

**FACTORS AFFECTING ENGLISH SPEAKING ANXIETY OF THAI
STUDENTS IN SEMARANG**

(A Descriptive Study of the English Education Students)

A FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor
Degree (*Sarjana Pendidikan*) in English Education



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PAGE OF APPROVAL

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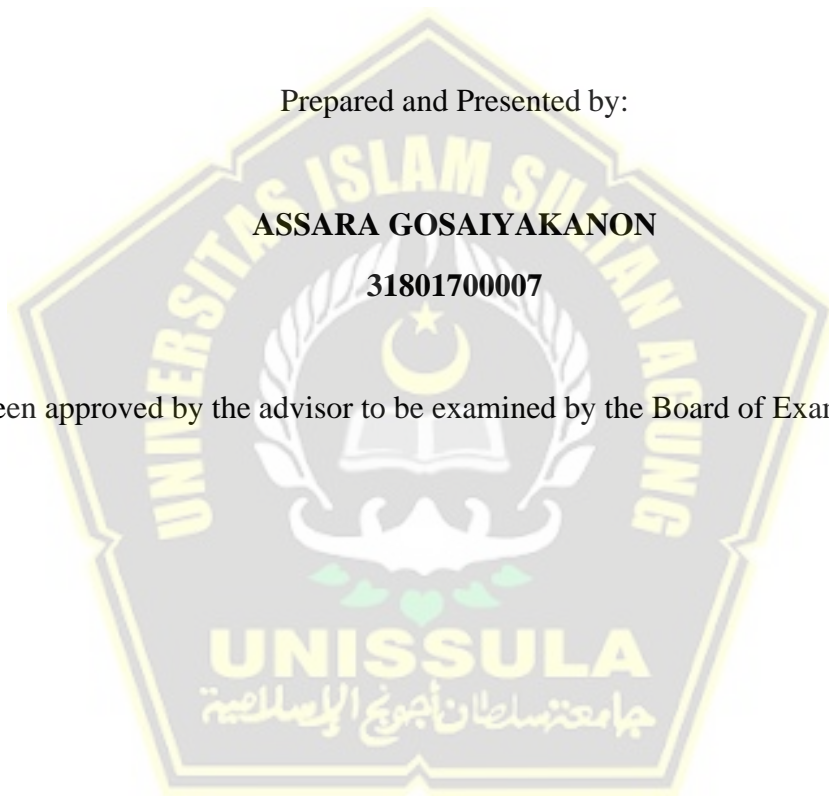
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VALIDATION

A Sarjana Pendidikan Final Project on

FACTORS AFFECTING ENGLISH SPEAKING ANXIETY OF THAI STUDENTS IN SEMARANG

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Defended before the board of examiners

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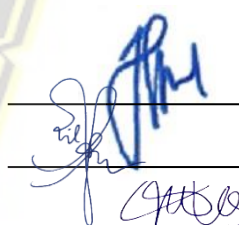
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MOTTO

The most successful people in the world have made many mistakes and
experienced far more failure than the rest.

“Only those who dare to fail greatly can ever achieve greatly.”

- Robert F. Kennedy



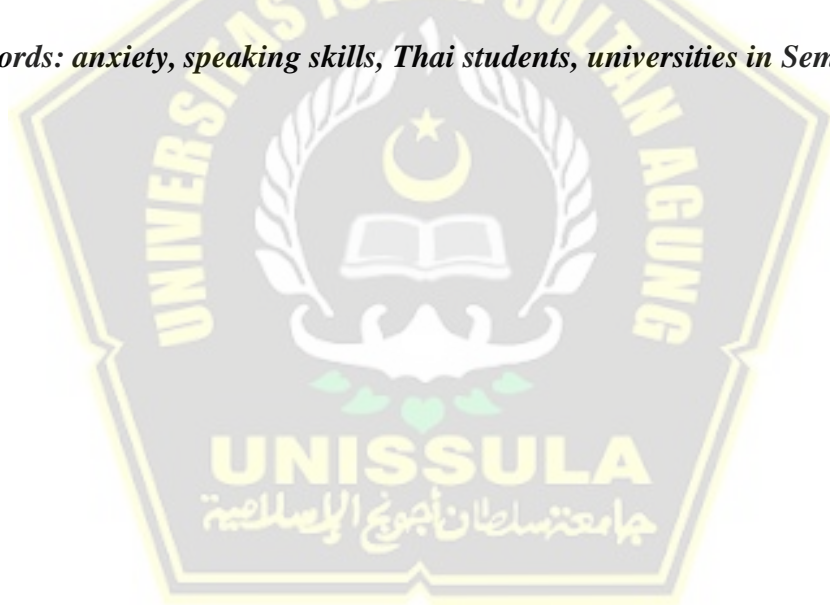
To my dearly loved parents and brother and sister for all their love, prayers, and
enduring support for my success. To my beloved people around me who never fail
to support and inspire me.

ABSTRACT

Gosaiyakanon, I. (2021). *Factors affecting English speaking anxiety of Thai students in Semarang*. A Final Project. English Education Study Program. Languages and Communication Science Faculty, Universitas Islam Sultan Agung. Advisor: Hartono, S.S., M.Pd.

This study examines the factors affecting English speaking anxiety of Thai students who are studying in Semarang. Eleven students of the English Education Study Program studying in Semarang were selected purposively as respondents. This method adopts a descriptive research design through a mixed method. The respondents were selected through purposive sampling to fill in the questionnaire and perform interviews. The findings indicate that 11 Thai students had moderate anxiety levels. What affects anxiety depends on the surrounding environment, and it depends on their language skills. It also includes a lack of vocabulary, making it impossible to speak in sentences correctly. As a result, they did not dare to speak and lacked self-confidence.

Keywords: *anxiety, speaking skills, Thai students, universities in Semarang*



INTISARI

Gosaiyakanon, I. (2021). *Factors affecting English speaking anxiety of Thai students in Semarang*. A Final Project. English Education Study Program. Languages and Communication Science Faculty, Universitas Islam Sultan Agung. Advisors: Hartono, S.S., M.Pd.

Penelitian ini mengkaji tentang faktor-faktor yang mempengaruhi kecemasan berbicara bahasa Inggris siswa Thailand yang belajar di Semarang. 11 mahasiswa Program Studi Pendidikan Bahasa Inggris yang belajar di Semarang dipilih secara purposive sebagai responden. Metode ini mengadopsi desain penelitian deskriptif melalui metode campuran. Responden dipilih melalui purposive sampling untuk mengisi kuesioner dan melakukan wawancara. Temuan menunjukkan bahwa, 11 siswa Thailand memiliki tingkat kecemasan sedang. Apa yang mempengaruhi kecemasan tergantung pada lingkungan sekitarnya, dan itu tergantung pada kemampuan bahasa mereka. Ini juga termasuk kurangnya kosa kata, sehingga tidak mungkin untuk berbicara dalam kalimat dengan benar. Akibatnya, mereka tidak berani berbicara dan kurang percaya diri.

Keywords: *kecemasan, keterampilan berbicara, mahasiswa Thailand, universitas di Semarang*

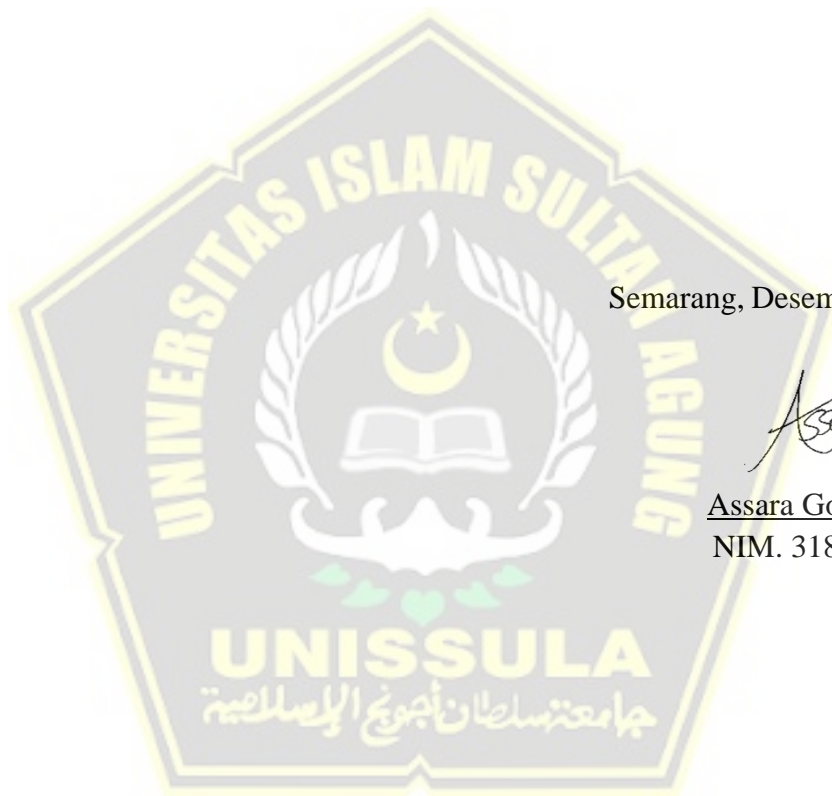


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Semarang, Desember 6, 2021

Assara Gosaiyakanon
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CHAPTER I

INTRODUCTION

This chapter presents the introduction and contains the following section: Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms and Organization of the Study.

1.1. Background of Study

English is an international language and is also an important tool for communication with communities worldwide. English is a medium for disseminating and exchanging of information and knowledge in various fields. Therefore, the personnel in the country must have the knowledge and expertise of the language to develop the country in all areas to advance and be equal with other countries.

In the world, the country's population must develop knowledge and ability to communicate in English; Thailand has consistently recognized the importance of using English. This can be seen from the national education organization requiring the teaching of English at various levels for a long time to enable the national population to communicate with the international communities in English, both listening, speaking, reading, and writing (Chiramanee et al., 2014)

Most Thai students grow up in a one-way communication school, the teacher is the one who communicates but the students are only listening. The students rarely have the opportunity to respond. Therefore, Thai children become

shy, unfamiliar with speaking English and have no confidence to speak or make stories about specific events in classroom.

Society in general and rarely has the opportunity to communicate with common people in English because when studying, students rarely have the opportunity to communicate and express their opinions. As they grow up, they are not used to being assertive or confident. They don't have a lot of communication training in school and teachers do not allow students to communicate in English. As a result, Thai students' communication is not very effective because they are too attached to grammar. Just because of the fear of losing face if they were wrong, they wanted to make sure that they were correct as they had been instilled and taught at school, both with Thai teachers and foreign teachers who often focus on grammar and the correctness of the sentence until they forget about the natural flow of communication (Ritthirat, 2014).

Foreign teachers often focus on grammar and the correctness of the sentences until they forget about the natural flow of communication. Thus making Thais familiar with the authenticity of grammar neglecting that people can use English fluently in their daily life. Just because being taught to use English correctly according to grammar, to get to the exam and score well. They are making students worry about using too much grammar results in students not being able to speak English fluently. This type of teaching makes Thai children focus on learning grammar, sentence patterns, and vocabulary but not on their application but foreigners do not measure grammar, speaking, communication but measures how much you can communicate, but Thai children or Thai people often worry about

using vocabulary, sentence patterns, making them unable to speak and share properly (Ritthirat, 2014).

Even now, our world is more open. In the exchange of cultures, the role of languages is important. Foreigners have entered Thailand and Thai people go abroad. In this situation, we can see that people of each nation mainly use English in their daily life, so the English language development of Thai people has to be more potent. It is evident today that many schools and universities offer international programs and student exchange programs. Every year, university awards various scholarships to students who intend to study abroad. In addition, higher education has shifted towards more internationalization. As can be seen today, many international students go to study overseas (Prayau, 2014) regarding the information provided by the UNESCO Institute for Statistics (2014). There are approximately four million undergraduate students enrolled in overseas studies.

Each year, Thailand sends many students to pursue a bachelor's degree in some universities in Indonesia. There is a contract regarding the scholarship for Thai students, hence Indonesia is a country that attracts a lot of attention from Thai students. Many Thai students are studying in educational institutions in Indonesia. Which is for sure studying abroad requires English for study and daily life. All international students must have basic English language skills, but a certain group of students do not have English at all; they are not fluent in English. This is a big problem for them because all the time they didn't use English once and for this reason, their overseas life would be difficult and scary. The research investigates

factors affecting Thai communication of English because of the researcher herself studying in Indonesia, therefore she understands the feeling here very well.

1.2. Reasons for Choosing the Topic

These are some reasons why this study is interesting and needs to be conducted they are:

- There are many Thai students currently studying in Indonesia, some of them are studying in Semarang and affected in being with others in the matter of language, which from the experience of the researcher myself, as well faced with anxiety situation in speaking it's terrible because many factors that do not dare to speak to others, such as shyness, afraid to speak wrong and afraid friends the wheel/tease. For this reason, the researcher chooses to research this topic "factors affecting English speaking anxiety of Thai students in Semarang"
- Today many Thai students have high anxiety about speaking English for the main reason is they do not know the vocabulary, pronunciation the vocabulary is incorrect, and do not dare to show in front of people. Therefore, making them face the problem of living with foreigners.
- Many Thai students are having problems living abroad with communication, since they rarely use a second language and when they are abroad, they have to adjust heavily to living with foreigners, especially in terms of communication. This has resulted in high stress or anxiety in people who have never used a second language because of fear of being unable to adapt to others.

- That anxiety has a very negative effect on the ability to learn a language because it makes them less assertive to express themselves and it makes them afraid to ask what they do not understand and they keep their doubts in their studies without asking the teacher or friends. As a result, their studies are not very good.

As a result, researchers have sought to identify factors that influence the anxiety of speaking English and want to deepen the problem and identify the root cause. The researcher, therefore, takes this topic in the hope that it benefits students and others who are interested in it further.

1.3. Statement of the Problem

Based on research background, the writer proposes some problems as follows:

1. What is the English-speaking anxiety of Thai students studying in Semarang?
2. What are the factors causing speaking anxiety of Thai students studying in Semarang?

1.4. Objectives of study

Based on the research question, the objectives of the research are:

- 1 To find out the English-speaking anxiety of Thai students in studying Semarang

- 2 To analyze factors causing speaking anxiety of Thai students studying in Semarang.

1.5. Limitation of Study

The researcher has restricted the study to explain factors affecting English speaking communication anxiety of Thai students in Semarang (3 universities are Sultan Agung Islam University (UNISSULA), University of Muhammadiyah Semarang (UNIMUS), and Universitas Negeri Semarang (UNNES)).

1.6. Significance of Study

This research has significance pedagogically and practically.

a) Pedagogical Significance

- a The results of this research are expected to provide ideas for developing and solving the problem of English-speaking anxiety. This gives the learner an idea of the difficulties faced by speaking English anxiety and how to solve the problem such as understanding anxiety and fixing it to be good for yourself.
- b The research hopes to provide teachers with a reference for how to use the teaching method to get an idea of the complications of students and the difficulties speaking English they encounter.

b) Practical significance

- a. The results of this research can provide teachers with information on teaching to speak English. The teacher can help students achieve the goals they hope for in part, this involves the difficulty of confronting

students 'speaking anxiety in English. So, when the teacher knows how students have speech anxiety, they can solve this problem because they are the key to change complications to fluency.

- b. The results of this research can help students understand their weaknesses and increase the anxiety strengths that affect students 'speaking English.
- c. The research hopefully can be additional manual to researchers in strategies to solve the difficulties in problems with English speaking anxiety.

1.7. Definition of Key Terms

1. Anxiety

Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behavior. It includes subjective unpleasant feelings of dread over anticipated events (Davison GC, 2008).

2. Speaking Skills

Speaking is a productive language skill (Siahaan, 2008). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create good communication.

1.8. Organization of Study

Chapter I contains an introduction with the following section: Background

of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objectives of the study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of the Study.

Chapter II Review of related literature: Anxiety, Definition anxiety, the nature of anxiety, Anxiety level, Advantages and Disadvantages of anxiety, Speaking, Definition of Speaking English, The Importance of Speaking English and Review of the Previous Study.

Chapter III Research Method that consists of the Research Design, Research subject, Research Setting, Data Collection Technique, Data Analysis and Research Procedures.

Chapter IV Results and Discussion presents the Results, the Description of Respondents' Responses, and the Discussion. The Result of this study includes the Collected Data Information the Result of the Respondent's Responses.

Chapter V Presents the Conclusion and the Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents informs the theoretical review and some relevant researchers which is related to the topic of this study.

2.1. Anxiety

This sup-chapter discusses the Definition of anxiety, The nature of anxiety, Anxiety level, and the Advantages and Disadvantages of anxiety.

2.1.1. Definition of anxiety

Anxiety is an unpleasant emotion caused by a disturbance in the human mind, which often coincides with neurological behaviors, such as emotional variability, physical anxiety, and meditation. Anxiety is a negative feeling that can be experienced when thinking about or predicting things that would happen in the future, such as thinking about your death, thinking about the future, and thinking about things. Anxiety is a strong emotion that causes the person to become fearful and would have negative consequences later.

This anxiety has existed from the past to the present, where it can happen to all people and all ages but the anxiety level of the individual would vary depending on the circumstances surrounding the person experiencing it, and anxiety is more common in females than males because the female is the gender that likes to think about everything even small things which various ideas. There are both positive and negative thoughts, which affect the nervous system of the brain and eventually results in anxiety.

So, anxiety is a symptom of emotion. That interacts with the body internally and externally, such as that the person is anxious to learn a second language with his nervousness causing him to have stress, pressure or unhappy this result in a change of expression. He would have felt nervous, afraid to go to class, afraid of being asked by the teacher in English, and the way he acts would be quiet and may show bad behavior.

In general, if any person has anxiety, he would have an unusual mood. They are easily frustrated, stressed, moody, fearful, lack concentration, insomnia, and negative foresight, which in most cases man defines "anxiety" as something that adversely affects them. Human life but in reality, it's not as bad as you think. If the person can train his mind, satisfy himself, understand, respect, and value himself. Anxiety is not as scary as you think and he would be able to overcome his anxiety.

Anxiety is a normal and often healthy emotion. However, when a person regularly feels disproportionate levels of anxiety, it might become a medical disorder (Felman, 2020), which includes nervousness, fear, excessive anxiety. These disorders affect the processing of a person's emotions and behavior, and cause physical symptoms, in which slight anxiety can become vague and restless while severe anxiety can have a serious impact on daily life.

Anxiety is a feeling of uneasiness and anxiety that is usually general and is not overly focused on a situation that is perceived as dangerous and is often accompanied by anxiety. Muscle tension, restlessness, tiredness, lack of concentration (American Psychiatric Association, 2013).Whenever a person

experiences anxiety, his outward personality would of course change with the degree of anxiety.

In conclusion, anxiety is an emotional condition that causes uneasiness and restlessness because it is caused by an external stimulus that the person experiences. Anxiety can be regarded as the basic human emotion. This happens all the time because we as humans have to meet many events in life. Both a satisfying event and a stressful event but if the person can train the mind, create self-satisfaction, self-esteem and use intelligence to solve problems he would then be able to overcome his anxiety.

2.1.2. The symptoms of Anxiety

Anxiety is the sign of the most common natural concern in humans. To prepare for the face of different stress problems or situations which express both thought and physical feelings pushes people to solve problems and develop things. But if the anxious thoughts are too much uncontrollable or unsuitable for the situation with too many symptoms. It is classified as one of the disorders that should be taken care of to reduce physical suffering torture them.

(Boonruang, 2010) (refer to Siriporn Jirawatkul (2003: 20-29) mentions the physical and psychological symptoms of anxiety as follows:

1. Somatic Symptoms

- Muscular skeletal symptoms include painful, muscle spasms, trembling sound, and spasm
- Sensory symptoms include tinnitus, blurred vision, blushing, flushed face.

- Cardiovascular system symptoms include fast heartbeat, heart palpitations, chest pain, feeling like fainting or the heart beats out of rhythm
- Respiratory symptoms include chest tightness, sighing, and shortness of breath.
- Gastrointestinal symptoms include stiffness in the throat, difficulty swallowing, tiredness or upset stomach.
- Symptoms in the reproductive and excretory system include frequent urination pain.
- Automatic neurological symptoms include dry mouth, dry throat, chills, heat, pale or headache.

2. Cognitive Symptoms

- Perception and exposure disorders include blurred or double vision, hallucinations, and excessive caution.
- Thinking difficulty includes confusion, difficulty concentrating, mania, difficulty accepting reason, loss of purpose, and broader thinking.
- Conceptual includes mental distortion. Fear of losing control, fear of accidents or death, and fear of mental insanity.

2.1.3. Anxiety level

Anxiety can continue to happen but the degree of severity varies. Mild to moderate anxiety results in a person's arousal, making him feel energetic, which results in a person's self-improvement to solve problems, where the classification

of anxiety levels is classified from normal levels until the (panic) levels anxiety level, the anxiety level classification was divided into 5 levels as follows:

1. Normal anxiety

It is the feeling of the person expressed for the other person to know that. There is uneasy have a feeling of fear. This is the level at which a person feels prepared to protect himself from threats (Shives & L.R., 2012).

2. Mild anxiety

Anxiety to a small extent can occur in a person's daily life. The person expresses alertness from the sensations arising within or from the environment. At this stage, a person can perceive the truth, see, be heard, and know a lot of information. At this level of anxiety, the individual learns to find solutions to problems and may be able to resolve them well (Varcarolis & M.E., 2013), in which individuals have specific characteristics that can be more or less relaxed. Some people are unable to reduce their anxiety levels at all. Until the work or mission is complete (Shives & L.R., 2012).

3. Moderate anxiety

A person with moderate anxiety has various sensory perceptions. Both seeing, listening where performance decreases, or even attention and concentration decrease. Which narrows the perception (Varcarolis & M.E., 2013) and (Shives & L.R., 2012), would have symptoms. The sound shakes and speaks faster. Began to increase their heart rate, increased their blood

pressure but he is capable of solving problems but requires more concentration (Shives & L.R., 2012).

4. Severe anxiety

People with high levels of anxiety are less aware of future events, their focus on something and not being able to explain what they want to say, bad thinking and confusing processes can take place before a person is looking for help (Shives & L.R., 2012).

5. Panic state

Persons with a severe panic state, their cognitive abilities would disrupt. Inability to communicate effectively with other people, inability to do things unusual mood and the perception is wrong from reality (Shives & L.R., 2012).

2.1.4. Advantages and Disadvantages of anxiety

Anxiety's something that impacts human life in many forms, and most people think anxiety is dangerous for them but of course, anxiety can happen to anyone because of every event in human life. Often encountered with problems and stress that causes anxiety but in reality, anxiety is not always a disadvantage. It depends on our adjustment. Anxiety has both advantages and disadvantages as follows:

Advantages of anxiety

Anxiety about a particular subject can increase awareness and lead to positive change. For example, if a student is worried about an English test, the

anxiety that arises would encourage him to be active in reading so that he can pass the exam.

People with some degree of anxiety may lead better than those without anxiety because in being a successful leader. The person needs to have anxiety about the success of the company to make smart and thoughtful decisions. This type of anxiety would be increase diligence and self-development to act in the best interests and be accepted by many people.

People with high levels of anxiety tend to work more than those with lower levels of anxiety because they don't want to disappoint their colleagues and want others to think they have great talent.

Anxiety makes the person aware of the dangers they face and have a good way to protect yourself from that danger and anxiety would encourage the person to avoid inappropriate situations that could harm him.

Disadvantages of anxiety

Excessive anxiety can be debilitating and lead to actual physical symptoms, such as palpitations, sweating, difficulty breathing, chest pain, abdominal pain, vomiting or insomnia.

Increased anxiety levels can lead to certain disorders, such as generalized anxiety disorder, panic disorder, phobia, social anxiety disorder obsessive-compulsive disorder, stress disorder etc. If a person experiences excessive anxiety problems it is followed later because they can't find a solution or solve the problem they are facing.

Anxiety can affect perception and make the person distracted or restless. Until sometimes it may adversely affect the work he is doing because he could not concentrate on what was in front of him.

In summary, anxiety hurts human life but if the person can train the mind, to satisfy himself. Understand and appreciate oneself, use wisdom to correct problems according to the situation or the truth. The person can reduce the anxiety within the mind. Also, moderate anxiety levels motivate the person to perform their work more effectively but if the anxiety is too little or too much, it causes the Performance of the people to be reduced.

2.2. Speaking

This sup-chapter discusses the Definition of Speaking, The Importance of English speaking, and the problem of Speaking English

2.2.1. Definition of Speaking

Speaking is to convey thoughts, understanding and feelings to listen, get to know and understand in the goal of the speech. While speaking, the speaker would have an interaction with participants. Therefore, speaking skills are important and essential skills for everyday communication. Also, speaking is related to listening, reading, and writing skills because the person who speaks can understand others.

Speaking in English is not only the ability to pronounce correctly the grammatical structure but speaking also includes communicating words to the recipient to perceive feelings. Information and news, in which the use of tone or gestures. The speaker must know pronunciation, vocabulary, rules of grammar,

understand language culture and the speakers must have the skills to use speaking strategies for effective communication.

Bashir mentioned that "Speaking is a productive skill in the oral mode. It is like the other skills is more complicated than it seems at first and involves more than just pronouncing words (Bashir et al., 2016). Because speaking is communicating information directly. If we are right, the information would be correct and if we speak well, we would be trustworthy in the eyes of our listeners.

According to Beck mentioned that communication is at the heart of our everyday lives (Beck et al., 2015). Because from the time we wake up until we go to bed our lives are met with the exchange of information all day, especially verbal communication. At the same time, we are both the receiver and the sender (listener and speaker). Therefore, correct good speaking results in us positively as well. When we listen to others speak, we must be listeners good as well.

In conclusion, "speaking" means the exchange of information or news between two or more people, with speakers and listeners, the speaker needs to speak to the audience to understand the meaning that the speaker wants to convey, Therefore, speaking correctly in the language and using the right words, and speaking correctly to the situation. Also, that speech is not just the pronunciation of words and intonation in sentences only, but speaking is functionally speaking of language, making others understand the purpose of what is said and spoken by a higher level of ability. There must also be a choice of correct, appropriate and acceptable expressions by native speakers.

2.2.2. The Importance of English speaking

Nowadays, English is regarded as the language that plays a vital role in human beings in all areas of life because English is the global standard of communication and is the primary language spoken by over 360 million people, and English is the second language of the world's 750 million people. English is also the official language of 61 countries and is the primary language in many states around the world. It is the most common language of communication between the peoples of various countries, including listening, speaking, reading and writing. As it can be seen today that the media/news published at international it would be mainly used in English.

English is a second language that plays a very important role and importance in learning. To be useful in communicating at a wider or more effective international level in so many, therefore:

1. Education

For education: It is very important because nowadays, educational institutions and universities in different countries including Thailand itself have tried to improve the educational curriculum to be more international, for example, a Thai language course bring more knowledge of the English language into the application, teaching, and learning in the form of an English program or mini-English program and also the ministry of education of Thailand. Also encourages students to start learning English from kindergarten to prepare and give students a better familiarity with the English language for further education at a higher level. Therefore, the

English language can have a huge impact on further study in the country and abroad because English would increase educational opportunities makes it possible to enter the institution and universities many places around the world and also have the opportunity to be accepted and also have the opportunity to receive more scholarships than normal people, due to the application for admission and apply for scholarships. In most cases, there is a condition of assessing the level of knowledge/proficiency in English.

2. Career

Nowadays, every organization or agency in Thailand or abroad, has brought English to determine qualifications for recruiting employees to work because they want a portfolio that is international or when dealing with organizations in other countries for this reason, business owners foresaw that those with English language proficiency make it easier to expand their businesses in all sectors overseas in the future and can also bring their knowledge from foreign media or bring modern technology to adapt to the organization effectively.

Therefore, having a good level of English proficiency and they are more likely to be employed than those without English language proficiency, and have the opportunity to receive a salary or a higher wage rate than people without English language proficiency and it makes great career progress as well. In the case of individuals operating their own business having an English language proficiency also lead to higher business growth rates and higher operating results or profits.

3. Cultural

When we know English, this allows us to better learn the customs, traditions, culture, dress, performing arts, economy, politics, and regime of foreigners better and also to learn the history of similarities and differences of cultures, as well as to learn concepts that allow people of different nations to exhibit different behaviors. Language and culture also allow us to better understand the meaning of physical or symbolic language. This allows us to express the verb, gesture or physical signs correctly and appropriately.

Therefore, the use of spoken language. Therefore, conveying the clearest meaning doesn't affect racism. Also, language and culture also allow us to understand the concept of creating beautiful art that is different for each country. Where we can also take those things that are useful. To create a mix of art or bring good culture to be adapted to our country moreover, we can also offer or disseminate the unique culture of Thailand going out to the world properly.

2.2.3. The problem of Speaking English

English is the universal language that is essential and plays an increasingly important role in today's society. The English language is also a medium of dissemination and exchange of information, news, and knowledge in various fields. (Arirak et al., 2011). It is also an important communication tool but Thai people have difficulty speaking because they do not have good enough speaking skills. The main speaking problems of English as a foreign language (EFL) learner are:

1. Vocabulary: Most learners cannot speak English because they do not have a vocabulary. Do not know the meaning of words or have few vocabularies, thus unable to speak English fluently and correctly and thus unable to understand the meaning. Vocabulary is very important in speaking English. To use the English language correctly and fluently, the learner must have a lot of vocabulary knowledge because if students have a lot of vocabulary knowledge, they would make perfect communication or use of English.
2. Grammar: Study English grammar is certainly more difficult for the learner, as being able to speak English correctly requires correct grammar in the context of speaking, but it is often seen that some people use grammar incorrectly. Therefore, study grammar to be good and fluent. It is very important for speaking English.
3. Lack of self-confidence in English speaking is another reason why students are unable to speak English in public. They are not confident in themselves to speak English in front of people, often due to the lack of encouragement by teachers. For speaking English in public places, teachers generally do not encourage them to speak English in the classroom or in front of people because the teacher would be focused on teaching in the form of reading, made them learn English but didn't learn a way of speaking. Where self-confidence plays a very important role in speaking English. If the student is not convinced and confident in himself, he or she would not be able to speak English. Students' self-

confidence and beliefs depend on the teacher. Therefore, teachers must encourage, encourage and motivate them to believe in themselves and be confident in speaking English in public. If a student is worried that he would make a mistake. Therefore, teachers have to teach students how to speak and encourage students. So, that they can learn from their mistakes and fix them for the better.

4. Shyness in English Speaking is one of the major factors preventing students from speaking English because when they are embarrassed, they would not dare to speak English. In shyness, they cannot say what they are thinking and what they want to say. In shyness, they are not confident in themselves to speak. They cannot remember the correct grammar rules and vocabulary in speaking English because of their shyness, they feel uncomfortable and anxious in the presence of English-speaking people.
5. Fear of making mistakes when speaking English is also one of the big problem students face in speaking English. Learning English is a way of learning how to communicate with others in speaking English. Students are afraid that they would make mistakes and be laughed at by their peers, or they would look stupid in front of them or even criticize them in the classroom. The fear of making mistakes fails to speak in English to others. So, it can be concluded that the problem affecting speaking English is their surrounding factors. That affect their minds and hearts which makes them unable to speak English.

2.3. Review of the Previous Study

Five previous studies in this research related to the topic. The first previous study was done by (Chaiparn et al., 2013). Their research was entitled “Factors Affecting the Fourth Year English for International Communication Students’ Anxieties in Speaking English” The sample in the study was 78 students in the English for International Communication (EIC) Program, Rajamangala University of Technology Srivijaya, Academic Year 2013. This research has an objective to study the factors that affect English speaking anxieties and the study the levels of English-speaking anxieties among students of the International Program of English for Communication. The research instrument was a questionnaire that consisted of 3 steps. The findings of the study indicate that : (1) Factors Affecting the levels of English-speaking Anxiety in Major Program Students English for International Communication found that students were worried if they fail English speaking course, very high level. (2) The level of English-speaking anxiety among students in the English for International Communication program. The foreign language branch, the fourth year of the 2013 study, was found to be at a moderate level.

The second previous research is entitled “Speaking Anxiety in English Conversation Classroom Among Thai Students” The writer is (Akkakoson, 2016) From this research using quantitative and qualitative. The sample in the study was university students in Thailand students who registered for the elective English Conversation I and II courses which 282 students. Purpose in research to research about the conceptualization of English speaking in class anxiety. Which attitudes to English speaking in class and self-ratings of English-speaking ability, and perceived

sources of this situation-specific anxiety. Findings – The quantitative analysis indicated the existence of speaking-in-class anxiety among Thai EFL students at a moderate level. Levels of anxiety by dimensions, namely test anxiety (TA), fear of negative evaluation (FNE), and communication apprehension (CA), were found to be moderate as well. However, TA and FNE were significantly dominant performance anxieties. Qualitatively, students' positive attitudes towards speaking English in the classroom were reflected, whereas a negative rating for their spoken English ability was reported.

The third previous research is entitled is “Anxiety of Speaking English in class Among International Students in a Malaysian University”. The writer is (Zhiping & Paramasivam, 2013). The objective of the study is to investigate the reasons international students suffer anxiety in English speaking and explores how they cope with their fear and anxiety when speaking English in class.

This research using discourse analysis as the approach. The sample in the study was comprised 8 students, three African Nigerians, three Iranians, and two Algerians. By collecting observation data and interviewing respondents, which the results revealed that Nigerians, in general, do not display anxiety when speaking maybe because English is their second language, and they generally have a high proficiency in English, but Iranians and Algerian students suffer from anxiety which they share similar reasons for anxiety such as fear of being in public, shyness, and inaccuracy when speaking.

The fourth previous research is entitled is “Anxiety and Speaking English as a Second Language”. The writer is (Woodrow, 2015) . The objective of this

research is this study the language learning anxiety of a sample of students studying English and this research using qualitative methods. The samples in this research are student university students in Australia is 139 male and 136 female. by collecting data from the involved three sources of data is quantitative data from the second language anxiety speaking scale, IELTS type oral assessment, and qualitative data from the interview data. Which the results indicate that this is a useful distinction to make with learners in a second language learning environment where a great deal of communication in the second language occurs outside of the classroom. They indicated that while in-class and out-of-class anxiety is highly correlated ($r = .58$, $p = <.01$) and the qualitative data also provided support for an in-class and out-of-class distinction.

The last previous research is entitled is “Factors affecting anxiety for English of undergraduate students in private universities, Pathumthani province”. The writer is (Udomkiatsakul, 2016). The objectives of this research were: (1) to study factors affecting anxiety for speaking English, (2) to study anxiety for speaking English, and (3) to study the relationship between factors affecting anxiety for speaking English of undergraduate students in private universities, Pathumthani province. The sample in this research was 382 undergraduate students of into 4 universities: Eastern Asia University, Pathumthani University, Rangsit University, and Shinawatra University in the academic year 2/2015 by using a sampling random sample. A questionnaire was the research instrument, statistical analysis used percentage, mean, S.D., and correlation coefficient. The results were found as the following. (1) Three factors: private factors, family factors, and instructional

activities factors affecting anxiety for speaking English of the undergraduate, when considering each topic found that 3 factors were at a moderate level in every topic. (2) Three anxieties for speaking English: communication, test anxiety, and fear of negative evaluation of the undergraduate, when considering each topic found that 3 anxieties were at a moderate level in some items. (3) The relationship between factors affecting anxiety for speaking English of the undergraduate student, Pathumthani city found that private factors and instructional activities factors had a relationship with anxiety for speaking English with a statistical significance level of 0.05 %. While family factors had no relationship with anxiety for speaking English with a statistical significance level of 0.05 %.

The previous research has the similarity of this study. The previous studies are an in-depth study of the English-speaking problem. Also, the subject of this study wanted to be similar to find out the problem of speaking English that affects the lives of Thai students abroad. Then, the difference was that the sample respondents were Thai students in Semarang. The difference in this research is the method and the focus of the problem. However, I am trying to investigate the factors that affect students' speaking English. On topics and objects different from the previous studies above.

CHAPTER III

RESEARCH METHOD

This method of study consists of the Research Method that consists the Research Design, Research subject, Research Setting, Data Collection Technique, Data Analysis and Research Procedures.

3.1. Research Design

The research design in this study was descriptive in mixed method, they were quantitative and qualitative method. According to Mack et.al (2005), Descriptive research is used to explore phenomena towards the interview, group discussion, and participation of the observation which this design has more flexibility. In other words, the data are obtained from in-depth interviews with participants in descriptive research. (Glogowska, 2011, Zhang and Creswell, 2013) Mixing' refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem. The researcher employed this research design due to the research aims to find out the English-speaking anxiety of Thai students studying in Semarang and explain the factors causing speaking anxiety of Thai Students Studying in Semarang. In collecting the data, the researcher used a questionnaire and interview which were the questionnaire was received quantitatively and the interview was received qualitatively.

3.2. Research subject

In this research, the researcher selected Thai students in Semarang. The

researcher chose them because she sees that Thai students in Semarang have to focus on English very well in many areas, especially researchers themselves, they should be able to speak English. For this reason, they study in Indonesia, not in their country. Hence, they should learn English because it was an international language that can be used in many countries in the world.

In this research, the researcher used Thai students from three universities, randomly selected from a total of 128 Thai students in Semarang, 11 people consisted of 9 females and 2 males.

3.3. Research Setting

This study was conducted at three Universities in Semarang are Sultan Agung Islam University (UNISSULA), University of Muhammadiyah Semarang (UNIMUS), and Universitas Negeri Semarang (UNNES). The researcher uses the sample in this research was undergraduate students, English department (year 3-4 students) from all three universities because they have been lived in Indonesia for long times. Therefore, it was good to inquire information from them because they more experience.

3.4. Data Collection Technique

This study employed questionnaire and interview as the instrument. They were used to obtain information from respondents.

3.4.1. Questionnaire

According to (Sugiyono, 2014)cited by Izzudin (2013), a questionnaire is a technique of collecting data by giving some questions or written questions to get

the respondent's answer. This closed-ended questionnaire used according to the data analysis by Akhtar (2018). The closed-ended questionnaire had five indicators and used Likert Scale to find factors affecting anxiety English speaking of Thai students studying in Semarang of English Education program to measure the English-speaking anxiety of Thai students studying in Semarang and factors causing speaking anxiety of Thai students studying in Semarang. The researcher completed a questionnaire in Google forms, with the researcher using the Likert scale in the questionnaire there are 5 options in each question: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA), and then sent a question link to all 11 respondents with the aim of finding out factors affecting anxiety English speaking of Thai students studying in Semarang

3.4.2. Interview

Eisenberg in Sugiyonos' book explained that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Sugiyono, 2014). The researcher used interviews were used to obtain information from nine Thai students in Semarang, consisting of 9 females and 2 males. In this study, researchers used an online platform, such as Facebook for interviews to gather information about this research. The interviewer question types would be asked in the open question. Also, the researchers asked about the factors affecting anxiety English speaking of Thai students studying in Semarang of faculty language and communication science students about the English-speaking anxiety of Thai students studying in Semarang and factors causing speaking anxiety of Thai

students studying in Semarang. The reason for choosing this kind of interview was flexible because the interview would be allowed to develop the question from interviewees' answers. The interview was conducted to support the data collected from the closed-ended questionnaire section.

Table 3.1 Table of The Interview Question Structure

No.	Statement	Questions
1	what are factors causing speaking anxiety of Thai students studying in Semarang?	1. What factors affect your English speaking? 2. Does your family influence the development of your language skills? 3. Do you think vocabulary is important for speaking skills? 4. Does classroom pressure affect your speech? 5. Does your environment around affect your language practice? 6. What are your techniques for dealing with English speaking anxiety?

3.5 Data Analysis

In this data analysis, the researcher took several steps of analysis the data.

They were as follows:

1. Data from questionnaire

a. Scoring

The question of number 1: data obtained would be analyzed by using Likert scale procedure that had five scales of agreement, and each scale would be given points such as 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher analyzed the

questionnaire from the entire respondents by using SPSS. Then, the data obtained would be categorized as Low, Moderate, and High.

Table 3.2 Table of The Linkert Scoring Method

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

Table 3.3 Table of Score Categories

Score	Categories
1-58.33	Low
58.34 - 91.66	Moderate
91.7-125	High

Question of number 2: the data obtained would be analyzed by using Likert scale procedure that had five scales of agreement, and each scale would be given points such as 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher analyzed the questionnaire data by counting the score for each

statement and find the values as Mean, median and S.D. Then, the data obtained would be categorized as Low, Moderate, and High.

Table 3.4 The Mean Score Interpretation for Each Statement

Mean Score	Category
1.50-2.50	Low
2.51-3.50	Moderate
3.51-4.50	High

b. Interpreting/Concluding

After getting the result, the researcher would describe the results based on the data of questionnaire and make conclusion.

2. Data from interview

The researcher used question-and-answer through Facebook to get a clear written answer and to make it more convenient for those who didn't have free time. Therefore, the researcher could conclude the main points and the crucial information from the interviews.

3.6. Research Procedures

In this study, the researchers chose a part Thai student in three universities as participants in this research. To collect the data, the researcher used descriptive qualitative and quantitative research, questionnaire and interview, in conducting research, the procedures that are used in conducting this research are: (1) Determining the population and sample of the research, (2) Conducting observation (3) Distributing the questionnaire, (4) Conducting Thai students'

questionnaire and interview sending files Facebook, (5) Analyzing the data, (6)

Drawing findings and Conclusions from the data.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter discusses the Results and Discussion. For the Results, it includes analysis of the result of closed-ended questionnaire and analysis of the result of interview.

4.1. The Respondent Profile

In this subchapter, the researcher describes the profiles of the respondents of the research. The respondents were Thai students studying in Semarang. The researcher randomly selected Thai students in Semarang. There were 11 students, 9 females and 2 males, from the three universities in Semarang. They were University Islam Sultan Agung (UNISSULA) as many as 5 female students, University of Muhammadiyah Semarang (UNIMUS) as many as 3 female students all-female, and 3 students Universitas Negeri Semarang (UNNES) (1 female and 2 males). The reason why the researcher selected this sample group was that they have been in Indonesia for quite some time, about 3-4 years. They had a lot of experience in adjusting and living in Indonesia. The researcher herself is also a Thai student in Semarang. So, the researcher knows what their lives were like, based on the researcher's own experience and friends' experience.

The researcher found that they were able to adapt well to society and with foreign friends and can live in Indonesia happily and peacefully. Every year, they organize many activities to strengthen relationships with Indonesian people, for example, helping orphans in their cities studying and building relationships with

teachers and friends in the university. They also organize the International Thai culture and food festival to allow local friends to know more about Thai food and culture. Foreign friends who attended the event commented that the event was very positive.

Thai students in Semarang do not only organize activities with local students, but also organize activities to strengthen relationships with Thai students in Indonesia such as sports and knowledge skills competitions. All of these activities are supported by the Thai Consulate in Indonesia and universities in Indonesia.

The information the researcher has described above is only partial information. This shows Thai students can get along well with local students and people although they speak different languages. Sometimes communication is distorted because when they speak to Thai people, they will always use Thai language. Therefore, the development of language skills may be delayed somewhat.

As learning a second language is not easy, they face many problems before speaking the language properly. Some factors cause them to be afraid to speak or express ideas. Therefore, the researcher would like to study the problem of English-speaking anxiety among Thai students studying in Semarang. The researcher raised a question to find reasons why students do not dare to speak English. To find the answer of the question, the researcher collected data using questionnaires and interviews. The researcher used a questionnaire and interview to find the speaking anxiety and to identify factors causing the speaking anxiety.

4.2. The Speaking Anxiety of Thai Students Studying in Semarang

This part presents and analyzes the data from the questionnaire and interviews, Thai students studying in Semarang of undergraduate year3-4 students. The respondents were 11 students. The results of the data analysis of questionnaire and interviews are as follows:

4.2.1. The data of the Questionnaire

The researcher presents the result of closed-ended questionnaires that were structured relating to The Speaking Anxiety of Thai Students Studying in Semarang. This instrument was to measure the speaking anxiety of the respondents. It was the Likert Scale Questionnaire with 25 statements distributed to 11 respondents from 3 universities in Semarang. Respondents were requested to give responses by selecting one of the 5 options provided namely Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Scores were assigned these options. Score 5 was assigned to “Strongly Agree”, score 4 was assigned to “Agree”, score 3 was assigned to “Neutral”, score 2 was assigned to “Disagree”, and score 1 was assigned to “Strongly Disagree”. Negative statements were reversely scored. Score 5 was for “Strongly Disagree”, score 4 was for “Disagree”, score 3 was for “Neutral”, score 2 was for “Agree” and score 1 was assigned to “Strongly Agree”. The data were analyzed descriptively using SPSS software version 25. The result is presented in Table 4.1 below.

Table 4.1 Descriptive Statistics of Anxiety Level

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Total	11	64.00	100.00	80.0909	10.36778
Valid N (listwise)	11				

Table 4.1 of descriptive analysis shows that the number of respondents (N) is 11, the minimum score obtained is 64,00, the maximum score obtained is 100,00, the mean is 80.0909, and the standard deviation is 10.36778. The speaking anxiety of Thai students studying in Semarang is divided into 3 categories namely Low, Moderate, and High. The categorization was based on hypothetical model of categorization. The categorization is presented in Table 4.2 below.

Table 4.2 Table of Score Categories**Data Descriptive**

Score	Categories
1-58.33	Low
58.34 - 91.66	Moderate
91.7-125	High

The mean score of 80,0909 is between 58.34 and 91.66, therefore it belongs to moderate. From this data, it is concluded that Thai students studying in Semarang had a moderate level of English-speaking anxiety.

4.1.2. The data of Interviews

The interview was conducted after the respondents completed the questionnaire, there were five questions. The interview was conducted in Thai

language so that respondents could understand the meaning, therefore misunderstandings could be avoided. The respondents could choose to answer in either Thai or English depending on the convenience of the respondents. This interview was used to explain the anxiety of Thai students. The research results are as follows:

a. Does your English-speaking anxiety affect learning?

The interviews with 11 Thai students from three universities with the question “Does your English-speaking anxiety affect learning” the results in the following:

R1 stated:

“It definitely has an effect because we need to be able to communicate between teachers and classmates”

R2 stated:

“It definitely has an effect because it made us not dare to go and learn more from outside the classroom such as not dare to speak to foreigners”

R3 stated:

“Of course, because anxiety prevents us from learning to the fullest. It gives us the fear of asking questions or conversations between friends and teachers”

R4 stated:

“Does not affect because the more we worry, the more we have to find answers. The more you develop yourself and find solutions until the anxiety goes away on its own”

R5 explained:

“When it comes to high school, anxiety causes less self-confidence but now that we are at the university level, it has a certain level of academic performance, namely, not afraid to speak and not dare to ask but when, I am in an environment where people are very diligent and good at each other. I

have to develop ourselves but it doesn't stop us from wanting to learn the language at all, because we love to learn languages already”

R6 stated:

“Sure, if you are English major except you are not, it is not a big problem”

R7 stated:

“It definitely affects because learning anxiety make learning inefficient and not confident in language learning in every aspect, such as incomprehensible listening, unable to speak, not writing properly”

R8 stated:

“Effect, but not to the extent that it is too much because I personally think that whenever one is concerned about something, as a result it's not good for me. Therefore, anxiety of speaking is one of them. Worrying can cause us to lose focus and, at times our learning may not be as fulfilling as it should be”

R9 stated:

“Does not affect learning because the language used during the course is quite different from the language outside the classroom”

R10 stated:

“It definitely has an effect because the field I'm currently studying requires mainly English”

R11 stated:

“English speaking anxiety sometimes affects learning. especially in the case of sudden speech because personally quite lacking in self-confidence”

From the interview, it can be seen that most of the respondents agreed. Therefore, the researchers concluded that English speaking anxiety affected their learning.

b. How has speaking anxiety influenced your life abroad?

An analysis of the results of interviews with 11 Thai students from three universities about “how the of speaking anxiety influenced your life abroad” the results in the following:

R1 said that:

“Affects living abroad because English is the second language of human beings around the world. Most people choose to speak English inferior to the original language (mother tongue)”

R2 explained:

“Yes, it has a huge impact because we are abroad. We must have some basic English language, more or less because if we can't speak, it would be difficult to live our lives. such as buying food If we can't communicate. We can't buy food to eat, and if we don't know the language, it would be difficult for us to survive abroad. In which, when going abroad, we must rely on ourselves primarily. There is no one to help us all the time”

R3 said that:

“It has a huge impact because we can't speak or pronounce a sentence clearly. It makes communication unclear and the people we talk to don't understand what we want to say”

R4 explained:

“No effect because humans have both spoken language and body language. If you can't talk, just communicate in another way. There are many ways to communicate with each other, but communication will be easy. When we understand the same language (English language)”

R5 explained:

“Moderate impact, but mostly in the classroom because my English standard is not good to make me unable to keep up with my friends, I can't hear it in time”

R6 said that:

“Sure, it is super affective if you went to go abroad you have to good in English to go there because English language it is such a global language that are people speak it”

R7 explained:

“Effect to some extent because every country uses English as the lingua franca all over the world, if we can't speak the Indo language, we can use English to speak instead because most people may understand what we convey, but if we can't speak English, it made our life in a foreign country more difficult. especially studying”

R8 said that:

“For now, think no, because I am still able to communicate, enough to guess”

R9 said that:

“It doesn't have much effect because I only use language in the classroom”

R10 said that:

“I think it's not much effect for me because English is only used in the university fence, and my friends try to understand what I'm saying”

R11 said that:

“Affects life sometimes, especially in the early stages of adaptation, socialization and survival”

From the interview, it can be seen that most of the respondents agreed. Therefore, the researchers concluded that English speaking anxiety affects living abroad because of course, living in a foreign country, we must dare to speak and must know basic English for living and studying in the university.

c. How do you feel when your friends laugh at your accent?

Based on an analysis of the results of interviews with 11 Thai students from three universities about “how do you feel when your friends laugh at your accent” the results in the following:

R1 said that:

“Of course, being laughed at by friends or other people made me feel nervous and dwindled the courage to speak because my confidence had been lowered”

R2 said that:

“Of course, when I said something, my friends laughed at me. I would be silent because I didn't want to have bad feelings towards my friend”

R3 said that:

“Nobody likes being laughed at because it's like we're clowns and it scares me. I'm not confident and don't have the courage to say it again until sometimes I choose to remain silent in front of others for fear of being teased and embarrassed by others”

R4 said that:

“I think it doesn't matter they think, if I've tried my best that's enough”

R5 said that:

“I'm going to feel a huge lack of self-confidence which makes me speechless and it takes me quite a while to try and regain my confidence”

R6 said that:

“It's normal for people who laughing at you, so you should control yourself not to be paranoid”

R7 said that:

“I felt embarrassed and lacked confidence because it dwindled the courage I had”

R8 said that:

“I was nervous at first but only at the beginning after that, I am don't care because we make mistakes, but we have to learn from them (Mistakes)”

R9 said that:

“I don't like being teased in front of other people but I don't care so chose to let it go”

R10 said that:

“I have no problem with this because my university friends never laugh at me and they cheer me up when I make mistakes”

R11 said that:

“I was embarrassed and didn't dare to say because it had already caused me to lose confidence”

From the interview, the majority of respondents agree that being ridiculed by their peers makes them feel bad and that being laughed at makes them feel instantly nervous and lacking in confidence, which may be a problem that made them dare not to communicate with others.

d. Do you think anxiety can keep you active in improving your language skills?

Based on an analysis of results from interviews with 11 Thai students from three universities about “Do you think anxiety can keep you active in improving your language skills” the results in the following:

R1 explained:

“Yes, because the more we worry, the more we try to practice and whatever we have does is not good enough, we will try to make it better”

R2 explained:

“Yes, sometimes anxiety makes me want to improve myself in the things I've done wrong and to get better at things that aren't good enough”

R3 explained:

“Yes, of course, because what we do is not good. It made me want to develop myself more. For example, in the exams, I did not score well and it makes me want to come back to review more content. To be able to score better next time”

R4 stated:

“Absolutely, because when I worried, I would be try more”

R5 explained:

“Yes, it makes me want to improve myself more and makes me want to enjoy it, like watching movies/listening to English because I think it's quite helpful for me and everyone's methods are different. which other people's methods may not be suitable for me I discovered that by doing this, I felt more confident that I listened understood, and had the courage to speak”

R6 stated:

“Probably yes because it makes me know what I am at fault would be corrected and improved to meet the point”

R7 explained:

“Yes, it can sometimes help me improve my language skills. For example, if I knew what I was worried about it would make me want to try to improve myself even more”

R8 stated:

“Yes, because when I feel that something I can't do enough I would be eager to make it better”

R9 said that:

“Yes, I think anxiety helps me want to improve myself because it makes me want to change the thing, I've done wrong be to better than ever”

R10 explained:

“Yes, it helps me to improve myself and to be able to prepare my next speech more accurately and better”

R11 explained:

“Yes, I think it made me want to improve myself even better”

From the interviews, all respondents agreed that anxiety can make them more active in improving their language skills. Therefore, anxiety is

not the only disadvantage, but also an advantage. It depends on whether we choose to use our anxiety in the negative or the positive.

e. What are your strategies for coping with English speaking anxiety?

Based on an analysis of results from interviews with 11 Thai students from three universities about “what are your strategies for coping with English speaking anxiety” the results in the following:

R1 stated:

“Try to practice speaking English more often, practice speaking with others a lot”

R2 stated:

“Be conscious, don't be afraid to face problems, have the courage to speak up, dare to think and dare to act”

R3 stated:

“Build your self-confidence little by little including motivating that makes me want to say or want to learn more English and must not put pressure on yourself”

R4 stated:

“Do what we like by having English involved, such as relaxing with music but use international songs in English no need to stress and read a lot of books”

R5 stated:

“There may not be a strategy for solving that kind of problem but listening a lot help us understand better. When we understand, we would be able to speak. If we don't understand from the beginning, we won't be able to speak”

R6 stated:

“The strategy to solve my anxiety which is a lot of practice to speak with the people who are able to speak in English language because practice make you perfect”

R7 stated:

“Choose to study more English and make us more confident in speaking and choose to practice regularly because practice make us fluent and get used to speaking and reduce anxiety”

R8 stated:

“Eliminate fear, dare to be wrong, and speak out”

R9 stated:

“My strategy is to practice speaking a lot and practice often”

R10 stated:

“Use language in everyday life Make feel familiar of speak and become part of life”

R11 explained:

“Practice and try to get yourself to live in an English-speaking environment, and give yourself the opportunity to do things that make you more confident in yourself, always try to think positive and encourage yourself all the time”

From the interview, respondents' anxiety coping strategies differed because each person has different anxiety symptoms, they choose the method that works best for themselves in order to get the most out of them.

Therefore, it can be seen that the responses of Thai students to the above 5 questions revealed that English speaking anxiety also affects living abroad quite a lot in terms of living, communicating and studying. Anxiety is not only negative but also encourages students who want to improve themselves as they face obstacles in communication and lifestyle. They therefore find a way to cope in order to survive abroad. Each individual's method is different as the researcher has described above.

4.3. Factors Causing Speaking Anxiety of Thai Students Studying in Semarang

4.3.1. Data from the questionnaire

To analyze the factors that cause Thai students to experience anxiety when speaking English, the data from the questionnaire was used again by focusing on the discussion of each statement. The results are presented in Table 4.3 below:

The Mean Score Interpretation for Each Statement

Mean Score	Category
1.50-2.50	Low
2.51-3.50	Moderate
3.51-4.50	High

Table 4.3 Factors Causing Speaking Anxiety of Thai Students Studying in Semarang

Factors	N	Mean	Median	S.D.	Categorization of Mean Score
1. I feel insecure about my English. Which speaking English in class.	11	3.55	4.00	0.820	High
2. I was afraid that my classmates would laugh at me. when I speak English.	11	3.55	3.00	0.934	High
3. I am shy, So I don't dare to communicate with others.	11	3.73	4.00	0.904	High
4. My lack of confidence made me afraid to speak English.	11	3.73	4.00	0.905	High
5. I am not confident in my English accent.	11	3.55	4.00	1.036	High

6. I focus too much on grammar. It made me paranoid when I had to say it out.	11	3.73	4.00	0.905	High
7. I'm afraid that I might be using the wrong word or phrase because it will distort the meaning it communicates.	11	3.82	4.00	0.603	High
8. I worry when speaking English in public.	11	3.82	4.00	0.603	High
9. The different environment made me insecure about using English.	11	3.73	4.00	0.905	High
10. I feel pressured to present my report in English.	11	3.91	4.00	0.831	High
11. My feelings of anxiety depended on the difficulty of the speaking activities assigned by the teacher.	11	3.91	4.00	0.944	High
12. When the teacher asked me to do activities related to speaking English. I would feel anxious and confused when doing the activity.	11	3.45	3.00	1.036	Moderate
13. Teachers often give out to speak in English language courses. Without prior notice, it made me very worried.	11	3.82	4.00	0.982	High
14. My family always expected me to speak English as a native speaker.	11	3.73	3.00	0.786	High
15. My family often reprimanded me when I failed my English test.	11	2.45	2.00	1.440	Low
16. The people around me affect my English speaking.	11	3.91	4.00	0.831	High
17. Vocabulary has an effect on speaking effectively.	11	4.45	5.00	0.820	High
18. The others like to laugh at me. when I speak wrong or my accent is not the same as theirs.	11	3.00	3.00	0.894	Moderate
19. I don't dare to talk to my friends because I think he speaks English better than me.	11	3.18	3.00	0.874	Moderate

20. I don't have good communication skills.	11	3.27	3.00	0.905	Moderate
Total	11	3.59	3.65	0.898	High

When considering the results of the analysis of each statement, it was found that the factors causing speaking anxiety with high mean, there are 15 items of statements, moderate the 4 items of statements, and low the 1 item of statements, and from now on, the researcher will summarize the results of each statement as follow: Statement number 1 “I feel insecure about my English. Which speaking English in class” which has a mean of 3.55, median 4.00, and S.D.0.820. Therefore, with a mean score of 3.55, it can be concluded this item was high level. The mean that most Thai students studying in Semarang agreed that they are very insecure when speaking English in class.

Statement number 2 “I was afraid that my classmates would laugh at me. when I speak English” which has a mean of 3.55, median 3.00, and S.D.0.934. Therefore, with a mean score of 3.55, it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they were afraid that their classmates would laugh when they speak English.

Statement number 3 “I am shy, So I don't dare to communicate with others” which has a mean of 3.73, median 4.00, and S.D.0.904. Therefore, with mean score 3.73 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they are so shy that they don’t dare to talk to others.

Statement number 4 “My lack of confidence made me afraid to speak English” which has a mean of 3.73, median 4.00, and S.D.0.905. Therefore, with

mean score 3.73 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that their lack of confidence made them afraid to speak English.

Statement number 5 “I am not confident in my English accent” which has a mean of 3.55, median 4.00, and S.D.1.036. Therefore, with mean score 3.55 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they are not confident in their English accent.

Statement number 6 “I focus too much on grammar. It made me paranoid when I had to say it out” which has a mean of 3.73, median 4.00, and S.D.0.905. Therefore, with mean score 3.73 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they are focused too much on grammar. It made their paranoid when they're had to say it out.

Statement number 7 “I'm afraid that I might be using the wrong word or phrase because it will distort the meaning it communicates” which has a mean of 3.82, median 4.00, and S.D.0.603. Therefore, with mean score 3.82 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that their afraid that they might be using the wrong word or phrase because it will distort the meaning it communicates.

Statement number 8 “I worry when speaking English in public” which has a mean of 3.82, median 4.00, and S.D.0.6030. Therefore, with mean score 3.82 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they worry when have to speak English in public.

Statement number 9 “The different environment made me insecure about using English” which has a mean of 3.73, median 4.00, and S.D.0.905. Therefore, with mean score 3.73 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that the different environments made us insecure about using English.

Statement number 10 “I feel pressured to present my report in English” which has a mean of 3.91, median 4.00, and S.D.0.831. Therefore, with mean score 3.91 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that their feeling pressured to present reports in English.

Statement number 11 “My feelings of anxiety depended on the difficulty of the speaking activities assigned by the teacher” which has a mean of 3.91, median 4.00, and S.D.0.944. Therefore, with mean score 3.91 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that their feelings of anxiety depended on the difficulty of the speaking activities assigned by the teacher.

Statement number 12 “When the teacher asked me to do activities related to speaking English. I would feel anxious and confused when doing the activity” which has a mean of 3.45, median 3.00, and S.D.1.036. Therefore, with mean score 3.45 it can be concluded this item was moderate level. The means that some Thai students studying in Semarang agreed that their feel is anxious and confused when doing activities related to English-speaking.

Statement number 13 “Teachers often give out to speak in English language courses, without prior notice, it made me very worried” which has a mean of 3.82, median 4.00, and S.D.0.982. Therefore, with mean score 3.82 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that they are so very worried when teachers had them often speak in English language courses without prior notice.

Statement number 14 “My family always expected me to speak English as a native speaker” which has a mean of 3.73, median 3.00, and S.D.0.768. Therefore, with mean score 3.73 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that

Statement number 15 “My family often reprimanded me when I failed my English test” which has a mean of 2.45, median 2.00, and S.D.1.440. Therefore, with mean score 2.45 it can be concluded this item was low level. The means that most Thai students studying in Semarang disagreed about the family often reprimanded us when failing the English test.

Statement number 16 “The people around me affect my English speaking” which has a mean of 3.91, median 4.00, and S.D.0.831. Therefore, with mean score 3.91 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that the people around them affect their English speaking.

Statement number 17 “Vocabulary has an effect on speaking effectively” which has a mean of 4.45, median 5.00, and S.D.0.820. Therefore, with mean score

4.45 it can be concluded this item was high level. The means that most Thai students studying in Semarang agreed that Vocabulary has an effect on speaking effectively.

Statement number 18 “The others like to laugh at me. when I speak wrong or my accent is not the same as theirs” which has a mean of 3.00, median 3.00, and S.D.0.894. Therefore, with mean score 3.00 it can be concluded this item was moderate level. The means that some Thai students studying in Semarang agreed that the others like to laugh at us, when we speak wrong or accent is not the same as theirs.

Statement number 19 “I don't dare to talk to my friends because I think he speaks English better than me” which has a mean of 3.18, median 3.00, and S.D.0.874. Therefore, with mean score 3.18 it can be concluded this item was moderate level. The means that some Thai students studying in Semarang agreed that they don't dare to talk to their friends because they think friends speak English better than them.

Statement number 20 “I don't have good communication skills” which has a mean of 3.27, median 3.00, and S.D.0.905. Therefore, with mean score 3.55 it can be concluded this item was moderate level. The means that some Thai students studying in Semarang agreed that they don't have good communication skills.

Therefore, it can see that the most influencing factor was items of statement number 17 “Vocabulary has an effect on speaking effectively” which has a mean of 4.45, median 5.00, and S.D.0.820. It means vocabulary is very important for speaking. Because if we don't know the words, we won't be able to arrange the

sentences that will be spoken correctly. Therefore, the lexical factor has a great effect on the effective development of speech.

For the statement rated moderate, there were 3 statements receiving the high mean score compared to the others, the first was “I feel pressured to present my report in English” which has a mean of 3.91, median 4.00, and S.D.0.831. It means students are anxious about presenting reports, such as presenting work in front of the class because they lack the confidence to the point of pressure. The second was “My feelings of anxiety depended on the difficulty of the speaking activities assigned by the teacher” which has a mean of 3.91, median 4.00, and S.D. 0.944. It means anxiety is dependent on the activities they receive. This means that each activity has different difficulty/easiness, and the third was “The people around me affect my English speaking” which has a mean of 3.91, median 4.00, and S.D. 0.831. It means whether friends or other people all of which affect their courage to speak. For example, if they are with someone who is not close to them, they may not be brave enough to speak, but being with people who are close to each other, getting to know each other well will make it easier for them to communicate.

Finally, with a mean of 3.59, median3.65, and S.D.0.898, the researchers concluded that the above factors affect the speaking anxiety of Thai students studying in Semarang at a high level.

4.3.2. The data of Interviews

The interview was conducted after the respondents completed the questionnaire, there are six questions. The interview was conducted in Thai

language so that respondents could understand the meaning, therefore misunderstandings could be avoided. The respondents could choose to answer in either Thai or English depending on the convenience of the respondents. This interview was used to explain the factors causing speaking anxiety of Thai students.

The research results are as follows:

a. What factors affect your English speaking? (give examples of 4 items)

From analyzing the results of the responses from 11 Thai students of three universities in Semarang about “factors affect your English speaking” the results in the following:

R1 stated:

“1. Worried about grammar ,2. an unclear accent, 3. Worrying that the audience doesn't understand the true meaning and 4. Misinterpreting the question”

R2 stated:

“1. Don't know the words, 2. Embarrassed to say for fear of saying the wrong thing, 3. Unclear accent and 4. Environment”

R3 stated:

“1. pronunciation of words or sentences, such as fear of mispronunciation, 2. Speech is not grammatically correct, 3. Ignorance of Vocabulary and 4. environment”

R4 explained:

“1. Too much grammatical focus causing him to not dare to speak because he was afraid of breaking the grammar, 2. There are too few words in the head because in real life, we can't open a dictionary or google translate while talking, 3. Excessive Confidence make it easy for us to make mistakes but that's not a big problem and 4. The fact that we do not meet with native speakers make us not accent there are no pretty idioms to say. which makes us not professional in communication”

R5 explained:

“I am very sensitive to what other people say. Whenever someone insults my accent or asks about my level of English proficiency. It made me more insecure about myself. The factors that have a huge impact on me are; an insult to our British accent, being compared to friends, lack of confidence and know few words”

R6 stated:

“The first factor is an environment that makes me uncomfortable speaking out, the second factor is lacking vocabulary, the third is unconfident to speak out and the fourth is anxiety symptoms that make me unconfident to speak out”

R7 explained:

“1. Lack of self-confidence because he was afraid that he would say something wrong and others would laugh, 2. Assertiveness because no courage assertiveness made us not dare to leave our comfort zone, so we chose not to speak , 3. Lack of confidence to speak because we really don't know if the sentence that is spoken makes sense or not, so we are not confident in the content to be said and 4. People around because the pressure from people around you makes us feel anxious because every time we speak Everyone will stare and focus on us”

R8 explained:

“1. Start from yourself first is a matter of habits laziness, which is thought to be the main factor causing the speaking skill to not improve, 2. Environment, 3. The use of language in teaching and conversation and 4. Mindset it's also very important if we still think that English is difficult, sometimes it can cause discouragement and eventually lead to laziness to continue practicing”

R9 stated:

“1. The environment around the learner, 2. Motivation in learning, 3. The basic language of the learner and 4. Goals of language learning”

R10 stated:

“1. Environment around, 2. The willingness to learn, 3. Confidence in speaking and 4. Language use opportunities”

R11 explained:

“1. Environment especially in public places and being the target of people's eyes. Sometimes it may not be conducive to speaking, 2. Lack of self-confidence maybe it's because of the lack of opportunity to use English much, 3. Negative words from people around you when there is a mistake in using the English language and 4. The limited vocabulary of vocabulary provides a framework for conversation”

From the interviews with the researcher, it can be concluded that the factors that influenced their English speaking, four of which had the greatest impact are the first; environment and people around that affect speech a lot for fear of saying the wrong thing, being compared, and being mocked. The second; lack of self-confidence fear that if spoken, the accent will not be clear and cause the listener to not understand what they are saying. Third; too much grammatical focus. causing him to not dare to speak for fear of breaking the grammar and the fourth; not remembering words and do not know the meaning of words When speaking, there are not enough words to put out the correct sentences.

b. Does your family influence the development of your language skills?

From analyzing the results of the responses from 11 Thai students of three universities in Semarang about “family influenced the development of your language skills” the results in the following:

R1 stated:

“Yes, it does, because they think that knowing English, understanding English is like as a life profit. So, it made me have to be proficient in English.”

R2 stated:

“No, because my family didn't put any pressure on me, they understand me”

R3 stated:

“Not very effective because they didn't expect too much of me. So, it doesn't make me feel pressured”

R4 stated:

“No, they always support me about my language”

R5 stated:

“Not at all. Personally, it happened to me that my lack of confidence had nothing to do with my family”

R6 stated:

“No, they don't. They never forced me to be great, but my own myself forced myself should be perfect”

R7 stated:

“My family didn't have much effect on my English. They might expect me to be good at languages, but they're not a factor that worries me much”

R8 stated:

“No, because they don't put pressure on me and they let me gradually learn by myself”

R9 stated:

“No, they understood me and didn't put any pressure on me”

R10 stated:

“It didn't make much of an impact but they had little expectations of me but I think it wasn't a big problem that I had to put some pressure on”

R11 stated:

“No, because they didn't expect too much of me in terms of language and they always supported me”

From the interview, most respondent stated that their family had no effect on their speaking skills, to which they gave a similar answer: the

family did not put pressure on them, the family did not expect too much of them. For this reason, the researchers concluded that family factors did not affect students' language skills development

c. Do you think vocabulary is important for speaking skills?

From analyzing the results of the responses from 11 Thai students of three universities in Semarang about “vocabulary is important for speaking skills” the results in the following:

R1 said that:

“Yes, vocabulary is very important for speaking because vocabulary is what helps the speaker express what is most clearly stated”

R2 said that:

“It is very important because vocabulary allows me to know the meaning of the words that communicate with each other and allows me to understand the meaning of what others communicate and I can communicate with others correctly and confidently if I know a lot of vocabulary”

R3 said that:

“Vocabulary is very important because knowing a lot of words allows us to speak more, be able to explain more, and express more feelings”

R4 said that:

“Not really, such when I don't know I would try to explain more about the words and I can improve my skill from the way to speak”

R5 said that:

“Sure, it is very important because the more words we know, the easier it is for us to interpret while listening, speaking, reading and writing”

R

6 said that:

“Sure, because when are talking about something, for sure you should know the words that you wanna speak out”

R7 said that:

“I think that's very important because before starting to practice speaking. It is important for learners to know the vocabulary, if not knowing the words will make speaking the language more difficult”

R8 said that:

“Vocabulary is very important, if we remember a lot of vocabulary and know the meaning of the words, it makes communication flow smoothly”

R9 said that:

“For communication, vocabulary is very important because the more words we know, the smoother our communication”

R10 said that:

“It's very important because if you don't know the words, even if you know the grammar, you can't speak because you don't have words in your head and unable to arrange sentences correctly”

R11 said that:

“Of course, vocabulary is important because knowing a lot of vocabulary can help you talk more, understand the language better and communicate better with others”

Therefore, from the results of the answer analysis of the respondent, it was concluded that vocabulary is very important factors affect speaking because if we know a lot of vocabulary, we will be able to chat with others smoothly, but if we don't know the vocabulary, the conversation can get stuck.

d. Does classroom pressure affect your speech?

From analyzing the results of the responses from 11 Thai students of three universities in Semarang about “Does classroom pressure affect your speech” the results in the following:

R1 stated:

“Yes, effect because the more we see or listen to friends who can speak English well. We are even more nervous and afraid to speak because we think our pronunciation is unclear and may cause others to not understand what is being communicated”

R2 stated:

“Yes, I think that if we are under a lot of pressure, it made us nervous and possibly even afraid to go into the classroom and I think that this problem may be what makes the students skip class”

R3 stated:

“Sure, but with the fact that the classroom is a place of learning we can be wrong and right and know that there would be teachers and friends to help. So, I'm not feeling too much pressure”

R4 stated:

“Sure, because when I worried about study, I would lose focus about to improve my skill, such as when I worried about the lesson, I am not focus about my language skill at all (speaking or listening skill)”

R5 stated:

“For me, classroom pressure very affects speaking, I've read a book and it has made me discover that I am a perfectionist. If I draw a little bad or write wrong. I need to start over and make it perfect or are I ready to tear that page and start over. Even though it's art. which is nothing fixed. So, if it's a presentation in my class, it needs to be well prepared. because my insecurities affect a lot my speaking and my listen”

R6 stated:

“Yes, because I'm a Thai person so normally I speak Thai all the time, well that why I force myself when in the classroom to speak out in English language”

R7 stated:

“Sure, because each person has a different language base. Personally, I'm one of those people who have inferiority in English, especially in speaking, so sometimes I speak in the wrong way because of the pressure of others”

R8 stated:

“Of course, because of the pressure felt make my speaking might get stuck and my speaking was not as good as it should have been”

R9 stated:

“Effect for me, of course, because if I have pressure, my learning can be ineffective”

R10 stated:

“Little effect because everyone waiting to hear what we're going to say and when we don't do it well, it can make us feel bad”

R11 stated:

“Very effect for me because it excites me and my words are not very well organized”

which the researcher has analyzed from the responses of the respondents and concluded that the pressure in the classroom affects the speaking of the students and this problem, the researcher thinks that not only Thai students think this way, but also foreign student others may have problems in this area as well, because if a person has pressure, he not be able to do something effectively.

e. Does your environment around affect your language practice?

From analyzing the results of the responses from 11 Thai students of three universities in Semarang about “the environment around you How does it affect your language practice” the results in the following:

R1 explained:

“Of course, such as when we are with Thai friends, we only use Thai language, it is difficult to practice or develop a second language communication. Therefore, the environment or people around it has a definite effect on the development of a second language”

R2 said that:

“I think the environment is very important to learning because the environment is good, it made the learners happy with learning more”

R3 said that:

“Sure, because being eager to learn depends on the environment and people around you. For example; being in the classroom and staying home”

R4 said that:

“Yes, people around me teach me more than lesson in the books. When they talk with me. I can listen and respond them that the way to improve my language skill”

R5 said that:

“Sure, for example; my friends are very good at each other. So, their diligence drives me to want to be as good as them. As someone said, a good environment made us good, but if things around us are bad, we also be bad”

R6 said that:

“Yes, such I wanna be a good teacher. So, I should make my own myself be a good”

R7 said that:

“Sure, for example, when studying at a university Studying at the Faculty of English but never using English to communicate at all make language learning ineffective”

R8 said that:

“Yes, if the things around me are not good, it made me not active to want to speak English or communicate in English and render the knowledge learned to be useless”

R9 said that:

“I think the environment has a huge impact on language training because if we are with people who support each other, it gives us the courage and confidence in ourselves more because we are not afraid that we will say the

wrong thing because we have good people around us. He would help and encourage us”

R10 said that:

“Of course, because if we have good support from people around us, no matter what we do, we do it well”

R11 said that:

“Of course, the things around us affect our lives. If we want to be good or want to live a better life, we need to put ourselves together with good people and good environment as well”

So, from the information received from the respondents, it is clear that environmental factors influence the development of students speaking.

f. What are your techniques for dealing with English speaking anxiety?

From the analysis of results from interviews with 11 Thai students from three universities about “What are your techniques for dealing with English speaking anxiety” the results in the following:

R1 stated:

“My simple technique is to find my own problems and fix it to the point”

R2 stated:

“My technique is to get rid of fear and dare to speak, not ashamed to say wrong don't be afraid of being teased or ridiculed by others because mistakes allow us to learn and correct them at the right point”

R3 stated:

“My technique is reviewing frequently used words or sentences from movies or listening to music because at least it gave us the confidence to say this word or sentence without fear of being wrong”

R4 stated:

“Just speak out, listen a lot, practice writing often, and spend your free time every day with English because getting used to the environment allow us to acquire language automatically”

R5 stated:

“My technique is to prepare myself such If it's a work that needs to be presented, it's well prepared. I would be trying to understand the work as much as possible, when I speak English, I understand it better”

R6 stated:

“My technique for dealing with my English-speaking anxiety that is I figure out what my weakness in English speaking skill is, then I knew it, I rehearse it and try to be strength”

R7 stated:

“My techniques for dealing with anxiety are: choose to study more English and make us more confident in speaking and choose to practice regularly because practice make us fluent and get used to speaking and reduce anxiety”

R8 stated:

“I just choose to watch programs that give me various inspirations and adapt them to myself and fit me the most”

R9 stated:

“My technique is I would be practice speaking a lot and practice often”

R10 stated:

“Personally, I like watching movies with Thai subtitles. It makes me feel used to talking with friends it will not get excited. Another thing is to listen to the song, because the sentences in the song, when listening to it often, it becomes catchy and gives us new phrases to use”

R11 stated:

“My technique is to try to read books to learn new words and watch movies or listen to music to become familiar with English and its different pronunciation and listening methods”

Based on the information the researchers received from the respondents about techniques for coping with anxiety. Depending on the event or situation and each person's technique is different. They choose the method that suits them the most.

4.4. Discussion

This section was served as a place to discuss the close-ended questionnaire result and the semi structures interview result. This discussion sub chapter was composed of 2 questions about factors affecting English speaking anxiety of Thai students studying in Semarang. Which the first question about the speaking anxiety of Thai students studying in Semarang, this question used questionnaire and interview, in the questionnaire, there were 25 statements and interview had 5 questions. The second question about factors causing speaking anxiety of Thai students studying in Semarang, this question use questionnaire, there were 20 statements and interview, there were 6 questions. For the interview, because semi structured interview was used by the researcher, so there was no clear information about the aspect classification to the interview questions. When analyzing the results of questionnaires and interview results of 11 Thai students from three universities in Semarang, the results of the analysis are as follows:

The first question is the speaking anxiety of Thai students studying in Semarang. Based on the questionnaire data, after the researchers analyzed the data descriptive shows that the number of respondents (N) is 11, the minimum score obtained is 64,00, the maximum score obtained is 100,00, the mean is 80,0909, and

the standard deviation is 10,36778. So, it can be concluded that Thai students studying in Semarang had a moderate level of English-speaking. After analyzing all the data, the researcher was able to conclude that Thai students of faculty of language and communication at all three universities had speaking anxiety are: the reason they lack self-confidence and have moderate language skills. This makes them nervous when they are in class and have to speak English, that sometimes it makes them forget what they've learned and they're can't speak English because when they symptoms of anxiety or nervous, their thoughts will be empty about language and of this they have anxiety when speaking English because they are afraid of saying the wrong thing, using the wrong phrase because it will affect our friends can laugh at them. Which from the analysis of the questionnaire, the researcher concluded that Thai students from the three universities had a moderate level of anxiety, and after the researcher has done the analysis of the questionnaire data was completed. The researchers analyzed interviews with 11 Thai students and found that students' speaking anxiety affected their learning, communication, and life abroad. such as communicating with friends to understand and being ridiculed by their peers is a reason for their lack of confidence and the courage to communicate with others but anxiety also has the advantage of inducing enthusiasm among students, such as the fact that they fail to score in the past. Make them aware of their mistakes and become more active in reviewing the lesson. They also have a way to cope with anxiety by motivating things, practicing speaking frequently, and dealing with fear through trial and error.

The second question is factors causing speaking anxiety of Thai students studying. Based on the questionnaire data, after the researchers analyzed the data from the 20 questionnaires, the scores were mean 3.59, median 3.65, and SD 0.898. The results obtained with a mean score of 3.59 suggest that the above factors affect the English speaking of students is at a high level. Which the item that received that there were 15 of the high scoring on the statement are number 1,2,3,4,5,6,7,8,9,10,11,13,14,16,17 and 4 of the moderate scoring on the statement are number 12,18,19,20 and there was only one low on the statement is number 11. Therefore, from the analysis results in Table 4.1. It can be seen that the most influencing factors are vocabulary, lack of self-confidence, excessive grammar emphasis, environment, people around you and fear/anxiety about your own language. which when the researcher completed the questionnaire analysis. The researchers conducted an interview to find out more about the factors causing speaking and asked the students about the techniques they used to address these problems. The analysis of the questionnaire was that the students persisted in affirming the same words: environment, too much emphasis on grammar, vocabulary, and a lack of self-confidence is the main factor causing speaking anxiety, as for the techniques they use in problem solving/coping, they use the one that suits them the most. For example, some say his technique is to Learn more English because it will give him more confidence and some say, he chooses to dispel his fear by trial and error and is not afraid of being ridiculed by others.

Finally, the researchers concluded that the Thai students studying in Semarang had moderate level anxiety and that anxiety affected their learning and

living abroad, while the factors causing speaking anxiety was high, the main factors are environment, people, vocabulary, grammar and lack of self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter talks about the Conclusion and the Suggestion related to the topic of this study. The topic is about Factors affecting English speaking anxiety of Thai students in Semarang.

5.1 CONCLUSION

The result of the study about Factors affecting English speaking anxiety of Thai students in Semarang, could be concluded from the research question in the first chapter “what is the English-speaking anxiety of Thai students studying in Semarang?” and “what are factors causing speaking anxiety of Thai students studying in Semarang?”

Question number 1 “what is the English-speaking anxiety of Thai students studying in Semarang?” from the analysis of closed-ended questionnaires and interviews, the researcher can be concluded that Thai students studying in Semarang had a moderate level of anxiety. The main reason is that they lack self-confidence because they think their friends are better and speak English better than them. It made him worry that his friends wouldn't understand what we were communicating and that they might laugh at their accent, causing them to feel insecure, and because they put so much grammatical emphasis, they worry about using the wrong phrase. Which these problems have forced them to adapt greatly to living abroad and learning in the classroom so, they find ways to cope with their

anxiety by learning additional languages from English songs or movies to improve their language skills.

Question number 2 “factors causing speaking anxiety of Thai students studying in Semarang?” from the analysis of closed-ended questionnaires and interviews, the researcher can be concluded that the above factors effect Thai students studying in Semarang at a high level. The factors effecting speaking anxiety of Thai students studying in Semarang are environment because the surrounding environment is important for learning but Thai students are still concerned about speaking in public and public speaking because they still worry about their accent their afraid that the accent will be so unclear that it will distort communication and may cause friends laughed at them until they were embarrassed in front of others. Grammar because too much grammatical emphasis can sometimes cause them to think hard about the composition of the sentence they are going to say, causing self-worried about whether the word/phrase is right or wrong. Vocabulary because vocabulary is very important for speaking, if we don't know the words, we won't be able to arrange the sentences that will be spoken correctly, and Lack of self-confidence because most Thai students are shy and when using a non-Thai language, they feel anxious/fearful to express themselves in language.

By looking at the reason for choosing the topic, this study collected the data and explained the Factors affecting English speaking anxiety of Thai students in Semarang that most of the factors are the environment and language skills. These are common factors for those who learn a second language.

5.2 SUGGESTION

Because the researcher had finished this research, the researcher would like to suggest the next researchers who want to conduct a study related to this topic. The next researchers are suggested to choose better methods to collect data thus the next researchers are able to find maximum research results. The researcher hoped the finding of this research could be used as a starting point for future research that had a similar problem.

Related to the teachers, a teacher is a tutor and a facilitator, hence the researcher hopes the teachers were happy to be able to help the students both international students and students Indonesia in order to good feeling and create encouragement in the next study. Furthermore, the understanding of students is an essential indicator. By understanding students in-depth, it would be easier for the teachers to determine learning strategies that were suitable for student characteristics. In addition, in determining learning strategies, mastering various learning methods are very important. If the teachers were able to master it, hence they would be easier to choose an appropriate method according to the conditions. Because an appropriate method is very influential in students' learning development, The researcher was hoped that the teachers would not only apply the lecture method when teaching, but also be able to apply other appropriate methods such talking to students, Emphasis on students to be assertive especially in the field of communication, because speak discussing, the teachers can would indirectly

know the student characteristics and problem. This research may be some information that can help teachers or those who look.

Among Thai students. The researchers hope that the results of this research can help teachers in teaching and dealing with international students, and hopefully, this research will be useful for teachers, students, and researchers in the future more or less.

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APPENDICES

Appendix 1. Open-ended Questionnaire (question 1)

RESEARCH QUESTIONNAIRE SHEET

FACTORS AFFECTING ENGLISH SPEAKING ANXIETY OF THAI STUDENTS

IN SEMARANG

The following is a questionnaire relating to research, with this section measures your level of anxiety when doing speaking activities in English. Please respond to the following statements by ticking (√) on column “Strongly Agree (SA)”, “Agree (A)”, “Neutral (N)”, “Disagree (D)” and “Strongly Disagree (SD)” according to how you feel.

RESPONDENT IDENTITY

Respondent Name :

NIM :

QUESTIONNAIRE LIST

Please put (√) on the corresponding column.

Note:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SDA = Strongly Disagree

No	STATEMENT	SA	A	N	D	SDA
1	I had a lot of the symptoms of anxiety when I was called to answer and speak in an English class.					
2	I was shocked and scared when I realized that I didn't understand what the teacher was saying or teaching in English.					
3	I felt my heart pound and shiver when I knew I was about to be called to speak English in class.					
4	I get so nervous and anxious that I forget what I've learned if I have to speak in unfamiliar situations or places					

5	I am always worried that other students will speak better English than me.					
6	I feel nervous when I have to speak English in front of my friends, teachers or others.					
7	I get nervous and confused when doing activities that involve speaking English in class or outside.					
8	My mind is confused when I speak English for a limited time.					
9	I often panic when I speak English.					
10	I often tremble and sweat when I have to speak English.					
11	My body feels stiff and tight when speaking English.					
12	My thoughts are often empty when I speak English.					
13	I am ashamed if someone listens to my English and is judged as bad.					
14	I will do my best to find a reason for the refusal if asked to speak in English.					
15	I will try to avoid speaking English as much as possible.					
16	I worry that other students will laugh at my English.					
17	when speaking-English, I'm always worried about using the wrong phrases and sentences.					
18	I am confident when speaking English.					
19	I like to speak English with foreigners because it allows me to practice the language faster.					
20	I don't feel stressed when using English while presenting a report or speaking to a teacher.					
21	I'm not afraid to use English to express my opinions about things.					
22	I am always happy when I speak English and others understand what I am saying.					
23	I don't feel worried or stressed about what others will think of my English accent.					
24	I'm not worried about how bad my English is than my other friends.					
25	When I speak English, my thoughts and words tend to run smoothly.					

Appendix 2. Analysis results (question 1)

No	Respondent	Statement																									Total	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	Respon_1	4	4	3	4	1	4	3	4	4	3	3	3	3	3	3	2	3	4	3	4	4	4	4	4	3	84	3.36
2	Respon_2	2	3	3	2	5	3	2	3	2	2	3	3	4	2	3	3	5	4	5	3	4	5	4	3	3	81	3.24
3	Respon_3	4	3	4	5	4	4	4	4	4	4	3	3	3	2	2	3	4	3	4	3	3	5	4	3	3	88	3.52
4	Respon_4	3	2	2	2	2	2	2	2	2	1	1	2	3	2	1	1	2	4	4	4	5	5	4	4	4	66	2.64
5	Respon_5	4	4	3	4	4	3	4	4	3	3	3	4	4	3	2	3	4	3	3	3	3	4	3	2	3	83	3.32

6	Respon_6	4	2	4	4	3	4	3	4	4	3	3	4	3	2	2	3	4	3	4	4	4	4	3	4	3	85	3.40
7	Respon_7	3	3	3	3	4	4	3	3	3	2	3	4	2	3	2	3	4	3	4	3	3	5	4	5	3	82	3.28
8	Respon_8	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	5	5	2	3	4	4	4	4	3	3	100	4.00
9	Respon_9	3	4	2	3	2	4	3	3	2	1	1	2	3	2	2	3	3	3	3	3	3	5	3	4	3	70	2.80
10	Respon_10	4	2	3	2	5	2	3	4	4	3	2	2	3	2	2	2	2	4	4	3	4	4	4	5	3	78	3.12
11	Respon_11	3	2	3	2	3	2	3	3	3	3	3	2	2	3	2	2	3	2	3	3	3	2	2	2	3	64	2.56

Appendix 3. Open-ended Questionnaire (question 2)

RESEARCH QUESTIONNAIRE SHEET

FACTORS AFFECTING ENGLISH SPEAKING ANXIETY OF THAI STUDENTS

IN SEMARANG

The following is a questionnaire relating to research, this section finds out the level of factors affecting your English speaking. Please respond to the following statements by ticking (✓) on column “Strongly Agree (SA)”, “Agree (A)”, “Neutral (N)”, “Disagree (D)”, and “Strongly Disagree (SD)” according to how you feel.

RESPONDENT IDENTITY

Respondent Name :

NIM :

QUESTIONNAIRE LIST

Please put (✓) on the corresponding column.

Note:

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SDA = Strongly Disagree

Factors	SA	A	N	DA	SDA
1. I feel insecure about my English. Which speaking English in class.					
2. I was afraid that my classmates would laugh at me. when I speak English.					
3. I am shy, So I don't dare to communicate with others.					
4. My lack of confidence made me afraid to speak English.					
5. I am not confident in my English accent.					
6. I focus too much on grammar. It made me paranoid when I had to say it out.					
7. I'm afraid that I might be using the wrong word or phrase because it will distort the meaning it communicates.					

8. I worry when speaking English in public.					
9. The different environment made me insecure about using English.					
10. I feel pressured to present my report in English.					
11. My feelings of anxiety depended on the difficulty of the speaking activities assigned by the teacher.					
12. When the teacher asked me to do activities related to speaking English. I would feel anxious and confused when doing the activity.					
13. Teachers often give out to speak in English language courses. Without prior notice, it made me very worried.					
14. My family always expected me to speak English as a native speaker.					
15. My family often reprimanded me when I failed my English test.					
16. The people around me affect my English speaking.					
17. Vocabulary has an effect on speaking effectively.					
18. The others like to laugh at me. when I speak wrong or my accent is not the same as theirs.					
19. I don't dare to talk to my friends because I think he speaks English better than me.					
20. I don't have good communication skills.					

Appendix 3. Analysis results (question 2)

No	Respondent	Statement																				Total	Mean
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Respon_1	4	4	5	5	5	4	4	4	4	5	5	5	5	3	3	3	5	3	4	4	84	4.20
2	Respon_2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	3.00
3	Respon_3	5	5	5	5	5	5	5	5	5	5	5	5	5	3	2	5	5	5	5	5	95	4.75
4	Respon_4	2	3	2	2	3	3	4	3	2	4	4	2	2	4	2	4	3	2	2	3	56	2.80

5	Respon_5	4	5	4	4	3	4	4	4	4	4	5	4	4	3	2	3	5	3	4	4	77	3.85
6	Respon_6	3	2	3	3	2	2	3	3	5	3	4	3	3	5	5	5	5	2	3	2	66	3.30
7	Respon_7	4	4	4	4	4	4	4	4	4	4	4	3	4	4	5	3	4	3	3	3	76	3.80
8	Respon_8	4	3	3	3	4	3	3	4	3	4	3	2	3	2	1	4	4	3	2	2	60	3.00
9	Respon_9	3	3	4	4	4	4	4	4	4	5	4	4	5	3	1	4	5	4	3	4	76	3.80
10	Respon_10	3	3	4	4	2	5	4	4	3	3	2	4	4	3	2	4	5	2	3	3	67	3.35
11	Respon_11	4	4	4	4	4	4	4	4	4	3	4	3	4	3	1	5	5	3	3	3	73	3.65

Appendix 5. List of Interview Section (question1)**INTERVIEW QUESTIONS**

QUESTIONS
1. Does your English-speaking anxiety affect learning?
2. How has speaking anxiety influenced your life abroad?
3. How do you feel when your friends laugh at your accent?
4. Do you think anxiety can keep you active in improving your language skills?
5. What are your strategies for coping with English speaking anxiety?

Appendix 6. Interview Transcript (question1)

1. Does your English-speaking anxiety affect learning?

- R1 : “It definitely has an effect because we need to be able to communicate between teachers and classmates”
- R2 : “It definitely has an effect because it made us not dare to go and learn more from outside the classroom such as not dare to speak to foreigners”
- R3 : “Of course, because anxiety prevents us from learning to the fullest. It gives us the fear of asking questions or conversations between friends and teachers”
- R4 : “Does not affect because the more we worry, the more we have to find answers. The more you develop yourself and find solutions until the anxiety goes away on its own”
- R5 : “When it comes to high school, anxiety causes less self-confidence but now that we are at the university level, it has a certain level of academic performance, namely, not afraid to speak and not dare to ask. But when, I am in an environment where people are very diligent and good at each other. I have to develop ourselves but it doesn't stop us from wanting to learn the language at all because we love to learn languages already”
- R6 : “Sure, if you are English major. except you are not, it is not a big problem”
- R7 : “It definitely affects because learning anxiety make learning inefficient and not confident in language learning in every aspect, such as incomprehensible listening, unable to speak, not writing properly”
- R8 : “Effect, but not to the extent that it is too much because I personally think that whenever one is concerned about something, as a result it's not good for me. Therefore, anxiety of speaking is one of them. Worrying can cause us to lose focus and, at times our learning may not be as fulfilling as it should be”
- R9 : “Does not affect learning because the language used during the course is quite different from the language outside the classroom”
- R10: “It definitely has an effect because the field I'm currently studying requires mainly English”
- R11: “English speaking anxiety sometimes affects learning. especially in the case of sudden speech because personally quite lacking in self-confidence”

2. How has speaking anxiety influenced your life abroad?

- R1 : “Affects living abroad because English is the second language of human beings around the world. Most people choose to speak English inferior to the original language (mother tongue)”

- R2 : “Yes, it has a huge impact because we are abroad. We must have some basic English language, more or less, because if we can't speak, it would be difficult to live our lives, such as buying food. If we can't communicate. We can't buy food to eat, and if we don't know the language, it would be difficult for us to survive abroad. In which, when going abroad, we must rely on ourselves primarily. There is no one to help us all the time”
- R3 : “It has a huge impact because we can't speak or pronounce a sentence clearly. It makes communication unclear and the people we talk to don't understand what we want to say”
- R4 : “No effect because humans have both spoken language and body language. If you can't talk, just communicate in another way. There are many ways to communicate with each other. But communication will be easy. When we understand the same language (English language)”
- R5 : “Moderate impact, but mostly in the classroom. because my English standard is not good to make me unable to keep up with my friends. I can't hear it in time”
- R6 : “Sure, it is super affective if you went to go abroad you have to good in English to go there because English language it is such a global language that are people speak it”
- R7 : “Effect to some extent because every country uses English as the lingua franca all over the world, if we can't speak the Indo language, we can use English to speak instead. Because most people may understand what we convey. But if we can't speak English, it made our life in a foreign country more difficult. especially studying”
- R8 : “For now, think no. Because I am still able to communicate, enough to guess”
- R9 : “It doesn't have much effect because I only use language in the classroom”
- R10 : “I think it's not much effect for me because English is only used in the university fence, and my friends try to understand what I'm saying”
- R11 : “Affects life sometimes, especially in the early stages of adaptation, socialization and survival”

3. How do you feel when your friends laugh at your accent?

- R1 : “Of course, being laughed at by friends or other people made me feel nervous and dwindled the courage to speak because my confidence had been lowered”
- R2 : “Of course, when I said something, my friends laughed at me. I would be silent because I didn't want to have bad feelings towards my friend”
- R3 : “Nobody likes being laughed at because it's like we're clowns and it scares me. I'm not confident and don't have the courage to say it again until

sometimes I choose to remain silent in front of others for fear of being teased and embarrassed by others”

R4 : “I think it doesn't matter they think. If I’ve tried my best that’s enough”

R5 : “I'm going to feel a huge lack of self-confidence which makes me speechless and it takes me quite a while to try and regain my confidence”

R6 : “It's normal for people who laughing at you, so you should control yourself not to be paranoid”

R7 : “I felt embarrassed and lacked confidence because it dwindled the courage I had”

R8 : “I was nervous at first but only at the beginning after that, I am don't care because we make mistakes, but we have to learn from them (Mistakes)”

R9 : “I don't like being teased in front of other people but I don't care so chose to let it go”

R10: “I have no problem with this because my university friends never laugh at me and they cheer me up when I make mistakes”

R11: “I was embarrassed and didn't dare to say because it had already caused me to lose confidence”

4. Do you think anxiety can keep you active in improving your language skills?

R1 : “Yes, because the more we worry, the more we try to practice and whatever we have does is not good enough, we would be try to make it better”

R2 : “Yes, sometimes anxiety makes me want to improve myself in the things I've done wrong and to get better at things that aren't good enough”

R3 : “Yes, of course because what we do is not good. It made me want to develop myself more. For example, in the exams, I did not score well and it makes me want to come back to review more content. To be able to score better next time”

R4 : “Absolutely, because when I worried, I’ll try more”

R5 : “Yes, it makes me want to improve myself more and makes me want to enjoy it, like watching movies/listening to English because I think it's quite helpful for me and everyone's methods are different. Which other people's methods may not be suitable for me I discovered that by doing this, I felt more confident that I listened understood, and had the courage to speak”

R6 : “Probably yes because it makes me know what I am at fault would be corrected and improved to meet the point”

R7 : “Yes, it can sometimes help me improve my language skills. For example, if I knew what I was worried about it would make me want to try to improve myself even more”

R8 : “Yes, because when I feel that something I can't do enough I would be eager to make it better”

R9 : “Yes, I think anxiety helps me want to improve myself because it makes me want to change the thing, I've done wrong be to better than ever”

R10 : “Yes, it helps me to improve myself and to be able to prepare my next speech more accurately and better”

R11 : “Yes, I think it made me want to improve myself even better”

5. What are your strategies for coping with English speaking anxiety?

R1 : “Try to practice speaking English more often, practice speaking with others a lot”

R2 : “Be conscious, don't be afraid to face problems have the courage to speak up, dare to think and dare to act”

R3 : “Build your self-confidence little by little including motivating that makes me want to say or want to learn more English and must not put pressure on yourself”

R4 : “Do what we like by having English involved, such as relaxing with music but use international songs in English no need to stress and read a lot of books”

R5 : “There may not be a strategy for solving that kind of problem but listening a lot will help us understand better. When we understand, we would be able to speak. If we don't understand from the beginning, we won't be able to speak”

R6 : “The strategy to solve my anxiety which is a lot of practice to speak with the people who are able to speak in English language because practice make you will be perfect”

R7 : “Choose to study more English and make us more confident in speaking and choose to practice regularly because practice make us fluent and get used to speaking and reduce anxiety”

R8 : “Eliminate fear, dare to be wrong, and speak out”

R9 : “My strategy is to practice speaking a lot and practice often”

R10 : “Use language in everyday life Make feel familiar of speak and become part of life”

R11 : “Practice and try to get yourself to live in an English-speaking environment and give yourself the opportunity to do things that make you more confident in yourself, always try to think positive and encourage yourself all the time”

Appendix 7. List of Interview Section (question2)

INTERVIEW QUESTIONS

QUESTIONS
1. What factors affect your English speaking? (give examples of 4 items)
2. Does your family influence the development of your language skills?
3. Do you think vocabulary is important for speaking skills?
4. Does classroom pressure affect your speech?
5. Does your environment around affect your language practice?
6. What are your techniques for dealing with English speaking anxiety?

Appendix 8. Interview Transcript (question2)

1. What factors affect your English speaking? (gives examples of 4 items)

R1 : “1. Worried about grammar, 2. an unclear accent, 3. Worrying that the audience doesn't understand the true meaning and 4. Misinterpreting the question”

R2 : “1. Don't know the words, 2. Embarrassed to say for fear of saying the wrong thing, 3. Unclear accent and 4. Environment”

R3 : “1. pronunciation of words or sentences, such as fear of mispronunciation, 2. Speech is not grammatically correct, 3. Ignorance of Vocabulary and 4. environment”

R4 : “1. Too much grammatical focus causing him to not dare to speak because he was afraid of breaking the grammar, 2. There are too few words in the head. Because in real life, we can't open a dictionary or google translate while talking, 3. Excessive Confidence will make it easy for us to make mistakes but that's not a big problem and 4. The fact that we do not meet with native speakers make us not accent there are no pretty idioms to say. which makes us not professional in communication”

R5 : “I am very sensitive to what other people say. Whenever someone insults my accent or asks about my level of English proficiency. It made me more insecure about myself. The factors that have a huge impact on me are; an insult to our British accent, being compared to friends, lack of confidence and know few words”

R6 : “The first factor is an environment that makes me uncomfortable speaking out, the second factor is lacking vocabulary, the third is unconfident to speak out and the fourth is anxiety symptoms that make me unconfident to speak out”

R7 : “1. Lack of self-confidence because he was afraid that he would say something wrong and others would laugh, 2. Assertiveness because no courage assertiveness made us not dare to leave our comfort zone, so we chose not to speak , 3. Lack of confidence to speak because we really don't know if the sentence that is spoken makes sense or not, so we are not confident in the content to be said and 4. People around because the pressure from people around you makes us feel anxious because every time we speak everyone stare and focus on us”

R8 : “1. Start from yourself first is a matter of habits laziness, which is thought to be the main factor causing the speaking skill to not improve, 2. Environment, 3. The use of language in teaching and conversation and 4. Mindset it's also very important if we still think that English is difficult,

sometimes it can cause discouragement and eventually lead to laziness to continue practicing”

- R9 : “1. The environment around the learner, 2. Motivation in learning, 3. The basic language of the learner and 4. Goals of language learning”
- R10: “1. Environment around, 2. The willingness to learn, 3. Confidence in speaking and 4. Language use opportunities”
- R11: “1. Environment especially in public places and being the target of people's eyes. Sometimes it may not be conducive to speaking, 2. Lack of self-confidence Maybe it's because of the lack of opportunity to use English much, 3. Negative words from people around you when there is a mistake in using the English language and 4. The limited vocabulary of vocabulary provides a framework for conversation”

2. Does your family influence the development of your language skills?

- R1 : “Yes, it does because they think that knowing English, understanding English is like as a life profit. So, it made me have to be proficient in English.”
- R2 : “No, because my family didn't put any pressure on me, they understand me”
- R3 : “Not very effective because they didn't expect too much of me. So, it doesn't make me feel pressured”
- R4 : “No, they always support me about my language”
- R5 : “Not at all. Personally, it happened to me that my lack of confidence had nothing to do with my family”
- R6 : “No, they don't. They never forced me to be great, but my own myself forced myself should be perfect”
- R7 : “My family didn't have much effect on my English. They might expect me to be good at languages, but they're not a factor that worries me much”
- R8 : “No, because they don't put pressure on me and they let me gradually learn by myself”
- R9 : “No, they understood me and didn't put any pressure on me.”
- R10: “It didn't make much of an impact but they had little expectations of me but I think it wasn't a big problem that I had to put some pressure on”
- R11: “No, because they didn't expect too much of me in terms of language and they always supported me”

3. Do you think vocabulary is important for speaking skills?

- R1 : “Yes, vocabulary is very important for speaking because vocabulary is what helps the speaker express what is most clearly stated”

- R2 : “It is very important because vocabulary allows me to know the meaning of the words that communicate with each other and allows me to understand the meaning of what others communicate and I can communicate with others correctly and confidently if I know a lot of vocabulary”
- R3 : “Vocabulary is very important because knowing a lot of words allows us to speak more, be able to explain more, and express more feelings”
- R4 : “Not really, such when I don’t know I would try to explain more about the words and I can improve my skill from the way to speak”
- R5 : “Sure, it is very important because the more words we know, the easier it is for us to interpret while listening, speaking, reading and writing”
- R6 : “Sure, because when are talking about something, for sure you should know the words that you wanna speak out”
- R7 : “I think that's very important because before starting to practice speaking It is important for learners to know the vocabulary, if not knowing the words will make speaking the language more difficult”
- R8 : “Vocabulary is very important if we remember a lot of vocabulary and know the meaning of the words, it makes communication flow smoothly”
- R9 : “For communication, vocabulary is very important because the more words we know, the smoother our communication”
- R10: “It’s very important because if you don't know the words, even if you know the grammar, you can't speak because you don't have words in your head and unable to arrange sentences correctly”
- R11: “Of course, vocabulary is important because knowing a lot of vocabulary can help you talk more, understand the language better and communicate better with others”

4. Does classroom pressure affect your speech?

- R1 : “Yes, effect because the more we see or listen to friends who can speak English well. We are even more nervous and afraid to speak because we think our pronunciation is unclear and may cause others to not understand what is being communicated”
- R2 : “Yes, I think that if we are under a lot of pressure, it made us nervous and possibly even afraid to go into the classroom and I think that this problem may be what makes the students skip class”
- R3 : “Sure, but with the fact that the classroom is a place of learning We can be wrong and right and know that there would be teachers and friends to help. So, I'm not feeling too much pressure”
- R4 : “Sure, because when I worried about study, I would lose focus about to improve my skill, such as when I worried about the lesson, I am not focus about my language skill at all (speaking or listening skill)”

- R5 : “For me, classroom pressure very affects speaking, I've read a book and it has made me discover that I am a perfectionist. If I draw a little bad or write wrong. I want to start over and make it perfect or are I ready to tear that page and start over. Even though it's art. which is nothing fixed so if it's a presentation in my class, it needs to be well prepared because my insecurities affect a lot my speaking and my listen”
- R6 : “Yes, because I'm a Thai person so normally I speak Thai all the time, well that why I force myself when in the classroom to speak out in English language”
- R7 : “Sure, because each person has a different language base. Personally, I'm one of those people who have inferiority in English, especially in speaking, so sometimes I speak in the wrong way because of the pressure of others”
- R8 : “Of course, because of the pressure felt make my speaking might get stuck and my speaking was not as good as it should have been”
- R9 : “Effect for me, of course, because if I have pressure, my learning can be ineffective”
- R10 : “Little effect because everyone wait to hear what we're going to say and when we don't do it well, it can make us feel bad”
- R11 : “Very effect for me Because it excites me and my words are not very well organized”

5. Does your environment around affect your language practice?

- R1 : “Of course, such as when we are with Thai friends, we only use Thai language, it is difficult to practice or develop a second language communication. Therefore, the environment or people around it has a definite effect on the development of a second language”
- R2 : “I think the environment is very important to learning because the environment is good, it made the learners happy with learning more”
- R3 : “Sure, because being eager to learn depends on the environment and people around you. For example; being in the classroom and staying home”
- R4 : “Yes, people around me teach me more than lesson in the books. When they talk with me. I can listen and respond them that the way to improve my language skill”
- R5 : “Sure, for example; my friends are very good at each other. So, their diligence drives me to want to be as good as them. As someone said, a good environment will make us good, but if things around us are bad, we also be bad”
- R6 : “Yes, such I wanna be a good teacher, so I should make my own myself be a good”

- R7 : “Sure, for example; when studying at a university studying at the faculty of English but never using English to communicate at all will make language learning ineffective”
- R8 : “Yes, if the things around me are not good, it made me not active to want to speak English or communicate in English and render the knowledge learned to be useless”
- R9 : “I think the environment has a huge impact on language training because if we are with people who support each other, it gives us the courage and confidence in ourselves more because we are not afraid that we say the wrong thing because we have good people around us. He will help and encourage us”
- R10: “Of course, because if we have good support from people around us, no matter what we do, we would do it well”
- R11: “Of course, the things around us affect our lives. If we want to be good or want to live a better life, we need to put ourselves together with good people and good environment as well”

6. What are your techniques for dealing with English speaking anxiety?

- R1 : “My simple technique is to find my own problems and fix it to the point”
- R2 : “My technique is got rid of fear and dare to speak. not ashamed to say wrong Don't be afraid of being teased or ridiculed by others because mistakes allow us to learn and correct them at the right point”
- R3 : “My technique is reviewing frequently used words or sentences from movies or listening to music because at least it gave us the confidence to say this word or sentence. without fear of being wrong”
- R4 : “Just speak out, listen a lot, practice writing often, and spend your free time every day with English because getting used to the environment allow us to acquire language automatically”
- R5 : “My technique is to prepare myself, such if it's a work that needs to be presented, it's well prepared. I am trying to understand the work as much as possible when I speak English, I understand it better”
- R6 : “My technique for dealing with my English-speaking anxiety that is I figure out what my weakness in English speaking skill is, then I knew it, I rehearse it and try to be strength”
- R7 : “My techniques for dealing with anxiety are: choose to study more English and make us more confident in speaking and choose to practice regularly because practice made us fluent and get used to speaking and reduce anxiety”
- R8 : “I just choose to watch programs that give me various inspirations and adapt them to myself and fit me the most”

R9 : “My technique is I would practice speaking a lot and practice often”

R10: “Personally, I like watching movies with Thai subtitles. it makes me feel used to talking with friends it not get excited. Another thing is to listen to the song, Because the sentences in the song, when listening to it often, it becomes catchy and gives us new phrases to use”

R11: “My technique is to try to read books to learn new words and watch movies or listen to music to become familiar with English and its different pronunciation and listening methods”

