

CHAPTER I

INTRODUCTION

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

A. Background of the Research

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

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

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

The second language acquisition, students have already mastered the first language and the development of second language acquisition is not in line with the development of physical and psyches second language acquisition is not the same as the first language acquisition. This is because the second 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 is made to express desire and his thoughts to anyone through verbal, but, skill Talking is difficult to develop if not continuously. This problem is related to the low student's motivation towards English speaking skills. True or not that learning to speak in a foreign language (English) is perceived difficult because it is not its own language.

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

What are the problems faced by Thai students in learning English speaking at IAIN Kediri?

C. Objective of Study

To know the problems that faced by Thai students in learning English speaking at IAIN Kediri.

D. Significance of the Study

1. Theoretical Significance

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

2. Practical Significant

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

E. Scope and limitation of the study

This study focused on the speaking difficulties faced by Thai students in learning at English Department of IAIN Kediri. There are 8 students for this research.

F. Definition of the key terms

1. Thai students refer to eight international students of English department in IAIN Kediri.
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 face about speak in English this has an important role in communication. Speaking can be found in the cycles spoken primarily in the Joint Construction of Text.
3. The speaking problem here means a speaking that needs attention and needs to be dealt with or solved. By knowing the problems in speaking skill, the teacher will be able to overcome that problem well.
4. 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-Jamal1 & Ghadeer A. Al-Jamal2 (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 Sheila Yolanda Pradya A. (2015) “the students’ difficulties in speaking at the tenth grade of SMA Negeri 1 in 2014/2015 academic year” The research findings show that the difficulties of students in English are low vocabulary mastery of students resulting from their limited knowledge of vocabulary meaning has brought them difficulties in understanding the conversation. The students have difficulty in uttering certain words because, English words differ between

pronunciation and writing. The students are still confused in arranging the words. Then, there are still some errors in the grammar. Students are often afraid to speak English because they are afraid of making mistakes. They are not confident and nervous when the teachers asked them.

The fifth, the study was done by Ismi Azizah (2016) “an analysis of students’ difficulties in speaking English: a case study at eleventh grade students of ma al-Muslimun NW Tegal academic year 2015/ 2016 ” The research This research was conducted by all students of grade XI MA Al - Muslimun NW Tegal using population sampling technique. Based on data The findings of this study indicate that students 'difficulties in speaking students have limited vocabulary, anxiety, fear of and grammar errors and students have 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 difficulties speaking English, researcher use qualitative approach. The difference is: first, the researcher did research on the problems faced by Thai students of English department in IAIN Kediri. Secondly, the subject in this study is Thai students of English department in IAIN Kediri. Third, the research was

conducted at IAIN Kediri, 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 discourse in social life. To learn English with well required knowledge of the characteristics of the English language itself. Each subject has certain characteristics when viewed in terms of purpose or the competence to be achieved, or the material learned in order support these competencies.

English is one of the most international languages much studied and used in communicating between nations. This is appropriate with the role of English as a global language as proposed by Crystal (2003) that English acts as a global language or the world because English is learned and used as a means of communicating on various countries either as first language, second 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 discourse, namely the ability to understand and or produce spoken text or writing realized in four language skills are listening, speaking, read and write fourth skills this is used to respond to or create a discourse in people's lives. So according to (Ibrahim, 2000) "English directed to develop the skills such that graduates able to communicate and discourse in English at the level of literacy 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) "Called humane because language exists if man exists and still needs it"

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

The inclusion of the English language as a subject in the national education curriculum of Malaysia is compulsory and guided by the language in education policy. However, it is not compulsory for the students to pass the subject towards completing their education at the primary or secondary levels. Even so, the role and status of the English language is institutionalized as an important Second language (English as a second language) in the Education Ordinance since 1957 and reaffirmed in the Education Act (GoM 1961 and 1996) and the National Education Policy issued in 1970 (MoE 2012). Meanwhile, Bahasa Melayu is decreed as the national language and as the medium of instruction at national public schools. At the same time, at the primary level, in the spirit of embodying pluralism, ethnic languages such as

Mandarin and Tamil are permitted as mediums of instruction at vernacular public schools in the nation.

C. Objectives and benefits of English

According to Sanuartini (2007) "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 they have a better basic knowledge before proceeding to higher levels of education. English Subjects 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) in general learn English it is not easy, but for some other learn English also not difficult. There are already study English in a long time was still find difficulty in the study and control of the English language.

While according mother Kasihanik.e, Suyatno (2003) in his book English for young learner, 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 (road).

b. Teaching Materials

Election material as a teaching materials with learning techniques in accordance with the age and children's interests will extracted its own child 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 steam factors that data affect the way of learning. Objects around the child can add vocabulary. And reading books that parents will buy will also help children to learn foreign languages, especially foreign languages.

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).

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

According Siswoyo (2007) students can be defined as individuals who are studying at college level, whether public or private or other institutions of the same level College. Students are judged to have an intellectual level high intelligence in thinking and deep planning Act. Think critically and act quickly and appropriately is a trait that tends to stick to every student, which is a complementary principle. 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). 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.

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old. This stage can be classified on the late adolescence to early adulthood and seen in terms development,

The challenge facing the teaching of English literacy in Malaysia lies in making our classroom relevant to the current literacy needs. Literacy in the 21st century necessitates an inclusive pedagogy that looks at learners as co-authors and co-producers in knowledge acquisition (Koo, 2008). Learning is seen as participating and taking part in communities of practice (Wenger, 1998), making literacy learning as meaningful and emergent. Implicit in the concepts of literacy as meaningful and emergent is that literacy is about new learning, about promoting new knowledge and offering opportunities of continuity and discontinuity. As learners participate in a meaningful learning, they acquire new literacy.

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

2. 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).

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.

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.

3. 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 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.

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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 de-motivated and lose interest in learning. Given this backdrop the present paper attempts to explore the significant difference in the results of speaking skill with the help of t-test. The sample for this study was taken from various higher secondary institutes of Srinagar city. The sample comprised of a total number of 160 respondents questionnaire was prepared for the elicitation of linguistic data which was designed to test the student's knowledge of speaking skill. The test took around 20-30 minutes in the form of an interview. The responses of the students were recorded using a tape recorder. The scores of speaking skill were graded on a scale of 0 to 5. The quantitative data was captured in a software program called Statistical Package for the Social Sciences (SPSS) version 14.0 for its final analysis and tabulation purposes. The

present study also included classroom observation in order to find out the speaking difficulties that are encountered by higher secondary students.

4. Understanding Sociolinguistic

Sociolinguistics derives from the words "socio" and "linguistic". Sociolinguistic 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). Based on some opinions above can be concluded that sociolinguistic not only learn about language but also learn about 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) 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. Besides that, Fishman (1972) 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).

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.

F. 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 it is a translation and the term English learning disability. Learning difficulties is a multi-disciplinary concept used in the field of science education, psychology, and medical science.

Difficulties learning, would be difficult to absorb material- the subject matter delivered by teachers so that he will be lazy in learning, and cannot be mastered the material. Avoid lessons, ignore tasks given teacher.

Impairment learning, learning achievement low can a state in the learning process in which students cannot learn properly.

The National joint committee for learning disabilities (In Mulyono Abdurrahman, 2005) suggests the definition of learning difficulties are as follows: learning difficulties refers to a group of difficulties manifested in the form of difficulty real in proficiency and the use of the ability to hear, writing, reasoning, or ability in the field of study mathematics. The disorder intrinsic and suspected caused by the dysfunction the Central nervous system. From the above description can be concluded that the learning difficulties is disorders perceptual, conceptual, memory, and expressive caused threat, barriers, and disorders so students cannot learn properly.

2. Kind of difficulties

According to Darsono (2000) 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).

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, and 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) 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 engineer weak as a result of stimulation received through sensory not be forwarded to the brain. Children under the weather can be difficult to learn, because it easy tired, dizziness, sleepy, power concentration reduced and lack of the spirit of the study.

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

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).

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

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

- **Family Economic Situation**

This situation will lead to a lack of learning tools, lack of fees provided by the elderly, and have no good place to learn. Such

circumstances will inhibit the child's progress, Cost is a very important cause, because learning and survival is very costly. For example to buy tools, tuition, and other expenses. Then a poor family will find it difficult to pay the various costs. Because finance is used to meet the needs of everyday families. Poor families also cannot provide a place to learn where learning is a place to learn efficiently and effectively.

- **School**

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

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, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

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

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 IAIN Kediri.

The research type of this study used case study. Case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community (Sandra, 2006). 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) Case study research is qualitative examination of a single individual, group, event,

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

B. Subjects of the Study

This study focused on the problems speaking faced by Thai students in learning in IAIN Kediri. There are 8 students for this research. All of them are girls and they are students of English department.

C. Research Instrument

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

There 8 Thai students, Researcher will take Thai students as subjects in this study. Researchers will interview them. The object of this research is the communication problem faced by Thai students English Department of IAIN Kediri

D. Data Collection Procedure

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

1. Observation

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

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

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

In this study, what should be observed are 8 Thai students English department of IAIN Kediri. Observations made since the first arrival until interviewed by the researcher. The observations conducted at IAIN Kediri to obtain data: the first about verbal communication conducted by Thai students.

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

2. Interview

According to Musharaf (2012) the interview is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomenal. Collecting data by 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) stated that interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They use to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

The interview conducted three times after observation. Researchers will use unstructured interviews as interview types so that researchers interacted directly with 8 Thai students to obtain information intensively. The first about communication conducted by Thai students. Researcher interview the subject of how they communicated with local members in IAIN Kediri.

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

E. 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). The communication problems faced by Thai students' English department IAIN Kediri, researchers will take, compare, and review all responses from observations and interviews.

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

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