

The Implementation of Second-Language Acquisition, Culture Shock, and Language Stress of Lombok Students in Demak

Ainul Yaqin¹ Ali M. Shniba² M Ainun Najih R³

Pendidikan Agama Islam, Sekolah Tinggi Agama Islam Islamic Centre, Faculty of Language, Elmergib University

Jl. Diponegoro No.47 Jogoloyo Wonosalam Demak 59571, Indonesia

E-mail: yaqina21@gmail.com¹, amashnaiba@elmergib.edu.ly², najihromdhon14@gmail.com³

Abstract

Understanding the implementation of Culture Shock and Language Stress is very important in our daily lives. This is to encourage us to socialize and adapt quickly to the local environment. This research is to provide knowledge in improving the quality of language so that there is no confusion in dealing with culture shock and cultural and language differences. The research design of this study is descriptive qualitative method since it provides a systematic, factual, and accurate description of a situation of area. Technique of collecting data is essay, questionnaire, interview and observation. This research is also a qualitative. The use of this method is appropriated with the purpose of the study that is explaining the educational, cultural, and linguistic adjustments. The participants are at least five Lombok students who are studying in STAI IC Demak in Indonesia. The result are they were very excited to learn another culture and they were experienced the shock culture and language stress in Demak. They were very confused to communicate each other with different language.

Keywords: *Culture Shock, Language Stress, SLA*

Abstrak

Memahami penerapan Culture Shock dan Language Stress sangat penting dalam kehidupan sehari-hari. Hal ini bertujuan untuk mendorong kita bersosialisasi dan beradaptasi dengan cepat di lingkungan lokal. Penelitian ini bertujuan untuk memberikan pengetahuan dalam meningkatkan kualitas bahasa agar tidak terjadi kebingungan dalam menghadapi culture shock serta perbedaan budaya dan bahasa. Desain penelitian dalam studi ini menggunakan metode deskriptif kualitatif karena menyediakan gambaran situasi secara sistematis, faktual, dan akurat. Teknik pengumpulan data yang digunakan adalah esai, kuesioner, wawancara, dan observasi. Penelitian ini juga bersifat kualitatif. Penggunaan metode ini sesuai dengan tujuan studi, yaitu menjelaskan penyesuaian pendidikan, budaya, dan linguistik. Partisipan dalam penelitian ini adalah setidaknya lima mahasiswa Lombok yang sedang menempuh studi di STAI IC Demak, Indonesia. Hasil penelitian menunjukkan bahwa mereka sangat antusias mempelajari budaya lain dan mengalami culture shock serta language stress di Demak. Mereka merasa sangat kebingungan dalam berkomunikasi satu sama lain dengan bahasa yang berbeda.

Kata Kunci: *Budaya, Bahasa dan Bahasa Kedua*

A. INTRODUCTION

Imagine that if you go or study to a place where is so far from your country which is different people, language, culture, and other things. What will happen when you face some problems in language, even though you can communicate with English but not all people can speak English or when you face some problems in culture, you think your attitude is

"Dimana bumi kamu berpijak, disana langit yang harus kamu jungjung". It is Indonesian aphorism that means wherever you stay, you should obey the rule in that place. But how if you do not know the place where you stay before? Language is important thing here. You can communicate and learn by using language. When you stay in a new place, you will find and learn its language and its culture. Actually, language has relation with culture, when you learn language, you will learn the culture indirectly. But in process of educational, cultural, and linguistic adjustment, there are some problems that will occur.

Related to the issue above, the author wants to identify and describe some Lombok students 'experience who are studying at non-English majority in Sekolah Tinggi Agama Islam (STAI) IC Demak, Indonesia. It is interesting because Lombok native language is pure Lombok language and they study in Demak where the native language is Jawa Demakan. They communicate with Jawa Demakan because Demak people cannot speak Lombok while Lombok Students cannot speak Jawa Demakan also. They have been staying in Demak for one to two years. Mostly, they stayed in Demak for studying purpose. During they have been staying in Demak, they faced many problems in terms of second language acquisition because they study here as second language in Demak, culture shock because Lombok culture is different with Demak culture, and language stress because Demak and Lombok have quite different native language. From their experience, we can see how the educational, cultural, and linguistic adjustment and their experience to solve all the problems. Moreover, we can see the relation these experiences to the variables of language, culture, and education.

B. Literature Review and Hypothesis Development

1. Second Language Acquisition

The word acquisition is like a process. Second Language Acquisition can be meant as a process to learn the second language. According to Saville-Troike (2006), Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young child, and to the process of learning that language. The additional language is called a second language (L2) or it can be the third, fourth, which refers to any language that is the aim or goal for learning.

Based on Ortega (2013), Second language acquisition (SLA, for short) is the scholarly field of inquiry that investigates the human capacity to learn languages other

than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. It studies a wide variety of complex influences and phenomena that contribute to the puzzling range of possible outcomes when learning an additional language in a variety of contexts.

From those questions above, we should know about communicative competence and two levels of context that affect language learning: the microsocial and the macrosocial: The microsocial focus deals with the potential effects of different immediately surrounding circumstances, while the macrosocial focus relates SLA to broader cultural, political, and educational environments.

According to (Saville-Troike 2009), Explaining why some individuals apparently interact quite successfully with others while developing little or no competence in a common linguistic code requires a closer look at what other strategies are used for communication.

The hypothesis for the study titled "*The Implementation of Second-Language Acquisition, Culture Shock, and Language Stress of Lombok Students in Demak*" is as follows:

- 1) Lombok students studying in Demak experience culture shock and language stress, which affects their ability to acquire a second language.
- 2) Implementing effective second-language acquisition strategies can help these students manage culture shock and language stress, enhancing their adaptation to the new environment.
- 3) Additionally, the hypothesis suggests that the better Lombok students master the second language, the lower their levels of culture shock and language stress will be in Demak.

C. RESEARCH METHOD

1. Research Design

The research design of this study is descriptive qualitative method since it provides a systematic, factual, and accurate description of a situation of area (Issac and Michael, 1987:42). This research is also a qualitative one since all the data collection is in the form of words. Besides that, it explains the relation of these experiences to the variables of language, culture, and education of Lombok students in learning ESL in Indonesia.

1.1 Participants

The participants are at least five Lombok students who are studying in STAI IC Demak in Indonesia. They have been taking of non-English majority for almost one to two years. Their native language is Lombok. They use Lombok with their family and

1.2 Instrument

Before analyzing the data, this study gains some information and data about the topic of this study. For this purpose, there are some instruments that used. Fraenkel et.al. (2011:111) claimed that *an instrument* is the device (such as a pencil-and-paper test, a questionnaire, or a rating scale) the researcher uses to collect data. According to Burns (2000: 83) define that *—instrument* is an apparatus used in performing an action. The instruments that will used to collect the data:

a. Interview

Interview is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. According to (McNamara, 1999) Interviews are particularly useful for getting the story behind a participant's experiences.

b. Essay

Participants or Lombok students are asked to write an essay in Indonesia, describing their lives as immigrant students in Demak.

c. Questionnaire

A questionnaire is simply a *tool* ‘for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details.

d. Observation

Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations. Observation of a field setting involves: prolonged engagement in a setting or social situation. Actually, the author is student at non - English majority in STAI IC Demak and some of Lombok students are her friends, so the author can observe directly their live in Demak, even though in general not specific live.

1.5.Data Collection

Kumar explains (2006:212) that the data may be obtained by administering questionnaires, testing, personal observations, interviews and many other techniques of collecting qualitative and qualitative evidence.

1.6.Data Analysis

Generalization of case study findings is limited to the case itself or types of cases.

However, attention to selected details enhances the analysis and increases clarity of reasoning. Some general techniques are mentioned that have been useful in focusing the analysis of the example used here. The three variables investigated were educational, linguistic, and cultural adjustments.

D. DISCUSSION

The findings of 5 students who filled out questionnaires and interviews about culture shock and language stress were very different. This shows that there is a difference in the perspective of the participants. They face a climate of difference in terms of language, culture and very significant differences in character. The author found the language difference between Javanese and Sasak from students from Lombok itself. They must adjust the use of language between the two. This caused them to quickly adapt to the use of Javanese as their second language in Demak. In terms of language stress itself, they experience confusion about the use of everyday language such as the use of the word "banana". In Javanese in the Demak area, the word Pisang is gedang while they call it "puntik". While the word "gedang" itself has the meaning of "papaya" in the Sasak language which is the original language of the Lombok people. On another occasion, the Javanese language of Demak mentions the word "loro" which has two meanings, namely loro for sickness and loro for numeral two. Meanwhile, the use of the word loro which means sick in the Sasak language is hesitant. Even though the word sungkan itself has the meaning of shame. Another use of the word is the meaning of the word loro which means two. While they use the word two, which is the word "due". According to Javanese terms, the word "due" in Javanese means to belong or have.

1. Culture Shock

a. Wedding Culture

Each region must have cultural differences and have its own customs. The culture is formed and created according to the mindset, life patterns and habits of several local communities in accordance with their respective beliefs. The culture and customs that are obviously elusive are about marriage. Wedding customs in Demak in particular and in other areas in general in Java are actually almost the same. There is a proposal before the wedding and there is a marriage agreement with a very festive celebration. They invited several guests, bringing wedding supplies such as home appliances, motorbikes and jewelry. They also provide a big party with a large food menu. But before that, there is usually a procession

of "flushing", which is to throw away bad luck or sin. So that the bride and groom become clean and holy.

Meanwhile, the wedding culture in Lombok has an istillah "bantenan" or "merariq". That is the tradition of kidnapping before marriage. So, the groom first made an agreement with some of his friends to arrange the time, method and strategy in carrying out the tradition of "kidnapping" itself. Merariq is the final series of the process of finding a soul mate or partner to get married. Merariq means to bring a woman to run away or run away by the man to marry. Merariq is the most widely practiced method by the Sasak tribe or the Lombok community from the past to the present for marriage. The trick is that the bride-to-be must be taken at her parents' house and should not be taken at her family's house or in the middle of the road, field or workplace of the woman. And the bride must be absolutely willing to marry the groom and have a previous appointment. This tradition must be carried out at night from the end of Maghrib until midnight. This tradition must be carried out in polite and thoughtful ways. It should not be by coercion and violence at all. Meanwhile, the bride-to-be must be taken on the side of the male family to avoid surprise and anger from the woman's parents for disagreeing. While at the groom's place, the woman will be accompanied by another woman from the man's side and can only go home after the Betikah event.

b. Besaran

The participants from Lombok, they were very surprised when they first went to Demak to see Besaran. Because this tradition is not the same as what exist in their area. Their major religious event is "rebaq jangkeh" and intrepeted as major activity held by the community or individuals to mark the event that has been ended. It is usually done at tourist attarctions to relieve tiredness and fatigue. This tradition has different meanings with different cultural patterns. While Grebek Besar in Demak is a celebration that is carried out once a year in the month of Dzulhijjah by the Moslem Community at the Great Mosque of Demak. The form activity is pilgrimage to the tombs of the sultans of Demak Sultanate and the Tomb of Sunan Kalijaga.

2. Language Stress

In some cases, language differences are the biggest obstacle faced by students from Lombok as students. They have to adapt and learn with some of their local friends to facilitate language habits, whether used in terms of buying and selling goods, daily conversation or others. For example, the use of words can mean different things between

languages. It depends on any point of view. Such as the use of the words "monggo", "sampun", "inggih" in Javanese. They are very confused when faced with the language. Indirectly, they will feel confused and need a translator.

They have to get used to having conversations with some of their foreign friends who are used to using Javanese as the daily language of the local community here. For example, the use of the word "badok" which means intestines in the language of the Lombok people, but for the Javanese oaring itself the word has a rough word shift affiliation, namely "eating continuously". Another example that confused the participants was the use of the word "dead". In the Sasak language, the pronunciation is "mangkat", while in Javanese it has a word that means to leave for a job, can go to school, work and others.

These differences make us increasingly have a lot of knowledge, knowledge and experience that is different between regions. So that we have many different vocabulary words that make us understand more and more what the meaning behind the differences in culture, language and others. This can be interpreted that there is a language that is easy to understand and there is a language that is quite difficult to understand because there are extraordinary differences. Which sometimes causes people to become a shock culture when they are in another area and have to learn again from scratch.

E. CONCLUSION

From the above understanding and explanation, it can be concluded that culture and language greatly affect all aspects of social life in society which makes us must continue to appreciate, respect and uphold the values of customs and cultures that are different from each other. Here it was found that the students who were sample examples in this case also experienced confusion in terms of language, but they were easy to adapt and socialize even with the difference in vocabulary that sometimes made them confused.

The discovery of language and cultural differences makes them even richer in knowledge and new experiences. Such as the words "monggo", "nyoh", "savory", "aku ngeleh", "kowe lagi lapo" and so on. likewise, their friends who are in one academic scope, trying to learn to know their culture and language. In other words, they are still happy and happy about this difference and make this to deepen and explore the habits and customs between them in their daily lives.

References

Beatriz, M. I. Indah, A. Eko, H. *Cohesion and Coherence in Student's Thesis Abstract Writing*. *Philosopica: Jurnal Bahasa, Sastra dan Budaya*. Vol 5 No. 2, December 2022.

Brown, H. D. (2007). *Principle of Language and Teaching*. Englewood Cliffs, N. J: Prentice-Hall.

Brown H. Douglas. (2000). *Principle of Language and Teaching*. Fourth Edition, Addison Wesley:m Longman

Corder S.Pit. (1981). *Error Analysis and Interlanguage*. London: Oxford University Press.

Corder, S. P. (1981). *The Elicitation of In-terlanguage*. *IRAL*. Special issue on the occasion of B. Malmberg's 60th birthday. (ed. G. Nickel).

Corder Jacek. (1981). *Contrastive Linguistics and the Language Teacher*. Headington Hill Hall: Pergamon Press.

Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches* London: SAGE Publications.

Dietsch Betty Mattix. (2003). *Reasoning and Writing Well*. New York: McGraw-Hill

Flynn Naomi & Rhona Stainthorp. (2006). *The Learning and Teaching of Reading and Writing* Chichester: Whurr Publisher Limited.

Gass Susan M. and Larry Selinker. (2008). *Second Language Acquisition: An Introductory Course*. New York: Routledge

Ellis, Rod. (1994). *The Study of Second Language Acquisition*. New York: Oxford University Press.

Moeller, Aleidine J. and Catalano, Theresa. (2015). "Foreign Language Teaching and Learning" Faculty Publications: Department of Teaching, Learning and Teacher Education. Paper 196.

Ortega, Lourdes. (2013). *Understanding Second Language Acquisition*. London and New York: Routledge.

Saville-Troike, Muriel. (2006). *Introducing Second Language Acquisition*. New York:Cambridge.

Yin, R. K. (1984). *Case study research: Design and methods* (1st ed.). Beverly Hills, CA: Sage Publications.

Yin, R. K. (1993). *Applications of case study research*. Newbury Park, CA: Sage Publications.

Yin, R. K. (1994). *Case study research: Design and methods (2nd ed.)*. Newbury Park, CA: Sage Publications.

https://en.wikipedia.org/wiki/Second-language_acquisition