

**THE ADAPTATION STRATEGIES OF FOREIGN STUDENTS
AT PRESIDENT UNIVERSITY DORMITORY**

By

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RECOMMENDATION LETTER**

This thesis entitled “**Adaptation Strategies of Foreign Students at President University Dormitory**” prepared and submitted by Chrisye Yehuda Dumais in partial fulfillment of the requirements for the degree of Bachelor in the Faculty of Economics has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

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DECLARATION OF ORIGINALITY

I declare that this thesis, entitled “**Adaptation Strategies of Foreign Students at President University Dormitory**” 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.

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ABSTRACT

The purpose of this research is to analyse the adaptation strategies of foreign students at President University dormitory, including male and female students at president university dormitory and want to find out what the dominant factor that influence the foreign student adaptation with local student at president university dormitory.

This research was design using quantitative research, which involves analysis of numerical data in attempt to explain the matters observed. This research is using questionnaire to collect the data. The questionnaire was spread to 70 foreign students of President University Dormitory in order to get more precise information to answer the matters observed. Likert scale is use to measure the data, it is by collect entire statement that has connection with investigated problems.

Based on the analysis, the researcher was found that foreign students at President University Dormitory usually play and studying with their own ethnic groups, because in Dormitory foreign students was living in the dormitory area of foreign people, which is separated from the local students area, but the foreign students is also accept the local culture from the local students. Based on the Developmental Model of Intercultural Sensitivity (DMIS) stages, the researcher found that adaptation strategies of foreign students at President University Dormitory was on Adaptation stages at Ethnorelative stages, because the foreign students live in the different cultures environment, so they must understanding and adapt with people from different cultures.

The researcher suggest to foreign students that live in dormitory to learn the local language from the local students, because it can make the foreign students more easily to interacting with the local students and for management staff of President University more often to make the event that can increasing the relationship between foreign students and local students.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Nowadays, there are so many foreigners who live in this country, Indonesia. They are come from various countries of the world, such as China, Vietnam, USA, England, and many others country. In Indonesia, foreigners not only live in Jakarta, but also in the other regions. Mostly, the foreigner come to Indonesia just want to have a holiday, but some of them are staying in this country, to study or work here.

President University is one of the several universities in Indonesia who have international standard, which means that full of English environment. This campus provide dormitory services for students living, which is not far from the main campus. The benefits of living in a dormitory are make the students easy to study together because they live in the same place, teach the students how to build a good relation with the other students, make the students more independent because they take care of everything by them self, no need some cost to go to campus because it is only take a few minutes to walk to campus, and have many others facilities. Those benefits make many foreigners interest to study at President University in Jababeka, Cikarang. These dormitory facilities make them easier to live in this country, which is new for them.

Foreigner students who studied in President University are come from many various countries with the different cultures. In the students housing, foreigners have to live together with the other local students from Indonesia, so everyday the local and foreigner students interact each other. Living together in the environment is not easy and need some process that called as adaptation. Foreigners need to adapt with the foods, languages, habits, and many other Indonesians cultures that strange for them. Each of foreigner have different way to survive how to make their live suitable in the new environment. Some of them can survive and build a good relation with the other

students, but some of them cannot adapt well and make a group with the other foreign students.

Based on background mentioned above, writer is highly focused and motivated to do research about the level of adaptation strategies of foreigner students at the President University dormitory. The writer will research how well the foreign students can survive with their new environment and build a good relation with the other students that have different culture with them.

1.2 President University Profile

According to President University's founder, Mr. Setyono Djuandi Darmono, President University was built for two reasons; to become a research and development center and to set a new benchmark in Indonesian higher education. The founders of President University laid down the foundation and ground work to ensure that President University will develop into a great institution of learning where students from all parts of the world can acquire knowledge and develop into useful, responsible citizens and future leaders.

President University is located in Jababeka Education Park in Kota Jababeka. It is surrounded by the Jababeka Industrial Estate with more than 1,500 national as well as multinational companies from 30 nations, such as Mulia, Unilever, Samsung, Mattel, ICI Paint, Kraft and others.

As an international standard university, not only are the classes conducted in English, but President University is equipped with an international standard curriculum which was made and developed by world-class academics. All courses, including the state mandatory courses, are conducted in English. Students will speak, write, learn and think in English, the Global Language of today.

1.2.1 History

The conceptual plan of President University was first formulated in September 1997 by Mr. S. D. Darmono, the President Director of PT Jababeka Tbk. and Prof. Donald W. Watts, who was the President of Bond University, Queensland and Vice Chancellor of Curtin University, Western Australia. The goal of their proposed University was to create an institution of learning which would prepare future leaders of industry and society by giving them the skills and experience necessary to excel upon graduation.

The university officially began in 2001, offering a Bachelor of Engineering degree. At that time, the institution was called the School of Engineering based in Cikarang, Bekasi. On 16 April 2004, the Ministry of Education granted President University official status as a fully fledged university.

Although still a young University, President University is growing at a tremendous rate every year. There are now around 2,500 students attending President University from Indonesia as well as many other countries. PU has expanded its course offerings and now offers 32 different majors in subjects ranging from Industrial Engineering to Public Relations.

President University is located in Jababeka Education Park in Kota Jababeka, surrounded by Jababeka Industrial Estate with more than 1,500 national as well as multinational companies such as Unilever, Mattel, Samsung, Mulia, ICI Paints, and others. Its location also allows students to make use of world-class facilities such as the Jababeka Golf & Country Club and the President Executive Club.

1.2.2 Vision and Mission President University

President University has a vision and mission as their basic to gain their main purpose, such as:

a. Vision

To be a world class university that produces leaders in their fields and communities.

b. Mission

To educate future generations through the transfer of skills and knowledge in order to build character and wisdom.

1.2.3 Dormitory

For students who enjoy the convenience of being close to all campus activities, staying at our comfortable student housing may become a preferable alternative among many staying choices around the campus area. Student housing offers a short walk to the President University campus.

The President University Student Housing (dormitory) has diverse communities. Residents of the student housing enjoy the active social environment and the opportunity to meet other students from outside their faculties, as well as from previous batches and programs.

The options range from traditional single-occupancy dormitories to spacious suite-style housing, designed for 4 occupants. All operated on a 4-month to 12-month contract and are fully furnished and included air conditioner and Wi-Fi router.

Studying in the University can be an overwhelming experience for incoming freshmen. Seniors from high school suddenly find themselves as juniors and, not to mention, the workload feels unbearable especially when English is not their mother language.

Easing the adjustment from high school life to the University life is a key to ensuring success at President University. Students must cope with shared bathrooms, dormitory liveliness, and alluring food courts.

President University provides the students with a convenient place for living. Each three-story building comprises eleven rooms per floor; each room is occupied by two students. The room is fully furnished, and each room has a complete set of two cozy separate beds (bed covers, pillows, and cushions), two desks, two chairs, one shared cupboard, and an Air Conditioner (AC) in the middle of the room.

Two shared large bathrooms located on the ground and first floors are enough to accommodate all the residents so no waiting hours are needed. The fancy homey-like outlook of each unit will definitely make the students feel like staying there forever.

The dorm hall serves many purposes for the President University students. It can be considered as the heart of the dormitory where social events happen, like clubs meetings, social gatherings and many more.

The hall provides a fun atmosphere for interaction among dorm-mates. To accommodate studying activities, Wi-Fi is available for free so that the residents can download or upload studying materials with ease.

President University subsidized food courts have diverse array of menus to offer from plain tea to soda to fruit juice; Asian to Western feasts is readily available, and buffet style meals are available every day. All menus are cheap and affordable that the students may find it difficult to control what and how much they eat.

Unlike home, there is no mom or dad to tell them no and many students often end up not eating enough vegetables or other healthy foods. Many students must adjust to the differences between university and home life. However, change is not necessarily bad. (President University Food Courts and mini market)

Overall, although student housing life has its own unique characteristics, it ultimately acts as a place where students are able to reach out and connect with each other and

shape their leadership. Making friendship with our senior local and overseas students can help freshmen make the successful transition to university life.

President University offers a laundry and dry cleaning service for the students who have a limited or even no time at all for washing their own clothes due to their hectic in-campus academic and non academic activities. Being handled by our professional staffs, the laundry and dry cleaning service provides a cheaper, quicker and cleaner way of having your bulks of dirty clothes ready for the next day to wear. (Laundry Service)

The last President University provides a Health Care Centre; a Health Care Centre is available 24 hours to deliver immediate preliminary health care assistances for ill students. Also a 24-hour vehicle is standing by around for rescuing worsening ill students to the nearest hospital when basic health care assistances have been given. (Health Care Centre)

1.3 Problem Identification

There are so many student from various countries and different culture who studied in President University and living in the dormitory. Foreigner students in dormitory mostly came from Vietnam and China, but not only that, there are still from Venezuela, Philippines, England, U.S.A, and also Somalia. Foreigner students are live together with Indonesian students in President University Dormitory. In fact, live in the new environment is not easy for the foreigners. For example, at the beginning, the foreigners cannot communicate well with the local students, and of course, the foreigners prefer to associate with their own ethnic groups. This situation can make the distance between the 'foreigners group' and 'locals group'. In this case, researcher will try to analyze how the adaptation of foreigner students at the President University dormitory, what they problems from the beginning they live at dormitory, in what level they can adapt in President University dormitory environment and also what theory that related to the adaptation.

1.4 Statement of the Problem

This research is about what is dominant factor for all of the adaptation strategies of the students in President University, what is dominant factor for all of the adaptation strategies of the male students in President University, and what is dominant factor for all of the adaptation strategies of the female students in President University. Because the researcher wants to analyze the adaptation strategies of foreign students in order to show the where knowledge sharing bottlenecks are, and to recommend practicable solutions to minimize or address these problems.

1.5 Research objectives

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

The objective of this research is to analyze the adaptation strategies of foreigner students in President University Dormitory with theory Development Model of Intercultural Sensitivity (DIMS) and Cross Cultural Communication levels.

1.6 Significance of Study

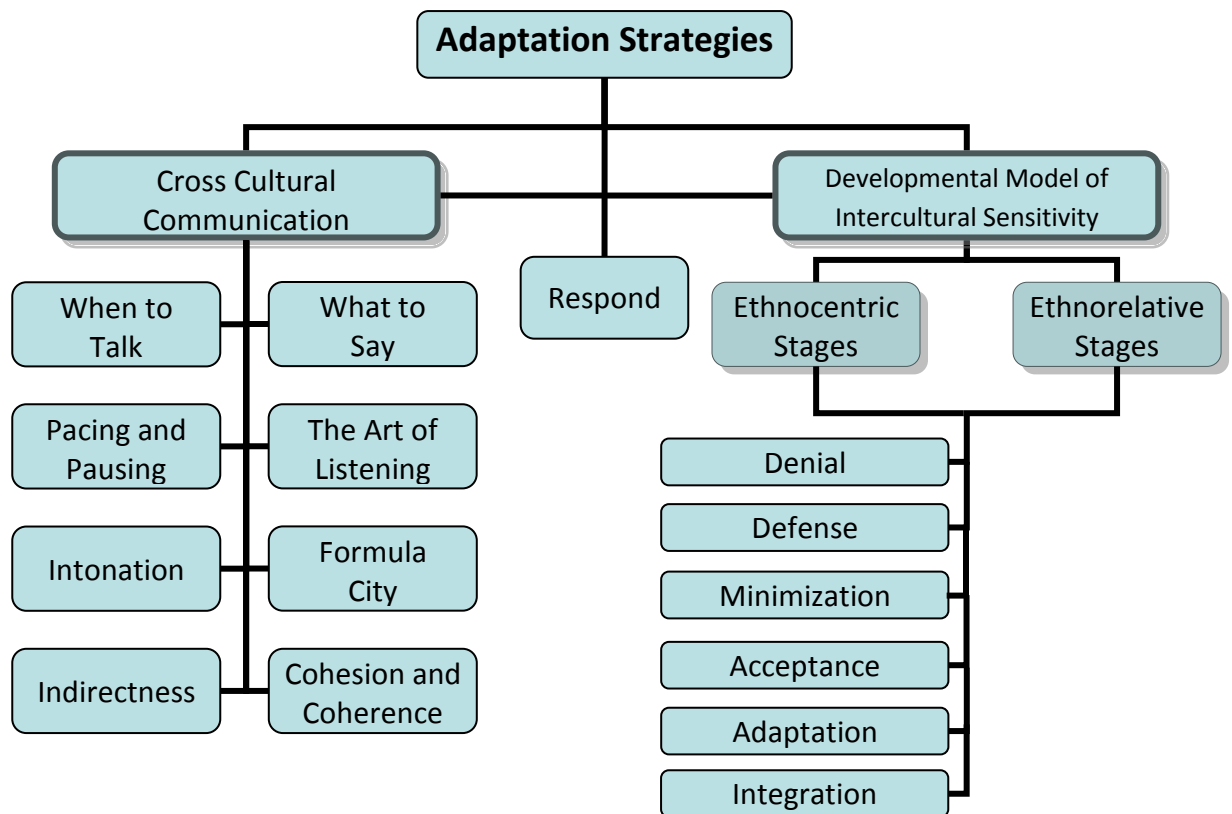
For Academy, this analysis would be a journal for the next generation of President University that also do an analysis and can be the sample of other researcher outside President University students.

For researcher, this analysis gets a deep knowledge about adaptation strategies of foreigner students based on cross-cultural studies and created the wider point of view for researcher as a positive improvement.

For dormitory, this analysis would be information to solve problems in our dormitory and make an improvement for a better serve in President University dormitory.

1.7 Theoretical Framework

This theoretical framework were built as a guide for researcher to develop the thesis with the right flow, the researcher choose the characteristic that arrange in these theoretical framework with its own reason, such as:



Source : Tannen, Deborah (1984) and Milton, Bennett (1993)

Figure 1.1 Theoretical Frameworks

Figure 1.1 explains the development of adaptation strategies of foreign students in President University dormitory. 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).

There are two types of Developmental Model of Intercultural Sensitivity which is ethnocentric stage and the ethno-relative stage. That separated into six model stages that are denial, defense, minimization, acceptance, adaptation and integration.

The researcher also put the cross cultural communication as the theoretical framework based on Tannen, Deborah (1984) which is have eight stages levels of communication differences which is when to talk, what to say, pacing and pausing, the art of listening, intonation, formulacity, indirectness and cohesion coherence.

1.8 Scope and limitation of study

The researcher has limited the study into some specific definition, scopes, and limitation. This researcher is limited to analyze the level of adaptation strategies for foreign students of President University who lived in the dormitory. The development model on intercultural sensitivity (DMIS) refers to Janet M. Bennett, in book *Understanding and Managing Diversity: 3rd Edition* and theory cross cultural communication.

This study is done at President University, Jababeka Education Park Cikarang. The researcher has chosen President University Dormitory as the location for doing researcher because in the dormitory of President University, there are so many foreigner who lived and study in there, so the researcher thinks that it is appropriate for doing the researcher.

There are some limitations in this research:

1. This research to analyze the adaptation strategies of foreign students in President University Dormitory.
2. The respondents are only the foreign students of President University who lived in Dormitory area.

1.9 Definition of Terms

Culture is the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.

Adaptation is the evolutionary process whereby a population becomes better suited to its habitat.

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

CHAPTER 2

LITERATURE REVIEW

2.1 Adaptation

Adaptation is the process of every human or population changes to adapt their life in new places or environment, how they can survive and how they can live suitable in their new environment. The adaptation is the act or process of adapting and the state of being adapted (Harpercollins, 2003, Collins English dictionary). Adaptation is a change in structure, function, or behavior by which a species or individual improves its chance of survival in a specific environment. Adaptation develop as the result of natural selection operating on random genetic variations that are capable of being passed from one generation to the next (Houghton Mifflin, 1999, The American Heritage Science, 2005). Adaptation is the evolutionary process whereby an organism becomes better able to live in its habitat or habitats (Theodosius Dobzhansky, 1999).

2.2 Strategies

Strategy, a word of military origin, refers to a plan of action designed to achieve a particular goal. In military usage strategy is distinct from tactics, which are concerned with the conduct of an engagement, while strategy is concerned with how different engagements are linked. Strategies are a particular long time plan for a success or we can say it plan for action (strategy, wikipedia, 2004). Strategies is the science and art of using all the forces of a nation to execute approved plans as effectively as possible during peace or war and a plan of action resulting from strategy of intended to accomplish a specific goal (American Heritage, 2004).

2.3 Cross Cultural Communication

Cross Cultural Communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how to endeavour to communicate across cultures. A two-part presentation on cross cultural communication consists of a discussion of cultural differences in interpersonal communication and an article from Greek English-language publication concerning telephone use skills in a foreign country. Cultural differences in communication are divided into eight types and illustrated (Tannen, Deborah, 1984):

1. When to talk
2. What to say
3. Pacing and pausing
4. The art of listening
5. Intonation
6. What is conventional and what is not in a language
7. Degree of indirectness
8. Cohesion and coherence

Examples of these observations about communication skills, found in one person's experience with answering telephone in Greece, are discussed. It is concluded that cross-cultural communication presents a double-bind: the need to be connected to others and the need not to be imposed upon and that, in certain cultural situations, individual must compromise these needs in order to communicate.

2.4 Development Model of Intercultural Sensitivity

The Development Model of Intercultural Sensitivity (DMIS) was created by Dr. Milton Bennett (1986, 1993b) as an explanation of how people analyze cultural difference. 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 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. Bennett assumed that each stage was indicative of a particular worldview structure, and that certain kinds of cognitive processing, attitudes, and behaviors would typically be associated with each such configuration of worldview. In other words, the DMIS is not a model of attitude change or of skill acquisition. Rather, it is a model of the development of worldview structure.

2.4.1 Ethnocentric stages

An ethnocentric orientation is based on the assumption “that the worldwide 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. **Denial** is the most basic stage of ethnocentrism and reflects an orientation which assumes there are no real differences among people from different cultures. This is the state in which one’s own culture is experienced as the only real one—that is, that the patterns of beliefs, behaviours, and values that constitute a culture are experienced as unquestionably real or true. Other cultures are either not noticed at all, or they are construed in rather vague ways. As a result, cultural difference is either not experienced at all, or it is experienced as associated with a kind of undifferentiated other such as “foreigner” or “immigrant.” In extreme cases, the people of one’s own culture may be perceived to be the only real “humans” and other people viewed as simpler forms in the environment to be tolerated, exploited, or

eliminated as necessary. People with a Denial worldview generally are disinterested in cultural difference even when it is brought to their attention, although they may act aggressively to avoid or eliminate a difference if it impinges on them. (M. J. Bennett, 2004, *Becoming interculturally competent*)

The second ethnocentric stage is **defense**, which refers to a more explicit recognition of differences coupled with more overt attempts at erecting defense against them. Experience of cultural difference is polarized around either the inferiority of other cultures or the superiority of one's own culture. A variation on defense is Reversal, where an adopted culture is experienced as superior to the culture of one's primary socialization ("going native" or "passing"). Reversal is like defense in that it maintains a polarized, "us and them" worldview. It is unlike defense in that it does not maintain the other culture as a threat. (M. J. Bennett, 2004, *Becoming interculturally competent*)

The third stage of development is **minimization**, acts as a kind of transition between the polarization of differences in defense and the non evaluative recognition of difference in acceptance. People at Minimization expect similarities, and they may become insistent about correcting others' behaviour to match their expectations. Many exchange students have reported to me that their host families, despite their kindness, generosity, and sincere curiosity about different customs, do not really want their students to have different basic values from themselves. 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. (M. J. Bennett, 2004, *Becoming interculturally competent*)

2.4.2 Ethnorelative stages

Ethnorelative stages mean that one's own culture is experienced in the context of other cultures, or perhaps in more familiar terms, this orientation involves the assumption that cultures 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).

The first stage is **acceptance** is like the state in which one's own culture is experienced as just one of a number of equally complex worldviews. The major issue to be resolved in this perspective regards "value relativity" "to accept the relativity of values to cultural context (and thus to attain the potential to experience the world as organized by different values), people need to figure out how to maintain ethical commitment in the face of such relativity (cf., Perry, 1970). By discriminating differences among cultures (including one's own), and by constructing a kind of self-reflexive perspective, people with this worldview are able to experience others as different from themselves, but equally human. People at Acceptance can construct culture-general categories that allow them to generate a range of relevant cultural contrasts among many cultures. Thus, they are not necessarily experts in one or more cultures (although they might also be that); rather, they are adept at identifying how cultural differences in general operate in a wide range of human interactions. The recognition of alternative cultural values involves 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. (M. J. Bennett, 2004, *Becoming interculturally competent*)

The second stage is **adaptation**, the development of communication skills that enable intercultural communication like the ability to consciously shift perspective into alternative cultural world view elements and act in culturally appropriate ways in those areas. One's worldview is expanded to include relevant constructs from other cultural worldviews. People at Adaptation can engage in empathy –the ability

to take perspective or shift frame of reference vis-à-vis other cultures. This shift is not merely cognitive; it is a change in the organization of lived experience, which necessarily includes affect and behaviour. Thus, people at Adaptation are able to express their alternative cultural experience in culturally appropriate feelings and behaviour. If the process of frame shifting is deepened and habitualized, it becomes the basis of biculturality or multiculturalism. Adaptation is not assimilation. The term “assimilation” is understood by many immigrants and people of non-dominant groups to refer to something like the “melting pot.” This idea of assimilation is that you should give up who you were before and take on the worldview of your host, or dominant culture. (M. J. Bennett, 2004, *Becoming interculturally competent*)

The final stage is **integration**, is the state in which one’s experience of self is expanded to include the movement in and out of different cultural worldviews. Here, people are dealing with issues related to their own “cultural marginality”; they construe their identities at the margins of two or more cultures and central to none. As suggested by J. Bennett (1993), cultural marginality may have two forms: an encapsulated form, where the separation from culture is experienced as alienation; and a constructive form, in which movements in and out of cultures are a necessary and positive part of one’s identity. Integration is not necessarily better than Adaptation in situations demanding intercultural competence, but it is descriptive of a growing number of people, including many members of non-dominant cultures, long-term expatriates, and “global nomads.” (M. J. Bennett, 2004, *Becoming interculturally competent*)

2.5 Related Studies of Adaptation Strategies

There are many related studies about Adaptation Strategies; one of them is “*A Literature Study of Cross-cultural Adaptation in North America: Chinese Students*” Difficulties and Strategies International students frequently encounter problems in adjusting to their new social environment (Al-Sharideh & Goe, 1998; Sun & Chen, 1997). These problems can form formidable barriers to their success in academic performance and social adaptation. With no exception, Chinese students, due to their special characteristics of Eastern culture and communist ideology, face great challenges in North America. To date, the purpose of this article is to examine the literature as it relates to these questions:

1. What are the difficulties encountered by Chinese students studying in North America?
2. What are the causes for these difficulties?
3. What are the strategies for these difficulties?

Knowing a new culture is difficult. Wagner and Magistrale (1997) described this process as “one step forward, two steps back” (p. 4). For Chinese students, the most common difficulties are associated with language ability, academic performance, and social adjustment (Hanassab & Tidwel, 2002; Huntley, 1993; Ku, Lee, Richard, Pan, Wang, Tao, 2001; Sun, 2005; Sun & Chen, 1997; Sun & Zou, 2000; Wan, 1999; Zimmermann, 1995), while financial difficulty (Nicholson, 2001) and discrimination (Wan, 1999) are also mentioned.

In mainland China and Taiwan, English language education emphasizes reading and writing, rather than listening and speaking (Lee, 2001; Wan, 1999). However, TOEFL, a popular English language test especially designed for foreign students who want to study in North America, also lays stress on reading and writing. Thus, most Chinese students came to the North America with high scores in TOEFL (Sun & Chen, 1997). Ironically, Wan (1999) found that such a good score does not guarantee sufficient English for living and studying in America. Indeed, Chinese

people ranked language as their most serious problem in cross-cultural adaptation (Huntely, 1993).

Due to the different teaching and learning styles between China and America, and also because of the language inability, Chinese students have a tough time in academic adaptation. Take the APA style for example, Sun and Chen (1997) found Chinese students were confused when first heard APA style in class. Since language inefficiency is the greatest barrier to classroom participation (Yum, 1998), Chinese students in Sun's interview (2002) never felt full- fledged participation in class. One of them said that she felt dumb in classroom because of the inability to communicate in English. Huntely (1993) pointed out that in American classroom Asian students feel especially difficult and culturally alien, which can also generate great stress when they give oral presentations, participate in group activities, or simply ask a question. Zou (2000), a professor in an American university, mentioned that when she studied in America, she felt impossible either to finish homework or to be as eloquent as her American classmates.

Except for language deficiency and unfamiliarity with rules and concepts of American school system, the different class-style also greatly affects Chinese students' academic performances. In China, teachers are regarded as respectable authorities, and students are taught to be quiet listeners; while in the United States, classes are interactive and informal (Wan, 1999). Lee (2001) also found that in China, students are encouraged to follow and obey their teachers. Consequently, students seldom ask questions in class and keep being quiet even if they sit in western classrooms, where they dare not to challenge their teacher for the fear of embarrassment and a negative impression. Therefore, Chinese students are often considered as a silent group in the American classroom. Likewise, Wang (2001) pointed out that it is the lack of communication and a restrictive cultural notion of propriety that causes the major obstacles to professor-student interactions for Chinese students.

However, the more Chinese students improved language ability, the more they are familiar with the school context, and the more they will enjoy their classes in an open and interactive way (Sun, 2005, Wan, 1999).

Due to the lack of social involvement, Chinese students find it difficult to fit in to the host society. Moreover, separated from family and friends, depression and loneliness bring overwhelming negative impacts to Chinese students (Hanassab & Tidwel, 2002; Sun & Chen, 1997; Zimmermann, 1995). Dittommaso, Brannen, and Burgess (2005) found that Chinese students scored higher in family and social loneliness, and lower in attachment security for both peer and romantic relationships. Similarly, Hsu, Hailey, and Range (2001) found that Chinese students studying in America suffer significantly greater social loneliness and loneliness depression than do their counterparts in Taiwan. Furthermore, some researchers noted that Asians are reserved about expressing their personal problems and that they tend to deny symptoms of depression (Cheng, 2001; Futa, Hsu, & Hansen, 2001). Carver, Scheier and Weintraub (1989) indicated that denial is related to greater psychological distress. However, denial is destined to be maladaptive because students are unable to withdraw completely from the dominant culture.

Nevertheless, Cross (1995) found that East Asian students tend to be interdependent and to use indirect coping strategies. However, when they study in an individualistic culture that rewards direct coping strategies, indirect coping strategies are ineffective. As a result, they suffer higher levels of stress.

Generally speaking, sociocultural and psychological adjustments are interrelated (Ward & Kennedy, 1994). From this perspective, language ability, communication skills, self-construal, and direct coping strategies all play vital roles in Chinese students' cross-cultural adaptation.

Van Gennep (1960, p. 2, cited by Shere, 1993) stated "the life of an individual in any society is a series of passages from one age to another and from one occupation to another". The passage may cover three steps: separation, transition, and incorporation. When the environment of this passage changes greatly, cultural characteristics could be the starting point from which people re-adjust them to the new environment. Hodge (2000) argued that culture to humans is like water to fish. Living at home, we never think about culture. But "if you take the fish and throw it on a patch of sand, water takes on a whole new meaning" (Hodge, 2000, p.164).

Culture shock, cultural differences, and cultural communication could all shed lights on the causes for cross-cultural difficulties.

Living together and influencing each other, people have developed culture, a sum of total ways of living, including values, beliefs, aesthetic standards, linguistic expression, and patterns of thinking, behavioral norms, and styles of communication. On the other hand, it is the sum of total ways that assures people's survival in a particular physical and human environment (Pusch, 1979, cited by Wan, 1999). Consequently, people are so used to their own culture that they take it for granted. However, it takes time to be familiar with culture. When people experience a new culture with different value and beliefs, a dilemma that the old way interpreting the world is questioned and the new way is still under construction makes people feel confused and lost. Thus, culture shock happens.

The symptoms of culture shock can be a sense of loss and importance, confusion, anxiety, depression, a feeling of stressful, and so on (Furnham & Bochner, 1986; Huntley, 1993). Culture shock is a form of alienation due to a lack of knowledge, limited prior experience, and personal rigidity (Redden, 1979, cited by Sun & Chen, 1997). As for cross-cultural students, culture shock leads to language shock, role shock, and education shock (Cushner & Karim, 2004). However, according to different person and different situation, culture shock can vary dramatically (Hodge, 2000). Besides, people encounter cultural shock at different stages of their adaptation (Ting-Toomey & Chung, 2005). Sun and Chen (1997) regarded culture shock as a negative aspect of cultural adjustment because it causes emotional, behavioral, and cognitive confusion and disorientation. Nevertheless, culture shock has been treated as a normal reaction, as part of the routine process of adaptation to cultural stress (Furnham & Bochner, 1986).

Young (2004) defined cross-cultural adaptation is "as the entirety of the phenomenon of individuals who, on relocation to an unfamiliar socio cultural environment, strive to establish and maintain a relatively stable, reciprocal, and functional relationship with the environment" (p.339). However, the experience and the duration of staying abroad cannot guarantee improved understanding of another culture (Hodge, 2000). A successful intercultural adaptation requires sensitivity to cultural differences,

openness, and positive attitudes, other than excessive dependence on ethnic support systems (Young, 2004). Wagner & Magistrale (1997) insisted that people's own experience of trial and error will be the most effective way of adjusting to a new culture.

Guan and Dodder (2001) found that Chinese students with cross-cultural contact in the U.S. scored significantly higher on group integration, and self protection, while lower in cultural conservation. On one hand, Chinese students choose to adapt some values as needed to function more effectively in the new host environment. On the other hand, they tend to hold on original values so as to maintain cultural identity and psychological stability. Moreover, Guan and Dodder (2001) pointed out that Chinese students who have been in the United States longer concern more about adjustment problems associated with visa, immigration and career issues, and those who have been in the States for less time reported more cultural difficulties.

In the process of cultural adaptation, the more different the two cultures are, the more difficult for people to go through (Furnham & Bochner, 1986). For Chinese students, the cultural differences as well as the conflicts between collectivism and individualism are the major difficulty in adjusting to American culture (Sun & Chen, 1997).

Hofstede, Pedersen and Hofstede (2002) argued that "culture is rather like the color of your eyes; you cannot change it or hide it, and although you cannot see it yourself, it is always visible to other people when you interact with them" (p.196). They also argued that when behaviors are interpreted in the cultural context of outside people, the behaviors are usually inaccurately interpreted, resulting in misunderstanding and inappropriate intervention. Cultural differences can hinder people from understanding each other well. As a bridge between these different cultures, intercultural communication plays an important role to facilitate effective communication.

Neuliep (2003) claimed that in order to communicate effectively, people should be "motivated to communicate, knowledgeable about how to communicate, and skilled in communicating" (p.25). Besides, he emphasized the necessity of being ready and

familiar with the knowledge in terms of value of the culture, beliefs, behavior, as well as the environmental situation.

However, the most difficult part of intercultural communication is how to deal with values. Marx (2001) demonstrated values as “standards or principles considered valuable or important in life” (p.45). G. Hofstede (1994, cited by Marx, 2001) pointed out that culture has many layers, but value locates in the core, which motivate people’s behavior. Hodge (2000) argued that “deep cultural values, which we learn as very young children, are more resistant to change than superficial cultural expressions are” (p.33). He argued that “deep cultural values have emotions attached to them” (p. 33). When values are violated by misunderstanding or disagreement, “it is often difficult even to recognize what the problem is, let alone deal with it rationally” (p.33). Ekachai, Hinchcliff-Pelias, and Creer (1998) did a research on multicultural communication in an American university. They found that 54 percent of the narratives contained emotional states during intercultural encounter. There were four themes: positive emotion, anxiety, uncertainty, and negative emotion.

Besides, communication style of different cultures is another concern in intercultural communication. For example, in Confucianism, interpersonal relationship pursues the goal of harmony, which is built on the rule of self-control, humility, and respect for others. In contrast, Americans are direct in communication (Hofstede, Pderrsen, & Hofstede, 2002).

CHAPTER III

METHODOLOGY

3.1 Research Method

This chapter describes about research methodology and can be done with two different ways which is quantitative analysis and qualitative analysis. This researcher used quantitative analysis which was using questioner and factor analysis method to know the level of adaptation strategies of foreigner students in President University Dormitory.

And also in this chapter will describe about the process the research include: research design, research framework, research time and place, research instrument, sampling design, selecting respondent, questioner and data analysis.

3.1.1 Research Design

Research design is a set of advance decisions that makes up the master plan specifying the method and procedure for collecting and analyzing the needed information (Alvin C Burns, Ronald F Bush “marketing research” 4th edition, p, 120).

Based on Cooper and Schindler, research design is the blueprint for fulfilling objectives and answering the question (Cooper and Schindler, 2006).

There are two methods in research design, quantitative and qualitative research design.

1. Qualitative research

Qualitative is defined as research involves collecting, analyzing and interpreting data by observing what people do and say (Alvin C Burns, Ronald F Bush “marketing research” 4th edition, p.120).

Qualitative research techniques are used at both the data collection and data analysis stage of research project at data collection stages, array of technique includes focus group, individual depth interviews, case studies, ethnography, grounded theory, action research and observations.

2. Quantitative research

Second method is quantitative method. Quantitative is “defined as research involving the use of structured question in which the respond options have been predetermined and a large number of respondents are involves (Alvin C Burns, Ronald F Bush “marketing research” 4th edition, p.120).

Quantitative techniques is used the questioner to the respondent. Quantitative Analysis is statistical analysis techniques to process the determining value by examining its numerical and measurable characteristics. Quantitative analysis is different from the Qualitative analysis because in Qualitative analysis the Journal will have no a calculation of the numerical data, they are focus on the theory and words but on the other hand Quantitative analysis will focus on using a calculation the input data to reach the output. 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).

3.1.2 Source of Data

Source of data can be divided into two categories:

1. Primary data

Primary data is data originated by the researcher for the specific purpose of addressing the research problem (Mahotra and Peterson, 2002).

Based on Cooper and Schindler, primary data is data the researcher collect to address the specific problem at hand the research question (Cooper and Schindler, 2006)

Therefore, according to William. G Zikmund, primary data is data gathered and assembled specifically for the research project at hand (William G Zikmund, 2002, second edition).

Primary data collected from the questioner research and the data are edited to ensure consistency across respondents.

2. Secondary data

Secondary data is data collected for some purpose other than the problem at hand (Malhotra and Peterson, 2002).

Based on Cooper and Schindler, secondary data is data originally collected to address a problem other than the one that requires the manager's attention at the moment (Cooper and Schindler 2006).

Secondary data can often be found inside the company, the library, on the internet, observation, survey analysis.

In this thesis the researcher use the primary data by giving the questioner to the respondent in President University Dormitory. The questioner is based on Cross Cultural Communication level of communication differences and the Bennett's theory of developmental model of intercultural sensitivity.

3.2 Research Framework

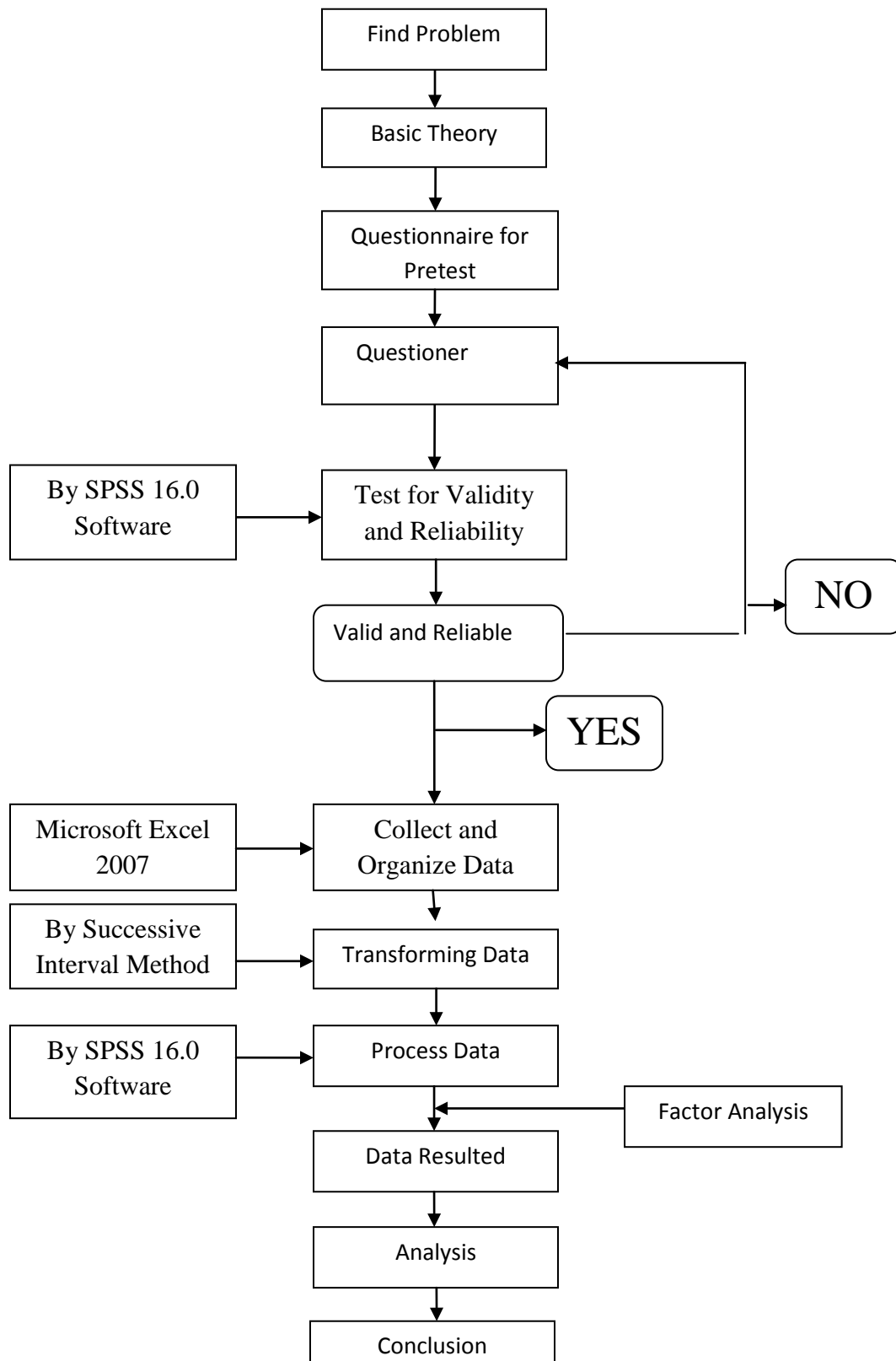


Figure 3.1 Research Framework

The research framework from previous page is described about the way to find the data from foreign student in President University dormitory. That research framework has explained how to find the data and analysis that data. First the researcher must find the problem before make the analysis, after that the researcher must have a theory that related to the problems. After that problems and theory the researcher collect it and got it, the next step is to make the questioner for pretest, this is important because before the researcher makes some questioner, the researcher must give the pretest questioner for the sample to the view foreign students at President University dormitory, after collect the data the researcher can make the questioner that will be used to gathering the data from foreign student at President university dormitory. The last is analyzing that data into SPSS, the researcher was using SPSS 16.0 to process the data and also uses factor analysis to make the conclusion of the researcher thesis.

3.3 Research Time and Place

The research was conducted on October 2011 and the place of the research is at President University Dormitory. Questionnaires will be spread to be filled by foreign students in that area.

3.4 Research Instrument

In this part the researcher will describes the procedures and tools used to collect the data and analyze the data.

3.4.1 Data Collection

a. Survey

At the beginning of this research, the researcher was found some problems in Dormitory. After the problem was found, the researcher decides to do some analysis and find the solution to solve the problem.

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

Questionnaire is the last part of the data collection. The reason of using questionnaire because is faster and easily to gather the data. 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. Questionnaires used Likert scale. In Cooper & Schindler study (2006,pp370), the Likert scale, develop by Rennis Likert, is the most frequently used variation of the summated rating scale.

Table 3.1 Likert Scale

No	Statement	Strongly disagree	Disagree	Neither equal nor disagree	Agree	Strongly agree
1						
2						

Source: created by researcher

The questionnaires are distributed to analyze the adaptation strategies of foreign students in President University Dormitory. The questionnaires are divided into two parts:

1. Respondent Data

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

2. The Developmental Model of Intercultural Sensitivity

In this section, there are 18 (eighteen) questions. The questions are self constructed questions.

3.4.2 Data Analysis

Factor Analysis Method

Factor analysis is a statistical method used to describe variability among observed variables in terms of a potentially lower number of unobserved variables called factors. Analysis factor used in processing data in order to determine the most influencing factor,

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.

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).

Manifest variables will construct latent variables that will be the explanation of each factor. Latent variables cannot explain the variation of manifest variables. A part that cannot be explained by latent variable consider as an error.

There are some steps in computing factor analysis, which are:

1. Organizing Data

Research had organized the data from respondent 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 collected in ordinary data, so it must be transform into interval data using successive interval method. This data transforming used Microsoft Excel as the tool.

3. Factor Analysis using SPSS

After the researcher got the data, the researcher must analyze that data using SPSS program.

a. Creating Correlation Matrix

The main purpose of creating this matrix is finding the relationship degree between variables, and it should avoid singularity (variable that are perfectly correlated) and multicollinearity (variable that are very highly correlated).

High correlation value refers to correlations which have the determinant value closer to 0.

The correlation that has been created need to be tested to know whether it has identity matrix or not, identity matrix cannot be computed by factor analysis method and it means the data is not suitable to be calculated by using factor analysis. To test whether the data has an identity matrix, *Bartlett test of Sphericity* will be used. In *Bartlett test of Sphericity*, significant value for identifying matrix is less than 0.001 (www.design-marketing-dictionary.blogspot.com). Then, all variables should have value of Measure of Sampling Adequate (MSA) more than 0.50, so it can be used to support the study, if there is variable has MSA value less than 0.50, it should be remove and repeat the process of calculation in order to be able to analyze by factor analysis.

Kaiser-Meyer-Olkin (KMO) is used in testing the suitability of factor analysis towards sampling design, and there are some measurements in *KMO*, which are:

- a. If the value more than 0.50 it generally indicate that a factor analysis can be used in processing the data.
- b. If the value is less than 0.50, then it indicated that factor analysis cannot be used in processing the data of this study.

b. Extracting Factor

Eigen value are a special set of scalars associated with a linear system of equations (i.e., a matrix equation) that are sometimes also known as characteristic roots, characteristic values (Hoffman and Kunze 1971), proper values, or latent roots (Marcus and Minc 1988, p. 144).

Eigen value is used to determine how many new latent variables that will be formed in this study from manifest variable. Variable which have Eigen value more than 1 (one) will become the new latent variable.

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 talent variables. Relying on that loading factor value, the manifest variables grouping can be performed. Variable that has lower than 0.6 loading factor will not be considered in the talent variable. The value of loading factor is depending on the respondents of the research as shown in table below:

Table 3.2 - Loading Factor Value

Respondents	Loading Factor Value
50	0.75
60	0.70
70	0.65
85	0.60
100	0.55

Source: Ramadhani, Melissa (2009).

Based on the table above, since this study used 70 respondents, the loading factor value used is 0.65.

c. Rotated Component Matrix

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

3.5 Sampling Design

Sampling methods are classified as either probability or nonprobability. In probability samples, each member of the population has a known non-zero probability of being selected. Probability methods include random sampling, systematic sampling, and stratified sampling. In nonprobability sampling, member are selected from the population in some nonrandom manner. (Thesis Guideline, 2010)

The research will use of nonprobability sampling. To determine the sample size, the researcher use slovin's Formula.

Slovin Formula:

3.6 Pretesting

In research, the accuracy and objectivity of data obtained is something very important. In order for the data collected is really useful, an important requirement that must be owned by an instrument of research is the validity and reliability. So before the questionnaires were distributed need to test the validity and reliability test.

3.7 Validity and Reliability

In a study should have called the test instrument in which the researchers will measure the variables that exist to obtain valid data. "By using a valid and reliable instrument in collecting data, it is expected that research results will be valid and reliable." (Sugiyono, 2007: 348). The researchers concluded that the two test instruments will be fulfilled the requirements to obtain the results valid and reliable research.

3.7.1 Validity

Validity is important to measure whether the test measures what the researcher actually wished to measure (Cooper & Schinder, 2006). The researcher used Pearson's Correlation to the test validity of the instruments being used. Validity test is done by correlating the score of each variable (each questions) with the total score. If the variables have the maximum score, the variable is valid. The Pearson's correlation 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:

3.7.2 Reliability

Reliability means to have properties that can be trusted. A measuring instrument is said to be reliable when used many times by the same researchers or other researchers who still provide the same results and will provide accurate results for reliable measured unchanged. (Grace, 2007: 17). To measure the reliability here the researcher uses Cronbach Alpha formula. Reliability test used to show how far the measurement result is relatively consistent if the measurement is re-done for twice or more. Reliability test as an index to show the degree of trust and reliance of the instrument, in this research 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

\bar{r} = the average inter-item correlation among the items

N = the number items

In this research, the calculation process is helped by SPSS 16.0 software as a tool.

3.7.3 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 0.514. So the mean correlation coefficient between variables (r value) for pretest questionnaire to 15 respondents is 0.514. It means according to corrected item total correlation table, if the result is below 0.514, it will not be used or rejected because it means an invalid variable. If the corrected item total correlations result is above 0.514, it means valid. The valid variable will be

used as a part of the questionnaire to find dominant factor. For reliability testing, if Cronbach's Alpha item deleted above 0.6, it means the reliable variable. The data showed that there are 2 invalid items and removed from the questionnaire. Those variables are variable 6 and 9. For the reliability testing, the data showed all items are reliable. Based on the table below, it showed the result of validity and reliability checking. The complete validity and reliability testing result as follow:

Table 3.4. Result of Validity and Reliability Checking

Variable	Corrected Item- Total Correlation	<i>r</i> table	Status
X1	.777	.514	Valid
X2	.882	.514	Valid
X3	.842	.514	Valid
X4	.749	.514	Valid
X5	.924	.514	Valid
X6	-.008	.514	Invalid
X7	.895	.514	Valid
X8	.809	.514	Valid
X9	-.008	.514	Invalid
X10	.791	.514	Valid
X11	.759	.514	Valid
X12	.777	.514	Valid
X13	.962	.514	Valid
X14	.708	.514	Valid
X15	.820	.514	Valid
X16	.744	.514	Valid
X17	.686	.514	Valid
X18	.861	.514	Valid
X19	.756	.514	Valid
X20	.744	.514	Valid

Source: SPSS 16.0 data result of validity testing

Based on table 3.4, there are 18 valid and reliable variables to use as part of the questionnaire. The 18 variables represent the factor of Developmental Model of Intercultural Sensitivity and Cross cultural communication.

Table 3.5. Valid and Reliable Variables

Variable	Corrected Item- Total Correlation	<i>r</i> table	Status
X1	.777	.514	Valid
X2	.882	.514	Valid
X3	.842	.514	Valid
X4	.749	.514	Valid
X5	.924	.514	Valid
X7	.895	.514	Valid
X8	.809	.514	Valid
X10	.791	.514	Valid
X11	.759	.514	Valid
X12	.777	.514	Valid
X13	.962	.514	Valid
X14	.708	.514	Valid
X15	.820	.514	Valid
X16	.744	.514	Valid
X17	.686	.514	Valid
X18	.861	.514	Valid
X19	.756	.514	Valid
X20	.744	.514	Valid

Source: SPSS 16.0 data result of validity testing.

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

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 70 questionnaires to the foreign students of President University. There are 70 respondents from different gender, faculty, batch 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

This research is given to the respondent randomly, that consist of female and male foreigner in President University Dormitory. The total of respondents is 70 students, which is 30 female students and 40 male students. It means that the percentage of male respondents is more than female respondents with composition 57% compared to 43%. The illustration of respondent characteristic based on gender can be shown with the cart below.

Table 4.1 Respondent Characteristic by Gender

Gender	Number
Male	40
Female	30
Total	70

Source: Primary Data

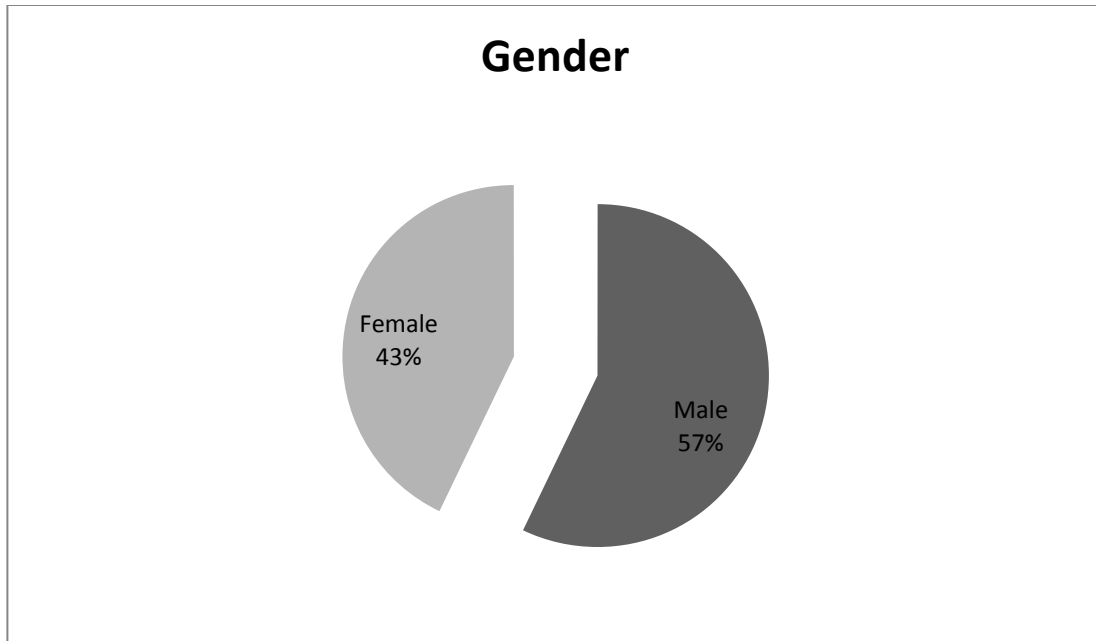


Figure 4.1 Pie Chart of Respondents Gender

Source: Primary Data

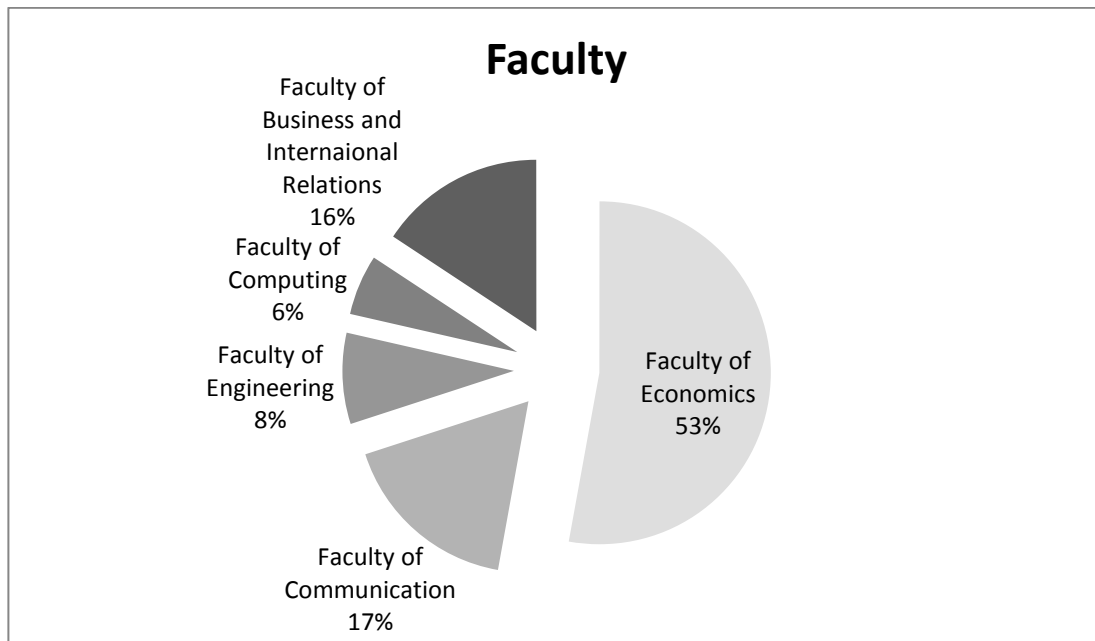
b. Faculty

If we analysis from the major of the respondents, they are deputize from all faculty of President University, which is five faculties. Based on table 4.2 below, faculty economics has the biggest part for distribution of respondent faculty, 37 respondents with composition 53%. The rest are: 12 respondents with composition 17% from faculty communication, 6 respondents with composition 8% from faculty engineering, 4 respondents with composition 6% from faculty computing and 11 respondents too with composition 16% from faculty business. From the result above, faculty computing and business are the smallest part.

Table 4.2 Respondent Characteristic by Faculty

Faculty	Number
Economics	37
Communication	12
Engineering	6
Computing	4
Business and Internationals Relations	11
Total	70

Source: Primary Data

**Figure 4.2 Pie Chart of Respondents Faculty**

Source: Primary Data

c. Batch

The respondents are has to deputize from all batch too. The research is done on September 2011, which is means that the respondents is consist of the President University students from batch 2008, 2009, 2010, and 2011. The table 4.3 shows that more than 62% of respondents are from batch 2010. It means that the majority of respondents are from batch 2010 with total 43 respondents. The rest are 22 respondents from batch 2009 with composition 31%, 2 respondents from batch 2008 with composition 3% and 1 respondents from batch 2011 with composition 4%. From the result above, the smallest part are from batch 2011 and 2008.

Table 4.3 Respondent Characteristic by Batch

Batch	Number
2008	2
2009	22
2010	43
2011	3
Total	70

Source: Primary Data

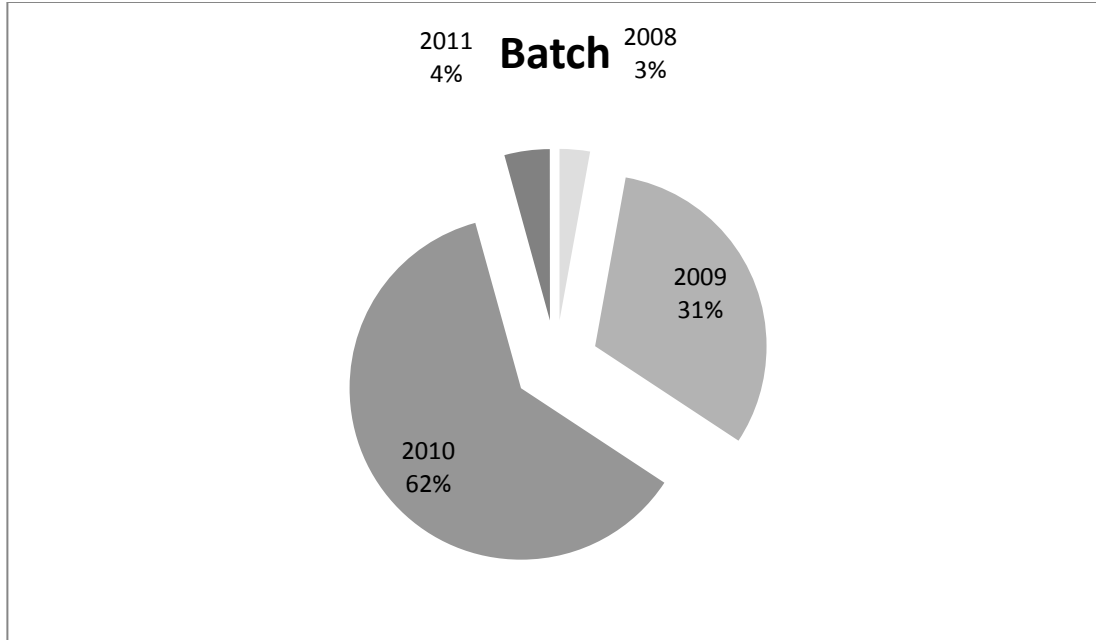


Figure 4.3 Pie Chart of Respondents Batch

Source: Primary data

Country of origin

Viewed from the respondents' country of origins, it deputizes the foreigner from Asia and USA. The contributions of China respondents are take the biggest part in this research with 38 respondents and the composition 54% from total respondents. While those who came from Vietnam contribute 30 respondents (43%), Philippines contributes 1 respondents (2%) and USA have the smallest part of this research with composition 1%, which is only 1 respondent that participate in this research.

Table 4.4 Respondents characteristic by country of origin

Country of origin	Number
China	38
Vietnam	30
Philippines	1
USA	1

total	70
-------	----

Source: Primary Data

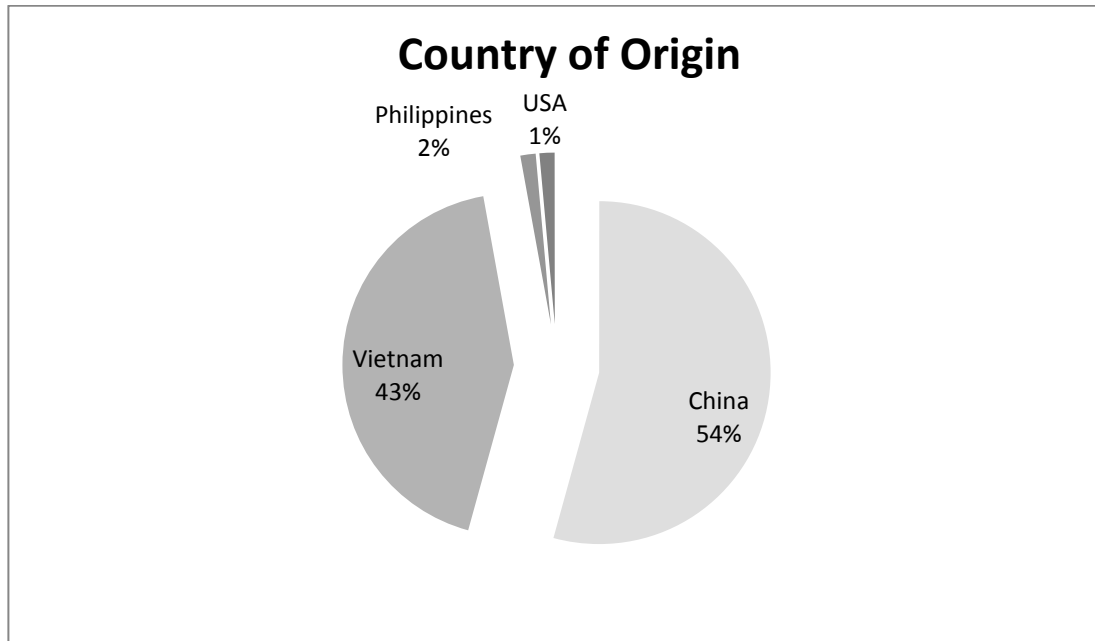


Figure 4.4 Pie Chart of Respondents Country of Origin

Source: Primary Data

4.2 Research Variable

The questionnaire is constructed based on Cross Cultural Communication theory and the Development Model of Intercultural Sensitivity (DMIS), which are 16 statements from the Development Model of Intercultural Sensitivity (DMIS) and 2 statements from Cross Cultural Communication theory. From the Development Model of Intercultural Sensitivity represent 7 statements denial, 3 statements acceptance, 2 statements minimization, 2 statements integration, 1 statements defense and 1 statement adaptation. From Cross Cultural Communication represents 1 statement from the art of listening and 1 statement from intonation. A Detailed questionnaire for pretest and final questionnaire is attached on **Appendix 1**.

4.3 Data Processing

In processing the data, analysis factor is used to determine the most influence or the dominant factor of Development Model of Intercultural Sensitivity (DMIS) and Cross Cultural Communication theory, which will be explained in the following steps:

4.3.1 Organizing Data

The detail of raw data can be seen on **Appendix 2**.

4.3.2 Transforming Data

The raw data from questionnaire that has been organized in the first step with Likert scale must be transformed from ordinal to interval data. The transformation process can be seen on **Appendix 3**, and the interval data is available on **Appendix 4**.

4.3.3 Factor Analysis

a. Correlation Matrix

The computation of correlation matrix can be seen in the attachment on **Appendix 5**. Based on the computation, determinant value of correlation matrix is 0.001, it is greater than 0.00001, which means there is no multicollinearity, and no variable have value more than 0.9 which means there is also no singularity exists between variables in the study. Based on this, the requirement of using factor analysis is fulfilled.

The *Kaiser-Meyer-Olkin (KMO)* value in this study is 0.678, greater than 0.50, which indicate that factor analysis can be used in processing the data. The significant value of *Bartlett's Test of Sphericity* in this study is 0.000. It shows the correlation matrix of manifest variables is not an identity matrix, thus factor analysis can be continued. Then, all variables have MSA value more than 0.50, so it can be used to support the study.

b. Extraction Factor

The next step is extract the manifest variables into several latent variable, which in this study make 13 variables to form several new factor. The result of extraction factor can be seen on the table below

Table 4.5 - Communalities

Communalities		
	Initial	Extraction
VAR00001	1.000	.568
VAR00002	1.000	.815
VAR00003	1.000	.716
VAR00004	1.000	.637
VAR00005	1.000	.794
VAR00006	1.000	.767
VAR00007	1.000	.780
VAR00008	1.000	.786
VAR00009	1.000	.759
VAR00010	1.000	.649
VAR00011	1.000	.722
VAR00012	1.000	.739
VAR00013	1.000	.752
VAR00014	1.000	.703
VAR00015	1.000	.620
VAR00016	1.000	.763
VAR00017	1.000	.808
VAR00018	1.000	.679

The table above shows the communalities for VAR00002 it means that 81.5% of the variance associated with VAR00002 it can be explained. Detail table can be seen on **appendix 6**.

Table 4.6 - Total Variance Explain

Component	Total	% of variance	Cumulative %
1	2.965	16.471	16.471
2	2.763	15.350	31.821
3	2.585	14.362	46.183
4	2.378	13.210	59.393
5	2.367	13.149	72.541

Based on the table above, there are 5 factors that have eigen value more than 1, so it means that in this study, from 18 variables manifest, it will formed 5 new factors that represents the dominant factor of the study. The first factor is the most dominance factor with 16.471%, and the total variance of all the factors formed is very strong, which is 72.541%, which means that only 27.459% of variable variance cannot be illustrated or explained in this study. The detail of total variance explained is attached on **appendix 7**.

c. Rotated Component Matrix

Rotated component matrix can be shown in table below:

Table 4.7 - Rotated Component Matrix

Factor	Manifest Variable	Factor Value
1	V17	0.882
	V16	0.861
	V18	0.744
2	V13	0.851
	V12	0.836
3	V09	0.844
	V08	0.838
	V10	0.674
	V07	0.651
4	V02	0.889
	V03	0.785
	V01	0.747
5	V05	0.872
	V06	0.805

The table above shows which variables that are included to certain new factors formed, this study use loading factor of 0.65 because the respondents is 70, so only variables that has coefficient correlation bigger than 0.65 are included to the new factors formed. The detail of rotated component matrix can be seen in **Appendix 8**.

4.4 Data Interpretation

Based on the factor analysis computation, 18 variables that have been analyzed can be formed into 5 latent variables that become the dominant factors in this research. The latent variables represent 72.541% of cumulative value, means that this study can explain 72.541% of the problem stated, with the other 27.459% become an error and cannot be explained by the latent variable. In this study, there are 5 latent variables that created by manifest variable, which are:

4.4.1 The First Factor

The first factor is the highest and the most dominant factor that affects the adaptation strategies of foreign students in President University dormitory, it has 16,471% percentage of variance value, which constructed from several variables:

Table 4.8 – The First Factor

No	Variable	Explanation	Factor Value
		Male + Female	
1	V17	I want to attend religious services the local people.	0.882
2	V16	I'm having closed friend with people from different cultures.	0.861
3	V18	I enjoy to being close friend with different cultures.	0.744
		Male	Factor Value
1	V10	I prefer not to talk too much when I'm having conversation with local students	0.888
2	V11	Local students are rude, not like people from my own culture	0.859
3	V12	I think I can understand local	0.850

		students language when have conversation with them	
4	V06	I enjoy interacting with people from different culture	0.814
No	Variable	Female	Factor Value
1	V18	I enjoy to being close friend with different cultures	0.815

Source: SPSS 16.0 and primary data.

The first factor consist of 3 manifest variables which are V17, V16 and V18, those two variables are considered because their factor value is more than factor loading (0.65) that used in this study. The three variables come from different stages, integration and the acceptance, so these manifest variables which formed the first factor can be grouped into a latent variable of **“Interest in local cultures student”**. This latent variable comes from adaptation stages. From the 3 manifest variables that the researcher got from the data, the researcher concludes the foreign students at dormitory enjoy to being close friend with student from local culture and different culture, also the foreign student has more desired to attend the local student religious service. This is the dominant factors that affect the foreign students’ adaptation at President University dormitory.

The dominant factors that affect the male student in president university dormitory consist of 4 manifest variables, which are V10, V11, V12, and V06. The four variables come from different stages, which is from denial, defense, the art of listening and acceptance, so these manifest variable can be formed into a latent variable of **“Enjoying conversation with local students”** this latent variable comes from acceptance stages. The research concludes the first dominant factor of the adaptation strategies male student president university at dormitory are the preferred not to talk much when having conversation with local students, but mostly they understand what the local student talk about and they enjoying conversation with them.

The dominant factor that affect the female student in president university dormitory consist only 1 variable, which is only V18. This one variable comes from one stage, which is from acceptance stages. This manifest variable can be formed into a latent variable of “**Having closed friend with student from different culture**” this latent variable comes from acceptance stages. The research concludes the first dominant factor of the adaptation strategies female student President University at dormitory is the female student enjoying having closed friend with student from different cultures.

4.4.2 The Second Factor

The second factor has 15.350% percentage of variance value, which is the second most dominant factor that affects the adaptation strategies of foreign students in President University dormitory. This factor is constructed by several variables, which are:

Table 4.9 – The Second Factor

No	Variable	Explanation	Factor Value
		Male + Female	
1	V13	I think I know the meaning of others from different cultures just from the intonation in conversation.	0.851
2	V12	I think I can understand local students language when have conversation with them.	0.836
No	Variable	Male	Factor Value
1	V04	I prefer studying just with my ethnic group rather than joining with other from different cultures	0.900
No	Variable	Female	Factor Value

1	V11	Local students are rude, not like people from my own culture	0.836
2	V03	I prefer to play with my own ethnic group rather than with local student	0.782

Source: SPSS 16.0 and primary data

The two manifest variables comes from different stages, with V13 come from intonation, while V12 from the art of listening, so the second factor can be grouped into latent variable of **“Acceptance of local culture”**. This latent variable comes from Acceptance stages. The researcher concludes that foreign students in dormitory have more desired to learn the local language, they try to understand about local language and mostly the foreign students can understand about the local language and little bit can speak Indonesian language.

The dominant factor that affect the adaptation strategies of male student at president university dormitory consist of 1 variable, which is only V04. This one variable comes from one stage, which is from denial stages. This manifest variable can be formed into a latent variable of **“Preferring studying with the ethnic group”**. This latent variable comes from denial stages. The research concludes that the male foreign students in dormitory is more preferring to studying with his own ethnic group rather than with the students from different cultures..

The dominant factor that affect the adaptation strategies of female student at president university dormitory consist of 2 variables, which are V11 and V03. These two variables come from two stages, which are from denial and defense stages. This manifest variable can be formed into a latent variable of **“Dislike the local student”**. This latent variable comes from denial stages. The research concludes that the female foreign students in dormitory more likely play with student from their own culture rather than with the local student and also they were not friendly with student from local students in here.

4.4.3 The Third Factor

The third factor has 14.362% percentage of variance value, which is the third most dominant factor that affects the adaptation strategies of foreign students in President University dormitory. Variables that formed this factor are consisting of:

Table 4.10 – The Third Factor

No	Variable	Explanation	Factor Value
Male + Female			
1	V09	I enjoy having conversation with people from different culture.	0.844
2	V08	I prefer to talk first to local student rather than they started talk to me first.	0.838
3	V10	I prefer not to talked too much when I'm having conversation with local student	0.674
4	V07	I learn the local language	0.651
Male			
1	V02	I think local students are friendly here	0.803
Female			
1	V08	I prefer to talk first to local students rather than they started talk to me first	0.793
2	V09	I enjoy having conversation with people from different cultures	0.790

Source: SPSS 16.0 and primary data

The third factor consists of four manifest variables, which variables came from denial, acceptance and adaptation. The four manifest variables can be grouped into latent variable of the third factor, which is **“Adaptation of local cultures”**. This latent variable comes from Denial stages. Based on the data collected, most of the foreign student at dormitory has enjoyed when having conversation with people from different culture, because they has desired to learn more about local language, and mostly they preferred to talk first to local student, because of that there are many foreign student who learn how to speak local language fluently.

The third dominant factor that affect the adaptation strategies of male student President University in dormitory consist of one variable, which is only V02. This variable comes from denial stages, and can be form into a latent variable of’ **Friendly with local student”**. This latent variable comes from denial stages. Based on data collected, most of the male foreign student at dormitory having friend with student from local students, because the male foreign student at dormitory more likely having conversation and playing with local students.

The third dominant factor that affect the adaptation strategies of female student President University in dormitory consist of two variables, which are V08 and V09. These variables come from denial and acceptance stages. These manifest variables can be formed into a latent variable of’ **Enjoying interacting with local student”**. This latent variable comes from adaptation stages. The research concludes that the female students in dormitory have enjoying conversation with the students from different cultures and usually they preferred to talk first with the local student to open the conversation.

4.4.4 The Fourth Factor

The fourth factor has 13.210% percentage of variance value, which means that this factor is the fourth most that affect the adaptation strategies of foreign students in President University dormitory. This factor is formed only by one variable, which are:

Table 4.11 – The Fourth Factor

No	Variable	Explanation	Factor Value
Male + Female			
1	V02	I think local students are friendly in here.	0.889
2	V03	I prefer to play with my own ethnic group rather than with local student	0.785
3	V01	I prefer living with my own ethnic group rather than living with others from different cultures.	0.747
No	Variable	Male	Factor Value
1	V13	I think I know the meaning of others from different cultures just from they intonation in conversation	0.823
2	V16	I'm having closed friend with people from different cultures	0.764
No	Variable	Female	Factor Value
1	V14	I believe that cultures makes no differences	0.756

The fourth factor consist of three manifest variable, the variables are from denial stages. The three manifest variables can be grouped into latent variable of the fourth factor, which is **“Friendship with local student”**. This latent variable comes from acceptance stages. Based on the data above, the foreign student has agreed to say the local students at President University dormitory are friendly, but some other foreign student has prefer to living and enjoying playing with their own ethnic group rather than local student instead.

The fourth dominant factors that affect the adaptation strategies of male president university student consist of two manifest variables, which are V13 and 16. These two variables come from the art of listening and integration stages. These two manifest variables can be formed into a latent variable of **“Understanding the different language”**. This latent variable comes from adaptation stages. The research concludes some of the foreign students at dormitory know the meaning of others just from the intonation in conversation and having closed friends with the local students.

The fourth dominant factor that affect the adaptation strategies of female president university student consist of one manifest variable, which is only V14. This manifest variable comes from minimization stages. This manifest variable can be formed into a latent variable of **“Culture makes no differences”**. This latent variable comes from minimization stages. The research concludes that female student believe that cultures makes no differences with each other in President University dormitory.

4.4.5 The fifth factor

The fifth factor has 13.149% percentage of variance value, which means that this factor is the fifth most that affect the adaptation strategies of foreign students in President University dormitory. This factor is formed only by one variable, which are:

No	Variable	Explanation	Factor Value
Male + Female			
1	V05	I prefer to eat the food from my regional cuisine rather than local cuisine.	0.872
2	V06	I enjoy interacting with people from different culture.	0.805
No	Variable	Male	Factor Value
1	V03	I prefer to play with my own ethnic group rather than with local student	0.914
2	V05	I prefer to eating the food from my regional cuisine rather than local cuisine	0.871
No	Variable	Female	Factor Value
-	-	-	-

The fifth factor consist of two manifest variables, the variables are from denial and acceptance stages. The two manifest variables can be grouped into latent variable of the fifth factor which is “**Learning the local culture**”. This latent variable comes from adaptation stages. Based on data above, the foreign student has prefer eat the food from their regional cuisine rather than local cuisine.

The last factors that affect the adaptation strategies male student president university at dormitory consist of two manifest variables, which are V03 and V05. These two

manifest variables come from denial stages. These two manifest variables can be formed into latent variable of the last factor which is “**Preferring to play and eating the food from regional cultures**”. This latent variable comes from denial stages. Based on the data above, the research concludes that the male foreign students in dormitory prefer to play with his own ethnic group and also has more preferred to eat the food from his regional cuisine.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study is conducted to analyze the adaptation strategies of foreign students in President University dormitory. According to the data and analyze it, the researcher concludes that foreign students in dormitory have a desired to having closed friend with the students from local culture. The foreign student at President Dormitory usually likes to play and studying with they own ethnic group, because they understand what they talking about and also they more easily to interact with each other, also the foreign students of President University dormitory usually cannot interact well with local student because they didn't know about the local language and also sometimes they cannot understand the English language well. Because of that they were difficult to adapt well in dormitory. The researcher finds out that foreign students of President University dormitory are in Adaptation stages on Ethnorelative stages. They must have a more effort on the part of an individual to use cultural differences and intercultural skills in ways which maximize foreign students understanding and relationship with local students. So it will be better if the foreign students can learn the local language in dormitory, they didn't think just want to play and studying with people from their culture and also they want to learn and accept the local students' cultures.

5.2 Recommendations

Deriving from the result of this study, there are some recommendations for further research:

1. Foreign students must have more desire to adapt and accept the local students cultures, because they are live in same environment. So, the researcher suggest to make the foreign and local students live in the same dormitory, meaning the same room to make them more friendly with each other.
2. The foreign students of President University in dormitory are often to do interacting with local students in dormitory, neither studying and playing together with them. So it is important for foreign students to learn the local language, so they can easily communicate with the local students in here, especially to make friends easily with the local students that have different cultural background with them.
3. Foreign students more prefer to consume the food from they own culture and usually eating with they own ethnics. So the researcher thinks it will be better if the Resto Plaza more provide the food from their culture.
4. The foreign students have a more desire to listening and have conversation with the local students in here, because they live in same environment. So the researcher suggest for management staff at President University to make some event that including foreign and local student interest to participate to make both of them have conversation each other.

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