SPEAKING ANXIETY AMONG THAI STUDENTS AT SECONDARY TON TANYONG SCHOOL NARATHIWAT THAILAND IN ACADEMIC YEAR 2022-2023

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
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By:

Sumai-yah Ni-ma

SRN. 183221324

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ADVISOR SHEET

Subject: Thesis of Sumai-yah Ni-ma

SRN: 18.32.2.1.324

To:

Dean

Faculty of Cultures and Language

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamu' alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of:

Name : Sumai-yah Ni-ma

SRN : 18.32.2.1.324

Title : Speaking Anxiety among Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023
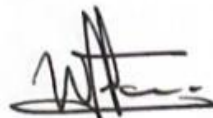
Has already fulfilled the requirements to be presented before the Board of Examiners *(munaqasyah)* to gain a Bachelor Degree in English Education

Thank You for the attention.

Wassalamu' alaikum wa rahmatullahi wa barakaatuh

Sukoharjo, 11 April 2023

Advisor,

Wildan Mahir Muttaqin, M.A. TESL.

NIP: 198604272019031008

RATIFICATION

This is to certify that the *Sarjana* thesis *"Speaking Anxiety among Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-20223"* by Sumai-yah Ni-ma has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education.

Chairman   :   Irwan Rohardiyanto, S.S., M.Hum.   (.............)
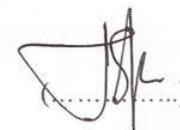   NIP. 198401172015031002

Secretary   :   Wildan Mahir Muttaqin M.A.TESL.   (.............)
                           NIP. 198604272019031008

Main Examiner   :   Linda Safitri, S.Hum., M.Pd.   (.............)
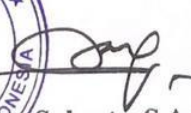   NIP: 198908242021032029

Surakarta, 11 April 2023

Approved by

Dean Faculty Cultures and Languages Faculty

Prof. Dr. Toto Suharto, S.Ag., MAg.
NIP. 19710403 199803 1 005

II

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Niloh Nima and Mrs. Haleemah Haji-uma who always support me.

2. All lecture of English Education Study Programs, especially Mr. Wildan Mahir Muttaqin, M.A TESL, Mr. Irwan Rohardiyanto, S.S., M.Hum., Miss Linda Safitri, S.Hum., M.Pd. as my Examiners.

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7. My entire beloved friend who always support me, especially for the English language department H 2018 class.

MOTTO

-QS. AL Faatihah: 1-

"Bismillahirrohmannirrohim (In the Name of Allah)"

LOOK AT THOSE WHO ARE LOWER TO ENCOURAGE

AND LOOKING TO SUPERIOR PEOPLE AS A DRIVING FORCE

จงมองคนที่ "ต่ำ" กว่าเพื่อเป็นกำลังใจ

และมองคนที่ "เหนือ" กว่าเพื่อเป็นแรงผลักดัน

PRONOUNCEMENT

Nama   : Sumai-yah Ni-ma

SRN   : 18.32.2.1.324

Study Program   : English Language Education

Faculty   : Cultures and Language

    I hereby sincerely state that the thesis titled "*Speaking Anxiety among Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

    If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repelling my thesis and academic degree.

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Sukoharjo, 11 April 2023

Stated by,

Sumai-yah Ni-ma

SRN. 18.3.2.21.324

</div>

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The researcher realizes that her thesis is still far from being perfect. She hopes that this thesis would be useful for any other researchers in particular and of course the readers in general as well.

Surakarta, 11 April 2023

The Researcher

Sumai-yah Ni-ma

SRN. 183221324

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ABSTRACT

Sumai-yah Ni-ma. 2023. *"Speaking Anxiety Among Thai Students At Secondary Ton Tanyong School Narathiwat Thailand In Academic Year 2022-2023"*Thesis. English Education Department, Cultures and Language Faculty.

The purpose of this research is to investigate the factors that cause anxiety experienced by Thai students when speaking English in class and describing the strategies used by Thai students to overcome their English speaking anxiety in their daily activities in class.

This research used a qualitative descriptive research design. It was conducted on anxiety among Ton Tanyong School students in the 6th grade English speaking class. Data collection was carried out by Questionnaire, observation, and interviews. The researcher conducted observations and interviews to find out the real anxiety among Ton Tantong School students in speaking English. Interviews were given to collect data related to the factors and strategies used by students.

The results of this study, based on the data analysis of students speaking anxiety, the researcher found that there are four factors that contribute speaking anxiety, such as: negative self-perception, teaching and testing procedure, fear of taking risks, and teacher manner. The fifth strategies in overcoming that contribute student's anxiety in speaking, such as: preparation, relaxation, positive thinking, peer seeking, and resignation.

Keyword: Speaking, Anxiety, Thai Student, Factor and Strategies

CHAPTER I

INTRODUCTION

A. Background of the Study

The importance and origin of research problems over the past decade has been the era of global social change. Changes occur quickly with the reflection of the need or importance of change. The reality reflected to everyone is often a good angle of what's new to convince people to try to adapt. One of them is to have knowledge of English. Many in and out of the educational community believe that English is the key to today's door of opportunity, such as good jobs, higher educational opportunities, and creating new societies with fellow humans from various corners of the world.

Secondary Ton Tanyong School it is an educational institution that promotes the development of students. Proficient in languages to prepare for the ASEAN community it aims to produce students who are distinguished by both professional and linguistic skills in order to be in demand in a labor market that tends to be in demand for human resources capable of communicating in English. For this reason Students are therefore expected to speak English in order to communicate in both formal and informal situations.

Speaking is a form of productive and interactive skills that different from writing where attention to the grammatical, lexical and different

discourses by writing (Carter & Nunan in Balemir, 2009:19). Despite of that, speaking is complex skill because it is concerned with comments of pronunciation, grammar, vocabulary and fluency (Syakur in Royanita, 2014:14). There are many functions and forms of speaking. According to Brown in Richards (1990) there are three function and forms of speaking. They are; talk as interaction, talk as transaction and talk as performance. Talk as performance classroom presentation, public announcements, and speeches.

Anxiety is a feeling that is overwhelmed by worry, tension, or nervousness. Spielberg in Souad (2011: 29) states anxiety is a feeling of uneasiness and apprehension, usually about a situation with uncertain outcomes. Someone feeling anxious cannot focus what he or she face in any situation. It affects the behavior that makes someone passive in the situation. In addition, if students face second or foreign language learning, most of them feel difficult to learn it. This assumption can be explained by Young (in Cabansag, 2013: 21) that language anxiety is a type of anxiety, specifically with second and foreign language learning contacts. They are afraid of expressing their ideas in second or foreign language.

Anxiety is a feeling of a general natural, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji, 2005). Anxiety is a natural thing that can be experienced by every human being. It is already considered as a part of everyday life. Anxiety is a normal reaction; stress is useful to help a person in the face of a difficult situation. People will try to find a solution and a way out when they face with a

problem. The effort is due to person concerned wishes to reduce the uncomfortable feelings arising from the anxiety experienced. Humans often seized with anxiety when asked to speak in certain situations. However, too high anxiety affects language learning and communication process. Too high anxiety can lead to less success in language tests, students with little performance anxiety can do better and use more complex language structures (Philippine in Balemir, 2009:30). Anxiety can inhibit a person to communicate well. Anxiety occurs in students with lower levels of competency, while students with good competence would lend show better performance (Parker in Heng, 2012).

There are 3 source and component of anxiety according to Horwitz and Cope (1986), they are communication apprehension is type of shyness characterized by fear or anxiety about communicating with people. Difficulty in speaking in groups or in public or in listening to or learning a spoken message is all in manifestation of communication apprehension. Test anxiety refers to a type of performance anxiety stemming from a fear of failure.

From the factors influencing the academic achievement mentioned above the researcher assumed that the factors. This should have an influence on learners' English speaking skills development as well from the experience of the researcher who taught teaching to regular students. (Thai language course) Upper Secondary Level From several rooms of the School of Secondary Ton Tanyong, the researcher found a limitation in Speaking. Many students' English language, for example, students are not confident.

Embarrassed when Speaking in English that words can't be pronounced correctly or incorrectly. There is little vocabulary in the vocabulary, making it impossible to speak in an instant and spontaneous manner. Inability to distinguish and choose words language expressions appropriate to the situation in which it is communicated. Therefore, the researcher sees the importance of studying the problems and factors that may influence the development. English speaking skills of students of the School of relational sciences to help remove any obstacles or difficulties in their English speaking skills.

B. Identification of the Problems

From the explanation on background above, it can be identified some problem of this research. The identifications were as follow:

1. Thai students have low knowledge to study English and it made the students felt so difficult to study English language in classroom.

2. Thai students study not only English language but also Thai language and Arabic language in the same time.

C. Limitation of the Problems

This research has two main objectives: 1) To study basic information on learning English, the use of spoken language for communication problems and other factors that influence the development of speaking

skills. English of students 2) To find ways to create a model for developing English speaking skills that are suitable for students. The researchers focused on analyzing speech anxiety when learning to speak English as a foreign language. Participants are Thai students. In this research the participants were students in Class 6 secondary.

D. Formulation of the Problems

Based on the researcher background above, the problem statements of the research are as follows:

1. What are the Factors Affecting speaking Anxiety among Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023?
2. How are the strategies used by Thai students to overcome speaking Anxiety at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023?

E. Objectives of the study

The general objective of this research is Thai Students anxiety when learning to Speaking. In relation to the problem statements above in the research:

1. To describe the Factors Affecting speaking Anxiety for Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023

2. To explain the strategies used by Thai students to overcome speaking Anxiety at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023

F. Benefits of the Study

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretically

    a   The results of this research can be used as a reference for further research.

    b   The results of this research can educate readers about English anxiety among Thai students Class 6 Secondary Ton Tanyong School in English Speaking of the in Narathiwat 2022-2023 Academic Year (Case study at Ton Tanyong School)

2. Practically

    From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching learning process in general by knowing students" anxiety, especially for international students. The

result of this research can be used by lecturers, students and other researcher.

For the lecturers, lecturers can know the students" anxiety when they learn speaking English as foreign language. Moreover, when the lecturer faces the international students, they have to explain slowly and clearly to speak either second or foreign language. They also can choose the appropriate technique for both domestic students and international students. Thus, lecturer has preparation to face the international students before enter the class.

For students, they can prepare the strategies that must be done before face the foreign language. Even though their anxiety is always felt when they are studying foreign language, at least their anxiety will be reduced as long as they do the strategies. For domestic students, they can study each other with international students. It aims to motivate the international students to get understand easily from lecturer explanation. They will not be nervous as long as they can cooperate well.

For other researcher, this result of the research hoped can be used as the reference for other researcher when conducting the researcher. It may be different object or another technique.

G. Definition of key terms

To avoid misunderstanding, the researcher explains some word used in title of this thesis.

1. Anxiety: Anxiety is a feeling a general natural, in which one feels fear or loss of self-confidence that are unclear origin and its form. (Wiramihardji, 2005)

2. Factor Effecting: Affective factors including attitudes, emotions, motivations, and anxiety have long been researched, well documented, and considered as essential and instrumental in second and foreign language acquisition. Most of the factors leading to English speaking anxiety and specified applying grammatical rules learned in speaking English as a possible cause of why students become anxious when discoursing with native speakers. Gkonou & Miller (2019) stated inhibition refers to the students being anxious about the teacher's feedback and afraid to be laughed from their friends. As Saputra & Hadi (2019) also noted mentioned developing abilities to perform basic oral communication or speaking is strongly recommended.

3. Speaking Anxiety: Something that has a great impact on one self-confidence since it often makes one experience failure when not being able to speak out and show what one know (Lanerfeldt in Basic 2011).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Definition of Speaking

Speaking is one of four language skills. It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know language are referred to as 'speakers' of that language. Furthermore, in almost any settings, speaking is the most frequently used language skill. There are many definitions of speaking in language learning proposed by some experts. Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings, and intentions they want other people to grasp and understand. Meanwhile Spratt (in Prucesia, 2013: 12) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interaction which carries out a two way communication using language and nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand the speaker's meaning. According to Chastain (in Surinah et al, 2015), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in

English, it is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skill. Speaking in linguistics term has various definitions. In Hornby, speaking means saying somet and opinhing to express ideas ion. According to Kushartanti (in Surinah et al, 2015: 2) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion.

2.   The Review of Anxiety

There are various definitions of anxiety in the literature. To begin with, Freud described anxiety as something felt, an unpleasant affective state or condition (Freud, 1924. cited in Spielberger, 1966). According to Horwitz, et al. (1986),"Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.125). Anxiety, one of the most prominent and pervasive emotions, can also be defined as a feeling of uneasy suspense by Rachman (1998). Chiang (2012) defined anxiety as a synonym of worry, uneasiness, disquiet, disquietude and inquietude. Another definition by Suleimenova (2012) is that „anxiety is distress or uneasiness of mind caused by fear of danger or misfortune‟ (p.1776). All these definitions show that it is a feeling that is closely related to psychological system of individuals who are experiencing feelings beyond what it would normally be. Recent research in the field of linguistics EFL has showed that there are 3 types of anxiety: trait, situation-specific, and state anxiety. According to Scovel (1978), trait anxiety can be described as „a more permanent redisposition to be anxious‟ (p.137), whereas state and situation-specific anxiety are

experienced in relate to some particular event or situation (Brown, 2001). Similarly, Spielberger (1983) described trait anxiety as a general tendency to be nervous in any situation, while state anxiety can take place in a particular time and situation by accompanying physical signs such as dry mouth, sweaty palms, and faster heart rate. Luo (2014) stated that a situation-specific anxiety is stable over time, similar to trait anxiety, but it might not be consistent across circumstances. Language anxiety is in the category of situation-specific anxiety (Horwitz et al., 1986).

3. The Review of Speaking Anxiety

Speech therapist Lagerfeld in Basic (2011) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak. Meanwhile, speaking anxiety according to Yong in Tasee (2009:17) explained that, anxiety is fear, worry, and nervous when there are interruptions to the student in the class who did speaking.

Based on explanation above, it can concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being Able to speak out and show what one knows when doing speaking in class.

While form of speaking anxiety according to Horwitz, Horwitz and Cope (1986) there are many of the psycho- psychological symptoms such

as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior, become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance. Occhipinti (2009) explained that manifestation of anxiety, physiological manifestations and symptoms of anxiety are often easy to describe since they are observable. Learners who cite that they experience worry or even panic feel palpitations and sweat when they have to perform in the foreign language. Without any doubt, instructors are used to seeing students squirming in their seats, fidgeting, playing with their hair, clothes, or manipulating objects, stuttering or stammering as they talk in the L2, feel "intimidated", "dumb- founded" and nervous when describing their affective reactions to the oral exam. Even distortions of the sound, inability to reproduce the intonation and rhythm of the language may be interpreted as manifestations of anxiety in speaking, Students may tend to laugh nervously, avoiding eye contact or joking.

Adult learners perceive themselves as reasonably intelligent, socially adept individuals, sensitive to different socio cultural mores (Horwitz, Horwitz and cope: 1986). Meanwhile, Harmer (2001: 40) states that adult learners are notable for a number of special characteristics:

1. They can engage with abstract thought.
2. They have a whole range of life experiences to draw on.
3. They have expectations about the learning process and may already have their own set patterns of learning.

4. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

5. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

6. They often have a clear understanding of why they want to get out of it.

Those opinions are rarely challenged when communicating in a native language as is easy to make oneself understood. However, the situations in leaning a foreign language are different because individual communication attempt will be evaluated according to uncertain linguistics and socio-cultural standards; second language communication entails risk taking and problematic.

4. Type of Anxiety

While according to Spielberger there are two types of anxiety they are:

a. Trait anxiety

Trait anxiety refers to a rather stable individual tendency. It can be defined as individual's likelihood of becoming anxious in any situation. Trait anxiety is anxiety experienced by individual of his personality alone (Horwitz, 2001). Someone with a low anxiety than he will calm and relax, but someone with high anxiety he felt nervous.

Example: a student suppose is or will conducting oral tests.

b.   State anxiety

State anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger in Occhipinti, 2009). State anxiety is temporally fears experienced by individuals in specific situations (Horwitz, 2001). State anxiety is somewhat different from trait and situation- specific anxieties. State anxiety refers to the moment- to – moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and very in terms of intensity. In other words, it is the apprehension which takes place at a particular moment.

Within anxiety as a personal threat that includes two components in psychology (Maclntyre in Tasee, 2009), namely: 1) emotional arousal; 2) negative self- related cognition. While the characteristics of anxiety: a state of fear, tension, anxiety (Brown in Balemir, 2009: 10).

According to Horwitz, Horwitz and Cope (1986) state the students with debilitating anxiety in the foreign language classroom setting can be identified and they are share a number of characteristic in Common.

1.   Students who test high anxiety report that they are afraid to speak in the foreign language classroom. Anxious students feel a deep self- consciousness when asked to risk

revealing themselves by speaking the foreign language in the presence of other people.

2. Anxious students fear they will not understand all the language input is also consistent with communication apprehension. They believe that in order to have any chance of comprehending the target language message, they must understand every word that is spoken.

3. Anxious students also fear being less competent than other students or being negative evaluated by them. Thus they may skip the class, over study, or seek refuge in the last row in an effort to avoid the humiliation or embarrassment of being called on to speak.

4. Anxious students are afraid to make mistakes in the foreign language. These students seem to feel constantly tested and to perceive every correction as a failure.

5. Anxious students feel uniquely unable to deal with the task of language learning. Foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in classroom and not merely composite of other anxiety.

c. Component and sources of anxiety

Horwitz, Horwitz and Cope (1986) identified there related performance anxiety. Communication apprehension is a type of

shyness characterized by fear or anxiety about communicating with people. Difficulty in speaking in groups or in public or in listening to or learning a spoken message is all in manifestation of communication apprehension. People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of communication situation and their performance is constantly monitored. Moreover, in the foreign language class requires the students to communicate via a medium in which only limited facility is possessed. The special communication apprehension permeating foreign language learning derives from personal knowledge that one will almost have difficulty understanding others and making oneself understood.

a. Test anxiety

Test anxiety is refers to a type of performance anxiety stemming from a fear of failure. Test anxiety students often put unrealistic demands on themselves and feel that imperfect performance is failure. Students who are test anxious in foreign language class probably experience considerable difficulty since test and quizzes are frequent.

b. Fear of negative evaluation

Fear of negative evaluations, evaluation is apprehension about others" evaluations, avoidance of

evaluative situations, and the expectation that others would evaluate him negatively. It is similar to test anxiety, however it is boarder in scope because it is not limited to test taking situation such as interview for a job or speaking in foreign language class.

5. Factors Affecting of Speaking Anxiety

Aydin in Balemir (2009: 23) explains that the four main sources of anxiety in speaking in class in the context of EFL. The mastery of communication skills is undeniably considered the most important aspect in modern-day EFL contexts. Nevertheless, becoming communicatively competent is particularly difficult for foreign language learners as it is influenced by a number of factors including affective factors. Among the several affective factors which affect foreign language learning especially speaking, anxiety emerges to be the crucial one that has a devastating effect on the oral performances of students. This paper reviews the speaking anxiety phenomenon in the field of foreign language learning. The possible factors that cause speaking anxiety to come into play are described and discussed in accordance with the central themes appearing from an examination of relevant literature.

1. Personal Reasons

Personal reasons are self-assessment against his skill and in comparison with others. While the negative impact of self-

evaluation that elicits a negative evaluation of the learner makes anxiety.

2. Learners" belief

Learner confidence in learning the language, recipients" own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language. For example, that some learners may give more importance to the grammatical structure of the spoken while some other students might think that reading is the most important skill.

3. Teacher manner

Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booed and stiff can cause anxiety.

4. Teaching and Testing Procedure

Some teaching activities are usually carried out with the presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student anxiety.

Balemir (2009:30) explained that there are other factors that affect students" anxiety like, gender, motivation and time of starting to learn English. Furthemore, too high anxiety impact to less success in language tests, students with low anxiety might performance better and use more complex language structures. Besides that, according to Occhipinti (2009) explained the sources of students speaking anxieties. They are:

Factors affecting speaking Anxiety

1. Gender

For speaking, females" anxiety increased less than 1%, whereas males" anxiety rose approximately 13%. The same occurs for reading and writing. Gender itself was not related to anxiety at the beginning of an L2 course; gender differences were found only in correlation to the time of survey administration. That means that the level of anxiety in males and females was considerably different after 60 hours of instruction, when the survey was administered. It indicates men turned out to be more anxious than women.

Gender had an important effect on course grades, where women scored higher than men. There was no signification gender- anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students.

2. Negative self-perception and low self esteem

Anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

Young in Occhipinti (2009) confirms that anxiety arousal may be associated to self-related thoughts of failure and negative self-perception about the subject"s own L2 capacity. Thus, it is not surprising that learners consider speaking in front of other people one of the most common sources of anxiety, especially if proficiency in the foreign language is perceived as limited. It would seem, then, that students who begin with a self-perceived low ability level in the foreign language class are perfect candidates for language anxiety.

Foreign language may be a stressful activity; worry and anxiety make the student concentrate on negative thoughts and rumination. Hence, the cognitive performance will suffer since the student cannot focus on the task and the performance will not be as good as expected. Again, self-deprecation will arise

and it will damage the performance even more. Negative self-perceptions may play in learners" behavior sometimes and considering that changing a person's self-perception of L2 ability is not easy.

The aim of teachers should be to encourage more self-confident language students focusing their attention on positive experiences in the second language, rather than on negative ones. The low self- esteem of a student toward L2 could be identified as another source of speaking anxiety. The foreign language learning process might be a constant threat to the personality of the learner.

The learner's possibility to express himself in the L2 is fairly limited compared to his mother longue. It might be possible that among highly anxious students, those with generally high self-esteem might be handing anxiety better than those with low self-esteem.

People with the will to maintain a positive self- image is protected by self- esteem, against any type of anxiety- threat. Self-perception plays an important role in how students approach the acquisition and use of a second language. The students may experience "cultural shocks" by incurring misunderstanding with his interlocutors, with the need to "re-learns the conventions which surround simple daily events.

a. Competitiveness

The anxious student undervalues his own preparedness or language skills, over- thinking about the eventual negative results which may derive from his poor performance. The competitive self- image may derive from other personality variables like the desire to out- perform other language learners, or the desire to gain the teacher's approval, even overcoming his expectations in the language. For a number of learners, the worry about derision and peers" laughter turned out to be causes of absence in the foreign language class and reticence at the moment of answering. Low levels of anxiety are associated with a lack of competition among the students in the classroom.

Moreover, the cultural milieu influences the types of skills acquired. That is, acquiring a foreign language in informal contexts (as talking with native speakers, or watching television in the L2) will differ from the acquisition of various structural features of the language, such as grammar, vocabulary, etc. acquired in the classroom.

b. Negative experiences

Highly anxious students got gradually more interested in students" reluctance to speak. As the students explain their feelings, it is clear that many of them "hated" the class or they write how "awful" they felt. Due to the fear of a negative evaluation by the language teacher and to the classmates"

derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations.

The learner's experience in acquiring each of the four language skills (i. e. listening, speaking, writing and reading), the learner's history of success and failure in performing each skill might lead to differentiated attitudes, emotion and expectations about each of the language skills.

Apart from the difficulties originated sometimes from the language skill itself which may discourage the learner, negative experiences may stem from the teacher, the methods, he adopts and the relation he establishes with his students.

Being friendly, having a good sense of humors, being relaxed and patient, and telling students that everyone makes mistakes are all qualities of a good teacher. These may make learners comfortable in the foreign language class and that may encourage students to see the L2 class as a positive experience and environment in which to learn.

It is important for the teacher giving his students constant reinforcements and helps develop more realistic expectations about the L2 Language instructors exhort to share with their students the experiences they had as language learners. Perceiving the teacher as a successful language learner, students may get aware of the fact that negative experiences of failing exams or oral tests, or making errors or feeling anxious when

speaking an L2 are normal experiences, indispensable and unavoidable in order to learn a foreign language.

Problems occur when the instructor's belief about his role in the class is far removed from that of a person who about create a relaxed atmosphere in the class.

Many instructors believe they have to correct every single error making the student constantly anxious as if living in a minefield. Teacher should be thinking of is correcting that student's pronunciation or intonation when a student is trying to formulate a sentence in the L2. In that case, the learner may forget or go blank about what he is intending to say, with drawing into self-doubt which leads him to consider the foreign language as a negative experience to be avoided as soon as possible.

These are modes of behavior which no language instructor would like to see in his students. Students believe that they must acquire a perfect accent and pronunciation, similar to native speakers, they start worrying when they realize that it is almost impossible to acquire these in a short time. Due to the lack of correspondence between sounds and spelling the students surveyed were highly concerned about the difficulties which English pronunciation generates with its vowels, consonants and intonation. Students making errors of intonation in the foreign

language may easily run into misunderstandings with their interlocutors.

c. Fear of taking risks

Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can- do" attitude, the risk taking attitude toward the foreign language tasks is defined as the individual's tendency to assume risks in using the L2 in the second language class. There are, four dimensions of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others.

The use of the native language does not threaten the individual's self-perception of one's own intelligence; communication in the foreign language does, since it demands nonspontaneous mental operations. In this case, the learner is aware of the difficulty of making himself understood by the others in the ways he intends. His degree of anxiety or embarrassment experienced when speaking an L2 in the classroom is a negative predictor of language Class Risk Taking.

Major stressors for in- class situations are performing in English in front of classmates and giving oral presentation

compared to reading silently in class, or doing exercises in the book, speaking in front of classmates spotlights the learner and his potential weaknesses.

d.   Students" beliefs

Personal factors held by students contributing to the development of language anxiety concerning with the foreign language learning process and the speaking task. Language learners bring a variety of preconceived beliefs to the foreign language class, sometimes based on unrealistic expectations which produce and increase feelings of tension and worry.

Learners" attitudes and beliefs difficulties in language learning or communication strategies, motivations and expectations influence their anxiety. Students come to the class with the preconceptions that some language is more difficult to learn than others. Speaking a foreign language helps to learn a new one, that everyone (with no gender distinctions) can learn a foreign language. Anxious students tend to perceive the L2 course as more difficult than the more relaxed students. Students do believe that their ability to perform is affected by anxiety.

Referring to the speaking task itself, it has been found that speaking is perceived as more difficult than reading, writing, or listening. Students in a conversation class are more embarrassed and anxious than students in a reading class. Moreover students

believe that in order or to speak English well it is a prerequisite to know something about English speaking cultures.

e. Exposure variables and "time abroad"

Children who lived for more than three years in a L2 environment performed better in the foreign language. Living in the L2 environment and being constantly exposed to the foreign language meant listening to and speaking the L2, with the possibility of improving it by daily practice. In this context learners have many opportunities of getting involved with native speakers and of getting used to authentic sounds and L2 pronunciation. All facets which in turn make the learner more familiar with any future foreign language situation even in formal contexts such as the classroom will be good for them. Essential role is played by certain classroom practices, methodologies adopted, and relations established by instructors with their students in the classroom.

Speaking in front of their classmates or the teacher is likely to be an activity which deeply worries students. They are afraid of losing their own self- esteem, or showing their language weaknesses.

Students were anxious about "presenting a prepared dialogue in front of the class" and about "making an oral presentation or skit in front of the class, for the entire class waits silently to hear their classmate, for the student called up to the top of the class

time seems infinite. Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in relation to the affective needs of the students, and should not be completely avoided.

As a matter of fact, most anxiety producing activities are those which "spotlight" the language learner in front of others. There is no risk and threat to one's own personality in writing a composition at home, reading silently in class of repeating as a class after the instructor. Therefore, language teachers should make sure that students are actively involved in the activities.

6. Student Strategies in Overcoming Speaking Anxiety in Virtual Classroom

Tanveer (2007) argued that the most general idea to overcome speaking anxiety was to make the language classroom environment less formal and more pleasant, where students can make fault without looking or sounding unskilled. As an example to overcome the anxiety for students, Kondo & Ying-Ling (2004) organized "Five-Cluster Solution" including: preparation, relaxation, positive thinking, peer seeking, and resignation. There are five strategies can used by students for reducing their anxiety to perform in front of the class:

a. Preparation

The first strategy is preparation. In this strategy, students attempt to control their own self by improving learning and applying some study strategies (such as, studying hard, trying to obtain good summaries of lecture notes). These strategies would be expected to increase students' subjectively estimated mastery of subject matter, and hence overcome the anxiety associated with the language class. Preparation is one of the effective strategies, because it trains our self to facing the potential condition. By using preparation, we can prepare all the things we need on the side of material when facing the problem (test/perform). Preparation also can combine with other technique to support us from the side of emotion Listiyaningsih (2018).

b. Relaxation

The second one is relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath (Tseng, 2012).

c. Positive Thinking

The third strategy is positive thinking, positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety (for example: imagining himself giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious students.

d. Peer Seeking

The fourth strategy is peer seeking, peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

e. Resignation

The last strategy is resignation, Resignation is characterized by students to run from the problem and they do not want to belong to the activity (such as giving up, sleeping in the class). Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. In order to have a good speaking when giving presentations, the students need to overcome their speaking anxiety. To overcome those problems the student has a strategy in order to make their speaking ability better without anxiety.

Based on the observation, questionnaire, and interview most of the student said that they were still afraid of making mistakes during the presentation. So that to overcome these problems students would be encouraged to speak in English to improve their speaking skills. According to Kondo & Ying-Ling (2004) to overcome anxiety can arise from preparation, relaxation, positive thinking, peer seeking, and resignation. The first strategy is Relaxation and Resignation. Relaxation is a method of reducing anxiety symptoms. Many students who are anxious may feel fear of teacher and classmates during presentations. If students have prepared well and they are still anxious, relaxation is one strategy to reduce anxiety. Taking deep breaths for three to five minutes is an effective way to reduce anxiety. While resignation is an extreme strategy.Did not anything to reduce their anxiety before presentation. May be because the students are reluctant to take risks and "accepting the reality" as one of many ways to reduce stress and tension. The second strategy is peer seeking. Peer seeking is an effort to consult with other students who also want to learn a foreign language. Some students are anxious start to comparing themselves with other students who have the same problem. These students may find suitable study partners to improve their speaking skills. The third strategy is preparation. Based on the interview, students said that preparing before the presentation can reduce their anxiety. This is supported by Argaman (2002) one of the efforts to overcome anxiety is to prepare and practice. There are many ways to prepare before presentation, such as writing material,

reading material, and memorizing or understanding the material. The last strategy is Positive thinking. Positive thinking refers to an effort to divert anxiety into a sense of fun (Rayani, 2016). Some students trying to be confident, imagine themselves presenting well, and thinking about something fun. This strategy can reduce students speaking anxiety during presentation, such as mental blocks, fear of making mistakes, and embarrassment.

7. System education in Thailand and Profile at Secondary Ton Tanyong School Narathiwat

In Thailand education system Compulsory education in Thailand pays more attention to the 15 year compulsory education, which means school age is a concern of the Thai government. Detailed information about the class is as follows:

a) 3 years old Anuban grades 1-3 or (kindergarten). For 3-5 years old

b) 6 years old Prathom grades P.1 – P.6 (elementary school). For 6-11 years old

c) 6 years old Mattayom/Secondary grades M.1 – M.3 and Mattoyom/ Secondary grades M.4 – M.6 (junior and high school) ages 12-17 For Mattayom grades 4-6 there are science and social studies majors for certain school components, they don't need to register again, automatically they will continue their studies at the school.

And finally University Vocational education and higher education divided into two categories: formal education, and non-formal education. The formal education system includes basic education and higher education. The non-formal education system includes: vocational certificate courses, short vocational school courses and interest group courses.

8. Profiles at Secondary Ton Tanyong School Narathiwat

Ton Tanyong School is a private school known as Pondok Pohon Tanyong is located at Ban Slow Bukit Yuere, Rueso District, Narathiwat Province. It is a school in the Royal Initiative Project of Her Royal Highness Princess Maha Chakri Sirindhorn. It was established in 1962 with Mr. Hayeding Hayeedao as a licensee. Address: 157/4 Moo 7 Rueso Rueso Narathiwat 96150.

Levels offered: Mathayom /Secondary 1 (M.1) – Mathayom/ Secondary 6 (M.6) Organize teaching and learning at the pre-primary level (Pre-Kindergarten - Kindergarten 3) Primary (Primary 1 - Grade 6) Lower Secondary (M.1 - M.3) and Upper Secondary (M. 4 - M.6) Mattayom M.4 – M.6 there are science and social studies majors in certain school components, they don't need to register again, they will automatically continue their studies at that school and adding a special classroom Science Math Program (SMP).

At present, the school has opened teaching courses in both general and religious courses, teaching according to Islamic studies at the

beginning, middle and the end. Ton Tanyong School is a boarding school. There are a total of 104 staff members with a total of 796 students.

Therefore, school education is divided into two forms: "ponok" religion, which is the traditional form of local education. with education in the "school" system that is popularly known as Po Nee School which is divided into classes with uniforms There is a desk and chair for studying. Classes are counted and determine the graduation period Teach both common and religious subjects.

B. Previous Related Studies

This section provided background information relevant to the struggles and issues that affect the Speaking English of Thai students at the Ton Tanyong Narathiwat School.

The first previous study was conducted **"Factors Affecting English Speaking Skill Improvemen of the Students at Rajamangala University of Technology Krungthep Bangkok (Thailand) Academic Year 2012/2013"** written by Wanalee Nophawong Na Ayutthaya. In delivering material in class. By referring to the data obtained, students are more enthusiastic and have good motivation to speak. This thesis has in common that used descriptive qualitative research and then this thesis focuses efforts to achieve speaking and the researcher of this thesis uses interviews and questionnaires to collect data. The difference in this research, the researcher

focuses on the factors that influence speaking and then the effort of this thesis focuses on the local students of Technology Krungthep Bangkok (Thailand).

The second previous study was conducted **"Anxiety among Thai Students in English Speaking English Department"** written by Mareeyah Aleemasa. In this thesis, the researcher found that the result of this thesis was the problem that the researcher found that Thai students were nervous when they spoke. The students need some motivation for their courage in speaking English with confidence. The similarity of this thesis is to use motivation to support Thai students in learning because Thai students lack confidence in learning and this thesis uses interview and questionnaire methods for data collection. The difference of this thesis is the thesis focus on the motivation of Thai students to improve speaking skills.

The third previous study was conducted **"Speaking Anxiety in English Conversation Classrooms among Thai Students"** written by Songyut Akkakoson. In this thesis, the researcher found the results of this thesis indicate that regarding the conceptualization of English-speaking anxiety in the classroom, the attitude of speaking English in the classroom and self-assessment of English-speaking ability, and the perceived sources of this particular anxiety situation. This research is Thai students at University Technology North Bangkok Thailand.

The fourth previous study was conducted **"Examining the Effect of Contextual Teaching learning and Anxiety towards Students' Speaking**

Skills" written by Taufik Suadiyatno and Edi Firman. In the journal, the researchers found the results of this journal using that according to whether 1. Contextual Teaching Learning has a better effect than conventional methods on students' speaking. 2. Students who have low anxiety have better speaking skills 3. There is an interaction between CTL and anxiety on students' speaking skills. So this research is an experimental research in quantitative approach. This research is Indonesian students in Mataram.

The fifth previous study was conducted **"Factors Affecting Speaking Anxiety of Thai Students during Oral Presentation: Faculty of Education in TSAI"** written by Muhamad Sofian Hadi, Lidiyatul Izzah, and Mareena Masae. In this journal the researcher found that the results of this study indicate that the aim of this study was to determine the effectiveness of using a foreign language class anxiety questionnaire as an adapted tool in speaking skills from the first year to the fourth grade of Thai students at TSAI. This study uses a quantitative method with survey research by applying an online questionnaire design. In this study, the participants were all Thai students, faculty of education at TSAI who had studied in Jakarta and West Java with a total of 46 participants. This research is Thai students in Jakarta.

The sixth previous study was conducted **"Factors Affecting English major Student's Anxiety about Speaking English"** written by Panida Tasee. Academic Year 2009. In this journal, the researcher found that the results of this study indicated that the objectives were to: 1) investigate the presence and degree of speaking anxiety; 2) examine the relationship and

patterns of variation in speaking anxiety; 3) explore how students with high levels of speaking anxiety and those with low speaking anxiety cope with anxiety; and 4) explore how teacher language helps students. . So this research is a quantitative approach research. This research is a student of Thailand Suranaree University Technology in Thailand.

The last is seven previous study was conducted **"Students' Anxiety of Speaking English in Public"** written by Andi Ahmad Fauzi, Diana Putri, and Tifa Rahman. In this journal, the researcher found that the results of this study showed that the aim was to determine students' speaking anxiety among students. It focuses on revealing in what situations students feel anxious, the causes. And the factors that make students feel anxious when speaking English in public, and how they deal with anxiety. So this research uses descriptive qualitative. This research is Indonesian students at Suryakancana University, west Java in Indonesia.

Based on the previous studies above, there are similarities and differences with the researcher's thesis. The research thesis is about

"Speaking anxiety among Thai students at secondary ton tanyong School Narathiwat Thailand in academic year 2022-2023

It tries to find out the anxiety among Thai students in English Speaking and how to overcome their speaking anxiety.

Table 2.1 Similarities and Differences

NO.	Name	Title	Similarities	Differences
1.	Wanalee Nophawong Na Ayutthaya (2012)	Factors Affecting English Speaking Skill Improvemen of the Students at Rajamangala University of Technology Krungthep Bangkok (Thailand) Academic Year 2012/2013	Focuses efforts to achieve speaking	Focuses on the factors that influence speaking and then the effort of this thesis focuses on the local students of Technology Krungthep Bangkok (Thailand).
2.	Mareeyah Aleemasa. (2018)	Anxiety among Thai Students in English Speaking	Motivation to support Thai students in learning	Focus on the motivation of Thai students to improve speaking

		English Department		skills.
3.	Songyut Akkakoson (2016)	Speaking Anxiety in English Conversation Classrooms among Thai Students	Speaking Anxiety in the classroom	The results of this thesis indicate that regarding the conceptualization of English-speaking anxiety in the classroom, the attitude of speaking English in the classroom and self-assessment of English-speaking ability, and the perceived sources of this particular anxiety situation.
4.	Taufik Suadiyatno and Edi Firman. (2020)	Examining the Effect of Contextual	Discusses Effect of Contextual	The results contextual teaching

		Teaching learning and Anxiety towards Students' Speaking Skills	Teaching learning and Anxiety Speaking	learning, students who have low anxiety speaking skills, there is an interaction between TL and anxiety.
5.	Muhamad Sofian Hadi, Lidiyatul Izzah, and Mareena Masae (2021)	Factors Affecting Speaking Anxiety of Thai Students during Oral Presentation: Faculty of Education in TSAI	Descriptive Anxiety Thai Students during oral Presentation	The results of this study indicate that the aim of this study was to determine the effectiveness of using a foreign language class anxiety questionnaire as an adapted tool in speaking skills from the first year to the fourth grade of Thai students at TSAI.

No.	Researcher	Title	Focus	Result
6.	Panida Tasee. (2009)	Factors Affecting English major Student's Anxiety about Speaking English	Anxiety about Speaking English	The results of this study indicated that the objectives
7.	Andi Ahmad Fauzi, Diana Putri, and Tifa Rahman (2021)	Students' Anxiety of Speaking English in Public	Descriptive factor Speaking anxiety in Public	The results of this study showed that the aim was to determine students' speaking anxiety among students. It focuses on revealing in what situations students feel anxious, the causes.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher uses the descriptive qualitative method in this research. Descriptive research describes and interprets events, condition, or situation, of the present. On the other hand, qualitative research is research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related value (Joko Nurkamto, 2004: 3). In qualitative research, the researcher investigates the quality of relationship, activities, and situation or materials. (Fraenkel and Wallen, 2000:502)

Elliot and Kratochwill (1999:24) state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them. The aim of descriptive research is to provide as accurate account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place. .

B. Research Setting

1. Place

This research was carried out at Tanyong Tree Cottage located in Ban Slow Bukit Yuere, Rueso District, Narathiwat 157/4 Moo 7 96150. The school's location is very strategic and in front of the main road, so students can easily get transportation to go to school. The location of this school is just to the east. The location of this school is also close to Kurung Thai and nearby bank offices. Very strong in it. Around the school are also planted with various ornamental plants to add to the greenery and beauty of the school.

The school building consists of four floors. The first floor consists of the principal's room, teacher's room, TU office, Poskestren (Islamic Boarding School Health Post), bathroom, and three classrooms including classrooms. The second floor consists of a library room, counseling room, bathroom, and four classrooms. The third floor consists of the Physics and Chemistry Laboratory Room, the Biology Laboratory Room, the Computer Laboratory Room, and two classrooms.

The facilities at the school are also quite good. In each class, there are tables, chairs, blackboards, LCD, fans, active speakers, cleaning supplies, wall clocks, a student administration board, and gallon. In addition, there is also a field for student sports and there is also a basketball hoop. Student parking is in the schoolyard.

2. Time

The researcher begins the research by conducting pre-observation, making research proposals, developing research instruments, collecting data, analyzing data, writing discussion results, and making a final research report. More details on the schedule of research activities are viewable in the table below:

Table 3.1 schedule of Research Activity

No.	Activity	Month					
		Jun.	Jul.	Aug.	Sept.	Oct.	Nov
1.	Pre-observation	■					
2.	Proposal Research		■	■			
3.	Developing Research Instrument			■			
4.	Colleting the Data			■	■		
5.	Analyzing the Data& Writing Final Report				■	■	■

C. Research Subject

The number of students in class 6 is 136 students, divided into 4 classes.1 class; total 30 students the researchers used a randomized/objective sampling of 10 students by topic.

Because most of the students did not cooperate in the interview. Therefore, the students who showed their cooperation and the courage to

express them were selected. In each room, the number of 2-3 people of grade 6 of English Department in Secondary Ton Tanyong School Narathiwat in the Academic Year 2022/2023.

D. Data and Source of the Data

1. Data of the Research

The research data in the form of words and oral, beliefs and attitudes. Continued as a narration of the main data sources that will continue to be analyzed, data manuscripts from Students Class 6 Secondary at Ton Tanyong School Narathiwat Thailand.

2. The Source of the Data

Sources of data in this study are lesson plans and text books for Secondary Students School for Class 6 grade Ton Tanyong School, events related to research problems, characteristics of Factors Affecting Anxiety in English Speaking Skill of the Students for Secondary at Ton Tanyong School Narathiwat Thailand Academic Year 2022-2023 which is used as an informant.

E. Research Instrument

The research instrument uses the researcher by using observation, Questionnaire and interview. These include Questionnaire, Observation and interview the must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent

on the appropriateness of the instruments. Whatever procedure one uses to collect data, it must be critically examined to check the extent to which it is likely to the expected results.

F. Techniques of Colleting the Data

1. Observation

Observation is one of the techniques to collect the data. According to Burns in Aziz (2013) states that observation is talking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. Sangadji and Sopiah (2010) states that observation intended to inspect behavior which is appraised inappropriate to measure by testing, inventory and questionnaire. While Bungin (2011) explained that observation is people's daily activities by using sensory eye as its main tool like ears, smell, mouth and skin. Observation is a person's ability to use his observations through the eyes and the senses work assisted by other senses. Observation method is a method of data collection used to collect research data through observation senses.

An activity is said to be observed if it meets the following criteria: observations used in the study and had planned serious; observations related to the research objectives; stigmatic recorded observations and general proposition connected and presented; observations can be checked and controlled validity.

In this research, the research used participant observation. The research observed the students" activities in the class when they follow the material.

2. Interview

Sangadji and Sopiah (2010) states that interview is a technique to collect data which is done by asking directly to a respondent or informant. It means that interview is done in order to get information from respondent. Bungin (2011) interview is the process of obtaining information for research purposes by way of question and answer with a face to face between the interview and the interviewee informants or with or without a guide/ guide the interview. Interviewers are people who use the method of interview once he acted as a leader in the interview process. Informants are people who were interviewed, asked for information by the interviewer and thought to control and understand the data, information, or facts of an object of research.

Fill in the interview that the subject is the problem/ research purposes. The role of the interviewer is to control the interview. As a researcher, interviewer must understand what purpose he did an interview, the interviewer thus always tied to the purpose of conducting the interview. Beside that he also continues to develop new interview themes on- site interviews. Moser and Kalton in Istiqomah (2015), interview is described as a means of eliciting information and personal opinion from the respondents. While Spradley in Istiqommah said that the questions of interview can be

classified into three interviews. They are descriptive question, structure questions, and contras questions.

In this research, the researcher interviews the students to identify what are the types and the causes of speaking anxiety that were experienced by the 10 students class 6 secondary at Ton Tanyong School in the academic year 2022/2023. In this part the researcher gave questions for the students orally about their experience dealing with speaking anxiety in joining the class. In this study, the researcher doesn't use.

3. Questionnaire

Sugiyono (2015: 142) said that a questionnaire is a technique of collecting the data which is done by giving some questions or written declarations to respondent. Arikunto (2006: 152) distinguishes two types of questionnaires, such as:

a) Open questionnaires: the respondents can answer the questions using their own word.

b) Close questionnaires: the respondents are given the answer with chosen it.

The researcher employed close questionnaires asked the respondents to answer the questions by using the answer provided by the researcher. The questionnaire was used in order to reveal the students in English speaking at class 6. The questionnaire consists of 13 items with five options. The researcher used negative to calculate manually.

G. Trustworthiness of the Data

To determine the trustworthiness of the data, the researcher needed some techniques of examining data. In this research, the researcher used triangulation by using resources. Sugiyono (2015:241) said that technique of triangulation means as a technique of collecting the data that combine from different data for get the data from some resource. The purpose of triangulation was not about look for the truth of some phenomena, but more than increase the understanding of research toward what they finding. In this way, the researcher rechecked the information from observation and the data got relevant with observation, questionnaires and interview.

Stated that triangulation is the most common way to use for improving data facilities in qualitative research. In its connection in this thing, it was stated that there were immediate triangulation techniques, namely (1)data/source competitiveness, (2)triangulation of methodologies, (3)researcher competitiveness, (4) theoretical competing.

In qualitative research, there are four techniques of triangulation. There are triangulations by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. Norman Denkin defined triangulation as combination or combinations of various methods used to study phenomena that different perspective. The Denkin's concept is used qualitative research in various fields. According to him, triangulation includes four kinds, method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.

The following are the description of the tree types of triangulation;

a   Method triangulation was done by comparing the information or data different ways, as was known in qualitative research, researcher obtain a valid data from interview, observation, questionnaire, and document to obtain a valid data.

b   Data source triangulation was seen of certain information through various methods and source of data acquisition is seeing methods. For example, besides using interview and observation, written document, image and photo.

c   Theory triangulation is comparing the formulation of the information/ thesis statement of relevant theoretical perspective to avoid individual bias of researcher on the finding or conclusion generated. In the theory triangulation can increase the depth of understanding if the researcher is able to big deep theoretical knowledge on the result s of data obtained.

H. Techniques of Analyzing the Data

For analysis the data of research, the researcher used qualitative data analysis. Stated that an activity in qualitative data analysis is done by interactive and continued by continuously and complete. He said that the activity on analysis the data collection, data reduction, data display, drawing conclusion, and Coding Step of data analyzing are as follows:

1. Data Collection

The research collected the data by having questionnaire, Observation and Interview. From these methods the researcher would be easier to get the data. The researcher collected the date which shows the problem solving face by Thai students Class 6 at Ton Tanyong School.

2. Data Reduction

Data reduction, defined as the process of selecting, focusing on streamlining and transformation of raw data that emerged from written notes in the field. Data reduction of collection data which began with summarizing, coding, searching themes, make groups, write memos and so with the intention of setting aside the data/ information that is not relevant.

After collecting data, data reduction was done continuously. During the observation of data collecting, there were many things observed. The researcher chose only the things that related to the research. After the researcher interviewed the subject of the study, data reduction was done by summarizing the data interview and made groups then wrote a memo and set aside the data which was not related to the causes and the types of speaking anxiety experienced by Thai student's class 6.

3. Data Display

Display Data is the description of a set of structured information that gives the possibility of drawing conclusions and taking action. Presentation of qualitative data is presented in the form of a narrative text. The presentation can also be in the form of matrices, diagrams, tables and charts. In this study, the researcher uses tables to display the data.

4. Drawing Conclusion

Last step was drawing the conclusion. Drawing conclusion involved moving back to consider what analyzed data mean and to assess whether the data findings fit the objective of the study. The researcher drew the conclusion based on the data result of research in Speaking English by Thai students class 6 Secondary at Ton Tanyong School Narathiwat Thailand.

5. Coding

To facilitate the study, the researcher encodes data after identify. According to (Moelong, 2009:288) coding is giving a code to very collected data in order to facilitate the researcher in investigating data and knowing the score of data. Coding could be found in a form of lettering, numbering, symbol ling, and other. In

this researcher used the numbers and letters. Here is the coding of

the gain data:

Table 3.2 Coding subject Interview

No.	Name	Codes	Class
1.	Miss Husaifah Binhama	TS1	6/SMP
2.	Mr. Abdulloh Sama	TS2	6/SMP
3.	Mr. Muhammad Padree Mudo	TS3	6/SMP
4.	Miss Koreeah Ma'lee	TS4	6/SMP
5.	Miss Yisnamee Kueji	TS5	6/1
6.	Miss Muneerah A'ding	TS6	6/1
7.	Miss Patma Lateh	TS7	6/2
8.	Miss Radeeya Tahea	TS8	6/2
9.	Miss Ilham Yusohpluka	TS9	6/3
10.	Miss Nurhusna Baae	TS10	6/3

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher presents the research finding and discussion. The purpose is to answer the research problem in the first chapter. There are two objectives in this research, they are: to investigate factors of the causes of anxiety experienced by Thai students when speaking English at Ton Tanyong School in 2022/2023 Academic Year and to describe the strategies are used by Thai students to overcome their speaking English anxiety in daily activity in the class at Ton Tanyong School in 2022/ 2023 Academic Year.

The subject of the study was Thai students in Ton Tanyong School in 2022/2023. The researcher collected the data by observation, interview, and Questionnaire. The detail of teaching-learning observations, and document were stated in the form of words or qualitatively. The researcher joined the teaching learning process was on Thursday, July 05th, 2022. On that day the researcher observed Four times. Then, the researcher joined on Wednesday, August 03th, 2022, on Thursday, August 09th, 2022. The last was on Thursday, August 18th, 2022.

A. RESEARCH FINDING

1. The factors affecting anxiety of Thai students when speaking English at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023

This research was conducted at Ton Tanyong Witya School, South Thailand which is located at Rueso, Narathiwat in Thailand. The researcher got the data about problems factor effecting speaking Anxiety among by Thai Student. Before presenting the finding, the researcher presents the description of the subject. In this research, the researcher collected the data from observation, questionnaires and Interview. The research conducted research on one teacher of English speaking in class 6. The researcher made observations in 4 meetings in each class interviewed 3 students for each class and also 10 questionnaire items for several grade 6 students. Based on the results of research documentation and interviews with research subjects and observations, researchers found that there were four factors; the data is described as follows:

a Negative self-perception and low self esteem

Anxious learner with regard to speaking continues to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which

considerably restrict their anxiety to elaborate the information received in the class. Anxious learners tend to have more negative self-perception and tend to underestimate their quality of speaking anxiety. Questionnaires in the Negative self-perception and low self-esteem aspect the following results obtained.

Table 4.1 Factors of Speaking Anxiety about Negative self-perception and low self esteem

NO.	Question/ Statement	Number of Students					Total
		NE	SE	SO	OF	AL	
Q.2	I often get a lot of trouble when Speaking English. (ฉันมักจะมีปัญหาในการพูดภาษาอังกฤษ)			20%	60%	20%	100%
Q.9	I lack the confidence to Speaking English. (ฉันขาดความมั่นใจเวลาจะพูดภาษาอังกฤษ)		20%	10%	50%	20%	100%

NOTE: NE = *Never,* SE = *Seldom,* SO = *Sometimes,*

OF = *Often,* AL = *Always*.

The first factor related to negative self-perception and low self-esteem is shown from Questionnaires with Statements Number 2 and Number 9. Statement Number 2 is *I often get a lot of trouble when speaking English.* Related to this question, 60% of students answered often, this pointed out that they often get a lot of problems when learning English, namely not memorizing vocabulary, not learning English enough, and some don't like English, while each of the 20% of students who answered sometimes and always and no students answered never and seldom. The most of the students answered often because most of them didn't memorize vocabulary, they didn't learn enough English and there were those who didn't like English. So English is rarely used in speaking because of the habit of using Thai and Malayu every day, so English is only using just in English speaking classes, that's their problem, so those who never and seldom don't answer it.

Statement number 9, *I lack the confidence to speak English* is that half or 50% of the students answer often. This shows that they often have the most problems when learning English, namely fear of speaking incorrectly, fear of inappropriate grammar, self-deprecation. While 20% of students answered rarely and most often so there were 10% of students who answered sometimes and no students answered never. The many students answered often because most of them are afraid of saying the wrong thing, afraid that the grammar is not right, and humble themselves. So they are afraid of saying the wrong words because half

of their friends laugh when they talk and that makes them not confident when speaking and presentation in English class.

Based on the result of interview, researchers found factors that cause students to lack self-confidence. They have negative self-perception and low self-esteem. Lecturers try to pay more attention to students so that they are more confident and dare to speak in English. Lecturers also ask them when students do not understand the subject matter. Lecturers assess them to feel anxious. It is known from the results of interviews with students that they find challenges in their speaking. This is influenced by several factors such as our self-confidence such as vocabulary and liking of Basic English. To ensure student learning satisfaction, the researcher also conducted interviews with three students regarding this aspect.

Researcher	:	*อะไรทำให้คุณรู้สึกกังวลเมื่อต้องพูดในชั้นเรียน*
		ภาษาอังกฤษ?
		เช่น : ไม่กล้านำเสนอ สื่อสาร ขี้อาย ขาดความมั่นใจ?
		(Apa yang membuat merasa kecamasan ketika kelas
		Speaking dalam bahasa Inggris?
		Contoh: Tidak berani presentasi, berkomunikasi,
		Malu, Kurang percayaan diri?)
Student 1	:	*เพราะอะไรค่ะ เพราะหนูไม่รู้ศัพท์เท่าไหร่ เลยเข้าใจคำหรือ*
		ประโยค ยากมากค่ะ นั่นเป็นเหตุผลที่หนูพบว่ามันยากที่จะ
		ออกเสียงประโยคเป็นภาษาอังกฤษ
		(Karena apa ya kak, karena saya tidak tahu kosa
		kata sebanyak mungkin, jadi sangat sulit bagi saya
		untuk memahami kata atau kalimat. Itu sebabnya
		saya merasa sulit untuk mengucapkan kalimat dalam
		bahasa Inggris)
Student 2	:	*ถ้าเป็นฉันกะคำศัพท์จะจำยาก นั่นคือสิ่งที่ทำให้ฉันพูด*
		ภาษาอังกฤษได้ยาก ฉันคิดว่าการพูดเป็นเรื่องยากมาก อยาก
		พูดภาษาอังกฤษก็กลัวครูหรือเพื่อนตำหนิ
		(Kalau aku kak, vocabnya susah dihafal. Itulah yang
		membuat saya sulit berbicara bahasa Inggris. Saya
		pikir berbicara itu sangat sulit. Jika saya ingin
		berbicara bahasa Inggris, saya takut disalahkan oleh
		guru atau teman)

Student 3 : *ขาดความมั่นใจ กังวลว่าสำเนียงจะไม่เปะ แล้วอีกอย่างจำศัพท์*

ไม่มากด้วยครับ

(Kalau saya kak kurang percaya diri Saya khawatir

aksennya tidak akan sempurna. Dan satu hal lagi, saya

tidak ingat banyak kata)

Some students stated that they faced problem in speaking. They felt anxious because they had negative self-perception and low self-esteem. That factor became serious things for them. Those students are Abdulloh, Padree, Nurhusna. The researcher got the data from the interview.

Student 1 is from Ton Tanyong of class 6/SMP. He said that he did not know what the meaning of the word, so he couldn"t speak in English fluently. Meanwhile according Abdulloh speaking is the most difficult thing because he rarely speaking in English. He does not master many vocabularias, so it makes him difficult to speak in English.

Student 2 is from Ton Tanyong of class 6/SMP. He explains the difficulty in speaking occurred because she does not memorize the vocabulary which would be pronounced and it makes her felt difficult and confused in speaking. The last is Student 3 is from Ton Tanyong of class 6/3. She was also less practiced speaking in English and got the difficulty in arranging the words or sentence. On her mind, English is so difficult to learn, she did not believe in herself that she can do it.

b   Teaching and Testing Procedure

Some teaching activities are usually carried out with the presentation, teamwork, role play and others. Learners feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulates student is anxiety.

Table 4.2 Factors of Speaking Anxiety about Teaching and

Testing Procedure

	Question/ Statement	Number of Students					Total
		NE	SE	SO	OF	AL	
Q.4	Assignments can help me to better understand Speaking lessons. (การมอบหมายการบ้านสามารถช่วยให้ฉันเข้าใจจบทเรียนการพูดได้ดียิ่งขึ้น)		30%	30%	20%	20%	100%
Q.5	My Speaking score is better than my reading and writing score. (คะแนนการพูดของฉันดีกว่าคะแนนการอ่านและการเขียนของฉัน)		50%	10%	20%	20%	100%
Q.6	I always learn extra about speaking through YouTube or Google. (ฉันมักจะเรียนรู้เพิ่มเติมเกี่ยวกับการพูดผ่าน YouTube หรือ Google		20%	30%	30%	20%	100%
Q.7	I always read English books. (ฉันมักจะอ่านหนังสือภาษาอังกฤษ)		30%	50%	10%	10%	100%

NOTE: NE = *Never,* SE = *Seldom,* SO = *Sometimes,*

OF = *Often,* AL = *Always*.

The second factor is related to the Teaching and Testing Procedure which is shown from the Questionnaires with statements Number 4 to number 7. With Statement Number 4, these *Assignments can help me to better understand Speaking lessons.* Related to this statement, 30% of students answered rarely and sometimes this shows that they often get a lot of problems when learning English. Every English assignment uses Google Translate because English is difficult and hard to understand when doing assignments. While some 20% of students answered often and most often and no students answered never. The most students answered seldom and sometimes because most of them didn't work on assignments and didn't collect English assignments. So English is seldom used in speaking because it is customary every day to use Thai or Malayu.

Statement number 5, this *My Speaking score is better than my reading and writing score.* Students with a total of 10 people regarding this statement half of the students or 50% answered seldom while 20% of students answered often and always and no students answered never. Most of the students' problems in learning English for number 5 are low grades, so their problem is about the value of English a little from other courses so some people decide to study English enthusiastically. The most of the students answered that it was rare because they didn't practice often and one week of learning English only had two meetings, so there were a lot of incomplete English assignments, which made their grades slightly higher than the grades of other subjects.

Statement number 6, this is *I always learn extra about speaking through YouTube or Google.* Are 30% of students who answer sometimes and often this shows that they often have the most problems when learning English is learning English only in class. Meanwhile, 20% of students who answer seldom and always so there are no students who answer never. The many students answered sometimes and often because most of them learn English in class, while they can practice outside the classroom or at home, so they don't really use or practice other than in English class.

Finally, Statement Number 7 is *I always read English books.* Related to this questioning, 50% of students answered that sometimes this pointed out that they sometimes get a lot of problems when learning English, namely being lazy to read books, not learning English, reading English is difficult, they often write Thai to be explained. While 30% of students answered seldom and none, 2 students answered often or always and no one answered never. The most of the students answered. Sometimes because most of them don't often read books, they only read it in reading class.

Based on the results of the interviews, the researchers found factors causing students' lack of confidence. They have Teaching and Testing Procedure Lecturers try to pay more attention to students so that they are more confident and dare to speak in English. Lecturers also ask them when students do not understand the subject matter. Lecturers assess them to feel anxious. It is known from the results of interviews with students that they find challenges in speaking. This is influenced by several factors such as our self-confidence such as vocabulary and liking of Basic English. To ensure

student learning satisfaction, the researcher also conducted interviews with three students regarding this aspect.

Researcher : *ปัญหาอะไรพูดภาษาอังกฤษแล้วรู้สึกไม่คล่อง?*

Menurut kamu apa yang membuat Speaking bahasa Inggris belum lancer

Student 4 : *ฉันไม่มั่นใจมาก ถ้าฉันต้องการพูดภาษาอังกฤษมันน่าอาย*

(Saya tidak terlalu percaya diri Jika saya ingin berbicara bahasa Inggris itu memalukan)

Student 5 : *ขาดความมั่นใจในการพูด กลัวคนอื่นหัวเราะ*

(kurang percaya diri berbicara takut orang lain tertawa)

Student 6 : *คำตอบของฉันก็เหมือนของเพื่อนทุกคนค่ะ*

(sebagian besar masalahnya sama dengan apa yang dikatakan teman saya)

Students 4, Student 5 and Student 6 are from Ton Tanyong School grade 6. They said that with teaching and testing procedures such as presentations, he felt anxious when she had to speak in front of the class, lecturers and other friends. They feel that when presenting material they have to prepare material and be confident. The teaching and testing procedures are different between English and Thai make it difficult for them to show off their speaking skills. They will be restless because they do not have self-confidence. This is also caused by a lack of practice. At school they only provide basic and simple material.

c   Fear of taking risks

Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can- do" attitude, the risk taking attitude toward the foreign language tasks is defined as the individual's tendency to assume risks in using the L2 in the second language class. There are, four dimensions of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element; an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others.

**Table 4.3 Factors of Speaking Anxiety about Fear of
Taking risks**

NO.	Question/Statement	Number of Students					Total
		NE	SE	SO	OF	AL	
Q.1	I prepared myself before the Speaking lesson. (ฉันเตรียมตัวเสมอก่อนเรียนการพูดภาษาอังกฤษ)		20%	30%	40%	10%	100%
Q.8	I like to greet foreigners in Speaking English. (ฉันชอบทักทายชาวต่างชาติด้วยภาษาอังกฤษ)	40%	30%	20%	10%		100%
Q.10	I always take the time to learn Speaking outside of School (ฉันมักจะใช้เวลาเรียนรู้การพูดนอกโรงเรียนเสมอ)		50%	20%	10%	20%	100%

NOTE: NE = *Never,* SE = *Seldom,* SO = *Sometimes,*

OF = *Often,* AL = *Always.*

The third factor related to Fear of taking risks is shown from
Questionnaires with Statements Number 1, Number 8, and Number 10.

Statement Number 1 *I prepared myself before the Speaking lesson.*
Related to this statement 40% of students answered often. This indicates
that they often get a lot of problems when learning English, namely not
being prepared to learn English class and not being prepared when
presenting, rarely giving individual presentations. The most groups while
30% of students who answered sometime and who answered seldom 20%

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then 10% answered always and no students answered never. The most students answer often because they are not prepared to study in English class and are not ready when presenting and rarely present individually, mostly in groups. So, English is rarely used in speaking because it is customary to use Thai or Malay every day so English uses just in speaking class. English alone is their problem so never doesn't answer it.

Statement number 8, *I like to greet foreigners in speaking English.* Students with a total of 10 people Related to this statement 40% of students answered never while 30% of students answered seldom then 20% students answered sometime and 10% of students answered often and no students answered always. The most students answered that it was never a problem because they did not often practice and talk when the teacher was studying in class.

Statement Number 10 is *I always take the time to learn Speaking outside of School.* Related to this statement, 50% of students answered seldom, indicating that they often get a lot of problems when learning English; it is rare to study alone or with friends and not learn English in addition anymore. While 20% of students answered sometimes and always and no students answered never. The most students answered seldom because they were not prepared to study in English class. So, English was rarely used in speaking because it was their habit to use Thai or Malay every day, so English was using just in English speaking class.

Based on the results of the interviews, the researchers found factors causing students' lack of confidence. They have Fear of taking risks Lecturers try to pay more attention to students so that they are more confident and dare to speak in English. Lecturers also ask them when students do not understand the subject matter. Lecturers assess them to feel anxious. It is known from the results of interviews with students that they find challenges in speaking. This is influenced by several factors such as our self-confidence such as vocabulary and liking of Basic English. To ensure student learning satisfaction, the researcher also conducted interviews with three students regarding this aspect.

Researcher : *ในความคิดเห็นของคุณ กลยุทธ์หรือวิธีใดที่คุณทำเพื่อลด*
ความวิตกกังวลเมื่อพูด/นำเสนอภาษาอังกฤษ?
(Menurut kamu, bagaimana strategis atau cara yang
kamu lakukan untuk mengurangi kecamasaan ketika
berbicara/ melakukan presentasi dengan
menggunakan bahasa inggris?)

Student 7 : *สำหรับฉัน ฉันมักจะเตรียมเนื้อหาที่จะเรียนในชั้นเรียนหรือ*
ฝึกพูดภาษาอังกฤษโดยดูวิดีโอบน YouTube เพื่อเรียนรู้
(Kalau saya biasanya menyiapkan materi yang akan
dipelajari di kelas atau latihan berbicara bahasa
inggris dengan menonton video di youtube untuk
belajar)

Student 8 : *ฉันมักจะให้กำลังใจตัวเองว่าฉันสามารถทำได้และสามารถ*
ลดปัญหาเหล่านี้ได้
(Saya sering menyemangati ketika belajar dan mau
presentasi dikelas diri sendiri bahwa saya bisa dan
itu bisa mengurangi kesulitan-kesulitan tersebut
kak)

Student 9 : *เมื่อฉันรู้สึกว่าการพูดภาษาอังกฤษเป็นเรื่องยาก ฉันมักจะ*
ให้กำลังใจตัวเองว่า "ฉันทำได้" แล้วฉันก็พยายามอีกครั้งค่ะ
(Ketika saya merasa sulit untuk berbicara bahasa
Inggris saya sering Mendorong diri sendiri "saya
pasti bisa" dan saya coba lagi kak)

Student 7 is from Ton Tanyong of class 6/SMP. She felt that speaking was difficult because she rarely practiced speaking in English because she is afraid of taking risk, if she tries to speak English and then she does a mistake, she is afraid if the other students or the lecturer correct her, and she also felt difficulty in memorizing vocabulary and understanding, even though after reading the English books.

Student 8 and Student 9 are from Ton Tanyong. She had low self-confidence presenting the material in their group presentation. She only read the material when presenting. She did not explain the material in a good way. She looked nervous. The sound of She speaking is not clear. She delivered the presentation in a short time. Moreover, she did not open question and answer session because they were afraid to do a mistake. It can be concluded that they were fear taking a risk.

d.   Teacher manner

Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient can reduce anxiety. This is different to teacher who gives impromptu quiz, bad communicator, suddenly, booed and stiff can cause anxiety.

Table 4.4 Factors of Speaking Anxiety about Teacher manner

NO.	Question/Statement	Number of Students					Total
		NE	SE	SO	OF	AL	
Q.3	I pay serious attention when learning to Speaking English. (ฉันตั้งใจเรียนในการพูดภาษาอังกฤษอย่างจริงจัง)			30%	30%	40%	100%

NOTE: NE = *Never,* SE = *Seldom,* SO = *Sometimes,*

OF = *Often,* AL = *Always*.

The last factor related to Teacher Manner is shown from the Questionnaires with Statement Number 3.

Statement Number 3 is *I pay serious attention when learning to speak English.* Related to this statement, 40% of students answered always. This shows that they often get a lot of problems when learning English, while 30% of students answered often and sometime and no students answered never and seldom. The most students answer often because they are not prepared to study in English class and are not ready when presenting and rarely present individually, mostly in groups. So, English is rarely used in speaking because it is customary to use Thai or Malay every day so English uses Just in speaking class. English alone is their problem so never doesn't answer it.

Based on the results of the interviews, the researchers found factors causing students' lack of confidence. They have Teacher manner Lecturers try to pay more attention to students so that they are more confident and dare to speak in English. Lecturers also ask them when students do not understand the subject matter. Lecturers assess them to feel anxious. It is known from the results of interviews with students that they find challenges in speaking. This is influenced by several factors such as our self-confidence such as vocabulary and liking of Basic English. To ensure student learning satisfaction, the researcher also conducted interviews with only students regarding this aspect.

Researcher :   *ในความคิดเห็นของคุณ กลยุทธ์หรือวิธีใดที่คุณทำเพื่อลด*

ความวิตกกังวลเมื่อพูด/นำเสนอภาษาอังกฤษ

(Menurut kamu, bagaimana strategis atau cara

yang kamu lakukan   untuk mengurangi

kecamasaan ketika berbicara/ melakukan

presentasi dengan menggunakan bahasa

inggris?)

Student 10 :   *สำหรับฉัน ฉันมักจะเตรียมเนื้อหาที่จะเรียนในชั้นเรียนหรือ*

ฝึกพูดภาษาอังกฤษโดยดูวิดีโอบน YouTube เพื่อเรียนรู้

(Kalau saya biasanya menyiapkan materi yang akan

dipelajari di kelas atau latihan berbicara bahasa

inggris dengan menonton video di youtube untuk

belajar)

Student 10 is from Ton Tanyong of class 6/1. She said that Speaking is the most difficult subject, because she is less of practice. She also does not like with the lecturer manner of teaching-learning, it is to monotone. She said that the lecturer has to have interesting method in teaching-learning process.

2.   Strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022-2023

Using the learning strategy are important for students because learning strategy is one of technique to help the students to overcoming their language anxiety in speaking English or express their. Based on the result of doing the research documentation and the interview to the subject of the study and also the observation above, the researcher found that there are five strategies; they are preparation, relaxation, positive thinking, peer seeking and resignation. Each student had different strategies to solve their problem. Sometimes they combined two or more strategies to make it successfully. Students" strategy in overcoming language anxiety described in the table below.

Table 4.5 Students' Strategy in Overcoming Language Anxiety

No	Name	Preparation	Relaxation	Positive Thinking	Peer Seeking	Resignation
1	Husaifah	✓			✓	
2	Abdulloh	✓	✓			
3	Padree	✓			✓	
4	Koreeah	✓		✓		
5	Yismee	✓	✓			
6	Muneeroh	✓		✓		
7	Patma	✓				✓
8	Rodeeya			✓	✓	
9	Ilham				✓	
10	Nurhusna		✓	✓		

a. Preparation

The first strategy is Preparation, in this strategy students attempts to control their own self by improving learning and study.

Student Husaifah is from Ton Tanyong of the class 6/SMP. She said that he should prepare the material which will be taught in the class.

Student Abdulloh is from Ton Tanyong of the class 6/SMP. The strategy used by Abdulloh is preparation because he makes some preparation before studying. It will make him easier to get confidence and

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reduced the difficulties. He always tries to increase his self- confidence which is very important in influencing his existence in the class.

Student Padree is from Ton Tanyong of the Class 6/SMP. The strategy used by Padree is preparation because she always prepares the material which will be study in the class.

Student Koreeah is from Ton Tanyong of the Class 6/SMP. The strategy used by Koreeah is preparation because it makes her easy to prepare the needs such as memorizing some vocabularies which will be used when she is speaking and raise more confidence.

Student Yismee is from Ton Tanyong of the Class 6/1. The strategy used by Yismee is preparation because she usually prepares what she needs before studying in the class by following the material or practicing in English, watching some video on the internet about the tips to speak English easily and she tries to practice it at class.

Student Muneerah is from Ton Tanyong of the Class 6/1. The strategy used by Muneerah is preparation because if she prepares the material which will be studied in the class, practicing in English and watching some videos on the internet about the tips to speak English easily.

Student Patma is from Ton Tanyong of the Class 6/2. The strategy used by Patma is preparation because he makes a lot of preparation and practice to get better achievement in English.

b. Relaxation

The strategy used by student Abdulloh is relaxation because this strategy will make him focus on the material. He makes himself be relaxed before following the class.

The strategy used by student Yismee is relaxation because she tries to relax herself when she learns to focus with the material in the classroom. By relaxing her mind it will makes her essay following the English class.

Student Patma is from Ton Tanyong of the Class 6/2. The strategy used by student Patma is relaxation because she tries to stay calm and focus when teaching learning process in on progress.

c. Positive Thinking

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students" anxiety, think that everything can be well.

The strategy used by student Koreeah is positive thinking because she often gives encouragement word to herself that she will be able to do and that kind of way will decrease the problems.

The strategy used by student Muneeroh is positive thinking because she often gives encouragement word to herself that she will be able to do when she tries to focus and patience more. She assumes that the result or the achievement is deepened on the process.

The strategy used by student Rodeeya is positive thinking. If he thinks that it is difficult for him, he always be positive thinking. By losing bad suggestion and change it become good suggestion which will influence the achievement of learning English.

Student Nurhusna The strategy used by Nurhusna is relaxation. She always gives good stimulus and motivation on herself. She thinks that by giving good motivation to herself as a mean giving an effort. By increasing the relaxation means she is getting good impact and positive energy.

d. Peer Seeking

The fourth strategy is Peer Seeking, this strategy distinguished by students" willingness to look for other students who seem to have trouble Understanding the class and/or controlling their anxiety.

The strategy used by student Husaifah is peer seeking because she usually studies, practices with another students. She says that speaking is the most difficult thing because she rarely speaks in English, She also less practice speaking English.

The strategy used by student Padree is peer seeking because He usually studies, share about English, and practice with other students who are good in English. He says that He does not know the meaning of the word, so He good not speak English fluently.

The strategy used by student Rodeeya is peer seeking because she always asks to her friends all about English and how to master it, especially

in speaking. She says that she does not have the basic before so it is difficult to start speaking English

Student Ilham The strategy used by student Ilham is peer seeking because by sharing and studying with some friends will make her more confidence.

e. Resignation

The last strategy is Resignation. This is characterized by students" unwillingness to do anything to decrease their language anxiety. Resignation seems intent on minimizing the impact of anxiety by refusing to face the problem.

Student Patma only one student that used this strategy. Student Patma said sometimes he played mobile phone to lessen his boring. She says she does not like speaking class and god not speak well so that she avoids the situation that forces him to perform in form of the class. From the observation, sometimes when she feels confused or cannot be focus and then she just play mobile phone in the class.

B. DISCUSSION

Based on the research findings, the researcher discussed the research findings. The discussion contains an analysis of the problem of influencing factors by Thai students in grade 6. In the discussion section, the researcher tries to make a description of the research results with relevant references. The explanation will be presented below:

1.   The factors affecting anxiety of Thai students when speaking English at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022/2023

Yong in Tasee (2009:17) explained that anxiety is fear, worry, and nervous when there are interruptions to the student in the class who did speaking. While form of speaking anxiety according to Horwitz and Cope (1986) there are many of the psycho- psychological symptoms such as: apprehension, worry, even dread, difficulty concentrating, difficulty grasping the content of target language, avoidance behavior, become forgetful, sweat, tenseness, trembling, perspiring, palpitations and sleep disturbance. Based on explanation above, it can concluded that speaking anxiety is fear, worry, and nervous impact on one's self-confidence makes one experience failure when not being able to speak out and show what one knows when doing speaking in class.

In this case, the Grade 6 students at Ton Tanyong School said that speaking was the most difficult thing because they rarely spoke English; they also lacked practice speaking English and had difficulties in

constructing words or sentences. Behavior in speaking English. They said that with teaching and testing procedures such as presentations, they felt anxious when they had to speak in front of the class, lecturers and other friends. They also said that they lack confidence in speaking English. It means they are not confident. They find it difficult to compose sentences. They think about grammar, so it also makes it difficult for them to speak English fluently. Meanwhile, they said that they had no prior Basic English. So it's hard to start speaking English. They say that they need a good method to make them speak English better.

Aydin in Balemir (2009: 23) explains that he found the four main sources of anxiety writing and speaking in class after doing research in the context of EFL Turkey, namely Personal Reasons, those are Teacher manner, Teaching and Testing Procedure. While, Balemir (2009:30) explained that there are other factors that affect students" anxiety like, gender, motivation and time of starting to learn English. Besides that, according to Occhipinti (2009) explained the sources of students speaking anxieties. They are: gender, negative self-perception and low self-esteem, competitiveness, negative experiences, fear of taking risks, students" belief, exposure variables and "time abroad".

Factors that cause anxiety for Grade 6 students at Ton Tanyong School are negative self-perceptions and low self-esteem. This is included in the theory of Occhipinti (2009). They said they didn't know what the word meant, so they couldn't speak English fluently. They stated that speaking was the most difficult thing because they rarely spoke English. Thai

students explained that speaking difficulties occurred because they did not memorize the vocabulary to be spoken and it made them feel difficult and confused in speaking. They said they lacked confidence, so they sat in the back. They rarely speak in class. They also find it difficult to do their job. Students have opinions about the factors that cause difficulties in learning to speak because first, they actually do not have Basic English so they find it difficult to understand the material explained by the lecturer. Second, they have less study time because they are more focused on other subjects.

These students said that with teaching and testing procedures such as presentations, they felt anxious when they had to speak in front of the class, lecturers and other friends. They feel that when presenting material they have to prepare material and be confident. This means that the factors that cause anxiety are teaching and testing procedures. This is in accordance with Aydin's theory in Balemir (2009: 23).

They feel that speaking is difficult because they rarely practice speaking English because they are afraid of taking risks, if they try to speak English and then they make a mistake, they are afraid that other students or lecturers will correct them. This is in accordance with the Occhipinti theory. They said that they did not like the teacher's way or method of teaching speaking. So that makes them feel anxious to improve their speaking. This is in accordance with Aydin's theory in Balemir.

2. Strategies used by Thai students to overcome their speaking English anxiety in daily activity in the class at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022/2023

Most of the students used the preparation as their strategies because the students used the preparation strategy that the students used: They searched the material by using internet, dictionary or handout then they wrote it on the book after that they memorized it, asked their friends help them, they were looking at the mirror and practicing, they read the text in front of the mirror, asked their friend to be a lecture so that they could practice with their friend, studied hard about the material.

The second strategies that the students" usually used were positive thinking, such as: be confident, believe that we could do the best and got a good score, always be positive, brave, did not fear of making mistake, believe in our self. The student stated that she would be positive thinking before English speaking classroom. She reduced to negative thinking about what will happen in the classroom. According to Hembree (1988) there are three approaches to cope with anxiety. The first one is cognitive approach which implies that the origin of anxiety is thinking disturbances that take place in the classroom. This approach suggests rational-emotive therapy and cognitive restructuring in order to avoid anxiety. The second approach is affective approach which tries to reduce the negative relationship between classroom and anxiety. That second approach is in line with the student's

statement that she reduced the negative relationship between classroom and anxiety. She always kept positive thinking before and during the teaching learning process.

The third strategies were relaxation such as: played their hand, prayed to Allah, took a deep breath. Fourth Strategies were peer seeking, the student felt that they had friends that had the same feeling with them and had the same difficulties.

The fourth strategy is peer seeking. There are five students who used that strategy. The students feel that they have friends that have the same feeling with them and have the same difficulties.

The last strategies were resignation, the students that used this kind of strategy just one students, he said that he did not like speaking class and he could not speak well so that he avoided the situation that force his to perform in front of the class.

CHAPTHER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on data analysis and discussion in the previous chapter, the researcher concluded that the anxiety factors of grade 6 students when speaking English at Ton Tanyong for the 2022-2023 academic year, are negative self-perception and low self-esteem, teaching and testing procedures, fear of taking risks and Teacher manner, attitude teacher and then the beliefs of students. They rarely practice speaking English, they don't know the meaning and vocabulary, are nervous during presentations and don't know the material well. This makes it difficult for students to learn to speak, because they usually translate the meaning word for word. If students can reduce the word, one way to make it easy for them to speak English is that they don't like English, class conditions, teaching methods and technology, don't understand if the class is crowded. In fact, the method used by the teacher is not just one method, but must have more methods. Another factor is that they lack self-confidence because they had low Basic English competence before. Thus, they felt anxious English class.

The strategies used by grade 6 students to overcome their anxiety of speaking English in their daily activities in class are: preparation, relaxation, positive thinking, partner seeking and resignation. They prepared to speak before facing the class. It also relaxes them. In addition, they also continue

to think positively, look for peers, and surrender. They try to speak and learn more to improve their ability to speak.

B. SUGGESTIONS

After the researcher draws conclusions from the problems that affect students in Thailand in speaking lessons at Ton Tanyong School, the researcher wants to provide some suggestions for the following sections;

1. For teacher
    a. The teacher should be able to make the students learn actively, especially during teaching learning process.
    b. The teacher should create the situation of the teaching-learning process at intermediate speaking class more innovatively.
    c. The teacher must be more creative in teaching activity, especially more creative in choosing the materials as the developing of era.
2. For the institutions
    a. Emphasize the teacher to use an interesting method in teaching learning process.
    b. Make a training program for teachers to create a new creative method.
    c. Encourage the facilities in the course in order to make teaching-learning process being varieties.

3. For Students

Students should motivate themselves to learn more, ask more and do more in learning process. Students should prepare their material if want to perform in front the class. The students must to try to conversation naturally when the teacher asks to perform in front of the class. The students must learn more about the aspects of speaking English such as vocabulary, pronunciation, grammar and fluently. It will make they easy if want to start a speaking or conversation.

4. For Other Researchers

This research can be used as a reference to the other researchers. The researcher knows that this research especially in speaking skill. This research hopefully can be developed by the other researchers in conducting the same research. The researcher realizes that this researcher paper is not perfect. There are many weaknesses of this research because of the limited skills of the researcher, and the time of the research. Hopefully, this research can be used as the reference for other researchers who want complete the research in different point.

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APPENDIX 1

THE QUESTIONNAIRE OF STUDENT'S SATISFACTION

UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA

KUESIONER KEPUSAN SISWA DALAM MENGIKUTI PEMBELAJARAN BAHASA INGGRIS DI TON TANYONG SHOOL NARATHIWAT THAILAND TAHUN AKADEMIK 2021/2022

Assalamu'alaikum wr wb

Dengan ini saya mengharapkan kesediaan siswa dan siswi untuk mengisi pertanyaan-pertanyaan ini, yang digunakan untuk mengumpulkan data dalam rangka penelitian pembuatan skripsi, dengan judul: **"Speaking Anxiety among Thai Students at Secondary Ton Tanyong School Narathiwat Thailand in Academic Year 2022/2023"**

Kejujuran dan jawaban siswa-siswi dalam pengisian angket ini sangat diharapkan untuk kelancaran pembuatan skripsi ini. Dalam lembaran angket ini tidak ada jawaban salah atau benar, tetapi merupakan pendapat atau kondisi yang dirasakan peserta didik. Jawaban yang telah diberikan tidak akan mempengaruhi prestasi yang didapatkan siswa/siswi di sekolah, karena penelitian ini hanya bersifat ilmiah.

Terima kasih atas kesediaan dan waktu yang diberikan untuk pengisian

angket ini.   Peneliti

                                                                                                Sumai-yah Ni-ma

Petunjuk pengisian:

1. Sebelum menjawab bacalah pernyataan-pernyataan ini dengan teliti

2. Jawablah pertanyaan-pertanyaan pada lembaran berikut sesuai dengan kondisi

dan keadaan peserta didik rasakan sejujurnya

3. Setiap pertanyaan terdiri dari lima alternative jawaban

   Keterangan:

   TP   = Tidak Pernah, (ไม่เคย)

    J   = Jarang, (ไม่ค่อย)

   T   = Terkadang, (บางครั้ง)

   S   = Sering, (มักจะ)

   PS   = Paling Sering, (บ่อยที่สุด)

4. Selamat mengerjakan

Questionnaire Tugas Akhir dengan Judul

"Speaking anxiety among Thai Students at secondary Ton Tanyong School Narathiwat Thailand in a Academic Year 2022/2023"

NO.	Question	Number of Student				
		TP	J	T	S	PS
1.	I prepared myself before the Speaking lesson. (ฉันเตรียมตัวเสมอก่อนเรียนการพูดภาษาอังกฤษ)					
2.	I often get a lot of trouble when Speaking English. (ฉันมักจะมีปัญหาในการพูดภาษาอังกฤษ)					
3.	I pay serious attention when learning to Speaking English. (ฉันตั้งใจเรียนในการพูดภาษาอังกฤษอย่างจริงจัง)					
4.	Assignments can help me to better understand Speaking lessons. (การมอบหมายการบ้านสามารถช่วยให้ฉันเข้าใจบทเรียนการพูดได้ดียิ่งขึ้น)					
5.	My Speaking score is better than my reading and writing score. (คะแนนการพูดของฉันดีกว่าคะแนนการอ่านและการเขียนของฉัน)					
6.	I always learn extra about speaking through YouTube or Google.					

		TP	J	T	S	PS
	(ฉันมักจะเรียนรู้เพิ่มเติม เกี่ยวกับการพูดผ่าน YouTube หรือ Google)	96				
7.	I always read English books. (ฉันมักจะอ่านหนังสือ ภาษาอังกฤษ)					
8.	I like to greet foreigners in Speaking English. (ฉันชอบทักทายชาวต่างชาติ ด้วยภาษาอังกฤษ)					
9.	I lack the confidence to Speaking English. (ฉันขาดความมั่นใจเวลาจะ พูดภาษาอังกฤษ)					
10.	I always take the time to learn Speaking outside of School. (ฉันมักจะใช้เวลาเรียนรู้การ พูดนอกโรงเรียนเสมอ)					

NOTE: TP = Tidak Pernah, (ไม่เคย)

J = Jarang, (ไม่ค่อย)

T = Terkadang, (บางครั้ง)

S = Sering, (มักจะ)

PS = Paling Sering, (บ่อยที่สุด)

THE RESULTS OF STUDENT'S SATISFACTION QUESTIONNAIRE

UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA

HASIL KUESIONER KEPUSAN SISWA DALAM MENGIKUTI PEMBELAJARAN BAHASA INGGRIS DI TON TANYONG SHOOL NARATHIWAT THAILAND TAHUN AKADEMIK 2021/2022

TABEL HASIL KUESIONER

NO.	Question	Number of Student					Total
		TP	J	T	S	PS	
1.	I prepared myself before the Speaking lesson. (ฉันเตรียมตัวเสมอก่อนเรียนการพูดภาษาอังกฤษ)		2	3	4	1	10
2.	I often get a lot of trouble when Speaking English. (ฉันมักจะมีปัญหาในการพูดภาษาอังกฤษ)			2	6	2	10
3.	I pay serious attention when learning to Speaking English. (ฉันตั้งใจเรียนในการพูดภาษาอังกฤษอย่างจริงจัง)			3	3	4	10
4.	Assignments can help me to better understand Speaking lessons.		3	3	2	2	10

No.	Statement					
	(การมอบหมายการบ้าน สามารถช่วยให้ฉันเข้าใจ บทเรียนการพูดได้ดียิ่งขึ้น)					
5.	My Speaking score is better than my reading and writing score. (คะแนนการพูดของฉัน ดีกว่าคะแนนการอ่านและ การเขียนของฉัน)		5	1	2	2	10
6.	I always learn extra about speaking through YouTube or Google. (ฉันมักจะเรียนรู้เพิ่มเติม เกี่ยวกับการพูดผ่าน YouTube หรือ Google)		2	3	3	2	10
7.	I always read English books. (ฉันมักจะอ่านหนังสือ ภาษาอังกฤษ)		3	5	1	1	10
8.	I like to greet foreigners in Speaking English. (ฉันชอบทักทาย ชาวต่างชาติด้วย ภาษาอังกฤษ)	4	3	2	1		10
9.	I lack the confidence to Speaking English. (ฉันขาดความมั่นใจเวลา จะพูดภาษาอังกฤษ)		2	1	5	2	10
10.	I always take the time to learn Speaking outside of School. (ฉันมักจะใช้เวลาเรียนรู้ การพูดนอกโรงเรียนเสมอ)		5	2	1	2	10

NOTE: TP = Tidak Pernah, (ไม่เคย)

J = Jarang, (ไม่ค่อย)

T = Terkadang, (บางครั้ง)

S = Sering, (มักจะ)

PS = Paling Sering, (บ่อยที่สุด)

APPENDIX 3

INTERVIEW QUESTIONS

1. Apa yang membuat merasa kecamasan ketika kelas Speaking dalam bahasa Inggris? Contoh: Tidak berani presentasi, berkomunikasi, Malu, Kurang percayaan diri?

2. Menurut kamu apa yang membuat Speaking bahasa Inggris belum lancar?

3. Menurut kamu, bagaimana strategis atau cara yang kamu lakukan untuk mengurangi kecamasaan ketika berbicara/ melakukan presentasi dengan menggunakan bahasa inggris?

TRANSCRIPT INTERVIEW WITH SEVERAL STUDENTS

Researcher : "Assalamualaikum dek.. kakak izin bertanya boleh?"

Student 1 : "Waalaikummussalam.. Iya boleh kak.. silakan kak?"

Researcher : "Jadi begini dek.. kakak kuliah di Indonesia ini mau bikin

Skripsi Tentang berbicara Bahasa Inggris di Kelas dik."

Student 1 : " Baik kak, silakan.."

Researcher : "Apa yang membuat merasa kecamasan ketika kelas
Speaking   dalam bahasa Inggris? Contoh: Tidak berani
presentasi, berkomunikasi, Malu, Kurang percayaan diri?"

(อะไรทำให้คุณรู้สึกกังวลเมื่อต้องพูดในชั้นเรียนภาษาอังกฤษ? เช่น:
ไม่กล้านำเสนอ สื่อสาร ขี้อาย ขาดความมั่นใจ?)

Student 1 : "Karena apa ya kak, karena saya tidak tahu kosa kata sebanyak

mungkin, jadi sangat sulit bagi saya untuk memahami kata

atau   kalimat. Itu sebabnya saya merasa sulit untuk

mengucapkan kalimat dalam bahasa Inggris"

(เพราะอะไรค่ะ เพราะหนูไม่รู้ศัพท์เท่าไหร่ เลยเข้าใจคำหรือประโยค

ยากมากค่ะ นั่นเป็นเหตุผลที่หนูพบว่ามันยากที่จะออกเสียงประโยค

เป็นภาษาอังกฤษ)

Researcher : "Ok.. makasih yaa jawabannya dek .."

Researcher : "Kalau kamu dek"

Student 2 : " Kalau aku kak, vocabnya susah dihafal. Itulah yang membuat saya sulit berbicara bahasa Inggris. Saya pikir berbicara itu sangat sulit. Jika saya ingin berbicara bahasa Inggris, saya takut disalahkan oleh guru atau teman."

(ถ้าเป็นฉันกะคำศัพท์จะจำยาก นั่นคือสิ่งที่ทำให้ฉันพูดภาษาอังกฤษ ได้ยาก ฉันคิดว่าการพูดเป็นเรื่องยากมาก อยากพูดภาษาอังกฤษก็กลัว ครูหรือเพื่อนตำหนิ)

Researcher : "Ok. Makasih.. Faham perasaan mu dek, Kakak juga gitu"

Researcher : "Kalau menurut mu Padree?"

Student 3 : " Kalau saya kak kurang percaya diri Saya khawatir aksennya tidak akan sempurna. Dan satu hal lagi, saya tidak ingat banyak kata."

(ขาดความมั่นใจ กังวลว่าสำเนียงจะไม่เป๊ะ แล้วอีกอย่างจำศัพท์ไม่มาก ด้วยครับ)

Researcher : "Menurut kamu apa yang membuat Speaking bahasa Inggris belum lancar?"

(ปัญหาอะไรพูดภาษาอังกฤษแล้วรู้สึกไม่คล่อง?)

Student 4 : "Saya tidak terlalu percaya diri Jika saya ingin berbicara bahasa Inggris itu memalukan."

(ฉันไม่มั่นใจมาก ถ้าฉันต้องการพูดภาษาอังกฤษมันน่าอาย)

Researcher : "Ok.. Terimakasih"

Researcher : "Terus, kamu dek?"

Student 5 : " kurang percaya diri berbicara takut orang lain tertawa"

(ขาดความมั่นใจในการพูด กลัวคนอื่นหัวเราะ)

Researcher : "Ok... Kalau Menurut kamu apa yang membuat

Speaking bahasa Inggris belum lancar?"

Student 6 : "sebagian besar masalahnya sama dengan apa yang dikatakan

teman saya."

Researcher : "Ok, Terimakasih adek berdua ya.."

Researcher : "Menurut kamu, bagaimana strategis atau cara yang kamu

lakukan   untuk mengurangi kecamasaan ketika berbicara/

melakukan presentasi dengan menggunakan bahasa inggris?"

Student 7 : "Kalau saya biasanya menyiapkan materi yang akan dipelajari di

kelas atau latihan berbicara bahasa inggris dengan menonton

video di youtube untuk belajar."

(สำหรับฉัน ฉันมักจะเตรียมเนื้อหาที่จะเรียนในชั้นเรียนหรือฝึกพูด

ภาษาอังกฤษโดยดูวิดีโอบน YouTube เพื่อเรียนรู้)

Researcher : "Dan apa strategi atau cara yang kamu lakukan untuk mengurangi

kecemasan saat berbicara/presentasi dalam bahasa Inggris?

(ในความคิดเห็นของคุณ กลยุทธ์หรือวิธีใดที่คุณทำเพื่อลดความวิตก

กังวลเมื่อพูด/นำเสนอภาษาอังกฤษ)

Student 8 : "Saya sering menyemangati diri sendiri bahwa saya bisa dan itu

bisa mengurangi kesulitan-kesulitan tersebut kak."

(ฉันมักจะให้กำลังใจตัวเองว่าฉันสามารถทำได้และสามารถลดปัญหา

เหล่านี้ได้)

Researcher   :   " Baik dek, Terimaksih ya dek"

Researcher   :   " Kalau kamu dek?"

Student 9   :   "Ketika saya merasa sulit untuk berbicara bahasa Inggris saya sering Mendorong diri sendiri "saya pasti bisa" dan saya coba lagi kak.

(เมื่อฉันรู้สึกว่าการพูดภาษาอังกฤษเป็นเรื่องยาก ฉันมักจะ

ให้กำลังใจตัวเองว่า "ฉันทำได้" แล้วฉันก็พยายามอีกครั้งค่ะ)

Researcher   :   "Dan yang terakhir apa strategi atau cara yang kamu lakukan untuk mengurangi kecemasan saat berbicara/presentasi dalam bahasa Inggris?"

(คนสุดท้ายในความคิดเห็นของคุณ กลยุทธ์หรือวิธีใดที่คุณทำเพื่อลด

ความวิตกกังวลเมื่อพูด/นำเสนอภาษาอังกฤษ)

Student 10   :   "Fokus lagi dan bersabar lagi."

(ตั้งสมาธิอีกครั้งและอดทนอีกครั้ง)

Researcher   :   "alhamdulilah sudah cukup ya dek.. makasih yaa.. ini rata rata jawabannya cukup puas, Semanagt adik-adik semua ya"

Student   :   "Semangat kakak dalam Skripsi ya, Semuga cepat selesai ya"

Researcher   :   "Ok, Terimakasih Adik Semua yaa."

TRANSCRIPT OBSERVATION

Setting   : **English Class**

Place   : **Ton Tanyong School**

Time   : **Thursday, July 05th, 2022**.

1) The first observation

The researcher did observation on Thursday, July 05th, 2022, the teacher speaking English teaching class 6/ SMP. There were some activities where the researcher joined in the classroom during the teaching speaking learning process.

a) Opening

The teacher opened the class by *Asslamu'alaikum warahmatullahi wabarokatuh* and the students answered *wassalamu'alaikum warahmatullahi wabarokatuh*. This is one of religious aspect is always kept by courses in Secondary Ton Tanyong School Narathiwat Thailand. As explained by the teacher at English Speaking class.

Then, the teacher checked the students' attendance by calling the student names one by one. The topics that teacher would teaching of today is "Warp up". In the topics has two material, the teacher has to teaching the material is "Greeting" has students opened your books. After the teacher told the topic, teacher give time to students to read in 5 minutes to review before entering the story during the students reading your books, the teacher wrote some vocabularies

which were wrong on the whiteboard because the word a new vocabulary that most students did not know the meaning. The teacher wrote to give the students find answers.

b) Main Activity

Continued to the material "Greeting" the teacher asked to students what is "greeting" after that the teacher explained about topics of today and there are students who did not understand and understand what the teacher explains. The teacher sometimes asked one of students to make example about the teacher explanations.

The teacher asked to students to make groups. Each group consisted 2 students for conversations and asked to make sentence like conversation with their groups about topics above. And the teacher wrote word that the students present on the whiteboard. The students did not like doing it because they did not understand and don't know what they had to say. They afraid of wrong and shy to present in front in the class, they did not know the meaning of words. That makes them cannot.

The teacher monitored the students' activities by moving around. After all done, the teacher give to students find the meaning the word the teacher wrote on the whiteboard earlier on. The students can find in dictionary. The teacher tells the students to memorize the words and meaning, after that memorize in front of teacher. If the students to forget the vocabulary, the teacher will review them until they are recognized.

c) Closing

Before closing the meaning the teacher reminded the students to read their handbook, and prepared the next material. The teacher also gave motivation to the students to always study more over about English because English was interesting and easy to be learnt. The teacher also chose the students who would be the student of the day for next meeting. Then, the teacher closed the class by saying "*wassalamualaikum Wr.Wb*". Then, the students answered *"Waalaikummussalam Wr.Wb",*

Setting : **English Class**

Place : **Ton Tanyong School**

Time : **Wednesday, August 03ᵗʰ, 2022**.

2) **The second observation**

The researcher joined the second meeting on Wednesday, August 03ᵗʰ, 2022 in the classroom during the teaching process at English speaking class 6/1 that day. The teacher taught about speaking practice class on that day.

a) **Opening**

The researcher entering to the class 6/1, the teacher gave salam to the students, and the students answered the salam. The teacher greeted the students by their conditions. It made the students to be ready joining the class. As the teacher said below:

Then, the teacher checked the students' attendance by calling the students' one by one. There were 24 students joined the class. The teacher let the student of the day to come forward to present the conversation about topics "Greeting" continue from week ago, there are a few who are not present.

b) Main Activity

The teacher continued the class with the material would be discussed that week ago. It was about "Greeting". The teacher let the student of the day to come forward to present the conversation about topics "Greeting" continue from week ago. After done, the teacher explained about the topics has been presented. Many students do not understand the use grammar so, not understand the part of speech in grammatical. There are a few who are not present. The students also confuse the subject and predicate, before the sentence is not readable.

After that, the teacher explained to example and practice to all students about problem students. The students must add memorize part of speech in grammatical English. And give motivation about learning English Speaking, the teacher gives homework to students about memorizes to grammar and practice in you book if next week the teacher checked again.

c) Closing

Before closing the meeting the teacher motivated that greeting was needed in conversation. The teacher did not forget to gives homework of students for review the lessons learned of today. Then, the teacher closed the class by saying *"Wassalamualaikum Wr.Wb."*. Then, the students answered *"waalaikumsalam Wr.Wb."*.

Setting : **English Class**

Place : **Ton Tanyong School**

Time : **Thursday, August 09th, 2022**.

3)   The third observation

The next teaching learning process where the researcher joined was on Thursday, August 09th, 2022. The class was opened at 10.40 wib. The English speaking class 6/2 on that day was speaking conversation class.

a) Opening

Entering the class, the teacher gave salam to the students, and the students answered the salam. The teacher did not forget to ask about the students' attendance by calling students' one by one. The teacher inform topics to be taught today, before would be topics today the teacher review the topics learned in the previous week because in order to test memory the students. After all done, the teacher started to the new material of today was "year, number" coming from the material before "day, year, and number. This is continuing the chapter before. So, enter the chapter "year, number".

b) Main Activity

The teacher continued the class with the material would be discussed that day. It was about "year" the teacher explained about the topics which this topics to know about day, year and number. The students has learned the day, in this topics about "Warp up" has cohesive. The students has confused to the topics, they feels

hard and not understand about new vocabulary or meaning in English. After all done, the teacher explained again about method and reading. The students feel worried and confused with number, some students forget to number.

After that, the teacher asked the students to write words that are not recognized again and repeatedly because to remember. The teacher asks recite in front the teacher until remember. The teacher monitored the students' activities by moving around. The teacher did not forget give to homework to students about the topics, give to test about year, number.

c) Closing

Finally, before closing the meeting the teacher motivated the students to read more. The teacher also did not forget to review the material to day and the material for next meeting. Then, the teacher closed the class by saying *"Wassalamualaikum Wr.Wb.".* Then, the students answered *"Waalaikumsalam Wr.Wb."*

Setting   **: English Class**

Place   **: Ton Tanyong School**

Time   **: Thursday, August 18ᵗʰ, 2022.**

4)   **The fourth observation**

The next teaching learning process where the researcher joined was on Thursday, August 18ᵗʰ, 2022. The speaking skill class that day was speaking practice conversation class.

a) Opening

The class was started at 10.30 wib. The teacher opened the class by saying *Assalamu'alaikum warahmatullahi wabarokatuh* and the students answered *wassalamu'alaikum warahmatullahi wabarokatuh.* Then, the teacher checked the students' attendance by calling the students' names one by one. The students of Class 6/3 at English speaking class had been more confident to speak up, and most of them had fluent to speak English.

b) Main Activity

In main activity, the teacher continued to the material on that day was "day, year and number". The teacher would be concluding this material. The teacher asks to students make a sentence about "day, year and number" make to sentence complete. The teacher gives to testing number change to complete character, the teacher gives 10-15 sentences testing about it.

c) Closing

The teacher closed the meeting by closing the students who would be the student of the day for next meeting. The teacher also made conclusion about how to manage the stress together with student. Finally, the teacher closed the class by saying *"Wassalamualaikum Wr.Wb.".* Then, the students answered *"Waalaikumsalam Wr.Wb.*

Ton Tanyong School Narathiwat Thailand

Hall of the School

School Building

Teacher's Room/computer Room

Parking Area

Library Room

Canteen

Information and Administration Office

Interview from Students

The students fill the questionnaire

The students fill the questionnaire

English Teacher