

Chapter One

Introduction

In this chapter, the researcher presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, It provides background of the study, statement and limitation of research, research question, objectives of the study, and the significance of the research.

Background of the Study

Indonesian is an international language for Thai students. It is usually used for communication in the field of education, debate, whether business and technology, and other interchanges (Trakukasemsuk, 2018). Indonesian not only language use in the field of academic but also language use in south east Asia for ASEAN Economic Community. (AEC) It includes Southern Thai, Malaysia, and Brunei. Lakarnchua (2017) Stated in her investigation about Thai students' perceptions of their first language, Thai students have been educated English as a tool for personal economic growth. However, the position of the Thai language is still their first language. So, they have no challenges. Indonesian language has being accepted in cape *Melayu* (Southern of Thai) for a long time. Definitely, in a different period, it has played different duties, served a different situation. Functions have been used by a different generation of people in the Thai environment.

This country has had some influence on the use of the perspective of Thais. Hence, the new status of Indonesian is an international language. It spreads worldwide and has a massive impact in Thailand in the present. Yogyakarta became the huge city which contains most Thai students educated over here. Thai students in Yogyakarta live far away from home and their beloved family. Right here, they live in one association like their real family because they have a strong relationship with each other as a second family in Indonesia. The organization provided the Bahasa Indonesia course in the provision of the scholarship for three months. Indonesian is a foreign language in Thailand so, Thailand provided in terms of its use, in what stage of Indonesian can be participated, and its influent about Thai education ranking. Secondly, the characteristic features of Thai English are extended.

Based on Bangkok Post (2008) Nowadays, Indonesia has ranked the second-largest country which Thai students who decide to study abroad, which means Yogyakarta has the most Thai student who educated in. So, it forces them to use English as an International Language. No matter what major they chose to study, since junior-high-school until Master degree students. They take Indonesia to be their practical field to use English accepted what study that they prefer. Some Thai student chooses English Education Department directly. They stay together like a family. They are comfortable to use their first language to communicate. When they interact with Indonesian friends, they preferred to use English than the Indonesia language. It was conventional for them alternative use Indonesia or the local language. Likewise, Thai student who chose the English

education department are obligated to master Indonesian and English. For a reason, they must be accomplished in English and Indonesian at the same time to be an achievement in their path. Usually, Thai students collect vocabularies from Indonesian friends sometimes. Sometimes, they received from reading news in *line today*.

Consequently, In this case of language learning, students need to be put themselves into the Indonesian environment, which can help more the students obtain the meaning of words. The sharp strategies which are used by learners for the purchase of new words in the second language in the world of academic are known as ‘vocabulary learning strategies’ (VLS). As the researcher observed, Thai student use the strategy reading news or caption via social media application such as *line*, *Instagram*, *whatsapp*. They preferred this strategy than reading Indonesian book.

There are plenty of challenges to learn Indonesian. Eileen (2002) stated that learner required to acquire knowledge of several things including morphology study in terms of word formation, phonology study of sounds. Steven Stahl (2005) said that Vocabulary knowledge is knowledge; the understanding of a word not only involves a definition but also involves how that word fits into the conversation learning. They continue to improve vocabulary through their daily life. Words are influential. The other component of language is pragmatic in which focusing on how language able to infect by the context. Later on, it is lexical, an item that functions as a single meaning. It is a part of grammatical. They learn in terms of words lacked to understand the meaning and produce them

(Schmitt, 2003). Vocabulary cites the knowledge of packed information in terms of the purposes and pronunciations of words necessary for communication. Vocabulary progression is vital for initiating reading in dictionary when a learner arrives at words and speak out. They are also determining if the words make sense based on their understanding of the word. If a learner does not know the meaning of the word, there isn't another way to check if the words are suitable or not to make meaning from the sentence. Vocabulary also enhances a primary determinant of reading comprehension. Readers could not get the content in what they are reading to accept they are searching to understand the meaning of the main idea in the passage.

Based on the background stated above, the researcher is interested in investigating what the problem that they still struggling with. It is difficult for them to master English vocabulary. Because the vocabularies can determine the direction of learning English, this is the reason for the researcher's desire to conduct research problems. The techniques applied in learning English and Indonesia vocabulary in their majoring by Thai Student in University around Yogyakarta region.

Statement and Limitation of the Problem.

It would discuss about identifications of the problems. Lacking of vocabulary could because they do not like to speak with native speaker in that environment. Vocabulary could guide them into the right communication. Talking about the Thai student in the private university of Yogyakarta, As far as

researcher observed, they still fall into difficulties or trouble in learning Indonesian vocabulary. This study focuses on Thai Students who were studying abroad and those who have problems in learning the Indonesian language. The researcher notices that some of the student lack of vocabulary. It is because they are not familiar with the words and also lazy to gain their vocabulary. Some of students could not pronounce character “Z” and “L” It is hard for them to pronounce it. If they do not know the meaning or hard to read, they translate from the mobile phone after that they ignored it.

Another problem the researcher interest in investigating, they demotivated in learning Indonesia content, they also lazy to read every book in version Indonesian. Because they thought it is not that much interesting than other books such as English, they thought they are English education student. So, they should read English book instead. In addition, Thai’s book is total different characters from these books as discussed before. Therefore they do not like to learn new things, plus they are slow learners. While in writing, they lack many support vocabulary words. Thus, it is the key to understand the whole meaning of sentences. Also, most of them are pretty weak. Because they have no idea about structure grammatical, so they face with any way of trouble in learning Indonesian.

Research Question

1. What problems are encountered by Thai students in learning Indonesian vocabulary?

2. What strategies are employed by Thai Student in learning Indonesian vocabulary?

Objective of the Study

1. To investigate the Thai student problems faced in learning Indonesian vocabulary.
2. To identify Thai student's strategies in learning Indonesia vocabulary.

The Significance of the Research

This research will be beneficial for those who face the problem in terms of vocabulary learning strategies and for who interested in this research. This study focuses on Thai people in Yogyakarta. It is expected that this study will be helpful for English teachers, students, stakeholders, and other researchers.

Teachers The researcher expects this research will help the teacher to understand the real problem about students in learning to help them overcome the hard situations. They appreciate the students more because all of the students are not the same. They have different ability and their strength and weakness. Either some of them are fast learners or slow learners. Hopefully, the teacher will pull students' potential to come out in the right way. Some teachers can be demotivated and motivated at the same time. So this study will make the instructor to choose appropriate materials in teaching.

Students This research will reveal the truth about strategies to learn Indonesia vocabulary. Perhaps, it might be used to solve the problem and useful.

So that the researcher expects this research will help students comprehend the types of vocabulary learning strategies.

Other Researcher This research can be used as references for the next researcher who wants to conduct similar research and be choices for them to collect references right here. This study will provide the information with the strategies used by Thai students in learning vocabulary. And it also reveals the problems of Thai students have been faced.