



**STORIES OF THAI STUDENT ON THE PROCESS OF CULTURAL
ADAPTATION TO SUPPORT THE ENGLISH LEARNING**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION

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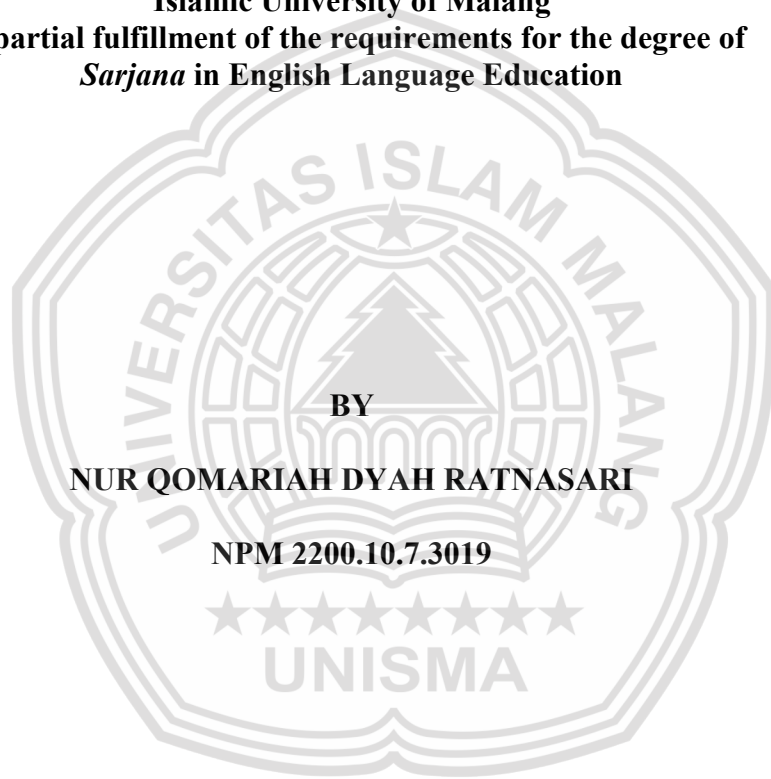
**Faculty of Teacher Training and Education
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Sarjana in English Language Education**

BY

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Judul Skripsi : Stories of Thai Student on The Process of Cultural Adaptation to Support the English Learning

ABSTRACT

Key words: Thai student, Cultural adaptation, English learning.

This research narrativew Thai students learn English in Indonesia using a qualitative approach with a narrative design. This study explores how Thai students learn English in Indonesia using a qualitative approach with a narrative inquiry design. This method involves using personal narratives to examine lived experiences, focusing on storytelling as a fundamental human activity. The research aims to understand the cultural adaptation process and its impact on English learning among Thai students. This research aims to identify the challenges faced by Thai students as well as the strategies that motivate them when studying English at universities in Indonesia. Research was conducted at the Universitas Islam Malang in East Java to explore Thai students' cultural adaptation experiences in the context of English language acquisition. This research uses in-depth interview and observation research instruments in collecting data.

In this regard, the researcher tried to look for ways and portrayed the Thai learners' learning experience. As such, the researcher took narrative lens as a methodology for the current study, which assigned the learners to tell the stories of their storied lives. the narrative lens approach that the researcher chose for their investigation. The results of this research show that there are many challenges and learning strategies faced by Thai students when studying English at universities in Indonesia, including a new education system, an unfamiliar academic environment, as well as different language and cultural issues. These findings provide insight into how Thai students adapt to the English language learning process in different environments.

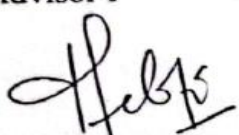
This research offers an important perspective on the flexible approaches used by Thai

students to successfully learn English in Indonesia, emphasizing the importance of social contact and cultural awareness in the language learning process. These findings can help lecturers understand and support Thai students' adaptation in learning English. To successfully traverse and adapt to new cultural environments, the results highlight the necessity of actively participating in cultural exchange activities. The report also highlights the role that family support plays in education, especially while studying English overseas. In summary, the study offers significant perspectives on the flexible approaches Thai students employ to succeed in their English language learning pursuits in Indonesia, underscoring the significance of social contact and cultural awareness in the language learning process. In general, this study has the potential to enhance the educational experience of overseas students and facilitate initiatives aimed at establishing a welcoming and multicultural classroom setting.


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ABSTRAK

Kata kunci: Mahasiswa Thailand, Adaptasi budaya, Pembelajaran bahasa Inggris.

Penelitian ini mengeksplorasi bagaimana mahasiswa Thailand belajar bahasa Inggris di Indonesia menggunakan pendekatan kualitatif dengan desain naratif. Penelitian ini mengeksplorasi bagaimana mahasiswa Thailand belajar bahasa Inggris di Indonesia menggunakan pendekatan kualitatif dengan desain inkuiri naratif. Metode ini melibatkan penggunaan narasi pribadi untuk memeriksa pengalaman hidup, dengan fokus pada bercerita sebagai aktivitas manusia yang mendasar. Penelitian ini bertujuan untuk memahami proses adaptasi budaya dan dampaknya terhadap pembelajaran bahasa Inggris di kalangan pelajar Thailand. Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi oleh mahasiswa Thailand serta strategi yang memotivasi mereka ketika belajar bahasa Inggris di universitas di Indonesia. Penelitian dilakukan di Universitas Islam Malang, Jawa Timur untuk mengeksplorasi pengalaman adaptasi budaya mahasiswa Thailand dalam konteks pemerolehan bahasa Inggris. Penelitian ini menggunakan instrumen penelitian wawancara mendalam dan observasi dalam mengumpulkan data.

Dalam hal ini, peneliti mencoba mencari cara dan menggambarkan pengalaman belajar siswa Thailand. Oleh karena itu, peneliti mengambil lensa naratif sebagai metodologi untuk penelitian ini, yang menugaskan para pelajar untuk menceritakan kisah-kisah kehidupan mereka yang bertingkat-tingkat. Pendekatan lensa naratif yang dipilih peneliti untuk menyelidiki mereka. Hasil dari penelitian ini menunjukkan bahwa ada banyak tantangan dan strategi pembelajaran yang dihadapi oleh mahasiswa Thailand ketika belajar bahasa Inggris di universitas-universitas di Indonesia, termasuk sistem pendidikan yang baru, lingkungan akademis yang tidak dikenal, serta isu-isu bahasa dan budaya yang berbeda. Temuan ini memberikan wawasan tentang bagaimana mahasiswa Thailand beradaptasi dengan proses pembelajaran bahasa Inggris di lingkungan yang berbeda.

Penelitian ini menawarkan perspektif penting tentang pendekatan fleksibel yang digunakan oleh mahasiswa Thailand untuk berhasil belajar bahasa Inggris di Indonesia, dengan menekankan pentingnya kontak sosial dan kesadaran budaya dalam proses pembelajaran bahasa. Temuan ini dapat membantu para dosen untuk memahami dan mendukung adaptasi mahasiswa Thailand dalam belajar bahasa Inggris. Agar berhasil melintasi dan beradaptasi dengan lingkungan budaya baru, hasil penelitian ini menyoroti pentingnya berpartisipasi aktif dalam kegiatan pertukaran budaya. Laporan ini juga menyoroti peran yang dimainkan oleh dukungan keluarga dalam pendidikan, terutama saat belajar bahasa Inggris di luar negeri. Singkatnya, penelitian ini menawarkan perspektif yang signifikan tentang pendekatan fleksibel yang digunakan oleh pelajar Thailand untuk berhasil dalam kegiatan belajar bahasa Inggris di Indonesia, menggarisbawahi pentingnya kontak sosial dan kesadaran budaya dalam proses pembelajaran bahasa. Secara umum, penelitian ini memiliki potensi untuk meningkatkan pengalaman pendidikan siswa luar negeri dan memfasilitasi inisiatif yang bertujuan untuk membangun suasana kelas yang ramah dan multikultural.

CHAPTER I

INTRODUCTION

In this chapter, several related information topics are discussed in this chapter, including research background, research question, research scope and limitations, purpose of the study, and significance of the study.

1.1 Background of the Study

Lately, for many universities around the world, the theorization of higher education (HE) has become a constant trend. Students from diverse sociocultural, linguistic, and racial backgrounds came together as a result of this trend. As a result, research established that sojourners arriving to study at foreign universities experienced numerous challenges that play a critical role in their academic and socio-cultural adaptation to host institutions (Volkova & Kolesov, 2022). Universities are fostering student mobility in response to the growing emphasis on the globalization of higher education. Effective learning management will affect the outcomes of learning (Kim & Lawrence, 2021). The essence of management is management. Especially English, English is one of the foreign languages. It has become the language of communication in the Thai world, so there is hardly a country that does not learn as language of communication for students or businesspeople. Since English as a foreign language in Thai, it is important to be taught as early as possible. Learning can be defined as the process of acquiring new

knowledge, skills, behaviors, attitudes, or values through study, experience, or instruction (Widiasih et al., 2020).

Learning is a fundamental aspect of human development and plays a crucial role in our ability to adapt and thrive in a constantly changing world. Whether we are learning how to speak a new language, master a new skill, or navigate a new social situation, the process of learning allows us to expand our understanding of the world around us and to continually improve ourselves. Learning English can be a challenging but rewarding process. English is a widely spoken language around the world and is considered the language of Thai communication.

Whether you are learning English for personal or professional reasons, there are many resources and approaches available to help you improve your English skills. Social media's diversity offers consumers a range of options based on their needs. Social media allows for both written and verbal communication, as well as direct (synchronous) and indirect (asynchronous) communication (Anwas et al., 2020). An additional option for learning English, particularly speaking, is to use an online learning environment. According to Syafiq et al., (2021) showed that YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content. Kusmaryani et al., (2019) examined the impact of mobile learning apps as tools for students to enhance their critical thinking and speaking abilities when studying English. Online dictionaries, language translators, speech-to-text software, English grammar, critical thinking, WhatsApp, Google Chrome, YouTube, Weebly, and Gmail were among the mobile applications utilized.

Indeed, learning can take place anywhere, from any country to another. Because nowadays we can learn from anywhere and attend the school we desire. It is not uncommon for people to have dreams of studying abroad. Conversely, it is now easy to find Thai students studying at universities in Indonesia. The term “Thai student” is referred to any students who go abroad in pursuit of learning to a foreign country (Hussain & Shen, 2019). Especially in the English language department, it becomes one of the most popular choices for Thai students when they want to study at universities in Indonesia. This is because both Thai and local students are currently studying English, and there is a possibility of easy communication in English since it is a Thai language.

In studying abroad, Thai students will indeed face various challenges, including when studying at universities in Indonesia (Zhang & Gibson, 2021). One common challenge often experienced is the language barrier. However, the challenges faced can vary depending on each individual. Every individual has different abilities and characteristics, so the challenges they face will also vary. Literature on Thai students has generally well-known three domains of adaptation: psychological, socio-cultural, and academic adaptation (Hussain & Shen, 2019). This research will begin by describing significant challenges faced by Thai students that have been identified in previous studies. Furthermore, this study will highlight issues related to their academic adaptation. Additional discussion will cover related issues, including academic and cultural-social adaptation challenges, student preparedness, and the strategies they employ to address these challenges. Thai students, who live and study in unfamiliar social-cultural and academic

environments, face several problems such as depression, stress, anxiety, insomnia, cultural shock, loneliness, homesickness, food and housing issues, language difficulties, understanding lectures, learning social norms, and interacting with individuals from different cultural backgrounds (Hussain & Shen, 2019).

Thai students face various challenges while studying at the country of destination. Research in developed countries such as the United States, England and Australia indicate that students are studying outside countries face various challenges and require various adaptations, such as language, culture and education system (Pho & Schartner, 2021). The learning process in Indonesia and Thai is somewhat similar in terms of the educational structure, but there are also some differences. Thai students on one-year are particular interest to researchers as they typically undergo a ‘triple transition’: they must simultaneously adjust to (1) life in a new country, (2) a new national academic system, and, crucially, (3) a new level of study, (Pho & Schartner, 2021). Previous studies found that there are many other factors that contribute to student’s readiness for university education including time management, motivational factors, students’ background, and self-concept (Hussain & Shen, 2019). Thai students studying English in Indonesian universities face language barriers as a significant challenge, which affects their academic performance and communication with peers and instructors. This study will focus on the challenges faced by Thai students and the forms of support that motivate them while studying English at Indonesian universities. It will also explore the strategies they use to adapt to the culture and language, as well as other challenges they may encounter.

Student preparation should be comprehensive that should cover all the important aspects of understanding the admission process, financial issues and determination that would guarantee their success (Maretha & Waluyo, 2022). The importance of comprehensive student preparation, which should encompass various crucial aspects. Firstly, understanding the admission process is vital for Thai students to navigate through the requirements and procedures involved in gaining admission to their desired university. Financial issues are another significant aspect of student preparation. Students should possess a strong motivation and drive to overcome challenges and succeed in their studies.

There is a great deal of interest in Indonesian among Thai students. The quantity of Bahasa Indonesia untuk Penutur Asing (BIPA), One-Year Indonesian Language Class for International Students, programs in Thai reflects this (Pratama, 2021). According to information from the Jaga BIPA page Kempdikbud, 44 organizations in Thai are involved in BIPA organization. This amount greatly surpasses other nations in Southeast Asia, including Singapore (12 universities), the Philippines (26 institutions), and Cambodia (12 institutions). Singapore has twelve establishments. The government's diligent efforts to disseminate the Indonesian language throughout the globe have yielded this substantial figure.

The impact that can be seen is the number of Thai students who learn Indonesian in order to study in Indonesian universities. Indonesian language in order to study at universities in Indonesia. One of the cities that became the study destination for students is Malang, East Java. This city is the destination of Thai

students because of the many Islamic-based campuses, one of which is the Universitas Islam Malang.

In this study, researcher explores more deeply the perceptions of Thai students about the adaptation process of learning English at the Universitas Islam Malang. According to Volkova & Kolesov (2022), aiming for an integrated acculturation strategy—which necessitates mutual adjustment between Thai and domestic students—is typically indicative of positive cross-cultural adaption. The language barrier was cited by the participants (18 out of 21) as the primary obstacle to their academic success and adjustment to university life. For instance, every Thai student mentioned the dearth of material available in English in various university sources at the moment. The results set the groundwork for future study in this field and offer some implications for university administration. They also add to the body of knowledge already available on cross-cultural adaptation and the experience of students in a Thai university setting. This study will explore more deeply the challenges, learning strategies as well as the encouragement of Thai students in adapting to learning English at Indonesian university which has a different culture and language.

1.2 Research Questions

To formulate the research questions regarding the challenges and strategies of Thai students, the following questions are proposed:

1. What are the challenges that Thai student adapt on the English Learning in Indonesia?

2. What are the strategies used by Thai student to overcome the challenges in learning English in Indonesia?

1.3 Objectives of the Study

This study aims to explore how Thai student, specifically students from Thai, who are studying English as a foreign language at the Universitas Islam Malang, Indonesia, face challenges and receive support that motivates her learning. It also examines the adjustment strategies they employ to adapt and overcome the various challenges they encounter while studying English at the university. Researchers at the Universitas Islam Malang will delve deeper into Thai students' perspectives regarding the process of adapting to learning English. The difficulties, coping mechanisms, and support systems faced by overseas students as they adjust to studying English in an Indonesian university with a foreign language and culture will all be covered in further detail in this study. Thai students are a diverse population, and in order to thrive in their lives in Indonesia and achieve academic success, they need to adapt academically and non-academically to their new educational environment. This study focuses on an in-depth exploration of the challenges and adjustment strategies experienced by Thai students during their English language studies in Indonesian universities.

1.4 Significances of the Study

The study's potential benefits to policy, support networks, and education for overseas students navigating the process of cultural adaptation while learning English are what make it significant. Through investigating student perspectives,

the study seeks to advance inclusive learning environments, strengthen support networks, and improve instructional strategies. Furthermore, the research can guide the creation of focused assistance programs by promoting cross-cultural understanding and informing language education policies. At the end, the study fills in a possible vacuum in the literature and has consequences for theoretical and practical issues related to supporting Thai students' cultural adjustment process within the framework of English language study. theoretical advantages by advancing theories of interculturalism in language learning, cultural adaptation, foreign language acquisition, social psychology in educational settings, and a better comprehension of the Thai education context. The direct application of the research's findings to educational practice—such as the creation of initiatives to support Thai students, enhancements to language instruction strategies, modifications to institutional policies, employee and lecturer training, and curriculum integration of intercultural concepts—represents the practical benefits of this work. In general, this study has the potential to enhance the educational experience of overseas students and facilitate initiatives aimed at establishing a welcoming and multicultural classroom setting.

The benefits that obtained from this research are:

1. For International students

In accordance with the formulation of the problem presented, the results of this study can help Thai students to adapt to cultural and language differences. How the participants in this research deal with various challenges and the strategies used in learning English in different cultures and even languages can motivate foreign

students that differences in culture and even language are not an obstacle to continuing to learn.

2. For lecturers

The results of this study can help lecturers to find out how the adaptation process of Thai students in learning English. In this research, we will answer all questions about the challenges and strategies used by Thai students in learning English at universities in Indonesia. which can provide additional information that can be a reference for them in updating their learning techniques better and can be suitable not only for local students but also students abroad.

3. For researchers

The benefits obtained for researchers are to be able to find out what strategies are used by Thai students in the process of adapting to English learning. The results of this research can be an important reference to increase researchers' insight. The challenges and learning strategies of Thai students in this research can add new information about how Thai students adapt at Indonesian universities.

1.5 Definition of Key Terms

Key terms are used to provide definitions of the research focus. It is necessary to clarify what is meant by each key term of this research to avoid misunderstanding. This point examines the process of cultural adaptation of Thai students in learning English at the University in Indonesia.

1.5.1 Story

A story is an organized and sequential narrative or description of actual or imagined occurrences. It usually consists of a sequence of interconnected events,

activities, or incidents that take place over time and center on a storyline, people, and settings. Stories come in many forms, such as oral traditions, written literature, plays, films, and more, and are frequently created with the intention of entertaining, informing, or conveying a message. "Stories" in this study's context refer to the personal narratives and real-world encounters of Thai students navigating the process of cultural adaptation to aid in their English language learning. Individual viewpoints and emotional journeys are highlighted in these stories, which offer qualitative insights into the struggles and victories faced by students. Through an analysis of these stories, this research hopes to identify trends and themes that show how cultural adaptation affects language learning, leading to a deeper comprehension of the relationship between culture and education. These narratives are a crucial component in comprehending the human elements concealed inside the statistical data, giving scholarly conversations concerning language acquisition and cultural adaptation substance and nuance.

1.5.2 International student

An international student is a person who is enrolled in school overseas but is not a citizen or long-term resident of the country in which they are studying. Instead, students leave their own country to enroll in an international school. In particular, Thai students seeking schooling abroad to improve their English language proficiency are the subject of this study. Language hurdles, cultural disparities, disparate educational systems, and social acclimation are just a few of the difficulties that international students frequently encounter. Their learning

experiences and academic achievement may be strongly impacted by these adaptation processes. This study attempts to determine the elements that help and impede international students' ability to adapt to a new culture and learn English by examining their distinct experiences. For the purpose of placing these events in the context of their overall learning and adaptation processes, this definition is essential. Then, Thai student refers to someone who comes from Thailand or is a Thai citizen who is studying at various levels, from primary education to higher education, both within the country and abroad. They primarily speak Thai and often learn English as a second language. Growing up in a rich cultural environment, Thai students value traditions, respect elders and teachers, and participate in various cultural celebrations. Thailand's education system, overseen by the Ministry of Education, includes national examinations and a variety of study programs. When studying abroad, Thai students may face challenges in adapting to a new culture and education system, especially in an English-speaking environment. Their motivation for education is usually high, driven by career aspirations, international experience, or personal interests. Understanding their background and characteristics is very important to develop effective strategies to support their adaptation, especially in English language learning.

1.5.3 Cultural adaptation

The term "cultural adaptation" in this study refers to the process by which people or groups get acclimated to and adjusted to a new cultural setting. In the process, they frequently negotiate and integrate elements of their own cultural heritage while also acquiring and internalizing the norms, beliefs, behaviors, and

social practices of the host culture. Cultural adjustment is an essential part of what it's like to be an international student from Thailand navigating the difficulties of studying and living abroad. Academic achievement, interpersonal relationships, and general well-being may all be impacted by this process. To discover the resources and methods that can help with a more seamless transfer and efficient language learning, it is crucial to comprehend cultural adaptability. It emphasizes how retaining one's cultural identity and accepting new ones interact dynamically.

1.5.4 English learning

The process of becoming proficient in the English language through speaking, listening, reading, and writing is known as English learning. Formal schooling, independent study, language exchange, and immersion experiences are some of the learning strategies. The process through which Thai overseas students become fluent in English is referred to as "English learning" in the context of this study. Developing listening, speaking, reading, and writing abilities in English is included in this. Understanding cultural nuances, colloquial idioms, and contextual usage are all part of learning English, beyond just the language itself. Gaining fluency in the language is essential for overseas students to succeed academically, communicate effectively, and integrate socially into the community. Learners' prior educational experience, language exposure, learning techniques, and the support networks in the new setting are some of the variables that impact the English language acquisition process. Finding the obstacles and facilitators Thai students encounter is made easier by having a thorough understanding of the complexities of learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses some information related to the topic, including conclusions and suggestions for several groups.

5.1 Conclusions

In conclusion, there are many difficult issues with language and cultural adaptation that arise when integrating Thai students into Indonesian colleges. Thai students face several challenges as they make their way through strange academic and social settings, including linguistic obstacles, culture shock, and academic adjustment. Initiatives to improve cross-cultural adaptation through integrated acculturation tactics have shown encouraging results despite these obstacles. To better assist Thai students in their pursuit of academic achievement and cultural integration at Indonesian colleges, future study should delve deeper into these processes. Effectively addressing these issues not only promotes the development of each individual student but also enhances the international educational environment by promoting a variety of cross-cultural interactions. This study explores how Thai students learn English in Indonesia using a qualitative approach with a narrative inquiry design. This method involves using personal narratives to examine lived experiences, focusing on storytelling as a fundamental human activity. The research aims to understand the cultural adaptation process and its impact on English learning among Thai students. The research was conducted at a

private university in East Java, Indonesia. The participant was a Thai student proficient in Bahasa Indonesia and communicative with local students. Purposive sampling was used to select the participant based on their suitability for the study's objectives.

The study uses narrative inquiry at Universitas Islam Malang in East Java to explore the experiences of Thai students learning English in Indonesia. The study focuses on difficulties such as linguistic barriers, cultural disparities, and variations in the educational system. Thai students use language exchanges, language learning materials, and speaking English with friends who live in the country as coping mechanisms for these difficulties. Empathy and openness towards different cultures are critical in promoting processes of adaptation, according to observations. By highlighting the value of social integration and peer support in boosting language competency, the study clarifies the influence of cultural variations on educational opportunities. To successfully traverse and adapt to new cultural environments, the results highlight the necessity of actively participating in cultural exchange activities. The report also highlights the role that family support plays in education, especially while studying English overseas. In summary, the study offers significant perspectives on the flexible approaches Thai students employ to succeed in their English language learning pursuits in Indonesia, underscoring the significance of social contact and cultural awareness in the language learning process.

5.2 Suggestions

5.2.1 For Student

As stated in a description of the problem, this study's findings can assist Thai students in adjusting to linguistic and cultural disparities. Foreign students can be inspired to understand that cultural and linguistic differences do not have to be a barrier to learning by seeing how the research participants handle diverse issues and the methods they employ to learn English in varied contexts. To better comprehend and adjust to social norms, foreign students studying English in Indonesia should fully immerse themselves in the local way of life by taking part in cultural events and activities. Through regular practice, users of language tools like apps, online dictionaries, and educational platforms can advance their English proficiency. establishing a network of support by interacting with peers from across the world and locally. When faced with scholastic, linguistic, or cultural difficulties, it's critical to ask for assistance. It also helps to overcome problems and successfully adjust to a new environment by keeping a resilient and upbeat mindset.

For local students, being friendly and inclusive can help Thai students feel comfortable and welcomed, which is a major way that local students can help them adjust to their new surroundings. Offering support for language barriers and having regular conversations with Thai students might help them become more fluent in the language. Thai students can better comprehend and fit in with the local culture by receiving insights on customs, traditions, and social standards. Encouraging involvement in extracurricular activities and clubs can aid in the development of their social network. One way to deal with academic difficulties is to offer academic

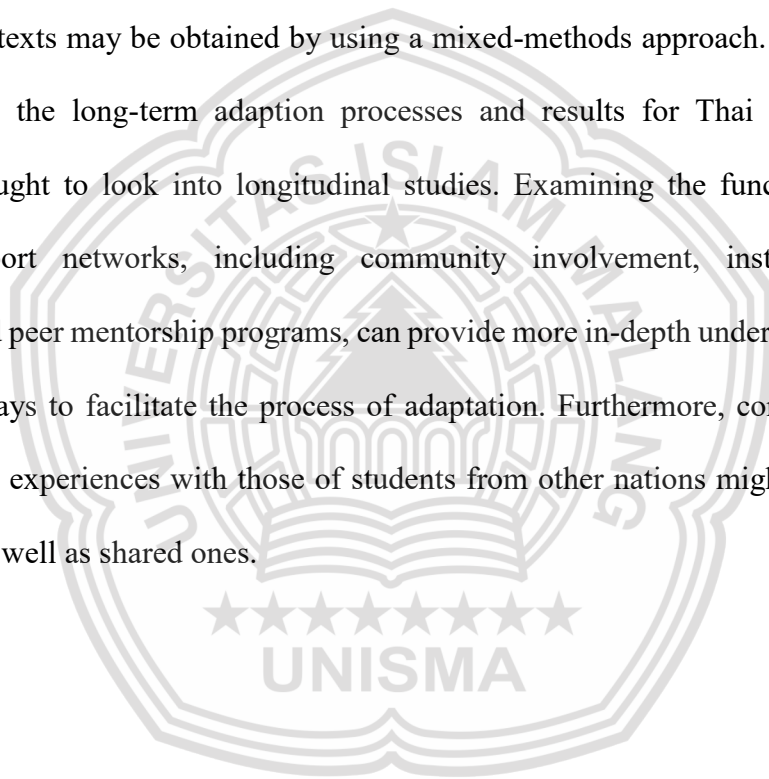
support, including study groups or tutoring sessions. As adjusting to a new language and culture can be challenging, patience and understanding are essential. Establishing a friendly atmosphere and volunteering as peer mentors promotes respect for one another.

5.2.2 For Teacher

By providing an inclusive and culturally sensitive learning environment in the classroom, teachers can be crucial in helping Thai students succeed. Given language limitations and various learning styles, they should give concise and understandable explanations of the course material. For Thai students, practicing English in a friendly environment and interacting with classmates is facilitated by encouraging active involvement and group work. Thai students can get help when they need it when extra academic support is provided, including office hours or tutoring sessions. Integrating various viewpoints into the curriculum and fostering conversations about cultural differences and similarities are further ways that educators can advance cultural awareness. Their English language growth can benefit from the provision of materials like instructional platforms, online dictionaries, and language learning apps. Creating a welcoming and compassionate learning environment in the classroom is essential if you want Thai students to feel comfortable talking about their struggles and experiences. Through the application of these tactics, educators may effectively augment the academic and social integration of Thai students, thereby cultivating a prosperous and fulfilling learning environment.

5.2.3 For Future Researcher

The results of this research produced general findings. To improve the generalizability of the results, future researchers could think about enlarging the scope of this study by incorporating a bigger and more varied sample of Thai students from other Indonesian universities. A more thorough understanding of the difficulties and methods Thai students employ to adjust to new cultural and academic contexts may be obtained by using a mixed-methods approach. In order to investigate the long-term adaption processes and results for Thai learners, researchers ought to look into longitudinal studies. Examining the functions of various support networks, including community involvement, institutional resources, and peer mentorship programs, can provide more in-depth understanding of the best ways to facilitate the process of adaptation. Furthermore, contrasting Thai students' experiences with those of students from other nations might reveal difficulties as well as shared ones.



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