

CHAPTER I

INTRODUCTION

A. Background of the Study

Jordanian international students experiences challenges during their study abroad (Andrade 2006 P.135). The difficulty experienced by Jordanian international students not only the problem of language but also the different style of thinking. Improving the ability of critical thinking for international students can help them solve the problem with different aspects (Nigar, Khawaja & Helen 2011 P.205). According to Mahmoud Al-Nakhalah (2016:96) that international students have a difficulty in speaking English because of anxiety, shame, and self-confidence.

Khawaja and Stallman (2011) stated that international students always have economic and psychological problems. Other factors of the differences in language and culture. Kurniawan (2015) suggests that every international student studying abroad always have experience of new culture and they feel stress as they seek to build the relationship between social and culture.

This typical condition seems to be faced by Jordanian international students at Universitas Muhammadiyah Surakarta. Jordanian international students who study in Universitas Muhammadiyah Surakarta are vulnerable to experience the similar nature of the challenge. International students studying at Universitas Muhammadiyah Surakarta may have been in difficulty speaking English because they 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 of 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 to success for international students like them. Accents are 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 with the accent. Sawir (2005) claims that international students are embarrassed for fear of miss-imitating native speakers as well as a lack of 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 offer better performance in final exams, written exams, graduation rates in the first year (Andrade, 2006: 146). Hence, to avoid these kinds 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 wants to investigate how is the English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta. This research only focuses 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 of English speaking difficulties and what are the factors causing it.

In this research, the researcher used descriptive qualitative approach to collect the data. The researcher conducted interviews with Jordanian international students at Universitas Muhammadiyah Surakarta. Therefore, the title of this research is "ENGLISH SPEAKING DIFFICULTIES FACED BY JORDANIAN INTERNATIONAL STUDENTS AT UNIVERSITAS MUHAMMADIYAH SURAKARTA".

B. Problem Statement

The research problem is what are the difficulties faced by Jordanian international students in speaking English at Universitas Muhammadiyah Surakarta?

C. Limitation of the Study

The researcher limits the problem focus in English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta.

D. Objective of the Study

The research is aimed to describe the English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta.

E. Benefit of the Study

In this research, the researcher hopes it can give benefits. They are practical and theoretical benefits.

1. Practical benefit

There are some practical benefits:

a. For the readers

The readers will get timely and updated knowledge and information about English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta.

b. For the lecturer

This research can be a valuable contribution to improve the teaching quality for the lecturer at Universitas Muhammadiyah Surakarta.

2. Theoretical benefit

The result of the research can be useful for the English lecturer in giving additional input in teaching English based on English speaking difficulties faced by Jordanian international students at Universitas Muhammadiyah Surakarta. The

researcher hopes that this research will be contributing to references for other researchers who will conduct the same object with a different perspective.

F. Research Paper Organization

This research paper organization of "English Speaking Difficulties Faced by Jordanian International Students at Universitas Muhammadiyah Surakarta" is as follows:

Chapter I presents the background of the study, limitation of the study, problem statements, the objectives of the study and the benefits of the study.

Chapter II presents two sections. The first section is the previous study in subjects related to this topic. The second section presents an underlying theory of the studies. This section consists of three parts; they are Accent, English Speaking Difficulties and International Student.

Chapter III consists of research method, time and place of the research, subject and object of the research, the source of the research, techniques of collecting data and technique of data analysis.

Chapter IV presents the research findings and discussion.

Chapter V consists of the conclusion, implication, and suggestion