

**THE SHOCK CULTURE PROBLEMS OF MAIN CHARACTER
IN PLATH'S *THE BELL JAR***



THESIS

*Submitted to the Faculty of Cultural Sciences, Hasanuddin University
in Partial Fulfillment of Requirement to Thesis
in English*

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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
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ENGLISH LITERATURE STUDY PROGRAM
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Today, Monday 9 August 2021, the Board of Thesis Examination has kindly approved a thesis by **EVA YANTI** (Student Number: **F041171019**) entitled:

**THE SHOCK CULTURE PROBLEMS OF MAIN CHARACTER IN
PLATH'S THE BELL JAR**

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 9 August 2021

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THESIS
THE SHOCK CULTURE PROBLEMS OF MAIN CHARACTER IN
PLATH'S THE BELL JAR

BY
EVA YANTI

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It has been examined before the Board of Thesis Examination

On 9 August 2021

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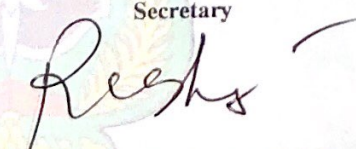
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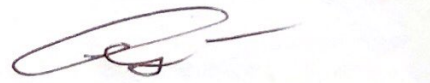


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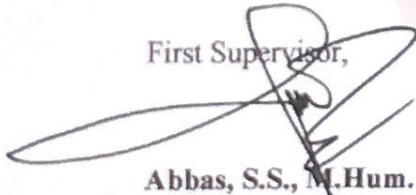
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With reference to the letter of the Dean of Cultural Sciences Number 272/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the thesis draft by **Eva Yanti** (F041171019) to be examined at the English Department, Faculty of Cultural Sciences.

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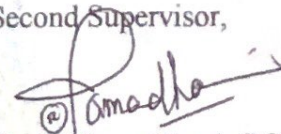
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STATEMENT OF WORK'S ORIGINALITY

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Department : English Literature Study Program

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

Makassar, 9th August 2021



Eva Yanti

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Makassar, 30th June 2021
The writer,

Eva Yanti

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ABSTRAK

Eva Yanti. 2021. *The Shock Culture Problems of Main Character In Plath's The Bell Jar*. (Dibimbing oleh **Abbas** dan **Rezky Ramadhani**)

Penelitian ini bertujuan untuk menggambarkan shock culture yang dialami tokoh utama dalam novel *The Bell Jar* karya Sylvia Plath. dalam penelitian ini juga penulis menjelaskan berbagai permasalahan shock culture yang mempengaruhi Esther Greenwood.

Pendekatan sastra yang digunakan penulis adalah Pendekatan Strukturalisme yang menekankan analisis pada unsur intrinsik karya sastra, yakni penokohan, plot, setting, dan tema. Kemudian penulis menganalisis data dengan menggunakan metode deskriptif pada sumber data penelitian, yakni novel *The Bell Jar* karya Sylvia Plath. Teori *shock culture* digunakan sebagai landasan pemikiran dalam penelitian ini.

Hasil penelitian ini menunjukkan bahwa culture shock yang dialami tokoh utama dalam novel *The Bell Jar* meliputi perasaan iri dengan perbedaan kebiasaan wanita seusianya, harapan Esther sangat bertolak belakang dengan harapan masyarakat dalam hal sex dan karier, dan asumsi Esther yang berbeda dengan circlenya. Hasil penelitian ini juga menunjukkan bahwa berbagai permasalahan shock culture yang berpengaruh pada Esther antara lain dia menjadi depresi dan mencoba bunuh diri beberapa kali.

Kata Kunci: *Shock Culture, Pendekatan Strukturalisme, Novel The Bell Jar.*

ABSTRACT

Eva Yanti. 2021. *The Shock Culture Problems of Main Character In Plath's The Bell Jar*. (Supervised by **Abbas** and **RezkyRamadhani**).

This research aims to describe the main character's experiences of culture shock in the novel *The Bell Jar* by Sylvia Plath. In this research, the writer also explains the shock culture problems effected Esther Greenwood.

The literary approach used by the writer is Structuralism Approach which emphasizes the analysis of the intrinsic elements of literary works, namely characterizations, plots settings and themes. Then the writer analyzed the data using descriptive methods on the research data source, namely the novel *The Bell Jar* by Sylvia Plath. The theory of culture shock is used as the rationale for this research.

The result on this research indicates that the main character's experiences of culture shock in the novel *The Bell Jar* includes feelings of envy with the differences habits of women of her age, Esther's expectations are in stark contrast to society's expectations in terms of sex and carrier, and Esther's different assumption with her circles. Also the result on this research indicates that the shock culture problems effected Esther includes she become depressed and tried to kill herself several times.

Keywords: *Shock Culture, Structuralism Approach, The Novel The Bell Jar.*

CHAPTER I

INTRODUCTION

The first chapter of the thesis is an introduction which includes an overview of the preparation according to the title. The writer arranges chapters from a summary of each content from chapter by chapter which is divided into six chapters, namely background, identification of problem, scope of problem, research questions, objective of study, and sequence of writing.

1.1 Background

Human life is filled with interactions in maintaining life, better interaction with humans, and interaction with nature. Interaction is part of the dependence of human beings and nature. Every human being has a pattern of life that reflects the cultural elements. Human nature creates a dynamic pattern of life she lived too, can change and cause problems especially on the psychological side, one of them is the problem of culture shock. According to Oberg (1960:142), culture shock is a depiction of the response which profound and negative of depression, frustration, and disorientation experienced by people who live in a new cultural environment. This term expresses the lack of direction, feeling of not knowing what to do or how to do everything in a new environment, and not knowing what that does not fit or appropriate.

Culture Shock is a situation that is perceived by someone who is associated with changes in feelings, behavior that occurs suddenly when a person moves to a new environment. Culture shock is caused by the anxiety of the disappearance of the signs and the symbols in social interactions. For example, when shaking hands and what should someone say when you meet with other people, when and how we give tips on

how to shop, reject and accept the invitation, and so on. This instruction refers to how a person in speech, body movements, facial expressions, customs, or norms, as have many people learn since childhood. When a person enters a foreign culture, all or almost all of these instructions vanish. He is like a fish out of water. The person will lose grip and then experience frustration and anxiety. First of all, they will reject the environment which cause discomfort and blasted the environment, and considers his hometown better and feels is very important. Culture shock can be studied through a variety of fields and media, one through the novel, *The Bell Jar* by Sylvia Plath.

The novel *The Bell Jar* tells the story of a young woman, Esther Greenwood. She comes from a middle-class family who lives in a small town on the outskirts of the city of Boston. The story begins when Esther Greenwood, the main character gets an invitation as a guest editor of a famous fashion magazine in New York for winning a scholarship. There she experienced a variety of experiences. She became acquainted with one of the winners there namely, Doreen who is a lesbian.

Esther did not like and was not comfortable being in there because the life there is different from the life she had at her place of residence, where the life in New York is more glamorous. After Esther returned to her home, her mother asked that she no longer continued her studies in writing. She was asked to learn shorthand stenography, to become a secretary, and married. The culture requires women to do such work, but she refuses. Once, Esther saw a picture of a fig tree, which depicts a woman with various tiring and shackled activities, taking care of the household, children, husband, and career. Since that time, Esther began to waver. She is very ambitious to become a famous author and successful woman in career, while the

culture at the time of it indeed requires women to marry and take care of domestic chores.

Betsy, one of the friends of Esther's in New York, aspires to be a housewife in a suburban village. She does not care even if she won the contest to write in a famous fashion magazine in New York. Esther saw that the women turn out to feel comfortable obeying these norms that exist, like Mrs. Willard, Dodo Conway and Betsy for example, where they glorify the realm of the domestic household, which often ignores the injustice that happens in it.

The main character in the novel *The Bell Jar* named Esther Greenwood feels depressed with things that are not in her wishes. She vacillated between career during this time she aspires to or be a housewife. She does not feel able to undergo all of that, while people around her are capable of it. She was depressed, she was no longer able to write. Her mind began to split between the demands of the self to be an excellent writer, and the demands of the society to take care of household chores, as she had seen in the analogy of the tree of the fig tree. Esther did not feel able to do everything. Due to severe depression, Esther was rushed to the psychiatrist and tried to commit suicide many times. Esther no longer able to issue her alert in writing. Based on the facts in the novel prompted the authors to analyze the causes and consequences of the problem of culture shock faced by the main character by formulating the title *The Shock Culture Problems of Main Character in Plath's The Bell Jar*.

1.2 Identification of Problem

The novel *The Bell Jar* has a story related to the issue of the life of the community, namely the culture shock problem. The writer is interested to analyze the

main character experiences of culture shock and the shock culture problems effected Esther Greenwood in the novel by identifying some issues as follows:

1. Culture Shock is a reaction to the negative emotions felt by the individual when switching to a new culture that is very different from the culture of origin.
2. The novel has several prominent figures, including Esther, Buddy, and mother Esther involved in the problems experienced by the main character in the story.
3. Esther had problems with culture shock so which makes it a major depression.
4. The problem in the story is not resolved even ends with a suicide attempt by the main character.

1.3 Scope of Problem

The writer focuses on the shock culture problems effected Esther Greenwood by applying the Structuralism Approach.

1.4 The Research Questions

The writer found several aspects that can be determined as the questions for this research as follows:

1. What are the main character's experiences of culture shock in the novel *The Bell Jar*?
2. How do shock culture problems effected Esther Greenwood based in the novel?

1.5 Objective of Study

Based on the research questions, the writer formulates the purpose of this study as follows:

1. To describe the main character's experiences of culture shock in the novel *The Bell Jar*.
2. To explain the shock culture problems effected Esther Greenwood based in the novel.

1.6 Sequence of Writing

This study is divided into five chapters. Chapter one is an introduction that consists of the background of the writing, identify the problem, scope of problem, research questions, research objectives, and the sequence of the writing. Chapter two consists of a literature review that provides an overview of some of the previous researches and apply some theory to support this analysis. Chapter three consists of the methodology that the authors use in analyzing novels, including the method of data collection, and data analysis methods. Then, chapter four is the center of the analysis, which describe the main character's experiences of culture shock and the shock culture problems effected Esther Greenwood based in the novel *The Bell Jar*. Chapter five is the last chapter which concludes the whole research into a summary analysis and advice.

CHAPTER II

LITERARY REVIEW

This chapter describes some of the previous research related to the research. This also consists of the structuralism approach to analyze the novel and the theory of culture shock to form analysis.

2.1 Previous Study

Previous research is one of the references used by the writer to support this research. The writer found three studies that discuss the object and the approach or the same theory at the Faculty of Cultural Sciences Universitas Hasanuddin such as Norpa T. Palayukan (2010), Tri Nurlianingsih (2014), and Alim Imam Muttaqin Wahiduddin (2016).

The first research of the thesis was conducted by Norpa T. Palayukan entitled *Cultural Clash in "The Secret Garden" by Frances Hodgson Burnett*. Her research focused on Mary, the children in her new place. She moved from India to Yorkshire, England. The results of this thesis indicate that a cultural clash has occurred around the main character, Maria. She accompanied several others around her like Mrs. Medlock, Martha and Collin. In Yorkshire, disputes always occur between them because Mary does not know about each other's customs and culture.

The second research of the thesis was conducted by Tri Nurlianingsih entitled *Esther's Problems of Personality as an Impact of Her Failure in Accomplishing Self-Identity* by using the psychosocial analysis. This research aims to identify the stage of psychosocial development which are not successfully handled by the main character in *The Bell Jar* and explain the impact of the failure on her personality. To analyze the object of research used the theory of psychosocial by Erickson and qualitative research method of content analysis. The authors found that the crisis psychosocial

happens in the life of the main character is based on the theory of psychosocial development, Erikson's Identity versus Role Confusion. At this stage, she also identified the experience of the main character against the two main problems of the diffusion of identification in adolescence, namely the diffusion of identity and the identity of the negative.

The last research of the thesis was conducted by Alim Imam Muttaqin Wahiduddin entitled *The main Character's Nervousness in Poe's Short Stories The Black Cat and The Tell-Tale Heart*. In his thesis, he focused to analyze nervousness as represented by the main characters in Poe's short stories, *The Black Cat* and *The Tell-Tale Heart*. He employed Sigmund Freud's psychoanalysis theory to find out what happened to the main characters' psyche and to reveal the signs, symptoms, and impacts of antisocial personality disorder through the main characters in Poe's short stories, *The Black Cat* and *The Tell-Tale Heart*. The results of the research showed that nervousness in Poe's short stories is revealed through some aspects, they are characters and conflicts. Essentially, the main characters of both short stories show signs and symptoms such as disregard for right and wrong, persistent lying or deceit to exploit others, being callous, cynical, and disrespectful of others through the reflections of their unstable inner minds, and unexplainable flaw in their personalities. Those conditions create fatal action such main character becomes the aggressor or assailant by attacking an innocent victim.

Based on the several researches above, the writer assumes that there are similarities and differences between previous research and the research analyzed, both from the theory and object approach used. The similarity is that the research above uses a structuralism approach to analyze the problems faced by the main character and

uses the same object. In addition to similarities, the authors also found differences between previous studies and the research conducted by the authors. The difference is Norpa T. Palayukan focus on the analysis of the problem of culture shock on the main character in the novel is different, and Tri Nurlianingsih using analysis of psychosocial to know the stages of psychosocial development which has not been successfully handled by the main character, and Alim Imam focused analyzing the nervousness experienced by the main character in the short story by using psychoanalysis. Another difference that makes this research different from previous researches is the object of the research and the causes of the conflict in this novel. Therefore, the results of this research contrast with the analysis in the previous study.

2.2 Structuralism Approach

Structuralism or approach intrinsically considers that the convention can be detected and described autonomously through the analysis of the structure of the literary text, separated from the background history of the writer or the so-called extrinsic elements.

The approach of structuralism would rule out a view of what is to be expressed through literary works, while theory is the analysis of the main. Ryan (2007:41), structural approach is an approach that only focuses on the intrinsic elements of literary works. This is a literary theory that departs from the assumption that a literary work consists of several elements that are bound together. These elements influence each other and eventually work as an autonomous structure.

In addition, there are three main ideas described in structuralism according to Jeans Peaget (1972:75). To begin with this idea of wholeness means that each intrinsic

element that makes up the story is the key to determining the overall structure and other elements as well. Second, the notion of transformation which means that the structure and principles of transformation produce new materials. Lastly, the notion of independent order (self-regulation). It is noteworthy that what is in the work itself is autonomous and able to prevent its transformation without any outside influence.

The approach of structuralism has been known since ancient Greece by Aristotle with the concept of wholeness, unity, complexity, and coherence. Teeuw (1998: 121-134), structuralism literature is growing rapidly, especially in the revolutionary atmosphere of the 1920s. This approach was created around the years 1915 and 1930 by Formalist Russia. The Formalists have begun to develop their ideas before the Russian Revolution broke out in 1917 (Sturrock, 2003: 99).

In relation to structuralism approach, Aminuddin (1987:52) said that the *literatura* is a verbal structure which has its own autonomy apart from other elements outside it. The basic assumption is literary text is seen as a complete work and has its inner coherence. In its totally, every part of element it plays authentic role. In addition, the elements furthermore has its complete meaning from the entire of the text. A literary work according to the structuralism is totality constructed coherently by its various elements (builders). On one parties, the structure of literary works can be interpreted as composition, affirmation and the description of all the materials and part of the component which are in turn together forming a beautiful roundness (Abrams in Nurgiyantoro, 2010:71).

On the other hand, the structure of the literary works also springs on understanding of inter-elemental relation (intrinsic) that are mutual determine, influence each other that together from one unified whole. By itself, isolated from the

whole, the material, the elements, or the parts are not important, even meaningless. Each section will become meaningful and important after being in connection with the parts others, and how it contributes to the overall discourse (Nurgiyantoro, 2010:36).

Based on the explanation above of structuralism approach, the writer understands that the structuralism approach is an approach literature that works by analyzing the structural elements that build literary works from within, as well as looking for relationships or linkages of the elements with one another in order to achieve unanimity of meaning. The writer only focuses on intrinsic elements in this analysis. Furthermore, the writer describes the intrinsic elements of novel *The Bell Jar* by Sylvia Plath such as in the character, plot, setting, and theme.

2.2.1 Character

Character is one of the most important elements in literature, especially in novels. The existence of characters in stories related to conflict creation. In this case, the character plays an important role in creating conflict in fiction. The character given will be reflected in the mind, speech, and character's view of something. Characters can be people, animals, objects, and others.

According to Bennet and Royle (2004: 60), the character is the life of literature, the objects of our curiosity and fascination, affection and dislike, admiration and condemnation. Character is the most important element in a story because it has the important role in running events in the story. The existence of a character in a story is related to the creation of a conflict. In this case, the character has an important role to make a conflict in fiction.

Abrams (1991:32) stated that the character is the name of a literary genre. It is short and usually witty, sketch in prose of a distinctive type of person, the character represents a subject. It is about who the doer in the story is. The characters live in a story, like being human. It needs to be alert for how we are to take them, for what we are to make of them, and we need to see how they may reflect our own experience. Many people experience as characters done. It also needs to observe their actions, to listen to what they say and how they say it, to notice how they relate to others characters respond to them, especially to what they say about each other.

In some works, a character may offer signs of the progress and the completion of narrative pattern. John C. Gerber (1948: 68) explained that a character score of novelty in an unchanged scene may be change in the character himself. Also, a character is sense of change in a scene which remains the same, in another narrative, may show a shift in thought and feeling.

Nurgiyantoro (2010: 176), mentioned that character can be categorized into several naming types at once. The first is character can be divided into the main character and minor character.

1. Main character is the center of the story because the main character dominates in a story and certainly has an important role in the story. Usually, the main character always appears in every event or although the main character is not shown in certain events but the incident is very closely related to the main character. Although the main character always dominates in the story, the main character also needs another character as a minor character.

2. Major character has a role to create situations and provoke conflict for the main characters. For that, the major character is only present in some parts of the story and appears if the role is related to the main character.

Besides the main character and minor character, the character can be divided into protagonist and antagonist according to Althenberd and Lewis (1966: 58). The protagonist is the character that the reader admires, sometimes called the hero of the story. This character is the personification of norms and values which are ideal for the reader. The protagonist shows something that agrees with the reader's view and hope. On the contrary, the antagonist is the character that caused the conflict in the story. Sometimes the antagonists are called the enemy of the protagonist because it is believed as the opposition of the protagonists, directly or indirectly, physically.

Based on some explanation related to the character above, the writers conclude that character is one of the elements in literary work which has a role to build interaction and conflict in the story. The character can be divided into the main character and other characters. The character also can be divided into protagonist and antagonists.

2.2.2 Plot

Plot is a very important basic framework. It regulates how actions related to each other, how the accident related to another accident, and how the character explained to a role in that accident. It is that contains the sequence of events but each incident is only connected in cause and effect, an event which caused or led to the occurrence of other events. According to Stanton in Nurgiyantoro (2010: 119), the plot is a sequence of events connected by causality, one event caused by or causing

other events so it is the interlacing of events in literary works for achieves a certain effect.

Freytag Gustav in Waluyo (2001: 8-12), the components of a plot contain exposition, rising action, climax, falling action, and resolution.

1. Exposition

This section presents the characters and the setting, showing which characters are involved and also introduced the basic situation. The exposition has the purpose to understand the progress of actions to the future, which includes knowledge about the characters and how they connect.

2. Rising Action

In this part of the conflict begins to happen. The conflict occurred on the protagonist caused by the protagonist. The goal is that the protagonist does not enjoy his life. The conflict can be divided into two types, namely internal conflict and external conflict.

3. Climax

The climax is one of the parts in the elements intrinsic in which the main character / the main take big decisions that determine the outcome of the story they are as a person. This is where the conflicts that have been raised began to increase.

4. Falling Action

In the falling action, the feeling that the ends of the bound. However, this is often a time when most of the tension in the story because it is a phrase where everything goes most wrong.

5. Resolutions

In the resolution, the tying up of loose ends and all of the threads in the story. The hero character either emerges triumphant or is defeated at this point. The end of a story could happen in three ways, they are happy ending, unhappy ending, or twist ending.

Based on some explanations related to the plot above, the writer concludes that plot is an important element in a story. It is intended to provide the reader with an understanding of how an event can relate to another. The plot also reveals why and how an event or conflict can occur and then reveals the consequences of the events that occurred.

2.2.3 Setting

Setting is a description of the place, time, and circumstance of events in a literary work. According to Klarer (2004: 25), setting denotes the location, historical period, and social surroundings in which the action of a text develops. It can represent the places in which characters appearance, and the social context of character. It is also the environment that surrounds an event in the story, the universe that interacted with the events that are taking place. Backgrounds can intangible fixed times (day, month and year), the weather, or a period of history (Stanton, 2007:35). The presence of background in a fictional story is very important. Fiction as a world within the world the possibility is equipped with occupant characters and problem. Attendance characters require absolute space and time.

There are three elements of setting related to the fictional story, those are setting of place, setting of time and setting of society. The whole settings have a

potential of determining the theme of story. According to Abrams (1999: 284), all three elements have their own problems and can be discussed on their own, however: the three elements of the setting are interrelated and interact with each other.

1. Setting of Place

Setting of place usually leads to the location of events that are told in a work of fiction. Usually, the placenta story corresponds to the one in the real world such as New York, London, and Athena. Those are the places that exist in real life but there are also places which unfound in the real world but the places are created in the story.

2. Setting of Time

Setting of time is the time in the story happened. Typically, the time is associated with a factual time or the time relatea with a story event. The connection between time and historical even can make the reader more interested and can make the reader feel the atmosphere at a certain time.

3. Setting of Society

Setting society refers about matters that related to the behavior of the social life of the community in the place of the story. It can be habits, customs, traditions, beliefs, the views of life, the way of thiking and how to behave. In addition, setting of society also relates to the social status of the person concerned, wetherher or she is a low, middle, or upper social status.

Based on some of the explanations related to the setting above, the writer concludes that the settings are forming elements of the very important story because they can determine the general situation in a literary work. The Setting greatly affects

the atmosphere, the events, the subject in the story, and the theme of the story. Settings can also give a realistic impression for the reader, creating a certain atmosphere that seems to exist and happen.

2.2.4 Theme

Theme is the main idea or meaning contained in a story that the author conveys through the storyline. So, the story does not only contain a series of events arranged in a chart, but also has a specific purpose. According to Robert and Jacobs (1987:59), the theme of a story is whatever general idea or insight the entire story reveals. In literary fiction, a theme is seldom so obvious. That is, a theme need not be as a moral or a message; it may be what the happenings add up to, what the story is about. For the meaning, we must look to other elements in the story, besides what happens in it, theme is the general basic idea that sustains a literary and inherent work in the text as a semantic structure concerning equations or differences. Theme as the main meaning of a work of fiction is not intentionally hidden because it is exactly what is offered to the reader.

The existence of the theme is depending on the various other elements in the literary works. It was in the cause of the theme, which in fact only in the form or meaning of the general basic idea of story, cannot be presented without uncertainty of the form that holds it. Another thing that can be done to easily identify a theme is to carefully observe each conflict because the conflict usually contains something useful so that readers can identify the theme of a story.

Theme is main idea or an underlying meaning of literary work which can be state directly or indirectly. Theme is an important element because it is attached to the whole story from start to finish and also be more than one theme. Theme is not

mentioned clearly in the story but the theme can be determined by understanding the story especially in the part of conflict.

2.3 Theory of Shock Culture

When an individual derived from two different cultures meet, then they will have difficulty in communicating with each other. Such situation often doubts the two different groups that have the same language but have different dialect. These similarities can obscure the differences in meaning that exist in these cultures. When individuals from two different cultures meet, they will have difficulty communicating with each other. Such situations often cast doubt on two different groups who have the same language but have different dialects. These similarities can obscure the differences in meaning that exist in the culture. Individuals who leave their origin country tend to get negative treatment from other groups. The relationship of psychological problems as the local population with arrivals and the satisfaction of the local population are positively associated with the psychological well-being of migrants. It takes individual skills to easily adapt.

The term culture shock has been known by some people and some people have never experienced it. This reveals the person's lack of direction, feelings of not knowing what to do or how to do things in a new environment, and not knowing what does not fit or is appropriate. Many people experience culture shock when they first visit in a new environment, even though they have prepared themselves, they still feel shocked when they find out that the surrounding environment is very much different from the previous environment. For example, when there is a student from an area who continues his education at a high school in a city. When entering a new environment, the first thing a person feels is a feeling of discomfort or unfamiliarity

with the environment. A person will feel the difference, starting from the way of speaking, behavior, and habits of the people around him. This makes a person feel that the original environment is better than the new environment, this is called culture shock.

2.3.1 Culture Shock Definition

Culture Shock is a situation that is perceived by someone who is associated with changes in feelings, behavior that occurs suddenly when a person moves from an environment to a new environment. Culture shock is caused by the anxiety of the disappearance of the signs and the symbols in social interactions. For example, when shaking hands and what should someone say when you meet with other people, when and how we give tips on how to shop, reject and accept the invitation, and so on. This instruction refers to how a person in speech, body movements, facial expressions, customs, or norms, as have many people learn since childhood. According to Mulyana (2006: 59), when a person enters a foreign culture, all or almost all of the instructions disappear. A person will feel like a fish out of water. That person will lose grip and then be subjected to frustration and anxiety. First of all, they will reject the environment which causes discomfort and blasted the environment, and considers his hometown better and feel is very important. People tend to seek refuge with the gather with friends each other, the collection of which is often a source of allegations of emotional called inflammation with negative way.

Culture shock can also be defined as nervousness set, which arises from the loss of mental and symbols that are familiar in social relationships, including the various ways that direct a person in a survival situation, for example how to give orders, how to buy something, when and where we do not need to respond. According

to Mulyana (2006:3), culture shock is a term used to describe the feeling of confusion and doubts that may be experienced by a person after he left the culture known to live in a culture that is new and different. From these definitions, it can be concluded that culture shock is a problem that involves a feeling, a way of thinking and behaving on an individual when confronted with a difference of experience and culture.

2.3.2 Dimensions Of Culture Shock

Ward (2001: 267-268) divided the culture shock into some of the dimensions that are called the ABCs of culture shock, namely affective, behavior, and cognitive.

1. Affective

This dimension is associated with feelings and emotions which may be positive or negative. Individuals experiencing confusion and feeling overwhelmed due to come into an environment that is not familiar. The individual feels confused, anxious, disorientated, suspicious, and also sad because she comes to an environment that is not familiar. In addition, the individual is not comfortable, not safe, afraid of being cheated or hurt, missing family, friends, homesickness, and loss of identity.

One of the phases that one feels when experiencing culture shock is the phase of the prisoner, namely the phase of the crisis in culture shock. In this phase, usually a person will be faced with very difficult circumstances, arising uncomfortable feeling, anxiety, a sense of wanting to reject what is felt but could not do anything. For example, a woman who recently got married in a tradition of Bugis requires to follow her husband. In this situation a wife will find various differences when in a new environment, such as feeling uncomfortable because she is in an environment which the people around her are people who she did not recognize before, and also do not

know the character of these people. Someone will feel lost because they do not know how to open a discussion because the language used is different.

2. *Behavior*

This dimension is associated with the concept of cultural learning and the development of social skills. Individuals experience errors in the rules, habits and assumptions that govern interpersonal interactions, including verbal and nonverbal communication, which vary across cultures. Foreign entrants who have less knowledge and social skills that are relevant to the local culture will have difficulty initiating and maintaining harmonious relations in the neighborhood. Their behavior are not appropriate in culture can lead to misunderstanding and violation. It may also be able to create their personal and professional life less effective. In other words, individuals who are not skilled in the culture will be less likely to achieve their goals.

South Sulawesi is known to have some tribes. In this area, there is a tribe that has an unusual habit called the Suku Kajang. The tribe is one of the tribes that are still very traditional. They only use the black color as the outfit. The tradition of the tribe Kajang upholds the customs where the travelers were obliged to dress in all black, cannot use footwear, and do not use electronic equipment. The color black has a deep meaning. People in this tribe believe that by wearing black, humans have the same position as other humans. Analogy is practiced in all things, including simple analogy. In this event, if someone wants to visit the location, someone must first know what is appropriate and not in accordance with the traditions that exist in the tribe. If someone does not follow the rules such as using black cloth as clothing and entering the location without using footwear, it will be difficult to maintain harmonious relations with the people in the tribe.

3. *Cognitive*

This dimension is the result of the aspects and behavior that change the perception of individuals in ethnic identification and values due to cultural contact. When contact occurs in culture, the loss of the things that are considered true by the individual can not be avoided. The individual will have a negative view, the difficulty in the language because it is different from the country of origin, the individual mind is fixated on one idea, and have difficulty in social interaction.

For example, when someone from a male-dominated culture finds a society that recognizes gender equality, then that individual will be in conflict between two positions in cognition, both for foreigners and local residents. This will affect their perspective, whether they will change their perspective to accept gender and whether one party will influence their perspective as a result of cultural contact. This view can be in the form of interpretations of physical, interpersonal, institutional, existential and spiritual events as cultural manifestations of diverse cultures.