



**RIELT
JOURNAL**

AN ANALYSIS OF THAI STUDENTS' PROBLEMS IN ENGLISH SPEAKING MATHAYOM 3 AT DARUNSAT WITAYA ISLAMIC SCHOOL PATTANI IN THAILAND

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Received : February 2nd 2022
Revised : March 1st 2022
Accepted : March 16th 2022

ABSTRACT

The research aims to Determine of English Speaking problems the Thai students Mathayom 3 at Darunsat Witaya Islamic school in Patani Thailand The purpose of this study was to determine the students' problems in learning English skills. This study used qualitative research methods. The researcher chose Mathayom 3 as the sample group. The researcher chose only one classroom. Which has 27 students collected research data using observation and interviews from the findings and discussion, it was concluded that from the results of the research students had difficulty in speaking, and the problems were such as shyness, not knowing vocabulary, grammar, not knowing the meaning, pronunciation, lack of confident, fear of making mistake, and anxiety. From the summary of data analysis, the researcher found several conclusions about students' problems in learning speaking skills at Darunsat Witaya Islamic School. First, the researcher found that the students' problems in learning speaking were lack of vocabulary, pronunciation, grammar, fluency. and understanding of learning speaking English Second of problems faced by students in learning speaking skills is that students lack confidence in speaking English. afraid of making mistakes Worried when the teacher asks to speak and shy to speak in front of the class. In addition, students lack motivation to learn English.

(207 Words)

KEYWORDS

Students, Problem, Speaking

Thailand. In addition, on 1978, the school headed by Mr. Nikmuktar Waba has adopted Modern Recitation Curriculum that purposed to get interaction to foreigners, also it has opened 2 recitation systems, consist of: Religious Streams and Academic Streams. Now it has 3,500 pupils that studying at this Religious School. Never the less in the fact, in learning English speaking, most of Mattayom 3 students encounter obstruction in mastered English speaking based on the researcher pre observation at this private school.

Based on the curriculum in Thailand, it is not that the students are demanded to have good achievement in speaking. It means that speaking is important in teaching and learning English which should be mastered by the students. Theirs for, students have to be able improve their speaking achievement and also study about the aspect which is needed to product a good speaking. The goal of learning English is to be able to communication in English understandably.

Based on the observation Mathayom 3 at Darunsat Witaya Islamic School in Pattani Thailand. Theirs were many students' who gold difficulties in speaking. First, the students got awesome difficulties in delivering ideas. Happened because they were low in developing their thinking in speaking. Second, the students were low in arranging the sentences well in their speaking concisely. Thirdly, there were also worried about grammar and vocabulary. It is proved when the students were speaking, they did not considered about the cored grammar and precise punctuation. Thus, the students much think carefully to make the speaking becomes better. And finally, students tend to have problems with expression, courage, and most students are shy. When students are asked to speak English in front of the class Students are afraid to speak for fear of being laughed at by their peers and afraid of being scolded by the teacher if they say something wrong.

Based on the explanation and problem by Thai students above the researcher is interested in conducting research entitled“ :An Analysis Of Thai Students Problems In English Speaking Mathayom 3 At Darunsat Witaya Islamic School In Pattani Thailand”.

RESEARCH METHOD

This research design of this study has been conducted by using descriptive qualitative research. Kriyantoro said that, qualitative research that aims to explain phenomena by collecting data as deep as possible Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of this qualitative research. Descriptive research is research that is conducted to describe a variable, either one or more variables (independent) without making comparisons, or variables that are connected to one other variable. Sugiyono in this research, the researcher uses descriptive research which attempts to describe the student's difficulty in mastering English speaking ability.

This study is categorized into qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data

analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.

According to Arikunto collecting the data in the research was the ways that can be used by researcher to collect data .In this research, the researcher used written test .The written test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.

Table. 3.1
Blue Print of English Speaking

No.	Component of English Speaking	Indicator	Topic
1	Contents	students are able to present themselves in front of the class and are able to speak in English according to the grammatical structure, have the correct vocabulary and clear sounds	<ol style="list-style-type: none"> 1. What are your thoughts on English? And do you like English? 2. What do you think about the process of teaching English? 3. How do you feel when you have to speak English? 4. Have you ever tried to practice speaking English in front of the class? 5. What problems do you often encounter when practicing speaking English? 6. What do you think are barriers to speaking in class during English lessons? 7. What keeps you from speaking English? 8. During the process of learning English your teacher used to give the new words to you and ask you to memorize and practice in front of the class? 9. When you have to practice speaking English Can you pronounce a word or sentence correctly?
2		to know of students' problem in mastering speaking skill	<ol style="list-style-type: none"> 1. How do you get students used to speaking in English? 2. How do students interact during the teaching and learning process of

			<p>English?</p> <p>3. What do you think is a good way to improve students' speaking ability in English?</p> <p>4. During the teaching and learning process of English, what do students often experience in using English?</p> <p>5. Have you tried teaching English, especially when teaching speaking by using aspects of grammar, vocabulary, pronunciation and fluency? How to?</p>
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In this research, the data are collected using the technique as follow:

1. Observation

In this step, the researcher used observation to know the applying of practicing English in problems in speaking skill. For collecting this data researchers used observation nonparticipant. Sugiono stated that the nonparticipant observation of the research is not involved and only as an independent observers. The research noted, analyze and then can make conclusions about learning English. The data will be form of field note.

2. Interview

This research is qualitative in nature. That is, data that does not use statistical analysis is only descriptive After the data is collected, then data processing Interview is one of the ways that chosen by the researcher collecting the data in qualitative research. Latief stated that interview is a data gathering instrument that involves direct verbal interaction between individuals. In interview, researcher took 7 students at IX grade (3/14) students' "Mathayom 3 at Darunsat Witaya Islamic in Pattani Thailand. The researcher chose them in order to represent 27 students at class 9 grade students". Then it also made the time of interview more effective. Here, researcher used Thailand language because it can prevent the misunderstanding when the interview is going on.

FINDINGS

Table 4.1
The Observation by Thai Students tend to have Problem in learning English Speaking

No	Aspect	Observation
1.	What are your thoughts on English? And do you like English?	From collecting information, students both like and dislike learning English. The main factor that students like or dislike largely depends on the teacher.
2.	What do you think about the process of teaching English?	From the collection of student information Most of the students talk about the education system because it is not ready and unfavorable in the area.
3.	How do you feel when you have to speak English?	From the information gathered by most students, when speaking English, it is often exciting. don't dare to face
4.	Have you ever tried to practice speaking English in front of the class?	From collecting information of all students, students had practiced and tried speaking in front of the class. But there is no self-confidence, fear of saying the wrong thing, afraid of being teased, afraid of being foolish.
5.	What problems do you often encounter when practicing speaking English?	From collecting the information, the students said in the same voice that their problem was When having to speak English when having friends, there is fear, fear, embarrassment, and lack of confidence.
6.	What do you think are barriers to speaking in class during English lessons?	From the information gathered by their students, there is no vocabulary, the sentence arrangement is not correct.
7.	What keeps you from speaking English?	From the information gathered by the students, most of them said that they were afraid to speak incorrectly. Afraid of making friends laugh when they say the wrong thing. mispronunciation
8.	During the process of learning English your teacher used to give you new words. to you and ask you to memorize and practice in front of the class?	From the collection of student information Most of the students say the same tone that they will memorize the words only when Teachers give homework in exchange for points. and after that they will forget

9.	When you have to practice speaking English Can you pronounce a word or sentence correctly?	From the collection of student information Some of the simple words that are often encountered are read aloud with confidence. But when strange new words are not sure go wrong
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Table 4.2
Observation Result

No	Aspect	Tool (Observation Note)
1	Students poor in grammar	Almost all of the students were in low mastering in English grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they going to say.
2	Students lack of vocabulary	The students were so difficult to speak by using English even in very simple sentence. The students did not Knew how to say the words in English that actually they want to say.
3	Students lack of pronunciation	Most of them were afraid if they made a mistake in term of pronouncing the words. Most of them were lack of confidence to pronounce the word in English.
4	Anxiety	Most of them were felt shy, nervous and fear of making mistakes when they tried to speak English with their friends in the classmate. They were afraid if the teacher would be angry if they made some mistakes when speaking English.
5	Shyness	The students were so difficult to speak English because, when they speak English with friends or Teacher they felt they will make mistake and they also felt afraid of being laughed by their friends.

Interview Report

The researcher also employed interviews to support the data. The interviews were intended to find out the teachers the opinion about the Thai students tend to have problem in learning English speaking. The researcher employed an interview which the result can be seen in the table below:

Table 4.3
Interview Result

No	Conclusion of Teacher' Answer
1	Students have lack of vocabulary in English words
2	Students had difficulty to pronounce English well
3	Students have lack of fluency in English
4	Students did not understand what their friends said, because they did not have enough vocabulary.
5	Students have lack of confident to speak up in foreign language.
6	Students were fear of making mistakes in English because they fear to laugh by their friends.
7	Students felt anxiety because they cannot speak well in English, they were unnatural to used English, and they and they felt anxiety if I ask them to speak in English.
8	Students felt shy when the teacher asked them to performed in front of the class because some students less interest in learning English

From the result of the interview, it could be said that the teachers' opinion about the Thai Students tend to have problem in learning English speaking were: students' lack of vocabulary, students faced difficulty in pronounced the words well in English, students lack of grammar so the students could not Formed the sentence well, lack of fluency and the students did not understand/comprehend what the speakers said. And then the Thai Students problem in English Speaking were: fear of mistake, shyness, anxiety, lack of confident and lack of motivation.

The interview was made to support the data from observation and interview. The interview consisted of 9 questions. Through this instrument the researcher could identify that Thai Students tend to have problem in learning English speaking. Interview was given to the whole students of at Mathayom 3 consisted of 27 students.

Based on the result of interview, most of students in this class faced the problems in speaking skill, as follows: vocabulary, pronunciation, grammar, fluency and comprehension. Furthermore, the Thai students tend to have problems in learning English speaking were: lack of confidence, fear of making mistakes, anxiety, shyness and lack of motivation in English.

DISCUSSION

From the discussion above, the researcher can be conclusion that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

In this part, the researcher would like to discuss about the finding of the process of learning speaking in the class as the formulation of the problem of this research. The researcher discussed the Thai Students tend to have Problem in learning English Speaking. This research was composed by the participants of the research; they were the students of Mathayom 3 in the first semester in academic year of 2021/2022 that had been observed.

The researcher employed observation, interview to know why the Thai Students tend to have problem in learning to speaking English. Having conducted the research, the researcher found the Thai student tend to have problems in learning English speaking at Darunsat Witaya Islamic School.

In addition, during the research the researcher found that the Thai Students tend to have problem in learning to speak English, they were: the students had lack of vocabulary so the students cannot make good sentences, the students felt confused how to pronounce the words well, the students felt confused to arrange sentences to speak in English. The students have lack anxiety, shyness Furthermore the students were still lack of fluency, and also they difficult to understand words in English.

CONCLUSION

Thai Students' Problems with English speaking at Darunsat Witaya Islamic School in Patani, Thailand From the research and discussion, it was concluded that from the results Students have difficulty speaking. Problems include grammar. Pronunciation, vocabulary, anxiety and shyness

SUGGESTION

Based on the conclusion above, it is suggested for the students to be more confident in speaking. Then, it will be better if the student programs join the English club in order their making practice regularly and make themselves speak fluently.

As one of students was pronunciation. Students should study hard and do more practice in speaking because it is the key to be able to communicate in English, students should not be shy to express their ideas, and the students should not be afraid of making mistakes. It is also suggested for students to study more about English speaking. Then, if was also suggested to the teacher. A teacher should be giving motivation and stimulating students' opinion are very important to increase students' attention in learning English especially speaking. Teacher must be able to make the teaching and learning process to be fun and not monotonous and the students can enjoy in learning English language and if students have already begun to understand English When students speak English, they will be more excited and have fun doing it. Speaking English has a lot of benefits to yourself, like everyone in the world uses it. You can communicate with the rest of the world.

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