

---

---

**Communication challenges faced by Libyan students in Indonesia**

**Mohamed Ab Ah Al-Mabrok\*, Erna Andriyanti**

Universitas Negeri Yogyakarta, Indonesia

\*Corresponding Author; Email: [Mohamedamer.2020@student.uny.ac.id](mailto:Mohamedamer.2020@student.uny.ac.id)

---

**ABSTRACT**

---

Communication issues have become common among international students, including those studying in Indonesia. This study aims to analyze the communication challenges faced by Libyan students in Yogyakarta and their adjustment to face them. The data were from Libyan students at several universities in Yogyakarta, collected through a questionnaire designed to elicit qualitative descriptive replies. The questionnaire consists of 5 short essays and five yes/no questions related to the students' experiences. The research participants were 15 Libyan male overseas students aged 21 to 35 who joined this study voluntarily. The findings show the students' competence in Bahasa Indonesia. There are two main difficulties encountered, namely communication issues with the local people due to the local language used by most locals and a gap between the students' and professors' language competency during their learning activities. Moreover, other challenges stem from varying academic workloads, teaching techniques, and assessment systems that compel international students to study as a team with the local students despite some of them lacking the ability to communicate using English fluently.

**Keywords:** international students, communication issue, language difficulty

**Tantangan komunikasi yang dihadapi mahasiswa Libya di Indonesia**

**Abstrak**

Isu komunikasi menjadi salah satu fenomena yang biasa diamati di kalangan mahasiswa asing, termasuk mereka yang belajar di Indonesia. Penelitian ini bertujuan untuk menganalisis tantangan komunikasi yang dihadapi oleh mahasiswa Libya di Yogyakarta dan penyesuaiannya dalam menghadapi tantangan tersebut. Data tersebut berasal dari mahasiswa Libya di beberapa universitas di Yogyakarta, yang dikumpulkan melalui kuesioner, yang dirancang untuk mendapatkan balasan deskriptif kualitatif. Kuesioner terdiri atas 5 esai pendek dan 5 pertanyaan ya/tidak yang berkaitan dengan pengalaman siswa. Peserta penelitian adalah 15 siswa luar negeri laki-laki Libya berusia 21 hingga 35 tahun yang bergabung secara sukarela dalam penelitian ini. Temuan menunjukkan kompetensi siswa dalam Bahasa Indonesia dan ada dua kesulitan utama yang dihadapi: masalah komunikasi dengan masyarakat setempat karena bahasa lokal yang digunakan oleh sebagian besar masyarakat setempat dan kesenjangan antara kompetensi bahasa mahasiswa dan profesor selama kegiatan belajar mereka. Selain itu, tantangan lain berasal dari berbagai beban kerja akademik, teknik pengajaran, dan sistem penilaian yang memaksa siswa internasional untuk belajar sebagai tim dengan siswa lokal meskipun beberapa dari mereka tidak memiliki kemampuan untuk berkomunikasi dengan lancar menggunakan bahasa Inggris.

**Kata kunci:** mahasiswa asing, masalah komunikasi, kesulitan bahasa

---

**Article history**

*Submitted:*  
13 April 2022

*Accepted:*  
29 July 2022

*Published:*  
31 July 2022

---

**Citation (APA Style):** Al-Mabrok, M. A. A. & Andriyanti, E. (2022). Communication challenges faced by Libyan students in Indonesia. *LITERA*, 21(2), 199-206. <https://doi.org/10.21831/ltr.v21i1.49067>.

---

**INTRODUCTION**

Nowadays, the opportunity to study abroad is no longer out of reach. Many students study abroad – thanks to the abundance of scholarship possibilities that allow them to pursue higher education at public and private institutions worldwide. According to the Indonesian Ministry of Research and Technology (Dini Atika Fadillah, 2013), the number of international students in Indonesia in 2016 was

6.967. Due to the different entailing requirements of international societies, the internationalization of higher education is gaining popularity (Alghamdi & Otte, 2016). Moreover, the growing number of institutions in Indonesia that admit a more significant number of overseas students each year demonstrates the necessity of the internationalization of higher education.

According to (Talebloo & Bin Baki, 2013), regarding the growing number of international students in Indonesia's higher education sector, institutions must pay close attention to the students' academic and non-academic adjustment procedures. The quality of education and social groups with which they engage and the degree of services and facilities provided by institutions are important success factors in their integration. Furthermore, according to (Dini Atika Fadillah, 2013), most international students are from Timor Leste, while Malaysia, Thailand, South Korea, China, Japan, and Germany are among the countries represented.

Yogyakarta is a province in Indonesia with a significant concentration of international students (Fitriati et al., 2020). Yogyakarta is a cosmopolitan city that is home to people from many areas and of various ethnicities, and it is well-recognized as one of Indonesia's prominent international tourist destinations. This circumstance provides a wonderful chance for the community to communicate with people from other cultural backgrounds, ethnicities, and languages. However, since English is a foreign language in Indonesia, many international students fail to connect with the locals. According (Mappiasse & Bin Sihes, 2014), Indonesia, through its parliament, recognized English as a foreign language through the act of the formulated government policy, which is different from some other countries that consider English a second language. As a result, most Yogyakarta citizens do not speak English fluently.

There are several previous studies investigating the communication problems and other issues experienced by international students in various countries, such as Australia (Palmer et al., 2016), Japan (Lee, 2017), Malaysia (Fitriati et al., 2020), the U.S. (Hapsari & Hamamah, 2019), and Turkey (Mappiasse & Bin Sihes, 2014). This analysis found a strong link between the concerns raised in the present literature. Acculturation experiences included emotions of shock and bewilderment as participants attempted to construct a new sense of self in the face of losses incurred in their new and uncertain surroundings. The findings demonstrated that challenges with the English language were the most significant single factor of international student difficulty for this group. The language barrier issue was a reoccurring and underlining topic in all the other presenting themes.

Participants in this study perceived language to influence their level of cultural stress, sense of loss, emotions, and negative effects on their physical state.

Especially Libyan students in Indonesia, there have been several studies (e.g., Abdulkareem, 2020; Ahmed, 2016; Jahbel, 2019) focusing on their challenges. Merdeka et al., n.d. investigated the challenges in their learning Bahasa Indonesia and their strategies to overcome the problems. The author looked at some methods and aspects that might encourage them as international students in Indonesia to learn Bahasa Indonesia. Moreover, each personal experience from the students, such as culture, mindset, and desire to learn new languages were all used as a method in the study. Belaid & Almrtdi (2018) focus on their problems using correct spelling, punctuation, and Present Tense to write explanation texts. The result of this study included some recommendations for the readers, especially for teachers. The recommendations point out that teachers should pay more attention to punctuations, spelling, present tense, and the structure of explanation texts; teachers should motivate and encourage learners; teachers should use the English language for explanation rather than their native tongue; teachers should pay more attention to the teaching strategy; students should get more intensive practices; the Indonesian Ministry of Higher Education should provide good facilities for learning and planning to delegate. Furthermore, a study by Jahbel (2019) also explained several major communication difficulties, such as poor enthusiasm to learn English because of a lack of required vocabulary, pronunciation issues, and code-switching use of Arabic during learning activities in the class. In addition, the paper also focused on the variables that contribute to these difficulties, such as the fact that language teachers are native speakers of their mother tongue, resulting in the lack of exposure of understanding to the language they are teaching; the lack of students' confidence; and the lack of teachers' training.

The aforementioned investigations were carried out on comparable themes in the context of communication difficulties faced by international students. Even though there have been previous studies explaining and analyzing some of the difficulties related to communication faced by Libyan students, this paper, on the other hand, deeply analyzes the issue to fully grasp what the instructors say or desire at first, engage in class discussions, due to language limitations. The workload expended of

Libyan international students may indirectly increase because of the language barrier. In other words, the students may also struggle to communicate in both the institution's environment and daily activities. Consequently, the result of this study focuses on two aspects: their academic situation and their daily life. To interact with the local people, international students must be capable of communicating in Indonesian, even if just at the basic level. This present study explores the communication issues for Libyan students in Yogyakarta. It should be highlighted that not all international students studying in Indonesia speak Indonesian, and their English fluency may be rudimentary. In brief, three important points as objectives of this paper are as follows: 1) To describe the Libyan students' lack of Bahasa Indonesia; 2) To explain their communication difficulty when interacting in non-academic life; 3) To explain their communication issues in the academic field.

### **Local language proficiency**

Indonesia has designated English as a foreign language, whereas neighboring countries, such as the Philippines, Singapore, and Malaysia, consider English to be a second language. English is only used in a few places in Indonesia, for instance, international corporations, educational institutions, and foreign offices. In Indonesia, it is seldom for one to find English being used in everyday speech (Angga Gunantar, 2016). Meanwhile, foreigners who stay in Indonesia are learning Bahasa Indonesia as a second language (Widodo Limantoro, 2018). It means they learn how to communicate with society members to improve their language skills in a friendly setting. Moreover, Bahasa Indonesia is one of the skills that must be learned by international students before deciding to continue education in Indonesia because it is beneficial for figuring out problems that require communication that may happen in daily life. Nevertheless, some international students are not willing to learn local languages first as a primary step before they start their studies at the university. In brief, a basic understanding of a local language is important to learn if international students plan to study in a country that considers English as a foreign language.

Bahasa Indonesia Bagi Penutur Asing (BIPA) aims to establish foreigners who wish to stay in Indonesia to learn the Indonesian language and culture. Based on (Laily Nurlina & Eko Sri Israhayu, 2014), this program also assists prospective international students at some Indonesian universities in preparing themselves to interact and communicate in Bahasa Indonesia, whether in the classroom or in their daily activities. International students learn Bahasa Indonesia for a variety of reasons, ranging from simply wanting to communicate in everyday life, such as talking to the driver or bargaining on selling and buying activities, to mastering the Indonesian language for official purposes, such as attending lectures or teaching Indonesian. According to Suyanto's (2009) learning objectives, Van Eck states that the purpose of language training necessitates the following communication components: (1) the situation underlying language usage, including the role of the speaker, background, and subject; (2) linguistic activities of what will need to be carried out by the learner; (3) the language function will be implemented by learners in language usage; (4) what the learner can be implemented on any subject; (5) the general notion of what would be handled by learners; (6) what specific concepts handled by the learner later; and (7) any form of language use.

### **Communication difficulty in the society**

Social interactions are crucial for long-term mental and physical health. According to (Palmer et al., 2016), the data proves that communication difficulties pose adverse implications on social connections, such as less social support, narrower social networks, and much unhealthier social interactions; all of which have been associated to depression, impaired immunological function, and decreased self-rated health. Adept social tact is essential because good communication serves as the primary tool for understanding each other. It is not uncommon in social settings and, in fact, essential for international students to demonstrate good communication skills with the local people to strengthen the relationship that will eventually prove beneficial to the students when carrying out their activities comfortably. However, international students who have previously been educated in culturally and socially diverse environments, such as Indonesia, will be able to adapt and interact with the local citizens. Having experience living in a multilingual environment will allow international students to figure out the most optimal method and solution upon facing difficulties in interacting with the local people (Wang, 2017). Hence, any previous experiences that an international student has will contribute to good communication with the local people.

Most international students lack self-confidence (Ghazarian, 2014), which is an important part of learning a new language since frequent conversation and social integration with local students improves one's competency in the new language. This is congruent with the findings of another study, which revealed that international students with much better levels of English proficiency and communication efficacy feel less perceived shame and anxiety and are less self-conscious about their accents or ethnic backgrounds. There are some communication difficulties faced by international students in Indonesia, such as the well-being of non-native speakers, difficulties with language and social support, difficulties with language, and cultural stress. Below is the detailed information.

#### **Well-being non-native speaker**

Well-being is commonly seen as a complex process that provides individuals with a feeling of how their lives are developing as well as a generalized self-perception based on the individual's sense of participating in and enhancing life (Spenser, 2014). Because of individual variations in understanding physical, psychological, mental, emotional, intellectual, social, spiritual, relational, habitat, communal, intercultural, economic, and environmental events, it is regarded from a relative viewpoint (Spenser, 2014)

#### **Difficulties with language and social support**

According to Hayes and Lin's research, a lack of social support is associated with increased levels of psychological discomfort among overseas students. This is because students have been separated from their current social networks in their home countries (Andrew Garrod & Jay Davis, n.d.). Davis and Garrod also said that it is difficult for overseas students to establish a new social network in a new culture that they do not completely comprehend. These sentiments eventually lead to social isolation and low self-esteem. Their research found that perceived English fluency and reported social support levels to improve international students' psychological well-being and impact their acculturation process.

#### **Difficulties with language and cultural stress**

Ward et al. discovered a high link between cultural stress and closeness to the host nation in their study. When a student has a strong feeling of belonging in a new country, their levels of cultural stress and shock are greatly lowered. If a student's culture is markedly different from the host culture in terms of religion, lifestyle, cuisine, and communication, the amount of cultural shock and stress increase exponentially, and vice versa (Ryder, Alden, Paulhus, & Dere, 2013; Ward et al., 2001).

#### **Communication issues in the academic field**

Communication has become one of the most important aspects of university life, and it has a direct impact on the quality of students' learning abilities. Universities that foster good communication with students are exemplary. This is especially true for academic staff members, who serve as an example for students by having excellent communication skills both inside and outside of the university (Zagir Azgarovic & Lyubov, 2017). Therefore, strong communication between international students with university employees, classmates, and academic staff has become an important component in the academic field. In an international context, it is important to note that there will be some staff members and classmates who cannot communicate using fluent English. In this case, international students will face challenges, especially if they take courses or a major that do not customarily use English, which results in some lecturers and classmates not being able to speak English even at the basic level. According to (Zagir Azgarovic & Lyubov, 2017), international students' adaptation and awareness to adapt to the existing socio-cultural system becomes the main step in studying abroad, and it has a significant impact on their professional growth at the academic level. In short, to prevent any possible communication issues in the university that may cost their academic development, it is recommendable that every international student should gather some knowledge about the university's environment before deciding to study abroad.

Many of us struggle with being able to communicate successfully in a foreign language. If you are a newbie to a nation, communicating in a language other than your home tongue is frequently required to access critical services, perform well on the job, earn excellent grades, and integrate into society.

However, it is probable that speakers of various native languages suffer distinct difficulties in making themselves understood. Based on Jahbel (2019), there are some aspects of communication difficulties, such as below.

### **Overemphasis on accent**

Because foreign accents are so visible to listeners, they frequently attract disproportionate attention. The previous study has demonstrated that untrained listeners can discern the difference between native and non-native speakers after hearing speech that is just 0.03 seconds long, played backward, or in a foreign language. Despite listeners' sensitivity to accents, language instructors and scholars increasingly agree that attempting to minimize a learner's accent is not a suitable objective. This is mostly because people do not need to sound like native speakers in order to assimilate effectively into a new community.

### **Making yourself understood**

We wanted to know how an adult learner's mother tongue affects how easy they are to comprehend while speaking a new language, as well as how important their accent is. The professors initially graded each speaker based on how accented he or she sounded and how difficult he or she was to comprehend. Following that, they made judgments based on ten language factors such as pronunciation, fluency, vocabulary, and grammar.

## **METHOD**

According to John W. Cresswell (2017), this study uses qualitative design, which is a type of study defined as an unfolding model that takes place in a natural context and allows the researcher(s) to gain a degree of knowledge via close engagement in individual experiences. (Mappiasse & Bin Sihes, 2014) claims that in qualitative research, there are several approaches undertaken when the authors ask one or more participants broad, open-ended questions and record their responses as a survey. As a result, this study focuses on the adjustment experiences of international students at a university in Yogyakarta, and a survey was conducted to elicit quantitative descriptive replies. Ten questions were asked, five of which were essays, and the remaining five were yes/no questions covering themes such as background information and communication challenges. The questionnaire was developed in the Google Docs platform, where the folder contained inside was distributed to the participants via WhatsApp. Then, each participant answered the question in the file and submitted it for further analysis. After all the participants had completed the survey questions, the author performed an analysis of their answers carefully to gain valid results based on the topic chosen for this paper.

This study applied interpretive phenomenology as a framework. Assumptions regarding the participants were categorized in a phenomenological study framework. Williams (2021) pointed out that there are several interpretations of the term "phenomenology" in qualitative research, such as a critical epistemological interpretation that participates in the reevaluation of conceptual frameworks or there are other non-critical interpretations of phenomenology. Phenomenological techniques are particularly successful at exposing the frontline personal experiences and perspectives from their own points of view, thus addressing hierarchical or normative assumptions (Stainbock, 2017). On that account, in this paper, each summited data gathered focuses on the international students' adjustment process in their communication difficulties as phenomenological research, which considers their personal information to provide context for the adjustment process.

Moreover, this study's demography consists of 15 Libyan foreign students who are studying at several universities in Yogyakarta. Libyan male students who are 21 to 35 years old participated in this study as international students. According to the findings of a survey involving ten Libyan students studying in Yogyakarta, they have had some communication challenges. Based on the essay question given, almost all of them explained that they faced several communication-related issues during their study in Yogyakarta.

## **FINDINGS AND DISCUSSIONS**

This section will detail the problems international students experience, particularly in communicating, and how to overcome them. Several points are compiled in this paper, and the

challenges faced by international students studying in Yogyakarta are presented in the following table below.

Table 1. Communication Challenges and Efforts to Overcome

Communication Challenges	Effort	Lecturer Using Bahasa Indonesia	Classmate Speaking Local Language	Overcome Daily Communication Problems
Hard to understand the language spoken by citizens	Learn Bahasa Indonesia	Hard to grasp the materials given	Completing assignments by themselves	Only the first time moved to Yogyakarta
Having miscommunication that leads to arguing or debating with the local people	Using mix-language	Feel bored	Using Google Translate to communicate with classmates	Learn Bahasa Indonesia
Only able to communicate using Google Translate	Using Google Translate	Feel excited and motivated to learn Bahasa Indonesia	Contact the lecturer	Asking a friend to translate
Only a few people able to speak English	Body language		Trying to be close with classmates and teach them English	Practice speaking with the local people and be close to them
Local people talk fast				Body language

Based on the table above, international students face communication issues in both the social environment and university life. Every international student has tried their own method so that they may be able to communicate with the local people in Yogyakarta. Another thing to point out is that surrounding oneself with the local people and practicing Bahasa Indonesia seems to be the best way to cope with this issue. Unfortunately, some students still lack the awareness of the importance of learning Bahasa Indonesia and ask their friends to translate the meaning using body language and Google Translate. Even though the campus plays an integral part in inspiring students by enhancing their enthusiasm for studying Indonesian and for adopting it as a means of communication, nevertheless, there will still be some students who will not take an interest in listening to the lecturer's explanation in Bahasa Indonesia and consider them boring during the learning activities in the class.

Based on the results of this study, there are several aspects that affect the difficulty of Libyan students communicating in Yogyakarta. The first point is the lack of knowledge and skills in Bahasa Indonesia, which affects their social life. However, this does not prevent them from making friends with local people, even though they have limitations in communicating intensively with local people. Based on the results of this study, there are several aspects that affect the Meanwhile, in the academic field, the inability to speak Indonesian well is enough to affect their value in learning. Moreover, some Libyan students are studying at the campus, which is fully teaching and learning activities using Bahasa Indonesia. It is certain that their grades will lag far behind local students if Libyan students are not active in developing Indonesian language skills or ask friends for help to explain lessons using English. Of the many negative impacts that affect international students with insufficient proficiency in speaking Indonesian, many campuses and course institutions provide programs to learn Indonesian, for example, BIPA. BIPA is a curriculum designed specifically for foreigners interested in the Indonesian language and culture. This program is designed for foreigners who desire to learn Indonesian. Furthermore, in the academic realm, the inability to speak Bahasa Indonesia very well is enough to affect their value in learning. Thus, they study on campus, which is fully teaching and learning activities using Indonesian. The findings of the response analysis indicated many causes. Overcoming the language barrier is one method of academic adaptation for international students in the Institute's didactic environment.

Table 2 Yes/No Questions

Statements	Yes	No
It is hard to stay in Yogyakarta if the international students cannot speak Bahasa Indonesia	60%	40%
The local people find it hard to understand the accent of international students if they mix their language with Bahasa Indonesia	53.3%	46.7%
The lecturer gives more attention to the international students	66.7%	33.3%
The international students have the ability to solve the communication problems	86.7%	13.3%
Learning Bahasa Indonesia is important	80%	20%

According to Table 2 above, it is evident that 60% of the participants agree that living in Yogyakarta without knowing how to communicate using Bahasa Indonesia is hard. This is because the local citizens mostly speak Bahasa Jawa and Bahasa Indonesia. In other words, few people can communicate using English fluently, and around 53.3% international students feel that the local people cannot understand the accent of the international students even though they try to communicate using mixed languages which are Bahasa Indonesia and English. It is normal because Bahasa Indonesia is not their mother tongue, and they may inaccurately pronounce some words as a consequence. In university life, some of the lecturers are becoming thoughtful in interacting with their international students. This is demonstrated by the professors who said that they always ensure their students comprehend the content being delivered, with a percentage of 66.7% stating that they do. It seems that the international students show high confidence in their ability to solve communication issues, which is stated by 86.7% of the respondents. This means they know how to adapt to the environment and learn from their previous experiences to avoid any misunderstanding that may happen at any time. Despite the reasonable benefits of learning Bahasa Indonesia, there remain some students who believe that sufficient capacity in Bahasa Indonesia is not important for them. A possible reason is that they have their own method of approaching the local people around. Therefore, every international student should have some understanding of and know how to adapt to the new environment they're living in, which is home to different languages, backgrounds, and cultures so that they can avoid any possible miscommunication that may end up in arguments with the local people or hinder their motivation to finish their study in the university. It is critical that the students are at ease during the lesson.

The desire and willingness of students to engage in intercultural communication in the target language, rather than knowledge and mastery of the language and speech material, determine the effectiveness of learning the local language and the process of learning Bahasa Indonesia for international students in Yogyakarta.

## CONCLUSIONS

The primary challenge faced by international students in Yogyakarta when adapting to new academic contexts was the use of Bahasa Indonesia in academic activities. International students—whether they have previously visited or were here for the first time—always struggled to acquire Bahasa Indonesia proficiency. To avoid misunderstanding, international students did their hardest to communicate verbally. They intermixed it with nonverbal communication strategies, including sign language, facial expressions, and persuasion. In terms of language training, more experience with Bahasa Indonesia is required, as well as more information on words commonly used by the locals. Of course, not all international students in Indonesia have the same drive and experience. Students who have previously studied in Indonesia should be well-acclimated to their current studies. On the other hand, students who are visiting Indonesia for the first time will require further instruction and assistance.

## ACKNOWLEDGMENT

This research was supported by Libyan students. We thank our colleagues at Universitas Negeri Yogyakarta, who provided insight and expertise that greatly assisted the research.

## REFERENCES

Alghamdi, H., & Otte, S. (2016). The challenges and benefits of study abroad. *International Journal of Humanities and Social Science*, 6(5), 12–22. www.ijhssnet.com.

- Andrew Garrod, & Jay Davis. (n.d.). *Crossing customs international students write on US college life and culture* (Vol. 18). Routledge.
- Angga Gunantar, D. (2016). The impact of English as an international language on English language teaching in Indonesia. *Language Circle: Journal of language and literature*, X(1). <http://journal.unnes.ac.id>.
- Belaid, A. M., & Almrtdi, M. F. S. (2018). Investigating students' written errors in EFL classrooms: Faculty of Education, Azzaytuna University. <https://doi.org/10.35778/1742-000-026-007>.
- Dini Atika Fadillah. (2013). Perilaku penemuan informasi mahasiswa asing di Universitas Airlangga. *Airlangga Journal*, 1–11.
- Fitriati, A., Magdalena, M., & Wardani, S. (2020). Language attitudes and language choice among students in Yogyakarta: A case study at Universitas Sanata Dharma. *International Journal of Humanity Studies*, 3(2), 239–250. <https://doi.org/10.24071/ijhs.2020.030209>.
- Ghazarian, P. G. (2014). Actual vs. Ideal attraction: Trends in the mobility of Korean international students. *Journal of International Students*, 89(1), 89–103. <http://jistudents.org>.
- Hapsari, Y., & Hamamah, H. (2019, July 29). *International students in Indonesia: A study on academic and socio-cultural adjustment*. <https://doi.org/10.4108/eai.23-3-2019.2284956>.
- Jahbel, K. (2019). Communication difficulties faced by undergraduate Libyan students. *KnE Social Sciences*, 3(10), 147. <https://doi.org/10.18502/kss.v3i10.3896>.
- John W. Cresswell. (2017). *Research design: Qualitative, quantitative and mixed method approaches* (3rd ed.). SAGE.
- Laily Nurlina, & Eko Sri Israhayu. (2014). BIPA learning material development. *International Journal of Studies*, 7(1), 54–66.
- Lee, J. S. (2017). Online. *Journal of International Students*, 7(1), 73–93. <http://jistudents.org/>.
- Mappiasse, S. S., & Bin Sihes, A. J. (2014). Evaluation of English as a foreign language and its curriculum in Indonesia: A review. *English Language Teaching*, 7(10), 113–122. <https://doi.org/10.5539/elt.v7n10p113>.
- Merdeka, I., Berdasarkan, B., Tamansiswa, A., Rajab, K., & Abdulkaream, A. (n.d.). Challenges of Libyan students in learning Indonesian language: Strategies and factors. *Prosiding Seminar Nasional*.
- Palmer, A. D., Newsom, J. T., & Rook, K. S. (2016). How does difficulty communicating affect the social relationships of older adults? An exploration using data from a national survey. *Journal of Communication Disorders*, 62, 131–146. <https://doi.org/10.1016/j.jcomdis.2016.06.002>.
- Talebloo, B., & Bin Baki, R. (2013). Challenges faced by international postgraduate students during their first year of studies. *International Journal of Humanities and Social Science*, 3(13). [www.ijhssnet.com](http://www.ijhssnet.com).
- Widodo Limantoro, S. (2018). How foreign students learnt “Bahasa Indonesia” as second language. *Journal of English Teaching Adi Buana*, 3(2).
- Zagir Azgarovic, & Lyubov. (2017). The problem of adaptation of foreign students studying in Russian university. *ESPACIOS Journal*, 38, 1–8.