

CHAPTER I

INTRODUCTION

1.1. Background of study

Multiculturalism describes the manner in which a given society deals with cultural diversity. The root of multiculturalism, as stated by Parsudi Suparlan (2002), is culture, specifically culture as it is understood from its role as a guide for human life. Multiculturalism expresses the view that society is enriched by preserving, respecting, and even encouraging cultural diversity. Multiculturalism is the way in which a society deals with cultural diversity, both at the national and at the community level.

As anything in the world bring the good and the bad, so does multiculturalism. Oberg (1960: 171) states that culture shock is one of the effect that multiculturalism brought. Culture Shock, as defined by Oberg (1960: 170), is the state in which people are inside the unfamiliar culture and feel anxious about their new social interactions. It is the shock resulted from a cultural clash that is considerably different from the preceding society.

People must adapt to the new surroundings and the new culture when they leave the familiar social setting where they feel safe and secure and move to a different cultural context, as is the case with students who choose to spend some time abroad. It should not be expected that the target culture follows the same patterns as the culture of origin because every culture, not just each country, has its own unique ways of understanding the world and ways of interpreting it.

According to Oberg (1954) standpoint, the impact of culture shock is that individuals who move abroad will be exposed to a response that at one point or another, they will be unable to interpret coherently because they will be attempting to use interpretation patterns that worked in their original culture but may not always work in the target culture. It has been established that anyone who enters a new cultural setting will experience culture shock. The only difference will be how much this person will be impacted.

Culture shock and multiculturalism were major themes in *Emily in Paris*. In most of the episodes of *Emily in Paris*, simple different cultural things can be commonly seen. The primary character Emily was the one who experienced culture shock. Although the writer can further evaluate various instances of culture shock in this movie, Colleen Ward's theory on culture shock is the one that should be used to examine the cultural shock experienced by Emily, the main character.

In its first 28 days after release, the movie attracted 58 million views worldwide, making *Emily in Paris* movie series by Darren Star the most watched comedy series on Netflix in 2020. Lily Collins (Emily), Lucas Bravo (Gabriel), Ashley Park (Mindy), Philippine Leroy-Beaulieu (Sylvie), and many other actors starred in this series when it was launched in 2020. The American Romantic Comedy Drama and the inclusion of multicultural aspects from American and French culture are the series' fascinating themes, which are driving its popularity.

Set in Paris, Emily Cooper an American college graduate in her late twenties with a Master's degree in communications who is from Chicago and also an aspiring marketing executive, who was moved to Paris for an unexpected job opportunity to

provide an American point of view to a French marketing firm. She is tasked with bringing an American point of view and social media presence to a venerable French marketing firm. There, she struggles to succeed in the workplace while searching for love and experiencing a culture clash with her conventional Midwestern U.S. upbringing. She must learn to adapt and overcome the challenges that arise within her work, love life, and friendships. She learns to balance her work-life with her personal-life all while attempting to fit in with the Paris lifestyle.

The Cultural Shock theory of Ward will be applied to this study. According to Ward (2001: 81), there are four stages of culture shock namely the honeymoon stage, crisis stage, recovery stage, and adjustments period stage. A foreigner in the early stages of their time abroad is likely to find everything about their new environment to be charming and fascinating. This is known as the honeymoon stage of culture shock. This happens before the environment undergoes significant changes that can impact their way of life. The second stage is crisis phase. At this point, the difficulties of the new environment start to be felt, and its effects can be experienced. The person may feel lonely, confused and homesick. Besides facing everyday challenges, communication problems also contribute to increased frustration and loneliness, leading to a lack of self-confidence. The third stage is recovery period. The process of adaptation begins at this stage. The person starts to understand things as they adapt to the new environment. As people become more skilled at dealing with their new surroundings, and obstacles seem less daunting, their self-confidence may increase. The fourth stage is the adjustment phase. During this stage, there is more acceptance and self-confidence demonstrated. After

achieving acceptance, a person tends to compare their current situation with their childhood home less frequently. They may find themselves in a better position to enjoy their new life according to their own desires.

The person reaches a level of tranquillity and confidence when they feel comfortable and easily adapt to their surroundings. They often have a deep understanding of the local culture, enabling them to assess it objectively compared to their own culture. Furthermore, they are capable of evaluating both the positive and negative aspects of both cultures without harbouring strong prejudices towards either one.

This research is created with the aim of examining the intrinsic elements, the factors, and stages of culture shock experienced by Emily as the main character depicted in the series *Emily in Paris* season 1 using Colleen Ward's culture shock theory. From using this theory, the analysis of culture shock can be seen from various aspects, namely aspects of how to understand a culture shock, aspects of seeing the stages of development in adapting to a new culture, and aspects of seeing how the culture shock and its adjustment are depicted.

1.2. Research Problems

1. How are the intrinsic elements in *Emily in Paris* depicted?
2. What factors cause the main character Emily experience culture shock?
3. What are the stages of culture shocks that the main character Emily experienced based on the series?

1.3. Objectives of the Study

The research objectives will be based on the formulation of the problem, there are two objectives:

1. To analyze the intrinsic elements depicted by Emily in *Emily in Paris* season 1.
2. To analyze the factor that caused the main character to experience culture shock.
3. To analyze the stages of culture shock process described in the series *Emily in Paris* season 1.

1.4. Previous Studies

There are several studies related to the culture shock theme but not many the series *Emily in Paris* as a subject. The relationship between a new culture and the psychology of a person experiencing it is the focus of Xia's (2009) analysis of culture shock, which is titled Analysis of Impact of Culture Shock on Individual Psychology. This analysis explains that culture shock has a significant effect on a person's psychological health. This study discusses how each person must understand the various stages that take place when integrating into a new culture. Additionally, extensive education regarding the new culture must be obtained. Thus, culture shock can lessen its effects on each person even more. According to this study, everyone must have a high level of self-confidence when interacting with a new culture. They must develop the confidence to join and fit in with the new society. If not, those who have only recently assimilated into the new culture will experience psychological stress that causes confusion and a loss of identity, a condition known as psychological disorientation. Thus, some of the key things for

people to learn before entering a new culture include a deeper understanding of the new culture, the stages of cultural shock, and high self-confidence.

Another culture shock analysis by Daniela (2015) explains the examination of cultural shocks that happen to persons who have just entered a culture under the heading *The Culture Shock in an Intercultural Society*, which in its discussion goes into further detail about the stages in a culture shock. This study further explains in its discussion how someone initially experiences excitement, bewilderment, tension, and a lack of direction when they enter a new culture before eventually adjusting to it. Making cultural contact with the community is the most important thing to do in this situation. In order to further reduce the consequences of cultural shocks, communication must be established between the old and new populations.

The experiences of various international students who have lived in Melbourne are covered in a study evaluated by Belford (2017) entitled “International Students from Melbourne Describing Their Cross-Cultural Transitions Experiences: Culture Shock, Social Interaction, and Friendship Development”. In his talk, he examined how eight international students from different nations dealt with the cultural shocks they encountered in their new societies, particularly Australia. He applied the technique by speaking with a few of these overseas students and then examining their responses using a Cultural Transition perspective. His examination demonstrates how the eight students were initially taken aback by the unfamiliar society they encountered, particularly in terms of its ethics, language, and way of life. Sometimes during the process, shocks occur that leave a person feeling perplexed, lonely, and occasionally stressed.

However, he also revealed that humans need to process by taking a long time to be able to accept completely and assimilate with the existing culture.

One of the most recent study on cross-cultural shock was published in the journal U-Curve, Squiggly Lines or Nothing at All by Viol & Klasen (2021). The adaption process of Erasmus students was covered in the article "Culture Shock and the Erasmus Experience." 50 participants in the Erasmus International student exchange were interviewed for this study. It is clear from the debate that each student is at a different stage of adaption. This is a result of social variations and how each civilization handles the introduction of foreign cultures. It claims that while not all students experience culture shock because they are accustomed to interacting with people from different cultures, it has a significant impact on those who do for the first time.

After searching for the information about the object of the study, the author did not find any study which discusses the issue that the author has lifted on the chosen object.

1.5. Scope of the study

In this research, the writer needs to limit the problems that will be analyzed further. The limitation has a purpose to get the specific results. In this research, the writer analyzes further about the extrinsic aspects in the series *Emily in Paris* season 1. In the extrinsic aspects, the writer focuses to show the main character's culture shock stages and factors as seen on the series *Emily in Paris* season 1 by Darren Star.

1.6. Research Method

The researcher employs descriptive qualitative research as the method of study. With the aid of descriptions, qualitative research seeks to comprehend phenomena related to what the study subject experiences, such as behavior, perception, and action. This study generates words or phrases that describe the persons and behaviors that will be observed as descriptive data. According to Sugiyono (2015: 15), qualitative approaches make research decisions based on the total social context, which includes the locations, people, and activities that interact in a synergistic way.

1.6.1 Method of Data Collection

The researcher will use library research as the method research. According to George (2008), this data collection process started with watching the show and repeatedly reading the script. The major goal of viewing the show and reading the script is to obtain broad information, including the ability to recognize characters and comprehend the series' themes, conflicts, and narratives. The second step was to enjoy watching the show and reading the scripts, with the goal of appreciating the author's writing style, experiencing emotions, and comprehending the topics in the show. The final step involved closely watching and reading the series script in order to provide a more impartial viewpoint. The goal is to create a relationship between the series and its background context.

1.6.2 Method of Approach

The researcher will use Guerin's exponential method (2005: 143) to analyze the intrinsic elements (character, setting, and conflict) as explained on page 10,

Colleen Ward's theory (2001: 81) to analyze the stages of culture shock as the extrinsic elements as explained in page 11, and also Blain Brown's theory (2012: 2) to analyze the cinematography element of the series as explained in page 16.

1.7. Writing organization

CHAPTER I This chapter contains the introduction of this study which consists of background of the study, research question, scope of the study, aim of the study, previous study, and the organization of the writing

CHAPTER II This chapter contains the theoretical framework and method of study which consists of the reviews of literature in supporting the data. This chapter contains of multiculturalism theme and cultural shock that brought up by other writers in different movies. This chapter also contains extrinsic aspects. Extrinsic aspects cover the multiculturalism in the series *Emily in Paris* season 1.

CHAPTER III This chapter contains the discussion about the series *Emily in Paris* season 1. This chapter also analyze the intrinsic elements and extrinsic aspects which is culture shock of the main character Emily in the series *Emily in Paris* season 1.

CHAPTER IV This chapter contains the conclusion of the research that has been finished by the writer.