THE ENGLISH SPEAKING PROBLEMS OF THAI STUDENTS IN LEARNING ENGLISH AT THE ENGLISH DEPARTMENT OF UNIVERSITY ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements of Bachelor's Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
The English Department

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

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FACULTY OF EDUCATION AND TEACHER TRAINING
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THESIS

It has been examined and approved
To fulfill the requirements of Bachelor's Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training

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MOTTO

قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّن صَدَقَةٍ يَتْبَعُهَآ أَذًى ۗ وَٱللَّهُ غَنِيٌّ حَلِيمٌ

Kind words and forgiving of faults are better than Sadaqah (charity) followed by injury. And Allah is Rich (Free of all needs) and He is Most-Forbearing.

(Al-baqarah : 263)[1]

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[1] Dr. Muhammad Taqi Din Al Hilali, and Dr. Muhammad Muhsin Khan,*Translation of themeaning of THE NOBLE QUR'AN In the English Languange*.(Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998)

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DEDICATION

I dedicate this thesis to:

1. Allah SWT, the lord of the world, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible.
2. My family, father, mother and brother. Thank you for always supporting me in many ways.
3. All kinds people around me including my close friends, seniors and juniors who bring positive vibes in my circumstances, giving some suggestion, opinions, and advice. Thanks a lot.
4. Lastly, those who cannot be mentioned individually yet have supported the writer to finish this thesis. Thanks a lot.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Firstly, all praises due to Allah SWT for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.
2. Dr. H. Abdul Mu' is, S.Ag., M.Si. as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this research.
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5. Ninuk Indrayani, M.Pd as my thesis advisor, who has given me the guidance, suggestions, and patience.
6. All lecturers in English Education Program who has given me precious knowledge and experience during the entire of the semester.
7. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the writer hopes that it will be beneficial and valuable to future researchers and readers in the teaching- learning process, particularly in the speaking skills.

Jember, February 21th 2024

Author

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ABSTRACT

Nurainee Huayluek. 2024: *The English Speaking Problems of Thai Students In Learning English at English Department of University Islam Negeri Kiai Haji Achmad Siddiq Jember*.
Keywords: Speaking problems, Thai students, Language.

Nowadays English is the international language. It is the main language that humans on Earth use to communicate with each other in the world, but for having a mother tongue that is not English. There might be some obstacles for them to learn English. which Thai people are one of them Thailand uses Thai as the native language and English is rarely used in everyday life. Therefore, they have some difficulties with their speaking skills.

The purpose of this study was to find out the problems of speaking English from Thai students in learning English department at the UIN Khas Jember: sociolinguistics perspectives. This study focused on knowing what and because of what Thai students have problems Vocabularies, grammar and pronunciation are a problem in Thai students' learning and speaking English.

The researchers used qualitative method. In collecting data, researchers used observation and interviews. The research tries to explain the speaking problems of Thai students in UIN Khas Jember. The totals of students in this research are 5 Thai students. All of them are girls and boys who are students of English department of UIN Khas Jember.

The result showed from observation and questionnaire which was given that the students' problem in learning speaking were students' perception that they did not know vocabularies and most of the vocabularies is advanced vocabularies which is used in learning. Therefore, making it difficult to understand because the large senders will only be able to extinguish the basic vocabularies limited of grammar knowledge. Most of them focus on memorizing but not actually practicing. So only the theory, but the principles can't really be applied. The reasons of the problems were because different pronunciations of different countries had never been practiced by speaking English with foreigners, minimum opportunities and nervousness. The students had the most problems with listening to English. The main reason is the rate of the listening practices. When a native speaker speaks at a rate that is too fast, due to unfamiliarity with the words. They need to listen to the lines with the speaker speaks slowly and clearly. They can listen to conversations with basic everyday words about themselves, family, trading, news events. The sentences that are understood are usually not long and do not contain complex words. Based on the data interview and gave the questionnaire to the students, the cause of the problems in learning speaking were inhibition because they felt often inhibited about trying to say something using English, then, nothing to say; the students had low motivation to express something used foreign language, environment factor; the students had no good environment to support their learning in speaking and mostly mother tongue used; almost all students were influenced by their mother tongue.

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CHAPTER I
INTRODUCTION

This chapter discussed about the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Research

Language plays a role in our daily lives, because of language is a way to communicate our ideas to others. language can express feelings, desires, opinions and needs of each individual. Without language it will be difficult for any people to understand the meaning of the words of others.

Indah in 2014 said the world has been moving forward to civilization advanced which called by globalization era. In this era, the connection among people become easier and extent. The people's good know and to learn on diversity of one country to others that excused for interaction among cultures. Human always develops their potency and ability by doing unlimited innovation and creation. This thing is done to fulfill their needs. The one of the needs is to learn other cultures and its languages as way to communicate with others[2].

Thai students are expected to be able to communicate effectively in English but they have problem to differentiate English pronunciation from Thai language. They also still encounter problems of difficulties in their face to face

[2] Indah (2014) , *Globalization and its E Globalization and its Effect on W ect on World Poverty and Inequality ty and Inequality.*

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oral communication although they use English most of the time in the classroom. According to Yarnruksa in 1997, this may be partly due to lake of confidence in expressing themselves in English. There are many solutions that might help Thai students to solve their problems in learning English in Indonesian environment.[3]

The language problems, it is hard to remember the vocabulary, a different pronunciation from the writings, same sound but it turns out his words differently, cannot distinguish nouns with verbs or the other, fluent to say but cannot write because it does not know or forgetfulness, the same words often have other meanings especially in use in a particular field, the pronunciation of the letter the letter on understand the word, search a word in the dictionary to make English sentence was wrong use in the context of the English language, there is another irregular verb, there is a beep sound in English is difficult to say because there is nothing in its own language, want to speak English but are afraid of the wrong, afraid of being laughed friend .[4]

The second language acquisition, students have already mastered the first language and the development of second language acquisition is not in line with the development of physical and psyches second language acquisition is not the same as the first language acquisition. This is because the second

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[3] Yarnruksa, W. (1997). *The Study of the Relationship between Reading Skill and the Achievement in Learning English among Senior High School Students*. Unpublished Master's Thesis. Ramkhamhaeng University, Bangkok, Thailand.

[4] Megawati, Fika and Mandarani, Vidya (2016) *Speaking Problems in English Communication.* In: The First ELTIC, Universitas Muhammadiyah Purworejo.

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language acquisition is done formally and motivation of students in General not too high because of a second language is not used to communicate the everyday environment of the student community.

As an Indonesian, Thai language will be much easier to understand. The grammar is no different from Thai and Indonesia language, no tenses, Thai uses the word had exactly the same as Indonesian, compared with already in English the verb does not change because tenses or subject, construction of a sentence or less the same, there is no singular or plural, to be the same as the Indonesian, the person pronoun there are many and can use the word father or mother such as a personal pronoun

Speaking English is made to express desire and his thoughts to anyone through verbal, but, skill Talking is difficult to develop if not continuously. This problem is related to the low student's motivation towards English speaking skills. True or not that learning to speak in a foreign language (English) is perceived difficult because it is not its own language.

B. Problem of the Research

1. What are the Vocabulary problems faced by Thai students in learning English speaking at UIN Khas Jember?
2. What are the Grammar problems faced by Thai students in learning English speaking at UIN Khas Jember?
3. What are the pronunciation problems faced by Thai students in learning English speaking at UIN Khas Jember?

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C. Objective of Study

1. To investigate the Vocabulary problems faced by Thai students in learning English speaking at UIN Khas Jember?
2. To investigate the Grammar problems faced by Thai students in learning English speaking at UIN Khas Jember?
3. To investigate the pronunciation problems faced by Thai students in learning English speaking at UIN Khas Jember?

D. Significance of the Study

1. Theoretical Significance

Theoretically, the purpose of this study is expected to enrich and strengthen theories about cross-cultural understanding and its solutions has been described by researchers in a previous study of the results of this study.

2. Practical Significant

Practically, the purpose of this research may be to gain insight into communication problems faced by Thai students in learning English this research is expected to assist us in understanding the cultural differences between us.

E. Scope and limitation of the study

This study focused on the speaking difficulties faced by Thai students in learning at English Department of UIN KHAS Jember. There are 5 students for this research.

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F. Definition of the key terms

1. Thai students refer to five international students of English department in UIN Khas Jember.
2. Speaking is a language skill developed in a child's life, generated by listening skills, and at that time speaking skills are learned. Speaking is one of the four basic competencies that students should acquire well. For Thailand students who Study in Indonesia also flick about speak in English this has an important role in communication. Speaking can be found in the cycles spoken primarily in the Joint Construction of Text.
3. The speaking problem here means a speaking that needs attention and needs to be dealt with or solved. By knowing the problems in speaking skill, the teacher will be able to overcome that problem well.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed and reviewed some related literatures that consisted of explanations of related study, difficulties, communication, and coping with.

A. Previous Research Studies

There are some related studies conducted by some researchers, as follow:

First, research that has been done by Samira Al Hosni in 2014 entitle "Speaking Difficulties Encountered by Young EFL Learners'' the research is Three instruments were used in this study, and they were observational lessons, interviews, and curriculum analysis. Class observations were made and field notes were taken to discover more about the difficulty of talking faced by grade 5 students in primary school education in actual classroom situations. Four semi-structured interviews were conducted, three of them with 5th and 5th grade English teachers. This interview aimed to find out more about teachers 'and students' beliefs about factors that cause difficulties for students when trying to speak English. All interviews were recorded, and most parts were transcribed.[5]

[5] Samira Al Hosni (2014) *Speaking difficulties encountered by young EFL learners*. International Journal on Studies in English Language and Literature (IJSELL)

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The second, research that has been done by Ahmed Maher Mahmoud Al Nakhalah in 2016 "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University" the research is this study aims to explore the difficulties faced by English students at Al Quds Open University. The study, more than aimed to explore the causes of such difficulties. Language difficulties faced by the English language at Al Quds Open University. The interview will be applied to each student to investigate the difficulties and causes of the difficulty. The results show there are some difficulties in talking about mistakes, shyness, anxiety and lack of confidence. The researcher adopted some recommendations from English, and he suggested to do more research and studies on the difficulty of speaking faced by English students.[6]

The third, the research had been done by Dina A. Al-Jamal1 & Ghadeer A. Al-Jamal2 in 2014 "An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skill" the research is This study concludes that student attitudes are an integral part learning and an important component of both language pedagogy. Psychological theories about attitudes like Krashen Affective Filter Hypothesis determine that people are only languages if they

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[6] Dr. Ahmed Maher Mahmoud Al Nakhalah (2016) *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University.* Al Quds Open University-Palestine /Gaza

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reach customizable input and if they are affective filter is low enough to insert "in". In theory, 'affect' includes motivation, attitude, anxiety, and trust.[7]

The fourth, the study was conducted by Sheila Yolanda Pradya A. in 2015 “the students’ difficulties in speaking at the tenth grade of SMA Negeri 1 in 2014/2015 academic year” The research findings show that the difficulties of students in English are low vocabulary mastery of students resulting from their limited knowledge of vocabulary meaning has brought them difficulties in understanding the conversation. The students have difficulty in uttering certain words because, English words differ between pronunciation and writing. The students are still confused in arranging the words. Then, there are still some errors in the grammar. Students are often afraid to speak English because they are afraid of making mistakes. They are not confident and nervous when the teachers asked them.[8]

The fifth, the study was done by Ismi Azizah in 2016 “an analysis of students’ difficulties in speaking English: a case study at eleventh grade students of ma al-Muslimun NW Tegal academic year 2015/ 2016 ” The research This research was conducted by all students of grade XI MA Al - Muslimun NW Tegal using population sampling technique. Based on data The findings of this study indicate that students 'difficulties in speaking students have limited vocabulary, anxiety, fear of and grammar errors and students have

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[7] Dina A. Al-Jamal1 & Ghadeer Al-Jamal2 (2014) *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*. Yarmouk University Irbid, Jordan

[8] Le Sheila, Ypradya ,A. (2015),the students’ difficulties in speaking at the tenth grade of smanegeri 1 sine in 2014/2015 academic year (online).

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limited fluency, the factor that contributes to students' difficulties in speaking is that students prefer to speak in their mother tongue (Sasaknese) they are lazy to read and learn new words they have no motivation and teaching style of teachers is also one of the factors that contribute to student difficulties in English.[9]

Compared to the above study, this study has several similarities and differences. The similarity is: researchers discuss about difficulties speaking English, researcher use qualitative approach. The difference is: first, the researcher did research on the problems faced by Thai students of English department in UIN Khas Jember. Secondly, the subject in this study is Thai students of English department in UIN Khas Jember. Third, the research was conducted at UIN Khas Jember, this research used qualitative approach and case study as research type.

Tabel 2.1 The Similarities and Differences with Other Research

No	Research	Title	Similarities	Differences
1	Samira Al Hosni 2014	Speaking Difficulties Encountered by Young EFL Learners	The research is Three instruments were used in this study, and they were observational lessons, interviews, and curriculum analysis.	The problems faced by Thai students

[9] Ismi azizah, ismi azizah (2017), *an analysis of students' difficulties in speaking english: a case study at eleventj grade students of ma al- muslimun nw tegal academic year 2015/ 2016. S1 thesis*, universitas mataram.

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2	Ahmed Maher Mahmoud Al Nakhalah 2016	Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University	The research is this study aims to explore the difficulties faced by English students	The research was conducted at UIN Khas Jember,
3	Dina A. Al-Jamal1 & Ghadeer A. Al-Jamal2 (2014)	An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skill	Difficulties Faced by EFL Undergraduates in Speaking Skill	Thai students of English department in UIN Khas Jember.
4	Sheila Yolanda Pradya A. (2015)	The students' difficulties in speaking at the tenth grade of SMA Negeri 1 in 2014/2015 academic year	The students' difficulties in speaking	The researcher did research on the problems faced by Thai students of English department in UIN Khas Jember.
5	Ismi Azizah (2016)	An analysis of students' difficulties in speaking English: a case study at eleventh grade students of ma al-Muslimun NW Tegal academic year 2015/ 2016	Analysis of students' difficulties in speaking English	The research was conducted at UIN Khas Jember,

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B. Literature Review

1. English as a Subject

a. Definition of English

English is one of the important foreign languages it should be controlled by the Indonesian Nation because English has a position very strategic that is besides as a means of communication as well as language association between nations. In addition, English is also a foreign language first considered important for the purpose of accessing information, ingestion and the development of science, technology, and art and culture.

English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to respond to or create discourse in social life. To learn English with well required knowledge of the characteristics of the English language itself. Each subject has certain characteristics when viewed in terms of purpose or the competence to be achieved, or the material learned in order support these competencies.

English is one of the most international languages much studied and used in communicating between nations. This is appropriate with the role of English as a global language as proposed by Crystal in 2003 that English acts as a global language or the world because English is learned and used as a means of communicating on various countries either as first language, second

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language, or as foreign language. In Thailand, English as a foreign language studied as subjects from junior high school to College.[10]

English is the official language and many Commonwealth countries and understood as well as used widely. English used exaggerated countries in the world than other languages as well as compared to other languages except Chinese. Language is also more used people. English is a tool to communicate orally and write. Communicate is to understand and disclose information, thoughts, feelings develop science, technology and culture. ability to communicate in the sense that intact is the ability discourse, namely the ability to understand and or produce spoken text or writing realized in four language skills are listening, speaking, read and write fourth skills this is used to respond to or create a discourse in people's lives. So according to lbrahim in 2000 "English directed to develop the skills such that graduates able to communicate and discourse in English at the level of literacy certain.[11]

English education at elementary school level is identical to teaching a baby mother tongue. Where in general our children in primary school are not familiar with English, so it will have an impact on the pattern of teaching English at the more recognizable elementary school level. So as far as possible in order to achieve what is called "impressive first impression" which furthermore as a motivation for them to explore insights in English at a further

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10 Crystal, D. (2003). *English as a Global Language (2nd ed.)*. Retrieved 8 November 2012 from http://books.google.com/?id=d6jPAKxTHRYC

11 lbrahim, 2000, *Pembelajaran kooperatif.Surabaya* :UNNESA University press

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level. English as well as Indonesian is a communication tool that contains several properties of systemic, human, human, and communicative. Called systemic because the language is a system composed and sound system and system of meaning. Because between the meaning and sound there is no logical relationship, called speech because in the most important language is the sound, because although there is found in the writing media but in the end read and cause sound. According to Ibrahim in 2005 "Called humane because language exists if man exists and still needs it"[12]

The English language is introduced to the Malaysian child as early as preschool, at the tender age of 5-6 years old. It continues to be taught as a compulsory subject in the national curriculum at the primary (6-12 years old), secondary school (13-17 years old), as well as post-secondary and tertiary levels of education (18 plus onwards). In sum, the approximate number of years the ordinary Malaysian who completes his or her formal education from preschool to tertiary levels (undergraduate degree) averages between 14-15 years of English language education.

The inclusion of the English language as a subject in the national education curriculum of Malaysia is compulsory and guided by the language in education policy. However, it is not compulsory for the students to pass the subject towards completing their education at the primary or secondary levels. Even so, the role and status of the English language is institutionalized as an

12 Ibrahim (2005). *Pengantar ilmu perpustakaan dan kearsipan*. Gundadarma

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important Second language (English as a second language) in the Education Ordinance since 1957 and reaffirmed in the Education Act GoM in 1961 and 1996[13] and the National Education Policy issued in 1970 MoE 2012.[14] Meanwhile, Bahasa Melayu is decreed as the national language and as the medium of instruction at national public schools. At the same time, at the primary level, in the spirit of embodying pluralism, ethnic languages such as Mandarin and Tamil are permitted as mediums of instruction at vernacular public schools in the nation.

b. Objectives and Benefits of English

According to Sanuartini in 2000 "learning English is very important even can be said to be mandatory especially in early childhood is because English is the international language" The second reason is to master English then people easily enter and can access the world of information and technology. With the introduction of English in primary school then them have a better basic knowledge before proceeding to higher levels of education. English Subjects SD / MI is useful for learners have the following skills.

1) Develop communication competencies in limited oral form to accomplish action (language accompanying action) within the context of the school.

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13 Government of Malaysia (GoM) (1961). *Education Act of 1961*. Kuala Lumpur.
Government of Malaysia (GoM) (1996). *Vision 2020*. Kuala Lumpur: ISIS Malaysia.

14 Terry Moe. Delegation, Control, and the Study of Public Bureaucracy,Stanford University.

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2) Having awareness of the nature and importance of English to improve the nation's competitiveness in a global society.[15]

C. Cause of English learning difficulties

According to Nana Sudjana & Ibrahim in 2000 in general learn English it is not easy, but for some other learn English also not difficult. There are already study English in a long time was still find difficulty in the study and control of the English language.[16]

While according to Kasihani Suyatno in 2003 in his book English for young leaner, explained that there are several factors that affect the learning learners in English these factors are:

1) Mother Tongue

Not rare mother tongue or the first language be inhibitors in the study the foreign language. Spelling, pronunciation, intonation, sentence structure or vocabulary different between the language of the first and second language sometimes make the child was difficult to learn. Such as the pronunciation sound letters long as in the words roof diphthong / air force /, / OU / as in the words now (NAU) and the road (road).

2) Teaching Materials

Election material as a teaching materials with learning techniques in accordance with the age and children's interests will extracted its own child

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15 Sanuartini, 2000. *Pengaruh Kreativitas Belajar Matematika Terhadap Prestasi Belajar Matematika.* Skripsi. FMIPA UNM Makassar.

16 Nana Sudjana dan R.Ibrahim, *Penelitian Dan Penilaian Pendidikan,Bandung*: Sinar Baru

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in the study. Teaching materials should can invite learners to active learning, which has the purpose clear and meaningful. According also by the selection of the word as well as the level of difficulty arrange with coherently start and easy to the more difficult.

3) Social Interaction

Communication between students and teachers or between learners and learners warm will give sense of the learner and improve the self-confidence. Social interaction also helps children to use language and make learn from each other. This relationship can be established through the game, songs, and learning activities conducted in pairs or groups.

4) Learning Media

Learning foreign language in children will be more effective when supported by the media to support teaching and learning activities for kids love the things that are visually. As finger puppets, pictures, miniature or even. Objects around US as photos, pen, story books, Wall clock and others family background factors family background or social can also support or inhibit the success of children in a foreign language learning. Such as the availability of dictionary, books, television channels overseas even support parents is the factors that may affect the way of learning. Objects around the child was able to add a vocabulary. And book.

5) Family's Background

Family or social background factors can also support or hinder the success of children in learning a foreign language. Such as the availability of dictionaries, books, overseas television drain even parent support steam

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factors that data affect the way of learning. Objects around the child can add vocabulary. And reading books that parents will buy will also help children to learn foreign languages, especially foreign languages.[17]

D. International Students

1) Definition of Students

A student is someone who is in the process of drawing science or studying and enrolling are being educated on one form of college consisting of academic, polytechnic, high school, institute and university Hartaji, in 2012.[18]

In Indonesian Language Dictionary (KBI), students are defined as a person who studies in Higher Education.[19]

According Siswoyo in 2007 students can be defined as individuals who are studying at college level, whether public or private or other institutions of the same level College. Students are judged to have an intellectual level high intelligence in thinking and deep planning Act. Think critically and act quickly and appropriately is a trait that tends to stick to every student, which is a complementary principle.[20] A student is categorized at the stage of development who is 18 to 25 years old. This stage can be classified on the

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17 Suyanto, Kasihani K.E. 2007. *English for Young Learners*. Jakarta: Bumi Aksara.

18 Hartaji, D.A. 2012. *Motivasi Berprestasi Pada Mahasiswa yang Berkuliah Dengan Jurusan Pilihan Orangtua.* Fakultas Psikologi Universitas Gunadarma.

19 (Dictionary of Language Indonesia Online,kbbi.web.id)

20 Dwi, Siswoyo. *"Ilmu Pendidikan*; jogjakarta." (2007).

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late adolescence to early adulthood and seen in terms development, developmental task at this student age is consolidation of the founding of life Yusuf, in 2012.[21]Based on the above description can be concluded that the student is a registered 18- to 25-year-old learner and educated him in college either from academic, polytechnics, high schools, institutes and universities. While in This study, subjects used are two aged students 23 years old and still listed as an active student.

It was concluded that the students is a registered 18- to 25-year-old learner and educated him in college either from academic, polytechnics, high schools, institutes and universities. While in This study, subjects used are two aged students 23 years old and still listed as an active student. And student is categorized at the stage of development who is 18 to 25 years old. This stage can be classified on the late adolescence to early adulthood and seen in terms development,

The challenge facing the teaching of English literacy in Malaysia lies in making our classroom relevant to the current literacy needs. Literacy in the 21st century necessitates an inclusive pedagogy that looks at learners as co-authors and co-producers in knowledge acquisition Koo, in 2008.[22] Learning is seen as participating and taking part in communities of practice Wenger, in 1998, making literacy learning as meaningful and emergent.

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21 Yusuf, Syamsu. (2012). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya.

22 Koo, A. C (2008). *Factors affecting teachers' perceived readiness for online collaborative learning: A case study in Malaysia*. Educational Technology & Society,

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Implicit in the concepts of literacy as meaningful and emergent is that literacy is about new learning, about promoting new knowledge and offering opportunities of continuity and discontinuity. As learners participate in a meaningful learning, they acquire new literacy.[23]

Current formulations of academic literacies in our educational environment that reflect a heavy emphasis on the commodity value of literacy is disadvantageous to our learners Naginder, in 2006.[24] Students are evaluated based on their performance and ability to obtain good grades in the examination or display good writing skills. The practice of evaluating students based on their skills and competencies silences learners' voices, making them feel alienated and separated from meaningful language use.

2) Thailand Students as International Students

Thailand is the only country in Southeast Asia which was never colonized. Nevertheless, this country did not escape from conflict issues within its territory. Conflict is conflict between the Government of Thailand and the minority, namely the ethnic Muslims Malay. Conflict has occurred since the early 1990s and until now still have not found this intersection occurs because of ethnicity Malay Muslims demand independence and try to escape of Thai territory and government.

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23 Etienne Wenger1998, *Communities of Practice*,Cambridge University Press.

24 Naginder Kaur. (2006). *Non-autonomy and low-English proficiency among Malaysian students: Insights from multiple perspectives. In Kamisah Ariffin, Mohd. Rozaidi Ismail, Ngo Kea Leng, & Roslina Abdul Aziz. (Eds.), English in the Malaysian context (pp 21-34).* Shah Alam: University Publication Centre (UPENA) UiTM.

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The conflict began with protests by ethnic Malay Muslims against the Government of Thailand. They consider policies issued by the Government of Thailand is impartial and discriminatory against them. The protest was carried out by doing insurrection in some areas. Mass mobilization and rebellion that ethnic Malay Muslims do occur because of anxiety ethnic sustainability and their identity. The rebellion took place ranging from small actions to large and organized action. This action they do is to seek international sympathy and support. They hope with the support of the international world, aspirations they can be heard more and get guaranteed protection. However over time, protests by ethnic communities Malay Muslims no longer aim to seek sympathy and support international, but evolved into a desire to establish self-government. Yuniarto, in 2004.[25]

Understanding international students according to the Institute of International Education (IIE) is a student who travels part or all of the experience higher education in a country different from the country of origin or students who travel across national borders to gain a different learning experience with the country of origin Institute of International Education, 2014. Establishment of international education as one result of the development of the academic cooperation seen from the development of a

[25] Adhi Yuniarto 2004,*Department of Environmental Engineering*, Institut Teknologi Sepuluh Nopember.

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sustainable curriculum that is equalized leading universities, in order to foster progress education and teaching.

Thailand is one of the countries among the countries in the region Southeast Asia. Geographically, Southeast Asia is a region between the continent of Australia and mainland China, mainland India to the sea of China. Thus, Thailand is quite easy to reach travelers from time to day to earn a living and spreading religion.

Thailand is a developing country that needs some factors for national economic and social development, Factors that are support in developing State consists of development education, social, political, economic, public health and so on. On period 2012-2016 The country of Thailand holds the concept of development on a regular basis integrated and comprehensive so that humans serve as the center development to survive and be ready to face the changes that occur both on individuals, families, communities and nations. Because inside learning should emphasize the importance of participation of all elements.

The conclusion above that the country of Thailand is one of the developing countries that need some factors to build national economic and social, State consists of development education, social, political, economic, public health and so on. And Thailand is the only country in Southeast Asia which was never colonized. Nevertheless, this country did not escape from conflict issues within its territory. Conflict is conflict between the Government of Thailand and the minority, namely the ethnic Muslims Malay.

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2. Speaking Skill

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening2-Speaking 3-Reading 4-skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning.

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.

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Speaking is fundamental to human communication. English language learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom. Nunan in 1991 wrote 'success is measured in terms of the ability to carry out a conversation in the (target) language'. Therefore, if students do not learn how to speak or do not get opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Given this backdrop the present paper attempts to explore the significant difference in the results of speaking skill with the help of t-test. The sample for this study was taken from various higher secondary institutes of Srinagar city. The sample comprised of a total number of 160 respondents questionnaire was prepared for the elicitation of linguistic data which was designed to test the student's knowledge of speaking skill. The test took around 20-30 minutes in the form of an interview. The responses of the students were recorded using a tape recorder. The scores of speaking skill were graded on a scale of 0 to 5. The quantitative data was captured in a software program called Statistical Package for the Social Sciences (SPSS) version 14.0 for its final analysis and tabulation purposes. The present study also included classroom observation in order to find out the speaking difficulties that are encountered by higher secondary students.[26]

[26] Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

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3. Learning Problems

a. Definition of Learning Problems

Learning activities for every individual, not always can take place naturally. Sometimes fluent. Sometimes not, sometimes can quickly catch what is expended, sometimes it is very difficult. In the spirit of the spirit sometimes high, but sometimes, also difficult to concentrate. Learning difficulties it is a translation and the term English learning disability. Learning difficulties is a multi-disciplinary concept used in the field of science education, psychology, and medical science.

Difficulties learning, would be difficult to absorb material- the subject matter delivered by teachers so that he will be lazy in learning, and cannot be mastered the material. Avoid lessons, ignore tasks given teacher. Impairment learning, learning achievement low clan a state in the learning process in which students cannot learn properly.

The National joint committee for learning disabilities In Mulyono Abdurrahman in 2005 suggests the definition of learning difficulties are as follows: learning difficulties refers to a group of difficulties manifested in the form of difficulty real in proficiency and the use of the ability to hear, writing, reasoning, or ability in the field of study mathematics. The disorder intrinsic and suspected caused by the dysfunction the Central nervous system. From the above description can be concluded that the learning

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difficulties is disorders perceptual, conceptual, memory, and expressive caused threat, barriers, and disorders so students cannot learn properly.[27]

b. Kind of Learning Problems

According to Darsono in 2000 outline learning difficulties can be classified into two group**:**

1) Learning difficulties Associated with the development (developmental learning disabilities).

2) Learning difficulties Associated with academic (academic learning disabilities) learning difficulties Associated with the development include disorders Motor and perception, learning disabilities language and communication, and learning difficulties in adjustment social behavior. Learning difficulties Associated with academic refers to the failures achievement Academy in accordance with a capacity of the expected. Failures that covers the control skills writing.[28]

c. Characteristics of Learners with Learning Problems

As described, learners are having trouble learn it has the barriers, so that appeared symptoms that can be observed by others (teacher, supervisor) according to Abu Ahmad and Widodo supriyono, in 2004.[29]

Some symptoms as a sign of the learning difficulties. For example:

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27 Abdurrahman,Mulyono.2005.*Pendidikan Bagi Anak Bangsa Berkesulitan Belajar*. Jakarta : Rineka Cipta.

28 Darsono. 2000. *Belajar dan Pembelajaran*. Semarang : IKIP Press.

29 Abu, Ahmad dan Widodo, Supriyono. 2004. *Psikologi Belajar*. Jakarta: Rineka Cipta.

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1) Shows underachievement achieved by group class
2) Results achieved unbalanced with business conducted. He was trying hard but its value always low.
3) Slow in the work tasks to learn. He always left with her friends in all things, for example in working questions in complete tasks pretend, lie, and silent others.
4) Shows the attitude of less reasonable. Such as: indifferent,
5) Shows the behavior of different.
6) Students classified have IQs high. That potentially they should have earned learning achievement high, but the reality they get learning achievement low.
7) Students who always shows learning achievement high for most of the subjects, but on the other time learning achievement of declining drastic.

Learners are having trouble learn it can be known as the underachievement / less (under achiever). This child classified have IQs high but his achievements in learning low (below average grade)

c. Causes of Learning Problems

According to Wahyudin in 2007 there are two causes that influence the learning difficulties, that is internal and external. Difficulties both the cause described as follows:

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1) The Internal Causes

- **The physiological**

Cause of learning difficulties can occur because interference physical that is because the pain. Because less healthy. A sick child or less healthy will experience weakness in physical, so the sensory nerve and engineer weak as a result of stimulation received through sensory not be forwarded to the brain. Children under the weather can be difficult to learn, because it easy tired, dizziness, sleepy, power concentration reduced and lack of the spirit of the study.[30]

While Wasty soemanto in 1990 said that the person who learn need conditions healthy body. People his pain due disease-specific diseases and fatigue will not be able to learn effectively.[31]

2) External Causes

- **Parents Family**

Is the center of mama's education and first, but can also be a factor causing learning difficulties. In the case of parents having an important role in order to educate their children, because the views of life, the nature and behavior of a child, mostly come from both

[30] Wahyudin (2007),*Pengembangan penelitian dalam pendidikan*.Wahyudin 0808(a),yahoo.co.id

[31] Wasty, Soemanto, 1990, *Psikologi Pendidikan*, Jakarta: Rineka Cipta.

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parents and in has the main task as proposed by Hasbullah in 1996.[32]

The main task of the family in education children is the foundation of moral education and religious life. The nature and behavior of children is largely taken and both parents and other family members.

How to educate children parents who do not or less attention to their children's education may be careful not careful, not pay attention to the progress of their children, acorn be the cause of the difficulty of learning. Parents is cruel, authoritarian, will cause a mental unhealthy for children. This will result in children cannot peaceful, not happy at home, he went looking for their peers, up to forget to learn. Generally parents did not leave a boost to son, up to children don't like to learn, even as the attitude of his parents wrong, children can hate to learn. This factor is important in determining the learning progress children.

- **Family Economic Situation**

This situation will lead to a lack of learning tools, lack of fees provided by the elderly, and have no good place to learn. Such circumstances will inhibit the child's progress, Cost is a very important cause, because learning and survival is very costly. For

[32] Hasbullah, *Sejarah Pendidikan Islam di Indonesia*: Lintasan Pertumbuhan dan Perkembangan, Jakarta: Raja Grafindo, 1996.

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example to buy tools, tuition, and other expenses. Then a poor family will find it difficult to pay the various costs. Because finance is used to meet the needs of everyday families. Poor families also cannot provide a place to learn where learning is a place to learn efficiently and effectively.

- **School**

  Teachers can be the cause of learning difficulties if, the teacher is not creative, either in taking the method used or in the subjects he holds. This could happen, because the subjects he held less appropriate, so less control, more or less preparation, so how to explain less clear, difficult to understand by learners. Likewise, if the teacher relationship with learners less good as proposed by Hasbullah in 1996[33].

  This begins at the moment and the attitude of the teacher is less favored by the students, such as rude, angry, mocking, never smile, do not like to help children, snap, not clever, cynical, arrogant. Irritating, unjust, and others.

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33 Hasbullah, *Sejarah Pendidikan Islam di Indonesia*: Lintasan Pertumbuhan dan Perkembangan, Jakarta: Raja Grafindo, 1996.

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CHAPTER III

RESEARCH METHOD

The discussion in this chapter consisted of research design, subject of the study, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

This research conducted as a qualitative study. The research design use qualitative design because this study concerned will be with process. According to Ary in 2010 stated that a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis.[34]

Based on the statement above, the researcher could conclude that qualitative research is natural research or there is no manipulated condition in the field setting. The researcher could describe all phenomena based on the facts in the field. In this case, the researcher applied qualitative research because this by Thai students living at UIN KHAS Jember.

The research type of this study used case study. Case study is a single instance of some bound system, which can range from one individual to a class,

[34] Ary, D., Jacobs, L. C., Ashgar, R., and Sorensen, K. (2006). *Introduction to Research in Education. (7 th ed.)*. Belmont, CA : Wadsworth.

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a school, or an entire community Sandra, in 2006.[35] The researcher chose case study as research type because the researcher could describe all phenomena based on the facts in the field. According to Ary in 2010[36] Case study research is qualitative examination of a single individual, group, event, or institution. The researcher would like to give answers due to questions how and why a case could happen.

B. Subjects of the Study

This study focused on the problems speaking faced by Thai students in learning in UIN Khas Jember. There are 5 Thai students for this research. All of them are students of English department.

C. Research Instrument

Moleong in 2000 says that qualitative research required the researcher himself as the main instrument of the study. In collecting data, qualitative studies depend on the researchers. That's because research cannot decide directly what to research. In this study, researchers are the main instrument of research. The researcher's role is to observe, and to interview the subject of this study.[37]

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35 Sandra Lee Mckay,*Researching second language classroom* ,Lawrence erlabaum associates publishers :New Jersey, 2006. Page 71

36 Ary, D., Jacobs, L. C., Ashgar, R., and Sorensen, K. (2006). *Introduction to Research in Education. (7 th ed.)*. Belmont, CA : Wadsworth.

37 Moleong. (2010). *Metode Penelitian Kualitatif. Bandung*: Remaja Rosdakarya.

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There 5 Thai students, Researcher will take Thai students as subjects in this study. Researchers will interview them. The object of this research is the communication problem faced by Thai students English Department of UIN KHAS Jember.

D. Data Collection Procedure

Data collecting procedures will be the one of the main duties in this study to answer the problems of the study. The data collected in natural setting without any manipulation of the setting. Data collecting procedures will be used in this study, namely questioner and interview.

1. Observation

Observation is a way of collecting data with records held on the activities and developments carried out by teachers and students during the learning process. Observation is a spoken or written remark or comment based on something one has seen, heard, etc.

That was like what Ary in 2010[38] stated that: Observation is a basic method for obtaining data in qualitative research and is more than just hanging out. Qualitative observation usually takes place over a more extended period of time than qualitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses. Qualitative observation relies on narrative or words to describe the setting,

[38] Ary, D., Jacobs, L. C., Ashgar, R., and Sorensen, K. (2006). *Introduction to Research in Education. (7 th ed.).* Belmont, CA : Wadsworth.

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the behaviors, and the interactions. The goals are to understand complex interaction in a natural setting.

Another opinion of Musharraf in 2012 observation is a technique involving systematic selection, watching and recording the behavior and characteristics of living things, objects or phenomena. Actually between the opinions of Donald Ary and Khalifa Musharraf is closing about the observations.[39]

In this study, what should be observed are 5 Thai students English department of UIN KHAS Jember. Observations made since the first arrival until interviewed by the researcher. The observations conducted at UIN Khas Jember to obtain data: the first about verbal communication conducted by Thai students.

The second was to get data about communication doing by Thai students. The researcher observe non-verbal communication of Thai students such as the way they behave, the way they wear dress, the way they speak, and the way they perceive on their new around.

2. Interview

According to Musharaf in 2012 the interview is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomenal. Collecting data by

[39] Musharraf, S.G., Sultana U.F.R.,2012,*Stress degradation studies and development of stability-indicating TLC-densitometry method for determination of prednisolone acetate and chloramphenicol in their individual and combined pharmaceutical formulation*, Chemistry Central Journal 6:7

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interview probability is easy because with this way the writer could prepare some questions with appropriate and also the writer can record when the interview on going till if the writer forget or lose the written the writer still can found the data by that recording.[40]

Donald Ary in 2010[41] stated that interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They use to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

The interview conducted three times after observation. Researchers will use unstructured interviews as interview types so that researchers interacted directly with 5 Thai students to obtain information intensively. The first about communication conducted by Thai students. Researcher interview the subject of how they communicated with local members in UIN Khas Jember.

The second is to get data about communication conducted by Thai students' English department UIN KHAS Jember. Researcher interview subjects about non-verbal communication conducted by Thai students such as how they behave, how they wear clothing, how they speak, and how they perceive their new surroundings and how they deal with them.

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40 Musharraf, S.G., Sultana U.F.R.,2012,*Stress degradation studies and development of stability-indicating TLC-densitometry method for determination of prednisolone acetate and chloramphenicol in their individual and combined pharmaceutical formulation,* Chemistry Central Journal 6:7

41 Ary, D., Jacobs, L. C., Ashgar, R., and Sorensen, K. (2006). *Introduction to Research in Education. (7 th ed.).* Belmont, CA : Wadsworth.

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3. Documentation

According to Lodico et al (2006:126) defined documentation is another form of qualitative data collection tool which existed before the start study that produced by the participants. Documentation as material and supporters that used by researcher as supplemental information and as a tool to assist in completing information. In this research, the researcher used Zoom, record sound, and photo as supplemental information.[42]

E. Data Analysis Procedure and Triangulation Data Analysis

Data analysis is a systematic process of locating and managing transcripts of interviews, field notes, and other materials that accommodate to enhance their own understanding and enable it to be discovered Sugiyono, in 2010.[43]

The communication problems faced by Thai students' English department UIN Khas Jember, researchers will take, compare, and review all responses from observations and interviews.

Then, to select and classify data, analysis of verbal and non-verbal communication problems between Thai students with local residents and those new. Following the wise Culture book 2015 notes that in cross cultural situations, where we must live in different cultural environments, or intercultural situations where a number of cultures live together can cause all misunderstandings.

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42 Lodico, G, Marguerite, Dean T. Spaulding, Katherine H. Voegtle. 2006. *Methods in Educational Research From Theory to Practice San Fransisco. Jossey Bass.* http://jurnal.methods.ac.id,

43 Sugiyono 2010, *Memahami Penelitian Kualitatif* , page.121.

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According to Zhou in 2008 states that the lack of social skills can lead to cross-cultural problems. The data can be analyzed by identifying indications of cultural misunderstanding. That can be seen from how they adapt and react as newcomers. Thus, researchers can draw conclusions from all data to answer research questions well.[44]

a) Triangulation Data Analysis

According to Miles & Huberman (1984:16), the data analysis consists of three concurrent flows of activities, those are: [45]

1. Data reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decisions about which data chunks will provide your initial focus. So, the reduced data can give description deeply to the observation result. In this research, there are a lot of data especially from interviews and observations. Researcher needs to arranging and choose data that relevant. Firstly, researcher made interview transcript and file note. Second, He read and separates data that not relevant with thesis. The last step, he categorizes the data according to his needs and selected only data that relevant to present.

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[44] Zhou 2008.*Theoretical models of culture shock and adaptation in international students in higher education.* Studies in Higher Education,

[45] Miles, M. B. & Huberman, A. M. (1984). *Qualitative Data Analysis: A Sourcebook of New. Methods.* California; SAGE publications Inc.

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2. Data display

Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. In this research, researcher displays his data in sentence form. It means he not only show the statement but he also explained the below statement and result of observation.

3. Conclusion and Verification

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding of the research, which is done by the research and the discussion of the finding. The findings consisted the result of the interview.

A. English Education

The English education program was designed to improve students' English proficiency with a primary emphasis on listening, speaking, reading, and writing skills. It is comprised of several tracks designed to serve domestic and international students with diverse academic backgrounds.

The study program of English Education at our university aims to prepare students to become proficient English language educators who possess both theoretical knowledge and practical skills. Through a comprehensive curriculum, students will develop a deep understanding of English language teaching methodologies, linguistics, literature, and cultural aspects. Our program focuses on fostering effective communication, critical thinking, and pedagogical competencies, enabling students to create engaging and inclusive learning environments. Graduates will be equipped with the necessary expertise to teach English as a second language, contribute to curriculum development, and promote intercultural understanding. Our goal is to produce highly competent and passionate

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English educators who can inspire and empower learners to become confident and proficient users of the English language.

B. Findings

The data were gathered through result of interview. The data display compiled from the result of interview. It showed what the problems of Thai students in learning English department. This research found some problem faced by the Thai students in learning English department. The research classifies the problems which happen by Thai students in learning English department into 3 problems:

1. What kind of vocabulary problems are faced by Thai students in learning English speaking at UIN KHAS Jember?

2. What kind of grammar problems are faced by Thai students in learning English speaking at UIN KHAS Jember?

3. What kind of pronunciation problems are faced by Thai students in learning English speaking at UIN KHAS Jember? On the table, it will be presentation the names of Thai students in UIN KHAS Jember who are learning of English department.

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Tabel 4.1 Names of Thai Students

No	Name	Prodi	Year
1	MK	PBI	**2017**
2	FN	PBI	**2017**
3	RT	PBI	**2017**
4	LT	PBI	**2017**
5	MN	PBI	**2017**

The Result

Questionnaire also used to collect the data by during the researcher conducting her research. The researcher used this technique to know the students' responses to the use of problems in speaking. The researcher also interviewed the students in the last meeting.

The following questions are the being measured and elaborated in the interview:

1. What kind of vocabulary problems are faced by Thai students in learning English speaking at UIN KHAS Jember?
2. What kind of grammar problems are faced by Thai students in learning English speaking at UIN KHAS Jember?
3. What kind of pronunciation problems are faced by Thai students in learning English speaking at UIN KHAS Jember? On the table, it will be presentation the names of Thai students in UIN KHAS Jember who are learning of English department.

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To get data that is needed for answering problem of research, the researcher did interview to Thai students about their difficulties in English speaking. The results of interview are:

The Problems that Thai Students' Faced in Speaking English

Based on the results of interviews with the participants, the participants Common Grammar Mistakes While Speaking English Language. They said that Learning English grammar is very difficult for them. In speaking English language mostly, the students make grammar mistakes.

Usually, students make mistakes in Listening, pronunciation, and vocabulary during speaking English language. As stated by MK :

"Saya menikmati prosesnya dalam belajar bahasa Inggris. Saya berpikir bahwa kosakata dan kepercayaan dirinya adalah masalahnya dalam proses belajar bahasa Inggris. Kadang saya juga kurang paham dengan penjelasan guru. saya kurang percaya diri dan kurang persiapan. Kekurangan dalam Grammatical, saya memiliki masalah dalam memahami present simple tense, past tense, future tense, memiliki masalah dalam membedakan part of speech dan menggunakan modal verbs. Terakhir, saya memiliki masalah mendengarkan bahasa Inggris melalui penutur asli."[46]

Also stated from participant FN, he said :

"Saya bingung dengan susunan kalimat dalam pidato saya. Terkadang saya tidak mengerti apa yang dikatakan guru. Saya pikir saya berbeda dari teman-teman Indonesia saya di ruangan itu. Jadi saya kurang percaya diri untuk berbicara. Tapi bagi saya, mendengarkan adalah yang paling sulit. Ketika berbicara dengan penutur asli, saya tidak mengerti sama sekali."[47]

[46] Observation, 5th May 2023
[47] Observation, 7th May 2023

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Also stated from participant RT, she said :

“ Saya sangat senang dan senang belajar bahasa Inggris. Tapi saya masih memiliki masalah pengucapan secara teratur. Itu membuat orang yang mendengarkan saya tidak mengerti apa yang ingin saya sampaikan, atau terkadang salah paham satu sama lain. Mungkin karena saya tidak terlalu sering menggunakan bahasa Inggris dalam kehidupan sehari-hari sehingga saya lupa beberapa kosakata.”[48]

Also stated from participant RT, she said :

“Salah satunya karena saya jarang menggunakan bahasa Inggris karena bahasa Inggris selain bahasa ibu saya, dan ketika saya berbicara dengan teman, saya sering menggunakan bahasa yang sering digunakan dan juga sekarang saya di Indonesia, jadi saya biasa berbicara Bahasa Indonesia dengan teman-teman jika memungkinkan. mungkin saja Anda tidak bisa.”[49]

Also stated from participant LT, she said :

“ Ketika saya ingin mengatakan sesuatu, sangat sulit bagi saya untuk berbicara karena saya tidak tahu bagaimana mengatakannya dalam bahasa Inggris. Terkadang saya merasa malu untuk berbicara dengan seseorang dan itu membuat saya lambat dalam meningkatkan bahasa Inggris saya. Bukan lingkungan bahasa Inggris, tidak ada penutur asli di sekitarnya untuk diajak bicara. Kekurangan dalam Grammatical, dan ini merupakan masalah besar bagi saya dalam berbicara bahasa Inggris.”[50]

Also stated from participant MN, she said :

“Saya pikir latar belakang saya mungkin tidak cukup baik. Saya belajar keras, tetapi mengapa saya tidak mengerti? Saya bisa berbicara bahasa Inggris tetapi tidak terlalu lancar. Tetapi ketika teman-teman saya membalas apa yang saya bicarakan, saya tidak begitu mengerti.”[51]

[48] Observation, 9th May 2023
[49] Observation, 12th May 2023
[50] Observation, 13th May 2023
[51] Observation, 15th May 2023

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According to the researcher's observation, there are some similarities from one participant to another. The similarities that are here about, they are not confident about themselves speaking English language in front of people. This is usually caused by the teachers, the teachers not giving sufficient encouragement to speak English language in public. They learnt English language but they didn't learn how to speak it. This one of the problems that mostly the students faced in the classroom or in front of people. Shyness is also one of the biggest factors by which the students cannot speak English language. It's a kind of feeling which students feel while speaking English language. In shyness, they are not confident of themselves to speak, they are unable to remember the grammar rules and correct vocabulary in speaking English language. Due to shyness, they feel uncomfortable and anxious in front of people speaking English language. Fear of making mistakes in speaking English language is also one of the big problems that usually the students faced in speaking. The students are afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mates, or even criticize them in the classroom.

The problems and reasons by which the students cannot speak English language even after more than 16 years of learning as I discussed above. The teachers have to focus on these problems and try to resolve them. The teachers have to focus on oral communication in learning English language instead of learning from books and exercises. Through oral communication, students can easily learn and can easily communicate, and feel comfortable speaking with other peoples.

For them So self-confidence in speaking English language is very important. Have to motivate the students to be self-confident, it's okay to feel awkward in

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Infront of people but they should know that they can do it and encourage them to speak English language as much as they can. They have to overcome their shyness and speak English language confidently.

C. Discussion

Language Problems Thai Students' Faced in Speaking English

1) Vocabulary

The interview indicated that lack of vocabulary was problem to the students. Those problems are they find difficulties to choose the appropriate vocabularies related to the context, they realize that they are am lacking of English vocabularies, they often ask their classmates about the unfamiliar English words, they find difficulties to translate the words given spontaneously, they also do not know the synonyms/antonyms of the world that they usually use.

2) Grammar

The interview indicated lack of grammatical was problems to the Thai students. They do have problems with their understanding in present simple tense ("s", "es", and "ies" to present simple tense verbs), past tense (add "ed", "d" behind after the verbs and Irregular verb), future tense (add "will", "shall" for subject), they have problems in distinguishing part of speech and using the modal verbs.

3) Pronunciation

The interview indicated lack of listening was problems to the students. Thai students' said listening is very difficult part of English. They have problem listening English via native speaker. It made them also indicated lack of pronunciation as problem to the Thai students. When they speak, they think that their pronunciation

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is different with their friends from Indonesia. Pronunciation difference in the sound systems of English and Thai. Next, pronunciation problems that the Thai students face are they often mispronounce the English words, their native language really influence their English pronunciation, they have no motivation to pronounce English words like native-speaker, they find difficulties to give a correct word stress towards the English words, and they find difficulties to give a correct intonation towards the English words.

Non-Language Problems Thai Students' Faced in Speaking English

1) Lack of preparation

The interview indicated that lack of preparation was problems to the Thai students, few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because she was studying less. Similar result was found by Marwan in 2007 that lack of preparation of students 'anxiety. In addition. Lizuka in 2010 also found that participating in class without enough preparation often lead to anxiety.[52]

2) Lack of self-confident

The interview indicated that lack of self-confident was also problems to the Thai students, those problems are they are not confident to speak English in front of the people, they think they will not be a good English speaker, they feel that their classmates will underestimate them when they speak English to them, they are not

52 Lizuka, Keiko, *Learner Coping Strategies for Foreign Language Anxiety,* JALT2009 Conference Proceedings. 2010.

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confident to speak English to the lecturer, and they are not confident to share their opinions in the classroom. Next, anxiety is the last problem in list that is investigated by the researcher. The problems in anxiety aspect are they feel afraid to express their opinion in front of their classmates, then while speaking English, they get so nervous, they forget things they really know, they feel frightened when the lecturer asks them to answer questions in the English class, they get depressed when the teacher corrects their answers in the English class, they tremble when they know that they are going to be called on in the English class.

3) Anxiety

The interview indicated that anxiety problems to the Thai students, may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Thai students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So, the students can speak English better in the future.

This descriptive study is set out to investigate the speaking problems faced by Thai students in learning English department of UIN KHAS Jember. Interview from the finding were collected to investigate the speaking problems of Thai students in learning English department. Also investigated the language problems there are four problems aspect of the vocabulary problems, grammar problem, listening problem, pronunciation problem, and non-language problems there are three problems, lack of preparation, lack of self-confidence, and also anxiety.

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Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan in 2005 once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica in 2007 also state that in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

Based on the finding and theory from Horwitz, Worde, and Price**,** the writer thought that the theory from Horwitz, Worde, and Price is right. Anxiety come from the students themselves. One is their beliefs about language learning. Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject.[53] Such believe can lead to language anxiety. Horwits, et al. noted that "certain beliefs about language learning also contribute to the students' tension and frustration in the classroom." According to result of interview, lack of preparation was the major

[53] Horwitz, E. K. and Dolly, J. Young. *Language Anxiety: from Theory and Research to Classroom Implications.* New Jersey: Prentice-Hall Inc., 1191.

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contributor of student's anxiety.[54] And theory from Marwan that lack of preparation was the major contributor of students' anxiety.[55] In addition, Lizuka also found that participating in class without enough preparation often lead to anxiety. Lack of preparation will absolutely make students feel anxious.[56] They fear if they cannot perform well. It approves that theory with the result interview are same.

Last, based on the research from Numaya Nimat, he suggested that anxiety affects their four skills of language in which speaking anxiety is the highest above all. The main sources of anxiety are presenting before the class, making mistakes, losing face, inability to express, fear of failure, test anxiety, incomprehensible input, inability to comprehend, remembering target rules and grammar, poor pronunciation, lack of vocabulary and poor knowledge of English language. So he suggested learning and practicing English by carrying out activities out of class will improve their knowledge and skills of English language and thus will help to reduce anxiety and increase their self-confidence.[57]

Based on this research, the researcher concluded the research have some related identically of problems (fear of failure, making mistake, and incomprehensible input). Then with some related problems, we see that language problems and anxiety is the main problem of language learning process in every

[54] Horwitz, E. K., et. Al., *Foreign Language Anxiety:* the modern Language Journal. Vol. 70, 1986.

[55] Marwan, Ardi. *Investigating Students' Foreign Language Anxiety,* Malaysian Journal of ELT Research. Vol. 3, 2007.

[56] Lizuka, Keiko, *Learner Coping Strategies for Foreign Language Anxiety,* JALT2009 Conference Proceedings. 2010.

[57] Numaya nimat, *An investigation of English language anxiety – experiences of undergraduate students in bangladesh*,2013

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people. So, it is very important to support everyone in learning of English especially Thai students.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely conclusion and suggestion. Based on the finding and discussion on the previous chapter, could be drawn some conclusion on the problem of Thai students in learning English department. The conclusion and suggestion in order as follows.

A. Conclusion

Based on the data analysis, it can be concluded that:

1. Vocabulary

The interview indicated that lack of vocabulary was problem to the students. Those problems are they find difficulties to choose the appropriate vocabularies related to the context, they realize that they are am lacking of English vocabularies, they often ask their classmates about the unfamiliar English words, they find difficulties to translate the words given spontaneously, they also do not know the synonyms/antonyms of the world that they usually use.

2. Grammar

The interview indicated lack of grammatical was problems to the Thai students. They do have problems with their understanding in present simple tense (“s”, “es”, and “ies” to present simple tense verbs), past tense (add “ed”, “d” behind after the verbs and Irregular verb), future tense (add “will”, “shall” for subject), they have problems in distinguishing part of speech and using the modal verbs.

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3. Pronunciation

The interview indicated lack of listening was problems to the students. Thai students' said listening is very difficult part of English. They have problem listening English via native speaker. It made them also indicated lack of pronunciation as problem to the Thai students. When they speak, they think that their pronunciation is different with their friends from Indonesia. Pronunciation difference in the sound systems of English and Thai. Next, pronunciation problems that the Thai students face are they often mispronounce the English words, their native language really influence their English pronunciation, they have no motivation to pronounce English words like native-speaker, they find difficulties to give a correct word stress towards the English words, and they find difficulties to give a correct intonation towards the English words.

B. Suggestion

Based on the conclusion of the study there are some suggestions that could be given students as follows:

For Students

1) The students should realize that English speaking is very useful for them especially when they are graduate from the school. They can use it to continue their study as one of skill that they have.
2) To master in learning speaking, it is better to the students to memorize the vocabulary about cruise major and often practice to speak English.

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3) The students should keep study hard and take an English course to be master in speaking.

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DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Nurainee Huayluek

SRN : T20176103

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN KHAS Jember

Stated that the thesis untitled "The English Speaking Problems of Thai Students in Learning English at The English Department of University Islam Negeri Kiai Haji Achmad Siddiq Jember" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember. 14 Maret 2024

Nurainee Huayluek

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Appendix 1

MATRIX

Title	variable	Sub variable	Indicator	Data sources	Research Methods	Research problems
"The English Speaking Problems of Thai Students in Learning English at the English Department of KH. Achmad Siddiq Islamic University of Jember"	1.English of Speaking Problem	1. Speaking Components: a. Vocabulary b. Pronunciation c. Grammar	a. Vocabulary is all the words which exist in a particular language or subject. b. Pronunciation including the segmental features vowels and consonants and the stress and intonation patterns. c. Grammar is the rules about how words change their form and combine with	1.Observation : a. teachers b. students 2. Interview: a. students	This research conducted as a qualitative study Data Collection: 1. Observation 2. Interview	General Research Problem: What are the speaking problem faced by Thai students in learning English at UIN KHAS Jember? Specific Research Problems: 1. What are the vocabulary problems faced by Thai students in learning English

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	2.Characteristics of Thai Students	d. Fluency 2. Language problems a.Vocabulary b.Grammar	other words to make sentences. It is needed for students to arrange a correct sentence in conversation. d. Fluency is the ability to read, speak, or write easily, smoothly and expressively. a. The interview indicated that lack of vocabulary was problem to the students, b. The interview indicated lack of grammatical was problems to the Thai students. They do have problems with their			speaking at UIN KHAS Jember? 2. What are the grammar problems faced by Thai students in learning English speaking at UIN KHAS Jember? 3. What are the pronunciation problems faced by Thai students in learning English speaking at UIN KHAS Jember?

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		c.Pronunciation	understanding in present simple tense c. The interview indicated lack of listening was problems to the students. Thai students' said listening is very difficult part of English. d. The interview indicated lack of pronunciation was problem to the Thai students, if they speaking them think pronunciation is different with her friends from Indonesia.			

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The Questionnaire to Survey Validity and Reliability

Questionnaire of Students

Students'name : Sunitta Saidam

Class/ Jurusan : TBI3 / English departmen

This questionnaire is made to collect the data for this research on "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember" Please kindly read each item carefully and respond it with choosing the best option to you.

SA : Strongly Agree / Sangat Setuju

A : Agree/Setuju

N : Neutral/Netral

D : Disagree/Tidak Setuju

SDA : Strongly Disagree/Sangat Tidak Setuju

No	Statement	SA	A	N	D	SDA
1	I think learning speaking is fun	/				
2	I always do the speaking assignment which is assigned by the teacher and collect it on time.		/			
3	I hardly feel sure of myself when I speak English in our speaking class.			/		
4	I worry about speaking English outside of speaking class.				/	
5	When the speaking class is started, I don't pay attention seriously to the lecturer explanation.				/	
6	I think learning speaking is boring.				/	
7	If my speaking score is bad, I don't improve myself to get better scores.					/
8	I like to have conversations with friend to improve my speaking.	/				
9	I enjoy the activities of our speaking. lesson much more than those of my other lesson.	/				
10	I wish I could have many native English speaking teacher in speaking class so I could improve my speaking.		/			
11	I always want to improve my speaking ability .			/		
12	I will be worry if my classmates speak English better than me.			/		

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13	I often do the speaking assignment, although is not required by teacher			/		
14	I do initiate to do speaking assignment if it is not instructed by my teacher.				/	
15	I am happy and excited to learn speaking material if the time speaking class started.				/	
16	I feel shy to speak English with other friend.			/		
17	After learning speaking, I believe that I can speak English well and fluently.				/	
18	In my opinion, the material of speaking is difficult to understand.				/	
19	Talking to my teacher using English makes me uncomfortable and unconfident.			/		
20	I am happy and interested to learn speaking material by the time speaking class is started.			/		
21	I find it difficult to speak grammatically in English during speaking learning activity		/			
22	I always want to develop my speaking ability.			/		
23	Speaking with excellent pronunciation is important.	/				
24	If I speak in English, I find it difficult to get the meaning of new vocabulary.			/		
25	If I get the difficulties to speak with my lecturer and other friend, I need mother tongue to help me.	/				
26	While doing my speaking assignment and I get difficulty, the I ask teacher to help me.			/		
27	I wish I can have many native English speaking teacher in speaking class, so I can develop my speaking.			/		
28	I will be proud if my speaking ability seen be everyone.			/		
29	I have a lot of progress in speaking English after following speaking class.			/		
30	I like speaking class because my teacher is very good.		/			
31	I am confident to speak English because my lecturer encouraged me to speak English well.			/		
32	I don't need many native English speaking teacher in speaking class because I have English lecturer.				/	
33	If my speaking score is bad, I don't try hard to improve myself to get better scores					/
34	If my speaking score is bad, I will strive to develop it.					/

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35	I must be better in English speaking because I can have opportunity to get some money from my speaking ability.			/		

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The Questionnaire to Survey Validity and Reliability

Questionnaire of Students' Motivation

Students'name : Samawee Looklem

Class/ Jurusan : TBI3 / Tadris Bahasa Ingris

This questionnaire is made to collect the data for this research on "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember " Please kindly read each item carefully and respond it with choosing the best option to you.

SA : Strongly Agree / Sangat Setuju

A : Agree/Setuju

N : Neutral/Netral

D : Disagree/Tidak Setuju

SDA : Strongly Disagree/Sangat Tidak Setuju

No	Statement	SA	A	N	D	SDA
1	I think learning speaking is fun		✓			
2	I always do the speaking assignment which is assigned by the teacher and collect it on time.		✓			
3	I hardly feel sure of myself when I speak English in our speaking class.			✓		
4	I worry about speaking English outside of speaking class.			✓		
5	When the speaking class is started, I don't pay attention seriously to the lecturer explanation.				✓	
6	I think learning speaking is boring.				✓	
7	If my speaking score is bad, I don't improve myself to get better scores.				✓	
8	I like to have conversations with friend to improve my speaking.		✓			
9	I enjoy the activities of our speaking. lesson much more than those of my other lesson.			✓		
10	I wish I could have many native English speaking teacher in speaking class so I could improve my speaking.	✓				
11	I always want to improve my speaking ability .			✓		
12	I will be worry if my classmates speak English better than me.			✓		

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13	I often do the speaking assignment, although is not required by teacher			✓		
14	I do initiate to do speaking assignment if it is not instructed by my teacher.			✓		
15	I am happy and excited to learn speaking material if the time speaking class started.			✓		
16	I feel shy to speak English with other friend.			✓		
17	After learning speaking, I believe that I can speak English well and fluently.			✓		
18	In my opinion, the material of speaking is difficult to understand.			✓		
19	Talking to my teacher using English makes me uncomfortable and unconfident.					✓
20	I am happy and interested to learn speaking material by the time speaking class is started.			✓		
21	I find it difficult to speak grammatically in English during speaking learning activity				✓	
22	I always want to develop my speaking ability.			✓		
23	Speaking with excellent pronunciation is important.	✓				
24	If I speak in English, I find it difficult to get the meaning of new vocabulary.			✓		
25	If I get the difficulties to speak with my lecturer and other friend, I need mother tongue to help me.			✓		
26	While doing my speaking assignment and I get difficulty, the I ask teacher to help me.			✓		
27	I wish I can have many native English speaking teacher in speaking class, so I can develop my speaking.	✓				
28	I will be proud if my speaking ability seen be everyone.		✓			
29	I have a lot of progress in speaking English after following speaking class.			✓		
30	I like speaking class because my teacher is very good.			✓		
31	I am confident to speak English because my lecturer encouraged me to speak English well.			✓		
32	I don't need many native English speaking teacher in speaking class because I have English lecturer.					✓
33	If my speaking score is bad, I don't try hard to improve myself to get better scores				✓	
34	If my speaking score is bad, I will strive to develop it.		✓			

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35	I must be better in English speaking because I can have opportunity to get some money from my speaking ability.			✓		

Thank you for participating on this research.

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The Questionnaire to Survey Validity and Reliability

Questionnaire of Students' Motivation

Students'name : Nedeeyah Cehmaming

Class/ Jurusan : Tadris Bahasa Inggris

This questionnaire is made to collect the data for this research on "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember " Please kindly read each item carefully and respond it with choosing the best option to you.

SA : Strongly Agree / Sangat Setuju

A : Agree/Setuju

N : Neutral/Netral

D : Disagree/Tidak Setuju

SDA : Strongly Disagree/Sangat Tidak Setuju

No	Statement	SA	A	N	D	SDA
1	I think learning speaking is fun	/				
2	I always do the speaking assignment which is assigned by the teacher and collect it on time.			/		
3	I hardly feel sure of myself when I speak English in our speaking class.		/			
4	I worry about speaking English outside of speaking class.		/			
5	When the speaking class is started, I don't pay attention seriously to the lecturer explanation.			/		
6	I think learning speaking is boring.					/
7	If my speaking score is bad, I don't improve myself to get better scores.					/
8	I like to have conversations with friend to improve my speaking.	/				
9	I enjoy the activities of our speaking. lesson much more than those of my other lesson.		/			
10	I wish I could have many native English speaking teacher in speaking class so I could improve my speaking.		/			
11	I always want to improve my speaking ability .	/				
12	I will be worry if my classmates speak English better than me.			/		

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13	I often do the speaking assignment, although is not required by teacher			/		
14	I do initiate to do speaking assignment if it is not instructed by my teacher.			/		
15	I am happy and excited to learn speaking material if the time speaking class started.	/				
16	I feel shy to speak English with other friend.	/				
17	After learning speaking, I believe that I can speak English well and fluently.	/				
18	In my opinion, the material of speaking is difficult to understand.					/
19	Talking to my teacher using English makes me uncomfortable and unconfident.			/		
20	I am happy and interested to learn speaking material by the time speaking class is started.	/				
21	I find it difficult to speak grammatically in English during speaking learning activity	/				
22	I always want to develop my speaking ability.		/			
23	Speaking with excellent pronunciation is important.	/				
24	If I speak in English, I find it difficult to get the meaning of new vocabulary.		/			
25	If I get the difficulties to speak with my lecturer and other friend, I need mother tongue to help me.	/				
26	While doing my speaking assignment and I get difficulty, the I ask teacher to help me.	/				
27	I wish I can have many native English speaking teacher in speaking class, so I can develop my speaking.		/			
28	I will be proud if my speaking ability seen be everyone.	/				
29	I have a lot of progress in speaking English after following speaking class.	/				
30	I like speaking class because my teacher is very good.		/			
31	I am confident to speak English because my lecturer encouraged me to speak English well.			/		
32	I don't need many native English speaking teacher in speaking class because I have English lecturer.					/
33	If my speaking score is bad, I don't try hard to improve myself to get better scores					/
34	If my speaking score is bad, I will strive to develop it.	/				

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35	I must be better in English speaking because I can have opportunity to get some money from my speaking ability.	/				

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The Questionnaire to Survey Validity and Reliability

Questionnaire of Students' Motivation

Students'name : Murrnee Sueni

Class/ Jurusan : Tadris Bahasa Inggris

This questionnaire is made to collect the data for this research on "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Kristen Indonesia" Please kindly read each item carefully and respond it with choosing the best option to you.

SA : Strongly Agree / Sangat Setuju

A : Agree/Setuju

N : Neutral/Netral

D : Disagree/Tidak Setuju

SDA : Strongly Disagree/Sangat Tidak Setuju

No	Statement	SA	A	N	D	SDA
1	I think learning speaking is fun		✓			
2	I always do the speaking assignment which is assigned by the teacher and collect it on time.		✓			
3	I hardly feel sure of myself when I speak English in our speaking class.			✓		
4	I worry about speaking English outside of speaking class.			✓		
5	When the speaking class is started, I don't pay attention seriously to the lecturer explanation.		✓			
6	I think learning speaking is boring.				✓	
7	If my speaking score is bad, I don't improve myself to get better scores.	✓				
8	I like to have conversations with friend to improve my speaking.		✓			
9	I enjoy the activities of our speaking. lesson much more than those of my other lesson.			✓		
10	I wish I could have many native English speaking teacher in speaking class so I could improve my speaking.		✓			
11	I always want to improve my speaking ability .			✓		
12	I will be worry if my classmates speak English better than me.			✓		

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13	I often do the speaking assignment, although is not required by teacher			✓		
14	I do initiate to do speaking assignment if it is not instructed by my teacher.			✓		
15	I am happy and excited to learn speaking material if the time speaking class started.			✓		
16	I feel shy to speak English with other friend.		✓			
17	After learning speaking, I believe that I can speak English well and fluently.			✓		
18	In my opinion, the material of speaking is difficult to understand.			✓		
19	Talking to my teacher using English makes me uncomfortable and unconfident.					✓
20	I am happy and interested to learn speaking material by the time speaking class is started.			✓		
21	I find it difficult to speak grammatically in English during speaking learning activity				✓	
22	I always want to develop my speaking ability.			✓		
23	Speaking with excellent pronunciation is important.		✓			
24	If I speak in English, I find it difficult to get the meaning of new vocabulary.			✓		
25	If I get the difficulties to speak with my lecturer and other friend, I need mother tongue to help me.			✓		
26	While doing my speaking assignment and I get difficulty, the I ask teacher to help me.			✓		
27	I wish I can have many native English speaking teacher in speaking class, so I can develop my speaking.	✓				
28	I will be proud if my speaking ability seen be everyone.		✓			
29	I have a lot of progress in speaking English after following speaking class.			✓		
30	I like speaking class because my teacher is very good.			✓		
31	I am confident to speak English because my lecturer encouraged me to speak English well.			✓		
32	I don't need many native English speaking teacher in speaking class because I have English lecturer.					✓
33	If my speaking score is bad, I don't try hard to improve myself to get better scores				✓	
34	If my speaking score is bad, I will strive to develop it.		✓			

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35	I must be better in English speaking because I can have opportunity to get some money from my speaking ability.		✓			

Thank you for participating on this research.

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The Questionnaire to Survey Validity and Reliability

Questionnaire of Students' Motivation

Students'name : Fateemah Kekeng

Class/ Jurusan : Tadris Bahasa Inggris

This questionnaire is made to collect the data for this research on "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Kristen Indonesia" Please kindly read each item carefully and respond it with choosing the best option to you.

SA : Strongly Agree / Sangat Setuju

A : Agree/Setuju

N : Neutral/Netral

D : Disagree/Tidak Setuju

SDA : Strongly Disagree/Sangat Tidak Setuju

No	Statement	SA	A	N	D	SDA
1	I think learning speaking is fun	✓				
2	I always do the speaking assignment which is assigned by the teacher and collect it on time.		✓			
3	I hardly feel sure of myself when I speak English in our speaking class.			✓		
4	I worry about speaking English outside of speaking class.			✓		
5	When the speaking class is started, I don't pay attention seriously to the lecturer explanation.		✓			
6	I think learning speaking is boring.			✓		
7	If my speaking score is bad, I don't improve myself to get better scores.	✓				
8	I like to have conversations with friend to improve my speaking.		✓			
9	I enjoy the activities of our speaking. lesson much more than those of my other lesson.			✓		
10	I wish I could have many native English speaking teacher in speaking class so I could improve my speaking.	✓				
11	I always want to improve my speaking ability .				✓	
12	I will be worry if my classmates speak English better than me.			✓		

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13	I often do the speaking assignment, although is not required by teacher			✓		
14	I do initiate to do speaking assignment if it is not instructed by my teacher.			✓		
15	I am happy and excited to learn speaking material if the time speaking class started.			✓		
16	I feel shy to speak English with other friend.		✓			
17	After learning speaking, I believe that I can speak English well and fluently.	✓				
18	In my opinion, the material of speaking is difficult to understand.			✓		
19	Talking to my teacher using English makes me uncomfortable and unconfident.					✓
20	I am happy and interested to learn speaking material by the time speaking class is started.			✓		
21	I find it difficult to speak grammatically in English during speaking learning activity			✓		
22	I always want to develop my speaking ability.		✓			
23	Speaking with excellent pronunciation is important.		✓			
24	If I speak in English, I find it difficult to get the meaning of new vocabulary.			✓		
25	If I get the difficulties to speak with my lecturer and other friend, I need mother tongue to help me.			✓		
26	While doing my speaking assignment and I get difficulty, the I ask teacher to help me.			✓		
27	I wish I can have many native English speaking teacher in speaking class, so I can develop my speaking.	✓				
28	I will be proud if my speaking ability seen be everyone.		✓			
29	I have a lot of progress in speaking English after following speaking class.			✓		
30	I like speaking class because my teacher is very good.			✓		
31	I am confident to speak English because my lecturer encouraged me to speak English well.			✓		
32	I don't need many native English speaking teacher in speaking class because I have English lecturer.				✓	
33	If my speaking score is bad, I don't try hard to improve myself to get better scores				✓	
34	If my speaking score is bad, I will strive to develop it.		✓			

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35	I must be better in English speaking because I can have opportunity to get some money from my speaking ability.				✓	

Thank you for participating on this research.

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Appendix 2

Interview

As stated by MK : “Saya menikmati prosesnya dalam belajar bahasa Inggris. Saya berpikir bahwa kosakata dan kepercayaan dirinya adalah masalahnya dalam proses belajar bahasa Inggris. Kadang saya juga kurang paham dengan penjelasan guru. saya kurang percaya diri dan kurang persiapan. Kekurangan dalam Grammatical, saya memiliki masalah dalam memahami present simple tense, past tense, future tense, memiliki masalah dalam membedakan part of speech dan menggunakan modal verbs. Terakhir, saya memiliki masalah mendengarkan bahasa Inggris melalui penutur asli.”

As stated by FN, he said : “Saya bingung dengan susunan kalimat dalam pidato saya. Terkadang saya tidak mengerti apa yang dikatakan guru. Saya pikir saya berbeda dari teman-teman Indonesia saya di ruangan itu. Jadi saya kurang percaya diri untuk berbicara. Tapi bagi saya, mendengarkan adalah yang paling sulit. Ketika berbicara dengan penutur asli, saya tidak mengerti sama sekali.”

As stated by RT, She said : “ Saya sangat senang dan senang belajar bahasa Inggris. Tapi saya masih memiliki masalah pengucapan secara teratur. Itu membuat orang yang mendengarkan saya tidak mengerti apa yang ingin saya sampaikan, atau terkadang salah paham satu sama lain. Mungkin karena saya tidak terlalu sering menggunakan bahasa Inggris dalam kehidupan sehari-hari sehingga saya lupa beberapa kosakata.”

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As stated by RT, She said : “Salah satunya karena saya jarang menggunakan bahasa Inggris karena bahasa Inggris selain bahasa ibu saya, dan ketika saya berbicara dengan teman, saya sering menggunakan bahasa yang sering digunakan dan juga sekarang saya di Indonesia, jadi saya biasa berbicara Bahasa Indonesia dengan teman-teman jika memungkinkan. mungkin saja Anda tidak bisa.”

As stated by LT, She said : “ Ketika saya ingin mengatakan sesuatu, sangat sulit bagi saya untuk berbicara karena saya tidak tahu bagaimana mengatakannya dalam bahasa Inggris. Terkadang saya merasa malu untuk berbicara dengan seseorang dan itu membuat saya lambat dalam meningkatkan bahasa Inggris saya. Bukan lingkungan bahasa Inggris, tidak ada penutur asli di sekitarnya untuk diajak bicara. Kekurangan dalam Grammatical, dan ini merupakan masalah besar bagi saya dalam berbicara bahasa Inggris.”

As stated by MN, She said : “Saya pikir latar belakang saya mungkin tidak cukup baik. Saya belajar keras, tetapi mengapa saya tidak mengerti? Saya bisa berbicara bahasa Inggris tetapi tidak terlalu lancar. Tetapi ketika teman-teman saya membalas apa yang saya bicarakan, saya tidak begitu mengerti.”

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Appendix 3

Documention

Atmosphere of the FTIK Building

Atmosphere in class

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Appendix 4

CURRCULUM VITAE

Personal Detail

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Education Background

Graduated from SDN Ban Klongsai Prachautid School

Graduated from SMP Municipality2 (Khlong Jilad) School

Graduated from SMA Ekkapap Sasanawich Islamic School

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