THE PROBLEMS OF A THAI STUDENT IN LEARNING ENGLISH
(A Descriptive Study at English Education Department Student of UIN Prof. K.H. Saifuddin Zuhri)

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd)
Degree**

by

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Declare that the thesis I have compiled with the title, **"The Problems of Thai Student in Learning English (A Descriptive Study at English Education Department Student of UIN Prof. KH. Saifuddin Zuhri)"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 1th of July 2022

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APPROVAL SHEET

This thesis, entitled
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(A Descriptive Study at English Education Department Student of UIN Prof. KH.

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Assalamu'alaikum Wr.Wb.

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ABSTRACT

THE PROBLEMS OF A THAI STUDENT IN LEARNING ENGLISH
(A Descriptive Study at English Education Department Student of UIN Prof. K.H. Saifuddin Zuhri)

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Abstract: This study aims to discover and explain the problems in learning English and to find out the expected support of a Thai student for the studies in English education department of UIN Prof. K.H. Saifuddin Zuhri. The respondent was a Thai EFL student with four years of study abroad experience at UIN Prof. K.H. Saifuddin Zuhri. This research used a descriptive qualitative approach to describe findings based on in-depth interview transcriptions. Miles and Huberman's interactive model analysis was used to analyze the data. This study used data triangulation to ensure the validity of the data. The research result showed that the identified Problems in learning English stated by Mohammed Theory were experienced by a Thai student. This research found that the problems faced by a Thai student in learning English were cultural differences, accent, attitude, environment, grammar, vocabulary and pronunciation. While, other problems experienced beyond the theory mentioned, namely, grasping the lecturer explanation, understanding the learning material and lack of practice. The expected support of a Thai student for the studies at English education department of UIN Prof. K.H. Saifuddin Zuhri, includes support from lecturers, language courses, counselling during the study period, native speakers and English competition.

Keyword: English learning problem, support, Thai student

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MOTTO

**"*Ad Astra, per aspera*" – *through difficulties to the stars*

It's not going to be easy, it's going to be worth it!

DEDICATION

This thesis is dedicated to:

My beloved parents (Busaeri & Titi Mulyati), who never wavered in their support throughout my entire undergrad journey. Their constant encouragement, interest, wisdom, belief in me and unconditional love that played a significant part in helping me to achieve this goal. Thank you for always encouraging me to follow my dream

My Beloved sister & brother (Umu Ghaida & Arsyil), thank you for your supportive roles throughout this process and who were my "Cheerleader" along the way. I hope that all of us be successful and beneficial in the world and hereafter. Without all of you in my life, I may not always be strong as prior, now, and on.

The readers of this thesis
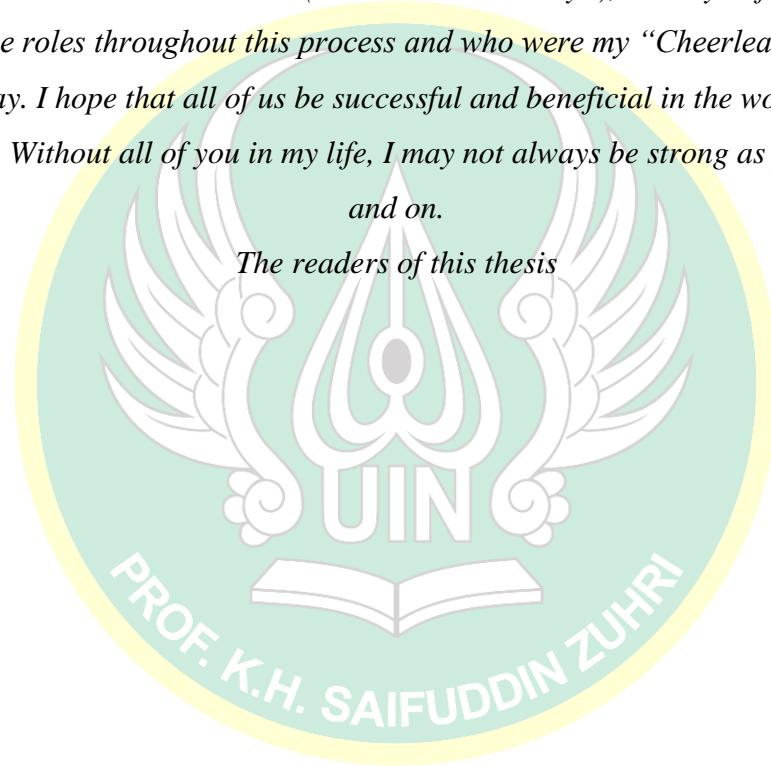
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Bismillaahirrahmaanirrahiiim
In the name of Allah, the beneficent and the merciful

The First and foremost, the author offers praise and thanks to Allah SWT, the Lord of the world master and creator all of everything in the world for the blessing and the strength, thus author could complete this thesis for specific purpose. Shalawat and Salam be upon the great esteemed prophet Muhammad SAW, and may peace be upon him and also his family. It is a precious thing that the researcher finally accomplished this thesis entitled "The Problems of a Thai Student in Learning English (A Descriptive Study at English Education Department Student of Prof. KH. Saifuddin Zuhri)".

This thesis script has been proposed to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education. During the arrangement of this thesis and as long the author learns in this Institution, the author has got many directions, motivations, and guidance from some side. Thus, in this chance the author will convey the gratefulness and award as high as possible to the honourable:

1. Dr. H. Suwito, M.Ag., as the Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

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3. Dr. Subur, M.Ag., as the II Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

4. Dr. Sumiarti, M.Ag., as the III Deputy Dean Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

5. Muflihah, S.S., M.A., as the secretary of Tadris in faculty tarbiya and teacher training, State Islamic University of Prof. KH. Saifudin Zuhri.

6. Desi Wijayanti Ma'rufah, M.Pd., as the coordinator of English Education Department, State Islamic University of Prof. KH. Saifudin Zuhri.

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12. Everyone who contributed support, motivation, and helped me in arranging this thesis that cannot be stated on this acknowledgement.

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Purwokerto, 1ᵗʰ of July 2022

Aurellia Naela Khilqi
S.N. 1717404052

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CHAPTER I
INTRODUCTION

A. Background of The Study

The spread of English in ASEAN is primarily due to the strength of globalization that is considered more commercial because it is used not just to communicate internationally but also as a lingua franca across diverse ethnic groups in this region.[1] Besides that increasing numbers of people around the world are using English, the ASEAN community has used English for a variety of purposes, the most important of which is academic. In terms of academic purposes, learning English has become a requirement for all students around the world, particularly EFL students. The spread of the role of using English could be used by EFL students in non-English speaking countries in the process of learning English. As a result of this circumstance, it allows ASEAN students to study English in Indonesia, where the presence of international students significantly contributes to the socio-economic and cultural development of both their host institution and country.[2] Many EFL students who study English in Indonesia come from ASEAN countries, one of which is Thailand student who registered as English learners at UIN Prof. K.H. Saifuddin Zuhri. Hence, the investigation of international students' study experience is of great value for institutions, for instance need to adapt and improve the curriculum and teaching methods to a culturally and linguistically diverse.[3]

According to this, the researcher was curious about the learning experience of a Thai English student studying English at UIN Prof. K.H. Saifuddin Zuhri. Therefore, the researcher conducted initial observation by interviewing a Thai English student to explore his experience while studying English at UIN Prof.

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[1] Ee Ling Low and Ran Ao, "The Spread of English in ASEAN: Politic and Issues", *RELC Journal*, Vol. 49, No. 2, 2018, P. 1.

[2] T.L.H Nghia, "Factor Influencing Prospective International Students' Motivation for Overseas Study and Selection of Host Countries and Institutions: The Case of Vietnamese Students", *Paper presented at the 26th ISANA International Education Association Conference*, 2015, p. 1.

[3] Laddawan Jianvittayakit, "Motivation factors of international students in choosing a foreign university: a case study on Mahidol University International College", *Interdisciplinary Studies Journal*, Vol. 12, No. 2, 2012, p. 174.

K.H. Saifuddin Zuhri. Based on the interview, a Thai student showed many difficulties and negative attitudes because learning a new language is entirely different from the first language, which requires a long and complex process. The inadequate basic English skills decrease his confidence with Indonesian students because low language mastery of Indonesian and English causes him to be reluctant to use English and have difficulty mastering the material. To ensure reinforcement of the argument that a Thai student has problems learning English, the researcher also asked the opinions of English lecturers related to the lecturer's views on a Thai student. Based on the interviews with the English lectures, it was found that a Thai student was constrained by the language used in delivering material. He is not fluent in Indonesian and lacks English proficiency, which is the main obstacle. This affects the progress of his English proficiency, which is below the ability of Indonesian students.

Regarding the experience difficulties faced by Thai students in learning English as foreign language has been done by Ningrum and Chetea. The thesis reviewed by Ningrum investigated the difficulties of Thai English students to adapt to Indonesian culture and the learning materials, and strategies of Thai students to overcome their difficulties. The results showed that Thai students at IAIN Salatiga had difficulty adjusting to Indonesian culture and difficulty understanding learning material caused by language barriers that hindered their communication.[4] According on the thesis by Chetea investigated the problems encountered by Thai students in learning English and how Thai students solve this problem. The result shows that Thai students of IAIN Tulungagung experience problems in speaking skills and problems in writing skills caused by linguistic differences and mental conditions[5]

From the background above, it is known that Thai student have problems in learning English. Therefore, it is interesting to know more about the

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[4] Utami Dwi Ningrum, "The Difficulties of Thai English Students to Adjust to Indonesian Culture and Their Difficulties to Grasp the Learning Materials", *Thesis,* (Salatiga: IAIN Salatiga, 2019), P. 64.

[5] Mahadee Chetea, "The Learning Problems Encountered by Thai Students at English Education Department of IAIN Tulungagung in The Second Semester", *Thesis*, (Tulungagung: IAIN Tulungagung, 2018), P. 63.

problems faced by Thai student that require different strategies and learning method. As the result of this research, teachers can provide proper management to create a comfortable English learning environment. In order to fill the research gap, none of the studies reviewed focuses on the problems that Thai student has experienced during EFL learning and expected support by Thai student for his studies from different perspectives. This investigation can be identified as well as helpful insight to improve better services for institutions. Because of this research conducted a study entitled **"The Problems of A Thai Student in Learning English (a Descriptive Study at English Education Department Student of UIN Prof. K.H. Saifuddin Zuhri)"**

B. **Clarification of Key Terms**

1. Problem

The problem refers to a situation that is difficult to handle and control due to complexity that requires examination to propose a solution.[6] In this research, problem is an obstacle, difficulty, and challenges faced by a Thai student in the process of learning English activities. Concerning overseas students, there are three categories of English language problems identified as the on understanding the English language, shyness in asking teachers and speaking the language up, and difficulty in understand homework's instruction.[7] Thai students come from overseas and have a different culture from Indonesia. They face a new environment and cultural differences that cause obstacles in their learning process where they need teachers and learners to communicate effectively.

2. Learning English

There are many definitions of learning that the experts have explained. Learning is a change in behavior that results from the experience in a

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[6] Nobert M. Seel, (Eds), *Encyclopedia of the Sciences of Learning*. (Boston: Springer, 2012), P. 2690

[7] Hakimee Samalee, "A Case Study on Thai English Students Linguistics and Non Linguistic Learning Problems and Their Learning Strategies at IAIN Salatiga Indonesia in The Academic Year 2017/2018", *Thesis*, (Salatiga: IAIN Slatiga, 2018), P. 107.

regularities environment.[8] The process of acquiring knowledge through understanding and transforming new experiences can lead to changes in the behavior of individuals. English is one of the language world's most widely used that is referred to as global lingua franca. English in Indonesia has been taught as a foreign language (EFL) because it's not use for daily communication. Furthermore, learning English is process of gaining knowledge or skill that consists of reading, listening, writing and speaking in English language

3. International Student

As maintained by Andrade, international student is a student who registered to study at higher education institution in another country on a temporary student visa and not a native resident.[9] The presence of international students has an intellectual, cultural and economic contribution that positively impacts the host country's colleges and universities.[10] It has become increasingly important for higher education institutions to increase the need to understand student behavior from a cross-country perspective.[11] In this research, international students refer to a Thai students in English department at UIN Prof. K.H. Saifuddin Zuhri.

C. Research Questions

Based on the background of the research above, the writer analyzed some problems that hopefully can answer these questions below:

1. What are the problems of a Thai Student in learning English at English Education Department of UIN Prof. K.H. Saifuddin Zuhri?

2. What are the expected supports of a Thai student for the studies at English Education Department of UIN Prof. K.H. Saifuddin Zuhri?

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[8] Jan De Houwer, et.al., "What is Learning? On the Nature and Merits of a Functional Definition of Learning", *Psychonomic Bulletin & Review*, Vol. 2, 2013, P. 631.

[9] Maureen Snow Andrade, "International Students in English-speaking universities", *Journal of Research in International Education,* Vol. 5, No. 2, 2016, p. 134.

[10] Nara M. Martirosyan, et all, "Academic and Social Support Services for International Students: Current Practices", *Journal of International Student,* Vol. 9, issue1, 2019, P.172.

[11] Jose Maria Cubillo, et all, "International Students' Decision-Making Process", *International Journal Educational Management*, Vol. 20, No. 2, 2006, P.101.

D. Aims And Significances of the Study

1. The aims of this study:

   a. To discover and explain the problems of a Thai student in learning English as a foreign language (EFL) at English Education Department of UIN Prof. K.H. Saifuddin Zuhri

   b. To find out the expected support of a Thai student for the studies at English Education Department of UIN Prof. K.H. Saifuddin Zuhri

2. The significances of this study:

   This study's significances have several advantages that are expected to contribute for the academic field.

   a. Theoretical significances

      The researcher hopes this study can be useful insight for those who are concerned in the world of teaching and learning a foreign language so that these contribute to the educational knowledge by increasing the understanding of English learning problems and the expected support to the English learning activities

   b. Practical significances

      1) International students

         The results of this research are expected to be useful for helping a Thai student to find out the problems during learning EFL activities. Hopefully, this study would increase concern to be aware of the learning problems in English language learning so that can find a solution to overcome the problems in order to improve academic achievement.

      2) Lecturers

         By understanding the problems faced by international student in this research, it is expected that lecturers can provide a specific concern to the needs of Thai students in the future. So that, can achieve learning goals. Lecturer requires proper strategies and

teaching methods because the learning environment and learning styles are different.

3) Institution

This research reveals the problems faced by a Thai student. The finding is expected to provide some valuable insight for institution to meet the needs consists of counseling, resources and services more effectively that should be done to facilitate international students in learning. So international students can adjust to be better prepared in learning activity.

4) Further researchers

The researcher hopes that this research might be a worthwhile direction and reference material for further researchers related to the problem and support expected by an international student. This research might be helpful for further researchers to gain basic data from this research.

E. Previous Studies

Many studies on the problems of international students learning English have been carried in the past. In accomplishing this research, it takes a several previous study which conduct relevant topic that are concerned with this research: the problem faced by Thai student in learning English.

The first, research was written by Utami Dwi Ningrum in 2019, students of English Education Department IAIN Salatiga. She conducted the research on "The Difficulties of Thai English Students to Adjust to Indonesian Culture and Their Difficulties to Grasp the Learning Materials". This research aims to find out the difficulties of Thai English students to adjust to Indonesian culture and their difficulties to grasp the learning materials. The author was also intended to find out how Thailand English students overcome their problem. This study is categorized as qualitative descriptive research with questionnaire sheet as instrument to eight of Thai English Students. The findings showed that Thai students met the difficulties on the way to cultural adjustment were the

language difficulties, social interaction with local people, and difficulties related to emotion such as homesickness and self-insecurity. Further, the researcher also found that Thai English students had difficulties to grasp the learning materials; there were difficulties to speak up in class, understand the lecturer explanation, shy to ask the teacher, and finish the assignment. The language barrier is the reason of those difficulties that also motivate Thai students to develop strategies to solve the problems; there are taking Indonesian language course, learning Indonesian culture, acquiring knowledge through social media and developing friendship with local people.[12]

The second title of relevant study is "The Learning Problems Encountered by Thai Students at English Education Department of IAIN Tulungagung in The Second Semester", which have been conducted by Mahamdee Chetea in 2018. The student of English Education Department IAIN Tulungagung. This research is intended to study Thai English student language learning problems in speaking and writing and how to solve these problems. He used narrative inquiry which is considered to be appropriate to explore the findings. The data were collected using narrative frame by giving questionnaire and in-depth interviewing nine Thai students of IAIN Tulungagung in the second semester. The finding of this research showed that thai students having problems in speaking in the aspect of linguistic including lack of listening skill, vocabulary grammatical knowledge, pronunciation and Non-linguistic problem include afraid to make mistakes, anxiety, nothing to say, lack of practice speaking, using more mother tongue. The ways that the students use to solve their problems are to practice to speak to English with other people, increase English vocabulary and phrases, watching English movie or video through Youtube, playing game, listen to songs, reading English books, consult with one who is master in English. Meanwhile, the problem in writing in the aspect of linguistic including lack of grammatical knowledge, vocabulary, difficulty in building sentences, difficulty to express idea into written text and non-linguistic

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[12] Utami Dwi Ningrum, "Adjust to Indonesia Culture and Their Difficulties to Grasp the Learning Materials", *Thesis*, (Salatiga: IAIN Salatiga, 2019).

problem: lack of practice writing and low motivation. The ways that students use to solve their problems are: do many exercises, learn more about improving English skill, reading English books, increase new vocabularies, learn more about grammar through Youtube, practice writing in English such making sentences.[13]

Third, the research was conducted by Qutaiba A. Abukhadrah in 2015 with the title "The Difficulties of Learning English as Perceived by a Group of International Students: a Case Study". This research looked into the challenges of learning English that a group of international students faced while enrolled in intensive English program at a large midwestern American University. Respondents of this research consist twenty students (11 undergraduate and 9 graduates with their ages ranged 19 to 26 years old) from various countries such as Saudi Arabia, China, India, Pakistan, Ghana, Algeria, Jordan and Nigeria. The study used information gathered by means of the qualitative research method of interviewing. The findings of the study showed that social interaction is one of the major difficulties confronting international students learning English. Also, the results of students' interviews revealed some difficulties in terms of oral production, comprehension, pronunciation and using the correct lexicon.[14]

Fourth, study was conducted by Oktari Firda Hibatullah in 2019 entitled "The Challenges of International EFL Students to Learn English in a Non-English Speaking Country". This study aims to explained on the learning English issues a case about the EFL students do a study abroad program in a non-English speaking country, especially in the context of English learning problems and strategies. The researcher addressed two main methods to two international EFL students at a private Islamic university in Yogyakarta, Indonesia, in a qualitative case study. Using reflective essays and interviews as

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[13] Mahadee Chetea, "The Learning Problems Encountered by Thai Students at English Education Department of IAIN Tulungagung in The Second Semester", *Thesis,* (Tulungagung: IAIN Tulungagung, 2018).

[14] Qutaiba A. Abukhadrah, " "The Difficulties of Learning English as Perceived by a Group of International Students: a Case Study", *International Journal of English Language Teaching*, Vol. 3, No. 8, 2015.

methods, the data concluded that the majority of the problems discovered were similar to those encountered by EFL students while studying in their home country. The result showed that English learning problems faced by international EFL students in a non-English speaking country found that the students had some struggles in language skills both in receptive and productive skills, lecturer resources, learning strategy, vocabulary, motivation, exposure, and culture. [15]

The previous studies above show that international students face problems in learning English while studying abroad. However, this study has similarities and differences with the previous study mentioned above. This study is titled "The Problems of a Thai student in Learning English (a Descriptive Study at English Education Department Student of UIN Prof. K.H. Saifuddin Zuhri". After comparing the previous studies, there are similarities between this research and previous studies that discuss the learning problems of English students. The differences of this research examined more deeply the problems faced by a Thai English student in learning English at UIN Prof.K.H. Saifuddin Zuhri and the expected support of a Thai student for the studies.

F. Organization of the Study

The structure of this study consists of five chapters. Each chapter explained different parts of the research as follow:

Chapter I begins with an introduction. This chapter define the background of the study, clarification of key terms, research questions, aims and significances of the study, previous studies and organization of the study.

Chapter II presents the literature review of the problems and expected support of a Thai student in learning English at English Education Department of UIN Prof. K.H. Saifuddin Zuhri.

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[15] Oktari Firda Hibatullah, "The Challenges of International EFL Students to Learn English in a Non-English Speaking Country", *Journal of Foreign Language Teaching & Learnning*, Vol. 4, No. 2, 2019.

Chapter III explains the research method. Which consists of the type of the research, data sources, technique of data collection, technique of data analysis technique and validity of data.

Chapter IV reports the research finding, which consists of result of the discussion of analysis data such as demographic background, problems in learning English, English learning problems out of theory mentioned, Expected support in learning English and research limitation

Chapter V discusses the conclusion of the research and suggestion further research related to this topic.

CHAPTER II
LITERATURE REVIEW

A. English Language Learning

According to Ozden, language learning is a communication process that is obtained through the maturation of the body, psychologically and mentally, with stimulation around it.[16] Therefore, this is a conscious process that occurs in language learners. Learning a language is most effective at an early age, in learning communities with small numbers of beginners, with help from a circle of relatives, through education, and with the help of incorporating new knowledge. According to Shih and Yang, successful language learning is linked to collaboration, cognitive apprenticeship, and cognition situated in the target language community.[17] Participating in a community where the target language is used in a real context is a powerful way to learn the language. In that community environment, people who have no experience with a new language can share same percentage of activities with other learners. They may be advised to speak, write, and think using the target language. As a result, language learners can examine the significant contexts they analyze clearly and spontaneously. Therefore, in order to make effective language learning, language practice must appear in actual and significant conversation than in isolated linguistic environments.

Language learning is a process that begins at birth and continues throughout life. Someone learns the language is obtained in the same way by everyone who is useful for communicating. The process of acquiring language is not easy and must be monitored closely. Meanwhile, language learning is a process that can be accepted well from obtaining formal learning knowledge or independent learning. Attitude towards the language and culture of the

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[16] Mehtap Ozden, "A language learning adventure of a person succeeded the language training", *Journal of Language and Linguistic Studies*, Vol. 14, No. 3, 2018, P. 233.

[17] Ya-Chun Shih & Mau-Tsuen Yang, "A Collaborative Virtual Environment for Situated Language Learning Using VEC3D". *Educational Technology & Society*, Vol. 11, No. 1, 2008, P.59.

community where the language is used is one aspect that contributes to the motivation for acquiring and learning a second language.[18] The point is that language teaching and learning are interrelated, with the process of learning in language requiring processes that cannot be observed only as part of the activity.

English has emerged as a widely spoken language globally. Many countries in the world that have their own language have used English as their second or foreign language. As Harmer stated that a second language is a widely adopted language for communication between two speakers whose native languages are different from each other and where one or both speakers use it as a "second" language.[19] This means that English is used as a language for communicating internationally. As an international language, the increasing need for English has been created in many elements of human life, including in education, economics, politics, recreation, generation and business. Pandey and Pandey argue that improving English language skills can lead to a better social life, as well as better job opportunities in the future.[20] This means that an interest in English makes the current population of modern society have a need for learning English so that they can fulfil their academic and professional careers.

B. Theories of Language Learning

In the context of language learning, a variety of learning theories have been suggested, and these theories fluctuate for varying reasons. In principle, learning theory is a mixture of various factors or variables woven together in an attempt to describe regardless of the theoretical concept. On general, theories grounded in scientific data are seen as more credible than those founded in personal opinion or experience. When comparing several theories,

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[18] Idham Kholid, "Motivasi Dalam Pembelajaran Bahasa Asing", *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 10, No. 1, 2017, P. 62.

[19] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (New York: Pearson Education Limited, 2001), P. 1.

[20] Meenu Pandey & Prabhat Pandey, "Better English for Better Employment Opportunities", *International Journal of Multidisciplinary Approach and Studies*, Vol. 01, No. 4, 2014. P. 93.

it is wise to be careful. Initially, learning theories was created to be applied directly to students in schools. They emphasized that the outcomes of the experiment would be implemented into the teaching and learning process. Psychological processes that occur within a person are known as learning activities. Therefore, it is challenging to tell what happened. Due to the complexity of the process, various learning theories have developed.[21] According to Rao there are some theories of learning that have an impact on the teaching and learning of English:[22]

1. Behaviorism

   In the 20th century, research on language teaching and learning was characterized by a series of tries, errors, corrections, and advancements and behaviorist learning theories dominated the field of ELT. In Verbal Behavior, Skinner explored the applicability of the behaviorist theory of learning to language study, arguing that there is "no reason to assume that verbal behavior differs in any fundamental respect from non-verbal behavior, or that any new principles must be involved to account for it".[23]

   According to behaviorist learning theories, children acquire their first language by imitating, listening, and repeating what adults say. Children replicate sounds and patterns they hear and are rewarded with positive reinforcements. They continue to imitate and drill linguistic sounds and grammar patterns until the habit of using the language correctly is created and reinforced. From a behaviorist perspective, the success of language acquisition is determined by the number of languages children hear and the consistency of reinforcement they receive, which can be reduced to imitation, repetition, and habit building. Within the context of behaviorist learning, children's errors

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[21] Kasmirah, "A Descriptive Study on The Students' Motivation in Learning English at SMA Muhammadiyah 9 Makassar in Academic Year 2017/2018", *Thesis*, (Malang: UMM, 2018), np.

[22] Xiaofei Rao, *University English for Academic Purposes in China*, (China: Shanghai Jiao Tong University Press, 2018), P. 21-26.

[23] Xiaofei Rao, *University English for Academic Purposes in China …*, P. 21-26.

when acquiring their first language are evidence of imperfect acquisition; this acquisition process applies to acquiring a second or foreign language.[24] To implement behaviourism in the classroom, it must have a clear understanding of the behaviours to be encouraged and reinforced.[25]

2. Constructivism

Constructivism perspective view learned learning as interpretive, recursive, and nonlinear procedures by learners interacting with the global physical and social environment. According to pritchard, constructivits view learning is the consequence of mental construction. In other words, learning occurs when new information is added to an individual's existing structure of knowledge, understanding, and abilities.[26] Two schools of constructivism prevail, particularly cognitive constructivism and sociocultural constructivism.[27]

a. Cognitive constructivism stems from the work of J. Piaget, featuring the individual learning process and how a person constructs and develops his knowledge through experience. cognitive constructivist theory of learning informs University ELT is that learning is an active process in which students construct new ideas and concepts based on their past and present language knowledge. They develop abilities to select information, originate assumptions, and make decisions in the process of integrating learning experience into their existing cognitive structure.

b. The sociocultural constructivist theory learning is influential in the field of SLA as it verifies that knowledge is constructed and developed through learning, which occurs through the

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[24] Xiaofei Rao, *University English for Academic Purposes in China …*, P. 21-26.

[25] Alan Pritchard. *Ways of Learning: Learning Theories and Learning Style in the Classroom.* (New York: Routledge, 2009), P. 9.

[26] Alan Pritchard. *Ways of Learning: Learning Theories and Learning Style in the Classroom…*, P. 17

[27] Xiaofei Rao, *University English for Academic Purposes in China ...*, P. 21-26.

interaction with others. As a causative force in acquisition, interaction facilitates language learning, which is essentially a social process based on the sociocultural settings. To understand how a second or foreign language is learned, it is indispensable to study the social and educational factors that shape the increasing competence of language learners.

C. Problems of Learning English as a Foreign Language

Learning a foreign language is lengthy and complicated since students must cover all aspects of the new language, including its structure and culture.[28] It is true that learning a foreign language is difficult, but to stay up with the modern era, which requires English proficiency, people all over the world are learning English. During the process of learning a foreign language, learners will inevitably encounter challenges. They probably create mistakes in words, phrases, and sentences throughout the initial stages of language acquisition. Sometimes, students cannot explain their mistakes. Thus, it is necessary to identify and analyze them to evaluate the errors and enhance English language skills.

Here are some problems that faced by foreign language in learning English according to experts. Mohammed stated that there are some problems of learning English, there are:[29]

1. Negative Transfer

    The negative transfer involves maintaining the same source language structure in the target language. The source language is the native tongue of the speaker. Each language has its own structure, and second-language learners attempt to adopt the structure of their native language. Learners of English should be familiar with the structures of a second

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[28] H. Doughlas Brown, *Principles of Language Learning and Teaching*, (United States of America: Pearson Education, 2007), P. 1.

[29] Mohammed H. Mohammed, "Challenges of Learning English as a Foreign Language (EFL) by Non-Native Learners", *International Journal of Social Science and Economic Research*, Vol. 03, No. 04, 2018, p. 1384.

or foreign language before beginning to study it. This is because language structure has a significant effect on learning. If learners use incorrect structure, it will result in a negative transfer and linguistic ambiguity.

According to Panggabean, English learners find it difficult and take a very long time to master the language because they do not practice it regularly. in contrast, competence is acquired through the development of habits. Suppose a language learner wishes to acquire the target language. In that case, he must continue to think, listen, speak and continuously learn the language. Nonetheless, some students disregard this issue by ignoring differences in structure, resulting in negative learning outcomes that hinder learning.[30]

2. Cultural differences

Individuals must undergo cultural adjustment to living comfortably in new and unfamiliar circumstances. Living in a new country requires acceptance and adaptation to cultural customs and norms. This process can be very difficult and unpleasant. They must adapt to the local culture. During the adaptation phase, international students not only learn to converse with their colleagues and the local community but also master all aspects of their living environment, including norms, values, habits, etc. according to Chenowith, Cultural knowledge is needed to achieve linguistic abilities, a new language cannot be mastered until students understand the cultural context.[31]

The importance of culture in acquiring a new language cannot be overlooked, as the learner may know everything about vocabulary and other aspects of the second language but be unable to understand the meaning of sentences or expressions. Therefore, background information about culture and society is very important. English

[30] Himpun Panggabean, "Problematic Approach to English Learning and Teaching: A Case in Indonesia", *English Language Teaching*, Vol. 8, No. 3, 2015, P. 36.

[31] Natasha H. Chenowith, "Cultural and Linguistic Obstacles for English Language Learners", *Beyond Word*, Vol. 2, No. 2, 2014, P. 97.

learners should be aware of the English language culture because they are often challenged by certain vocabularies belonging to certain communities. Understanding this vocabulary requires cultural awareness and familiarity. As a result, cultural differences are another challenge that language learners face.

3. Accent

Another difficulty that English language learners may experience is accents. A language learner's attitude towards their own accent can be a cause for speech difficulties and anxiety. Thus, it seems that accent related attitudes may affect in perceiving someone's use of vocabulary or grammar, for instance, in a better light if the speaker has a certain accent.[32] There are numerous English accents, such as American, British, Australian, amongst others. Accent variations may cause a challenge for language learners due to the fact that they possibly cause confusion and make it difficult for them to comprehend.[33]

4. Slang and Colloquialism

The terms used in informal language are known as slang and colloquialism. It is often challenging for English language learners to cover all of the slang and colloquialism expressions in the English language because the English language contains a large number of slang and colloquialism expressions. This is another difficulty that English language learners face when learning the language.

The collocation of specific things is another factor that determines whether a given combination is "right" or "wrong" in a particular context. Collocations are word pairs, for example *make mistakes* not do

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[32] Henna Paakki, "Difficulties in Speaking English and Perceptions of Accents a Comparative Study of Finish and Japanese Adult Learners of English", *Master Thesis*, (Finland: University of Eastern Finland, 2013), P.43.

[33] Mohammed H. Mohammed, "Challenges of Learning English as a Foreign Language (EFL) by Non-Native Learners …, p. 1385.

mistake and *do homework* not *make homework*.[34]   Therefore, this is further information about a new item that may be used. When introducing terms such as decision and conclusion, the teacher may not indicate that he or she has made or reached one. Collocations are frequently noted in dictionaries by putting the entire collocation under one of the headwords or by including a comment in parentheses.

Although slang is a natural part of the human language, it is not easy to establish a clear description due to the complexity of sociolinguistic factors that contribute to its production and usage. A review of linguistic sources and dictionaries finds that informal, casual, nonstandard, and colloquial are the most common adjectives used to identify slang as a type of language.[35] The most frequently mentioned functions of slang are informal status and unstable nature, which varies with age, gender, social class, geographic area, and time. Slang is typically not taught in school neither in native (first) languages nor second languages.

5. Arbitrary Language

The English language is arbitrary, meaning there is no correlation between form and meaning. Also, the lack of a correlation between words and objects in the English language is another issue for English learners. Arbitrary language causes foreign language learners to have difficulty comprehending English words since their written forms differ from their spoken forms. For example, we cannot conclude that its meaning is natural and clear any more than we can with its English translation form, dog. There is no natural or "iconic" association between the language form and that hairy, four-legged, barking item in

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[34] Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary", *English Education: Jurnal Tadris Bahasa Inggris*, Vol. 6, No. 1, P. 75.

[35] Krassimira D. Charkova, "A Language Without Borders: English Slang and Bulgarian Learners of English", *Language Learning*, Vol. 57, No. 3, P. 370.

the world. This characteristic of the interaction between words and things is known as arbitrariness.[36]

6. Attitude

Attitude is intrinsically linked to feelings. Personal factors have a significant effect on the outcome of language learning. Some beginning English learners have negative responses to the language, which can lead to a lack of motivation, low self-esteem, stress, anxiety, and fear of making mistakes. These emotions result in a negative attitude, which hinders language acquisition. While learning a language, learners must avoid being overthrown by such negative feelings, as they create a distorted image of that language. Instead, learners are encouraged to establish a pleasant relationship in order to get along and learn effectively.

According to Juhana, there are a few psychological factors that include in attitude components related to second language among them are as follow:[37]

a) Fear of Making Mistakes

Fear of mistake is one of the primary causes of students' reluctance to speak English in class since fear of negative judgment and correction. In addition, this is significantly influenced by the concern that students would be laughed at by their peers or criticized by their teachers. Consequently, learners probably stop participating in the classroom activities. Therefore, it is essential for teachers to persuade their students that making mistakes is not wrong or bad because they may learn from mistakes.

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[36] George Yule, *The Study of* Language, (United States of America: Cambridge University Press, 2014), p.13.

[37] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia), *Journal of Education and Practice*, Vol. 3, No. 12, 2012, p. 101-103.

b) Shyness

  Shyness is one of the problems that every learner faces when learning a new language and a factor that causes hesitancy to participate in English lessons. Bowen and Robby in Juhana argue that some students are shy because they are very quiet. They feel restricted when speaking English in public.

c) Anxiety

  In a general sense, anxiety can be described as a distressing emotion. Anxiousness is a condition that might arise when speaking. It can affect the process of learning to speak and might result in incorrect pronunciation. Therefore, new language learners are typically anxious to practice as they do unfamiliar activities for the first time.

d) Lack of Confidence

  Building self-confidence is the most important factor in successful language acquisition.

Students experience a crisis of confidence when they recognize that their interlocutor does not grasp their capabilities, which leads them to choose silence as a response rather than raising concerns.

e) Lack of motivation

  Motivation is defined as an attitude toward learning a foreign language on the part of the learners. Motivating students is essential for fostering a passion for student learning. This is the most important factor in determining learners' communication ability. Motivation is inner energy, and students will be more enthused about learning if they are highly motivated.

7. Environment

Environment refers to the classroom atmosphere, the physical space, the culture, and the thought systems through which language learners acquire the language. Considerable consideration needs to be given to the classroom's size and pedagogical atmosphere when learning a language. Providing a secure environment and unrestricted freedom of interaction for the students is a suitable and preferred method of education. Teachers are responsible for establishing a secure setting where students can practice their newly learned language. The combination of a well-designed atmosphere and flexibility of contact in the classroom increases students' participation and their sense of anxiety.

8. Grammar and Vocabulary

Each rule of English grammar is utilized at a certain moment and in a particular circumstance. Therefore, learners must be conscious of their language usage throughout communication, as incorrect grammar leads to confusion. The English language possesses a complex set of grammatical rules. It is challenging for learners to use and produce correct grammatical tenses and sentences due to grammar complexity. As is well known, incorrectly structured sentences convey incorrect messages to the intended audience.[38]

English contains a significant amount of lexis and vocabulary; consequently, it is difficult for learners to grasp too many words, especially those in the beginning stages of language acquisition. Moreover, in English, a word might have multiple meanings, changing depending on the situation, making the learning process much more difficult. As the English language contains many terms with varying usages in different contexts, understanding all of their meanings is tedious for the learner. According to Mualim and Aziez, the complex

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[38] Mohammed H. Mohammed, "Challenges of Learning English as a Foreign Language (EFL) by Non-Native Learners …, p. 1386.

vocabulary that is not used on a daily basis prevents students from understanding sentences and complex structures can lead to misunderstandings that cause a lack of confidence in showing their performance.[39]

9. Pronunciation

The right pronunciation of words in the target language may also provide difficulty for students. Even though it is difficult for second- or foreign-language learners to pronounce sounds like native speakers, they must do so correctly. According to harmer, there are particular problems occur in pronunciation is what students can hear and what can say is different and intonation problem.[40] In addition, pronunciation is significantly influenced by the learner's native language, as particular sounds or phonetics may not exist in the learner's native tongue.

According to Hibatullah, some learning English problems faced by the English foreign language students of the following:[41]

1. Problems in language skills

EFL students have different problems with each language skill. There could be many different problems with making the most of language skills. These were problems with speaking and writing and problems with reading and listening. Each problem could also be different for various EFL students, depending on how well they can learn.

2. Problems in vocabulary.

The most difficult aspect of learning English vocabulary is selecting appropriate words with limited word knowledge.

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[39] Maulana Mualim and Feisal Aziez, "Reading Portfolio as a Supplementary Activity to Leverage Students' Reading Competency", *Journal Basis*, Vol. 7, No. 2, 2020. P. 253.

[40] Jeremy Harmer, *The Practice of English Language* Teaching, (England: Pearson Longman, 2007), P.249.

[41] Oktari Firda Hibatullah, "The Challenges of International EFL Students to Learn English in a Non-English Speaking Country", *Journal of Foreign Language Teaching & Learnning*, Vol. 4, No. 2, 2019, p. 90-93.

Therefore, the lack of vocabulary knowledge prevented students from expressing their ideas or arguing about any topic.

3. Problem in exposure

The lack of the role of English in society is one of the most difficult problems for English language learners. Lack of exposure to English outside of the classroom will lead to feelings of reasoning about not needing to learn English. Since there is no urgent need to learn English, they place learning English as a lower priority. Inadequate exposure can also cause anxiety while learning English.

4. Problem in teachers' resources

Teachers' competence played critical roles in class management, enriching students' skills, and providing innovative resources. Lack of opportunities provided by teachers to practice English with students, incompetence in delivering learning materials, or simply providing insufficient teaching methods for students resulted in students preferring to use their native language rather than English.

5. Problem in motivation.

Most EFL students believe that learning English is only a part of finishing tasks without understanding the significance of what they have learned. It is one of the issues faced by unmotivated English learners. The indifference of unmotivated students to participate in classroom activities indicates their lack of motivation.

D. Factor Affecting Second Language Acquisition

According to Ellis, Acquisition refers to the incidental process where learners 'pick up' a language without making any conscious effort to master it; whereas learning involves intentional effort to study and learn a language.[42] On the surface, this appears to be a similar distinction to the 'second' versus 'foreign'

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[42] Rod Ellis, *Understanding Second Language Acquisition*, (United Kingdom: Oxford University Press, 2015), p. 18.

language acquisition distinction: acquisition occurs through communication in the L2 in a second language context, whereas learning occurs through instruction in foreign language contexts. To summarize, second language acquisition (SLA) is a subconscious learning process through which a person acquires an L2 or an additional language.

According to Khasinah, many general factors influence success or failure in learning a second language, including:[43]

1. Motivation
2. Attitude
3. Age
4. Intelligence
5. Aptitude
6. Learning styles
7. Personality
8. Self-esteem
9. Inhibition and risk-taking
10. Anxiety
11. Empathy and extroversion

Besides that, giving students resource they need to succeed in their future studies may involve the development of their independence and autonomy. These tools include assisting students in understanding their true goals and developing skills that will allow them to obtain the answers and information they need to succeed in achieving these goals. Learners must be able to identify and understand their learning styles and use them to their advantage. Students must also be willing to adapt to a more autonomous learning style. They will feel a sense of accomplishment as they can better monitor their learning, which boosts their confidence and provides them with a feeling of having accomplished something.

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[43] Siti Khasinah, "Factors Influencing Second Language Acquisition), *Englisia*, Vol. 1, No. 2, 2014, P. 258-267

Different learners' strategies may differ due to a variety of factors. According to Higgs cited in Aufany, there are four factors which influence the autonomous learner: [44]

1. The role of learners themselves
   a. Desire
   b. Interest
   c. Need
2. The role of teacher
   a. Teacher role as facilitator
   b. Teacher role of counselor
   c. Teacher role as resource
   d. Teacher role as manager and organizer
3. Type of tasks
4. The role of environment
   a. Social aspects
   b. Situational aspects

E. Factors Supporting Students' Learning English

Support for learning has an undeniable effect on academic progress. The support they receive motivates them to enhance their language skills. According Reynoso, he found seven resiliency factors that contributed to the academic achievement of English-language learners: [45]

1. Faculty support,

   Students have high expectations of support from the faculty in the lecture process in order to encourage their academic achievement. This is due to the faculty's ability to inspire and motivate students to achieve their academic goals. In addition, guidance from the faculty is expected to assist students with administrative issues. As a foreign language

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[44] Alfianizza Aufany, "Learners Autonomy in English Language Teaching During The Covid-19 Pandemic", *Thesis*, (Purwokerto: IAIN Purwokerto, 2021), P. 16.

[45] Nelson A. Reynoso, "Academic Resiliency Among Dominican English-Language Learners", *Community College Journal Of Research and Practice*, Vol. 32, 2008, P. 391.

student, learning is difficult; therefore, students expect good relationships and support from the faculty, such as positive feedback and the availability of staff and lecturers, to make a pleasant learning and encourage them to excel in learning English.[46]

2. Tutoring support,

In classroom interactions, lecturers are the central focus because they serve as a source of knowledge and demonstrate their ability to transfer their knowledge. To effectively transfer knowledge, teachers must comprehend their students to employ the most effective teaching strategies. Meanwhile, students can encounter efficient approaches that can help them improve and attain great levels of performance. Thus, learners will encounter high-quality classroom interactions and view teachers as successful learning role models. Therefore, tutoring is very important in helping students improve their skills and solve learning problems because they are monitored directly by supportive tutors.[47]

3. Counseling support,

Another role frequently mentioned in discussions of language learning is that of the teacher as a counselor. In general, a counselor is someone who advises those in need. Counseling allows students to discuss their accomplishments, problems, and solutions further. The counselor's role is to assist students in becoming more self-sufficient in One-on-one interaction counseling. Teacher-counselors should be effective communicators who strive to maximize learner engagement through interpretation, confirmation, and feedback. In other words, when a teacher works as a counselor, he or she advises and assists students in becoming more effective learners.[48]

4. Peer support,

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[46] Nelson A. Reynoso, "Academic Resiliency Among Dominican English-Language Learners …, P. 410.

[47] Nelson A. Reynoso, "Academic Resiliency Among Dominican English-Language Learners …, P. 415.

[48] Saleema M. Alonazi,"The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia", *English Language Teaching*, Vol. 10, No. 7, 2017, P. 186.

From the viewpoint of the students' extended social circle, the support of friends is equally essential. Outside of the family, one of the functions of friends is to supply information and inspiration. Some students are unable to communicate their learning difficulties to their families. They feel more relaxed discussing it with their peers. Psychologists consider this issue is of an egalitarian nature, referring to relationships between friends. As they face the same activities and/or assignments, they assist one another by discussing instructional materials and harmonizing their perspectives. This interaction might motivate students to increase their learning abilities.[49]

5. Family support

The support of their family, especially their parents, is crucial to their success in learning English. Their assistance is not only financially but also serves as a reminder of any activities. Some students view parental financial support as a source of incentive for their academic performance. Students feel that academic achievement will make their parents pleased. The other responsibility of parents is to assist with daily learning tasks, such as reminding learners to complete their homework. This fact demonstrates that parent-child relationships can positively affect student learning. Consequently, the emotional connection between parents and children also affects children's academic achievement.[50]

6. Self-motivation

Self-motivation emerged as a contributor to the academic success of the college participants. They overcame a variety of difficult life circumstances. Despite the obstacles they were facing, they made a deliberate decision to move forward with their lives and attend college.

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[49] Nuraeni, "Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language", *Proceedings of UHAMKA International Conference on ELT and Call (UICELL)*, 2019, P. 90.

[50] Nuraeni, "Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language …, P. 90.

The obstacles they encountered made them more adaptable and determined as individuals. According to Dwinalida, the influencing aspect Students' motivation to learn English can be broken down into two categories: external aspects, which include the environment, teachers' performance, attitude towards the target language, attitude towards the target language countries, and attitude towards the target language culture. On the other hand, internal factors include self-awareness and the teaching and learning process.[51]

7. Bi-cultural identity development

Having a strong relationship with the local culture enables the integration of international students into the university and the surrounding culture. Bicultural identity serves as a protective factor that facilitates adaptation to encountered difficulties. Maintain strong ties to their native culture while assimilating into the new culture. International students are aware that education will be their medium to a better life, despite the fact that the process of adjustment is not simple.[52]

F. Thai English Students at UIN Prof. K.H. Saifuddin Zuhri

In 2015, UIN Prof. K.H. Saifuddin Zuhri having cooperation partnership with the Pattani government that aimed to introduce and expand network to socialize existence of the university. The partnership provides Thai students get scholarships to study abroad at UIN Prof. K.H. Saifuddin Zuhri. Since then, UIN Saizu has accepted many Thai students and some of them have graduated from college. In academic years 2021/2022, there are twelve Thai students who are recorded as active students, including five students majoring in PAI, one student majoring in SPI, 2 students majoring in PGMI, one student majoring in ES, 2 students majoring in MPI and one student majoring in TBI.

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[51] Khairunnisa Dwinalida, "Exploring an English Learner's Motivation", *Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan*, Vol. 7, No. 1, 2021, p. 22.

[52] Nelson A. Reynoso, "Academic Resiliency Among Dominican English-Language Learners …, P. 429.

This research participant is Patani Student. Patani is a southern Thai province that borders Malay. Even though their native tongue is Patani Language or Patani Malay, the majority of Patanian speak Thai fluently, just as Javanese students do with Indonesian.[53] Thai students came to UIN Prof. K.H. Saifuddin Zuhri not as interns, observers, or exchange students, but as UIN Prof. K.H. Saifuddin Zuhri students. At the moment, there are a significant number of Thai students who are currently pursuing their education in Indonesia. These students can be found in every university that they are spread in across region of Indonesia. Related to this, Rusma stated that the Factor influencing of interest Thai students' decision to study in Indonesia there are similarities of Malay culture and language owned by Thai students who are expected not too many obstacles in overcoming cultural differences so that in the adjustment of learning more efficiently.[54]

Meanwhile, living in a new country is difficult, especially for international students. In addition to adjusting, they must also adapt to the local culture. During the adaptation process, international students must not only be able to communicate with other students and locals, but also master all aspects of their living environment, including norms, values, community, habits, and so on. International students face many obstacles, including socio-cultural barriers and lack of integration, psychological barrier, physical barrier, emotional barrier, and language barrier.[55] Related to socio-cultural concerning language and communication in the Indonesia context, which is rich in traditional culture and various languages that are practiced in everyday life.[56] It became an obstacle for Thai student to adjust to the new environment distinct from their homeland.

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[53] Hakimee Samalee, "A Case Study on Thai English Students Linguistics and Non Linguistic Learning Problems and Their Learning Strategies at IAIN Salatiga …, P. 18.

[54] Safrida Rusma, "Mahasiswa Pattani Thailand di Kota Medan (Studi Etnografi)", *Thesis*, (Medan: Universitas Sumatera Utara, 2019), P. 99.

[55] Utami Dwi Ningrum, "Adjust to Indonesia Culture and Their Difficulties to Grasp the Learning Materials …, P. 22-24.

[56] Yulia Hapsari and Hamamah, "International Students in Indonesia: a Study on Academic and Socio-Cultural Adjustment", *First International Conference on Advances in Education, Humanities, and language*, 2019, n.p.

Since one of the Thai students majors in English at UIN Prof. K.H. Saifuddin Zuhri, the situation is becoming more complicated. In addition to learning English, he must adapt to the culture, the Indonesian language, and various learning environments. English has been taught as a foreign language (EFL) in Thailand because Thai people do not use English as their official language and the majority of English classes are taught in Thai. This makes the English teaching and learning process in Thailand unsatisfactory. According to Marcellino, linguistic situations and conditions in Indonesia are quite complex due to the fact that more than seven hundred languages with their various dialects are used as communication media by a large number of ethnic groups. Therefore, the success of teaching English in Indonesia cannot be separated from the cultural background, values, customs, and beliefs of English language learners. Therefore, Thai students of English in Indonesia undergo a long and complex and intricate process.

CHAPTER III
METHODOLOGY

This chapter presents the description of the research method. It focuses on the method used in conducting this study which covers the type of the research, data sources, technique of data collection, technique of data analysis technique and validity of data.

A. Type of The Research

The purpose of this study was to gain a thorough understanding and explore what happened to the cultural and language barrier experienced by a Thai student while learning English, as well as the extent to which these barriers affect learning activity. This research applies a descriptive qualitative approach to answer the research questions. The author believed that qualitative research was the best method for investigating the problems in learning English and also expected support of a Thai English student for the studies at UIN Prof. K.H. Saifuddin Zuhri. The writer used descriptive-qualitative research because the researcher explored the data descriptively and the presentation of the findings was in the form of words.[57] Because the issue identified in this study is undeniably serious, a thorough examination is required to discover the meaning behind the problem. The qualitative inquiry has the aim of in-depth development of phenomena not to generalize populations.[58] Collecting qualitative data allows the researcher to collect detailed information to gain deeper understanding of the phenomenon from the perspective of participant. Therefore, the reason of choosing this design is because the purpose of this study is to get a deep understanding of the problems and the expected support of a Thai Student to learn English as a foreign language (EFL) in his studies by describing the opinion of respondent.

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[57] Phillip Marying, *Qualitative Content Analysis Theoritical Foundation, Basic Procedurs and Software Solution*, (Autria: Klagenfurt, 2014) P. 12.

[58] John W. Creswel, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* 4th Edition, (Boston, Ma:Pearson, 2012), P. 206.

The information gathered and the available literature provides a basis for understanding and helps suggest various reason for the problems experienced by a Thai student in learning English. A Thai students' expectations and perceptions of language learning are used to ascertain these barriers. The theme related to learning barriers was used to suggest a potential relationship between cultural experience and foreign language learning. The researcher used purposeful sampling of a Thai English student who studied in English department to prevent unqualified sample selection.[59] This research focuses heavily on the individual as a suggestion to explain the problems of learning English in which the individual views of the participants as valued and respected as an important source of personalized information by emphasizing the authenticity of the individual experience. Considering the fact that this research is exploratory, the researcher conducted in-depth interviews to a Thai English student because researcher interested in the depth questions and the participant has many perspectives about the phenomenon that was investigated.

B. Data Sources

1. Location of the research

    The research took place in State Islamic University of Prof. KH. Saifuddin Zuhri (UIN Prof. K.H. Saifuddin Zuhri). UIN Prof. K.H. Saifuddin Zuhri is the only Islamic university in Purwokerto. Which is located in Jl. A. Yani No.40A, Karanganjing, Purwanegaara, North Purwokerto, Central Java, Indonesia. This research scheduled from March-May 2022 for Thailand English student at UIN Prof. K.H. Saifuddin Zuhri.

2. Subject of the research

    The research participant involves a Thai male student of eight semester who have studied in English department of UIN Prof. K.H.

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[59] Palinkas, et all, "Purposeful sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research", *Administration and Policy in Mental Health and Mental Health Services Research*, VOL. 42, No.5, P.534.

Saifuddin Zuhri. The aim of taking this respondent as a research subject, since the respondent has four years of experience learning English at UIN Prof. K.H. Saifuddin Zuhri and the ability to communicate using Indonesian is pretty good, he can appropriately explain the answer to the question when interviewed. Furthermore, the long study period in Indonesia allows for more insight to gain more knowledge, which allows this research to thoroughly explore his experience in the problems encountered in learning English. It also enables the author to describe the expected support of the English language program in providing better facilities for learning English to enhance the English students' abilities.

3. Object of the research

The problems of a Thai English Student to learn English and the expected support of a Thai English student for the studies at UIN Prof. K.H. Saifuddin Zuhri are the objects of this research

C. Technique of Data Collection

The data collection technique method that used in this research is interview. The interviews are carried out in the form of semi structured, in which the interview questions designed and developed by researcher from Mohammed's theory. The researcher arranges the order and wording of the questions the interview is more structured and systematic based on the topic examined. Interview guideline used as a guide during the interview, the outline of topics that asked by the respondent was prepared previously but when some interesting answers appear is explored more in-depth for some issues. During interview, some questions such as the problems in learning English as a foreign language (EFL) and the expected support of a Thai English student for his studies asked to a Thai student. Based on language proficiency, Indonesian is the language that the respondent and researcher find easiest to utilize to communicate. Therefore, interview conducted in Indonesian to get more detailed data and reduce misunderstanding of the point of view.

In conducting the interview, the process was recorded with an audio recorder with the permission of the respondent on the voluntary status and the confidentiality of the respondent's identity is maintained. A Thai student interviewed individually based on the main question in non-formal form to avoid influencing the interviewee's answer to any beliefs or conclusion. Furthermore, this research conducted face-to-face interview twice. The next step was listening to the recorded interview a number of times in order to immerse himself in the words and thoughts of the interviewee. The interviewer conducted a follow-up interview in order to clarify, check for validity, or further draw out the interviewee's insights, opinions, and experiences.[60] The result of the interviews was transcribed before analyzed by separating them using coding to make it easier to sort out which data, supporting data and non-data.

D. Technique of Data Analysis

After getting the data, and the next step is analyzing the data from the interview. To analyze the data that have been collected, the researcher describes the data using descriptive qualitative method, which is describing the data into the words. This research uses Miles and Hubberman's theory framework for qualitative data analysis that consists of *three concurrent flows of activity*; data reduction, data display and drawing conclusion *or* verification.[61]

1. Data Reduction

   Data reduction is a form of data analysis to draw final conclusion that can be verified by sharpening, sorting, discarding and organizing data in such a manner.[62] In this phase, The data obtained from the interview is quite a lot, it is necessary to note it

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[60] Thomas Groenewald, "A Phenomenological Research Design Illustrated", *International Journal of Qualitative Methods*, Vol. 3, No. 1, 2004, P. 49.

[61] Matthew B. Miles & A. Michael Hubberman, *Qualitative data analysis: an Expand Sourcebook,* (2nd ed), (Thousand Oaks:Sage, 1994), P. 10.

[62] Emily Namey, et all, "Data Reduction Techniques for Large Qualitative Data Sets", *Handbook for Team-based Qualitative Research,* Vol. 2 No. 1, 2015, P.139.

carefully and in detail. Not all of the discovered data of the research are important. It means that the important information must be taken and the unimportant one must be ignored. In the process of data reduction, the researcher selected, focused, and simplifies the data. In this case, researcher reduced the information from the interview if the data were unimportant or did not support the data the researcher needed.

2. Data display

Data display is the presentation of conclusion from the result of data analysis by organizing, summarizing, simplifying and transforming data.[63] In this phase is used in arranging the information, description or narration to draw the conclusion of presenting important data that led conclusion. It is the process of displaying data in the form of words, sentences, narrative, tables, and graphics in order to master the data collected as the foundation for reaching the correct conclusion. In this study, narrative text was arranged to interpret the data.

3. Drawing conclusion or Verification

The last phase of analyzing the data is drawing a conclusion or verification. Drawing conclusion refers to the process of determining to mean, recognizing themes, regularities pattern and explanation, which refers to drawing conclusions in the form of a draft based on the entire data collection.[64] In this phase, Preliminary conclusions presented are still provisional and will change if no substantial evidence supports the following data collection stage. However, if the conclusion is supported by evidence valid and consistent, the conclusion presented is credible. The findings could

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[63] Susana Verdinelli and Norma I. Scagnoli, "Data Display in Qualitative Research", *International Journal of Qualitative* Methods, 2013, P. 359.

[64] Ellsberg and Lori Heise, *Researching Violence Against Women: A Practical Guide for Researcher and Activist*, (Washington DC, United States: World Health Organization, Path; 2005), P. 204.

be a description of an object that previously was unclear, so that after the investigation became clear.

E. Validity of Data

A technique for determining data validity is used in qualitative research. Examining the validity of research data is the first step in conducting qualitative research. In educational research, triangulation is used to increase the credibility and validity of the results. According to Moleong, triangulation is a technique to check data validation by employing the element outside the data.[65] It means that the element outside of data has a function as a comparison. Triangulation in credibility test is interpreted as checking data from various sources in various ways, such as triangulation of source, methodological triangulation, investigator triangulation, theory triangulation, and environmental triangulation. This process aims to determine the trustworthiness, validity, and reliability of the data as well as to reach a conclusion. The following step was to triangulate data from various methods. Each method's identified categories were examined for convergence and variation. Overall themes and concerns were identified among the convergent data. Emerging contradictions were used and resolved to create an overall picture of the study. In order to facilitate analyst triangulation, I had the participant examine the transcriptions (member checking) to ensure the result presented were correct based on his experience with cross-case analysis to compare and contrast the study's cases. Finally, using a descriptive qualitative approach, the results of the data reduction, data display, and triangulation were elaborated in the form of words, phrases, and sentences.

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[65] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosdakarya, 2017), P.330.

CHAPTER IV
FINDINGS AND DISCUSSION

Aiming to answer the research questions comprehensively, this chapter presents the result of the research. It is organized to uncover the student's English language learning problems and his expected support for his study at UIN Prof. K.H. Saifuddin Zuhri. The data described had been gotten from interviews. The researcher obtained data from the response of some question in the interview with a Thai English student. The research finding consists of the transcript from the interview of a Thai male students who study in English education department at UIN Prof. K.H. Saifuddin Zuhri. The primary goal of this case study is to examine and describe English learning problems and the expected support of a Thai English student for his studies. In other words, in order to have an in-depth understanding about those matters, the researcher also reveals about his demographics, his English learning problems at UIN Prof. K.H. Saifuddin Zuhri and his expected support for his study. All the finding related to these were discussed in the following:

A. Findings

SS is a code intended to serve as the respondent's name. He came from Pattani, south of Thailand, where most of the population is Muslim. He moved to Indonesia from his home country to study English in English education department at UIN Prof. K.H. Saifuddin Zuhri. He has lived in Indonesia since 2018 for almost 4 years. He is an eighth-semester student. The languages used are Pattani Malay, Thai, English (can listen but cannot speak fluently, not much vocabulary), Indonesian, and Javanese (can understand the meaning of spoken, but it is a bit difficult to have a conversation).

His first language is Pattani Malay and also able to speak Thai. Even though the ethnicity and culture of the Pattani Malays are quite similar to those of the Malays who live in Kelantan Malaysia, Where the language is almost similar to Indonesia, he feels a significant difference. At the Pattani formal school, the Indonesian language was initially taught in the classroom. On the

other hand, they are only instructed in Indonesian subjects and are never actively required to communicate in the language. He was able to speak Indonesian a little bit because he was instructed in the language by Indonesian students for PPL from UIN Prof. K.H. Saifuddin Zuhri, which contributed to his experience of learning Indonesian while he was there. The people of Pattani believe that Thai Pattani is a Malay ethnic; consequently, they feel the need to learn Malay and Indonesian to preserve their sense of self-integrity and understand Malay culture. This is one of the reasons why the Indonesian language is so important in Pattani.

Meanwhile at the first arrival in Indonesia, he could not speak and understand the language used in interacting with Indonesians. Realizing his inability to interact and communicate well, he participated in the Indonesian language program. This program designed by a Thai student organization in Purwokerto to study Indonesian at Wadas Kelir. Unfortunately, the learning program is not specific to Indonesian language learning, he learned about culture and art skills held by the Wadas Kelir community such as pantonyms and video shooting techniques. This does not improve his Indonesian language proficiency. In reality, in order to be able to interact with others and implement the learning material that he encounters in Indonesia, he needs to have sufficient proficiency in the Indonesian language. Since he lives in Indonesia, he ought to be able to understand the language that is used by the local community. Therefore, he must try to communicate in Indonesian to accelerate his Indonesian language proficiency actively.

Even he entered the university, the language problems faced became more complex. He already did not have adequate Indonesian language proficiency, instead he faced a new foreign language used by the surrounding community which made him confused. The university environment and Indonesian friends often use Javanese. So, he has to learn extra three foreign languages to communicate. His Indonesian proficiency must be mastered in order to be able to understand the classroom learning material delivered by the lecturer; Javanese is used to be accepted in society and English is a necessity

for him to master this language because he is an English student. In other words, the complexity of the language that he needs to learn makes it difficult to start a conversation, so he cannot communicate to express himself clearly.

Therefore, the university should facilitate Indonesian language courses for Thai students so that at least they can communicate in Indonesian. With the provision of qualified Indonesian language proficiency, at least he does not have difficulty interacting with the material presented by lecturers and friends in class. In addition to the difficulties described above, the respondent as an English student, also experienced other difficulties in the ability of the English language. This is because his basic English and the experience of learning English in his previous degree did not support him.

In Indonesia, he lives together with fellow students from Thailand by renting a house. The language he uses to interact in his neighborhood is Pattani Malay. This fact causes him to be slow to gain proficiency in Indonesian which is used to communicate. He only uses Indonesian during class activities, interacting with Indonesian friends, and interacting with the community he participates in. However, even though he has limited Indonesia language proficiency, he still tries to interact with his Indonesian friends. It was one of the efforts he made to understand Indonesian Both within and outside of the classroom, he maintains positive relationships with his friends who live in Indonesia. He improved his ability to communicate in Indonesian by participating in student organization, specifically Pencak Silat and PMII (Indonesian Islamic Student Movement).

The explanation about his English background started from a previous degree before coming to Indonesia, he completed all three levels of his formal education (elementary, middle, and high school). However, he did not acquire sufficient English language abilities. He exposed the fact that the English taught in schools was simply a formality of learning, such as learning vocabulary and grammar. He is incapable of speaking English or possessing any other English skills that are not often taught in schools. Additionally, he never took part in any English-related activities during his previous degree.

Because of this, his level of English proficiency was still quite low when he first started attending UIN Prof. K.H. Saifuddin Zuhri. When he first attended classes at the university, he was overcome with culture shock and could not comprehend the explanations provided by the lecturers who spoke English. He started to be able to take lessons well starting in the third semester. Based on the difficulties he faced, he realized that lecturers and universities did not fully facilitate him, who is a minority to demand his learning success without contributing to being able to adapt well in Indonesia. He tried to improve himself by participating in several activities that can improve his language proficiency. Nevertheless, with high awareness, he realized that his English skills were lacking; as a result, he got used to learning English frequently by getting used to practicing speaking with native speakers on OME TV and practicing speaking with classmates.

SS felt that his experience of studying at UIN Prof. K.H. Saifuddin Zuhri for four years was not optimal because he was hindered by the COVID-19 pandemic that had been going on for so long. He came to Indonesia in 2018, semester 4 in 2020 Face-to-face learning must be replaced with virtual learning. Consequently, he went back to Thailand and then went back to Indonesia during the eighth semester of 2022. He stated that the necessity of going online to use GCR and google meet media made the learning process less efficient for him. He was frustrated by the lecturer's lack to provide sufficient opportunities for practice in the class environment. Because of this, he must discover his learning resources and practice on his own by conducting internet searches on websites such as Youtube.

His reason for studying English is because he thinks that by having experience in English he can grasp many things, especially in this globalized era which is most often used in English. Because media sources worldwide use English, having proficiency in English enables him to follow the flow of globalization and enables him to explore more things in this world. In addition, his interest in the world of business and investment, such as NFT, has made him more knowledgeable that learning English is very important. It is essential

since the majority of the information that is presented mostly in English now. As a result, he studies English; not only did he graduate with a degree in English from UIN Prof. K.H. Saifuddin Zuhri, which will allow him to teach English in the future, but he also wishes to explore a variety of topics with his proficiency in English. However, the reality of learning English is not easy, the process is full of challenges and difficulties, some of which will be discussed further below.

B. Discussion

1. Problems in Learning English

Based on the description above, we have understood that the respondent of this study in learning English in Indonesia as a foreign language, he experienced problems. When the language is a foreign language in the place where he learns English language, the progress made in the learning process experienced obstacles that hinder the course. As said by Mohammed's Theory, all kinds of difficulties have an impact on English as a foreign language learning resulting in problems in front of the learners themselves: negative transfer, cultural differences, accent, slang & colloquialism, arbitrary language, attitude, environment, grammar & vocabulary, and Pronunciation. This respondent is having issues with a number of the difficulties that have been raised. Therefore, this section focuses on the issues that emerged during the interview process and the data that was gathered. The following sections examine each of the English learning problems encountered by a Thai student:

a. Cultural Differences

Learning a new language cannot be mastered until students have understood the cultural context in which the language is used. Learning English requires identifying that aspect of English native culture that is generally taken for granted and then making it explicitly

recognizable.[66] Based on the interview, Cultural differences are one of the problems a Thai student faces in learning English because blending into English culture is difficult for him. As he said:

> *"I practice listening by watching videos on YouTube that played with an American accent with subtitles, but sometimes I don't understand what is conveyed. I have difficulty capturing the topics that British natives speak. I don't know what the native says because I can't hear the vocabulary."*

His statement indicates that he had difficulties comprehending the English community, especially British. The cultural problem came from his ability to listen to English natives that he could not understand British native says. When he watched a video from Youtube that the dominant English content from western culture found it hard to figure out the meaning of the content. In addition, cultural differences cause negative transfer in learning English. As he said:

> *"The reason I took learning English in Indonesia from the letters of the alphabet is the same as the letters used in English, different from the Thai letters. So, I decided to study in Indonesia, where there are many absorption words. But English and Indonesian are really different. When I have an English assignment from the lecturer, I have to interpret English using Thai first; if Thai to English is not suitable, it will be changed from Thai to Indonesian, then it will be translated into English."*

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[66] Natasha H. Chenowith, "Cultural and Linguistic Obstacles for English Language Learners …, P. 94.

His statement stated that using the same source language structure in interpreting English caused a negative transfer of what is conveyed. This is because he does not master the target culture and lacks English proficiency causing him to use his own language structure. We can conclude that foreign language Learners cannot get to a high level of proficiency until they know how to use the target language in the target culture.

Based on the description above, cultural differences influence the adjustment of a Thai student in learning English in Indonesia. His English proficiency is hard to improve because he has trouble with the target language's culture. This implies that it is important for a Thai student to be aware of the different cultures and provide cultural adjustment. As stated by Nguyen, cultural differences affect foreign language learners who have difficulty mastering English proficiency.[67]

b. Accent

Grounded on the data from the Interview with a Thai English student, another problem faced by a Thai student in learning English is Accent:

> *"I didn't learn an accent, but I often listened to American natives. I want to speak English using an American accent, but I can't. I'm studying in Indonesia but I don't speak English with an Indonesian accent, so I have my own accent. My own accent still carries it but I want to learn a native English accent."*

According to Mohammed, Accent variations may cause a challenge for language learners due to the fact that they possibly cause confusion and make it difficult to comprehend.[68] During the interview,

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[67] Cao Thanh Nguyen, "Challenges of Learning English in Australia towards Students Coming from Selected Southest Asian Countries: Vietnam, Thailand and Indonesia", *Canadian Center of Science of Education*, Vol. 4, No. 1, 2011, P. 18.

[68] Mohammed H. Mohammed, "Challenges of Learning English as a Foreign Language (EFL) by Non-Native Learners …, p. 1385.

the respondent stated that he didn't learn accent specifically. He speaks English using his own accent. However, he admits that he often watches Youtube content with American native. According to him, the American accent sounds easier to understand. Besides that, the American accent sounds cooler, so he actually wants to be able to speak using an American accent. Nevertheless, he is a Thai, he speaks English carrying the accent of a Thai native. He spoke both English and Indonesian, using Thai Accent. The accent problem experienced by him has implications for his listening ability.

> *"Listening to a native who speaks with a British accent makes me confused when it comes to listening lessons. I understand a bit about the American accent because I often listen to natives who speak with an American accent rather than a British accent."*

According to Chenowith, the understanding various English accents is very challenging to understand native speakers when they use slang or informal language. Additionally, the speed at which most native speakers utilize the language orally is much too fast for the second language learner to understand without repetition or a slower pace.[69] Therefore, at the beginning of the listening material, he could not understand what the native speaker was saying. According to him, listening should be required for language learning, listening is the most important aspect of language acquisition to be able to speak English where he has to get used to listening to people speak English so he can understand what people who speak English are saying.

Based on the explanation above, it can be concluded that accent was enough to influence a Thai student in listening English skills. Accent makes him difficult to listen to because it makes him confused.

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[69] Natasha H. Chenowith, "Cultural and Linguistic Obstacles for English Language Learners …, P. 109.

This is consistent with the findings of Darti's research, which indicates that variances in the accents of different natives are one of the factors that contribute to listening difficulties.[70]

c. **Attitude**

The indication of demotivation in English learning in the classroom exists in the current study. The research finding is suitable with the theory from Gardner and Nunan in Juhana that elaborates on the causes of the student's lack of motivation such as uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.[71] Regarding the problem, the respondent mentioned that the teacher's way of teaching causes lack of motivation. As he said:

"The delivery of lecturer material is less effective. It is just a long lecture that students must hear, so I feel bored. In my opinion, the method used in online learning makes me sleepy. The lecturer's delivery method that was delivering material without practice did not make students motivated to learn English."

His statement shows how teachers hold very important roles in learning English in the classroom to make learning activities more effective. He has a high tendency to consider teachers' performance as one of the most important motivating factors. He does not like a teacher who delivers learning materials only with the lecture method. However, he also considers that teachers necessary to create a conducive situation. This indicates that creating enjoyable learning activities is crucial in motivating students. He suggested that learning English requires direct language practice such as speaking, not just

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[70] Darti, "Analyzing Students' Difficulties Toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar", *Thesis*, (Makassar: UIN Alauddin Makassar, 20127), P. 35-36.

[71] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang …, P. 103.

presenting material which makes students listen to lecturers' explanations without any contribution in class which makes students bored.

Another factor that influences motivation in learning English that hinders his successful learning is the lack of language ability. As he said:

> *"At the beginning of entering university, I felt down because I didn't know the language, I wanted to listen to the explanation of the material from the lecturer but I didn't know what the lecturer was explaining because I didn't understand Indonesian and English well. I felt that I could not follow the learning activity well. When speaking English, I have to prepare a topic first. When all of a sudden, I don't know what to say. I also can't speak or express opinions directly because I must think first. Therefore, I feel anxious."*

He explained that the basic language he had prevented him from understanding the material presented by the lecturers, both Indonesian and English. This makes adjusting to a new language learning pattern take a long time. He does not have good proficiency in English because where he studied in his home country, English is not the language used in everyday life that make him lack of English proficiency. The use of Indonesian language hinders his understanding because lecturers often mix the two languages in class learning, where he does not master the two languages. It makes him unable to follow the lessons delivered by the lecturer. This made him feel down and worried when learning English in Indonesia because he could not convey the language used.

Based on the explanation above, it can be concluded that motivational problems have an impact on the attitude of the respondent where at the beginning of learning in his class, he feels down and feels anxious because of his lack of English proficiency and the respondent's is unmotivated with boring learning situations that

caused by uninspiring teaching and lack of appropriate in delivering materials. This finding is in line with Juhana, who states that psychological factors such as fear of making a mistake, shyness, anxiety, lack of confidence, and lack of motivation hinder students in learning English.[72]

In terms of lack of motivation, the respondent shared his solutions to overcome his lack of motivation. For instance, he tried to motivate himself by keeping studying English even though he had difficulty adapting to the language and culture in Indonesia. He asked friends if he didn't understand what the lecturer delivered and used social media to explore the understanding of material considered less mastered because the lecturer's explanation confused him. He added that the teachers should ask the students whether the students have understood or not. More focused the solution on the teachers by saying that teachers should teach interactively to avoid monotonous class situations that makes students feels bored. These solutions are in line with Aftat's in Juhana suggestion that in order to encourage students' motivation, teachers should provide constant encouragement and support and ask questions that reveal the basis of a student's problems.[73]

d. Environment

As an English learner, learning English in a non-English native country is difficult. He has to adapt to English and Indonesian at the same time because he does not have both basic languages. Another critical challenge discovered in this investigation was an environment lacking adequate support. In general, a Thai student who was interviewed have friends who are from the same home country and

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[72] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang …, P. 100.

[73] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang …, P. 108.

share a common first language. They naturally converse in their first language with each other rather than practicing Indonesian language as a second language. As he said:

> *"Pattani Malay is the primary language spoken in the rented house in Indonesia where I am currently living. I don't speak Indonesian at all. Indonesia language is used when Indonesian friends visit the rented house."*

His statement indicates that His adjustment to the academic environment in Indonesia was restricted to the activities that took place in the classroom and to the times when he interacted with his Indonesian friends. He does not speak Indonesian language with his fellow students. He communicates in Indonesian with his Indonesian friends. English is not used in everyday life because English is not widely used in Indonesia. He had difficulty mastering the English language. A lack of exposure was the source of his English learning difficulty while learning the language outside of the classroom setting. He stated that the social environment did not support his efforts to improve his English, particularly his speaking.

In his living environment, the problem became more serious. he openly spoke in Thai. He received a lot of peer pressure not to speak English to other Thai students. As he said:

> *"The environment where I live also does not support my ability in English. When I talk to friends who are non-English and have a closed mindset, I'm a bit embarrassed because they tend to laugh and make fun of English because I speak English."*

His statement shows that the Unsupported environment is one of the problems hindering English language learning because friends in the environment do not support English practice. His friend might think that speaking English is unnecessary to practice because it is not common and is just an opportunity to show off. In addition, most

friends from home countries also do not have good English proficiency because they are not English students. He stated that with a non-supportive surrounding environment, he does not use English to practice outside the classroom environment because he does not feel comfortable and embarrassed.

The unsupportive environment is quite challenging due to the lack of English role in the community. According to the respondent's, an unsupportive environment causes a lack of exposure to learning English. The impact of the lack of exposure to learning English outside the classroom creates a feeling that there is no need to learn English. As a result, the lack of exposure causes fears to develop and Using English language outside the classroom. This finding is in line with Patahudin that stated that the cause of Indonesian EFL students having difficulties in learning English was feeling afraid to develop and use the language with their capability independently in different contexts.[74]

e. **Grammar & Vocabulary**

Grammar is the respondent's most difficult problem due to different language and structures, especially when learning English. He commented that when he spoke his mother language, he did not need to care about the structure of sentences, word position and time setting. Grammatical structures were also different from English in some areas. In this research, a Thai student faced a problem in mastering grammar theory. As he said:

> *"I understood grammar while the lecturer explained the grammar material. However, it is hard to memorize the 16 tense formulas. Therefore, I must improve my ability because I don't apply grammar in speaking English daily activities. I will forget grammar when I do not regularly practice."*

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[74] Patahuddin, et all, "Investigating Indonesian EFL Learners' Learning and Acquiring English ..., P. 128.

His statement indicates that mastering grammar is one of the difficulties in mastering a foreign language, especially in the countries where the English language is still considered as a foreign language. The reason for his difficulty may be that in Indonesia and Thai, he stressed learning the rules but did not use the rules in real situations, for example, in output skills writing and speaking. Nevertheless, every language has own structure which is sometimes highly different from one another. This study found that a Thai student encountered challenging problems on how to use English grammar, particularly tenses, into correct rules to set up sentences so that people can understand its meanings because he made sentences based on the structure of his native country.

The implications of the problems in mastering grammar for his speaking ability where he is afraid of being wrong to speak because he is worried that his friends will find out his mistakes in using grammar, which is not because he doesn't want to improve but because he feels that he lacks his basic English. This finding is line with Tuomas, who that stated many students are afraid to speak in the English language because they keep thinking of grammar and are anxious about grammatical errors.[75]

Besides that, the ability to master vocabulary influences the English language proficiency of a Thai student. The respondent felt difficult with unfamiliar vocabulary. Agreeing with Patahuddin, vocabulary learning has a significant role in mastering a language.[76] One of the problems faced by a Thai student in learning English is lack of vocabulary prompted the other skills, as he said:

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[75] Petra Tuomas, "Teaching grammar: A study of the common English grammar errors and grammar teaching methods that can be relevant for Swedish upper secondary schools", *Thesis*, (Sweden: Dalarna University, 2015), P.18.

[76] Patahuddin, et all, "Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary", *International Journal of English Linguistics*. Vol. 7, No. 4, 2017, P. 128.

"I lack vocabulary but if a native speaker speaks, I can understand. I want to speak but I don't know what to say. When I hear it, I can understand. For reading, I only understand the content that talks about Education and English lessons. Apart from that, the other topic is challenging to understand because I don't have much vocabulary. My writing ability in academic writing is lacking, but I can write for daily activities. I don't have enough vocabulary because I don't recently read English text. When writing a lesson, I will be confused about what to write. Besides that, sometimes I forget the vocabulary that I already know. It hinders me because my vocabulary is not wide enough"

His statement indicates that vocabulary mastery influences his ability in English proficiency to speak specifically in terms of finding proper words, listening comprehension, understanding material through reading outside the classroom, developing ideas at the time of writing. This happens because he is not familiar with the vocabulary. His lack of awareness to read makes his vocabulary not develop, it is difficult to produce words and there is no implementation of vocabulary. Because of that he forgets the vocabulary. This statement is in line with Alqahtani, who said that limited vocabulary could obstruct the success of communication since vocabulary has a crucial role in a language learner.[77]

f. **Pronunciation**

According to the explanation above, in this chapter, the respondent demonstrates that different linguistic affects difficulties learning English. The first problems that respondent faced in linguistic different is difficult to pronounce the word correctly. As he stated:

"My pronunciation is not very correct. However, I would like to improve my pronunciation. For this reason, I utilize YouTube

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[77] Alqahtani, Mofareh. 2015. "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and EducationI*. Vol. 3, No. 3.

videos to learn how to pronounce certain words correctly. It is not taught in learning activities on campus."

His statement shows that he has difficulty pronouncing vocabulary in the right way. The fact that he moves his tongue differently than most people or follows a different set of rules for pronunciation or intonation can have a negative impact on his pronunciation in English. In fact, everyone has their own accent that comes from their country. This is because he has his own mother tongue, which is take a long time to adjust to different pronunciations because he has his own accent. Even in classroom learning, pronounce material is often ignored because it makes him confused about pronouncing. This has implications for his speaking ability, which is difficult because of the way he pronounces a vocab and how he produces vocab with his accent. As he said:

"I am confused about pronouncing vocabulary because the written and spoken forms differ. However, I can open a dictionary. My accent is a bit unclear, so my pronunciation influences how I speak."

He indicates that his difficulty in producing words is also influenced by different pronunciation and writing. The difference between written and spoken vowels makes him confused because he also has to know the correct pronunciation of a word. This will have implications for his ability when speaking which has implications for making him feel uncomfortable when speaking because he is worried that what he speaks can be understood well by others. His experience in speaking in the way he pronounces things with his own accent makes him think whether his friends can understand what is being said. Besides that, it makes him feel that he is not improving with his abilities. As he said:

"I am ashamed to speak because of my accent. When I practice speaking, my English accent is not good enough. So, I feel like just me in the class who cannot speak even though the rest of my friends can speak well."

This finding is line with Gilakjani and Sabouri that stated, English pronunciation is an essential part of foreign language learning because this part can take effect on learner's performance and communicative skill.[78]

2. English Learning Problems Beyond Theory

a. Grasping the Lecturer Explanation

One of the adjustments of international students in the class is struggling to grasp the lecturer's explanation during class. Even though he could understand what the lecturers was saying, he did not fully comprehend what lectures was saying. As a consequence of this, he had a hard time comprehending the subject matter. As he said:

"At the beginning of the lesson, when I wanted to listen to the lecturer, I did not understand and did not know what was being said, so it was hard to understand. Now, when lecturers deliver English material, there is a view of what they are saying"

His statement indicated that he had difficulties grasping the lecturer's explanation. He was frequently unable to participate in class discussions because he could not understand the lecturer's explanation. Therefore, the understanding of the lecturer's explanation is influenced by understanding both Indonesian and English, which require time adjustments to improve his language proficiency. As he said:

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[78] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri. "Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review", *English Language Teaching*, Vol. 9, No. 6, 2016, P. 128.

> *"I couldn't understand Indonesian and English well at the beginning of my study. At first, I was still very confused, my friends spoke in Javanese, and the lecturer also explained the material in English, so I didn't really understand either. So, I must master 3 languages : English, Javanese, and Indonesian. It still does not make senses. I was only able to improve my language in semester 3. My adjustment to the culture and language in Indonesia was also after I joined PSHT UKM. I make friends with local people."*

His statement indicates that he does not understand Indonesian language, which is used as the language of instruction when lectuter explain the material. In addition, he also does not have sufficient basic English to adapt to learning English directly. Therefore, learning English in Indonesia is very difficult, especially for him who do not have basic English. Language problems become very complicated where in-class conditions, most of the friends in the class use regional languages, and the lecturer teaches in English, which he also does not have much English language basic. Therefore, he must simultaneously master 3 different languages quickly to follow the learning activity fully. Nevertheless, to be able to master a new language requires adjustment for a long time with a long process of interacting with friends and local residents. This is a complicated matter, but it has become his choice to study in Indonesia.

This is in line with shasrini stated that, International students have a language barrier to understanding a new language, Because they do not speak the language, they require additional time to "catch the words" and then additional time to "think again" before being able to respond appropriately to the lecturer or their friends.[79]

b. **Understanding the Learning Material**

Based on the interview, the respondent stated that making the transition from learning English at previous degree to learning English

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[79] Utami Dwi Ningrum, "Adjust to Indonesia Culture and Their Difficulties to Grasp the Learning Materials …, P. 58.

at the university was quite difficult. His experience of learning English in his home country was quite ineffective as compared to learning English at the University. The previous formal learning experiences focused primarily on the grammatical and syntactical structures of the language. He didn't felt learn much English from the teachers in his home country, primarily because he was learning English from a teacher whose first language was not English. He paid little attention to his English classes during his previous degree because English lessons are taught only to be able to take the exam in order to get grades. His English does not improve due to a teaching system that teaches only material without practice. As he said:

> *"English learning at the time before college still could not speak because use the old method. I think that school is not really educating us to speak English, just to be able to take the exam to get a score. It is not educating us to speak English."*

His statement indicates that his English proficiency at the previous study did not help his ability to be able to understanding English language learning at university. At the beginning of the lecture, he had difficulty understanding the English material taught by the lecturer because previously he did not have a good experience in learning English. Therefore, he had difficulty understanding the material presented by the lecturer. This finding is line with Chenowith that stated Some English learners generally find the understanding of most academic material too high for individual who has only recently begun learning the language.[80]

c. **Lack of Practice**

Based on the finding of interview, a Thai student stated that adjustment to the academic environment in Indonesia was restricted

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[80] Natasha H. Chenowith, "Cultural and Linguistic Obstacles for English Language Learners …, P. 109.

to the English activities that took place in the classroom and to the times when he interacted with his Indonesian friends. This major obstacle for him is the fact that he only speaks English when it is absolutely necessary in the learning activity. He has clearly explained this issue:

"I have practice speaking English in certain day."

It can be understood that, English practice is only used in class. It also depends on the subject being taught. In addition, the lecturer also does not require students to practice speaking in class because English is used only at certain times. Classmates who are also learning English use Indonesian and Javanese to interact with their environment. He felt he lacked time to speaking practice directly to develop his English proficiency, so he took the initiative with one of his friends for an English- speaking activity in one day. However, it also does not make him feel that the activity is optimal because it is not always carried out.

He expressed that he practically lacks of interaction to practice English speaking other than in class because of living in Indonesia. In addition, He feels that there are not enough opportunities to practice English speaking during his time in learning English. In general, he did not feel had much opportunity to practice English because it was hindered by the lack of lecture time due to a pandemic which caused learning to be replaced with online learning. His lack of practice made him realize that his ability in English could not improve because there was no support from his surrounding, therefore through his awareness that he lacked practice, he learned independently. As he said:

"When I feel less disciplined in practising English, I make English works on Tiktok and Instagram to stay consistent in learning English, I translate them into Thai. So, I can practice

listening, writing and reading. That is why I make content on social media to practice English"

This is line with the method that used to practice English from nuraeni that explain about the practice carried out by students using interesting methods and learning with their own method at home would help them to be better practice to improve understanding of English language skills.[81]

3. Expected Support in Learning English

Learning English can be challenging for students because it is complicated for them to understand the language, which makes it difficult for students to comprehend the materials that are delivered by their lecturers. It was difficult for a Thai student to comprehend the orders given to him by the lecturers. The capability of properly learning English for a Thai student studying in non-English country may be quite challenging for him, and his English proficiency may show very little progress as a result. Moreover, learning English in non-English country that speaks neither English nor Thai, like Indonesia, makes the process of picking up the language even more difficult. Following with these challenges, a Thai student keep trying to continue to work on bettering themselves in order to better adapt to the English language learning environment. The Thai student has a good attitude toward the process of learning a language, but when the support provided by his environment is insufficient for his continuity in learning, it will become a barrier for him. Because of this, he anticipates receiving expected support from the campus to ensure that he complies with the rules governing English language learners. The Thai student had his own expectations before coming to Indonesia, but those expectations were not immediately fulfilled. Therefore, a Thai student need support from various elements that intersect during his study.

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[81] Nuraeni, "Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language …, P. 85.

Given the opportunity is what a Thai student require by defining the path to future English language acquisition, he determines what he think to be own main limitations. As a researcher, one is hardly ignored. From an objective standpoint, special attention to English learning experience seems to elicit renewed optimism and motivation. This demonstrates not only that a Thai student is naturally hopeful but also that the road to fluency and literacy in a foreign or second language is still extensive and require encouragement to continue on that path.

This study supports the findings of previous studies that faculty support, tutoring support, counseling support, peer support, family support, self-motivation and bi-cultural identity development achieve academic resilience despite facing problems in learning English. The Thai student expect support from different perspectives of lecturer, language course, mentoring during the study period, native speakers, and English competition. Those are expected support in effectively gaining knowledge would be explained below:

a. **Support from lecturer**

Lecturers are becoming the center of attention in class interactions as they become sources of knowledge and demonstrate their capacity to teach their knowledge. The lecturers should know and grasp the class atmosphere while they are present the material, especially if there are international student in the class. If the lecturer's delivery does not reach the students, the students will negatively respond to the material delivered. as mentioned by SS:

> *"The lecturer is less effective in delivering material. The teacher just delivers the material, and then the students just listen. So, I feel bored, especially when online learning makes me sleepy. The ways lecturers deliver the material does not motivate students to learn English, so they just teach. I have to find inspiration from outside to improve myself, then I feel less disciplined to practice English, but lecturers must also inspire and motivate us in learning."*

He indicates that the submission of monotonous material makes him bored because he must listen to the material without practice in class. Long listening activities in the class certainly cause a class atmosphere not conducive. He does not require to do something, so he is easily distracted by many things. It is the same with online learning last year when the pandemic hampered learning activities, learning activities were replaced through online. Students cannot attend classes in person and are replaced by distance learning. Mostly in online learning, he listens to material from one class to another by listening to make him bored, which can make the delivery of material in class a distraction for him to do something else. Even if he takes lessons that only provide material, it will make him sleepy.

Consequently, to successfully transmit knowledge, teachers need to have a strong understanding of the students in their classrooms to apply the effective strategy in their teaching activities. In the meantime, students have the opportunity to participate in an effective method, which has the potential to make students better and assist students in achieving high levels of success. Students will have more opportunities for high-quality contact with their classmates and will view the lecturer as a positive role model for academic achievement. Apart from teaching ability, teachers must give students' motivation. The motivation given by the lecturer can increase students' willingness to keep working hard during learning activity even though they face ups and downs in the language learning process. As said by SS:

> *"I am motivated by lecturers who study abroad, which inspires me because I am also an international student."*

That statement indicates that the experience of teachers who study abroad provides him with good role models with a positive experience. This leads him to have a positive attitude towards teachers because of the similarity of their experiences. As Nuraeni stated that

the positive teacher's past experience provides positive attitudes toward teachers and fosters harmonious relationships between teachers and students.[82] Besides that, because he is a student from Thailand, teachers should understand not only the language difficulty of students in the class but also the cultural issues.

> *"I need different treatment from the lecturer when studying English. I need help to understand better because the lecturers treat me as same as my Indonesian Friend"*

He stated that understanding the features of various cultures is important to his support although language teachers are not obliged to understand all cultural nuances when teaching English to international students. In other words, mastering all aspects of all cultures is unlikely to be possible regarding language teachers' professional obligations. However, if language teachers could accomplish this to some level, it would be much more advantageous and helpful for international students in their English studies.

Respondent in this research believed that support from lecturers was considered important for classroom learning activities. Lecturers should be able to provide different treatment, especially for international students studying in a foreign country for the first time, because they indirectly experience language and cultural turbulence that takes a long time to adjust to. Lecturers are also expected to use the right strategies so that learning can be conducive and not monotonous as well as direct learning practices so that students are motivated to improve their proficiency. As stated by Ningrum that Thai students cannot fully comprehend what the lecturer is saying

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[82] Nuraeni, "Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language …, 2019, P. 91.

because they struggle to understand an explanation of lectures in class because they do not understand the language.[83]

b. Language course

Living in a new country is challenging, particularly for international students. They must adjust as well as to adapt to the local culture. International students must not only be prepared to interact with other students and the local community during the adaptation process but also master all features of their living environment. Based on the interview, He comes to Indonesia, so he should understand Indonesian because it is the national language, which is utilized as a communication tool by all diverse communities in Indonesia, both natives and immigrants. Learning Indonesia language is an essential provision for international students in order to communicate and adapt to Indonesian culture. Based on the results of the interview. He is struggling with pre-sessional Indonesian classes would not adequately prepare them for academic study and cultural adaptation. As said by SS:

> *"For international students, we need a language program provided by the campus to prepare for taking classes. For example, studying in Egypt is also the first year for international students to study the language of the country of destination before entering class in the second year of college. At UIN Prof. K.H. Saifuddin Zuhri, at least there a month of Indonesian language course. Like in Unsoed, when a new international student arrives, the campus holds a one-month Indonesian language course program. The campus held it directly, not the Thai student organization, because Thai students initiated the program for Thai students to prepare to study Indonesian. The course held at Wadas Kelir for one month did not really teach Indonesian. The class was taught about pantonyms and shooting videos or culture-related things. There is not too much teaching to learn Indonesian. To learn Indonesian, we have to practice speaking for ourselves. The*

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[83] Utami Dwi Ningrum, "Adjust to Indonesia Culture and Their Difficulties to Grasp the Learning Materials …, P. 58.

point is that we have to take the initiative to improve our Indonesian."

The lack of pre-sessional Indonesian language courses and the lack of precise Indonesian language learning taught in the course make the pre-sessional Indonesian language learning period ineffective. He felt that his proficiency in Indonesian had not considerably improved. This caused the material taught in the class makes the course not optimal. Therefore, it affects when he communicates with his college friends. This course was held before he took PBAK when the time allotted for a month, his Indonesian language skills were low and he could not even understand what his friends were saying. This continued until he went to college at the beginning of the semester. Almost he did not know and did not understand what the lecturer said because of that he was passive in class and could not master the material well. He only listens even though he does not know, even if there is a task or difficulty, he will ask a friend. Therefore, he must try his best to rely on himself to build communication with Indonesian friends and interact with local people.

He is unable to master the material due to a lack of Indonesian language abilities. He does not even understand the subject being given because the language delivered. Furthermore, he lacks sufficient English language abilities because his past education did not enhance his English proficiency. Therefore, he did not grasp English material. As a result, he thinks that by using the English course as a necessity, with that fact he hopes to be able to understand the English material that delivered by the lecturer, as stated by ss.

"Besides that, the faculty should also hold courses for English students"

The lack of basic skills in English also hinders his skills in learning English. So that the activities in the language class are also not optimal. Therefore, language courses should be properly held by faculties and universities, both Indonesian and English, considering that the courses are essential for him to the learning activity. As previously stated, students from other countries frequently struggle with such skills in learning English due to cultural influences. It would be easier for him to adjust to culture if he accepted a new language. This finding is line with the suggestion from the research by Nguyen that stated Language courses are needed for international students to maximize their strengths in a new language in order to use it effectively because student progress in learning will be affected by the new environment.[84]

c. **Counseling during the study period**

Studying and living in a foreign country requires adjusting to cultural differences. It is undeniable that international students find it difficult to interact and participate in learning. Therefore, the respondent needs the role of lecturers or staff from campus to guide him during the study process to deal with problems that occur while studying in Indonesia. As said by him:

> *"We also need a mentor who guides Thai students during study at UIN Prof. K.H. Saifuddin Zuhri so that they can control and help Thai students' difficulties during lectures."*

At the beginning of entering college is the heaviest point felt by a Thai student. He does not master the Indonesian language well and English language proficiency are not enough to prevent him from understanding the material taught by the lecturer. He is very troubled

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[84] Cao Thanh Nguyen, "Challenges of Learning English in Australia towards Students Coming from Selected Southest Asian Countries …, P. 19.

with language. Therefore, it will affect his attitude in language learning activities.

> *"It was like I wanted to listen to the lecturer but didn't understand, I didn't know what the lecturer was talking about, so it was hard to understand"*

This is the biggest obstacle because he cannot follow the lesson well. This made him down because he was confused about learning activity which made him not understand the material. he also told the difficulties of Thai students in adjusting to the culture in Indonesia. He said that initially, Thai students who came to Indonesia had to live with local residents in order to adapt to the culture in Indonesia. Adapting to a new environment, new people, and new cultural beliefs is undeniably difficult for international students as they begin their lives. Thai students struggle with social interaction. It was challenging for them to make relationships with people from their new community. As said by SS:

> *"In the past, the first batch of Thai students in 2015 had to stay in Islamic Boarding School, then with many problems, they couldn't afford to stay in the boarding school and then told the supervisor that the Thai students couldn't afford to live in there, so after that, the next batch of Thai students doesn't have to stay in boarding school."*

He stated that Thai students had problems with adjusting to social interactions. It was very difficult for Thai students to blend and interact with Indonesians. According to him, He did not have sufficient conversations with local people. He could express what he wanted but could not clearly understand what local people said. He also felt that he could not blend with the Indonesian people because they felt more enjoyable and confident among people of the same background.

Having faculty support was instrumental in fostering his academic achievement at the university. In the absence of counseling from the lecturer to assist him with related issues, it was difficult for him to solve the problem. Therefore he expects an advisor during his studies to help him consult and share his problems, as well as mentoring him during college. He stated that support from the advisor needed to help him cope with personal challenges faced during a difficult time in his life. This is in line with research results by Reynoso that explain that the counseling services provided by the campus help students make them comfortable to be a successful adjustment to their academics.[85]

d. **Native speakers**

According to Boyle, Native Speaker is considered as people with special control over the language, insider knowledge about "their" language to whom they appeal for the "truth" about the language, they know what the language is and what it isn't.[86] Because of that, native speaker has perfect pronunciation, regularity of language structure, and also vocabulary. Therefore, Native Speakers have the advantage of communicating using English compared to Non-Native Speakers and are always seen as the embodiment of standard English in the world.

Learning a foreign language, particularly English, with native speakers is essential. Through conversational exercises with native speakers, students will absorb the native speaker's language and even weird sentences will be directly corrected by the Native Speaker, allowing students to master English fluently gradually.

Based on the interview SS suggest that faculty should provide English students with additional opportunities to develop their English

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[85] Nelson A. Reynoso, "Academic Resiliency Among Dominican English-Language Learners …, P. 434.

[86] Joseeph Boyle, "Native-speaker Teachers of English in Hong Kong", *Language and Education*, Vol. 11, No. 3, 1997, P. 163.

language skills to invite native speakers to teach English at UIN Prof. K.H. Saifuddin Zuhri, as he said:

> *"I hope some natives speaker teach at UIN Prof. K.H. Saifuddin Zuhri. So, we can practice adequately, not only Indonesian lecturers' who are studying abroad. It's already excellent but different. So, if I talk to a native, I will really speak English. Right now, if we talk to Indonesians, if we can't talk, we'll be helped later, so it can improve our abilities. Like when I did comparative studies at another school when I was in high school that was taught by a native speaker so the students could speak English fluently."*

His statement indicates that the development of program in which students with native speakers while in the university would also provide an opportunity for English language learners to become more familiar with both the language and the English culture. In this way, students would at the very least be able to observe the English culture or gain an opportunity to practice directly with native speakers. That is not to say that students need to forget or give up their heritage cultures, but students would at least have the chance to compare cultures and to understand the context in which the English language functions.

This finding is supported by the results of research from Fitriani, Hendrawijaya and Ariefianto that explain about the role of the practical method in LKP Andi's English Course in the form of the native speaker method has a role in improving English language skills. Thus making the trainees better master their English skills including speaking skills, making the trainees able to communicate a good vocabulary because it learns directly from native speakers, the role of native speakers in mastering listening skills can be seen a lot of vocabulary and pronunciation that learned from native speakers, the role of native speaker methods in improving reading skills can be seen

from trainees who are more fluent in reading well because if there is a wrong word, it will be corrected directly by the native speakers.[87]

e. **English competition**

Based on the results of the interview with SS, he showed a positive reaction to his motivation in learning English. He said that learning English will make it easier for him to adapt in the era of globalization because the international community uses English, therefore he also has a desire to be able to blend in with the global community. as he said:

> *"I'm very comfortable learning English because I like English. By learning English, I get much knowledge, not only studying to prepare for graduation, I will teach but learning English, I can learn other sciences later, I can teach again in a larger community, I'm learning English, so that makes me feel I know more than people who don't study English because now all the information is in English. I Want to explore more things in English. Learning English is very important because I feel that I can speak a little English so I can take knowledge from others and be able to adapt myself in Thailand."*

According to this SS is slightly more strongly integrally motivated to learn English. Ss said that he did not only learn English to acquire a job; he did it to prepare himself to interact with the rest of the global society. As Gardner states, integrative motivation is characterized by the desire to merge and follow the culture to be like valued members of the language community.[88] People with this kind of motivation are more interested in the way and culture of those who can communicate in the language. Because learning English will allow him to meet and communicate with a diverse group of

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[87] Rovika Dwi Fitriani, et.all, "Peran Metode Praktek Dalam Penguasaan Keterampilan Berbahasa Inggris Peserta Pelatihan Di LKP Andi's English Course Buduan Kabupaten Situbondo", *Jurnal Pendidikan Luar Sekolah*, Vol. 3, No, 1, 2019, P. 51.

[88] R.C. Gardner, "Attitudes and Motivation: Their Role in Second-Language Acquisition", *TESOL Quarterly*, Vol. 2, No.3, 1968, P. 143.

individuals, he needs to learn the language in order to appreciate and understand how to live in the English-speaking world, and learning English will allow him to interact more easily with the global community.

At the same time, the university needs to take into consideration both the potential and the strategies for the integrative motivation of students to learn English to increase their proficiency. Based on an interview with SS, he hopes there will be an English competition to support English students to remain dedicated to learning English to enhance his proficiency. He felt that at this university, the students' self-development activities were still lacking. They seemed too relaxed in learning English, so they only relied on learning to go with the flow. By holding a competition held by the faculty to measure the extent to which the ability of English language students is considered to be able to improve themselves to get better proficiency. As he said:

> *"I want English competitions for English students like writing and speaking to improve the ability of each English student. If there is no competition, we are not very passionate and relaxed. Therefore, let us add our own work and be dedicated in our efforts to study English so that we may enhance our skills."*

According to this, there are two types of competition: achievement competition and competition with other people. The first is achievement competition, students must be aware of their results and then seek to improve them. In addition to learning and comparing their results to those of their peers, students engage in competition with other students.[89] Because motivation is a psychological process in which attitudes are reflected, both types of competition can be used to increase motivation.

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[89] Irsanti, "Students' English Learning Motivation Through Extra English Course (A Case Study At Gti English Course), Thesis, (Banda Aceh: UIN Ar-Raniry, 2017), P.20.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestion related to what the writer analyzed and discussed for the further research with the same or similar topic.

A. Conclusion

As mentioned in the first chapter, this current research is conducted to answer two purposes of research: (1) to investigate the problems of a Thai student in learning English as a foreign language (EFL) at English Education Department of UIN Prof. K.H. Saifuddin Zuhri; (2) to find out the expected support of a Thai student for his studies at English Education Department of UIN Prof. K.H. Saifuddin Zuhri.

Regarding on the first research question, after finding and exploring some English learning problems faced by a Thai student at UIN Prof. K.H. Saifuddin Zuhri, this research found that a Thai student had some struggles while undergoing cultural adjustment where the language difficulties reflected in his language proficiency. It can be seen that a Thai student already showed his problems experienced in learning English were cultural differences, accent, attitude, environment, grammar, vocabulary and pronunciation. While other problems experienced beyond the theory mentioned, namely, grasping the lecturer explanation, understanding the learning material and lack of practice. However, most of these problems were experienced at the beginning of the English learning activity, with his high autonomous learning and the solutions he uses to deal with his problems in learning English make his English skills improve as time passes. Therefore, the support from his surrounding is significantly important.

In terms of the second research question, there are expected support of a Thai student expectations for his studies at English Education Department of UIN Prof. K.H. Saifuddin Zuhri, including support from the

lecturer, language course, counselling during the study period, native speakers, and English competition. The finding has significant implications for practitioners, which are beneficial. It is essential for the teacher and educational institutions to take into consideration the problems faced by a Thai student to provide potential solutions in order to support in realizing the full potential in learning English in the future. The continuity of cooperative relationship between UIN Prof. K.H Saifuddin Zuhri and the Thai government makes it possible that there are next Thai students who are majoring in English education program, so this topic is important as an insight that can be useful in the future.

B. Limitation of Study

Although this research was conducted as thoroughly as possible, it still has many limitations:

1. In the process of collecting data during the interview, a Thai student seemed confused to explaining his English language problems and the expected support. He was not giving a full answer. Thus, researcher needs to dig deeper for the answer by asking more questions while also being more specific.

2. This research was conducted by Indonesians who interviewed a Thai student, causing different perceptions of each other's language understanding. It was necessary to repeat questions to clarify the meaning of what was asked.

3. This research is a case study of a Thai student, although the results studied are more complex than studies involving many people, but the results found there are no comparisons to see the extent of the differences in the problems experienced by each Thai students studying English at UIN Prof. K.H. Saifuddin Zuhri

C. Suggestion

1. For lecturer

According to the research finding, it is recommended that English lecturers should give more attention to their students. It can also be utilized by lecturers to assist students in maximizing their English learning ability. Lecturers must have a strong understanding of the students in their classrooms to apply effective strategies in their teaching activities. Apart from teaching ability, teachers must give students motivation to increase students' willingness to keep working hard during learning activities even though they face ups and downs in the language learning process. The last, Lecturers should be able to provide different treatment, especially for international student, because they indirectly experience language and cultural turbulence that takes a long time to adjust to.

2. For University

- Counselling center with the appropriate cultural knowledge to provide emotional and psychological assistance for international student to receive an adjustment to the local culture.
- Language courses should be properly held by faculties and universities, both Indonesian and English, considering that the courses are essential for learning activity.
- A competition held by the faculty to measure the extent to which the ability of English education students is considered to be able to improve their English ability to get better proficiency.
- Faculty should provide additional programs for English students to develop their English skills by inviting native speakers to teach English at UIN Prof. K.H. Saifuddin Zuhri.

3. Further Research

For the further researcher, it will be a good idea to investigate or analyze more deeply about the problems and expected support of Thai students in learning English. The result of the research can be used as an additional reference for further researchers who want to conduct research on the same topic in a different context.

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