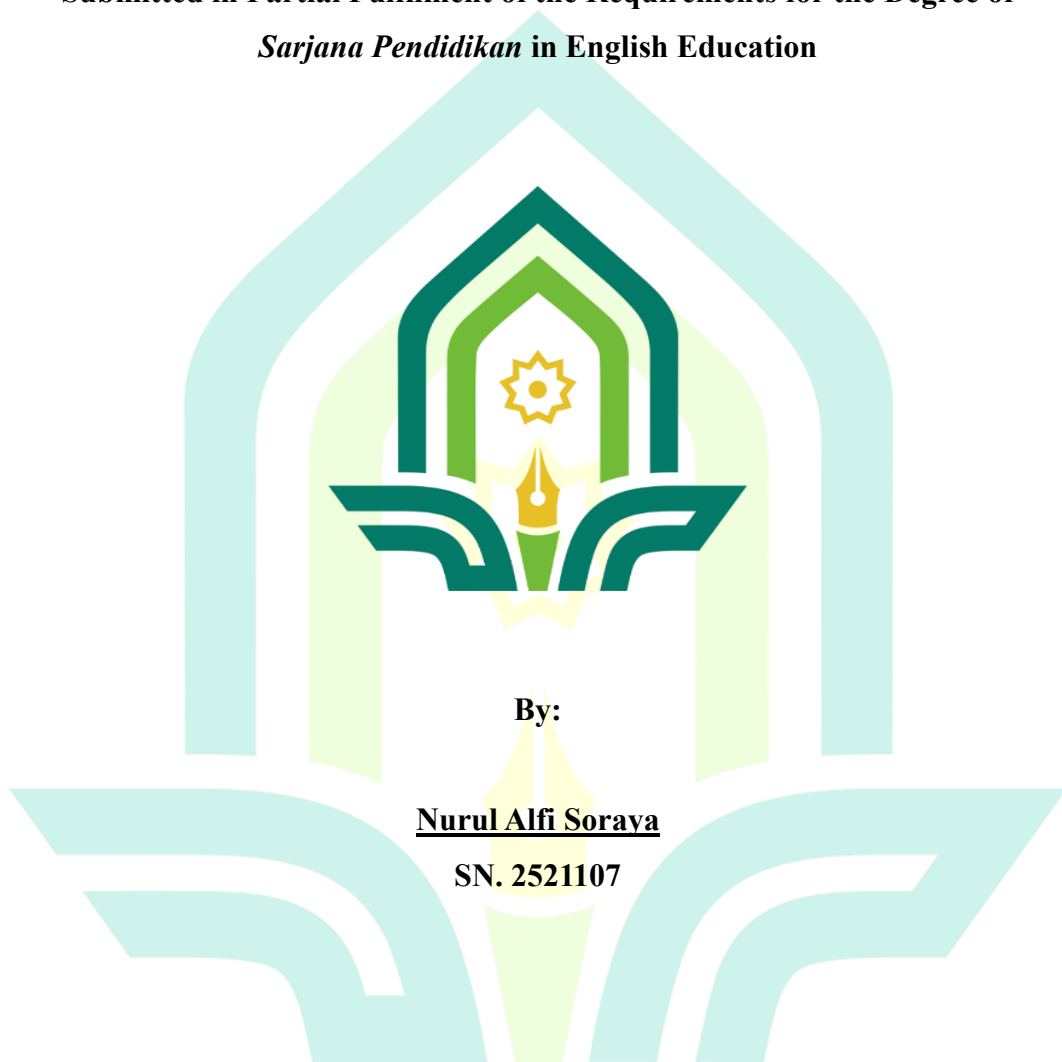


**EXPLORING EFL THAI STUDENTS' FEELINGS IN
LEARNING ENGLISH SPEAKING IN INDONESIA**

A THESIS

**Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

Nurul Alfi Soraya

SN. 2521107

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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di

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Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah

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Judul : **Exploring EFL Thai Students' Feelings In Learning**

English Spcaking In Indonesia

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 02 Juni 2025
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APPROVAL SHEET

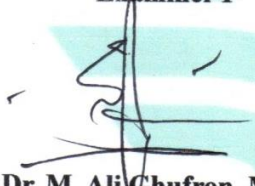
The Dean of the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

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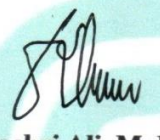
Has been established through an examination held on Wednesday, 25th June 2025 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

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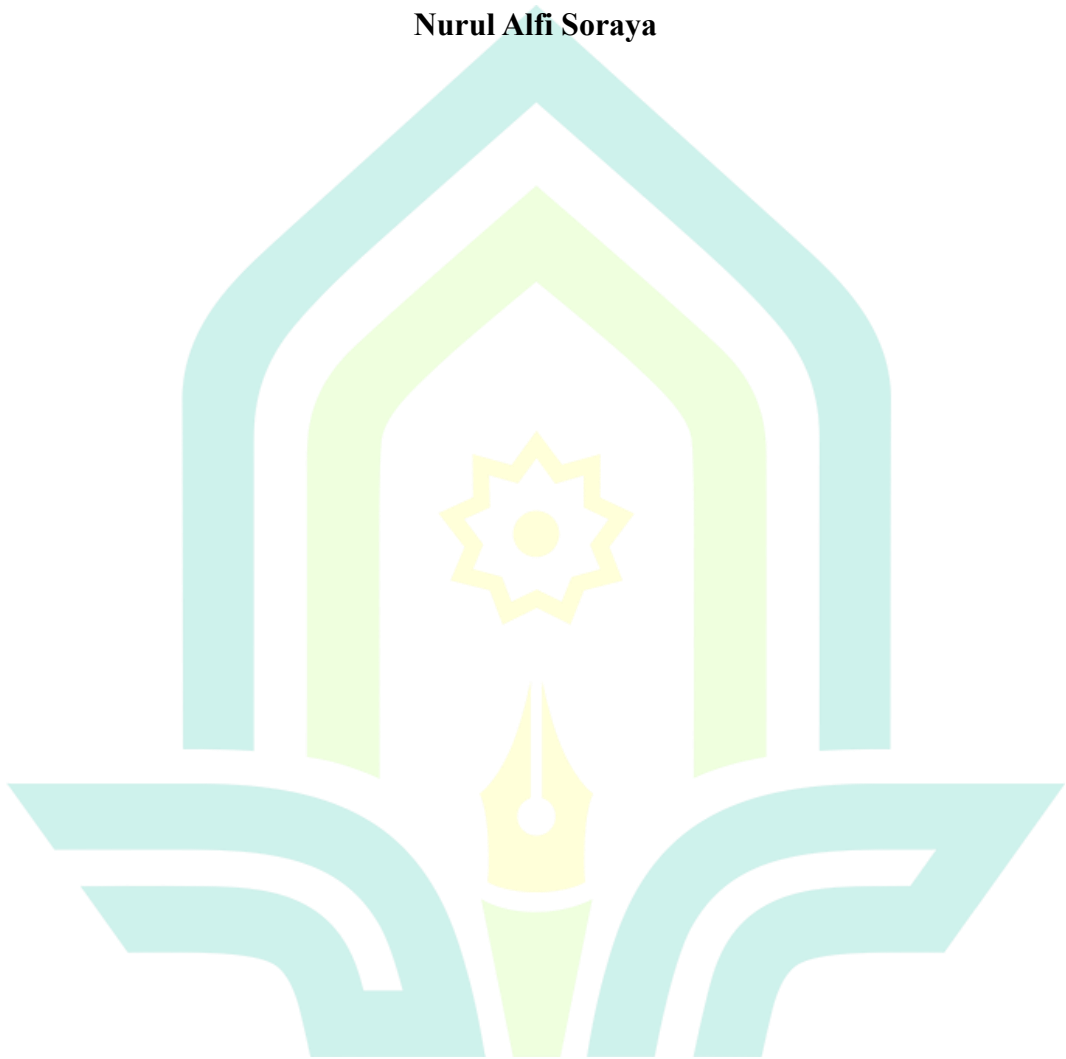
MOTTO

“Gagal hanya terjadi jika kita menyerah”

B. J. Habibie

“Think As Big As Galaxy!”

Nurul Alfi Soraya



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Praise be to Allah, the Cherisher and Sustainer of the world. Peace be upon my prophet Muhammad. SAW. My thesis has become a reality and is receiving support from many individuals. Then, I would like to thank all of them sincerely.

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ABSTRAK

Pembelajaran bahasa Inggris sebagai bahasa asing (EFL) merupakan tantangan bagi banyak mahasiswa internasional, termasuk mahasiswa Thai yang belajar di Indonesia. Meskipun demikian, pengalaman belajar bahasa Inggris di luar negeri dapat menjadi kesempatan berharga untuk meningkatkan kemampuan bahasa dan memahami budaya baru. Namun, perasaan dan pengalaman mahasiswa internasional dalam proses belajar berbicara bahasa Inggris masih kurang dipahami. Penelitian ini bertujuan untuk menggali perasaan mahasiswa Thai yang belajar berbicara bahasa Inggris di Indonesia. Penelitian kualitatif dengan metode naratif inquiry ini melibatkan tiga partisipan perempuan mahasiswa Thai jurusan Tadris Bahasa Inggris semester 4 di Universitas Islam di Pekalongan. Berdasarkan hasil interview, penelitian ini menunjukkan bahwa partisipan mengalami perasaan positif dan negatif selama proses belajar. Perasaan positif meliputi motivasi untuk belajar karena yakin akan membantu mereka di masa depan, merasa nyaman karena mendapatkan perhatian dari dosen dan teman, serta belajar pelafalan dan kosakata baru. Namun, partisipan juga mengalami perasaan negatif seperti stres karena merasa tertinggal dengan teman-teman yang sudah lancar, tidak percaya diri saat diminta berbicara bahasa Inggris di kelas, serta merasa terdiskriminasi oleh teman-teman. Penelitian ini menyoroti pentingnya mempertimbangkan perasaan dan pengalaman mahasiswa internasional dalam proses belajar berbicara bahasa Inggris di Indonesia.

Kata kunci: keterampilan berbicara, mahasiswa Thailand, perasaan.

ABSTRACT

Learning English as a foreign language (EFL) is a challenge for many international students, including Thai students learning in Indonesia. Nonetheless, the experience of learning English abroad can be a valuable opportunity to improve language skills and understand a new culture. However, the feelings and experiences of international students in the process of learning to speak English are still poorly understood. The study aims to explore the feelings of Thai students learning to speak English in Indonesia. The qualitative research using the narrative inquiry method involved three female Thai student participants majored English Education Departament fourth semester at the Islamic University in Pekalongan. Based on interview result, the study showed that the participants experienced both positive and negative feelings during the learning process. Positive feelings include motivation to learn because they believe it will help them in the future, feeling comfortable because they get attention from lecturers and friends, and learning new pronunciation and vocab. However, participants also experienced negative feelings such as stress because they felt left behind by their friends who were already fluent, lack of confidence when asked to speak English in class, and feeling discriminated against by friends. The research highlights the importance of considering the feelings and experiences of international students in the process of learning to speak English in Indonesia.

Keywords: speaking skills, Thai students, feelings.

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “Exploring EFL Thai Students’ Feelings in Learning English Speaking in Indonesia” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of the support of several people. Then, on this occasion, I would like to express my sincerest gratitude to:

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, limitation of the problem, operational definition, the aim of the research, and significance of the research.

1.1 Background Study

In the modern era, everything has to do with speaking skills. Learning to speak is important if one wants to communicate with others worldwide (Leong, 2017). Speaking is a media of using spoken language to convey ideas, intentions, thoughts, and feelings to others (Hughes & Reed, 2016). Based on this definition, speaking ability can be associated with a person's ability to convey ideas orally to others. As stated by Leong (2017), speaking is one of the abilities that a person must master to communicate and express what is in their mind. In addition, Hanafiah et al., (2022) state that speaking is an oral process to express thoughts and emotions, ponder on experiences, and share facts. Thus, speaking has an important role that must be natural and meaningful.

Speaking skills is an important aspect of English as a Foreign Language (EFL) learning. Speaking English is not always simple for EFL students. Speaking is an essential skill that students should master because it requires oral communication such as, grammar, vocabulary, pronunciation, fluency, and comprehension (Brown, 2004). Many EFL students encounter difficulties in

developing their speaking abilities. Rahman (2017) stated that EFL students are afraid of making mistakes when they are trying to speak English. Thus, EFL students choose to be silent rather than make mistakes. In addition, the lack of motivation to speak English is also a major obstacle for EFL students. They do not have confidence in their speaking abilities (Sokip, 2020). Students' feeling of fear and lack of confidence in speaking English may influence the learning process.

According Koentjaraningrat in Sobur (2006), Feeling is a state in human consciousness that because of its knowledge is assessed as a positive and negative state. Miswari (2017) states that according to Hukstra, feelings are a function of the soul that can consider and measure something based on pleasure and displeasure. The feelings experienced by students are very important because they will be related to students' self-confidence in the classroom. Feelings with high self-confidence can help achieve self-determined goals.

Based on the pre-research observation, in the English study program at one of the Islamic universities in Pekalongan Indonesia, there are several students who come from abroad. Thailand is one of the countries of origin of international students at the university. These Thai students have lived in Indonesia for approximately one year. Nevertheless, Thai students still have difficulties in learning English speaking in Indonesia. This is because Indonesia is not a native speaker country (Tahe, 2020).

Krikpatrick (2012) stated that English is a foreign language in ASEAN countries including Indonesia and Thailand. Differences in daily language, culture, and habits are challenges that cannot be avoided by Thai students. Tahe (2020) in his research at an Islamic university of Lamongan, the difference in mother tongue is the main factor that hinders Thai students when learning English speaking in Indonesia. This is also supported research by Khilqi and Dwinalida (2022), they found that Thai students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto Indonesia encountered problems in learning English due to cultural differences, accents, attitudes, environment, grammar, vocabulary, and pronunciation. These differences may affect Thai students' feelings in learning English speaking in Indonesia. Mulder (1996) found that Thai students were not confident and enthusiastic when learning to speak. Thai students feel afraid that they will make mistakes when speaking with native speakers.

Based on previous studies, this study intends to explore the feelings of Thai students in learning to speak English at an Islamic university in Pekalongan, Indonesia. The researcher chose this topic because there is a lack of in-depth research exploring the feelings of international students at the university in other research. This study involved students of the English study program in august 2023. By exploring the feelings of Thai students in learning English speaking, the researcher hopes to gain insight into the feelings and possible difficulties faced by Thai students in learning English speaking in Indonesia.

1.2 Formulation of the Problem

The study provides one research question. The researcher explored “**What are Thai students’ feelings when learning English speaking at Islamic Indonesian university in Pekalongan?**” By this formulation, the researcher hopes to find out more about Thai students’ feelings in learning English speaking at Islamic Indonesian university in Pekalongan.

1.3 Limitation of the Problem

In this study, the researcher limits discussion to the feelings of learning English speaking. The researcher focused on the feelings of Thai students at one of the Islamic universities in Pekalongan, Indonesia.

1.4 Operational Definition

To avoid misunderstanding the terms used in this research, the researcher provided some definitions related to the research as follows:

Speaking Skill : Speaking is a media of using spoken language to convey ideas, intentions, thoughts, and feelings to others (Hughes & Reed, 2016).

EFL Students : EFL students can be defined as someone who is learning English in a non–English speaking country (Brown, 2007).

In this context, the researcher focused on Thai students who learning English in Indonesia.

Feeling : The feeling can be emotions and mood (Sizer, 2006).

In this context, the researcher analyzed Thai students' feelings based on appraisal theory by Martin and White (2005).

1.5 Aims of the Study

Based on the problem described, this research aims to explore Thai students' feelings when learning English speaking at an Islamic Indonesian university in Pekalongan.

1.6 Significance of the Study

Theoretical Use : This research investigated Thai students' feelings in learning English speaking at an Islamic Indonesian university in Pekalongan. Therefore, the researcher hoped this study can enrich the literature about Thai students' feelings in learning English speaking.

Empirical Use : This research provided information about Thai students' feelings of learning English speaking at an Islamic Indonesian university in Pekalongan.

Practical Use : This study hoped to help Thai students understand their own feelings about learning English, improving their motivation and learning outcomes.

CHAPTER V

CONCLUSION

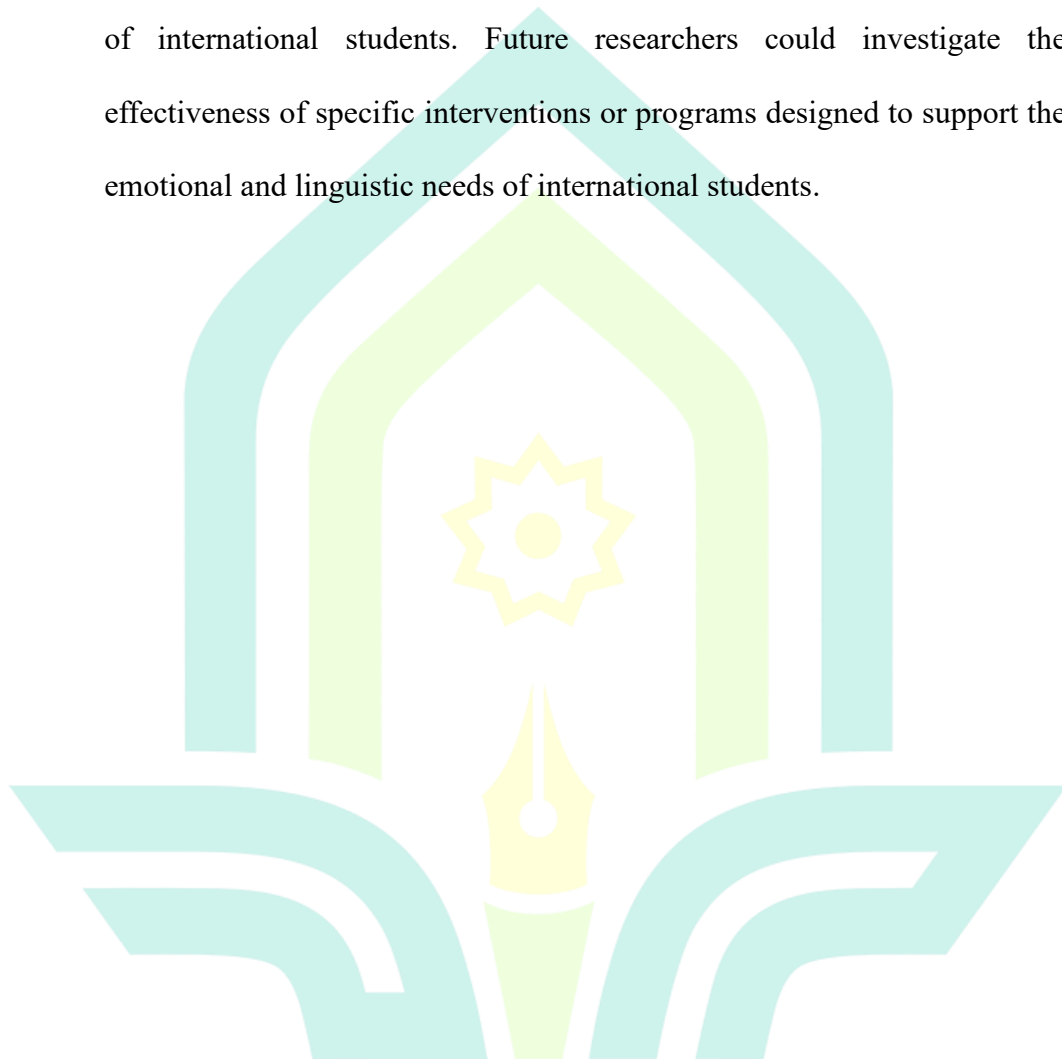
5.1 Conclusion

Thai students learning English in Indonesia encounter complex feelings in the process of learning to speak English. The results show that Thai students experience strong positive feelings, such as enthusiastic to learn because they believe it will help them in the future, feeling happy because they get attention and support from lecturers and some friends, and the opportunity to learn new vocabulary and pronunciation that they were not familiar with before. This shows that the experience of learning English in Indonesia can be a valuable opportunity for Thai students to improve their language skills and expand their knowledge.

The researcher also shows that Thai students experience significant negative feelings in learning English speaking in Indonesia, such as insecurity because they feel insecure about their friends who already speak English fluently. They also felt discriminated by their classmates due to their status as minority students, which could affect their motivation and confidence in learning English. Besides, they felt dissatisfaction with their speaking ability. This shows that the experience of learning English in Indonesia can also be challenging for Thai students, especially if they do not get enough support and attention from lecturers and classmates.

5.2 Recommendation

Although this study has limitations, the results highlight the importance of considering the emotional experiences of Thai students learning English in Indonesia. Teachers can use this knowledge to develop more effective teaching strategies that meet the unique needs and challenges of international students. Future researchers could investigate the effectiveness of specific interventions or programs designed to support the emotional and linguistic needs of international students.



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