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台灣印尼學生跨文化適應與傳播圖像

**The Photography on Cross-Culture Adaptation and Communication
of Indonesian Students in Taiwan**

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Abstract

Cross-cultural communication and adaptation have been inseparable from life of expatriates, including Indonesian students who left their home country to study in Taiwan. Past studies have used photography techniques to capture social phenomena, such as the life of Muslims. However, only a few studies discussed the cross-cultural communication and adaptation through photography, especially discussing about Indonesian student life in Taiwan. Regarding the Indonesian students' number growing rapidly these past few years and will be more and more Indonesian students who wanted to come to Taiwan, that's the main reason why the experiences of Indonesian students will be important for future education collaboration between Taiwan and Indonesia. Therefore, as an Indonesian student, it is a good prospect to observe the process by choosing photography to prove the relation between cross-cultural communication and adaptation from the overseas Indonesian students studying in Taiwan. This thesis attempts to present the cross-cultural communication and adaptation of Indonesian students' life in Taiwan through photography. First, in this thesis I interviewed the Indonesian students who came to study in Taiwan and took the photographs exhibiting their process of adaptation and cross-cultural communication. The next step was choosing several photos that could capture and represent the process of cross-cultural communication and adaptation of Indonesian students in Taiwan. Lastly, the chosen photos were exhibited for a week in an exhibition. The feedbacks and the points of view from the visitors were collected for further analysis. The results suggest that it has found out the process of cross cultural adaptation in daily life, accepting the society, the language also including the process of struggle and achievement. It was happening among the Indonesian students who are studying in Taiwan. This is the first study which has been recorded the cross-cultural communication and adaptation process of Indonesian students. This project contributes to assist the Indonesian students who want to come to Taiwan, and what exactly they will face in the real circumstances and environment. Practically, the findings also contribute in helping Indonesian students who plan to come to Taiwan to have better preparation in language and social adaptation.

Keywords: *cross-cultural communication, adaptation, photography, Indonesian-students*

摘要

跨文化上交流和適應不同國家的風土民情對外籍留學生的生活來說是密不可分的，其中外籍學生包括離開原屬國前往台灣留學的印尼學生。過去有些研究已使用攝影技術來捕捉社會現象例如穆斯林的生活。然而，目前只有少數研究是透過攝影來探討跨文化交流和適應的議題，尤其是印尼學生在台灣求學的部分。由於近年來印尼學生迅速增長，且未來將有更多的印尼學子來台求學，這也是為什麼印尼學生這樣的求學經歷對未來台灣與印尼之間教育合作有極為重大的幫助。因此，作為一名印尼留學生，這是一個很好的機會，透過攝影來觀察與紀錄印尼在台留學生在海外求學時所經歷的跨文化交流與適應。本文嘗試透過攝影來觀察與紀錄印尼學生在台跨文化交流的經歷與適應不同國情的生活。首先，本文採訪了前來台灣留學的印尼學生，拍攝他們如何適應環境與如何展開跨文化交流生活的照片。接下來，選擇幾張相片，用以反映印尼學生在台灣跨文化交流和適應環境的過程。最後，將這些所選的照片，以展覽的形式展出，展期為一週，並收集訪客的意見回饋與觀點以供進一步的分析。研究結果顯示，在台印尼留學生，如何在日常生活中跨文化學習與適應不同環境，接受不一樣的社會與語言，其中也紀錄了他們學習的歷程以及如何奮鬥並開花結果得其所想達到的成就。這第一筆關於印尼在台留學生的跨文化交流和適應過程的記錄。此研究將有助於未來想來台留學的印尼學生去面對他們來台留學時，將在真實情況和環境中面臨到的問題。這些發現也有助於計劃來台留學的印尼學生在語言上和社會適應方面做出更好的準備。

關鍵詞：跨文化交流，適應，攝影，印尼學生

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Chapter One

Introduction

1.1 Project Background

As each country had their own cultures, individuals need to adapt with the new situation once they enter a new society, including international students who leave their home country to pursue further study abroad. Atwater (cited in Shaifa & Supriyadi, 2013) suggested that international students that continue their study in a country with different cultural background often encounter difficulties in adapting with a new environment and society, especially in the first 6 months. International students experience cultural shock when they try to adapt into the new environment and new culture. Cultural shock itself is defined as a state of transition from a familiar environment to an unfamiliar environment where the old behavioral pattern becomes impervious when used in a new environment (Ryan & Twibell, 2000). Several studies have also discussed international students who experience problems in adaptation. The problems in the adaptation can impact their learning process and the daily experience of international students (Alavi & Mansor, 2011; Araiza & Kutugata, 2013; Desa, et al., 2012; Vergara, et al., 2010).

In order to capture the social phenomena which included war, natural disaster, and history, many studies utilize photography techniques. Photography techniques have been used in past studies talking about narrative photography, interpreting images, street photography and so on. Despite the rising popularity of photography techniques to capture social phenomena, there are only few studies presenting the experience of international students through photography. Photography itself is not only a main way to deliver the story but also interesting for creating the imagination space for an audience.

McCall and Rhode (1971) in their book said that “Photography with an inspirational purpose, intending to create esthetic and creative stimulation, is also a language or medium of communication” (McCall & Rhode, 1971, p. 4). In the other part of photography also including the image of our daily life especially when we are travelling and learning in a new culture or country. All image-makers and also image readers, images are a rich source of data for us to understand the social world and representing our knowledge of that social world. Sandra Mathison (2007) in her journal *Seeing Is Believing: The Credibility of Image-Based Research and Evaluation* expressed that pictures can make us understand the process better because many of us are visual learners, who memorize content more effectively if it happens to be image-based. In fact, images also like any other data that can be used to lie, to question, to imagine, to critique, to theorize, to mislead, to flatter, to hurt, to unite, to narrate, to explain, to teach, to represent (Mathison, 2007). In some cases, an image can help people to understand a situation better under any circumstances. For example, as when a foreigner goes to a Taiwanese local restaurant, some restaurants do not have an English menu but they use the picture to change the way they communicate. In anthropology, sociology and psychology images have been used for some time as data, and as an alternative approach to represent research results because they offer a different form for researchers and participants to express their experience and present themselves and their knowledge (Chaplin, 1994; Prosser, 1998; Rose, 2001). In real life, we do not necessarily need to see to believe but, indeed we believe many things we cannot or do not see directly. Mathison.S (2009) also mention about seeing is intricately interconnected with believing, and knowing at the individual, cultural or global levels of knowledge. Indeed, there is

biological evidence that seeing, at least in the context of space, is more reliable than other sources of data and that the central nervous system summarizes visual information in a statistically optimal way (Witten & Knudsen, 2005). Although there are many ways to represent the life of people, one of the best ways to record people's stories from cross cultural adaptation is through pictures. As Douglas Harper mentions the theory, which is from Whyte (1980), in his journal called *Visual Sociology: Expanding Sociological Vision* using the method of photographs to study the social interaction in an urban public area. Douglas (1988) said not all sociological data can be photographed, in studies of social or environmental ecology and social interaction, but the camera still can gather information that cannot be gathered with the human eye or other recording devices. Therefore, photography on cross culture adaptation and communications of Indonesian students in Taiwan become an important part of this project. Considering the aforementioned situations, this research focuses on capturing the cross cultural adaptation and communication process of Indonesian students who study in Taiwan. Furthermore, the context of Indonesian students is also still under-explored.

Indonesia is the context in this study as the relationship between Indonesia and Taiwan is getting stronger over the year, especially after the President Tsai Ing-wen was elected in 2016. She later announced the *New Southbound Policy* (NSP) in 2017 which also promotes the cooperation with some countries, including Indonesia (Ministry Of Foreign Affairs [MOFA], 2017). This policy focuses on human resource development and encourages bilateral interactions or cooperation in the fields of industry, investment, education, culture, tourism, and agriculture between Taiwan and the countries in South and South East Asia, Australia and New Zealand. In addition, the Taiwanese government

also imposes one policy in an effort to increase the number of students from these areas by 20% per year, so it can be estimated that more and more international students are coming to Taiwan, not to mention Indonesian students. There is a recent phenomenon that has shifted the trend in studying abroad as previously Asian students prefer to go to the West (the US or Europe) to study.

According to the new data from the recent news posted by Keoni Everington in Taiwan News (2018), the number of students from the New Southbound Policy countries studying in Taiwan had surpassed Chinese students for the first time in 2017. Furthermore, based on the data of the Ministry of Education (MOE) (2017), from 117,970 international students who studied in Taiwan in 2017, 37,999 of them came from countries that were parts of Taiwan's New Southbound Policy, including 10 ASEAN countries, six South Asian countries, and also Australia as well as New Zealand. In 2017, following Chinese students, the second largest number of students in Taiwan came from Malaysia with 17,070 students. In third place was Hong Kong with 8,761 students and taking the fourth spot was Japan at 8,387. Another largest sources of students from Southeast Asia, was Vietnam taking the second place 7,339 students, followed by Indonesia with 6,453 and Thailand at 2,125 students.

Since the enforcement of the New Southbound Policy, there is an increase in the Indonesian students' interest to come to Taiwan for study-related purposes, particularly in higher education (Herlijanto&Paramitaningrum, 2016). However, Indonesian and Taiwanese societies have several major differences, for instance in language and culture.

When Indonesian students want to study in Taiwan, especially as Indonesian Overseas Chinese Students (OCSs), they are expected to already possess Chinese

proficiency as the school classes are mostly conducted in Chinese. Therefore, to help the OCSs sharpen their Chinese skill and have better preparation, Taiwan institutions provides supplementary training prior to university entrance exams. However, this condition does not apply to other international students from Indonesia that the system provided scholarship was different by the government institution.

1.2 Project Objectives

In the process of this project, photography technique is adapted as a media to display the process of how Indonesians learned their Chinese and also the culture adaptation and communication in Taiwan. As the medium of communication, photography helps researchers in observing and capturing the process of how students adjust in the new environment on learning. Therefore, this study attempts to record the experiences on how Indonesian students adapt to Taiwanese culture, for instance how they spend their time to learn Chinese in Taiwan. Besides observing the process of cultural adaptation through the pictures, this project also observes the challenge that Indonesian students encounter when they are away from their home country, such as the new language barrier and the difference in a new environment.

1.3 Project Significance

In the process of this project, by using photography as a media to represent all the process of how Indonesian students learned and adapt in Taiwan. Photography itself is not only a main way to deliver the story but also interesting for creating the imagination space for audience. McCall and Rhode (1971) in their book said that “Photography with an inspirational purpose, intending to create esthetic and creative stimulation, is also a language or medium of communication” (McCall and Rhode: 1971, p. 4). As the medium

of communication, photography can help researchers in observing the process of how students adjust to the new environment on learning. Thus with this same assumption, this study tries to record the experiences on how Indonesian students spent their time to learn Chinese in Taiwan meanwhile, they are trying to adapt to Taiwanese culture. Photography (McCall and Rhode, 1971) also has two major divisions; both of which must be mastered:

First, seeing, the awareness of what is significant and meaningful in visual terms, and Craftsmanship, the mastery of the peculiar photographic process of reproducing what was seen (p.2). Second, besides observing the process of cultural adaptation through the pictures, this research also observes the challenge that Indonesian students who they are away with their parents while, facing the new language, in a new environment. It is important to capture the gap between the cultural adaptations. Especially it has four stages in culture shock adaptation which will be faced by Indonesian student, the first phase is honeymoon (contact, optimistic phase, euphoria). This phase occurs when a person experiences interesting situation, euphoria, fascinating events with a new culture and new people he or she encounters. The second is crisis (disintegration, cultural problems, disillusionment, and frustration). Individuals feel disappointed, dissatisfied, and desperate. This phase describes the situation when a person finds the differences between his or her culture and other cultures. The third phase is recovery (reintegration). People try to learn the language and habits of the new culture. The fourth phase is adjustment (integration, autonomy and independence). In this phase as they can enjoy the new culture, accept the way of life of the other, and get along with the new environment without anxiety (Samovar et al., 2007:335). This is important because of nowadays many

Indonesian students start to choose to come to Taiwan as one of their choice and this project will contribute on how and what Indonesian student should prepare before coming to Taiwan and also adapt in Taiwanese university life and culture.



Chapter 2

Conceptual Approach

The term of approach is a process, action or approach which were defined in the Indonesian dictionary. While the concept means the plan which is written in paper or design (Kamisa, 1997: 318). The approach can also be interpreted as a strategy, and the concept is an idea or understanding that is abstraction from a concrete event (Ismain, 1996: 28). This chapter will briefly explain about Indonesian culture, Indonesian students and narratives that used in photography.

2.1 Indonesia's Cultural Background

The Republic of Indonesia is known as the world's fourth most populous nation with more than two hundred million people living in nearly more than ten thousand settled islands. Across its many islands, Indonesia is inhabited by hundreds of distinct native and ethnic, also linguistic groups. The largest and dominant ethnic group is the Javanese, beside of Javanese they are some others ethnic groups with had their own languages and dialects. They shared the identity that has developed, also defined by the national language (Bahasa Indonesia). The religious plurality within Muslim population as a majority. Indonesia's national motto is, "Bhinneka Tunggal Ika", translated as "Unity in Diversity" that concludes the diversity and shapes the country. The Republic of Indonesia is also located along with the ancient trading routes between South Asia, Far East, and the Middle East, generated in many cultural practices and strongly influenced by a multitude of religions, such as Hinduism, Buddhism, Confucianism, Islam, and Christianity, all strong in the major trading cities. Figure 1 presents the map of Indonesia.



Figure 2.1 Map of Indonesia (Washington, D.C.: Central Intelligence Agency, 2002)

According to Everyculture.com (2018), Indonesia has three hundred to four hundred languages which are subgroups of the Austronesian family that have extended from Malaysia through the Philippines, several groups of Taiwan, Vietnam and Polynesia, including the Hawaiian and Maori.

The official language of Indonesia, Bahasa Indonesia, is actually quite similar to Malay language (also known as Bahasa Melayu or Malay). It was recognized as the national language of Indonesia since the congress of Indonesian nationalists in 1928, despite only a small number of people in Sumatra spoke it as in their daily routine. As some of the citizen still speak their native language are Hokkien, Cantonese or Hakkanese. Since then, Bahasa Indonesia is utilized as the language for schools, government, courts, print and electronic media, literary arts, movies, and communication.

It is increasingly important for younger generation as it shapes the slang language spoken by the youth. Along with some Indonesian native languages are also used outside in multi-ethnic areas, for example in Java. Nowadays, many young people has weakening of native languages, which are rich links to the original cultures, and losing it from modernization, but there is less people to maintain them. The old and last generation of the well-educated Indonesians who could speak original native language had passed away. Most young and middle-aged people now including the students and teachers of history who did not understand the native language cannot read much of the documented history of the island. Nowadays, because of English is one of international language, therefore the modernization of many generation has to learn English. Due to this reason English is currently used as the official second language, taught in schools and universities with varying degrees of enforcement. (Culture of Indonesia, 2018)

2.1.1 Indonesians in Taiwan

Indonesians in Taiwan had become one of the largest foreign communities in this country, at least we had three categories about Indonesian in Taiwan. They are categorized as students, labor worker and who already married and stay here as a citizen. There are at least 238,956 people with the citizenship of Indonesia residing in Taiwan as of February 2018 based on the data from the National Immigration agency. This includes 58,993 males and 179,963 females, with 261,250 people come as foreign labors in the data of work development agency, MOL in May 2018. There are some Indonesians with the Chinese ancestry, such as Hakka people have immigrated to Taiwan through international marriage, mostly female, and some have naturalized into Taiwan citizenship.

Most of Indonesian in Taiwan are labor workers, and many of them finally get married here and become Taiwanese citizen. It's not much information about Indonesian in Taiwan, I think it will get better and better in the future.

2.1.2 Indonesian Students in Taiwan

There are several reasons why international students, including those from Indonesia, decide to pursue further study in Taiwan, such as the academic resources and quality, the diversity of culture, reasonable and affordable tuition, the higher standards of living, the better opportunity for further studies, the availability of scholarships, learning Chinese, is the better opportunity for securing a job back home, and the strategic location of Taiwan as the heart of Asia (FICHET, October 2015).

Taiwan is excellent in various aspect such as academic resources and quality, diversity of culture, and high standard of life that can become their strength in international society. However, international public, including Indonesians, do not get sufficient information about Taiwan, resulting in less exposure of Taiwan's presence in international public This is one of the reason why there is still limited number of international students, including Indonesian, who pursue their study in Taiwan.

Before the 1990s, the interaction between Indonesia and Taiwan was limited, so it's difficult to track when Indonesian students first came to Taiwan. However, according to the president of ICATI "during the 1960s there were several Indonesian students who came to Taiwan for study. They were all Overseas Chinese Students (OCS) that pursued degree level or Chinese language study in Taiwan" (Kabinawa, 2013, p. 62). Data compilation about Indonesian students who study in Taiwan started from 1986/1987 when there were 259 Indonesian students studying in Taiwan. Since

then, the number of Indonesian students has fluctuated between 200 and 250 students from 1986 until 1993. The number increased from 249 in 1993 to 368 in 1994. After that, there was an increase in Indonesian student numbers, reaching more than 1,000 in 1998. However, it decreased from the 2002/2003 school year, but after the 2003/2004 school year, the number of Indonesian students in Taiwan showed a rapid increase. Based on TETO statistics, as of 2017, 5,074 Indonesian students were studying in Taiwan, including 3,131 degree students at the bachelor, master and doctoral level, 317 exchange students and 1,626 students studying Mandarin.

Table 2.2 Statistics of Indonesian students in Taiwan school year 2000-2016

School Year	Total Student
2000/2001	2174
2001/2002	1158
2002/2003	961
2003/2004	1002
2004/2005	1391
2005/2006	1494
2006/2007	1555
2008/2009	1658
2010/2011	2881
2011/2012	2575
2012/2013	2901
2013/2014	3186
2014/2015	3559
2015/2016	4394
2016/2017	5074
Total	41586

Source: Statistical Summaries provided by the Ministry of Education, ROC Taiwan for International Symposium of PPI Taiwan 2017, Master Thesis of Kabinawa (2013) and Taiwan Economic and Trade Office (TETO) in Jakarta (Adapted from Dilla's Thesis)

In the year 2000 as marked the first time native Indonesian students studied in Taiwan due to the Taiwan government policy shift to start recruiting foreign students.

The decrease in Indonesian student numbers during 2002/2003 academic year (the only case when Indonesian student numbers fell below 1,000 from 1999 until 2017) may have been due to Taiwan's political situation at that time. The significance growth in the number of Indonesian students after the year of 2011 is led by the cooperation between the Indonesia and Taiwan governments. In addition, Indonesians achieve more information about Taiwan and learned about the opportunity to study in Taiwan. Meanwhile, the New Southbound policy embark by the government of President Tsai Ing-wen has had big contributions to increasing Indonesian student numbers started from 2016. According to the Taiwan MOE, Indonesia is the second-largest source of Southeast Asian students in Taiwan after Malaysia. For the 2015/2016 school year, there were 4,394 students from Indonesia, while Malaysia sent 14,946 students and Vietnam 4,043 students. In general, Indonesian students in Taiwan are classified into three different categories. This can be represented from the two major student organizations in Taiwan that I am going to introduce as follows:

1. PPI Taiwan

PPI Taiwan stands for Indonesian Student Association in Taiwan. In Mandarin, this organization is known as “台灣印尼學生聯合會”, while in English "Indonesian Student Association in Taiwan".

The idea of establishing a Taiwan PPI begins from Hendro Nurhadi, Br. Saiful Arifin, and Br. Agus Muntohar with the Head of IETO Mr. Ferry Yahya in Ramadan 2005. In the discussion, explained by the Head of IETO about the need of

Indonesian students to form student association, considering the increasing number of Indonesian students in Taiwan.

Various preparations made by Indonesian students at that time have not resulted in the agreement of the formation of PPI Taiwan. Some reasons that cause it, namely:

1. Limitations on the number of students, while preparing for the establishment of a PPI requires considerable effort;
2. Differences of vision-mission vision to be used for PPI-Taiwan;
3. No support from existing Indonesian student organizations.

On the occasion of the 81st Youth Oath, October 27, 2009, PPI NCU (represented by Mr. Hadi Kuntjara) communicated with NTUST ISA / PPI NTUST (represented by Ivan Arista) and PPI Tainan (represented by Vincentius Surya Kurnia Adi and Mrs. Galuh Sudarawerti) about the establishment of PPI-Taiwan. The communication resulted in an agreement to realize the formation of PPI Taiwan. And finally after the hard work of all Indonesian students PPI was declared on 2 May 2010, coinciding with National Education Day (Hardiknas), at Holistic Building CYCU, Chungli, Taiwan. The declaration charter at the event, signed by the Head of IETO (Indonesian Trade and Economic Office) in Taiwan Mr. Suhartono and Chairman of the Declaration Team Br. Hadi Kuntjara.

2. PERPITA

In 1960, Indonesian overseas Chinese students started to make an organization because there is lack of information for Indonesian overseas Chinese students that

want to go to Taiwan. PERPITA or in Chinese was called “台灣印尼僑聯誼會”, is the first Indonesia student organization in Taiwan. PERPITA was firstly established in National Cheng Kung University (NCKU) with 35 students in this organization. This organization starts to grow. PERPITA started to spread info-gathering activities, and was introduced to the new Indonesian Overseas Chinese students. PERPITA can be established because of the support from Overseas Community Affairs Council Republic of China (OCAC, 2017) that handle all Chinese Overseas Students.

As they started to provide the information to study in Taiwan, the number of Indonesian students in Taiwan has been growing rapidly into 1,923 in 2013. This number is included International degree-seeking, overseas Chinese students (OCS), Chinese Language Center (CLC) students and exchange students. Both international degree seeking students and OCS study in Taiwan for more than 1 year depending on their degree and achievement. Taiwan is also considered successful in developing science and technology, from infrastructure, automotive, transportation, oceanography, and agriculture. This is proved by Taiwan products that goes worldwide. Taiwan's success in education makes Indonesian students who's interested in studying in Taiwan is increasing from year to year.

Many of Indonesian students in Taiwan struggle in learning and understanding, not only the language, but also the adaptation to the new society and culture. A study by Faradita Prayusti (2013) regarding Indonesian students' adaptation in Japan found that Indonesian students encountered language barrier in Japan as the local people barely spoke English while the Indonesians were not fluent in

Japanese. Similarly, as an Indonesian student who first came to Taiwan, I previously found that the environment here in Taiwan was quite different from my own home. The boards and advertisement along the road were all in Chinese and suddenly I could not speak or read any of that Chinese characters that I had learned back there in Indonesia. I still remembered the first time I came for the class, I hardly understood what the lecturer talked about. All I did was guessing and pretending to know what they were talking about. This started to shock me, even though I majored in Chinese literature for my undergraduate degree. It took around 6 months for me to adapt with the new situation in Taipei during my first semester. Therefore, derived from the aforementioned factors, it is necessary to discuss more about the adaptation process of people with different culture, especially Indonesian students in Taiwan.

Cultural adaptation plays an important role in bridging the cultural gap among the international students. In a journal written by María Assumpta Aneas and María Paz Sandín (2009), entitled *Intercultural and Cross-Cultural Communication Research: Some Reflections about Culture and Qualitative Methods*, they described intercultural communication as the interaction between individual and groups from different cultures, which influenced how they acted, felt and thought, not to mention how they spoke and listened. They also explained that an intercultural communication could be seen as a different communication process from other cultural background with a challenge that should be overcome in order to achieve effective communication.

In sum, this project captures those process from the daily life of Indonesian students in Taiwan that offers further insights on the personal experience of Indonesian students in adapting with different culture and language, the challenges they face, and what they have achieved so far in solving those challenges. The findings contribute as information source for prospective students who will coming to Taiwan.

Taiwan is excellence in various field such as academic resources and quality, diversity of culture, and high standard of life that can become their strength in international society. However, international public including Indonesian, did not get sufficient information about Taiwan that cause Taiwan present in international public still limited. This is one of the reason why there is still limited number of international student, including Indonesian, who is studying in Taiwan.

2.2 Cross- Cultural Adaptation

The process of crossing cultures challenges was the very basis of who we are as cultural beings. Young Yun Kim (2001) mentioned about cross cultural adaptation in his book of integrative theory that communication and cross-cultural adaptation were all about adaptation of new culture, offering opportunities for new learning and growth. Being uprooted from home brings us understanding not only of the people and their culture in the new environment but also about their own personality and their home culture. It is a part of a life changing journey. In addition to that, cross cultural adaptation also as “A process of becoming personal reinvention, transformation, growth, reaching out beyond the boundaries of our own existence. The process does not require that we abandon our former personalities and the cultures into which we were born. Rather, it

compels us to find ourselves as if for the first time, particularly those “cultural invariants” within us facets that we hold and refuse to compromise such as enculturation, communication, and cultural adaptation (Neumann, 1992).”

Enculturation is the process when people try to adapt surrounding cultural forces throughout years of socialization. As for Indonesian students when they came here to study they started their adaptation process. Without a doubt, communication also takes part in the enculturation. When the continuous learning the language takes place in individual, it is called a communication. In the process of learning individuals learn to speak, to listen and to understand verbal or non-verbal communication in the way or with whom they usually interact. The cross culture also involved in the enculturation.

Culture itself is a way of thinking and living where one picks up a set of attitudes, values, norms and beliefs that are taught by other members of the group. This set of basic assumptions and solutions to the problems of the world is a shared system that is passed on from one generation to other generation to ensure survival. Furthermore, culture consists of unwritten and written principles and laws that guide how an individual interacts with the outside world.

Members of a culture can be identified by the fact that they share some similarity. They may be united by religion, by geography, by race or ethnicity. Culture conditions have a certain pattern of thinking, feeling, and behaving in varied social transactions (Young Y. K, 2001). All the varied cultural patterns affect how each person can approach, negotiate and seek communication of his or her own personal and life goals. As Kim (2001) points out, cross-cultural adaptation has been studied seriously since the beginning of the 20th century. According to Kim, one type of literature describes models

of cross-cultural adaptation. Cross-cultural adaptation refers to how a sojourner chooses to cope with cultural changes. Begley (1999) also defines adaptation as “an umbrella term that encompasses culture shock, assimilation, adjustment, acculturation, integration, and coping” (p. 401). Similar to Begley, Oberg (1960) initially described a four-stage model of cultural adjustment and coined the term culture shock to refer to the “anxiety that results from losing all of our familiar signs and symbols of social intercourse” (p. 177). Since then, as mentioned in the journal by Hong Mei Pang in her discussion about the cross cultural adaptation of Chinese students in the U.S, variety of concepts about cultural shock has been proposed to enrich and expand this definition (Rhinesmith, 1985; Spitzberg, 1999; Taft, 1977; Winkelman, 1994). Culture shock can be viewed as a positive process, as a learning experience that leads individuals to understand intercultural communication. According to Adler (in Samovar et al. 2007:337), it can be viewed as a transitional experience that may lead individuals to acquire new knowledge through understanding the native culture associated with their own ethnocentrism and to gain new perspectives toward their native culture and at the same time toward other cultures.

Studies concerning what factors influence the adaptation process have been done on a different group of sojourners. A wide range of predictor variables are identified to influence the duration and intensity of the adaptation process: communication skills (language skills, nonverbal communication skills, interaction with host members); personality factors (patience, empathy, and flexibility); demographic factors (gender, age, age at the time of resettlement, socioeconomic status, length of residence, and marital status); cultural factors (cultural similarity/distance; host environment receptivity);

reason/ motivation for transition; the degree of pre departure preparation; social support network (Dee & Henkin 1999; Furham & Bocher, 1886; Hammer, Gudykunst & Wiseman, 1978; Kim, 2001; Lonner, 1986; Matsumoto et al, 2001). It is generally agreed that of all these factors, the host language ability is the most important one for successful international adaptation. Empirical studies indicate that the greater one's command of the host country's language, the easier and more stable the adjustment process is. As one of the example adjustment Indonesian students with Korean students in Busan. One of their main problem also the same that Indonesian student faced in Taiwan. The first one is language barrier, in Korean some communication barriers cannot be avoided such as language, nonverbal behavior differences, and psycho-cultural barriers such as stereotypes, prejudice, and racism. Of all these barriers, the language barrier was the most dominant. Korean language is complicated because it has a lot of jargons that are not used in daily interaction. Besides that, Koreans are not keen on learning English. They tend to require foreigners to speak their language. A few informants said that Korean students did not hesitate to leave their foreign acquaintances if they were not able to speak Korean. (Mulyana) This problem also happen in Taiwan as well as the Chinese language is complicated because of the pronunciations and the character of the language. It also happened that Taiwanese are not interested in learning English for communication while their written English are good but lack in conversation. Taiwanese also afraid if someone asking them question in English, they will either leave or say they didn't know what did you said rather than trying to explaining things in English. As in Japan language problem was also faced by Indonesian student, based on the results of the analysis done by Faradita Prayusti (2017), she said although there are English language facilities, other

international students or some Japanese people who can speak English, yet speakers and the use of Japanese language still remain more in everyday life. Language has an important role in oral or written communication, without language knowledge it will be difficult for migrants to participate in the host environment (Kim 1988).

To see the adjustment process of successful international adaptation I am going to use photography as a visual communication in this research. The use of photography as visual communication will represent the way of how Indonesian students adjust themselves in studying in the new environment.

2.3 Narrative Used in Photography

As Diane Ketelle (2010) written the journal called *The Ground They Walk On: Photography and Narrative Inquiry* mention about how each picture had strong narrative or story telling part. Chase (2005) stated that narrative inquiry help researchers make meaning out of lived experience write that narrative researcher:

- a. treat narrative as a distinct form of discourse, as a “way of understanding one’s own and others’ actions, of organizing events and objects into a meaningful whole, and of connecting and seeing the consequences of actions and events over time”
- b. view narrative as verbal action, as a way of doing something
- c. view stories as “enabled and constrained by a range of social resources and circumstances”
- d. view narrative stories as “socially situated interactive performances”
- e. understand “*themselves* as narrators as they develop interpretations and find ways in which to present or publish their ideas about the narratives they studied”

The approach can be personal, and the stories are also shaped by more global-social, cultural, and historical context within which they are constructed, understood and

shared. Narratives implicitly communicate group values and social-cultural norms. Narratives have the power to define boundaries based on gender, race, and class. Narratives convey and reinforce power structures and sense of group membership, and in so doing have the power to include and exclude (Hall, 1984, 1997).

The realism of the photographic image is fundamentally grounded in a belief that photographs are reproductions of reality. Even though narrativity is not the part of most typical approach when research material consists of photographs. As Roland Barthes has suggested this image itself, narrates just as well as any other cultural product. Klaus Speidel, on the other hand, has agreed and been convinced that narratology involved study of pictures just as well as that of short stories. (Barthes 1977, 79; Speidel 2013.)

In his research Alatalo (2015) also mentioned about narrativity of photographs and pictures. He said all researchers had very different opinions about narrativity of photographs and pictures, he also agreed that in general narrativity is still a not well documented area. However Mieke Bal at the same time, realizes that apparently there are some scholars of visual arts that can find pictures to be so rich in representations, that narrative analysis compressed them into a simply story-line, known as narrative (Bal 1999, 175).

Alatalo (2015) also quoted from Alvarado, that many researchers who see photographs as “frozen moments”, found narrative analysis of pictures as one of the important roles to liberate those moments. Alvarado also divided the purpose of narrative analysis in two lines. The first one, we should study the narrative structure, implied order of the events (Alvarado 1979–1980, 8). The context of the photograph as example: the publishing platform or the written captions that attached to the photograph may be a guide to the

interpretations.

Alatalo also thought that photographs are moments captured from reality which is quite rare. Thus Alatalo agreed to something in Alvarado's article:

Before the "narrative turn" and the shift from modern to postmodern thinking, he has adopted a constructivist view according to which approaching photographs from a narrative angle helps in comprehension and constructing the reality without simplified comparison with what is real (Alvarado 1979–1980, 16).

There are also some arguments coming from Halliwell mentioned by Alatalo in his journal that specified photograph's inefficiency on narrating doesn't eliminate the possibility on performing a narrative analysis on photographs. In Alatalo's opinion, he agreed that when approaching photographs from a narrative angle, the production, consumption, and the circulation of photographs should not be denied, or should this activity be highlighted as a major part of analysis. This is something that needs to be taken into consideration, the context of the photograph (whether it was newspapers, art exhibition, or private photo album) affects the perception and interpretation of the photograph and is, thus, affecting the narrative. Just as well as our previous experiences and knowledge are also inflected the story generated in viewer's mind (Alatalo, 2015)

2.4 Elements of Visual Communication

In these days when technology had become part of our routine, especially we can see how they work on visual communication. For Emile Zola, as she quoted in Sontag, 1980, p.86 said that no one can claim to have truly seen something until he has photographed it. I always love how a photography can tell you stories that no one can tell you about. As I still learning to get a better photograph, the curiosity increase about how I might use photography to tell other people story or to learn about the social world. Diane

Ketelle the writer the journal about *The Ground They Walk On: Photography and Narrative Inquiry*, she believed that we could explore and studies photography text through how a photographer compose the subjects in photograph can help her to interpret their portrait as a visual text and also about how the photography and the narratives photography may contribute to other people lives and work. As Diane also mention about Harper's observation, which notes a photographer, she realizes that audience knew a little or nothing about the cultural information what contained in the image if there were no photography narrative. Harper also mentions that photographs can be used to understand the world of others. In Diane journal, she wrote about the suggestion from Becker that said although photographs as representation appear to document something that real or true that was in front of the camera, they, in fact, capture what may be more important—the cultural context that underpins the captured image.

2.5 Photography as Visual Communication

Panke, T. (2016) in his journal stated that photography is the easiest medium to helped people to communicate effectively, they founded the beautiful moment and important social messages in daily life. Photography itself had their own individual ability to communicate in even small moments of life such as timeless expressions, and reactions which changed the mood to explore visual communication expression such as joy, sorrow, humility, or wonder. It changed through the medium of photographic communication to world and promote changes in the way where others can see. Based on his opinion he mentions the photography on the walls of one person's home or office could communicate a lot about what is important to him and his family's behavior. Photography is a well-established medium for preserving family and cultural histories as well as the

photographs will never be the same again Panke, T. (2016). As far as taking advantage of the opportunity to take photos allows us to remember things as they once were. As in example nowadays, social media channels are often used by people for sharing some photographs to communicate with others. In fact, now more websites and social channels are built just to simply allow people to share photos. Many people do not understand how cameras are used for visual communication. Approaching photography with different artists by taking snapshots, anyone can capture a snapshot. However, when the tool is the eye of the artist one begins to see and perceive the world differently by their own view, but many do not understand this importance. The purpose is to emphasize the significance of uniquely understanding, which can result on effective communication. Professional photographers often say the main thing is the aim to capture the mood, and everything is in detail. Sometimes they try to find the answers to questions that are ignored such as: senses, learning the rhythms of nature and find the soul of man. Panke (2016) mentions that people always focused on the impact of the medium because it is extensively used. People of all ages, races, genders, and ethnicity can participate in this medium. Photographers have used the images to uncover injustice in society, condemn wars, and unveil the dignity of humankind in the same time they also could show the culture. He believed the issue of social keep changing, as well as how images communicate in society. Photography's has a unique characteristic, to be elaborated on later research, and has set itself up to society's principal visual tool. The purpose of a camera is to enable artists to see the world from a different point of view. In the same way, social communication involves us to see things from a different point of view.

Chapter Three

Project Methodology

This chapter delineates the form presented in the exhibition and discusses the theory behind it. Furthermore, this part also explains the creative planning for this project.

3.1 Creative Form

The form I presented by was inspired by Dianne Ketelle as in her journal *The Ground They Walk On: Photography and Narrative Inquiry*. First, she collected photograph of her students and then share their photo to her colleagues and other students to gain their perspectives and understand in what ways they thought the photographs could be interpreted as visual texts. The portraits thus became visual and written texts. As seen in figure 2, the researcher will take students photo in all their process adaptation and tell the stories as the caption for the photos. As she used the theory from Barthes' (1981) conceptual framework for photography as she applied to her narrative research. (See figure 3.)



Leadership is constant, yet changes its form daily

Jessica

She is standing in a courtyard with benches behind her, a huge smile on her face and her frizzy naturally curly hair going in every direction. She had been clear with me that she wanted the picture taken to focus on the professional suit she was wearing, but she didn't want her tennis shoes in the shot. For that reason, the image cuts at the knees. Ordinarily, she would have three or four walkie talkies on her waist, but she removed them for the photo. This is a fun person, someone you would like to get to know. Jessica projects a "can do" attitude in this image which matches what she wrote which simply says, "Leadership is constant, yet changes its form daily."

Carlos, a sophomore, comes up to Jessica and says, "Ms. B. what's the deal with global warming? Is it true?" Jessica smiles and has a talk with Carlos, who by all accounts hadn't spent much time in school this semester. Jessica roams the halls. In a school of 2,300 students, it wouldn't seem possible to know all the kids, but it seems that she does. I hardly understand how this can be true. When I arrive Jessica says, "Walk with me and I'll tell you how things have been going." As we walk, she conveys familiar stories of behavior problems, teachers who aren't committed, problems with staff, and between each story she stops to talk to students or faculty. I think to myself, this work is done every day, all day long.

Figure 3.1 Photo and written text (*Ketelle, 2000*)

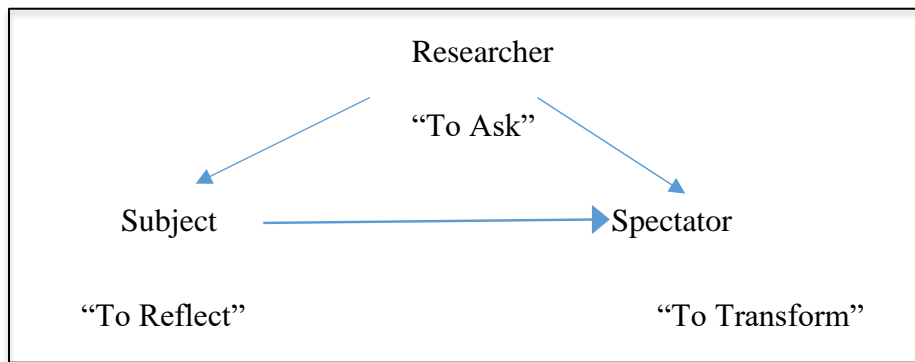


Figure 3.2 Conceptual framework of photograph (Barthes, 1981)

This conceptual framework will involve making meaning of the photographic process. The photograph was constructed between researcher and the subject. Once the photograph was constructed, it invited those who participate in its construction as well as others, to consider new ways in which it may be used. (Dianne Ketelle; 2010)

Hence, the process step of this project will be structured in four steps as seen on Table 1.

Table 3.1 Process

Project steps	Action step	Time
Step 1	Find two different backgrounds, of Indonesian students and have a deep interview about how they live in Taiwan(this interview will appear in appendix) One is a Mother, and another one is a student which hasn't had a family yet.	November 2017

Step 2	After having a deep conversation, I observe what actually they do in daily life and took photographs on how actually they adapt to their new situation and places.	December 2017
Step 3	I select the photographs that represent the learning and the adaptation process and set them into 5 categories.	March 2018
Step 4	I write the caption on each photograph based on the result of step 1, 2 3 and my observation in all the photographic session processes.	April 2018
Step 5	The selected photographs are shown in the exhibition online and offline. There is a questionnaire for all people who come to the exhibition or see them online.	May 2018

3.2 Creative Planning

Photo project is one of my ways to show how the researcher believe picture such as photography, but beyond that, it's also a great way to express the idea and unspoken stories. By definition, a photographic essay is a set or series of photographs intended to tell a story or evoke emotions. It can be only imaged, images with captions, or images with full text. In short, it can be almost anything you want it to be. Which is where I struggle most—when the options are limitless.

In this chapter, I will explain briefly about the subject I will work with. In every year, there will always a new student that come to Taiwan. I choose 2 students which is have different background because they will tell a different stories. After three weeks photoshoot session, the researcher needs to go to photo choosing to decide which photo will describe the process of cross culture adaptation that happens to Indonesian students.

There are strategies for selecting and organizing photographs to create "photo-stories" (Whiting, 1979, p. 34). Photography has many utilities, including the conveyance of (1) emphasis, (2) differentness, (3) motion or action, (4) the affordance of editing out non-seminal information, and (5) the portrayal of time. The representational function of photography is about creating meaning-to depict and to symbolize-through the use of photographic language. As Hall (1997) writes, "representation connects meaning and language to culture" (p. 15); that is to say that representation (to depict or to symbolize) connects the interpretation (meaning) and the photograph (language) to the context (culture).

Chapter four

Results

4.1 Introduction of the Creative Work

In this chapter I will briefly, introduce all of the process in the exhibition with the explanation and also I will provide the data and the result of this project.

4.1.1 Narrative photography

This photograph below signifies the very start of Indonesian student's struggle and process of their learning and adaptation. This photography series guides us through the journey of an Indonesian student coming to Taiwan, and the struggle of learning language, university studies and his university life. This process is a unique challenge, that full of frustration and victory.

敘事攝影

這張照片像象徵做印尼學生在台灣學習，適應與奮鬥過程的開始。這個系列攝影作品引領我們去了解一位印尼學生來台學習語言，接受高等教育，和融入台灣的生活。這個充滿挫折和勝利的過程是個獨特的挑戰。

As the researcher mentioned before, there are four phase in adaptation that will show in the photograph.

First Phase: Honeymoon

1. The Acceptance 『融入』



Figure 4.1 This is us, Indonesian students arriving to Taiwan for the first time. We are going to start our university life soon. People say university life is amazing, and we can't wait for that! We can't wait to explore. Actually, this is the last photo of us together, because we go to different universities. I hope we can meet again and share some good moments!

這是我們，我們是第一次到達台灣的印尼學生。我們即將開始我們的大學生活，人們說大學生活是精彩的，我們很期待！我們迫不及待想要探索，實際上這是我們在一起所拍的最後一張照片，因為我們上了不同的大學。我希望，我們能再次相聚並分享一些美好的時刻！

Second Phase: Crisis



Figure 4.2 Hey, my name is Satria Perkasa Hendratama. My Chinese name is 林成財. Before coming to Taiwan to start my new journey in the university, I was so excited to meet my new friends and of course explore the new environment. But after I arrived, I realized that I was feeling left behind. I am having a hard time adapting to the new language, new places and I feel like a stranger. My world seems crumbling down, I don't know what to do.

嘿，我是 Satria Perkasa Hendratama，我的中文名字是林成財。我還沒來台灣之前，我很期待大學的新生活，也很期待見到我的新朋友，當然也很想嘗試新的環境，但是在我來到這裡之後，我才意識到我都沒有進步。我很難適應新的語言，新的地方，感覺自己像個陌生人。我的世界崩潰了，我不知道該怎麼做。



Figure 4.3 It really makes me happy if I can find someone to speak Chinese with. Sometimes I don't really care if it is a stranger or a waitress, I just want to improve my Chinese, so I can do better in school and get new friends.

我想如果有一天我可以找到某人一直用中文聊天，我應該會讓我很開心。有時候我真的不在乎是陌生人還是服務員，我想提升自己的中文水平，這樣我就可以在學校得到更好的成績，還可以結交新朋友。



Figure 4.4 My Name is Yuherina Gusman, I am currently studying at National Chengchi University. My major is an international doctoral program for Asia Pacific Studies. I am not just a student, I am also a full time mother for my daughter, and wife for my husband. While doing my research I am learning Chinese too; every Tuesday, Thursday and Friday. Even sometimes I feel tired because the activity is all day long, I will not give up learning Chinese.

我的名字是 Yuherina Gusman，我目前在國立政治大學讀書。在亞太研究國際博士課程念博士學位。我不只是一名學生，我也是一位媽媽，我同時也是丈夫的妻子。在進行我的研究的同時，我也在學習中文；每週二、週四和周五都去上中文課程。即使有時候我因整天的活動而感到疲憊，我也不會放棄學習中文。

2. The Struggle 『掙扎』

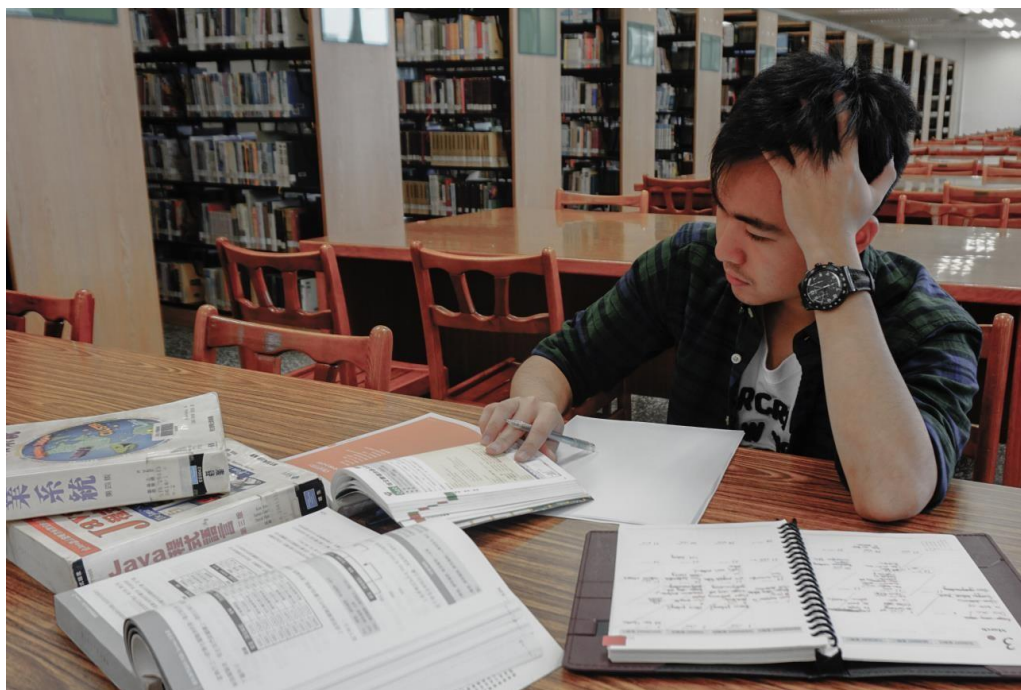


Figure 4.5 Oh ya! I am telling you that I am majoring in Information Management! Look at my books, they are all in Chinese. I really don't know how to deal with it every day! Although I try my best to read and understand my Chinese books, I still can't understand them. It's feel pretty bad. I keep going to the library after class. Sometimes I just feel like giving up!

歐對！想告訴你，我是資訊管理學系的學生！你看我的書，全都用中文。我真的不知道如何面對每一天！儘管我已盡我所能去閱讀和理解我的中文書籍。但我都無法理解，所以感到很挫折。每天下課後我都有去圖書館念書。但有時我真的很想放棄！



Figure 4.6 This week is examination week, I'm still working hard to memorize all the subjects I have. It's been a tiring day, but I really want to be better and better. I really do hope I can make it till the end.

這週是期末考週，我在努力複習每一個上課內容。這是辛苦的一天，但我真的想變得越來越好，我真的也很希望我可以堅持到最後。



Figure 4.7 Tonight I had a night class at Taipei Municipal Heti Elementary School. My class starts at six o'clock. I am really tired because I have been working all day, but I can make it here.

今天晚上我在台北河堤國小上晚上中文課，我的中文課從六點開始。我真的很累，因為我一整天都在忙，但我我真的很開心可以來上課。



Figure 4.8 I feel like I am a little kid, sitting on that little chair. I try to read every single character in my book, I try to memorize it and get familiar with it. Sometimes I am struggling in memorizing the characters, and sometimes even the pronunciation is weird for me.

我感覺自己像個小學生，坐在那張小椅子上。我嘗試閱讀我書中的每一個字，我試著記住它並熟悉它。有時候我很難可以馬上把字記下來，有時候我的發音也很奇怪。

3. The Process 『過程』

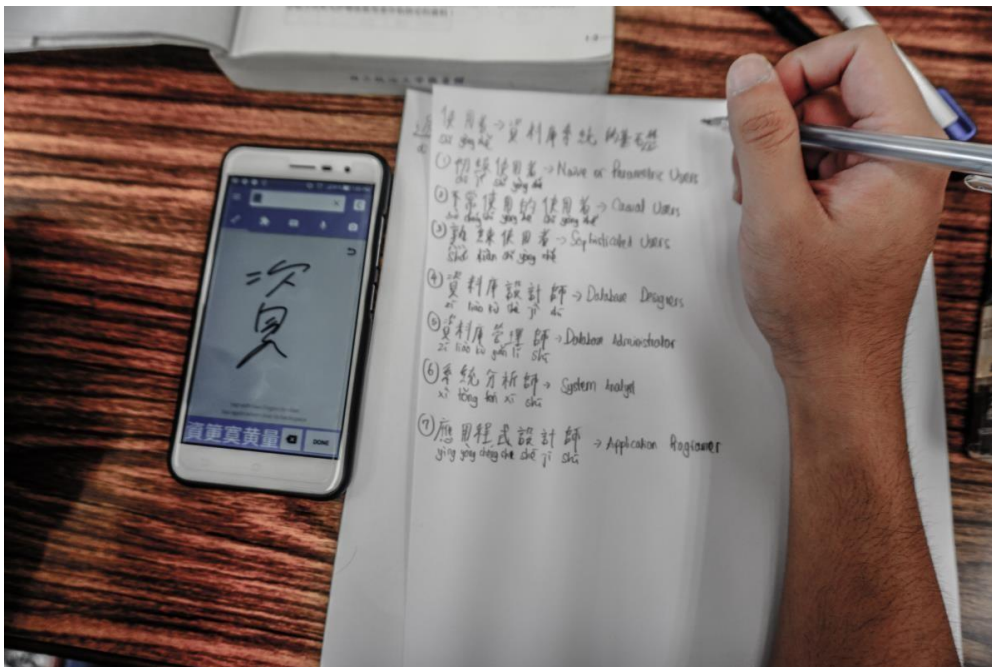


Figure 4.9 I try to take every note, and search for the character that I don't understand. I believe if others can do it, I can make it! I will keep fighting and trying every day. The process can let me grow and being better version of me, the new me.

我嘗試寫做筆記。我相信如果別人能夠做到，我就可以做到！我會繼續努力加油，盡全力，盡情享受這個過程。這個過程可以讓我成長，變得更好，成為新的我。

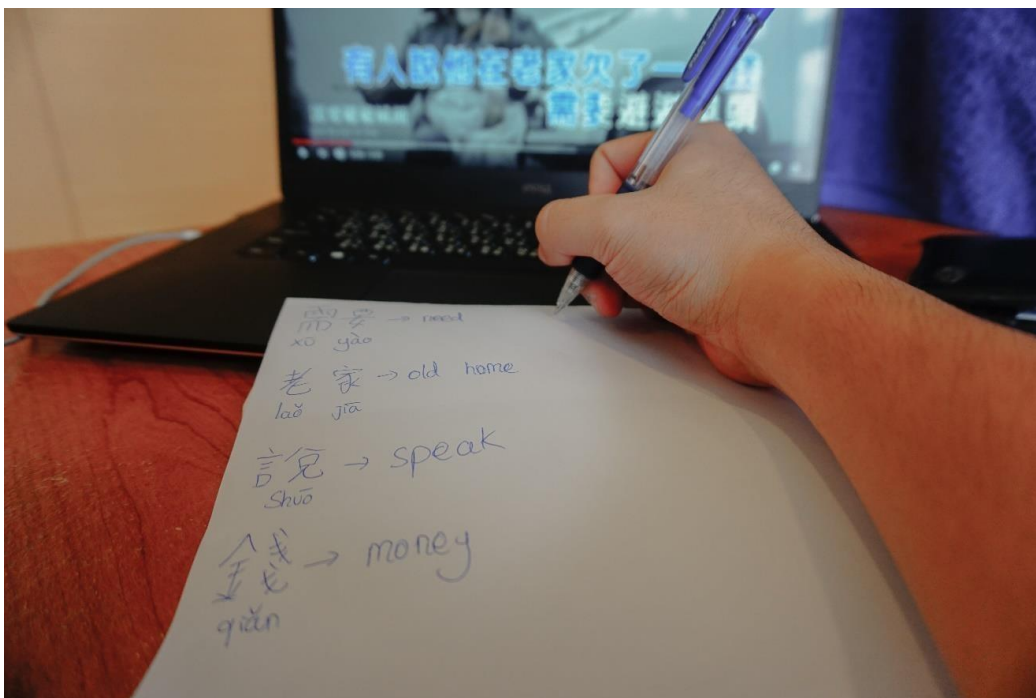


Figure 5. After day by day studying and struggling with learning the language, I found the fun way to learn the language, through listening to Chinese music. I keep taking notes of the Chinese song lyrics that I don't understand and try to understand the words through dictionary and memorize them. I should have tried this method a long time ago, it's really works. Even though sometimes I make mistakes in the pronunciation, but at least I tried my best.

經過每一天努力學習語言，我發現了學習語言最有趣的方式，就是通過聽中文。我把看不懂的歌詞中的字寫下來後查字典並努力的把那個字記起來。
我

應該早就嘗試這種方法，它確實有效。儘管有時我發音會怪怪的，但至少我盡力了。



Figure 5.1 As a part time mom and student, sometimes I must find the way to study and take care of my daughter at the same time. I feel sorry sometimes when I have to concentrate on my studies and let her play by herself. Sometimes I feel guilty to see her play alone, but I am preparing myself to become a better mom.

作為媽媽和學生，有時我必須分配時間去學習和照顧我女兒。我對我女兒深感抱歉，因為有時我必須專心學習，讓她自己一個人玩。有時我看到她獨自一人玩，感到很愧疚，但我正在努力成為一個更好的媽媽。



Figure 5.2 Every time I learn Chinese, I will always write down the meaning of it, and I will try to remember it. Every word which was written I will say it out loud, so I can memorize it better.

每次學中文時，我都會寫下這個詞的意思，然後會盡力記住這個單字。每寫一個字，我都會大聲說出這個詞是怎麼讀，這樣我能更好地記住每個單字。

Third Phase: Adjustment

4. Daily Life 『日常生活』

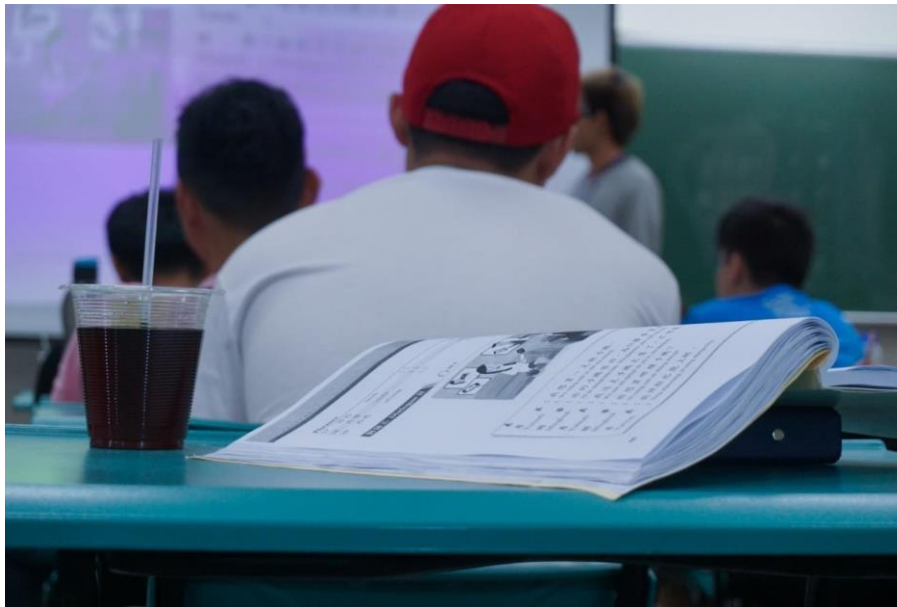


Figure 5.3 Everyone loves tea here, and finally me too! Ordering a tea and small snack in the morning became my routine before class, at least I have something to feel good in the lesson. My Chinese is getting better through the lesson and my tea is good too. It's a good start!

在這裡每個人都喜歡喝茶，最後我也愛喝茶！早上點一杯茶和小點心就成了我上課前的習慣，一杯茶讓我上課感覺很好。透過課程，我的中文也越來越進步，我的茶也很好。這是一個好的開始！

In this figure 5.4 we are getting back to the **second phase: Crisis**



Figure 5.4 Well, another disaster of my daily life is reading menu, sometimes I feel relieved if I can find English word on the menu. Sometimes I am a bit unlucky to find a good store without an English menu. But that's okay, because I know that one day the character menu won't be any problem for me.

那是我日常生活中另個困擾，就是閱讀菜單。有時當我在菜單發現上有英文單詞，我會覺得很安心。有時候會比較不幸運點找到一家還不錯的餐廳，沒有英文菜單。但沒有關係，因為我知道，有一天閱讀菜單對我來說，再也不是一個問題。

In figure 5.5 and 5.6 we can see the third and fourth phase: Adjustment and Recovery



4.3 Part of my daily life, preparing food for my daughter and my husband.
我的日常生活中的一部分是我的女兒和我的丈夫準備印尼料理。



4.4 I am having fun with my daughter, and I am also teaching her some Chinese. Sometimes we learn together, it is the fun way to learn Chinese for me.

我和女兒一起玩，我也教她一些中文。有時我們一起學習，這是我學習中文最有趣方式。



4.5 Every Sunday, I am coming to the Taipei Mosque at Daan Park. We share our beliefs together and also pray. We share our knowledge about our religion and it is one of my communities in Taiwan, while I am trying to blend in Taiwanese culture and society.

每個星期天，我都會來到台北大安公園的清真寺。我們一起分享信仰和禱告。我們分享我們對宗教的知識，這是其中一個在台灣的生活圈，同時我也想融入台灣文化和社會。

5. The Achievement 『成就』



5.1 After working on my Chinese for 3 years now, I am getting better. I have the courage to try to apply for a job. I was so nervous during the interview, but I did the best I could. I told them my weakest part of the language but they seemed to understand. So YES!!! I got the JOB!!

不知不覺我學習中文也學 3 年了，中文也越來越流利。 我就有勇氣去面試工作。 儘管面試時我很緊張，但我竭盡所能。 我告訴他們我的語言是我最弱的部分，但他們似乎明白。所以耶!!! 我得到了這份工作！



5.2 The thing that I feel blessed in my life is 翁健嘉, he is one of my first Taiwanese best friend. Finally, I got a Taiwanese friend and I introduced him to my friends in Indonesia.

我生命中最幸福的事情是『翁健嘉』，他是我的第一位台灣最好的朋友。終於，我交到台灣的朋友，我把他介紹給我的印尼朋友認識。



Photo Courtesy: Interviewee

5.3 He is a mass communication student, and it's really a pride for me that I can introduced Indonesia to him. Do you still question my Chinese? Although sometimes I still make mistakes, I believe I am a better version of myself now.

他是一名大眾傳播專業的學生，他跟我說，他想來印尼！能夠展示自己的國家真的是我的驕傲。懷疑我的中文程度嗎？雖然有時候，我還是會犯錯，但我相信我現在已經進步很多了。



5.4 I am still struggling in having Chinese conversation with my teacher but it's getting better right now. I will keep learning until i can talk fluently with my teacher. It is an accomplishment for me that know i can communicate with my teacher, even though I'm not that fluent but at least now I understand what she says.

雖然我需要很努力的跟老師說中文，但現在我的中文有變更好了。我會繼續學習直到我可以和老師流利的溝通。能夠與老師交談對我來說是一項成就，儘管我還沒那麼流利，但至少現在我聽得懂老師在講什麼。

4.2 Exhibition Planning and Explanation

4.2.1 The Exhibition Process

In the process of choosing places to do the exhibition, because of the photo process also printing the picture already cost quite a lot of money, then I have two option the first one is (Main library) and the second one is 12 Coffee. The first reason I choose main library because it is free and more people will stop by but due to the short time I applied for it, it's too late for me to wait until next semester, that's why I choose 12

Coffee. 12 Coffee is near by our college and also have enough space for me to put my photos.

Because of daily time many students cannot come and help, but at the end of the day my juniors come to help in the decorations and taking pictures of the preparation of the exhibition. I feel really grateful that I still have juniors and friend to help me cover all the exhibition that day.



Picture: 4-1 Process of the Exhibition part 1 (12 Coffee)



Picture: 4-2 Process of the Exhibition part 2 (12 Coffee)

I have a chance to ask my Taiwanese friend about Indonesian students, and they told me they don't really know about Indonesian student and curious about how actually Indonesian students life in Taiwan. Therefore I divided into 5 big categories about the process of Indonesian student life in Taiwan:

Stories	Chinese	English
The First Story	融入	The Acceptance

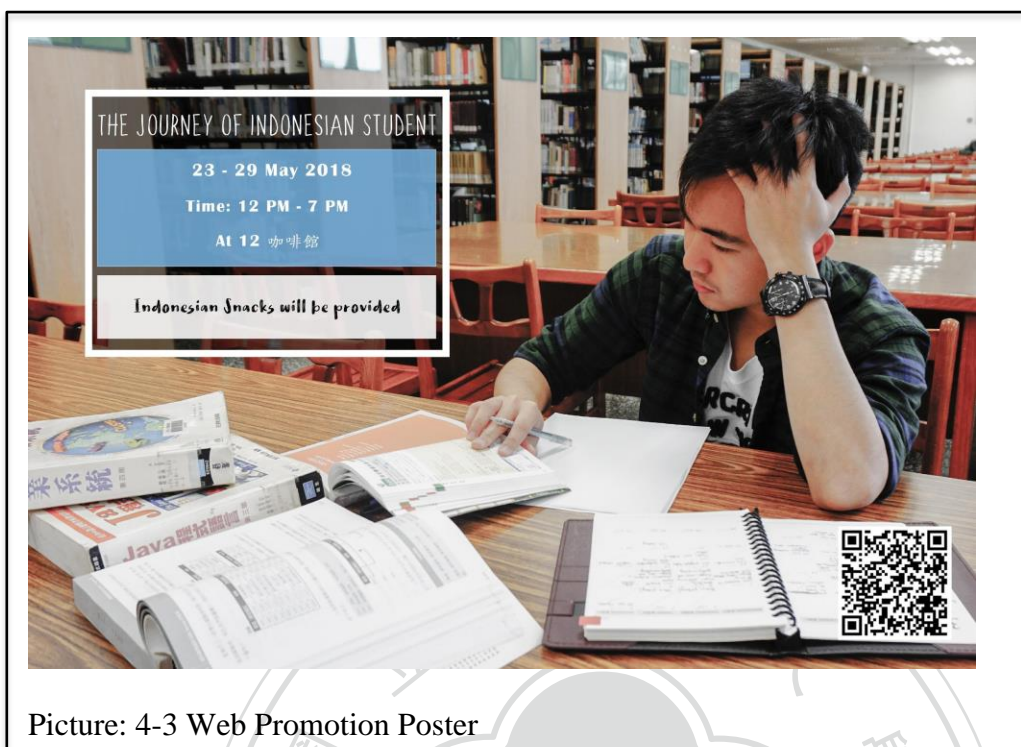
The Second Story	奮鬥	The Struggle
The Third Story	過程	The Process
The fourth story	日常生活	Daily Life
The fifth story	成就	The Achievement

Table 4.1 the Story of the Exhibition (Chinese-English)

All pictures are printed in A4 categories as medium pictures, and they divided equally in every story, total of the photo collection are 21 photos.

4.2.2 Promotion of the Exhibition

Promotion is one of the most important part in this exhibition, because many students pass by 12 Coffee that's why I choose this place as my exhibition places. In this promotion I used Event Page on Facebook as one of my promotion ways about The Journey of Indonesian students in Taiwan. I also share flyers to students around campus and ask them to come and join my exhibition. Another way I used to promote this exhibition was through groups and community who really interested in the topic about Indonesian students. I also printed A3 poster and put it in my exhibition place and also Facebook events.



Picture: 4-3 Web Promotion Poster

As the researcher also put the QR code thus students will be easier to fill the questionnaire after seeing the exhibition.

4.2.3 Exhibition Tour and Interaction with the audience

Even Though they are 20 photos about “The Journey of Indonesian students in Taiwan”, I still have a hard time to make some students relate on how actually Indonesian students process of learning. That’s why in every session, I will walk around and ask what did they think about the exhibition, what can I add more to the stories or what can I do so they will understand Indonesian students better. Many students come to my exhibition not just Taiwanese, they’re also some American and European students that come to my exhibition and of course some Asia country like Indonesian students themselves.



Picture 4-4
The audience seriously read the stories
(12Coffee)



Picture 4-5 the audience patiently listen to the introduction and the stories (12 Coffee)



Picture 4-6 Taking Pictures with the audience

4.3 Interaction and Feedback after the Exhibition

4.3.1 Audience Feedback

In addition to collect the data from the audience about their opinion through the exhibition, I used questionnaire as the form (see appendix II) for this project. Therefore, I gave freedom to the audience to write the feedback and keep their identity anonymous. In my questionnaire, I divide them into 3 categories the first part I ask them about did they actually know about Indonesia before, the second category is about the whole planning of the exhibition and the last part is about themselves ex: age, gender etc. All this data is

based on the answer that I get after the introduction of the exhibition, there is also no enforcement to the audience in filling this questionnaire.

After 1 week exhibition, I got 58 questionnaire is completed by the audience, separation in gender ratio, they are total 33 person are identify as women (56%) and 25 person are identify as men (43%). Division of the origin region ratio, 2 students come from china (3.5%) the other was Taiwanese 43 people (75%) and the others included USA, Europe, Malaysia, and Korea (1%). Age 18 to 25 years old are the most common audience as they get the highest percentage 41% and started from 26 to 35 years old get 29%. As for educational background, bachelor degree get the highest percentage 51% and the master degree get 33%.

4.3.2 Part of Feedback on Questions

The collected data mostly get satisfied as the feedback. Especially I gave introduction in Chinese, sometimes I find a hard time to describe something but thanks to the patience for all Taiwanese students for giving me opportunity to increase my Chinese conversation skill. Thus, I used English when I really do not know how to say the word in Chinese. Really feel blessed and thankful for all the support everyone gives me in the exhibition.

Most of the questions, the questionnaire answered with satisfaction however, there are several part that should be strengthened on this project:

1. 46% of the audience agree that the stories are the most important part
(Choosing 5 which means strongly agree)
2. 45% of the audience having better understanding about Indonesian student after the exhibition (choosing 4 which means agree)

In the end of the questionnaire, I ask the audience what they thought about the exhibition and the feedback that they can give to me as the researcher of this project. Therefore I also ask personally about what they think and which picture that they think describe most of the adaptation and cross culture communication. Most of the audience think [The struggle], [The Process], and [Daily life] can express on how hard they really try to get accepted in the society and this is their response:

非常明確的信息，解釋的內容豐富，個人覺得到別人的國家本來就是不簡單，文化與生活習慣的差異需要時間來適應，但印尼人真蠻厲害的，到我們國家來工作或念書，我實在佩服你們，給印尼同仁說:加油，你們很棒 (編號 9，男，台灣)

想知道，他們在日常生活當中所遇到的困難。(編號 20，女，韓國)

印尼學生加油。到台灣學中文雖然很難只是對你們以後會有幫助。不要怕跟台灣人的溝通，這樣才會進步。(編號 58，女，台灣)

看這展覽以後，我會了解印尼學生比較好 (編號 51，男，台灣)

印尼朋友們，加油 ~ ~ ~ (編號 57，女，台灣)

There also a few people that think this is really good experience and learning process, and they give support to the researcher:

我覺得每個人真的很需要練習其他國家的語言，比如說印尼文。

(編號 8，女，中國大陸)

做得很棒！(編號 50，女，台灣)

想法很好。(編號 49, 女, 台灣)

需要更多印尼人來這個地方。(編號 44, 男, 台灣)

I am very interested to Indonesia student, and I also want to get a more friends and photos from Indonesia. (編號 43, 女, 台灣)

Great project! (編號 18, 女, 美國)

I have no suggestions. It was a great learning experience. (編號 6, 男, 美國)

I think your exhibition idea is a good idea. Go on... 繼續加油吧 (編號 3, 女, 台灣)

However, even many positive reaction to the photography they are some audience that think they want to see more photos and also the storyline of the translation in Chinese can be better.

辛苦了, 翻譯上還有問卷調查還可以更好 ~ ~ ~ ~ (編號 35, 女, 台灣)

需要對一點照片! (編號 47, 女, 台灣)

很棒, 照片不夠多。(編號 52, 女, 台灣)

More scenes for the exhibition! (編號 14 , 女 , 馬來西亞)

It would be nicer if there are more photos to show, but overall it's a
great! (編號 24 , 女 , 阿拉伯)

Take more photos!! (編號 37 , 男 , 台灣)



Chapter Five

Conclusion and Discussion

Actually, as an overseas Chinese student I realize that even though I don't have any struggling in conversation but adapting in a new culture and society is another challenge. As a culture shock for me where in Taiwan students are really care about breakfast and can have a freedom to eat in front of the teacher meanwhile in Indonesia students are not allowed to do that because that kind of action was impolite. In Indonesia basically 365 days are always summer, however we used to wear collar shirt to the class and also long jeans. It's a quite shock while here you even can get in to the library while the students wearing shorts and slippers. After I interviewed one of my friend who basically Muslim, they had to fight a bigger challenges start from food, language and also the culture. The most common problem is language and food because Muslim did not eat pork, thus they need to cook by themselves because it's hard to find Halal food in Taiwan. In my questionnaire I also ask about what actually Taiwanese think about Indonesia and I found out many of Taiwanese still think that Indonesia is Muslim country which is not true. Indonesia had 5 other religion but the most population are Muslim.

As this project talking about cross culture and adaptation by showing 5 categories of picture, therefore as Alatalo,M.(2015). Reading Pictures and Constructing Narratives- A study upon Pictorial Narrativity and a Narrative Analysis of work Photography mention about photography as representative of reality. Moreover, Altalo also mention that representation covers the interpretative process which is enabled by our mental representations; the external sensory stimulus is interpreted through mentally stored knowledge about the object. People who share the same culture also share mental

representations, which are a major factor in our ability to communicate (p.37-38). In my project many feedback of the questionnaire said that the picture can make them relate on how they are struggling in learning a new language. I hope this project can help Taiwanese students or lecturers to understand better about how actually Indonesian students try to adapt in new language and culture through picture and stories.

Future Project discussion

As when I am introducing the picture to the audience, they had many question that I can't answer sometimes like how can she manage to raise a child and studying? Did she needs to fast during Ramadan? Did the scholarship cover their living cost? Still many more question that I can't answer, however many people curious about learning Bahasa Indonesia.

I guess there will be many stories that can covered about Taiwan and Indonesia in this cross culture adaptation and communication.

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Appendix I and II

I. Interview Indonesian students about their process learning in Taiwan.

(Translated script in English)

A. INTERVIEW TRANSCRIPT

Name: Satria Perkasa Hendratama

University: National Chung Cheng University

Major: Information Management

Living in Taiwan: 3 Years

Media Interview: Meet in person

Date: 16 September 2017

Why do you choose Taiwan to continue your study?

Because of only one main reason: to learn Chinese. I choose Taiwan over China because based on my findings, I believe that Taiwan is way much safer than China. Moreover, Taiwan's people have good hospitality than people in China. Because of these reasons, I choose Taiwan over China.

Do you already know or like Taiwan before you come?

At that time I didn't know anything much about Taiwan because I didn't have relatives at all in Taiwan. I did do some research on the Internet to collect some information about Taiwan and I found the information were useful.

How can you come and study in one of Taiwan University?

I join one program called 印輔班。Indonesian students who joined this program need to prepare three tests which are math, English and Chinese. We are gathered in one university and then we had to do placement test and later got separated into 4 different level of classes based on the placement test's results. We had to study for around two weeks and two weeks later we do the final tests. Before the final test, we also need to pick 70 different university and/or departments. These final tests' results will determine which university we got into.

What preparations did you make before going to Taiwan?

The most important preparation I did prepare is mental preparation because that time was the very first time I left my comfort zone: my family. Also, I didn't have single knowledge about Chinese at all. Most of my friends also shocked when hearing I want to continue my study in Taiwan because they knew me well that I couldn't speak, hear and listen Chinese at all.

When did you first arrive in Taiwan how did you feel?

Mixed feelings. Happy, sad, insecure. Yeah, mixed feelings because I just couldn't imagine how I could survive in Taiwan.

When you come to Taiwan for the first time, is it beyond your expectation or not?

I came to Taiwan 4 years ago. It was really my beyond expectation. Taiwan is way more secure than I ever imagined. At the first time I came to Taiwan, I felt insecure as I carry my bag in front. But, later, I found out its okay to carry it on the back.

What thing is not suit your expectation?

I thought that Taiwanese people could at least speak English, but most of the Taiwanese people couldn't speak English.

What is your first impression when you come to your university in Taiwan?

Pineapple fields. All you can see in my university are pineapple fields. Nothing else.

While in Taiwan, what culture shock that you feel?

Bathrooms in Taiwan. At first, I didn't get used to use tissue to clean my butt after taking a poop.

Is it difficult for you to communicate with Taiwan students because of language or something else?

At the first, YES because I couldn't speak any Chinese and the only way I could communicate with them is by using English. But, their English skills are also limited.

Do you see how the difference between Indonesian communication and Taiwanese?

The big difference is on the shaking hand. I think that Indonesian people get used to shake their hands when meeting and leaving with someone, but Taiwanese never do that.

In addition to communication difficulties, what other difficulties that you find out during you in Taiwan?

I think this communication difficulties lead to difficulties in many aspects. I got lack of updated information, like homework date, test date and other important dates related to university. Also, I didn't understand what the teachers said during classes, so I need to learn all by myself during night after classes.

Do you find any difficulties when you shop for everyday needs?

Not really as my every day needs are actually quite simple and not many, but still, yes. I have experienced I wanted to buy detergent, but I mistakenly bought softener because the packaging are similar. I couldn't read the Chinese words on the packaging and I didn't translate it.

What do you think the big differences that you find out between Indonesia and Taiwan?

The big differences I found out is I think that Taiwanese people are really on time. I have experienced I got a meeting with Taiwanese friends and I got late for just around 2 minutes, but they already called me for several times. Different with Indonesian friends, as the "real" meeting time most of the time is 1 hour after the meeting time.

What do you think about Taiwanese people?

Friendly and eager to help.

Are they kind? If yea can you give me any example?

Yes, I have experienced there's one day I stayed in Taipei because of internship. In the middle of night I was so hungry, so I went out to get some foods. Then, when I went back to my place, I suddenly realized I forgot to bring my key. My first reaction was "Okay, this is bad. I need to call my landlord." I still remember it was 2 p.m. and the landlord still answer my phone and willing to open it for me. The landlord's place actually quite far away from the place as it still needs to take around 30 minutes by motorcycle in the middle of the night. Moreover, the landlord also give me permission if this incident occurred again in the future, he said just went to his place and stay for a night.

If they met a foreign people how the will react or act?

First reaction "喔，你是外國人喔，怎麼會講中文" even though what I said was "broken" Chinese and started to open conversation. Really open to foreign people.

In Taiwan do you often speak Chinese or English?

Speak Chinese. Just don't speak English to Taiwanese or your conversation won't be efficient.

Have you ever been treated differently from Taiwanese? How about when you are in public place did they treat you differently?

Yes. But in a positive way.

If yea, can you gave me any example?

Taiwanese people will slow down their speed when talking with foreign people.

What is the big culture gap that you feel between Indonesia and Taiwan?

Not much culture gap as we're still in Asia. But, somehow, I could say that Taiwanese people are more individual than Indonesian people. During break time for example. Most of Indonesian people would like to have their eating time together while Taiwanese people tend to use the time to study and eat alone. Also, most of the Indonesian people like to shake their hands when meeting people, while Taiwanese don't

Is there any Taiwanese culture that you think is not suitable for you as Indonesian?

Nope, I could accept them all.

If you compare this two culture which one suit you better?

I think I could say somewhere in between because in the culture I found out that there's not much different.

How can you adapt to the Taiwanese culture?

Not that hard, just go along with Taiwanese friends.

Can you tell me interesting things that you learn in the National Chung Cheng University?

Actually, in my university, I learned how to be more goal achiever. I already made up my mind that I will change to be a better me in Taiwan as back in Indonesia I just slack off and too much have fun with friends. National Chung Cheng University leaves me with many achievements and I proud with it.

How big is the challenges and the culture shock you faced that affect your daily life?

Really big as at first, I couldn't speak Chinese at all. Really need big motivation to cope with the challenge.

How to adapt to Taiwan student learning pattern?

I just couldn't adapt with Taiwanese student learning pattern as they understanding things by memorizing. My learning pattern is understanding things by imagining.

How do you think the University helps you to adapt to the campus environment?

Actually, university has many facilities in it, like library, international student office, gymnasium, etc. These facilities won't be helpful for me if I didn't take advantage of it. University didn't help me to adapt the campus because they're just facilities, but the individual itself who need to adapt with the campus environment by making friends. Just don't get alone.

How do you feel currently studying in Taiwan?
Grateful. I could speak Chinese now.

Have you ever taken a Chinese Language Proficiency exam? If you do, may I know which level you take for your exam? How do you learn Chinese?

Nope. At first, I learn Chinese by having cram school. But, later, I found out that I could learn language by myself.

How do you think Taiwan people express their feelings (sad, happy, angry and so on) to others? How do you know these things?

Actually, this question kind of hard to be answered because people are different and extrovert people are just going to be extrovert people, which they could express their feelings easier than introverts. For the introvert's one, I still couldn't know their feelings even introvert Indonesian people I also couldn't know it.

Based on your opinion, how much you know Chinese language that help you in daily activities and interacting with people inside and outside the University environment?

I thought that for basic conversation I already could cover it comprehensively. But, for deeper conversation like business talking, there are still way too many special nouns that I couldn't understand clearly.

When compared to fellow Indonesians, how often do you communicate with Taiwanese people both inside and outside the University environment?

I communicate with Taiwanese people more than I communicate with fellow Indonesians. I already made up my mind to have more conversation with Taiwanese people while I am in Taiwan.

Which case and what reasons do you usually interact with Taiwanese people?

I have Taiwanese friends, so there are no special cases to have interactions with them.

How often do you get together with your Taiwanese and Indonesian friends and what activities are usually done with them?

Most of the time, I eat dinner together with my Taiwanese or my Indonesian friends. During university, it was quite often to eat with them as I make some alternatives sometimes to eat with Taiwanese and sometimes to eat with Indonesian

When you have problems or difficulties who you talk to most often, Indonesian friends or Taiwan friends?

During university, I talked my difficulties with my Taiwanese friends because they really know my condition in university. Yes, it is difficult to express my feelings at first. But, there's no shortcuts to get success right?

What is biggest achievement that you get when you are living in Taiwan?

Well, my biggest achievement was my Chinese improved and also I have made a good friend that willing to come to my hometown with me.

How often do you read books, magazines, watch TV, movies and use other media in Chinese?

I don't like to read Chinese books and magazines, but I do like to watch Chinese movies. But, at the first time I learn Chinese, I force myself to do it all and it was quite often at that time as almost every day. But, now, I just prefer to watch Chinese movies.

Based on your experience how these media can help you to adapt in Taiwan?

At least you could learn Taiwanese culture by watching movies.

According to you as an international student, while studying at University and living in Taiwan, are there any things or lessons (outside academic) that you faced and never happened to you when used to be in Indonesia?

Yes, I think that actually I got more lessons outside academic than academic itself. I became more independent and resilient. Leaving out my comfort zone in Indonesia was a hard thing to do because I already got anything I want back in Indonesia, everything I want were instantly there back in Indonesia and losing them all made me learn that I need to have process to be success.

Name: Stefanie

University: Mingchuan University

Major: Journalism and Mass Communication

Living in Taiwan: 5.5 years

Media Interview: Meet in person

Date: 20 September 2017

Why do you choose Taiwan to continue your study?

Because I love Taiwanese culture and food.

Do you already know or like Taiwan before you come?

Yes

How can you come and study in one of Taiwan University?

My Mandarin teacher helped me to register

What preparations did you make before going to Taiwan?

Make sure I bring all things I need in Taiwan, and my mental for sure.

When did you first arrive in Taiwan how did you feel?

For study it was on February 2013. I feel both excited and sad. For language class, it was on June 2011.

When you come to Taiwan for the first time, is it beyond your expectation or not?

I didn't expect anything. I just enjoy everything in Taiwan.

What thing is not suit your expectation?

Food. I thought it would taste like Chinese food in my country, it isn't.

What is your first impression when you come to your university in Taiwan?

Pretty disappointed with the dormitory.

While in Taiwan, what culture shock that you feel?

The university ask students to clean class, and school's toilet was very dirty.

Is it difficult for you to communicate with Taiwan students because of language or something else?

Sometimes, especially if they can't speak English at all.

Do you see how the difference between Indonesian communication and Taiwanese?

I think it's almost the same, but sometimes I need to know Taiwan culture to understand them better.

In addition to communication difficulties, what other difficulties that you find out during you in Taiwan?

Food, it's not easy to get used to Taiwanese food. Sometimes add more salt or soy sauce to my food.

Do you find any difficulties when you shop for everyday needs?

When I don't know how to say it in Chinese, I will use Google and show the image to the seller.

What do you think the big differences that you find out between Indonesia and Taiwan?

Transportation! I love it here, and also the environment is clean.

What do you think about Taiwanese people?

USUALLY friendly and polite.

Are they kind? If yea can you give me any example?

Yes, I know some Taiwanese who treats me really well, especially when they know I live far away from home and parents.

If they met a foreign people how the will react or act?

They will ask more about my country.

In Taiwan do you often speak Chinese or English?

Depends on the environment.

Have you ever been treated differently from Taiwanese? How about when you are in public place did they treat you differently?

Yes.

If yea, can you gave me any example?

A hairdresser once ask me to speak Chinese when I talk to my INDONESIAN friend.

What is the big culture gap that you feel between Indonesia and Taiwan?

Politeness, common sense.

Is there any Taiwanese culture that you think is not suitable for you as Indonesian?

Except the language, I don't think so.

If you compare this two culture which one suit you better?

Taiwan, except the food. But I like many Taiwan food as well though.

How can you adapt to the Taiwanese culture?

Friends told me where to stand on escalator, etc. I think I adapt pretty fast.

Can you tell me interesting things that you learn in Mingchuan University?

In Mingchuan, I learn how to be literally strong because I need to climb 315 stairs every single day.

How big is the challenges and the culture shock you faced that affect your daily life?

Language barrier, I have to improve my Chinese to survive.

How do you think the University helps you to adapt to the campus environment?

We can always ask our advisor when facing any problems.

Based on your opinion, how much you know Chinese language that help you in daily activities and interacting with people inside and outside the University environment?

At least now I pretty understand what people are talking about compared to my first year here.

When compared to fellow Indonesians, how often do you communicate with Taiwanese people both inside and outside the University environment?

I speak to Taiwanese friends less because of my environment and I am pretty regret about it.

Which case and what reasons do you usually interact with Taiwanese people?

When I meet stranger on public places such as MRT, with taxi driver / hair dressers. They usually ask about myself when they hear I speak Indonesian or speak broken Chinese ☺

How often do you read books, magazines, watch TV, movies and use other media in Chinese?

Sometimes I watch cartoon on TV, or Taiwanese drama (to improve my Chinese)

Based on your experience how these media can help you to adapt in Taiwan?

Taiwanese dramas makes me know some slang, everyday language, and culture.

According to you as an international student, while studying at University xx and living in Taiwan, are there any things or lessons (outside academic) that you faced and never happened to you when used to be in Indonesia?

Living alone and far away from home makes me learn how to be more independent, strong, brave, and believe in myself.

Name: Ardila Putri

University: National Chengchi University

Major: International Master's Program in Asia-Pacific Studies

Living in Taiwan: Since September 2015

Media Interview: Meet in person

Date: 22 September 2017

Why do you choose Taiwan to continue your study?

I want to study in East Asia country, Taiwan is one of the best in the region especially for the study and live environment.

Do you already know or like Taiwan before you come?

Yes, but not too much

How can you come and study in one of Taiwan University?

My Professor suggest me to choose NCCU because NCCU is the best university in Taiwan for International Relations Program

What preparations did you make before going to Taiwan?

Contact Indonesian student in Taiwan to know more about Taiwan, beside read information in internet. I also attend meeting in TETO Jakarta and familiarize my self with Taiwan there from Taiwanese dan Taiwan alumni perspective.

When did you first arrive in Taiwan how did you feel?

Happy and excited

What is your first impression when you come to your university in Taiwan?

I like the library, the staff, and everything

While in Taiwan, what culture shock that you feel?

Hard to find "the real" halal food

Is it difficult for you to communicate with Taiwan students because of language or something else?

It's ok in my university but when I went to the south it was little bit difficult

Do you see how the difference between Indonesian communication and Taiwanese?

In Minangese, we always tell people what we think honestly, but Taiwanese is not. They try to please others and we some time don't know what they really think about

In addition to communication difficulties, what other difficulties that you find out during you in Taiwan?

Food, which I mean Halal Food

What do you think about Taiwanese people?

They are nice and friendly

Are they kind? If yea can you give me any example?

Yes. Most of Taiwanese that I met respect my hijab. They don't have prejudice

If they met a foreign people how the will react or act?

Nice and friendly

In Taiwan do you often speak Chinese or English?
English

Have you ever been treated differently from Taiwanese? How about when you are in public place did they treat you differently?
They treated me well

If yea, can you gave me any example?
They help me to find the place that I looked for

What is the big culture gap that you feel between Indonesia and Taiwan?
West Sumatra is Muslim majority region, so it little bit different with Taiwan related to Muslim way of life

Is there any Taiwanese culture that you think is not suitable for you as Indonesian?
Kissing in public area for unmarried couple.

How can you adapt to the Taiwanese culture?
Because I am excited to learn their culture

How big is the challenges and the culture shock you faced that affect your daily life?
Not too big. I have good support system. Indonesian student in NCCU help me a lot. My department also provide support for me.

How do you think the University helps you to adapt to the campus environment?
The staff help me a lot. The university also conduct so many events

Have you ever taken a Chinese Language Proficiency exam? If you do, may I know which level you take for your exam? How do you learn Chinese?
Nope. I learn Chinese in university but honestly my Chinese is poor

How do you think Taiwan people express their feelings (sad, happy, angry and so on) to others? How do you know these things?
They don't show it openly. I know it from my Indonesian and International colleagues

Which case and what reasons do you usually interact with Taiwanese people?
I join several activities with local in my university and outside university

How often do you read books, magazines, watch tv, movies and use other media in Chinese?
Rarely. I watch chinese movie using english subtitle

Based on your experience how these media can help you to adapt in Taiwan?
The media didn't help me a lot, my friends help me a lot

According to you as an international student, while studying at University xx and living in Taiwan, are there any things or lessons (outside academic) that you faced and never happened to you when used to be in Indonesia?

I learn to be a minority, because we used to be a majority in Indonesia and it is really to find Halal food in Indonesia. Now I feel respectful for those who become minority in Indonesia, I can know how they feel now.



II.Exhibition Questionnaires

Journey of Indonesian Student/來台印尼學生的故事)

Thank you for participating in our event. We hope you had as much fun attending as we did organizing it.

1. Do you know anything about Indonesia before you came to the Exhibition? *
看展前對印尼的印象和了解是? (可複選)

☐ Can not speak Chinese/不會說中文

☐ Have darker skin tone/皮膚比較黑

☐ Muslim Country/穆斯林國家

☐ Other...

2. Before you come to the exhibition, do you know that Indonesian student struggling to feel accepted in the society? 還沒來展覽前，你知道印尼同學很難融入台灣的社會嗎?

☐ Yes, I know/知道

☐ No, I don't know/不知道

☐ I don't care/不想知道

3. The reason why you come to the Exhibition? 來看展覽的理由?

☐ I want to know the story of Indonesian student in Taiwan/想要了解印尼學生在台灣的故事

☐ I want to learn Indonesian language/想要學印尼文

☐ I want to know the struggle of Indonesian Student/想要知道印尼同學的困難

☐ I want to go to Indonesia to study/想要去印尼讀書

☐ Other...

<https://docs.google.com/forms/d/1AMnq4ANhDmSrZ0-h3WiQx81d7kau3hKLL3kgO01VChg/edit>

The Photography (The Journey of Indonesian Student/來台印尼學生的故事)

Choose one/ 單選

4. After seeing the exhibition, I can relate to how Indonesian student try to blend in Taiwanese society. 看完展覽，我可以感受到印尼學生試著融入台灣生活。

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

5. I think the exhibition clearly describes the lives of Indonesian students. 我覺得展覽有清楚介紹印尼學生過的生活。

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

6. Do you like the idea of the exhibition? 請問你喜歡展覽的理念嗎?

	1	2	3	4	5	
Dislike/非常不喜歡	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	like/喜歡

7. About the text size for explanation. /你覺得解釋文字大小。

	1	2	3	4	5	
Too small/字太小	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Too big/字太大

<https://docs.google.com/forms/d/1AMnq4ANhDmSrZ0-h3WiQx81d7kau3hKLL3kgO01VChg/edit>

8. This exhibition makes you want to know more about Indonesia student in Taiwan? 這展覽讓你對印尼學生產生好奇心嗎?

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

9. Do you think this exhibition theme is Important? 你覺得這個展覽的題目重要嗎?

	1	2	3	4	5	
非常不重要/Very unimportant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	很重要/very Important

10. Do you think the description of the photograph affected how you see the photograph?你認為照片的描述是否會影響你看到照片的感受?

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

11. Do you think the description of this photography is the most important part of the photo?你覺得照片的文字敘述對照片是重要的嗎?

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

12. After the exhibition, do you have a better understanding of Indonesian students' stories?看完展覽你是否有更了解印尼學生的故事?

	1	2	3	4	5	
非常不同意/strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	非常同意/strongly agree

<https://docs.google.com/forms/d/1AMnq4ANhDmSrZ0-h3WiQx81d7kau3hKLL3kgO01VChg/edit>

Time/時間

Description (optional)

111

13. When do you come to the exhibition?你星期幾來看展覽?

- ☐ Wednesday - 23 MAY 2018
- ☐ Thursday - 24 MAY 2018
- ☐ Friday - 25 MAY 2018
- ☐ Saturday - 26 MAY 2018
- ☐ Sunday - 27 MAY 2018
- ☐ Monday - 28 MAY 2018
- ☐ Tuesday - 29 MAY 2018

14. What time do you come to the exhibition?你什麼時候來到這個展覽?

- ☐ Morning/早上
- ☐ Noon/中午
- ☐ Evening/晚上

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About Yourself (The Journey of Indonesian Student/來台印尼學生的故事)

Description (optional)

15. Sex/ 性別

- ☐ Man/男
- ☐ Woman/女

16. Age/年齡

- ☐ Under 18 Years old/18歲以下
- ☐ 18-25 Years old/歲
- ☐ 26-35 Years old/歲
- ☐ 36-45 Years old/歲
- ☐ 46-55 Years old/歲
- ☐ More than 56 years old./56歲以上

17. Education level/教育程度

- ☐ Junior High School/國中
- ☐ Senior High School/高中
- ☐ Bachelor Degree/大學
- ☐ Master Degree/研究所
- ☐ Other...

<https://docs.google.com/forms/d/1AMnq4ANhDmSrZ0-h3WiQx81d7kau3hKLL3kgO01VChg/edit>

18. Have you ever visited Indonesia before? 你有來過印尼嗎？

- ☐ Yes/有
- ☐ No/沒有

19. Have you ever studied abroad? 你有去過國外唸書嗎？

- ☐ Yes/有
- ☐ No/沒有

111

20. Have you ever struggled in learning foreign language before? 你有感受過學習別的語言的辛苦嗎？

- ☐ Yes/有
- ☐ No/沒有

21. Where do you come from? 你來自哪裡？

- ☐ Taiwan/台灣
- ☐ China/中國大陸
- ☐ Other...

22. How do you get the Information about this event? 請問你如何知道這個活動？

- ☐ Facebook/臉書
- ☐ My friend suggests me to come/朋友推薦介紹
- ☐ Other...

23. Thanks for coming to this exhibition, if you have any suggestion or opinion for the host you can write it here. I Want to say:.....(感謝你來到這個展覽，對創作作者提供意見和建議嗎？歡迎留言，我想說的是:.....)

Short answer text

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