

SKRIPSI



**A COMPARISON OF STUDENTS' DIFFICULTIES FACTORS IN
SPEAKING ENGLISH EXPERIENCED BY INDONESIAN STUDENTS
AND THAILAND STUDENTS**

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TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MURIA KUDUS**

2024



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SPEAKING ENGLISH EXPERIENCED BY INDONESIAN STUDENTS
AND THAILAND STUDENTS**

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**Presented to the University of Muria Kudus
in Partial Fulfilment of the Requirements for Completing
the Sarjana Program in the Department of English Education**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2024

MOTTO AND DEDICATION

Motto :

“Balance life in the world and hereafter”

Dedication :

1. Thanks to Universitas Muria Kudus
2. Thanks to my advisors who guide me
3. Thanks to my beloved parents who always support me until the end of their life and my family who always support me until now
4. Thanks to my brother who always support me
5. Thanks to myself who never give up in any conditions
6. Thanks to all my friends who always support me

ADVISOR'S APPROVAL

This is to certify that the Skripsi advisors have approved the Skripsi of Muhammad Ivan Ramadhan (202032102) for further approval by the Examining Committee.

Kudus, August 19th 2024

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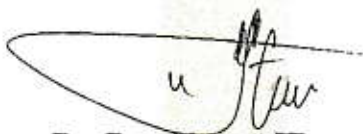


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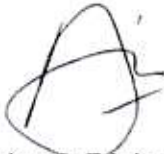
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In the name of Allah, the most beneficent and the most merciful.

By expressing all praise and gratitude to Allah SWT, who has bestowed His grace and guidance so that the writer can complete the skripsi with the title "*A Comparison of Students' Difficulties Factors In Speaking English Experienced By Indonesian Students And Thailand Students*". Sholawat and salam do not forget to offer to the prophet Muhammad SAW, who has led us from darkness to lightness, and brought us from the age of ignorance to the golden age, called Islam.

First of all, this skripsi has been written to obtain the Sarjana degree at English Education Department at Muria Kudus University. Therefore, the writer would like to express his gratitude to:

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The writer realizes that this skripsi cannot be considered perfect without criticism and suggestions. Therefore, the writer hopes for criticism and suggestions from all so that this skripsi can be even better. The writer also hopes that this skripsi will be able to help develop the English Education Department.

Kudus, 19th August 2024

Muhammad Ivan Ramadhan

ABSTRACT

Ramadhan, Muhammad Ivan (2024) “A Comparison Of Students’ Difficulties Factors In Speaking English Experienced By Indonesian Students And Thailand Students”. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisor: (1) Dr. Diah Kurniati, S.Pd., M.Pd. (2) Dr. Slamet Utomo, M.Pd.

Key words: Speaking, Difficulties, Indonesian Students, Thailand Students

In today's increasingly globalized world, English competence, particularly speaking, is an essential skill for efficient cross-cultural communication. However, students from non-English-speaking nations, such as Indonesia and Thailand, face distinct hurdles when learning this skill.

The purpose of this study is to investigate and compare the numerous elements that contribute to the problems Indonesian and Thai students have when speaking English. This study takes a comparative approach, looking at linguistic challenges, cultural factors, and differences in educational systems that affect students' ability to speak English confidently and fluently.

The researcher used qualitative method in this research and data were gathered through questionnaires distributed to students at SMA Al Ma'ruf Kudus in Indonesia and Attarkiah Islamiah Institute in Thailand and interview. The analysis identifies both shared and different challenges for the two groups. Indonesian students typically struggle with a restricted vocabulary, low self-confidence, and insufficient practice chances. Thai students, on the other hand, have additional hurdles as a result of cultural attitudes toward language learning, the rigidity of the school system, and a lack of exposure to English in everyday life.

The study emphasizes the importance of context-specific teaching practices that address the unique challenges experienced by each group. For Indonesian students, focusing on vocabulary expansion and providing a more conducive environment for speaking practice is critical. Integrating more communicative teaching approaches and cultural awareness into the curriculum could considerably improve Thai students' English language skills. Educators can help students overcome their obstacles and improve their English proficiency by knowing and addressing these variables.

ABSTRAK

Ramadhan, Muhammad Ivan (2024) “Perbandingan Faktor-Faktor Kesulitan Siswa Dalam Berbicara Bahasa Inggris Yang Dialami Oleh Siswa Indonesia Dan Siswa Thailand”. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Diah Kurniati, S.Pd., M.Pd. (2) Dr. Slamet Utomo, M.Pd.

Kata kunci: Berbicara, Kesulitan, Siswa Indonesia, Siswa Thailand

Di dunia yang semakin terglobalisasi saat ini, kompetensi bahasa Inggris, khususnya berbicara, merupakan keterampilan penting untuk komunikasi lintas budaya yang efisien. Namun, siswa dari negara-negara yang tidak berbahasa Inggris, seperti Indonesia dan Thailand, menghadapi rintangan yang berbeda ketika mempelajari keterampilan ini.

Tujuan dari penelitian ini adalah untuk menyelidiki dan membandingkan berbagai elemen yang berkontribusi terhadap masalah yang dihadapi siswa Indonesia dan Thailand ketika berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan komparatif, melihat tantangan linguistik, faktor budaya, dan perbedaan sistem pendidikan yang mempengaruhi kemampuan siswa untuk berbicara bahasa Inggris dengan percaya diri dan lancar.

Peneliti menggunakan metode kualitatif dalam penelitian ini dan data dikumpulkan melalui kuesioner yang dibagikan kepada siswa di SMA Al Ma'ruf Kudus di Indonesia dan Institut Attarkiah Islamiah di Thailand dan wawancara. Analisis ini mengidentifikasi tantangan yang sama dan berbeda untuk kedua kelompok tersebut. Siswa Indonesia biasanya berjuang dengan kosakata yang terbatas, kepercayaan diri yang rendah, dan kesempatan latihan yang tidak memadai. Siswa Thailand, di sisi lain, memiliki rintangan tambahan sebagai akibat dari sikap budaya terhadap pembelajaran bahasa, kekakuan sistem sekolah, dan kurangnya paparan bahasa Inggris dalam kehidupan sehari-hari.

Studi ini menekankan pentingnya praktik pengajaran yang sesuai dengan konteks yang dapat menjawab tantangan unik yang dialami oleh setiap kelompok. Bagi siswa Indonesia, fokus pada perluasan kosakata dan menyediakan lingkungan yang lebih kondusif untuk praktik berbicara sangatlah penting. Mengintegrasikan pendekatan pengajaran yang lebih komunikatif dan kesadaran budaya ke dalam kurikulum dapat sangat meningkatkan kemampuan bahasa Inggris siswa Thailand. Pendidik dapat membantu siswa mengatasi hambatan mereka dan meningkatkan kemampuan bahasa Inggris mereka dengan mengetahui dan mengatasi variabel-variabel ini.

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