

**ANALYSIS OF INTERCULTURAL SENSITIVITY
OF OVERSEAS STUDENTS IN A MULTICULTURAL
ENVIRONMENT: CASE STUDY OF PRESIDENT
UNIVERSITY**

By

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PANEL OF EXAMINERS APPROVAL SHEET

The Panel of Examiners declare that the thesis entitled “**Analysis of Intercultural Sensitivity of Overseas Students in a Multicultural Environment: Case Study of President University**” that was submitted by Tessa Andrea Wesanta majoring in Management from the Faculty of Economics was assessed and approved to have passed the Oral Examinations on 16th September 2010.

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DECLARATION OF ORIGINALITY

I declare that this thesis, entitled “**Analysis of Intercultural Sensitivity of Overseas Students in a Multicultural Environment: Case Study of President University**” is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, 31st August, 2010

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ABSTRACT

President University is one of International Universities in Indonesia. It creates a multicultural environment because beside the local students, it has overseas students. The overseas students should be able to adapt with a new environment there. This study discusses about the level of overseas students' adaptation at President University based on six stages of Developmental Model of Intercultural Sensitivity by Bennett.

Through this research, people especially overseas students would be able to know about their level of adaptation, so they can do something to increase their level of intercultural sensitivity. This study is a quantitative research which uses Factor Analysis to analysis the dominant level of Intercultural Sensitivity. Data collection uses self-construct questionnaire. The questionnaire was distributed to 60 overseas students in campus and dormitory as the respondents.

Based on the analysis, the researcher found that overseas students in President University are in Ethnocentric Stage, exactly on Defense Level of Intercultural Sensitivity. In Defense, one's own culture is experienced as the only good one, and cultural difference is denigrated. Because overseas students in President University are in Defense Level of Intercultural Sensitivity, they have a tendency to construct defense against those differences. They prefer living and studying only with their ethnic group who have the same culture with them.

This study suggests to overseas students to be open-minded to new idea, openness to change and have ability to perceive and interpret the other's actions through a broad cultural lens. Not only that, it is important for overseas students to learn the local language in order to increase their adaptability. Management staffs of President University can take a role to prepare the overseas students with knowledge of local cultures.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays, the issues of globalization are not something strange for people. Everyone has faced globalization and cultural diversity. Cultural diversity creates multicultural environment. People should be able to adapt with other person with different culture, background, and behavior.

The study of multicultural environment has discussed how people understand one another when they do not share a common cultural experience. When people dealing with different background and different language, but they still should understand each other. On the other words, it is about how people adapt to other cultural. People have different level of adaptation in intercultural environment. They have different level of intercultural sensitivity. Sometimes it depends on how long they have lived in intercultural situation itself.

President University is international university that means beside local students, it has overseas students which are from other countries. This situation of course creates cultural diversity and intercultural environment. Overseas students should be able to adapt with the new environment that differ from their country. They must adapt with different cultural.

When people adapt with different cultural, they will adapt through stages or level of culture adaptation. Same with overseas students in President University, they will face culture adaptation through process. The more experience the overseas students

have dealing with cultural differences, the more they develop the level of their intercultural sensitivity. For the first time, overseas students maybe think that their own cultural as superior. As time goes by, they will understand their own culture as equal in value with other cultural. In this research, the researcher wants to know the level of intercultural sensitivity of overseas students in President University, in order to promote cultural diversity and appreciate cultural heritages.

1.2. President University Profile

President University is international university in Indonesia. They use English as their primary language in teaching process. Therefore, the students must be able to speak and write in English. In this case, President University is one of university in Indonesia that has overseas students. They were come from different countries such as China, Vietnam, Somalia, Philippine, Venezuela, Malaysia, and Korea.

The conceptual plan of President University was formulated in September 1997 by Prof. Donald W. Watts, who was the President of Bond University, Queensland and Vice Chancellor of Curtin University, Western Australia, to start President University and initially offering only the Bachelor of Commerce degree. This idea was approved by the Founders of President University.

However, at the end of the year 1997, the Indonesian economy went into turmoil with the financial crisis, and ever increasing business instability in Indonesia. Businesses were holding back their major investments, including the Founders of President University who decided to delay the start up originally planned for 1998.

After 3 years of further planning, which was carried out by Dr. Krisdarjono, who was then a Director of ITB, it was identified that during the recession, the export manufacturing companies were emerging as the winners in reaping the advantages provided by the Indonesian economy because their costs was in local currency and

their income was in overseas currencies. In view of this, it was decided in year 2001 that President University was to start initially with a Bachelor of Engineering degree to ensure that the course was relevant and the graduates found employment.

This first degree by President University was officially approved by the Ministry of Education, Indonesia on April 4, 2002. At that time, the institution was called as the School of Engineering based in Cikarang, Bekasi. On April 16, 2004, the Ministry of Education granted President University, the status of a full-fledged university in Indonesia. President University delivers all its courses in English to ensure that the graduates will be able to interact well in an international environment and forum.

At the moment, Prof. DR. Muliawati G. Siswanto, M. Eng. Sc is the Rector, Prof. Don Watts is appointed as the International Chancellor, and Prof. Brian Lee from Nanyang Technological University (NTU), Singapore as the International Advisor and Dr. Krisdarjono was promoted to become a member of the Board of Supervisors at President University.

Since 2008, Prof. DR. Ermaya Suradinata, SH, M.Hum, Msi is the Rector of President University. Although we started as a relatively small unknown university, we have risen to a recognized university in Indonesia and abroad as an international university that can add value to the nation and the people. Not only that we have classes in English, but we have students from Indonesia, as well as the highest number of overseas students among Indonesian universities. Our students enjoy internships and our graduates work in many prominent companies, in Jababeka Industrial Estate in particular, and throughout Indonesia in general, or even further their studies abroad.

The President University has found place in the educational world and are becoming more and more popular and outstanding. We have gained some cooperation with prominent education institutions such as; ITB for twinning program, Waseda

University Japan for scholarship to our graduates to pursue Master Degrees, and our lecturers to do joint research, Hanoi Open University and Hanoi University for International Programs, and William Angliss Institute in Australia. We have cooperated with Microsoft Indonesia and Indosat M2 for the Small and Medium Enterprises Empowerment. All of these serve as symbol of recognitions to our value and high standards.

1.3. Problem Identified

Because of international university, President University has a multicultural environment. The students are from many countries and of course have different culture. They should able to speak in English, but in daily life, they still use their own language and just are friends with the others that are from the same countries. They make their own group with students that have same culture with them. Sometimes, they do not enjoy recognizing and exploring the other's culture.

However, as will be discussed in this research, there are some stages in culture adaptation. Based on theory Janet M. Bennett, there are six stages of development model of Intercultural Sensitivity (DMIS). In this research, researcher wants to know on what level of intercultural sensitivity that overseas students of President University have faced and what actions can be taken to respond the level of intercultural sensitivity itself.

1.4. Statement of the Problem

This research is about analyzing the level of intercultural sensitivity for overseas students of President University. Based on the problem identified above, the problem of this research can be formulated as the question below:

“How is the level of overseas students' intercultural sensitivity at President University?”

1.5. Research Objectives

One of an international university in Indonesia is President University. This environment create cultural diversity and intercultural between its students. The students should be able to adapt with others, which is has different cultural. The process of its adaptation will through some stages.

This research is to analyze the level of intercultural sensitivity for overseas students of President University. The level of intercultural sensitivity in here refers to Janet M. Bennett, which develop the model of intercultural Sensitivity (DMIS).

1.6. Significance of the Study

This research will give contribution to overseas students or individual who study or work in cross cultural situation. Through this research, people could know more about process of adaptation in intercultural environment and can determine the area which can be facilitated to increase the level of intercultural sensitivity itself.

The researcher hopes the research will contribute to President University for effective management of culture adaptation in academic settings. For last but not least, the researcher wishes this research will contribute something to researcher's self in dealing with intercultural environment.

1.7. Theoretical Framework

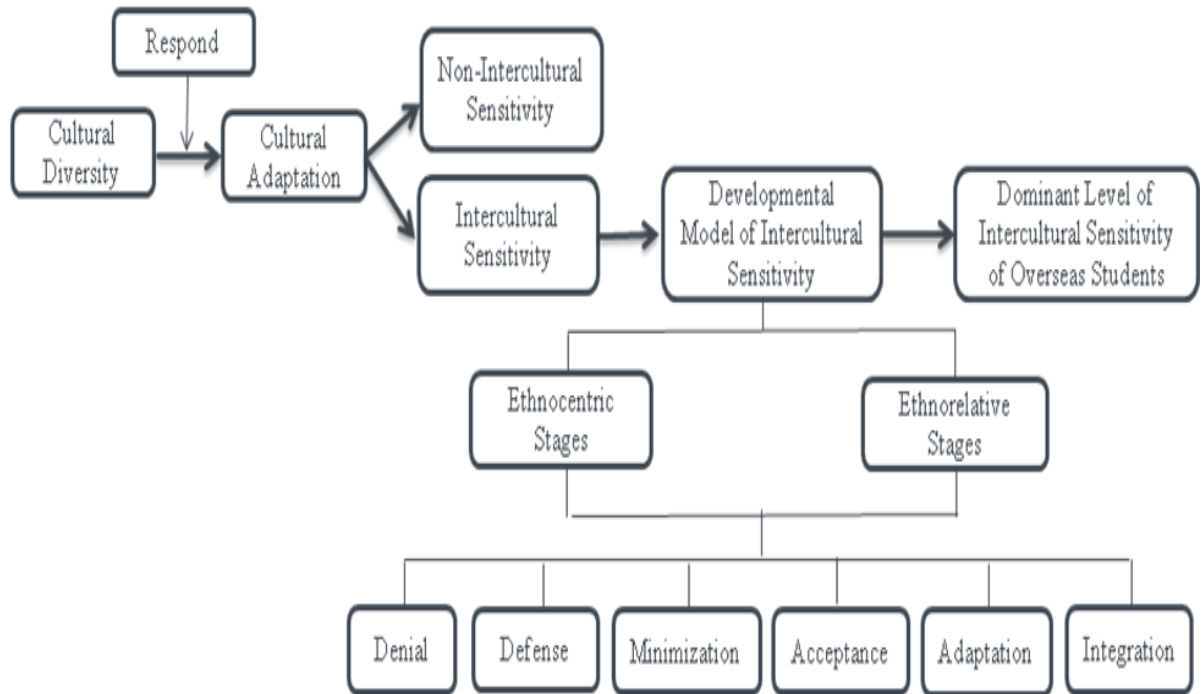


Figure 1.1 Theoretical Framework

Source: Self construct adapted from Harvey & Allard (2005)

Figure 1.1 explains the development of intercultural sensitivity. The researcher uses this theoretical framework based on Harvey and Allard in their book *Understanding and Managing Diversity: 3rd Edition*. Bennett (1993) proposed a Developmental Model of Intercultural Sensitivity (DMIS), which suggests that individuals with intercultural sensitivity tend to transform themselves from the ethnocentric stage to the ethno-relative stage.

This model includes six developmental stages. The first three stages of denial, defense and minimization are viewed as “ethnocentric.” Individuals view their own culture as central to reality, and individuals act by “avoiding cultural differences

through denying its existence, raising defense against the differences and minimizing its importance”. The next three stages (acceptance, adaptation, and integration) are viewed as “ethno-relative.” During these stages, people experience the culture in the context of other cultures, and can be construed as “seeking cultural difference through accepting its importance, adapting a perspective to take it into account, or by integrating the whole concept into a definition of identity”.

1.8. Scope and Limitations of the Study

The researcher has limited the study into some specific definition, scopes, and limitation. This research is limited to the study of analyzing the level of intercultural sensitivity for overseas students of President University. The Developmental Model of Intercultural Sensitivity (DMIS) refers to Janet M. Bennett, in book *Understanding and Managing Diversity: 3rd Edition*.

This study is done at President University, Jababeka Education Park Cikarang. The researcher has chosen President University as the location for doing research because President University has a quite big amount of overseas students that study at there and researcher thinks that it is appropriate for doing the research. Meanwhile, multicultural in this study refers to President University multicultural students. The researcher only chose the overseas students for the limitation in this study because the overseas students are the one who often face this kind of situation. The population is limited to overseas students of President University who are not yet graduated during this research.

1.9. Definition of Terms

Culture is sum total of beliefs, rules, techniques, institutions, and artifacts that characterize human populations.

Cultural Diversity is the cultural differences that exist between people, such as language, dress and tradition, and the way societies organize themselves, their conception of morality and religion, and the way they interact with the environment.

Cultural adaptation is the process whereby one's worldview is expanded to include behavior and values appropriate to the host culture.

CHAPTER II

LITERATURE REVIEW

2.1. Cultural Diversity

Cultural diversity is a multidimensional construct. It can be measured in terms of diversity degree (Thomas, 1999, cited from *The Analysis of Obstacles in Intercultural Communication* by Muhammad Resha, 2008). The amount of diversity refers to the number of representative from different cultural backgrounds. The degree of diversity refers to the degree of dissimilarity between these different cultural backgrounds, also referred to as cultural distance (Kogut & Singh, 1988, cited from *The Analysis of Obstacles in Intercultural Communication* by Muhammad Resha, 2008). The amount and the degree of diversity in a group differently affect group dynamics and integration, with the effect of the diversity degree being much stronger (Thomas, 1999; Thomas et al., 2005, cited from *The Analysis of Obstacles in Intercultural Communication* by Muhammad Resha, 2008).

2.2. Cultural Adaptation

Intercultural communication is in how people adapt to other cultures. Adaptation itself is the process whereby one's worldview is expanded to include behavior and values appropriate to the host culture. It is different with assimilation. Assimilation is the process of re socialization that seeks to replace one's original worldview with that of the host culture. Assimilation is "substitute", Adaptation, on the other hand, is "addictive". The assumed end result of assimilation is becoming a new person. The assumed end result of adaptation is becoming a bicultural or multicultural person. Such a person has new aspects, but not at the cost of his or her original socialization.

2.3. Developmental Approaches to Cultural Adaptation

Dr. Milton Bennett developed the Developmental Model of Intercultural Sensitivity (DMIS) as a framework to explain the experience of people he observed over the course of months and sometimes years in intercultural workshops, classes, exchanges, and graduate programs. The DMIS is a stage model of cognitive development based on personal construct theory and its extension, radical constructivism (Watzlawick, 1984 cited from *The Intercultural Development Inventory Manual* by Mitch Hammer and Milton Bennett, 1998). Personal construct theory was formulated by George Kelly (1963 cited in *The Intercultural Development Inventory Manual* by Mitch Hammer and Milton Bennett, 1998), who held that experience is a function of our categorization, or construing, of events.

As described by the DMIS, individuals can generally progress from ethnocentrism, where they experience events in their own culture as central to reality, to ethnorelativism, where they can experience events in the context of their own and other cultures. In ethnocentrism, people's perceptual systems are less sensitive to cultural differences. Conversely, in ethnorelativism, cultural differences are more likely to be discriminated.

2.3.1. Ethnocentric Stages

An ethnocentric orientation is based on the assumption "that the worldview of one's own culture is central to all reality" (M. J. Bennett, 1986, p. 33 cited in *The Intercultural Development Inventory Manual* by Mitch Hammer and Milton Bennett, 1998) and involves the interpretation of events and behavior from one's own cultural viewpoint. Operating from an essentially monoculture perspective, the meaning a person may give to cultural differences can range from Denial, to Defense, to Minimization.

Denial is the most basic stage of ethnocentrism and reflects an orientation which assumes there are no real differences among people from different cultures. Sometimes circumstances of physical or social isolation from people who are culturally different can reinforce selective perception; whereby a person sees what he or she wants to see and does not see what he or she is unaccustomed to perceiving. For instance, a person with a predominantly denial worldview might attend only to familiar social cues and assume that his or her relationship with host nationals is excellent, when in fact the host nationals might be broadcasting dissatisfaction via a culturally different set of cues that are not comprehensible in the denial worldview. Denial is likely to manifest first as disinterest, where cultural difference is ignored as irrelevant. However, to maintain denial, people may need to engage in conscious separation: "the intentional erection of physical or social barriers to create distance from cultural difference" (M. J. Bennett, 1986, p. 35 cited from The Intercultural Development Inventory Manual by Mitch Hammer and Milton Bennett, 1998). Separate living arrangements for people who are culturally different ensures an avoidance of interaction and the perpetuation of only minimal capacity for perceiving and experiencing the differences.

The second ethnocentric stage is **defense**, which refers to a more explicit recognition of differences coupled with more overt attempts at erecting defenses against them. In this state, differences are not only viewed suspiciously; they are considered threatening to one's self-esteem and identity. Experience of cultural difference is polarized around either the inferiority of other cultures or the superiority of one's own culture. While one or the other of these forms may be emphasized, they both betray the underlying polarization of experience.

An alternative form of defense is what Bennett calls Reversal, the "denigration of one's own culture and an attendant assumption of superiority of a different culture"

(M. J. Bennett, 1986, p. 41 cited from The Intercultural Development Inventory Manual by Mitch Hammer and Milton Bennett, 1998). This worldview may be associated with people in the throes of their first positive experience with another culture (e.g. U.S. Peace Corps Volunteers) or with people who want to be perceived as proponents of a culture group other than their own. The polarized structure of this worldview is the same as that of Defense, only with the poles reversed.

The third stage of development is **minimization**, acts as a kind of transition between the polarization of difference in defense and the non evaluative recognition of difference in Acceptance. The Minimization worldview over-generalizes similarities between self and other, allowing cultural differences to be trivialized and therefore rendered "harmless." Minimization counters the more virulent form of ethnocentrism found in Defense, but the worldview is still theoretically ethnocentric in that it treats its own standards as central to the reality of all people.

2.3.2. Ethnorelative Stages

An ethnorelative orientation represents a fundamental shift in mindset from the unconscious ethnocentric assumption that one's own culture is (or should be) the exclusive definer of reality to a more conscious assumption that one's own culture is one among many viable constructions of reality. Or, perhaps in more familiar terms, this orientation involves the assumption that cultures can only be understood relative to one another and that particular behavior can only be understood within a cultural context" (M. J. Bennett, 1993, p. 46 cited from The Intercultural Development Inventory Manual by Mitch Hammer and Milton Bennett, 1998) It is quite possible that one may continue to prefer one's own culture and even dislike some other cultures while maintaining ethnorelativism.

The first Ethnorelative stages is **acceptance**, involves an acknowledgment that identifying significant cultural differences is crucial to understanding human

interaction. The recognition of alternative cultural behavior involves an acceptance of deep cultural differences in language, nonverbal behavior, and styles of thinking and communicating. The recognition of alternative cultural values involves an acceptance of how "goodness" is assigned to different ways of being in the world. Acceptance does not mean "agreement," so it is possible that one can accept the existence of an alternative value while still feeling that the value is inappropriate or even dangerous.

The second ethnorelative stage, **adaptation**, involves a more proactive effort on the part of an individual to use cultural differences and intercultural skills in ways which maximize his or her understanding and relationships with people from other cultures. This does not mean a person "assimilates" to the dominant pattern by giving up his or her own cultural values, beliefs, or practices. Rather, it represents an expansion of one's perspective and skills to incorporate other ways of communicating.

The final ethnorelative stage is **integration** and describes the effort to integrate disparate aspects of one's cultural identity into a new whole. The need for this effort arises when there is significant pluralism in the worldview and one's sense of identity does not fit into any one cultural frame. J. M. Bennett (1993) refers to this condition as "cultural marginality," where cultural identity exists on the margin of two or more cultures. Cultural marginality is particularly obvious among global nomads and long term expatriates, but it can also be seen among people who must adapt to a different, dominant society.

2.4. The Cross Model of Intercultural Competence

Beside The Bennett Developmental Model of Intercultural Sensitivity, there is another Model of Intercultural Competence. The Model of Intercultural Competence was originally developed by Terry Cross. It describes stages of competence at the organizational level, but it has since been adapted for use at the individual level.

There are six stages of Terry Cross' Intercultural Competence:

1. Cultural Destructiveness

This is the most negative end of the continuum represented by attitudes, policies, and practices that are destructive to cultures and consequently to the individuals with the cultures. Individuals and organizations in this phase:

- a. View culture as a problem.
- b. Believe that if culture can be suppressed or destroyed, people will be better off.
- c. Believe that people should be more like the "mainstream."
- d. Assume that one culture is superior and should eradicate "lesser" cultures.

At the societal level, this viewpoint taken to the extreme leads to such things as genocide. An example of this occurred when the Bureau of Indian Affairs mandated boarding schools that decimated the cultures of many Native American tribes.

2. Cultural Incapacity

It corresponds with the Denial stage of the Bennett Model. Individuals and organizations in this phase:

- a. Lack cultural awareness and skills.
- b. May have been brought up in a homogeneous society and been taught to behave in certain ways and have never questioned it.
- c. Believe in racial superiority of a dominant group and assume a paternalistic posture toward others.
- d. Maintain stereotypes.
- e. At the organizational level, this translates into supporting segregation or having lower expectations of persons from other cultures.

3. Cultural Blindness

Cultural Blindness corresponds with Bennett's Minimization stage. At the midpoint in the continuum, the system and its agencies provide services with the expressed intent of being unbiased. Individuals in this phase:

- a. See others in terms of their own culture and claim that all people are exactly alike.
- b. Believe that culture makes no difference. "We are all the same."
- c. Believe that all people should be treated in the same way regardless of race, etc.
- d. At the organizational level, services are so ethnocentric that they are virtually useless to all but the most assimilated.

4. Cultural Pre-Competence

It corresponds with Bennett's Acceptance stage. Individuals and organizations in this phase:

- a. Recognize that there are cultural differences and start to educate themselves and other concerning these differences.
- b. Realize their shortcomings in interacting within a diverse environment.
- c. May become complacent in their efforts.
- d. At the organizational level, an attempt is made to address diversity issues by, for instance, hiring a diverse staff, offering cultural sensitivity training, promoting diverse staff to upper management, etc.

5. Basic Cultural Competence

Basic Cultural Competence corresponds with Bennett's Adaptation stage.

Individuals and organizations in this phase:

- a. Accept, appreciate, and accommodate cultural difference.
- b. Value diversity and accept and respect differences.
- c. Accept the influence of their culture in relation to other cultures.
- d. Understand and manage the dynamics of difference when cultures intersect.
- e. Are willing to examine components of cross-cultural interactions (communication, problem solving, etc.).
- f. At the organizational level, an effort is made to hire unbiased employees, to seek advice from communities of color, and to assess what can be provided to diverse clients.

6. Advanced Cultural Competence

Individuals at this phase:

- a. Move beyond accepting, appreciating, and accommodating cultural difference and actively educate less informed individuals about cultural differences.
- b. Seek out knowledge, develop skills to interact in diverse environments, become allies with and are comfortable interacting with others in multicultural settings.
- c. At the organizational level, this translates into conducting research, hiring staffs who are specialists in intercultural competence practices, and acting as an advocate.

2.5. Related Studies of Intercultural Sensitivity

There are many related study about Intercultural Sensitivity. Qingwen Dong, Kenneth D. Day, and Christine M. Collaco from University of the Pacific made a study about *“Overcoming Ethnocentrism through Developing Intercultural Communication Sensitivity and Multiculturalism”*. This study, based on a survey of 419 young adults, found that high levels of individuals’ intercultural communication sensitivity and multiculturalism are significant predictors of reducing individuals’ ethnocentrism. As a leading country in diversity, equality and democracy, the United States is expected to continue its leading position in appreciating cultural diversity and respecting ethnic/cultural identities. The results suggest that promoting intercultural communication sensitivity and multiculturalism is a possible measure to overcome ethnocentrism and reduce conflicts among intergroup interactions.

The authors of this related study focus on three constructs: ethnocentrism, intercultural communication sensitivity, and multiculturalism. Research has shown that ethnocentrism tends to be negatively correlated with intercultural communication sensitivity and cultural diversity. In order to explore ways to overcome ethnocentrism, the study has three major objectives. First, it examines the impact of intercultural communication sensitivity on overcoming ethnocentrism. Second it investigates the impact of multiculturalism on overcoming ethnocentrism. Third, it proposes some measures for researchers, policy makers, and educators to use in overcoming ethnocentrism.

In summary, the review of literature in this study shows that it is potentially fruitful for communication researchers to examine the factors which can help reduce individuals’ ethnocentrism in Western democratic society like the United States. Berry and Kalin (1995) defined ethnocentrism as “a lack of acceptance of cultural diversity, a general intolerance for out-groups, and a relative preference for one’s in-

group over most out-groups.” The literature suggests that ethnocentrism has the potential to lead to negative stereotypes, negative prejudices, and negative behaviors against minority or ethnic group members. Chen and Starosta (2004) suggested that intercultural communication sensitivity may help promote an individual’s ability to respect cultural differences, foster multiple cultural identities, and maintain multicultural coexistence. Furthermore, they suggested that a multicultural mindset may enable individuals to be successful in the diverse cultural environment like the United States. The review of the literature suggests that both intercultural communication sensitivity (Chen & Starosta, 2004) and multiculturalism (Berry & Kalin, 1995) promote cultural diversity and appreciation of cultural maintenance of different cultural groups, thus, motivating people to overcome ethnocentrism.

The other related study about Intercultural Sensitivity was made by Xinmin Hou, an associate professor in the Study Abroad Program, Xi’an International Studies University, China, in his study “*An Empirical Study of Chinese Learners’ Intercultural Sensitivity*”. The researcher used Chen and Starosta’s Intercultural Sensitivity Scale (ISS) to measure the level of intercultural sensitivity. Chen and Starosta’s Intercultural Sensitivity scale (ISS) has five factors to measure the level of intercultural sensitivity:

1. Interaction Engagements

The first factor, Interaction Engagement is concerned with participant’s feeling of participation in intercultural communication. Stereotype helps to simplify the complex task of identification and makes it easier to decide what behavior is appropriate and what behavior is to expect in a new situation. However, stereotypes mainly apply to the behavior norm of groups rather than individual. According to Adler, they are harmful when adhered to rigidly, and become counterproductive when placing people in the wrong group,

especially if they are oversimplified or over-generalized (He, Jamison, Antoniou and Whiteman, 2004).

With the development of the society and education nowadays, on one hand, Chinese learners usually have many chances to meet and communicate with people from different cultures, for example, some overseas teachers and scholars come to China to give academic lectures; on the other hand, they learn some of the cultural knowledge from books or other media. The cultural knowledge, to some extent, can be considered as the generalizations or stereotypes. In the process of communicating with the culturally different people, Chinese learners may find that there are some discrepancies between the cultural knowledge they learn from books and the real intercultural communication situation in which they interact with overseasers.

Therefore, they tend to wait and meditate whether these stereotypes are right or not. It makes sense why more than half of them show such an attitude. Such an attitude will help them with the development of their general intercultural communication competence and can usefully influence them in their future interaction with people from different cultural backgrounds.

2. Respect for Cultural Differences

The second factor, Respect for Cultural Difference is mainly about how participants orient to or tolerate their counterparts' culture and opinions. It indicates that the subjects do not reject opinions held by their culturally-different counterparts; neither do they hesitate to associate with people of different cultures. On the other hand, they are open-minded, willing to accept and appreciate different opinions and ideas. Acceptance of cultural difference represents a major shift from ethnocentrism to ethnorelativism. Cultural difference is no longer judged by the standards of one's own culture and

“those who have moved into this stage have undergone a shift in their perception of difference; they no longer find difference threatening.”

However, not many subjects think their culture is better than other cultures. It is possible that some Chinese learners who have awareness of the cultural differences and similarities may be unwilling to respect those cultural differences because of some deep-rooted perceptions, stereotypes or prejudices. Bennett (1993) notes that group or individual whose intercultural sensitivity is in the ethnocentric stage will react to cultural difference with defensive actions, and they can only perceive the world from their only cultural reality. Though those Chinese learners have a lot of chances to obtain knowledge about different cultures through many channels such as journals, internet, and mass media, some of these channels may be the production of obvious ethnocentric and self-centered points of view. And this will cast impact on their perspective.

3. Interaction Confidence

The third factor is Interaction Confidence, which is concerned with how confident participants are in the intercultural setting. In his many years of study with over twenty-five thousand learners of language living and studying abroad, Coleman (2002) has pointed out that “the problem of confidence clearly needs addressing” (p.1). He has found that linguistic and personal confidence appeared frequently under anticipated worries and problems. Rodgers and McGovern (2002) have also noticed that individuals must meet the challenges of language barriers, unfamiliar customs and practices, and cultural variations in verbal and nonverbal communication styles in order to achieve successful intercultural understanding. As a result, linguistic and

cultural barriers often carry evaluative and affective consequences for interactants in an intercultural context, resulting in their lacking of confidence.

4. Interaction Enjoyment

The fourth factor--Interaction Enjoyment, as defined by Chen and Starosta (2000), is about participants' positive or negative reaction towards communicating with people from different cultures. Jettmer and Nass (2002) believe that enjoyment of the interaction is composed of the following items: pleasantness of the interaction, productiveness of the interaction, enjoyment of the interaction, and cooperative nature of the interaction.

5. Interaction Attentiveness

The last factor--Interaction Attentiveness deals with participants' effort to understand what is going on in intercultural interaction. The concept is similar to what Cegala (1981) calls "Interaction Involvement", which according to the author, consists of three concepts that are related to the ability of sensitivity: responsiveness, attentiveness, and perceptiveness. People with Interaction Attentive ability tend to be intercultural sensitive enough with conversational procedure and maintain an appropriate interaction (Chen & Starosta, 2000).

In summary, the result of this study shows the general situation of the Chinese learners is that they have gone beyond the uncertain stage ($3 < 3.1708 < 4$) and is approaching the stage of agreement, which indicates that all the Chinese learners have a relatively positive attitude toward intercultural communication. Of the total five factors, students display their strongest ability in their "Interaction Engagement" (factor 1, 65% on average, mean score 3.7067) and weakest in their "Interaction Enjoyment" (factor 4, about 14% on average, mean score 2.2701). The combination of the five factors can ideally reflect the intercultural sensitivity of the subjects.

According to the evaluation conducted in this study, we can see that there is still much room available for improvement in terms of the general level of Chinese learners' intercultural sensitivity. Improving their intercultural sensitivity will help their intercultural communication more successfully and effectively because those Chinese learners with their special educational background and professional skills always serve as bridges between different cultures. Developing their intercultural sensitivity will better equip them for the upcoming responsibility.

Lilli Engle and John Engle from American University Center of Provence made related study about *“Assessing Language Acquisition and Intercultural Sensitivity Development in Relation to Study Abroad Program Design”*. The study described here has taken place over eight semesters at the American University Center of Provence (AUCP). One of Subject in the study discuss about Assessment in Intercultural Sensitivity.

The Intercultural Development Inventory (IDI) is a multiple-choice testing tool developed in 1998 by Mitchell Hammer and Milton Bennett. The IDI draws on Bennett's own Developmental Model of Intercultural Sensitivity (DMIS), and its breakdown into six stages of developmental evolution, from an ethnocentric to an ethnorelative world view, labeled Denial, Defense, Minimization, Acceptance, Adaptation, Integration. Generated by contemporary leaders in the field and correlated for validity with such instruments as the World mindedness Scale and Intercultural Anxiety Scale, this assessment instrument is well-reputed, widely used, easily administered, and independently evaluated. The IDI measure an individual's or group's fundamental worldview orientation to cultural difference, and thus the individual or group's capacity for intercultural competence. As a theory-based test, the IDI meets the standard scientific criteria for a valid and reliable psychometric instrument.

The Inventory and the method of scoring reflect the underlying assumption of the DMIS, that as one's experience of cultural difference becomes more complex, one's potential competence in intercultural interactions increases. In the quantification of the overall results, scores can vary between an absolute low of 5 to a perfect 25, when issues with cultural difference in all five of the IDI categories have been fully "resolved". IDI results present the candidate with an individual profile of his or her worldview, broken down into five categories or scales:

1. DD scale: combines the Denial and Defense stages of the DMIS, and indicates a worldview that simplifies and/or polarizes cultural difference.
2. R scale: indicates a worldview that reverses "us" and "them" polarization, where "them" is superior.
3. M scale: refers to the Minimization stage of the DMIS or a worldview that highlights cultural commonality and universal issues.
4. AA scale: combines the Acceptance and Adaptation stages of the DMIS, and indicates a worldview that can comprehend and accommodate complex cultural differences.
5. EM scale: measures "encapsulated marginality," characterized by feelings of cultural alienation in which one's worldview incorporates a multicultural identity with confused cultural perspectives.

The AUCP IDI results confirm that students, who have already taken two years of a overseas language, and have chosen to study abroad in a full-immersion program, will show promising incoming results as to their openness and intercultural sensitivity. Consistently, incoming IDI scores show that, on average, students attending this program arrive with a score of 19, a relatively small 6-point gap separating them from the perfect score of 25.

The IDI achievable progress results for the 187 students tested shows that an average of 14% of the student population decline in their cross-cultural competence as measured by the IDI. This rather disappointing statistic is counterbalanced by the fact that 52% of students tested made between 30% and 100% of their achievable progress on the IDI scale.

CHAPTER III

METHODOLOGY

3.1. Research Method

In this chapter, the researcher explained about the methodology that applied in this research. This research applied quantitative method which was using Factor Analysis method.

Quantitative research uses data that are structured in the form of numbers or that can be immediately transported into numbers. Quantitative research conducted by using statistical analysis with structured questionnaire there are usually used mainly closed question; questions with set responses. (Cooper and Schindler, 2006). Quantitative research uses numbers to prove or disprove a notion or hypothesis. Quantitative research used because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationship. (Thesis Guideline, 2010).

Factor analysis used to know the dominant level of intercultural sensitivity of overseas students in President University. In collecting data, the researcher used primary data by survey through questionnaire which was Likert Scale questionnaires. The consideration of using primary data was the availability of data. Researcher could gather information and measure what researcher wish to as well as accuracy and consistency of data. It could provide information that is useful in reaching conclusion or consideration to make a decision.

3.2. Research Framework

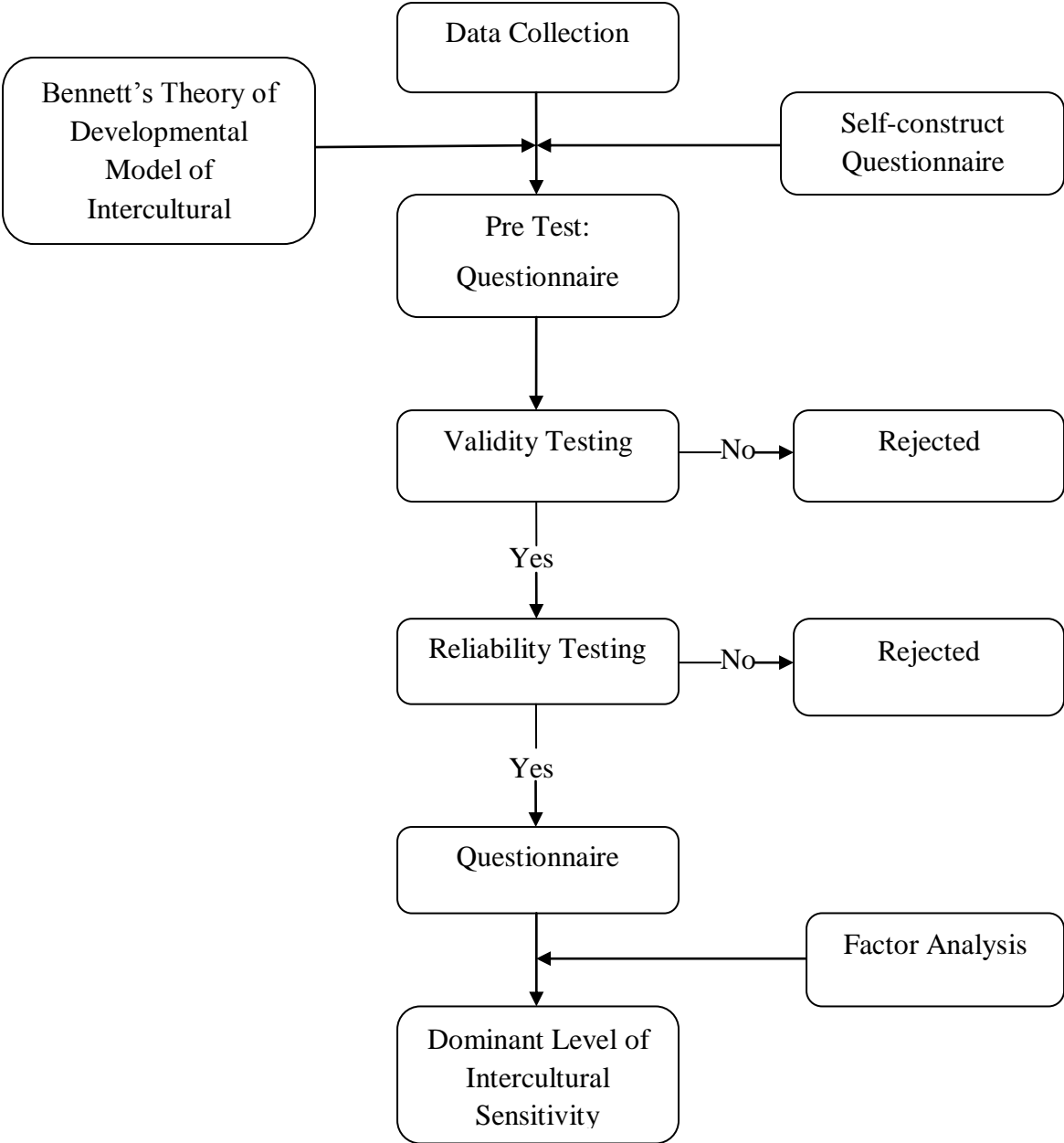


Figure 3.1 Research Framework

Source: adjusted by researcher

3.3. Research Instrument

3.3.1. Data Collection

a. Pre-Research Survey

At the beginning of this research, the researcher searched some problems that faced by overseas students in President University in order dealing with intercultural environment. Researcher defined problem identification by using pre-research. The pre-research survey is conducted by using interview to some overseas student in President University.

b. Literature Review

Literature reviews are used to strengthen the research, based on valid statement and theory that stated in the book and journal. The theories uses in this research are related to developmental model of intercultural sensitivity. These literatures are used to build questions for questionnaires.

c. Questionnaire

Data collection is done through survey using questionnaires. The reason of choosing questionnaire is faster and cheaper to gather the data. Researcher can also complete the survey as the targeted time as well as in the lowest cost.

The researcher used the Study of Developmental Model of Intercultural Sensitivity to know the dominant level of intercultural sensitivity of overseas student by using close ended questions, so the respondents need to choose several answer provided. This research will use personally administered questionnaire which means the questionnaire delivered to the respondent personally and by the time respondent finish answering the questions, the questionnaire will be submitted to the researcher.

The questionnaire is designed based on the Bennett’s theory of developmental model of intercultural sensitivity, which is denial, defense, minimization, acceptance, adaptation, and integration. The answers are all close ended questions for respondents to choose. The grading and computation method will adopt Likert scale. The respondents were gave five options in each questions.

Table 3.1 Likert Scale

No	Statement	1	2	3	4	5
1						
2						
3						

Source: Microsoft Excel

Note:

1= Strongly Disagree

2= Disagree

3= Neutral, neither agree nor disagree

4= Agree

5= Strongly Agree

The questionnaires are distributed to overseas students of President University. The questionnaire is divided into two parts:

1. Respondent Data

In this section, 4 (four) questions cover information about respondent descriptive data, those are gender, batch, major, and country of origin.

2. The Developmental Model of Intercultural Sensitivity

In this section, there are 20 (twenty) questions. The questions are self-constructed questions.

In order to acquire a valid and reliable result, the researcher implemented pre-test questionnaire to ten overseas students in President University. And after doing validation and reliability testing, the questionnaire distributed to 60 overseas students on July 14th -16th 2010 at President University and Student Housing of President University.

3.3.2. Data Analysis

Factor Analysis Method

Analysis factor used in processing data in order to determine the most influencing factor, which is defined the dominant level of intercultural sensitivity.

There will be 2 types of variables in factor analysis, which are:

1. Manifest variable

Manifest variable is a variable that is directly observable or measurable. (<http://www.statsoft.com/textbook/statistics-glossary/m/button/m/>).

2. Latent variable

Latent variable are variables that are not directly observed but are rather inferred (through a mathematical model) from other variables that are observed (directly measured). (http://en.wikipedia.org/wiki/Latent_variable).

Manifest variables will construct latent variables that will be the statement that explained each factor. Sometimes, this latent variable cannot explain all the variance in its manifest variables.

There are some steps in computing factor analysis. It will be explained in the following steps:

1. Organizing Data

Researcher had organized the data that collected from respondents through questionnaire. The data had collected within a table where the row is the variable and the column is respondent.

2. Transforming Data

The data that has been organizing in the first step is ordinal data with Likert scale. This ordinal data cannot be used directly, because it just shows the data tendency, not the absolute value of the variable. Successive Interval becomes the method in transforming the data. This data transforming used Microsoft Excel as the tool

3. Factor Analysis Using SPSS

a. Creating Correlation Matrix

The main purpose of creating this matrix is finding the relationship degree between variables. This degree will be used for further process in factor analysis. Correlation matrix can check and filter proper variables.

There are two requirements in checking the proper variable; Bartlett test of Sphericity and Kaiser–Meyer-Olkin (KMO). In Bartlett test of Sphericity, significant value for acceptable value is less than 0.05 (Kontour 2007).

Kaiser-Meyer-Olkin (KMO) is used in testing the suitability of factor analysis towards sampling design. If the value is less than 0.50, the results of the factor analysis probably won't be very useful. The researcher will use the value of KMO to be more than 0.5. If the value is more than 0.5, then data analysis can be continued.

b. Extracting Factor

Eigen value is used in extracting the factor in factor analysis method. This kind of value shows the community value for the variables that represent the factor. The numbers of factor is determined by the percentage of total variance produced in that variable. That variance value comes from the total of variance value from each variable. In order to measure the number of factor, the Eigen value must be more than 1.

Loading factor shows the contribution proportion on latent variables, which according to statistic significance of the coefficient correlation loading. Coefficient correlation is the size used to determine the degree

of correlation. Variable that has higher loading shows that the influence is bigger on the latent variables. Relying on that loading factor value, the manifest variables grouping can be performed. Variable that has lower than 0.6 loading factor value will not be considered in the latent variable.

c. Rotated Varimax

This rotation shows the maximal value and manifest variable contribution to latent variable.

3.4. Sampling Design

This research will use of non-probability sampling. Non-probability sampling is an arbitrary and subjective procedure where each population element does not have a known nonzero chance of being included; no attempt is made to generate a statistically representative sample (Cooper and Schindler, 2006). To determine the sample size, the researcher use Slovin's Formula.

Slovin Formula:

$$n = \frac{N}{1 + (Ne^2)}$$

Equation 3.1 Slovin's Formula

Source: <http://answers.yahoo.com/question/index?qid:20060623001827AAalAYk>
(cited from The Analysis of Obstacles in Intercultural Communication: A Case Study of International Student in President University by Muhammad Resha, 2008)

Where:

n = Sample size

$N =$ Population size

$e =$ Margin of error

The population of President University Overseas Students who are not yet graduated during this research is 120, so the computation to determine sample size as follows.

$$n = \frac{120}{1 + (120(0.1)^2)}$$
$$n = \frac{120}{2.2} = 54.54$$

The result of computation above shows $n = 54.54$. Researcher decided to choose 60 respondents for the sample size.

Table 3.2 Population of President University Overseas Students

Nationality	Number
Chinese	75
Vietnamese	34
Venezuelan	1
Korean	1
Malaysian	2
Somali an	2
Philippines	2
Indians	1

Mozambicans	1
Jordanian	1
Total	120

Resource: President University Academic Department, 2010

3.5. Pilot Testing

3.5.1. Validity Testing by Using SPSS

Validity testing shows how far the questionnaire can measure what we want to measure. Through validity test, researcher can ensure the questions in the questionnaire are the exact question should ask to the respondents in order to accomplish the research objective.

The Pearson's correlation coefficient is using to measure the validity of variables in research. The coefficient of correlation of Pearson Product Moment can be based on the actual values of X and Y. The equation as follow:

Equation 3.2 Mean Correlation Coefficient between Variables

The Formula is:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Source from Lind, D. A., et.al, (2002), p. 464

Where:

n = the number of paired observations

ΣX = the X variable summed

ΣY = the Y variable summed

ΣX^2 = the X variable squared and the squares summed

$(\Sigma X)^2$ = the X variable summed and the sum squared

ΣY^2 = the Y variable squared and the squared summed

$(\Sigma Y)^2$ = the Y variable summed and the sum squared

ΣXY = the sum of the product of X and Y

3.5.2. Reliability Testing by Using SPSS

In Cooper & Schindler study (2006, pp 352), reliability is a characteristic of measurement concerned with accuracy, precision, and consistency. To measure the reliability here the researcher uses Cronbach Alpha formula. Reliability test used to shows how far the measurement result is relatively consistence if the measurement re-done for twice or more. Reliability test as an index to show the degree of trusted and relied of the instrument, in this research is refers to questionnaire (Lind, D. A., et.al, 2002).

Equation 3.3 Cronbach Alpha

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

Source from Lind, D. A., et.al, (2002)

Where:

α = instrument reliability's coefficient

r = mean correlation coefficient between variables

N = number of questions

3.5.3. Result of Validity and Reliability Testing

The Researcher used SPSS version 16.0 to check validity and reliability testing. Based on calculation, the r value for $n=10$ is 0.632 for significance level of 5%. So the mean correlation coefficient between variables (r value) for pre-test questionnaire to 10 respondents is 0.632. It means that according to corrected item-total correlation table, if the result is below 0.632, it will not use or rejected because it means invalid variable. If the corrected item-total correlation results above 0.632, it means valid. The valid variable will be used as part of the questionnaire to find dominant factor.

For reliability testing, if Cronbach's Alpha if Item Deleted table results above 0.7, it means the reliable variable. The data showed that there are 4 invalid items and removed from the questionnaire. Those variables are variable 1, 11, 18, and 20. For the reliability testing, the data showed all items are reliable.

Based on table 4.1 below, it showed the result of validity and reliability checking. The complete validity and reliability testing result as follow:

Table 3.3 Result of Validity and Reliability Checking

Variable	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	r table	Status
V1	-0.147	0.974	0.632	Invalid , reliable
V2	0.804	0.969	0.632	Valid, reliable
V3	0.803	0.969	0.632	Valid, reliable
V4	0.833	0.969	0.632	Valid, reliable
V5	0.85	0.969	0.632	Valid, reliable
V6	0.861	0.969	0.632	Valid, reliable
V7	0.653	0.97	0.632	Valid, reliable
V8	0.75	0.97	0.632	Valid, reliable
V9	0.709	0.97	0.632	Valid, reliable
V10	0.849	0.969	0.632	Valid, reliable
V11	0.328	0.972	0.632	Invalid , reliable
V12	0.827	0.969	0.632	Valid, reliable
V13	0.844	0.969	0.632	Valid, reliable
V14	0.781	0.969	0.632	Valid, reliable
V15	0.885	0.968	0.632	Valid, reliable
V16	0.829	0.969	0.632	Valid, reliable
V17	0.781	0.969	0.632	Valid, reliable
V18	0.478	0.972	0.632	Invalid , reliable
V19	0.887	0.968	0.632	Valid, reliable
V20	0.624	0.971	0.632	Invalid , reliable
V21	0.863	0.969	0.632	Valid, reliable
V22	0.769	0.969	0.632	Valid, reliable
V23	0.889	0.968	0.632	Valid, reliable
V24	0.869	0.969	0.632	Valid, reliable

Source: Data result of validity testing

Based on table 4.1, there are 20 valid and reliable variables to use as part of the questionnaire. The 20 variables represent the factor of developmental model of intercultural sensitivity.

Table 3.4 Valid and Reliable Variables

Variable	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted	r table	Status
V2	0.804	0.969	0.632	Valid, reliable
V3	0.803	0.969	0.632	Valid, reliable
V4	0.833	0.969	0.632	Valid, reliable
V5	0.85	0.969	0.632	Valid, reliable
V6	0.861	0.969	0.632	Valid, reliable
V7	0.653	0.97	0.632	Valid, reliable
V8	0.75	0.97	0.632	Valid, reliable
V9	0.709	0.97	0.632	Valid, reliable
V10	0.849	0.969	0.632	Valid, reliable
V12	0.827	0.969	0.632	Valid, reliable
V13	0.844	0.969	0.632	Valid, reliable
V14	0.781	0.969	0.632	Valid, reliable
V15	0.885	0.968	0.632	Valid, reliable
V16	0.829	0.969	0.632	Valid, reliable
V17	0.781	0.969	0.632	Valid, reliable
V19	0.887	0.968	0.632	Valid, reliable
V21	0.863	0.969	0.632	Valid, reliable
V22	0.769	0.969	0.632	Valid, reliable
V23	0.889	0.968	0.632	Valid, reliable
V24	0.869	0.969	0.632	Valid, reliable

Source: Data result of validity testing

Denial

- V1 I prefer living with my own ethnic group rather than joining with others from different culture
- V2 I think Indonesian students are friendly although I have been not involved with them
- V3 I prefer studying together just with my ethnic group

Defense

- V4 Most other cultures are backward compared to my culture
- V5 My culture should be the role model for other culture
- V6 Indonesian students are rude, not like people from my own culture
- V7 I like to be with people just from same cultures with me.

Minimization

- V8 I believe that cultural makes no differences. "We are all the same"
- V9 I believe that all people should be treated in the same way regardless of race, etc
- V10 I assume all people are essentially same, just human

Acceptance

- V11 I respect the values of people from different cultures
- V12 I enjoy interacting with people from different cultures
- V13 I am open minded to people from different cultures
- V14 I enjoy having conversation with people from different cultures

Adaptation

- V15 I begin to enjoy the food and other lifestyles that I observe here

V16 I try to learn the local language

Integration

V17 I am having closed friend or intimate relationship with people of other cultures

V18 Cultural groups should mix as much as possible

V19 I can act as a cultural mediator and serve as a bridge between people of different culture

V20 I attend religious services other people than my own

Source: Self construct Questionnaire

3.6. Limitation

There are some limitations in this research:

1. This research measured the level of intercultural sensitivity for overseas students at President University. The period of time is subject to change, so we need to give the attention for this result because the level of adaptation can change during the time.
2. This research did not consider other factors which may have an impact on measurement of level of their intercultural sensitivity, like: academic level, age, and country of origin.
3. This research conducts with self-survey questionnaire. Because of this, the overseas students may have felt an expectation to select more “correct” answers than what they truly felt. There may be a tendency for overseas students to want fitting and responding with what they believe they are expected to respond.

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

In this chapter, the researcher explained the data findings gathered in the research. This chapter consists of demographic composition of the respondents, data analysis, and interpretation of result from data analysis.

4.1. Demographic Composition of the Respondents

Analyzing demographic composition of the respondents will provide the research with general overview of how the respondents are generally distributed. Researcher distributed 60 questionnaires to the overseas students of President University. There are 60 respondents from different gender, batch, faculty, and country of origin. There are no respondents who did not complete the questionnaire because the researcher was waiting the respondents when they filled the questionnaire and also the researcher can give them explanation if they did not understand some question. After that, the respondent can return it back to researcher immediately.

a. Gender

Table 4.1 Respondent Characteristic by Gender

Gender	Quantity
Male	30
Female	30
Total	60

Source: Primary Data

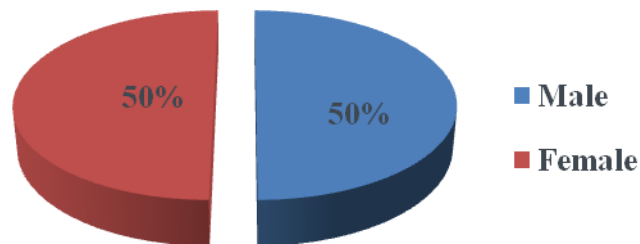


Figure 4.1 Pie Chart of Respondents' Gender

Source: Primary data

From 60 respondents, there are 30 male respondents and 30 female respondents. It means that the percentage of respondent gender's distribution is equal, with composition 50%. The illustration of respondent characteristic based on gender can be shown with the cart above.

b. Batch

Table 4.2 Respondent Characteristic by Batch

Batch	Quantity
2007	8
2008	28
2009	24
Total	60

Source: Primary Data

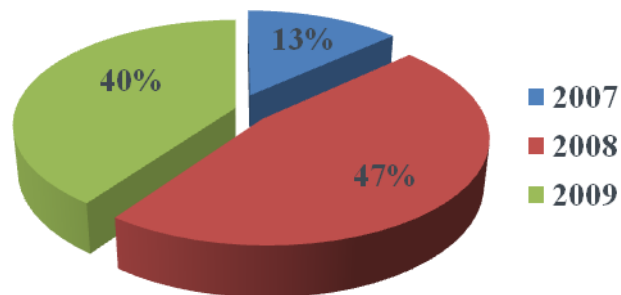


Figure 4.2 Pie Chart of Respondents' Batch

Source: Primary Data

The table 4.4 above shows that more than 47% of respondents are from batch 2008. It means that the majority of respondents are from batch 2008 with total 28 respondents. The rest are 24 respondents from batch 2009 with composition 40% and 8 respondents from batch 2007 with composition 13%.

c. Faculty

Table 4.3 Respondent Characteristic by Faculty

Faculty	Quantity
Economics	44
Business and International Relations	7
Communication and Multimedia	5
Computing	1
Engineering	3
Total	60

Source: Primary Data

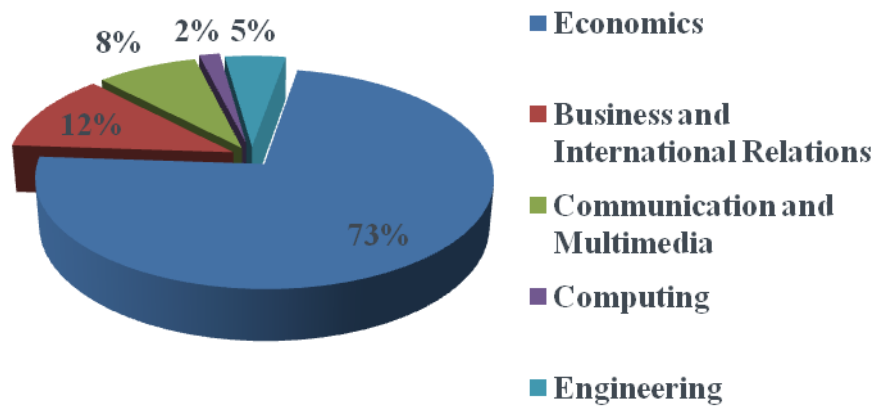


Figure 4.3 Pie Chart of Respondents' Faculty

Source: Primary Data

Based on table 4.5, Faculty Economics has the biggest part for distribution of respondent faculty, 44 respondents with composition 73%. The rest are: 7 respondents with composition 12% from Faculty Business and International Relations, 5 respondents (8%) from Faculty Communication and Multimedia, 3 respondents (5%) from Faculty Engineering, and the smallest part is 1 respondent (2%) from Faculty Computing.

d. Country of Origin

Table 4.4 Respondent Characteristic by Country of Origin

Country of Origin	Quantity
China	36
Vietnam	19
Somalia	2
Korea	1
Malaysia	1
Palestine	1
Total	60

Source: Primary Data

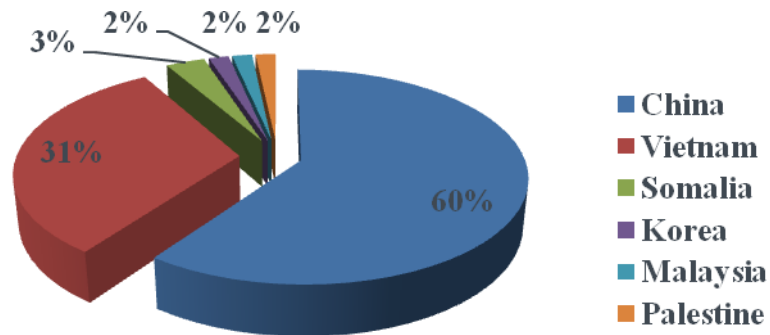


Figure 4.4 Pie Chart of Respondents' Country of Origin

Source: Primary Data

Respondents from China take the biggest part in this research with the composition 60% from total respondents with contributing 36 respondents. While those who came from Vietnam contribute 19 respondents (31.7%) and Somalia contributes 2 respondents (3.3%). Korea, Malaysia, and Palestine have the smallest part of this research with composition 1.7% for each, which is only 1 respondent that participate in this research.

4.2. Data Analysis

a. Correlation Matrix

Determinant value can be seen in Table of Correlation Matrix. Table Correlation Matrix is inserted in appendix. It is for testing multicollinearity or singularity. Determinant value should be greater than 0.00001. Based on the computation, the determinant value for this data is 2.22E-005. It means that all variables in this data are free from problem of multicollinearity and singularity.

b. KMO and Bartlett test

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.753
Bartlett's Test of Sphericity	Approx. Chi-Square	555.329
	df	171
	Sig.	.000

Source: Data SPSS

The value of KMO should be greater than 0.5 if the sample is adequate. The value of KMO for this data is 0.753. It means the sample is adequate. For this data, Bartlett's test is highly significant ($p < 0.001$), and therefore factor analysis is appropriate.

c. Anti-Image Matrices

Anti-Image Correlation can be shown from table Anti-Image Matrices in Appendix. All variables in this data should have MSA (Measures of Sampling Adequacy) value which is bigger than 0.5. MSA value of variable 8 is 0.446^a. So, the researcher took out this variable from the data. After that, all variables in this research can be applied in factor analysis.

d. Total Variance Explained

Table Total Variance Explained (in Appendix) shown that there are 5 new variables that are formed from all variables with cumulative % are 69.518. It means that these variables can explain 69.5 % from the problem that the researcher need to know. From these five new components, component 1 is the dominant factor in this research, with the % of variance is 29.950. So, the dominant factor for this research is component 1.

e. Rotated Component Matrix

Rotated Component Matrix^a

	Component				
	1	2	3	4	5
VAR00004	.879				
VAR00007	.796				
VAR00003	.761				
VAR00006	.728				
VAR00001					
VAR00005					
VAR00014		.793			
VAR00013		.780			
VAR00012		.763			
VAR00011		.748			
VAR00009					
VAR00015			.823		
VAR00020					
VAR00019					
VAR00016					
VAR00018				.725	
VAR00010					
VAR00017					
VAR00002					

Source: Data SPSS

This table shown the dominant factor for this research is component 1. Component 1 consist of 4 variables, which are variable 4, variable 7, variable 3, and variable 6.

4.3. Interpretation of Result from Data Analysis

Based on the factor analysis computation, there are 4 variables within component 1, which is the dominant factor for this research. The 4 variables are:

a. Variable 4

Variable 4 is the variable to state the Defense Level.

Table 4.7 Explanation of Variable 4

Variable	Explanation	Value
V4	Most other cultures are backward compared to my culture.	0.879

Source: Data SPSS

Variable 4, “Most other cultures are backward compared to my culture”, this statement had shown that most overseas students assume that their own culture is better or superiority than the other cultures. This is supported by Milton Bennett cited from The Intercultural Development Inventory Manual, Defense is “the denigration of one’s own culture and an attendant assumption of superiority of a different culture”.

b. Variable 7

Variable 7 states the Defense Level.

Table 4.8 Explanation of Variable 7

Variable	Explanation	Value
V7	I like to be with people just from same cultures with me.	0.796

Source: Data SPSS

Variable 7, “I like to be with people just from same cultures with me”, this statement is supported by Bennett’s theory. People in Defense Level consider themselves under siege. They as non-dominant culture members may aggressively protect their ethnic identity from suppression by the majority (local students).

c. Variable 3

Variable 3 is variable to state the Denial Level.

Table 4.9 Explanation of Variable 3

Variable	Explanation	Value
V3	I prefer studying together just with my ethnic group rather than joining with others from different cultures.	0.761

Source: Data SPSS

Variable 3, “I prefer studying together just with my ethnic group rather than joining with others from different cultures”. This statement is still included in Denial Level, where the non-dominant culture members are unable to construe cultural differences in complex ways. They probably live in relative isolation from other cultures, either by happenstance or by choice.

d. Variable 6

Variable 6 states the Defense Level.

Table 4.10 Explanation of Variable 6

Variable	Explanation	Value
V6	Local students are rude, not like people from my own culture.	0.728

Source: Data SPSS

Variable 6, “Local students are rude, not like people from my own culture, this had shown that they do negative stereotype to local students. It can be resulted from their first impression experience with some local students but they concluded it as the final assumption for all local students. Based on Bennett’s theory of intercultural sensitivity, people in Defense Level have a tendency to combat threat of change to their stable worldview by denigrating others with negative stereotypes and by attaching positive stereotypes to themselves.

From the tables above, we can see the dominant level of adaptation for overseas student of President University is in **Ethnocentric Stages**, exactly on **Defense Level**. Based on this research, the overseas students have a tendency to attach negative evaluations to cultural differences. From previous study, Berry and Kalin (1995, cited in “*Overcoming Ethnocentrism through Developing Intercultural Communication Sensitivity and Multiculturalism*”) defined ethnocentrism as “a lack of acceptance of cultural diversity, a general intolerance for out-groups, and a relative preference for one’s in-group over most out-groups”. Ethnocentrism has the potential to lead to negative stereotypes, negative prejudices, and negative behaviors against minority or ethnic group members.

The result of this research had answered the problem identified in Chapter 1 that many overseas students just are friend with students that are from their own ethnic. For example, they usually play basketball in the evening just with their ethnic group, Chinese with Chinese Students, Indonesian just with Indonesian Students. The other example is overseas students usually eat just with their ethnic group at Resto Plaza. They behave like that because they are still in Defense Level of Intercultural Sensitivity.

For the addition, most of respondents in this study are from China with composition 60%. The result of this research can be influenced by this case too. The result can be represents the intercultural sensitivity from points of view Chinese students. Not only that, most of the respondents are from batch 2008. It means they already had experiences with a new multicultural environment for 2 years.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

This study is conducted to identify what is the dominant level of intercultural sensitivity for overseas students at President University. According to the conceptual framework proposed, the researcher concludes that Overseas Students of President University are in **Ethnocentric Stages**, exactly on **Defense Level of Intercultural Sensitivity**. They are still using one's own set of standards and customs to judge all people, often unconsciously.

Based on the interpretation of data, the researcher concludes:

- a. Overseas Students at President University assume that differences are threatening to their own reality and sense of self, so they construct defenses against those differences.
- b. Most of overseas students of President University are still living around their own ethnic group that has same culture background with them.
- c. They like to be with people just from same cultures and prefer studying and playing together just with their ethnic group rather than joining with others from different cultures.

Although they are still in ethnocentric stages, but there are some overseas students who have already increase their level of intercultural sensitivity. They are already enjoying the local food and adapting with local students, even some of them having a close relationship with other gender from local students. So, it still has possibility that some day overseas students at President University can integrate with local environment and local student well.

5.2. Recommendations

In this part, the researcher would like to give a recommendation from the research that has been done. The researcher would like to give recommendation to the Overseas Students and Management Staffs of President University to minimize defense level of intercultural sensitivity of overseas students, in order to increase their level of intercultural sensitivity.

Overseas Students at President University assume that differences are threatening to their own reality and sense of self, so the researcher suggest to overseas students of President University to be flexible and open-minded to new idea, openness to change and high tolerance of ambiguity, and have ability to perceive and interpret the other's actions through a broad cultural lens.

Most of overseas students of President University are still living around their own ethnic group that has same culture background with them. It is important for overseas students to learn local language. So they can communicate with people in their new environments, especially to make friends easily with local students that have different cultural background with them.

Overseas students like to be with people just from same cultures and prefer studying and playing together just with their ethnic group rather than joining with others from different cultures. Because of that, overseas students are suggested to join student community at campus, such as Choir Club, Dance Club and English Club, based on their hobby in order to increase their adaptability to the new environment.

It is important for management staffs of President University to prepare overseas students with knowledge of local cultures and give local language course before overseas students start their first semester. Even if it possible, they prepare training

which is designed to provide information to an individual about his or her potential for cross cultural effectiveness.

For Further Study:

- a. As mentioned earlier, there are many aspect that are influenced the level of intercultural sensitivity (such as background of country, major, age etc), the next researcher can do research about this problem in more specific way. For example, it may be better to narrow the study to overseas students who have the same major, age, country of origin, etc.
- b. The next researchers can conduct qualitative method, perhaps using an interview or observing intercultural conversations might reflect the level of overseas students' intercultural sensitivity more accurately.
- c. The next researcher can conduct research by finding the effect of this situation to performance of overseas students in class.
- d. Cultural adaptation is related to study of ethnography. The next researcher can conduct research about this problem with deep explanation about ethnography.

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APPENDICES

APPENDIX I

Questionnaire

Dear my friends,

My name is Tessa Andrea, a President University student majoring in International Business. I would like to conduct the research about “An Analysis of Intercultural Sensitivity of Overseas Students in a Multicultural Environment; Case Study of President University”. This research is the requirement for my thesis. So I need your help to fill the questionnaire below.

Thank you for your assistance,

Tessa Andrea Wesanta

I. RESPONDENT DATA

1. Gender:

Male Female

2. Batch:

2007

2008

2009

3. Major:

Faculty of Economics

Faculty of Business and International Relations

Faculty of Communication and Multimedia

Faculty of Computing

Faculty of Engineering

4. Country of Origin:

China

Philippine

Malaysia

Vietnam

Korea

Others

Somalia

Venezuela

II. QUESTIONS

Please circle the most suitable answer based on your experienced.

STATEMENTS	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I prefer living with my own ethnic group rather than living with others from different cultures.	1	2	3	4	5
2. I think local students are friendly although I have not been involved with them.	1	2	3	4	5
3. I prefer studying together just with my ethnic group rather than joining with others from different cultures.	1	2	3	4	5
4. Most other cultures are backward compared to my culture.	1	2	3	4	5
5. My culture should be the role model for other culture.	1	2	3	4	5
6. Local students are rude, not like people from my own culture.	1	2	3	4	5
7. I like to be with people just from same cultures with me.	1	2	3	4	5
8. I believe that culture makes no differences.	1	2	3	4	5
9. I believe that all people should be treated in the same way regardless of race, etc.	1	2	3	4	5
10. I assume all people are essentially same, just human.	1	2	3	4	5

11. I respect the values of people from different cultures.	1	2	3	4	5
12. I enjoy interacting with people from different cultures.	1	2	3	4	5
13. I am open-minded to people from different cultures.	1	2	3	4	5
14. I enjoy having conversation with people from different cultures.	1	2	3	4	5
15. I begin to enjoy the food and other lifestyles that I observe here.	1	2	3	4	5
16. I learn the local language.	1	2	3	4	5
17. I am having closed friend or intimate relationships with people from different cultures.	1	2	3	4	5
18. Cultural groups should mix as much as possible.	1	2	3	4	5
19. I can act as a cultural mediator and served as a bridge between people of different culture.	1	2	3	4	5
20. I want to attend religious services the local people.	1	2	3	4	5