

**ENGLISH SPEAKING DIFFICULTIES FACED BY JORDANIAN
INTERNATIONAL STUDENTS AT UNIVERSITAS MUHAMMADIYAH
SURAKARTA**



Submitted as a Partial Fulfillment of The Requirement
For Getting Bachelor Degree of Education
In English Department

By

AMALIA REININDA APRIALITA
A320130112

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADYAH SURAKARTA**

2018

APPROVAL

**ENGLISH SPEAKING DIFFICULTIES FACED BY JORDANIAN
INTERNATIONAL STUDENTS AT UNIVERSITAS MUHAMMADIYAH
SURAKARTA**

PUBLICATION ARTICLE

by:

AMALIA REININDA APRIALITA

A320130112

Approved and to be Examined by the Consultant Team

Consultant

A handwritten signature in black ink, appearing to be 'Fitri Kurniawan', written over a horizontal line.

(Fitri Kurniawan, M.Res.Ed)

NIK. 1202

ACCEPTANCE

ENGLISH SPEAKING DIFFICULTIES FACED BY JORDANIAN
INTERNATIONAL STUDENTS AT UNIVERSITAS MUHAMMADIYAH
SURAKARTA




by:

AMALIA REININDA APRIALITA
A320130112

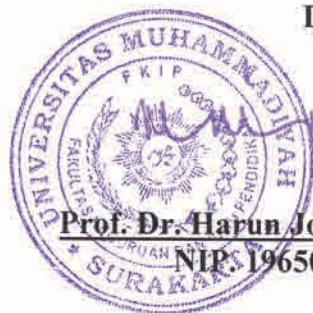
Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on February, 2018

Team of Examiner:

1. Fitri Kurniawan, M. Res. Ed
(Chair Person)
2. Aryati prasetyarini, M. Pd
(Member I)
3. Susiati, M. Ed
(Member II)

()
()
()

Dean





Prof. Dr. Harun Joko Prayitno, M.Hum.
NIP. 1965042819930300

TESTIMONY

I am the researcher, signed the statement below:

Name : Amalia Reininda Aprialita
NIM : A320130112
Study Program : Department of English Education
Title : ENGLISH SPEAKING DIFFICULTIES FACED BY
JORDANIAN INTERNATIONAL STUDENTS AT
UNIVERSITAS MUHAMMADIYAH SURAKARTA

Herewith, I testify that there is no plagiarism in this Publication Article as far as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Not there are options of masterpiece which have been written or published by others, except those in which the writings are referred manuscript and mentioned in the literary review and bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 7 Juni 2018

The researcher



Amalia Reininda Aprialita
A320130112

ENGLISH SPEAKING DIFFICULTIES FACED BY JORDANIAN INTERNATIONAL STUDENTS AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

ABSTRACT

This research aims to explore English speaking difficulty faced by Jordanian international students at Universitas Muhammadiyah Surakarta. In achieving the objectives of this research, the researcher used qualitative method and hermeneutic phenomenology as an approach to collect and analyze data with semi-structured interview techniques in order to produce descriptive data appropriate from the participants perspective. Then moved in the form of words as a result of this research. The results of this research showed English speaking difficulties faced by Jordanian international students for the reasons such as anxiety, shame, and self-confidence. The important recommendation from the researcher that Jordanian international students should more practice English. In addition, they also have to interact with international students from different country and local students to overcome this difficulty.

Keywords: English speaking difficulties, Jordanian international students, Qualitative method, Hermeneutic phenomenological.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi kesulitan berbicara bahasa Inggris pada mahasiswa internasional Jordania di Universitas Muhammadiyah Surakarta. Dalam mencapai tujuan penelitian ini, peneliti menggunakan metode kualitatif dan fenomenologi hermeneutik sebagai pendekatan untuk mengumpulkan dan menganalisis data dengan teknik wawancara semi-structured agar menghasilkan data deskriptif yang sesuai dari perspektif partisipan. Kemudian dituangkan dalam bentuk kata-kata sebagai hasil penelitian. Hasil penelitian menunjukkan adanya kesulitan berbicara bahasa Inggris pada mahasiswa Jordania karena beberapa alasan seperti kesalahan, rasa malu, dan kurangnya percaya diri. Beberapa rekomendasi dari peneliti yang penting adalah mahasiswa internasional Jordania harus lebih banyak berlatih berbicara bahasa Inggris. Selain itu, mereka juga harus berinteraksi dengan mahasiswa internasional dari negara lain dan mahasiswa lokal untuk mengatasi kesulitan ini.

Kata Kunci: Kesulitan berbicara bahasa Inggris, Mahasiswa internasional Jordania, Fenomenologi hermeneutik.

1. INTRODUCTION

The difficulty experienced by Jordanian international students not only problem of language but also different style of thinking. Improving the ability of critical

thinking for international students can help them solving the problem with different aspects (Nigar, Khawaja & Helen 2011 P.205). According Mahmoud Al-Nakhalah (2016:96) that international students have a difficulty in speaking English because anxiety, shame, and self-confidence.

This typical condition seems to be faced Jordanian international students at Universitas Muhammadiyah Surakarta. Jordanian international students who study in Universitas Muhammadiyah Surakarta are vulnerable to experience the similar nature of challenge. International students studying at Universitas Muhammadiyah Surakarta may have been in difficulty speaking English because they are come from different nationalities; Jordan, Palestine, Morocco, and Thailand. While international students who relatively do not find challenge in speaking English are Uzbekistan, Uganda, Zimbabwe, Benin, Singapore, Laos, and Egypt (<http://kui.ums.ac.id/>).

Jordanian international students only use English frequently in class but rarely use English outside class. According Al-Jammal (2014:19) that the difficulty of speaking English occurs to Jordanian international students due to lack of time to practice speaking English and the lack of communication. In fact, they have English speaking difficulties and do not know how to apply English in their life because their native language is Arabic. Jordanian international students are expected to develop English facilities, enabling them to communicate spontaneously, effectively, and confidently on various topics (Jayyusi et al, 1990). Hence, Jordanian international students must have communication competence to avoid having English speaking difficulty anymore.

Jordanian international students have a problem affecting their learning and life. Language is a serious problem, and this is one of the keys of success for international students like them. Accents is one of the obstacles in language. For example, the Australian accent is a challenge for international students: it causes difficulties understanding the language for international students (Nigar, Khawaja, Helen 2011; Robertson et al 2000 cited by Sawir: 2005). Thus, Jordanian international students tend to communicate less with local students

and lecturers, but also influence their self-confidence as they may have difficulties on accent. Sawir (2005) claims that international students are embarrassed for fear of miss-imitating native speakers as well as lack confidence with local students especially in their learning with local students.

Adversity faced by Jordanian international students at Universitas Muhammadiyah Surakarta greatly affects self-confidence and their learning efficiency. Because they feel nervous, stress, scared, and shy with their limitation in using English. Al-Abri (2008) claims that improving their speaking skills by performing some oral activities in the form of songs, poems, simple stories, and conversational languages that allow students to have fun and enjoy learning. In addition, the high cost of study abroad caused great concern for many international students and caused tremendous stress. English can improve their academic achievement. Students attend English courses that can offered better performance in final exams, written exams, graduation rates in the first year (Andrade, 2006: 146). Hence, to avoid these kind of difficulties, Jordanian international students should take English language courses and improve their English speaking skills before they come to Indonesia so as not to have English speaking difficulty.

The researcher want to investigate how is the English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta. This research only focus on the experience and perspectives of Jordanian international students about English speaking difficulties. For this reason, the researcher must solve this problem from another point of view. In addition, this research will investigate what are the causes English speaking difficulties and what are the factors causing it.

2. METHOD

The type of the research is qualitative research because using this method the researcher can understand the phenomenon of English speaking difficulties from perspective of participants. Qualitative research is descriptive, also are concerned with process rather than simply with outcomes or products.

The object of this study is English speaking difficulties in the form of interview script of four Jordanian international students at Universitas Muhammadiyah Surakarta. The subject of the research four Jordanian international students studying at Universitas Muhammadiyah Surakarta.

3. FINDING AND DISCUSSING

3.1 English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta

3.1.1 Accents Difficulty

Accent is one of the problem causing English speaking difficulties. For example, American or British accents is a challenge for Jordanian international students; it tends to lead to them hard being understand. Jordanian international students feel confused because they do not understand when other international students speaking English with American or british accents.

Based on the interview it can be concluded that accent is one of the factors cause English speaking difficulty. This problem occurs in Jordanian international students at Universitas Muhammadiyah Surakarta. The participants said that English accents is really difficult to pratice, especially American and British accent, as they exposed in the interview;

American accent because its more easy than British and Australian accent. British accent, actually I don't understand about British accent. Hmm yes good more easy than British and other accents. I can learn with this accents.

For me, I like American accents. Why? Because its easy to learn English and many easy vocabulary too. British, of course I dislike British accents because when I visited Jogja and I meet native speaker use British always talk faster and how I can understand and repeat their words.

I like American accents more than British accents because it easier pronunciation to hear and practice for the beginner like me.

Based on the result on the interview, concluded that Jordanian international students have accents difficulty in English speaking because their real accent is Arabic accent. Other reason, it is not their real accent. It is equal to the theory by David (2003), he opined accent is a specific dialect distinguished by the phonological sounds differences and differences in pronunciation. Accents reveal clues about someone identity, social, and nationality. Hence, it not easy to pronounce and practice.

3.1.2 English Speaking is Difficult

English speaking is indeed relaxed and fun but Jordanian international students who do not like speaking English for various reason. For example, the participants assumed that English is not important in everything, whether in terms of accents, pronunciation, material, and grammar. Sometimes English speaking become unpleasant not from material, because different native language or mother tongue it could be the factors of English speaking difficulties. As experienced by Jordanian international students at Universitas Muhammadiyah Surakarta. They said in interview:

Hmm maybe we learn what is accent, grammar, and vocabulary mmm Its difficult. My difficulties aaa... lecturer and students didn't understand English and what I mean. Difficulties... hmm at Universitas Muhammadiyah Surakarta we don't speak English very well usually using at class and I don't know English material so well because I am study civil engineering and its new material for us.

Based on the interview above, it can be concluded that Jordanian international students not interest speaking English because the participants do not understand when lecturer, other international students, and local students speaking English. Actually, Jordanian international students have difficulties in speaking English especially on accent, grammar, pronunciation, and vocabulary. They said speaking Indonesian and Javanese more easy to understand than speaking English. They also feel English speaking is not important because it is not their mother tongue or native language.

Jordanian international students feel confused, shy and stress because they cannot pronounce some English words, as they exposed in the interview:

Mmm .. I think I'm not really good speaking English. I can speak Indonesia a lot than English because not all Indonesian people can speak English and I think Indonesian language easy than English. So, I like learn Indonesia language than English language and u know. I just use English on campus especially with lecturer and some of Indonesian students who can speak English better than me.

Firstly, when i meet someone speaking English is more difficult to understand because is not my nationality and for Europe or American have a good accents because it is their nationality. Especially pronunciation and grammar.

In my opinion, Its really difficult to understand I think because not my real language like you, your real language is Indonesia. And I got stress when I can't answer question with English. Sometime, because I think Its difficult to pronounce. Especially some words. Yes really I found difficult words to pronounce, like live life leave. I hope u know about this. I think when other people or someone seeing me speaking English is un-normal. I think, you have same idea when you see me speaking English and then you confused about my talk.

Of course, English is really difficult to understand because I just have a little knowledge about English language and I get training English one month before I coming here. Yes, speaking English really difficult for Arabian students like me especially pronunciation. In English words and spell many different, same words have a different meaning or different words have a same meanings. It make me headache everytime. Yes, some of the words difficult to pronounce. Like this word shame and same. I cannot speak English clearly.

Speaking, yes speaking more difficult than writing hahaha. No.. not ready use English language. Its not easy for Arabian people like me. I

don't understand English very well. Hmm for example this words to, too, and two.. i don't know how to pronounce it.

Speaking.. hmm more difficult than writing and listening. Yes, because sometimes when international students from another country speak English I didn't understand. Of course, for example words abdomen. Its a really difficult pronounce.

Based on the result of interview, concluded that Jordanian international students have a difficulty on English speaking. For the participants, English not easy to understand and pronounce some words than Indonesian and Javanese. They also said English not important in their life. In accordance in the findings of this research which got from interview about English speaking difficulty, it is equal to the theory by Zhang (2009). He opined that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Hence, in English speaking difficulties they feel stress, confused, and shy as a International students who cannot speak English.

3.1.3 Limitation Practice of The English Speaking

English speaking only used limited by Jordanian international students at Universitas Muhammadiyah Surakarta. Their reason is not their native language or their mother tongue. For example, they only speak English with lecturers, some international students from other country, and local students who can speak English. As Jordanian international students said in the interview:

I try speak English just with lecturer and other international students who come different culture or country but I still speak Arabic with all my Arabian friend, I mean Jordanian and Palestinian students. Actually not all the time I'm enjoy speaking English because u know that not my native language and sometimes people talking English too much but it cannot understand. So, Its make me bored.

Based on the interview above, it can be concluded that Jordanian international students limit to practice of English speaking and feel bored because the participants do not understand when lecturer, other international students, and local students speaking English. Actually, Jordanian international students just use their mother tongue or native language when they are talking with arabian friends in university. They only speaking English at campus area, especially when they are talking with lecturer, international students from other country, and some local students because they have difficulty on English speaking, as they exposed in interview:

Ya, I am using English sometimes with my lecturer and my friends not other people because I can't speak English so well. No... I am speak Arabic language with my family in Jordan, because my family can't speak English very well. Yaa with my lecturer and my friends international students from other country and sometimes with my fans too hahahaha. Yaa I am enjoy speaking English at campus. Just a little hehehehe maybe 70% or 75%.

No.. not ready use English language. Its not easy for arabian people like me. No, of course when I am talking with family use arabian language. Sometimes I speak with other foreigner too or other people who cannot speak Arabic and cannot speak Indonesia. Actually hahaha I'm enjoy speak Indonesia than speak English and this is more easy for me.

Aaa... I use English and I have a international students friend outside Indonesia. So, I use English everyday when I talking with international students who has a different nationality. Actually, of course never.. you know my nationality and my language. So, I'm not use English with my family. I speak English just at campus with other international students, lecturer, some of local students, and when I called my partner.

Never ever used English with my family because my family cannot speak English or other language and they just speak arabic. Other reason, it is not my native language. I think it happen to Indonesia family too with the same reason and answer. I speak English depends on my partners and all of my friends from different country because not all my partners or all of my

friends can speak Arabic so well like me. Ya. I told you, in generally I speak English with lecturer and I speak Indonesian with all students. I think it more easy for me and other arabian students. So, I talk with friends especially Arabian friend and just little talking with other International students.

Based on the result of interview, concluded that Jordanian international students limit practice English speaking and they are not interested. For the participants, English is a difficult language and it is not their mother tongue or native language. They also said never used English with their family because it is not their nationality. In accordance in the findings of this research which got from interview about limitation practice of English speaking, it is equal to the theory by Ur (1996). He opined that cause limitation practice of English speaking, and they areas follows:

- a. *Inhibition.* Students are worried about making mistakes, fearful of criticism, or simply shy.
- b. *Nothing to say.* Students have no motive to express themselves.
- c. *Low or uneven participation.* Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- d. *Mother-tongue use.* Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Hence, Jordanian international students just used English when they are make a coversation or talking with the lecturer, other international students from different country, and some local students at Universitas Muhammadiyah Surakarta.

3.2 Discussion

Based on the research finding above, Jordanian international students at Universitas Muhammadiyah Surakarta have a English speaking difficulties. This findings is similar to the theory by Mahmoud Al-Nakhalah (2016:96)

that international students have a difficulty in speaking English because anxiety, shame, and self-confidence.

Derived from interview, Jordanian international students complain about English speaking difficulty. They feel confused and stress with vocabulary is too difficult to understand and pronounce. It makes them shy as international student because they cannot speaking English properly. In addition, accents difficulty causes limitation practice of the English speaking. This causes Jordanian international students do not enjoy speaking English.

Basically, Jordanian international students at Universitas Muhammadiyah Surakarta as the participants in this research is a students majoring in civil engineering. Therefore, they just speaking English with lecturers and international students from different country only on campus. Hence, they only focus on learning about civil engineering and no much time to practice English Speaking.

4. Conclusions

This research investigate English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta. The research also aimed to find out the reason how English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta.

The research showed that English speaking difficulty happened because Jordanian international students at Universitas Muhammadiyah Surakarta not interested to speaking English. They assumed that English is a difficult things, whether in pronunciation, grammar, vocabulary, and accent. For them, English speaking is difficult to understand. Jordanian international students assumed that English speaking more difficult than Indonesian or Javanese. Other reason, they only speaking English with lecturers, international students from different country, and some of local students who can speaking English.

BIBLIOGRAPHY

- Al-Abri, K. (2008). *Teachers' evaluation of EFL textbooks used in the Omani basic education schools (Unpublished master's thesis)*. ELT Curriculum and Methodology, College of Education. Sultan Qaboos University.
- Al-Hosni, S. (2014). *Speaking Difficulties Encountered by Young EFL Learners*.
- Al-Jamal, Dina A. & Ghadeer A. Al-Jamal. 2014. *An Investigation of the difficulties Faced by EFL Undergraduates in Speaking Skills*. Journal of English Language Teaching; Vol. 7, No. 1; 2014 ISSN 1916-4742 E-ISSN 1916-4750. Published by Canadian Center of Science and Education.
- Andrade, MS 2006, 'International students in English-speaking universities: Adjustment factors', *Journal of Research in International Education*, vol. 5, no. 2, pp. 131-154.
- Aydemir, A. B. (2013, June). *The relationship between cultural identity and accent (Master's Thesis)*. Retrieved from <http://www.thesis.bilkent.edu.tr/0006355.pdf>
- Bailey, S. (2003) International students in Victoria. *People and Place*, 10, (2), 45-54.
- Birnie, (1998). *An Introduction to Language*. 1998.
- Bogdam, R. & Biklen, S.K. (2009). *Qualitative Research for Education: An Introduction to Theories and methods*.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York. Longman.
- Byrne, M. (2001). *Understanding life experiences through a phenomenological approach to research*. CBS Business Network.
- Cohen, M.Z., KAHN, D.L. and STEEVES, R.H., (2000). *Hermeneutic Phenomenological Research: A Practical Guide for Nurse Researchers*. California: Sage Publications, Inc.

- Exposito, J. A. (2015). A phenomenological Study of The International Student Experience at an American College.
- Gareis, E. (2012). Intercultural friendship: Effects of home and host region. *Journal of International and Intercultural Communication*, 5(4), 309. 2012.
- Geanellos, R. (1998). Hermeneutic philosophy: Part I implications of its use as methodology in interpretive nursing research. *Nursing Inquiry*, 154-163.
- Gibb, (1998). *Perspectives Across The Life Course*.1998.
- Hellsten, M. (2002) Students in transition: needs and experience of international students inAustralia. *Paper presented at the 16th Australian International Education Conference*,Hobart, Tasmania.
- Khawaja, N & Stallman, H 2011, 'Understanding the coping strategies of international students: a qualitative approach', *Australian Journal of Guidance and Counselling*, vol. 21, no. 2, pp. 203-224.
- Kvale, S. (1996). *InterViews—An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Langridge, D., (2007). *Phenomenological Psychology: Theory, Research And Method*. Essex: Pearson Education Limited.
- Martin Matejcek. 2013. *Problem in Teaching English Conversation of Adult Students*. West Bohemia University, Slovakia. 2013.
- Merriam, S. B. (2002). Assessing and evaluating qualitative research. In S. B. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis* (pp.18-33). New York, NY: John Wiley & Sons.
- Moustakas, C., (1994). *Phenomenological Research Methods*. London: Sage Publications.

- Nunan, David. (1989). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press. _____. (2003). *Practical English Language Teaching*. New York: Mc.Graw-Hill Companies
- Kurniawan, F. (2013). *Exploring the first six months lived experiences of Indonesian postgraduate international students at University of Aberdeen*. Aberdeen University, Scotland. November, 2013.
- Lee, J. (2016). *Neo-Racism and Neo-Nationalism Within East Asia: The Experiences of Students in South Korea*. 2016.
- Phiphawin, S. (2016). *English Language Difficulties of Non-Native English Postgraduate Students in An English for Academic Purposes at Thai University*. Suranaree University of Technology, Thailand. 2016.
- Robson C. (1993) *Real World Research. A Resource for Social Scientists and Practitioner-Researchers*. Blackwell Publishers, Oxford.