

**THE ENGLISH SPEAKING DIFFICULTIES OF THAI  
STUDENT IN MA'HAD AL-JAMI'AH : SOCIOLINGUISTICS  
PERSPECTIVE**

**THESIS**



**By**

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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
1440 H/2018**

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STUDENT IN MA'HAD AL-JAMI'AH: SOCIOLINGUISTICS  
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**THESIS**

Presented to  
In partial fulfillment of the requirements  
For the degree of *Sarjana* in English Language Education



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### PERSETUJUAN PEMBIMBING

Judul Skripsi : The English Speaking Difficulties of Thai Student in  
Ma'had Al-jami'ah: Sociolinguistics Perspective  
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Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

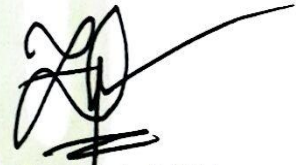
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**Cases : Examination of  
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To  
The Dean of Faculty of  
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Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

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Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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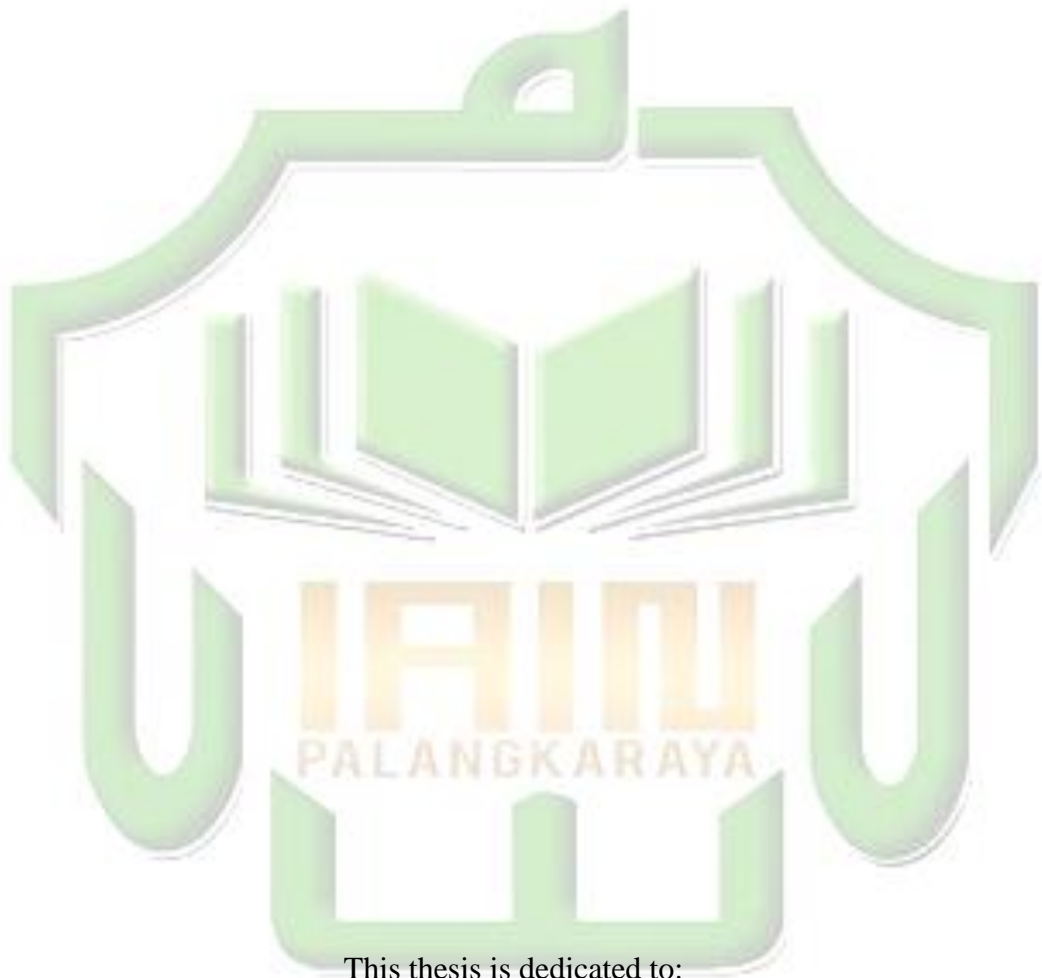
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## MOTTO AND DEDICATION

*“.....“ .....Learn from the past, live for the today, and plan for tomorrow.....”*

*.....Belajarlal dari masa lalu, hiduplah di masa sekarang dan rencanakan untuk  
hari esok..... ..”*



This thesis is dedicated to:

My beloved father, Azmi and Mrs. Yamila, for their  
endless prayers, sacrifices and support. My beloved  
little brother, khoirul anwar, Asree..

## DECLARATION OF AUTHORSHIP

Name : Askanda Leaduwee  
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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2018  
Yours Faithfully,



Askanda Leaduwee  
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## ABSTRACT

Leaduwee, A. 2018. *The English speaking difficulties of thai student in ma'had al-jami'ah: sociolinguistics perspective* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I)Luqman baehaqi,s.s.m.pd; (II) Zaitun Qamariah, M.Pd.

Key Words:*difficulties,sociolinguistic, speaking*

The purpose of this study was to find out the difficulty of speaking English from Thai students in ma'had al-jami'ah: sociolinguistics perspectives This study focused on knowing what and because of what Thai students have problems in speaking in English using English.

This type of research is quantitative. In collecting data, researchers used observation and interviews. The research population is the highest grade students in ma'had al-jami'ah IAIN Palangka raya The research sample consists of 7 students. The sampling method in this study is observation and interview. Data collection techniques are appropriate for the type of learning difficulties associated with academic learning difficulties (academic learning difficulties) related to development including motor impairment and perception, language.

Research findings show that Thai students rarely speak in English that their reason for speaking English is that they do not have vocabulary, they are afraid to do something wrong in English and they find it difficult because they rarely speak English and they have reason to speak difficult English. Speaking of the causes of English difficulties said that it was caused by a lack of vocabulary & abilities, it was caused by not being brave.



## ABSTRAK

Leaduwee, A. 2018. *kesulitan berbicara bahasa inggris dari siswa thai di ma'had al-jami'ah : sociolinguistics perspektif* Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Luqman baehaqi, s.s.m.pd (II) Zaitun Qamariah, M.Pd.

Kata kunci : *kesulitan, sosiolinguistic, berbicara*

Tujuan penelitian ini adalah untuk mengetahui kesulitan berbicara bahasa inggris dari siswa thai di ma'had al-jami'ah : sociolinguistics perspektif Penelitian ini fokus untuk mengetahui bagaimana dan karena apa mahasiswa Thailand ada masalah dalam berbicara dalam bahasa menggunakan inggris.

Jenis penelitian adalah kuantitatif. Dalam mengumpulkan data, peneliti menggunakan observasi dan wawancara. Populasi penelitian adalah mahasiswa thailand yang tinggal di ma'had al-jami'ah IAIN palangka raya. Sampel penelitian terdiri dari 7 mahasiswa. Metode pengambilan sampel dalam penelitian ini adalah observasi dan wawancara. Teknik pengumpulan data sesuai dengan jenis kesulitan belajar yang terkait dengan kesulitan belajar akademik (kesulitan belajar akademik) yang terkait dengan perkembangan termasuk gangguan motorik dan persepsi, bahasa.

Temuan penelitian menunjukkan bahwa Siswa Thailand jarang berbicara dalam bahasa Inggris karena alasan mereka untuk berbicara bahasa Inggris adalah bahwa mereka tidak memiliki kosakata, mereka takut untuk melakukan sesuatu yang salah dalam bahasa Inggris dan mereka merasa kesulitan karena mereka jarang berbicara bahasa Inggris dan mereka memiliki alasan untuk berbicara bahasa Inggris yang sulit. Berbicara tentang penyebab kesulitan bahasa Inggris mengatakan bahwa itu disebabkan oleh kurangnya kosakata & kemampuan, itu disebabkan oleh tidak berani.

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4. Mrs. Santi Erliana M.Pd, as Chair of the Tarbiyah Faculty of Language Education Department and Palangka Raya State Islamic Institute (IAIN) Teaching Sciences.
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Palangka Raya, October 2018

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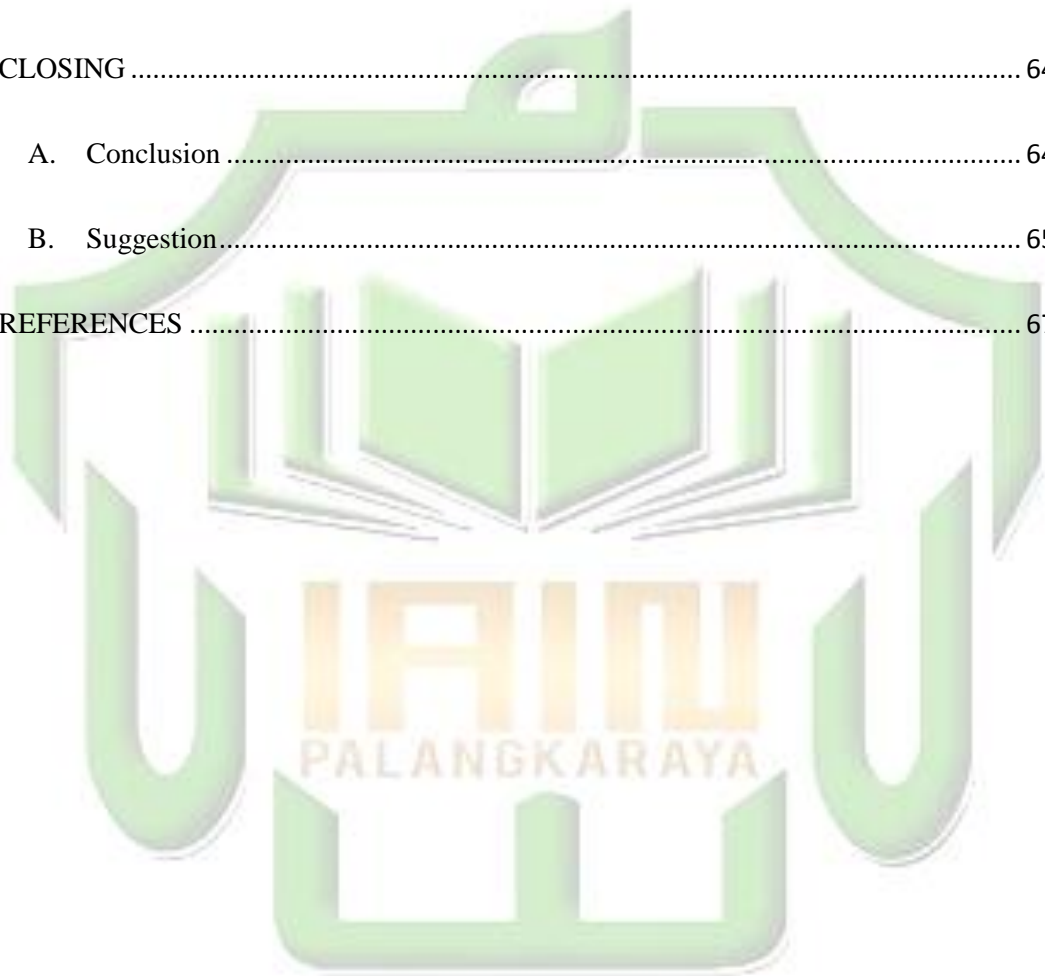
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## **CHAPTER I INTRODUCTION**

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

### **A. Background of the research**

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

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

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

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

The language difficulties, it is hard to remember the vocabulary, a different pronunciation from the writings, same sound but it turns out his words differently, can not distinguish nouns with verbs or the other, fluent to say but can't write because it does not know or forgetfulness, the same words often have other meanings especially in use in a particular field, the pronunciation of the letter the letter on understand the word, search a word in the dictionary to make English sentence was wrong its use in the context of the English language, there is another irregular verb, there is a beep sound in English is difficult to say because there is nothing in its own language, want to speak English but are afraid of the wrong, afraid of being laughed friend (Fikamegawati 2016 p:152).

On the second language acquisition, students have already mastered the first language and the development of second language acquisition is not in line with the development of physical and psikhis second language acquisition is not the same as the first language acquisition. This is because the second language acquisition is done formally and motivation of students in General not too high because of a second language is not used to communicate the everyday environment of the student community.

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

Speaking English A person is made to express desire and his thoughts to anyone through verbal, but, skill Talking is difficult to develop if not continuously. This problem is related to the low student's motivation towards English speaking skills. True or no, that learning to speak in a foreign language (English) is perceived difficult because it is not its own language.

Sociolinguistics to provide answers to individual variation questions in success in which people learn a second language. They recognize that the socio-cultural context and individual variation are relevant aspects of the space in which the second language learning takes place and provides answers to principled questions about when the gains are successful; Different people in different places and social contexts demand different standards. Sociolinguists, in turn, find research in Second Language Acquisitions interesting because learning a second language today is an integral part of participants in an increasingly mobile geographically and culturally mobile society.

Sociolinguists see much of the use of a second language going outside the classroom and considering it as part of everyday life and is part of a larger language variation, especially in urban environments.

## **B. Problem of the Research**

Based of background above, the problem :

1. What are the factors contributing to the thai speaking difficulties ?

## **C. Objective of study**

1. To identifi socialinguistic factor contributing the difficulties of Thai students learning English in EFL at wosphere of an Indonesian University.

## **D. Significance of the study**

1. Theoretical Significance

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

2. Practical Significant

Practically, the purpose of this research may be to gain insight into communication problems faced by Thai students living in Ma'had Al-Jami'ah IAIN Palangka Raya d This research is expected to assist us in understanding the cultural differences between us.



### **E. Scope and limitation of the study**

This study focused on the speaking difficulties face by Thai students who live in Ma'had Al-Jami'ah IAIN Palangka Raya for four years. There are eight Thai students from eight semesters who continue for their studies at IAIN Palangka Raya, armed forces 2014 as subjects in this study.

### **F. Definition of the key terms**

1. Thai students refer to nine international students been studying in several study programs in IAIN palangkaraya for about four years.
2. Speaking is a language skill developed in a child's life, generated by listening skills, and at that time speaking skills are learned. Speaking is one of the four basic competencies that students should acquire well. For Thailand students who Study in Indonesia also flick about speak in English This has an important role in communication. Speaking can be found in the cycles spoken primarily in the Joint Construction of Text.
3. Sociolinguistics is a descriptive study of the influence of any and all aspects of society, including cultural norms, expectations, and contexts, the way language is used, and the influence of society on

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

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

#### **A. Related Studies**

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

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

The second, research that has been done by Ahmed Maher Mahmoud Al Nakhalah (2016) “Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University” the research is This study aims to explore the difficulties faced by English students at Al Quds Open University. The study, more than aimed to explore the causes of such

difficulties. language difficulties faced by the English language at Al Quds Open University. The interview will be applied to each student to investigate the difficulties and causes of the difficulty. The results show there are some difficulties in talking about mistakes, shyness, anxiety and lack of confidence. The researcher adopted some recommendations from English, and he suggested to do more research and studies on the difficulty of speaking faced by English students.

The third, the research had been done by Dina A. Al-Jamal<sup>1</sup> & Ghadeer A. Al-Jamal<sup>2</sup> (2014) "An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skill" the research is This study concludes that student attitudes are an integral part learning and an important component of both language pedagogy. Psychological theories about attitudes like Krashen Affective Filter Hypothesis determine that people are only languages if they reach customizable input and if they are affective filter is low enough to insert "in". In theory, 'affect' includes motivation, attitude, anxiety, and trust.

The fourth, the study was conducted by sheilayolandapradya A. (2015) "the students' difficulties in speaking at the tenth grade of smanegeri 1 sine in 2014/2015 academic year" The research findings show that the difficulties of students in English are low vocabulary mastery of students resulting from their limited knowledge of vocabulary meaning has brought them difficulties in understanding the conversation. the students have difficulty in uttering certain words because, English words differ between pronunciation and writing. (c) the students are still confused in arranging the words. Then, there

are still some errors in the grammar. Students are often afraid to speak English because they are afraid of making mistakes. They are not confident and nervous when the teachers asked them.

The fifth, the study was done by ismiazizah (2016) “an analysis of students’ difficulties in speaking english: a case study at eleventh grade students of ma al-muslimunnwtegal academic year 2015/ 2016 ” The research This research was conducted by all students of grade XI MA Al - Muslimun NW Tegal using population sampling technique. Based on data The findings of this study indicate that students 'difficulties in speaking students have limited vocabulary, anxiety, fear of dangrammar errors and students have limited fluency, the factor that contributes to students' difficulties in speaking is that students prefer to speak in their mother tongue ( Sasaknese) they are lazy to read and learn new words they have no motivation and teaching style of teachers is also one of the factors that contribute to student difficulties in English.

Compared to the above study, this study has several similarities and differences. The similarity is: researchers discuss about difficultiedseakingenglish, researcher use qualitative approach. The difference is: first, the researcher did research on the problems faced by Thai students who lecture IAIN Palangka Raya. Secondly, the subject in this study is Thai students how to study at IAIN Palangkaraya. Third, the research was conducted at IAIN Palangkaraya in 2018 and fifth, this research used qualitative approach and case study as research type.

## **B. Understanding Of English**

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

English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to respond to or create discours in social life. To learn English with well required knowledge of the characteristics of the English language itself. Each subject has certain characteristics when viewed in terms of purpose or the competence to be achieved, or the material learned in order support these competencies. Viewed in terms of purpose or competence to be achieved, these English subjects emphasize on the aspects Language skills that include oral and written language skills, are good receptive or productive. It is this characteristic that distinguishes between one eye lessons with other subjects.

English pronunciation with writing should continue to be learned and trained because in English the writing and pronunciation is very much different. This is what distinguishes between English and Indonesian. This difference is one of the obstacles in learning English. Learners need to be trained to hear and move certain organs, such as lips, tongue, to



produce sounds corresponding to sounds produced by native English speakers. The exercise moves speech organs to produce certain sounds are categorized as domains psychomotor. Language learning is also related to issues of interest motivation, anxiety level, and others. To be successful in learning the language, they must have a positive attitude towards language and culture studied.

English is one of the most international languages much studied and used in communicating between nations. This is appropriate with the role of English as a global language as proposed by Crystal (2003: 3) that English acts as a global language or the world because English is learned and used as a means of communicating on various countries either as first language, second language, or as foreign language. In Thailand, English as a foreign language studied as subjects from junior high school to College.

English is the official language and many Commonwealth countries and understood as well as used widely. English used exaggerated countries in the world than other languages as well as compared to other languages except Chinese. language is also more used people. English is a tool to communicate orally and write. communicate is to understand and disclose information, thoughts, feelings develop science, technology and culture. ability to communicate in the sense that intact is the ability berwacana, namely the ability to understand and or produce spoken text or writing realized in four language skills are

listening, speaking, read and write fourth skills this is used to respond to or create a discourse in people's lives. so according to (Ibrahim, 2000: 48) "English directed to develop the skills skills such that graduates able to communicate and berwacana in English at the level of literacy certain certain

English education at elementary school level is identical to teaching a baby mother tongue. Where in general our children in primary school are not familiar with English, so it will have an impact on the pattern of teaching English at the more recognizable elementary school level. So as far as possible in order to achieve what is called "impressive first impression" which furthermore as a motivation for them to explore insights in English at a further level. English as well as Indonesian is a communication tool that contains several properties of systemic, human, human, and communicative. Called systemic because the language is a system composed and sound system and system of meaning, because between the meaning and sound there is no logical relationship, called speech because in the most important language is the sound, because although there is found in the writing media but in the end read and cause sound. According to (Ibrahim, 2005: 51) "Called humane because language exists if man exists and still needs it"

The quote has the understanding that the foreign language is defined as one language that is not the native language of most people in one country or certain areas, which are not used as a means of

communication in government, media and so on. Foreign languages are taught as eyes lessons at school with the aim that students can communicate with people foreigner or to read the readings in the foreign language. And English is one of the most international languages much studied and used in communicating between nations. English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to respond to or create discours in social life.

### **C. Objectives And Benefits Of English**

According to Sanuartini (2007: 56) "learning English is very important even can be said to be mandatory especially in early childhood is because English is the international language" The second reason is to master English then people easily enter and can access the world of information and technology. With the introduction of English in primary school then them have a better basic knowledge before proceeding to higher levels of education. English Subjects ci SD / MI is useful for learners have the following skills.

- a. Develop communication competencies in limited oral form to accomplish action (language accompanying action) within the context of the school.
- b. Having awareness of the nature and importance of English to improve the nation's competitiveness in a global society.

## **D. Cause Of English Learning Difficulties**

According to Nana sudjana& Ibrahim (2000: 46) in general learn English it is not easy, but for some other learn English also not difficult. there are already belajar English in a long time was still find difficulty in the study and control of the English language.

While according mother kasihanik.e, suyatno (2003: 34) in his book English for young leaner, explained that there are several factors that affect the learning learners in English these factors are:

### **a. Mother tongue**

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

### **b. Teaching materials**

Selection material as a teaching materials with learning techniques in accordance with the age and children's interests will ketertarikarn its own child in the study. Teaching materials should can invite learners to active learning, which has the purpose clear and meaningful. According also by the selection of the word as well as the

level of difficulty arrange with coherently start and easy to the more difficult.

c. Social interaction

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

d. Learning media

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

e. Family's background

Family or social background factors can also support or hinder the success of children in learning a foreign language. such as the



availability of dictionaries, books, overseas television drain even parent support meruakan factors that daat affect the way of learning. objects around the child can add vocabulary. and reading books that parents will buy will also help children to learn foreign languages, especially foreign languages.

## **E. College Student**

### **1. Understanding Students**

A student is someone who is in the process of drawing science or studying and enrolling are being educated on one form of college consisting of academic, polytechnic, high school, institute and university (Hartaji, 2012: 5).

In Indonesian Language Dictionary (KBI), students are defined as a personwho studies in Higher Education (Dictionary of Language Indonesia Online,kbbi.web.id)

According Siswoyo (2007: 121) students can be defined as individuals who are studying at college level, whether public or private or other institutions of the same level College. Students are judged to have an intellectual level high intelligence in thinking and deep planning Act. Think critically and act quickly and appropriately is a trait that tends to stick to every student, which is a complementary principle.A student is categorized at the stage of development who is 18 to 25 years old. This stage can be classified on the late adolescence to early adulthood and seen in terms development, developmental task at this student age is

consolidation of the founding of life (Yusuf, 2012: 27).Based on the above description can be concluded that the student is a registered 18- to 25-year-old learner and educated him in college either from academic, polytechnics, high schools, institutes and universities. While in This study, subjects used are two aged students 23 years old and still listed as an active student.

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

## **F. Understanding Thailand**

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

The conflict began with protests by ethnic Malay Muslims against the Government of Thailand. They consider policies issued by the Government of

Thailand is impartial and discriminatory against them. The protest was carried out by doing insurrection in some areas. Mass mobilization and rebellion that ethnic Malay Muslims do occur because of anxiety ethnic sustainability and their identity. The rebellion took place ranging from small actions to large and organized action. This action they do is to seek international sympathy and support. They hope with the support of the international world, aspirations they can be heard more and get guaranteed protection. However over time, protests by ethnic communities Malay Muslims no longer aim to seek sympathy and support international, but evolved into a desire to establish self-government. (Yuniarto, 2004; 166).

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

From of academic cooperation, namely: international education is manifested in the form of student mobility (student mobility). The student mobility program allows students to be able to get an education experience international with various forms, such as: double degree program, exchange,

summer school, conference, training for one semester or more. Internationalization through mobility program can be done with leading universities in Europe, Australia, Asia, and the United States.

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

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

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

within its territory. Conflict is conflict between the Government of Thailand and the minority, namely the ethnic Muslims Malay.

## **G. Understanding Speaking**

Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening 2-Speaking 3-Reading 4-skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal: i) Informal speaking is typically used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is

encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students. However, oral language, even as used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. To develop the knowledge to deal with oral communication problems in an EFL context, researchers first need to know the real nature of those problems and the circumstances in which 'problems' are constructed.

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

Speaking is fundamental to human communication. English language learners, no matter how much they know about the English language, still face



many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom. Nunan (1991) wrote 'success is measured in terms of the ability to carry out a conversation in the (target) language'. Therefore, if students do not learn how to speak or do not get opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. Given this backdrop the present paper attempts to explore the significant difference in the results of speaking skill with the help of t-test. The sample for this study was taken from various higher secondary institutes of Srinagar city. The sample comprised of a total number of 160 respondents questionnaire was prepared for the elicitation of linguistic data which was designed to test the student's knowledge of speaking skill. The test took around 20-30 minutes in the form of an interview. The responses of the students were recorded using a tape recorder. The scores of speaking skill were graded on a scale of 0 to 5. The quantitative data was captured in a software program called Statistical Package for the Social Sciences (SPSS) version 14.0 for its final analysis and tabulation purposes.. The present study also included classroom observation in order to find out the speaking difficulties that are encountered by higher secondary students.

## **H. Understanding Sociolinguistic**

Sociolinguistics derives from the words "socio" and "linguistic". Sosio same with the word social that is related to society. Linguistics is a science who studies and speaks the language especially the elements of language and between the elements. So, sociolinguistics is a study that make up theoretical

about public relations with language. Based on understanding previously, sociolinguistics also studied and discussed aspects linguistic societies, in particular the differences within language related to societal factors (Nababan 1993: 2). Based on some opinions above can be concluded that sociolinguistic not only learn about language but also learn about aspect aspect language used by the community.

Sociolinguistics is an interdisciplinary science between sociology with linguistics, two fields of empirical science that have a close relationship. Sociology is an objective and scientific study of the inner man society, institutions, and social processes that exist in society. Sociology sought to know how the society took place, took place, and still exist. By studying institutions, social processes and everything social problems in society, human ways will be known adjust to the environment, how they socialize, and putting themselves in their place in society. While linguistics is a field of knowledge that studies the language, or a science that takes language as the object of its study. Thus it can it is said that sociolinguistics is an interdisciplinary field of science learn the language in relation to the use of that language in society (Chaer and Agustina 2003: 2). From the above description can be concluded that sociolinguistics is interdisciplinary who studies the language in relation to the language used in the environment.

Sociolinguistics is the study of the language function in a social context and the development of language in society. This is consistent with Noam Chomsky in Romaine (2000, p. 1) stated that sociolinguistics focus on

differences in the use of language in society so that an object can be the object language learning another language. Then, Chomsky said that the question of language is the fundamental question of power. From the statement it is clear that sociolinguistics is the study of language use in a society that does not focus on the composition of sentence structure but focuses on differences in language use and language development in society. Beside that, Fishman (1972, p. 1) states that the interaction between these two aspects sociolinguistics is habits of the people of the usefulness of the language and the social composition of habitual action. With language clearly focused on the topic of social arrangement inherent in language habits society. So, the lessons of sociolinguistics not only on the organizational structure of the language but also on the level development use of language in society and familiarize the user language to use the language that is used in accordance with the appropriate developmental and language level of civility in society.

Sociolinguistics is a study of language that is associated with the condition of society. Sociolinguistics examines language by taking into account the relationship between language and society, especially language speakers (Kunjana, 2001: 12).

Sociolinguistics is a science that is multidisciplinary or a combination of two disciplines, namely sociology and linguistics. As a multidisciplinary science, sociolinguistics seeks to explain the human ability in using appropriate language rules in varied situations (Ohoiwutan, 1997: 9). Still in the same sense Spolsky (1998: 3) states "Sociolinguistics is the field that studies the

relationship between language and society, between the uses of language and the social structure, in which the users of language live" (Sociolinguistics is the study of science the relationship between language and society, between the use of language and social structure in the use of everyday language).

Hudson (1996: 1) states "Sociolinguistic is the study of language in relation to society" (Sociolinguistics studies languages in relation to social / social factors). Nababan (1993: 2) explains sociolinguistics is a language study that deals with language speakers as members of the community, or studies aspects of the societal language related to social / social factors. He further adds that sociolinguistics studies languages in the social, cultural context, connects cultural factors, and examines social functions and the use of language in society.

According to MansoerPateda (1992: 3) gives sociolinguistic definitions as a branch of linguistics that studies language and the use of language in cultural contexts. The speaking person must pay attention to the cultural context in which he speaks. It is hoped that by understanding the principles of sociolinguistics each speaker will realize how important the role of accuracy of language selection in accordance with the socio-cultural context.

Nababan (1989: 187) explains sociolinguistics is a study of language in society. It can be explained that a community communication system consisting of sound symbols. Further HarimuktiKridalaksana (1984: 201) explains that sociolinguistics is a branch of linguistics that interplay between language behavior and social behavior. According Suwito (1996: 8),

sociolinguistics can reduce errors iAbdulChaer and Leonie Agustina (1995: 3) state that sociolinguistics is an interdisciplinary field of studying language in relation to the use of language in society. As an object of sociolinguistics, language is needed by human beings in social activities, starting from the naming ceremony of the newborn to the funeral of the corpse. Therefore, sociolinguistics will not be separated from the problem of language relations with activities or aspects of society the problem of the inappropriate use of language in the social context.

Based on the above opinion it can be concluded that sociolinguistic is a multidisciplinary science that examines the problem of language usage in society related to social structure, situational, and culture. Language in sociolinguistic studies is seen not only as a structure, but is also viewed as a social system, communication system, and part of a particular cultural society.

## **I. Learning Difficulty**

### **1) Understanding Learning Difficulties**

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

According to (Dalyono, 1997: 229) suggests that "learning difficulties are a condition that causes learners not to learn properly." Another definition of learning difficulties posed by (Sabri 1995: 88) is "the difficulty of learners in accepting or absorbing the lessons in school" While Blassie and Jones in Warkitiddk (1990: 83) stated that "learning difficulties are the presence of a distance between expected academic achievement and academic achievement "

The barriers may be realized or not realized by, sociologically or otherwise, may be physiological physiological in the learning process. Difficulties or learning problems can be known form of behavior, either cognitively, affectively, or psikomotorik which is manifested in various.

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

The National joint committee for learning disabilities (in mulyono Abdurrahman, 2005: 7) suggests the definition of learning difficulties are as follows: learning difficulties refers to a group of difficulties manifested in the form of difficulty real in proficiency and the use of the ability to hear, writing, reasoning, or ability in the field of study mathematics. the disorder intrinsic and suspected caused by the dysfunction the Central nervous system. although a learning difficulties may occur along with the



other conditions annoying (for example disorders sensory, tuna grahita, hambataarn social and emotional) or a variety of environmental influence for example cultural differences, learning that is not the right and factors psychogenic. barriers are not cause or direct influence. from the above description can be concluded that the learning difficulties is disorders perceptual, konseptual, memory, and expressive caused threat, barriers, and disorders so students can not learn properly.

## **2) Kind of difficulties**

According to darsono (2000: 56) outline learning difficulties can be classified into two group:

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

## **3) Characteristics of learners with learning difficulties**

As described, learners are having trouble learn it has the barriers, so that appeared symptoms that can be observed by others (teacher,

supervisor) according to Abu Ahmad and Widodosupriyono, (2004: 96).

some symptoms as a sign of the learning difficulties. for example:

- a. shows underachievement achieved by group class
- b. results achieved unbalanced with business conducted. He was trying hard but its value always low.
- c. slow in the work tasks to learn. He always left with her friends in all things, for example in working questions in complete tasks pretend, lie, silent others.
- d. shows the attitude of less reasonable. Such as: indifferent,
- e. shows the behavior of different.
- f. students classified have IQs high. That potentially they should have earned learning achievement high, but the reality they get learning achievement low.
- g. students who always shows learning achievement high for most of the subjects, but on the other time learning achievement of declining drastic.

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

#### **4) Causes of learning difficulties**

according to wahyudin (2007: 112) there are two cause that influence the learning difficulties, that is internal and external. Difficulties both the cause described as follows:

**a) The internal causes**

**- The physiological**

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

while (wastysoemanto 1990: 121) said that the person who learn need conditions healthy body. people his pain due disease-specific diseases and fatigue will not be able to learn effectively.

**b) External causes**

**- Parents Family**

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

from both parents and In has the main task as proposed by (Hasbullah 1996: 89).

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

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

- **Family Economic Situation**

This situation will lead to a lack of learning tools, lack of fees provided by the elderly, and have no good place to learn. Such circumstances will inhibit the child's progress, Cost is a very important cause, because learning and survival is very costly. For example to buy tools, tuition, and other expenses. Then a poor family will find it difficult to pay the various costs. Because

finance is used to meet the needs of everyday families. Poor families also can not provide a place to learn where learning is a place to learn efficiently and effectively.

- **School**

Teachers can be the cause of learning difficulties if, the teacher is not creative, either in taking the method used or in the subjects he holds. This could happen, because the subjects he held less appropriate, so less control, more or less preparation, so how to explain less clear, difficult to understand by learners. Likewise, if the teacher relationship with learners less good as proposed by (Hasbullah 1996: 91).

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

## **CHAPTER III RESEARCH METHOD**

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

### **A. Research Design**

This research will be conducted as a qualitative study. The research design will use qualitative design because this study concerned will be with process. According to Ary (2010, p.648) stated that a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis.

Based on the statement above, the researcher could conclude that qualitative research is natural research or there is no manipulated condition in the field setting. The researcher could describe all phenomena based on the facts in the field. In this case, the researcher applied qualitative research because this by Thai students living at Ma'had Al-Jami'ah IAIN Palangka Raya.

The research type of this study will be used case study. Case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community (Sandra, 2006, p.71). The researcher choose case study as research type because the researcher could describe all phenomena based on the facts in the field. According to Ary (2010, p.637) Case study research is qualitative examination of a single



individual, group, event, or institution. The researcher would like to give answers due to questions how and why a case could happen.

## B. Subject Of The Study

In this study, subjects will be obtained from eight Thai students from eight semesters who live in Ma'had Al-Jami'ah.

On the table, it will be presentation the names of Thai students in Iain palangkaraya Table 3.1

no	Name	Prodi	interview
1	Nurisan binmayeng	PBI	NB
2	Niha nima	PAI	NN
3	Muneeroh waning	PAI	MW
4	Kholiyohmamaseng	PBA	KM
5	Marina dolah	PAI	MD
6	Bariahsafut	PBA	BS
7	Aisohmadiyoh	PAI	AM

## C. Source Of Data

This research will be conducted in Palangka Raya State Islamic Institute which is located in G. Obos Islamic center street Palangka Raya, Central Kalimantan. In this study, researchers chose this institution because IAIN has Thai students and lived in Mahad Al-Jami'ah IAIN Palangkaraya since 2014. They are from semester students of IAIN Palangka Raya will become the

source of data in this research. Data will be taken from this site to make it reasonable and acceptable.

#### **D. Research Instrument**

Moleong (2000, p.19) says that qualitative research required the researcher himself as the main instrument of the study. In collecting data, qualitative studies depend on the researchers. That's because research cannot decide directly what to research. In this study, researchers are the main instrument of research. The researcher's role is to observe, and to interview the subject of this study.

There will be eight Thai students from eighth semester IAIN Palangka Raya, of batch 2014. Researchers will take Thai students as subjects in this study. Researchers will interview them. The object of this research is the communication problem faced by Thai students living in Ma'had Al-Jami'ah IAIN Palangka Raya.

#### **E. Data Collection Procedure**

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

##### **1. Observation**

Observation is a way of collecting data with records held on the activities and developments carried out by teachers and students

during the learning process. Observation is a spoken or written remark or comment based on something one has seen, heard, etc.

That was like what Ary (2010, p.431) stated that: Observation is a basic method for obtaining data in qualitative research and is more than just hanging out. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses. Qualitative observation relies on narrative or words to describe the setting, the behaviors, and the interactions. The goals are to understand complex interaction in a natural setting.

Another opinion of Musharraf (2012, p.9) observation is a technique involving systematic selection, watching and recording the behavior and characteristics of living things, objects or phenomena. Actually between the opinions of Donald Ary and Khalifa Musharraf is closing about the observations.

In this study, what should be observed are eight Thai students living in Ma'had Al-Jami'ah IAIN Palangkaraya. Observations will be made since the first arrival until interviewed by the researcher. The observations will be conducted at Ma'had Al-Jami'ah IAIN Palangkaraya to obtain data: the first about verbal communication conducted by Thai students. Researchers will observe how they communicated with local members in Ma'had.

the second was to get data about communication doing by Thai students as long as they lived in Ma'had Al-Jami'ah IAIN Palangka Raya. The researcher observe non-verbal communication of Thai students such as the way they behave, the way they wear dress, the way they speak, and the way they perceive on their new around.

## 2. Interview

According to Musharaf (2012, p.19) the interview is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. Collecting data by interview probability is easy because with this way the writer could prepare some questions with appropriate and also the writer can record when the interview on going till if the writer forget or lose the written the writer still can found the data by that recording.

Donald Ary (2010, p.438) stated that interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They use to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

The interview will be conducted three times after observation in Ma'had Al-Jami'ah IAIN Palangka Raya. Researchers will use unstructured interviews as interview types so that researchers interacted directly with eight Thai students to obtain information intensively. the first about communication conducted by Thai students. Researchers will

interview the subject of how they communicated with local members in IAIN palangkaraya

The second is to get data about communication conducted by Thai students during their stay at Ma'had Al-Jami'ah IAIN Palangka Raya. Researchers will interview subjects about non-verbal communication conducted by Thai students such as how they behave, how they wear clothing, how they speak, and how they perceive their new surroundings and how they deal with them.

#### **F. Data Analysis Procedure**

Data analysis is a systematic process of locating and managing transcripts of interviews, field notes, and other materials that accommodate to enhance their own understanding and enable it to be discovered (Sugiono, 2010, p.88). the communication problems faced by Thai students living in Ma'had Al-Jami'ah from IAIN Palangkaraya, researchers will take, compare, and review all responses from observations and interviews.

Then, to select and classify data, analysis of verbal and non-verbal communication problems between Thai students with local residents and those new. Following the wise Culture book (2015, p.10) notes that in crosscultural situations, where we must live in different cultural environments, or intercultural situations where a number of cultures live together can cause all misunderstandings.

According to Zhou (2008, p.64) states that the lack of social skills can lead to cross-cultural problems. The data can be analyzed by identifying

indications of cultural misunderstanding. That can be seen from how they adapt and react as newcomers. Thus, researchers can draw conclusions from all data to answer research questions well.





## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

This chapter presented the data presentation of the study and discussion. The finding designed to answer the research problem was the interview and observation

### **A. General Description Of Research Location**

This research is done in Ma'had Al Jami'ah IAIN Palangka Raya. Ma'had Al Jami'ah is dormitory for new students in IAIN Palangka Raya. So, every students of IAIN Palangka Raya have to live and follow all of activities in Ma'had Al Jami'ah.X

#### **1. Profile of Ma'had Al-Jami'ah IAIN Palangka Raya**

Organizational wheel rotation in the scope of the academic community is a system that is interrelated. Various components available it synergizes with each other to establish a system to realize the vision that becomes the ideals and goals of universities. Between these components are ma'had, campus, mosque, and lecture system who is integrated.

Ma'had al-Jami'ah STAIN Palangka Raya then became IAIN Palangka Raya is based on Presidential Regulation Number 144 Year 2014 concerning Changes to the State Islamic College of Palangka Raya became the Palangkaraya State Islamic Institute. Ma'had alJami'ah IAIN Palangka Raya was established in 2012 at STAIN Palangka Raya Kingdom. Located on land as large as ... consisting of two buildings namely the building of

the male and female buildings. Ma'had al-Jami'ah Putra consists for 20 rooms filled with 3 or 4 students, 3 WC booths, and one cooking room. Whereas Ma'had al-Jami'ah daughter consists for 50 rooms filled with 3 or 4 female students, 4 WC booths, and one cooking room.

The establishment of Ma'had Al-Jami'ah IAIN Palangka Raya is synergistic system improvement between intellectuality, emotionality and spirituality at IAIN Palangka Raya. Therefore Ma'had AlJami'ah as an academic sphere will help Islamic personality besides as a foundation that strengthens the lecture process, ma'had too serves as a solution to various deficiencies caused by weak inputs students entering the IAIN Palangka Raya; both in terms of ability reading the Qur'an, the ability to master language and understanding Islamic base.

## 2. Ma'had al-Jamiah Vision

To be a place for developing aqidah, strengthening Islamic sciences, forming souls with character, creative, and skilled in foreign languages.

## 3. Ma'had al-Jamiah Mission

- a. Strengthening the Islamic faith through Islamic morality, worship and muamalah.
- b. Providing Al-Qur'an reading skills and deepening Islamic values.
- c. Applying karimah character in social interaction.
- d. Exploring and honing the potential, interests and talents of students.
- e. Familiarize in Arabic and English in daily communication

- f. Providing reading skills in the Qur'an and deepening the values contained therein.

## B. Data Presentation

On the table, it will be presentation the names of Thai students in IAIN palangkaraya who are live in Ma'had Al jami'ah, they are:

**Tabel 4.1**

No	Name	Prodi	Interview
1	Nurisan binmayeng	PBI	NB
2	Niha nima	PAI	NN
3	Muneeroh waning	PAI	MW
4	Kholiyohmamaseng	PBA	KM
5	Marina dolah	PAI	MD
6	Bariahsafrut	PBA	BS
7	Aisohmadiyoh	PAI	AM

### C. The Result Of Interview

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

#### 1. What difficulties you face when you speak in English?

NB

*Masalah yang saya hadapi ketika saya berbicara itu saya sering gugup tidak berani dan juga waktu presentasi saya kurang berbicara dan tidak berani juga kadang di kelas dosen sendiri juga berbicara pakai indonesia juga.*

The problems that I faced when I am speaking English are: I often feel nervous, I am not brave and when I am do presentation, I speak less. Furthermore, sometimes, Lecturer in my class do speaking by using Indonesian language.

NN

*Karena kurang kosa kata dan juga takut salah karena di thailand jarang menggunakan bahasa inggris dan juga waktu sekolah mata kuliah bahasa inggris itu kadang kadang belajar bahasa inggris cuman 2 kali satu minggu cuman 10pesen saja*

Because of lack of vocabulary and also fear of wrong because in Thailand rarely use English language and also school time English language courses are sometimes sometimes learn English only 2 times a week only 10pesen

MW

*Yang pertama itu kurang kosa kata yang kedua itu kurang belajar dan juga kurang berbicara kan tidak biasa dan juga waktu sekolah di thailang juga tidak pakai bahsa inggris gunanya bahasa malayu biasanya*

The first one is less vocabulary, the second is lack of learning and also lacks speaking, it is not unusual and also when school in Thailand also does not use English, the language is Malay, the language is usually

KM

*Masalah itu banyak salah satu itu adalah vocabulary kerana kosa katanya sedikit jadi tak bisa berbicara pakai bahasa inggris kerana kurang hafal kosa katanya*

The problem is that many of them are vocabulary because they have little vocabulary so they cannot speak using English because they are not familiar with their vocabulary

MD

*Biasanya yang sulit itu tidak tahu kosa katanaya makanya jadi sulit untuk berbicara dan kalau waktu sekolah sedikit sedikit saja yang bicara cuaman dalam kelas saja waktu mata belajarnya saja kalau di luar mata pelajaran gk ada sama sekali berbicara menggunakan bahasa Inggris*

Usually the difficult ones do not know what katanaya is, so it is difficult to speak and when you are at school, only a little talk is cool in the course of the course, if there is no talking at all outside the eyes of the students using English.

BS

*Kalau yang pertama itu masalah saya punya beberapa masalah yang saya hadapi yang pertama kali ada kurang kosa kata kurang vocabularynya yang keduanya takut kaya takut salah takut waktu ngomongnya kalau kita takut waktu berbicara kalau salah nanti kita malu sama orang yang di depan waktu kita berbicara itu kita sudah kurang kmosa katanya jadi waktu bicara kalau salah jadi takut dan waktu bicara takut salah juga dan juga bikin kita malu*

If the first one is the problem, I have some problems that I face, the first time there is less vocabulary, less vocabulary, both of them are afraid of being afraid, they are afraid of being afraid when they say it, if we are afraid when we speak wrong then we will be ashamed of people who are



ahead of our time. less kmosa he said that the time to talk when I was wrong became afraid and the time to talk was afraid too and also made us embarrassed

.AM

*Yang pertama itu saya kurang kosa kata*

The fist is that i lack vocabulay

2.How often do you speak using English especially when on campus ?

NB

*Jarang mengguna kan pakai bahasa inggris berbicara cuman dalam kelas saja*

It's rare to use English to speak only in class

NN

*Tidak sering juga kalau di kampus cuman pakai ok thank you gitu saja yang sering dui pakai orang jadi tidak sering pakai*

It's not often if on campus just use ok, thank you, that's what people often use, so they don't use it often

MW

*Lama dan tidak sering dan jarang berbica pakai bahsa inggris dan waktu kuliah bahasa inggris di kelas ada belajar kalau bicara pakai bahasa indonesia saja.*

Old and not often and rarely speak using English and the time for English classes in class there is learning if you speak only Indonesian

KM

*Sebenarnya kalau bicara mengguna kan bakai bahsa inggris itu tidak sering seperti saya bilang tadi kerena kurang kosa kata jadi tidak terlalu ngomong bahsa inggris dan ketikian belajar bahasa inggris di kelas ketika disruh bicara cuman pakai kata yang di guna kan setia hari seperti pengenalan diri.*

Actually talking about using English language is not often like I said because it lacks vocabulary so I don't really speak English and learn English in the classroom when talking about it, just use a word that is used for a day like self-introduction.

MD

*Kurang pakai bahasa inggris ynag pakai biasanya bahasa indonesia dan juga waktu pertama kali datang cumar degar orang berbicar saja ada yang faham ada yang tidak faham.*

Rarely do you use English, which is usually Indonesian, and also when you first come in, there are people who speak, there are those who understand that there are some who don't understand.

BS

*Tidak sering tapi ada kosa kata seperti HI OK gitu ada kaya sampai kan sama teman cuman dan waktu kuliah di kelas tidak ada juga berbicara di dalam kelas adanya cuman belajar teori saja seperti gramma.*

Not often, but there are vocabulary words like HI, OK, so there are rich, and just like friends, and when there is no lecture, there is also no talk in just learning theories like Gramma.

AM

*tidak ada berbicara tidak pernah kalau waktu di kelas adanya cuman waktu di asrama waktu mau tanya siapa di dalam wc itun saja bacanya ikuttin tulisan yang ada di depan wc*

no one talked never if there was only time in class when I was in the dorm when I wanted to ask who in the wc itun just read it, follow the writing in front of the toilet.

3. Why are you having a problem when you speak using English?

NB

*Karena kan saya ini njarang vocab juga mau berbicara tapi takut salah dan waktu berbicara itu kosa kata sering salah gara gara tidak berani juga jadi tidak berani berbicara*

Because I'm rarely vocab, I'm also willing to talk but I'm afraid that being wrong and when I speak is vocabulary is often wrong because it doesn't work, so I don't dare to speak

NN

*Masalahnya takut salah dan juga kurang kosa kata dan juga waktu sekolah kemarin jarang juga di suruh jafal kosa katanya*

The problem is fear of being wrong and also lacking in vocabulary and also the time of school yesterday was rarely told by the vocabulary

MW

*Karena kurang kosa kata dan kurang belajar semua itu kurang*

Because of lack of vocabulary and lack of learning all that is lacking

KM

*Karena vocabnya terlalu sedikit jadi tidak tahu bahasa inggrisnya terus cara susun kalimat tidak tahu apa yang harus di tambah dan waktu di thailand juga tidak terlalu fokus dalam bahasa inggris belajarnya cuman gitu saja disana pakai bahasa inggris cuman 30 persen saja jadi di thailand sana jarang pakai bahasa inggris*

Because the vocab is too little, doesn't know the English, the way the sentence is arranged does not know what to add and the time in Thailand is not too focused in the language, English, learning, just like that, using English only 30 percent. English

MD

*Kesulitannya karena yang pertama kan tidak tahu kosa katanya tidak tahu artinya tidak berani mau bicara*

The difficulty is because the first one doesn't know the vocabulary doesn't know what it means to not dare to talk

BS

*Karena yang pertama itu kurang kosa kata dan juga kurang berani dan juga takut salah kalau memang saya itu berani walau tidak bisa saya tetap berbicara pakai bahasa inggris jadi karena saya takut jadi tidak bisa berbicara.*

Because the audience is lacking in vocabulary and also less brave and also afraid of being wrong when it comes to me, I am brave even though I can't keep talking using English so I am afraid I can't speak

AM

*kerena sulit menggunakan bahasa inggris kalau ngomong itu tidak berani takut temannya ketawa kalau berbicara itu salah jadi takut mau berbicara.*

because it is difficult to use English if you speak it doesn't dare to be afraid of his friend laughing if talking is wrong so afraid to talk

4. Is it difficult to dislodge English for you ?

NB

*Sulit kerana bahasa inggris itu juga bahasa asing bagi saya dan juga waktu sekolahkemaren jarang bicara pakai bahasa inggris*

It's hard because English is also a foreign language for me and also when I go to school I rarely speak using English



NN

*Tak sulit juga semua tapi takut salah dan juga logadnya juga kan beda bahasa bahasa kan waktu di thailand sana pakai bahasa thailand bahasa inggrisnya kurang jadi tidak pakai juga bahasa inggrisnya*

It's not difficult too, all but afraid of being wrong and also the logos are also different languages, not in Thailand, there is Thai language, English is lacking, so don't use English

MW

*Sangat sulit kerana tidak biasa kandan juga waktu di rumah sana pakai bahasa malayu bahasa kampong bahasa ibu*

It is very difficult because it is not unusual to spend time at home using the language of Malay, the language of the mother tongue

KM

*Iya susah kalau bagi saya untuk menggucab kalimat bahsa inggris itu di bagian logadnya kerana saya bukan orang inggris bukan orang asing kalau berbicara itu lagadnay kaya bahasa Thailand*

Yes, if for me to say the English sentence in the logon section because I am not an Englishman, I am not a foreigner when I talk about it, but it is rich in Thai

MD

*Kalau biasanya tahu artinya bisa saja di bicarakan tapi kalau tidak tahu pakia bahasa indonesia saja dan banyak takut salah mau ngucapkan kata katanya*

If you usually know what it means, you can talk about it, but if you don't know Indonesian language, you will be afraid to say the words

BS

*Tidak juga sulit saya itu bisa kalau membacany dalam bahasa inggris benar tidak tidak tahu tapi saya bisa bacanya kalu berbicaranya tidak berani dan logadnya juga beda*

It is also not difficult, I can, if I read it in true English, I do not know, but I can read it when I speak, I don't dare and the logos are different

AM

*Sulit kerena lidahnya keras logatnya juga tak biasa kalau bahasa malayu kan terbiasa kalau bahasa inggris itu bahasa asing jadi susah mau mengucapkan*

It's hard because the tongue is hard and the accent is also unusual if Malayu is used to it, if English is a foreign language, it's hard to disintegrate.

5. What causes you to have difficulty speaking English?

NB

*Kalau waktu sekolah dulu ada mata kuliah bahasa inggris dan di suruh saya bicra di kelas saya banya bicara salah jadi saya takut mau berbica*

When I was in school, there was an English course and I was told that bicara in my class would be wrong to talk so I was afraid to speak

NN

*Saya juga kurang suka bahasa inggris dan saya juga dan tidak banyak hafal kosa katamnya dan di sana juga jarang di pakai trus juga takut salah*

I also do not like English and I also and do not memorize the vocabulary a lot and there are also rarely used and also afraid of being wrong

MW

*Kerena kurang belajar dan kurang kosa kata dan juga kurang suka belajar bahsa inggris tapi mau belajar bahasa inggris tapi malasa kerena tidak suka kerena susah juga.*

Because of lack of learning and lack of vocabulary and also less like learning English but wanting to learn English but because they don't like it because it's difficult too.

KM

*Salah satu itu kerana saya jarang pakai bahasa inggris kerana bahasa inggris itu selain dari bahasa ibu saya terus ketika saya berbicara sama temannya sering pakai bahasa yang sering di pakai dan juga sekarang saya kulaih di indonesia jadi normal saya berbica pakai bahasa indonesia sama temannya kalau bisa itu bisa saja cuman yang tidak terlalu bisa.*

One of them is because I rarely use English language because English is apart from my mother's language, and when I talk to friends, I often use language that is often used and also now I am in Indonesia, so it is normal for me to speak Indonesian with friends if possible. it might just be that you can't

MD

*Kesulitannya itu oleh tidak sering di pakai jadi sulit dan juga tidak berani berbicara pakai bahasa inggris*

The difficulty is that by not being used often it is difficult and also does not dare to speak English

BS

*Yang pertamanya kurang kosa kata kalau waktu sekolah kemarin di thailand itu beda jauh dengan indonesia misalnya kalau di sana itu cuma belajar saja kaya skillnya kurang mendalam dalam skill misalnya dalam skill speaking atau reading belajarnya umum saja tidak ada seperti praktek atau maju ke depan itu bisa jadi satu masalah waktu kita lulus dari sekolah dan masuk kuliah tidak bisa berbicara pakai bahasa inggris*

The first thing that is less vocabulary if yesterday's school time in Thailand is far different from Indonesia, for example, if there is only learning, the skill level is less profound in skills such as in speaking skills or reading general learning is not like practice or going forward it can be one problem when we graduate from school and college students can't speak English

AM

*Kalau waktu sekolah kemarin tak pakai juga tak sering dan pakai cuma waktu pelajaran di kelas saja yang pakai dan tidak terlalu pakai juga bahasa inggris banyak pakainya bahasa Thailand*

If you did not use the school yesterday, you didn't use it too often, and only when the class was used and didn't use it too much, you could also use lots of English in Thai.

6. What do you think is the biggest difficulty in speaking and what is the cause?

.NB

*Yang paling bersar itu takut salah malu mau ucap kata kata*

The biggest one was afraid of being embarrassed to say words

.NN

*Adalah kurang kosa kata dan juga waktu bicar itu takut salah*

It is less vocabulary and also talk time is afraid of being wrong

.MW

*Takutanya salah ketika salah kerana saya kurang kosa kata jadi kerana itu jadi takut mau berbicara menggunakan bahasa inggris mau bicara dengan orang lain takutnya salah*

I was afraid of being wrong when I was wrong because I lacked vocabulary so it was because I was afraid to speak in English, if I wanted to talk to others, I was afraid that I was wrong.



.KM

*Yang saya bialng tadi masalah yang palaing besar buat saya adalah kerana kurang kosa kata jadi tidak terlalu bisa dan salah satunya lagi jarang terpakai juga sama temannya juga tidak terlalu pakai jadi tidak terlalu bisa*

What I was talking about was that the big problem for me was because it lacked vocabulary so it wasn't too good and one of them was rarely used with friends, nor did it use too much so it wasn't too good.

.MD

*Masalah terbesar adalah tidak tahu arti dan tidak hafal kosa kata dan tidak berani untuk mau bicara waktu bicara takut salah*

The biggest problem is not knowing the meaning and not memorizing vocabulary and not daring to talk when talking is afraid of being wrong

.BS

*Kesulitan terbesar buat saya itu ada lah kosa kata pasti kalau kita kurang kosa katanya pasti kita takut mau bicara sampinh mikir itu tidak ada vocab dalam kepala jadi susah juga berbica itu masalah dan itu juga*

*kesulitan juga bagi saya dalam berbicara kerana kurang vocab jadi takut semua*

The biggest difficulty for me is that there is a definite vocabulary if we are not vocabulary, we are afraid we will talk until we think that there is no vocab in the head, so it is difficult to talk about that problem and it is also difficult for me to speak because of lack of vocab, so I fear everything

.AM

*Tidak tahu arti tidak tahu kosa kata dan juga tak berani malu mau berbicara*

Do not know the meaning of not knowing vocabulary and also not having the courage to be ashamed to speak

7.How do you solve the problem you are facing ?

.NB

*Kalau saya waktu ada masalah saya buka komus atau buka handphone*

If I have a problem, I open the dictionary or open the cellphone

.NN

*Buka google translation atau tanya teman yang bisa berbahasa inggris*

Open google translation or ask a friend who can speak English

.MW

*Buka internet buka kamus atau Tanya teman*

Open the internet open the dictionary or Ask a friend

.KM

*Biasanya buka kamus di handphone ataaau tanya teman kalau tak tanya teman bukan translation di google*

Usually open a dictionary on your mobile or ask a friend if you don't ask friends not translation on google

.MD

*Kalau ada internet buka internet atau Tanya teman yang bisa ber bahasa inggris.*

If there is an internet open the internet or ask a friend who can speak English.

. BS

*Kalau saya kurang faham kalau tidak tahu artinya biasanya saya juga tanya teman terkadang kalau lagi sama teman saya tanya teman kalau saya sendiri saya pakai google translation*

If I don't understand if I don't know what I mean, usually I also ask a friend, sometimes if I am again with a friend, I ask my own friend, I use Google translation

.AM

*Kalau ada internet buka internet kalau tidak bisa lagi pakai bahasa isyarat atau kalau lagi sama teman yang bisa tanya teman*

If there is internet, open the internet if you can no longer use language, or if you are with a friend who can ask friends.

## **D. Discussion**

Thai students has 7 factors

### **1. Difficulties**

Is Nervous, afraid, speaking less, lecturer

### **2. English speaking frequency**

Is Rarely and just in class

### **3. Reason in having problem**

Is Lack vocabulary, unconfident

4. English pronunciation

Is Hard because rarely speak English in school

5. Causes difficulty

Is Lack ability

6. Biggest difficulty

Is Feeling shy

7. Problem solving

Is open Dictionary ,Open Google Translation, ask a friend

This section presented the discussion based on the findings of the study. The discussion is concerned on the speaking difficulties face by Thai students who live in Ma'had Al-Jami'ah IAIN Palangka Raya.

The findings of this study are answered the problem that is “What are the sociolinguistic factors contributing to the thai speaking difficulties?”

This problem is represented by question number 2, 3 and 5. These questions talk about frequency of Thai's students in English speaking, their reason to having problem in English speaking, and their feeling opinion about the causes of their difficulties in English speaking. The result show that from 7 students is rarely do English speaking; (4 students) said that their reason in having problem of English speaking is because they lack of vocabulary, 86% (6 students) told that they are afraid to do something wrong in English speaking, (2 students) said that they feel it's difficult because they are rarely to speak English, and (1 student) had reason that English speaking is difficult; Talking about causes of

difficulty in English speaking (5 students) mentioned it caused by lack of vocabulary & ability, and (1 student) said it caused by not dare. We can analyze that those data are fit with type learning difficulties Associated with academic (academic learning disabilities) learning difficulties Associated with the development include disorders Motor and perception, learning disabilities language and communication, and learning difficulties in adjustment social behavior. learning difficulties Associated with academic refers to the failures achievement Academy in accordance with a capacity of the expected. failures that covers the control skills writing.

While to answer the question “What is the factor of English when the Thai students speaking?” the writer did interview Thai students to ask about their difficulties in english speaking. By analyze the data in interview questions number 1, 4 and 6. These questions talked about difficulties in English speaking, their feeling when they pronounce every single word in English speaking, and about their opinion of the biggest difficulty in English speaking. The result showed that 5 Thai students said that they do not have enough vocabulary; a Thai student said that she got difficulty to memorize and 3 Thai students said that they talk less in English class, 3 Thai students said afraid to speak because they felt shy with their friends and the fact that there is lecturer used Indonesian language in English class; when Thai students speak English, all of Thai students feel hard to pronounce English word because it's different with their mother language and rarely to speak. For the biggest difficulty in English speaking, (4 students) said that it is lack of vocabulary, and 3 Thai students said that it is unconfident self. By



analyze and comparing this data with theory of mother kasihani e, suyatno (chapter 2 page 13) writer got result that there are several factors that affect when Thai students were speaking. They are mother tongue, teaching material and Social interaction



## **CHAPTER V CLOSING**

This last chapter would mainly presented the conclusion and the suggestions of the thesis. The analysis in the previous chapter will be concluded and finally the writer will attempt to suggest some important matters concerning to the discussion of this thesis. These suggestions are considered to be important for every one especially teachers and students to faced the english speaking difficulties.

### **A. Conclusion**

Here are the communication problems faced by Thai students living at Ma'had Al-Jami'ah of IAIN Palangka Raya.

Thai students rarely speak in English that their reason for speaking English is that they lack vocabulary they are afraid to do something wrong in English and they find it difficult because they rarely speak English and they have reason to speak English is difficult. Talking about the causes of English language difficulties said that it was caused by a lack of vocabulary & abilities, it was caused by not being brave. The data corresponds to the type of learning difficulties associated with academic learning difficulties (academic learning difficulties) related to development including motor disorder and perception, language and communication of learning disabilities, and learning difficulties in adjusting social behavior. Learning difficulties Related to academic refers to the failure of the

Academic achievement in accordance with the expected capacity. failure that includes writing control skills.

Their feelings when they say every word in English, and about their opinions about the biggest difficulties in speaking English. they don't have enough vocabulary. Thai students said that he had difficulty memorizing and they lacked speaking in English classes, they were afraid to speak because they felt ashamed of their friends and the fact that there were lecturers using Indonesian in English classes; when Thai students speak English, all Thai students find it difficult to pronounce English because it's different from their mother tongue and rarely speaks. For the greatest difficulty in speaking English they lack vocabulary, and are not confident. there are several factors that influence when Thai students speak. They are mother tongue, teaching materials and social interaction. they can solve their problems by opening the google translation dictionary or asking friends who can speak English.

## **B. Suggestion**

### **1. For students**

To be able to know how to solve the problems we face about difficulties in speaking using English and also being able to finish the problems that are facing

### **2. For research**

This study is far from perfect because there are still some aspects of cross-understanding that have not been covered by this study such as social structure, religion, language, and values and attitudes but the researchers hope that this research can be useful. for readers so that the next researcher can do research to make it more complex.



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