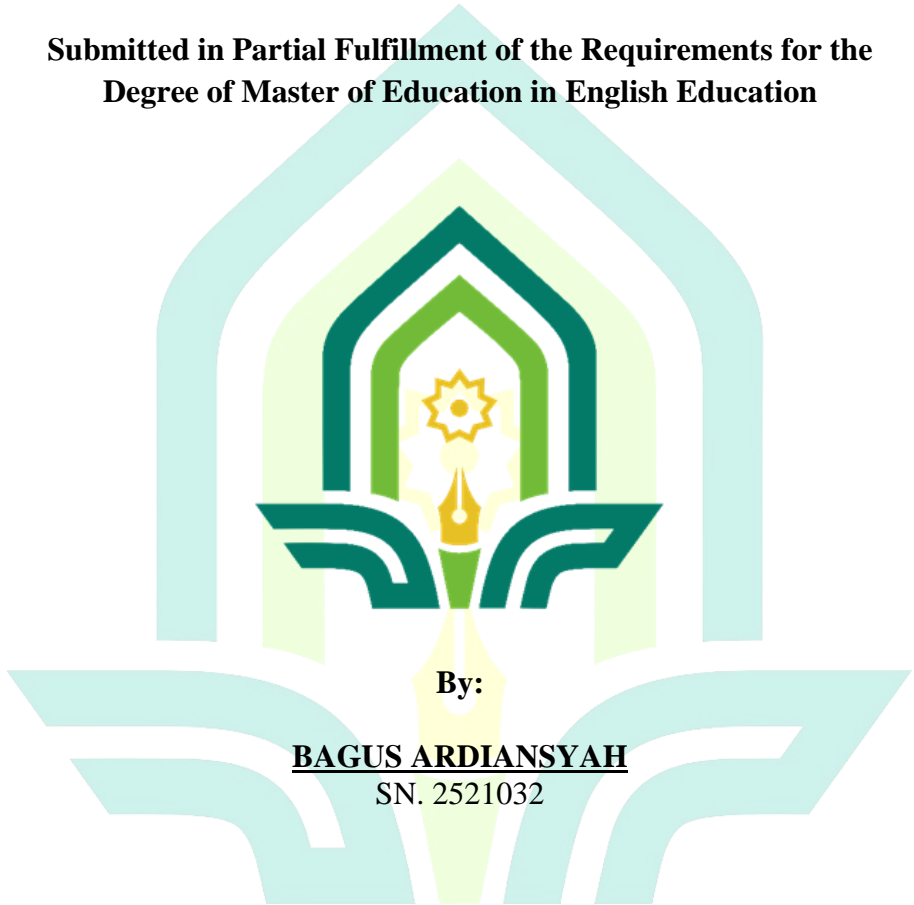


2025

**ASSOCIATION OF SOUTHEAST ASIAN NATIONS
(ASEAN) STUDENTS' FEELINGS IN FACING
OBSTACLE WHEN LEARNING ENGLISH IN NON-
ENGLISH-SPEAKING COUNTRY: ENGLISH
EDUCATION DEPARTMENT STUDENTS' VOICES**

A Thesis Research

**Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education in English Education**



By:

BAGUS ARDIANSYAH

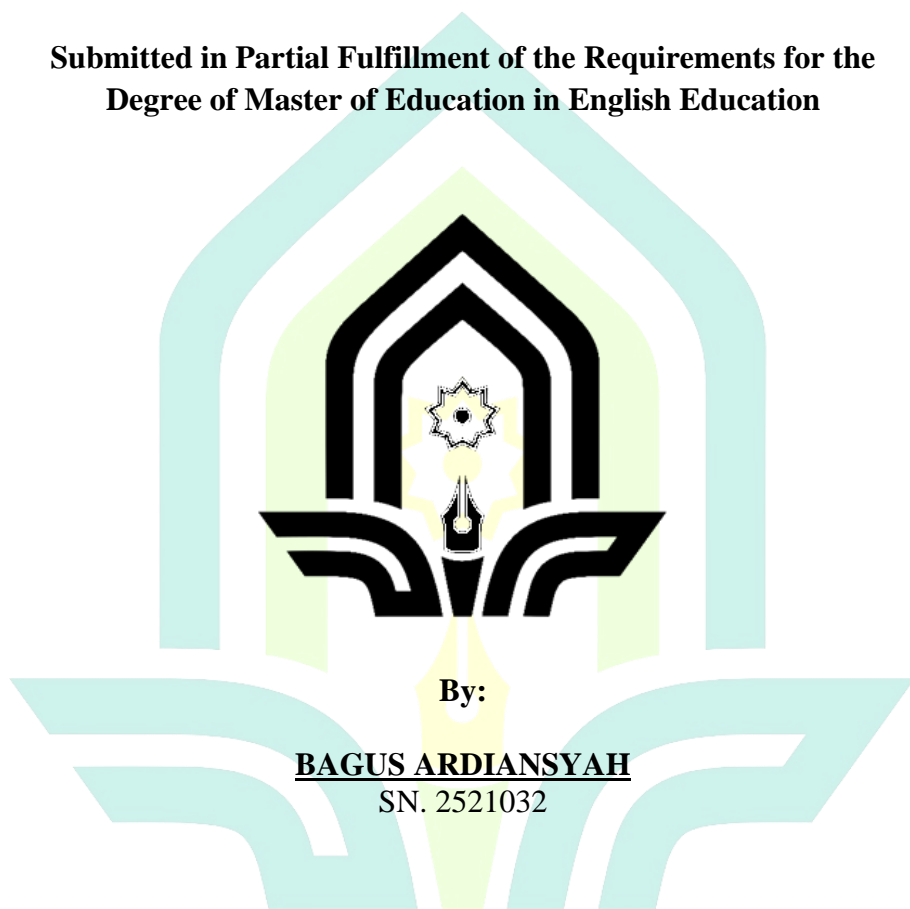
SN. 2521032

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H ABDURRAHMAN WAHID PEKALONGAN
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2025**

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Dengan ini menyatakan bahwa skripsi yang berjudul "**ASSOCIATION OF SOUTHEAST ASIAN NATIONS (ASEAN) STUDENTS' FEELINGS IN FACING OBSTACLE WHEN LEARNING ENGLISH IN NON-ENGLISH SPEAKING COUNTRY: ENGLISH EDUCATION DEPARTMENT STUDENTS' VOICES**" adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

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Assalamu 'alaikum Wr.Wb.

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

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FACING OBSTACLE WHEN LEARNING
ENGLISH IN NON – ENGLISH SPEAKING
COUNTRY: ENGLISH EDUCATION
DEPARTMENT STUDENTS' VOICES

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, 1 Juli 2025

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MOTTO

“ada api ada asap, matikan apinya untuk menghilangkan asapnya”

~ Author ~



ABSTRACT

English has emerged as an important global language, playing a vital role in fostering cross-cultural communication and international business. For students, developing English speaking skills is considered beneficial for both current academic achievement and future career opportunities. However, studying English in non-English speaking countries presents unique challenges for English as Foreign Language (EFL) students, especially for Association of Southeast Asian Nations (ASEAN) students. Therefore, this study aims to investigate their challenges and feelings when learning English in a non-English speaking country. In this study, there were four participants from Thailand, Malaysia, Phillipine, and Indonesia. Through a case study, and data collection techniques of semi-structured interview and documentation: Diary, researcher found that ASEAN students experience insecurity. The cause of this feeling is the language barrier that exists in the learning process. On the other hand, positive feelings are also felt by the participants due to the environmental and social support they receive in the learning process. In Addition, motivation issue to learn is also a significant factor. In conclusion, This study shows that ASEAN students who study English in non-English speaking countries feel mixed feelings where feelings of insecurity are more dominant. These feelings are caused by language barrier factors between lecturers and students. However, the social environment helps them in the learning process. Therefore researcher suggest to take a proper preparations for both the future international students or the university.

Keyword: *English, Asean student, Student's feelings.*

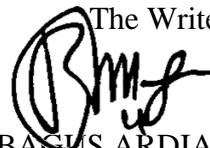
PREFACE

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 “**ASSOCIATION OF SOUTHEAST ASIAN NATIONS (ASEAN) STUDENTS' FEELINGS IN FACING OBSTACLE WHEN LEARNING ENGLISH IN NON-ENGLISH SPEAKING COUNTRY: ENGLISH EDUCATION DEPARTMENT STUDENTS' VOICES**” can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, To fulfill one of the requirements for Sarjana Pendidikan degree at English Education Department of Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, June 30th 2025

The Writer



BAGUS ARDIANSYAH

SN. 2521025

TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	ii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vi
ABSTRACT	vii
PREFACE	viii
TABLE OF CONTENT	ix
CHAPTER I	1
1.1 Background Of the Study	1
1.2 Formulation of the Study	3
1.3 Aim of the Study	3
1.4 Operational Definition	3
1.5 Significance of Study	4
CHAPTER II	5
2.1 Theoretical Framework	5
2. 1.1 Attitude: Way of Feelings	5
2. 1.2 Factors of feeling in Learning English	8
2.2 Previous Study	10
CHAPTER III	14
3.1 Research Design	14
3.2 Setting and Participant	15
3.3 Data Collection	15
3.4 Data Trustworthiness	16
CHAPTER IV	17
4.1 Findings	17
4. 1.1Feelings of ASEAN student in facing obstacle while learning English in non-English Speaking Country	17
4.2 Discussion	28
4. 2.1Feelings of ASEAN student in facing obstacle while learning English in non-English Speaking Country	28
4. 2.2Factor of Asean Students' Feelings in facing obstacle while learning English in non-English Speaking Country	31

CHAPTER V33
 5.1 Summary of Findings33
 5.2 Suggestion33
REFERENCES.....34
APPENDICES40



CHAPTER I

INTRODUCTION

1.1 Background Of the Study

Language is a communication system that uses symbols, signs, writing and speech to express ideas and thoughts. This is acquired through interaction with the environment, allowing individuals to build cognitive structures. Language consists of three main components, namely semantics, syntax, and phonology (Moser, 1989). Language involves combining speech sounds into words and words into sentences to convey mental and emotional concepts (Daniel, 2013). Although primitive tool use may have existed before language, sophisticated tools and human cooperation depend on linguistic abilities (Kreuzbauer, 2020). Ultimately, language is an extraordinary tool that makes human culture possible and differentiates us from other species, so language is important for education, communication, and societal development (Kreuzbauer, 2020).

English has emerged as an important global language, playing a vital role in fostering cross-cultural communication and international business. The importance of English covers various fields, including science, technology, diplomacy, and education (Atasheva, 2024). For students, developing English speaking skills is considered beneficial for both current academic achievement and future career opportunities (Zannah & Hidayanti, 2024). In higher education, English has become the language of instruction in many countries, facilitating access to modern knowledge and scientific research (AL-Khalil, 2017). Because English language proficiency is very important for students' learning experiences and career prospects, educational institutions are encouraged to create a conducive environment for developing students' speaking skills in English (Aimen & Khadim, 2024).

However, studying English in non-English speaking countries presents unique challenges for English as Foreign Language (EFL) students (Wirantaka & Mardiningrum, 2023). In the context of this research, through pre-research interviews, researcher found a phenomenon where Association Of Southeast Asian Nations (ASEAN) students, such as Thailand, the Philippines, Malaysia, and Indonesia, who are enrolled in English Department in non-English speaking country, face some obstacles in learning english. The common difficulties which Asean or international students experience included language barriers, cultural differences, and limited exposure to the use of native English. Supported by Rintaningrum (2023), she states in her research that students often have difficulty understanding and forming meaning with this language due to the lack of an English-speaking environment. For this reason, this is relate to student feeling or experience such as how they feel when studying in a country that does not speak English and how they feel when facing the problems that arise.

To avoid misunderstanding, students who enroll at this university are students from inter-university cooperation programs. In addition, the student enrollment process is not based on English language proficiency. As a result, some of them still experience difficulties with English. This is also supported by the fact that English is considered a foreign language in their countries.

Referring to Sasaki (2012) said feeling itself is defined as a spontaneous resonance that arises in response to perceptual stimuli, drawing on past experience. Moreover student feeling is a reaction that arises from learning experiences that are influenced by various factors such as academic, social, and motivation. In addition, this term plays important role, understanding and addressing students' feelings can provide valuable insights for improving teaching methods, learning environment, and enhancing learning outcomes across various educational contexts (Kuwabara, 2019). Therefore, by the

phenomenon that researcher mention above, researcher conduct a research on how they feel and what factors cause that feeling when learning English in non-English speaking countries. Therefore, this study aims to investigate their challenges and feelings when learning English in a non-English speaking country. Researcher hope that this research can increase awareness about the importance of language readiness.

1.2 Formulation of the Study

From the problems that researcher found, the researcher concluded the main problems into three questions as follows:

1. How were Asean Students' feelings while studying English at non english speaking country?
2. What are the factors that cause these feelings to arise?

1.3 Aim of the Study

From the research question, the researcher aims to find the following information:

1. This research aim to investigate Asean student feeling while studying english at non english speaking country.
2. This research also wants to explore the contributing factors to the feelings that arise.

1.4 Operational Definition

1. Asean Student : An "ASEAN student" refers to a student from a member country of the Association of Southeast Asian Nations (ASEAN).
(oia.ugm.ac.id , 2025)
2. Student Feeling : a reaction that arises from learning experiences that are influenced by various factors such as academic, social, and

- motivation (Sasaki, 2012).
3. English : The English language has evolved significantly over its 1500-year history, originating from Anglo-Frisian dialects and incorporating influences from various languages (Qizi, 2024).
4. Non English Speaking Country: A country where English is not spoken as official or second language (Daukenova, 2020).

1.5 Significance of Study

1. Theoretical : In theory, this research contribute to Martin and White's theory, and useful as a reference for further research.
2. Empirical : Empirically, this research is useful for providing a real picture of Asean students' problems in learning English.
3. Practical : This research can be used as a basis for preparation for international students or relevant agencies.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Based on findings and discussions that aim to determine the feelings of ASEAN students in facing obstacles while learning English in non-English speaking countries and its factors, the findings reveal that all participants experience mixed feelings when facing problems while learning English. Positive feelings mostly occur because of the environment and social support for the learning process carried out by the participants. Negative feelings, on the other hand, generally arise due to language differences between participants and instructors. The most significant cause of the feelings they experience is the language barrier. In teaching English in the classroom, many instructors still predominantly use Indonesian, which makes it difficult for foreign students to understand the lessons.

5.2 Suggestion

In this section, the researcher would like to advise relevant agencies to pay more attention to the readiness of teaching English to foreign students, both at the ASEAN and global levels. Additionally, prospective international students planning to study abroad should also be prepared with language skills, whether in English or even the language used in the destination country. With proper preparation, this will help reduce issues related to the language being studied or the language used in daily life.

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