majority there? G: Yes, sometimes. K: We can see from the total variety of countries that participating in the Opole summer university program, do you have any difficulty in communicating with other participants from many countries? G: No, perhaps deep level of communication is difficul, but daily communication can be met by English K: in your opinion, are language differences an obstacle when interacting with other participant? G: No, I think language is just a tool to interact, different language can transforms very well. But sometimes, the main reason for these phenomena is that my English level is not up to standart. K: Its okay gaolym, the others and me can understand you good!</p>	<p>The informant believed that languages is a tool for each individual to interact with each other. But she also believed tha her English was not reallty up to standart.</p>	





<p>The researcher asked the informant if they were familiar with the term culture shock.</p>	<p>K: Are you familiar with the term of culture shock? G: know some of it, but not too much. K: Did you experience culture shock during your summer university program? G: yes, I forgot whose the student name, a class mate from Ukraine. He was a high school student that time, and he said he already has several 'ex-girlfriends'. While in fact, in China we cant fall in love before we graduate from high school. In China it's called 'Early Love'.</p>	<p>The informant wasn't really familiar with the term of culture shock, and she also explains that she experience a cuture shock while interacting with the Ukrain student.</p>
<p>The researcher discussed some countries that participated in the summer university program.</p>	<p>K: among many ethnicities that attend Opole summer university program, which group is easier to befriend with you? G: like your group from Indonesia, and my school group from China. K: on the contrary, which group is difficult to befriend with you? G: two other groups from China, they are a bit shy, more than me haha. K: why do you think it's easy for you to befriend with Indonesian people? G: for my Chinese, we are a group, so we have to be together. While for Indonesian, all of you are humourous and nice person, and very easy to get along with. K: and why do you think its difficult to interact with the other groups that also comes from China? G: two others group are a lil bit shy and their teacher is a bit serious, they are more like a small grou of their own, and they don't need like some others to join. K: do you know all the participants that also come from your country? G: No. I prefer the others that I say, its fun to interact with them.</p>	<p>The informant states that she didnt reallt know all od the participant. And she concluded that some groups are better of alone and need some others to join them.</p>
<p>The researcher asks about the ability of intercultural interactions experienced by informants.</p>	<p>K: in your opinion do you consider yourself as people who find it difficult to interact or easy to interact to the other participant from other countries? G: not to easy and not too difficult haha. K: can you be more specific? G: umm, easy because we have the same topic to say, and diffulct because sometimes I cant fully express my thought and myself.</p>	<p>Discussing the ability to interact with informants, according to personal opinion.</p>





<p>The researcher asked about the cultural adaptation experienced by informants during the summer university program.</p>	<p>K: is there any thing that makes you uncomfortable when interacting with the fellow summer university participants?                  G: not really, some miss understood in interacting here and there but its okay.                  K: did you find any difficulties in interacting and adapting with the fellow participant of Opole Summer University?                  G: most of time, no. We adapt well.                  K: what effort did you put in adapting with fellow participant in Opole Summer University?                  G: I work harder to learn English for easier communicate.                  K: in your opinion how long does it take for you to adapt with other student that joins Opole Summer University program?                  G: not so long, one-week maybe.                  K: how do you overcome the difficulties in interacting and adapting with the fellow participants?                  G: I try to adapt to others and understand my own shortcomings (weakness).                  K: does it help you to adapt?                  G: yes it helps.                  K: do you feel more comfortable interacting with student from your own country or do you feel more comfortable in interacting with student from different countries?                  G: yes, it is more comfortable with my own country because we know each other's better.</p>	<p>The informant states that she doesnt experience anything that make her uncomfortable while interacting with the fellow participants.                  But she also states that she need to learn English skills more to make it easy to interact.                  The informant states that it only takes the first week to adapt with the fellow participants.                  Discuss how informants faced cultural adaptation during the summer university program.</p>
<p>At the end of the interview. The researcher asked what benefits were obtained from attending a university university program.</p>	<p>K: what benefits did you get in joining Opole Summer University? And please explain it.                  G: I have learned a lot about the differences between Chinese culture and foreigner culture, which can enrich my life experience and strenghten, my professional ability to interact with foreigner.</p>	<p>The informant states that while taking the summer university program her english starting to improved, and she also learned about different culture.</p>
<p>The author is asking about the Chinese people and their English name.</p>	<p>K: And the last, I was corious about you guys (Chinese) that some of you introduce yourself with an English name? is ther any reasons for that?                  G: haha its just because, some of us want to have an English name, like a nickname,</p>	





because some Chinese character are not spelled well by English or latin words. Emmm. And its some kind of habbits. When we usually think we talk to foreigner that we should tell them our English name, not our Chinese name.

K: but is it a must for you guys to have an English name? or is it just for the youngsters?

G: no, well it's not a must, but young people most likely to give themselves an English name. But it's interesting that Chinese people who work for a foreign enterprise would also used an English name or their work name.





**Tabel Axial Coding**  
**CULTURE ADAPTATION PROCESS OF CHINESE STUDENT IN OPOLE**  
**SUMMER UNIVERSITY 2018**

no.	Category	Dimension	Informant 1	Informant 2	Informant 3
1	<b>Informant Background</b>	<ul style="list-style-type: none"> <li>• <b>Name</b></li> <li>• <b>Age</b></li> <li>• <b>Occupation</b></li> <li>• <b>University</b></li> <li>• <b>Nationality</b></li> </ul>	<b>Yiting Liu (Coco)</b> <b>21</b> <b>Student</b> <b>Dalian University</b> <b>China</b>	<b>Yang Shuman</b> <b>20</b> <b>Student</b> <b>Southwest University</b> <b>China</b>	<b>Gao Lan (Gaolym)</b> <b>20</b> <b>Student</b> <b>Southwest University</b> <b>China</b>
2	Informants' background and motivation in attending the summer university program.	Exchange experience	-Have never participated in an exchange program.	-Have never participated in an exchange program.	-Have never participated in an exchange program.
		Motivation to join the program	-For traveling. -Studying and living European country.	-Experiencing living abroad -Learning differences between eastern and western culture. -Improving English.	-Learn English. -Experiencing different lifestyle and culture. -Making new friends.
3	Informants' expectation in attending the summer university program.	Expectation	-Living the Authentic life like Polish people. -Meeting new people. -Tour around the cities. -The program is according to the Expectation.	-Learn traditional culture of Poland. -Meeting new people. -Improving English. -The program is according to the Expectation.	-Learning about differences between Chinese education and European education. -The program is according to the Expectation.
		Impression	-First arriving feels not to talk much because of her English and arriving in new place. -Meeting and interacting with new people.	-Meeting and interacting with new people. -Enjoying the Polish landscape. -Experiencing different living habits.	-Enjoying the program.





4	Intercultural communication	Communicating	<ul style="list-style-type: none"> <li>-Know the entire participant in the program but only familiar with some.</li> <li>-If given more time, she can get to know all the participants.</li> <li>-She thinks that her group is the majority because of the largest group of student</li> </ul>	<ul style="list-style-type: none"> <li>-Joining in-group activities.</li> <li>-Take initiative to chat with friends.</li> <li>-She knew some of the participant in the program.</li> <li>-She thinks that her group is the majority.</li> </ul>	<ul style="list-style-type: none"> <li>-She knew some of the participant in the program.</li> <li>-If given more time, she can get to know all the participants.</li> <li>-Sometimes, she feels like her group is the majority</li> </ul>
		Language	<ul style="list-style-type: none"> <li>-Using English to communicate during the program.</li> <li>-Using Chinese when talking to fellow Chinese people.</li> <li>-Language is not an obstacle as long as we are willing to talk.</li> <li>-To shy to talk.</li> <li>-Misunderstood when interacting.</li> <li>-The informant claimed that its easier to talk with chinese at first, but english with other people.</li> </ul>	<ul style="list-style-type: none"> <li>-English and Chinese.</li> <li>-Finds a little difficulty in communicating with different people from different culture.</li> <li>-Language is an obstacle In communicating</li> <li>-But she believed that people can also interact with non-verbal communication and it helps.</li> </ul>	<ul style="list-style-type: none"> <li>-Using English when interacting with foreign student.</li> <li>-Using Chinese when talking to fellow Chinese people.</li> <li>-Finds no difficulty in daily interaction.</li> <li>-Find a difficulty in deep level of interaction.</li> <li>-Language is a tool to interact.</li> <li>-Not very well English.</li> </ul>
			Culture Shock	<ul style="list-style-type: none"> <li>-Familiar with the term of culture Shock.</li> <li>-Experiencing culture shock.</li> <li>-Experiences culture shock about food, history, and religion.</li> </ul>	<ul style="list-style-type: none"> <li>-Not familiar with term of culture shock.</li> <li>-The informant thinks she didn't experience any culture shock.</li> <li>-The informant need 1 week to adapt with the fellow participant.</li> </ul>





		<p>-Facing Culture shock well.</p> <p>-The informant claimed that the first couple of days seems a little difficult to feel at ease.</p> <p>-The informant need 1 week to adapt with the fellow participant.</p>		<p>the fellow participant.</p>
	<p>Daily Interaction</p>	<p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant claimed that Indonesia group is the easiest to befriend with.</p> <p>-The informant claimed that she couldn't be familiar with their own Chinese group because there are many groups of them.</p>	<p>-Familiar with some of the participant.</p> <p>-Claimed she knows 15 people or more.</p> <p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant feels that her group is the majority in the program.</p> <p>-The informant claimed that Indonesia group is the easiest to befriend with.</p> <p>-At last the infotmant feels comfortable in interacting with each fellow summer university participant.</p>	<p>-Familiar with some of the participant.</p> <p>-The informant claimed that if given more time, she could get to know all the participants.</p> <p>-The informant feels that her group is the majority in the program.</p> <p>-The informant claimed that Indonesian and Chinese group is the easiest to befriend with.</p> <p>-The informant stated that when it comes to chinese group they have so stick together.</p> <p>-While Indonesian group is easy to befriend with because indonesian people are very nice, humorous and friendly.</p> <p>-Its also hard to befriend with China other groups because</p>





				<p>they have their own group and feels very closed about it.</p> <p>-She claimed tha its easier to interact with her fellow group from China.</p>
	<p>Difficulties</p>	<p>-The informant claimed that Kazakhstan and Ukraine is the most difficult to befriend with.</p> <p>-The cause is culture differences between China and Kazakhstan and Ukraine.</p> <p>-The small number of participants.</p>	<p>-The informant claimed that Polish is the most difficult to befriend with.</p> <p>-The cause is the culture gap and differences between Chinese and Polish.</p>	<p>-The informant claimed that Chinese group is difficult to befriend with.</p> <p>-The cause is the big number of participants.</p> <p>-The informants claimed that Chinese have their own groupies.</p>
		<p>-The informant try to find some common topic between the culture to overcome the difficulties in interacting with different country.</p> <p>-The informant find the difficulties while some student showed little interest in talking they preferred only talking to their partners they had already knew.</p> <p>-Awkward situation when the lecture asks for them to have group discussion together.</p>	<p>-The informant claimed that she has a problem with her english.</p> <p>-Cant really communicate when it comes to deep-level communication.</p> <p>-She thinks that communication is very important skill.</p> <p>-She overcome the difficulties in adapting with asking for advice from her fellow Chinese group.</p>	<p>-The infromant claimed that she has experience somekind of miss understood while interacting.</p> <p>-She practice her English so she can interact better.</p> <p>-The informant overcome her diffculties in adapting by trying to interact and undersrtand her weaknesses.</p> <p>-She claimed tha its easier to interact with her fellow group from China.</p>





		<p>Effectiveness of Intercultural Communication</p>	<p>-The informant claimed that she is the type that easy to interact with people who have different cultural background. -She like to interact.</p>	<p>-The informant claimed that she is the type that easy to interact with people who have different cultural background. -Because shes willing to try to interarct.</p>	<p>-The informant claimed that she is the type that can be easy to interact while also can be difficult to interact. -Its easy for her because the same topic to be discussed. -Its difficult for her because sometimes its hard to express herself with new people.</p>
5	Benefits	<p>The benefits in joining Opole Summer University.</p>	<p>-New friends -New experiences. -Respecting others belief and opinion. -Become more tolerant. -Become active in facing to foreign place and situation.</p>	<p>-English improved. -New experiences. -Learning about different cultures and respecting their customs. -Know a lot of interesting people from different country.</p>	<p>-English improved. -Learning about the differences between Chinese culture and other culture. -New experiences. -Strengthen ability to communicate with foreign country.</p>





## SELECTIVE CODING:

### CULTURE ADAPTATION PROCESS OF CHINESE STUDENT IN OPOLE SUMMER UNIVERSITY 2018

#### Cross-culture adaptation

The term adaptation is employed to refer the dynamic process by which individuals, upon relocating to an unfamiliar cultural environment, establish or reestablish and maintain a relatively stable and functional relationship with the environment.

- Short-term adaptation process: where process of adaptation occurs oftenly to immigrants or sojourn that occurs when they find it difficult and bewildering transition into a new environment. In this situation the informants claimed that they face some diffculties in adapting with food, language, habbits, history and some others.
- Culture Shock: its the condition where physiological and physical consequences of change in circumstance in facing a new environment or new culture. Culture shock and stress are a very common experience whenever someone trying to adjust to a new culture or a different cultural environment. Some of the informant claimed to not experiencing culture shock phase, while the results of the interview proved that they have experienced what indicates as culture shock experiences. It needs to be emphasized that culture shock is an experience that happens as a natural process that we might not realize while it happens.
- Language difficulties: Some infotmants also claim that language is the biggest obstacle in interaction and adaptation. Some of them claimed that they were not very good at speaking English. So that the occurrence of miss understood is often happens between fellow participants.





- Kinkship in everyday life: there were some informants who claimed that they were more comfortable interacting with fellow participants from their country compared to participants from other countries. But there were also informants who claimed taht they had difficulty when adapting to fellow participants from China due to the overwhelming number of participants from China.

### **Effectiveness of Intercultural communication**

The purpose of intercultural communication is creating effective communication through the same meaning of message that exchanges. Meanwhile each individual has a different level of awareness and ability in communicating between cultures.

- Awareness: some informants claimed that they were able to communicate with people of different cultures. Each informant has various motivations in interacting with fellow participants in the summer university program.
- Ability: some informants acknowledged the difficulties in interacting with fellow participants, especially in the use of language. The informants also stated that some of them were willing to learn English to be able to interact well and smoothly.





## Opole Summer University 2018 Schedule

Day	Date	Activity
1	16 July 2018	<ul style="list-style-type: none"> <li>- <b>Welcoming ceremony</b></li> <li>- <b>Adaptation Day (Tour of the Campus)</b></li> <li>- Shopping for the student daily needs</li> </ul>
2	17 July 2018	<ul style="list-style-type: none"> <li>- <b>Tour of the Opole City</b></li> <li>- Official Welcome Ceremony and Lunch at Senate Hall</li> </ul>
3	18 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B] Intercultural Communication</b></li> <li>- Reading and Writing (Mr. Molek)</li> <li>- <b>[Class B] Social Science (Mr. Geisler)</b></li> <li>- Boat Trip Activity to Orda Lake</li> </ul>
4	19 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B] English in Math (Mrs. Piecuch)</b></li> <li>- [Class B] Social Science (Mr. Geisler)</li> </ul>
5	20 July 2018	<ul style="list-style-type: none"> <li>- <b>[Class B]</b></li> <li>- [Class B] English in Social Science (Mr. Filsak)</li> </ul>
6	21 July 2018	<ul style="list-style-type: none"> <li>- <b>[Kraków Excursion]</b></li> <li>- Wieliczka Salt Mine Museum</li> </ul>
7	22 July 2018	<ul style="list-style-type: none"> <li>- <b>[Kraków Excursion]</b></li> <li>- Sukinine Rynek Underground Museum</li> </ul>
8	23 July 2018	<ul style="list-style-type: none"> <li>- [Class B] Academic English (Mrs. Smolnikova)</li> <li>- [Module Class] Polish Humor (Mrs. Brzozowska)</li> <li>- <b>Zoo Trip</b></li> </ul>
9	24 July 2018	<ul style="list-style-type: none"> <li>- [Class B] English in Social Science (Mr. Filsak)</li> <li>- [Class B] Academic English (Mr. Geisler)</li> <li>- Trip to Opole Open Air Museum</li> <li>- <b>Trip to Moszna Castle</b></li> </ul>
10	25 July 2018	<ul style="list-style-type: none"> <li>- [Class B] Reading and Writing (Mrs. Liao)</li> <li>- [Class B] Voice Emission</li> </ul>





		(Mrs. Lech-Kirstein)
		- [Module Class] Dance Workshop at Student Culture Center
11	26 July 2018	- [Class B] Academic English (Mrs. Smolnikova) - [Class B] Academic English (Mrs. Nicieja) - <b>International Dinner at 'NIEHCIC' Dormitory</b>
12	27 July 2018	- [European Capitals Excursion] Berlin, Germany - <b>Prague</b>
13	28 July 2018	- [European Capitals Excursion] <b>Vienna, Austria.</b>
14	29 July 2018	- [European Capitals Excursion] <b>Bratislava, Slovakia</b>
15	30 July 2018	- [Class B] Reading and Writing (Mr. Wanke) - [Class B] Academic English (Mrs. Liao) - Church Tour Experience
16	31 July 2018	- [Class B] Academic English (Mrs. Nijieca) - [Class B] Academic English (Mr. Nijieca) - Museum visit National Center of Polish Song
17	1 August 2018	- [Class B] Academic Skills (Mrs. Liao) - [Class B] Social Science (Mr. Wanke) - [Module Class] Polish Workshop (Mrs. Andrzejewska)
18	2 August 2018	- [Class B] Social Science (Mr. Wanke) - [Class B] Social Science (Mr. Wanke) - Polish Culture Night
19	3 August 2018	- [Class B] Academic English (Mrs. Smolnikova) - Picnic
20	4 August 2018	- Official Closing Ceremony Diplomas & Photos





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