

**AN ANALYSIS OF THE STUDENTS' SPEAKING DIFFICULTIES
FACED BY THAI STUDENTS
AT THE SEVENTH OF EKKAPAP SASANAWICH ISLAMIC SCHOOL THAILAND
2021-2022**

UNDERGRADUATE THESIS

Presented to

Kiai Haji Achmad Siddiq State Islamic University of Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program



By:

SUNITTA SAIDAM

NIM : T20176101

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
2023**

**AN ANALYSIS OF THE STUDENTS' SPEAKING DIFFICULTIES
FACED BY THAI STUDENTS
AT THE SEVENTH OF EKKAPAP SASANAWICH ISLAMIC SCHOOL THAILAND
2021-2022**

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

By:

Sunitta Saidam
SRN: T20176101

Had been approved by Advisor


As'ari, M.Pd.I
NIP. 197609152005011004

**AN ANALYSIS OF THE STUDENTS' SPEAKING DIFFICULTIES
FACED BY THAI STUDENTS
AT THE SEVENTH EKKAPAP SASANAWICH ISLAMIC SCHOOL THAILAND
2021-2022**

UNDERGRADUATE THESIS

Has been examined and approved by the board examiners
In Partial Fulfillment of the Requirements for Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

Day : Monday

Date : 05th June 2023

Examiners Team


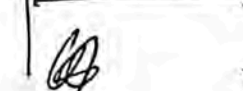
Chairman

Dr. Hj. Umi Faridah, M.M, M.Pd
NIP. 196806011992032001

Secretary


Khusnul Khotimah, M.Pd
NIP/197706042014112001

Members :

1. Dr. Inayatul Mukarromah, M.Pd ()
2. As'Ari, M.Pd.I ()

Has been Approved by
Faculty Tarbiyah and Teacher Training




Dr. Hj. Muktiyah, M.Pd.I.
NIP.196405111999032001

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ (إِنَّ مَعَ الْعُسْرِ يُسْرًا) ﴿٦﴾

“ So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief ”.

(Al-Qur'an Sûrat al-Inshirâh-94)¹



UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

¹ Mohammed Hamza Bin Mohammed Haji Bin Mohammed Ghouse. *Surah Alam Nashrah With English Transliteration & Translation*, QuranEnglishTranslate.Com.

DEDICATION

This thesis is especially dedicated to:

My beloved parents, Mr. Suthin Saidam and Mrs. Nittaya Saidam

thank you for the love , pray, and support

My best support , Mr. Nuttawut Masleah,

gave me the best encouragement and took good care of support in my thesis.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

ACKNOWLEDGMENT

In the name of Allah, The most gracious and the most merciful all praises and thanks to Allah SWT who has given His blessings and help so that the writer can finish thesis.

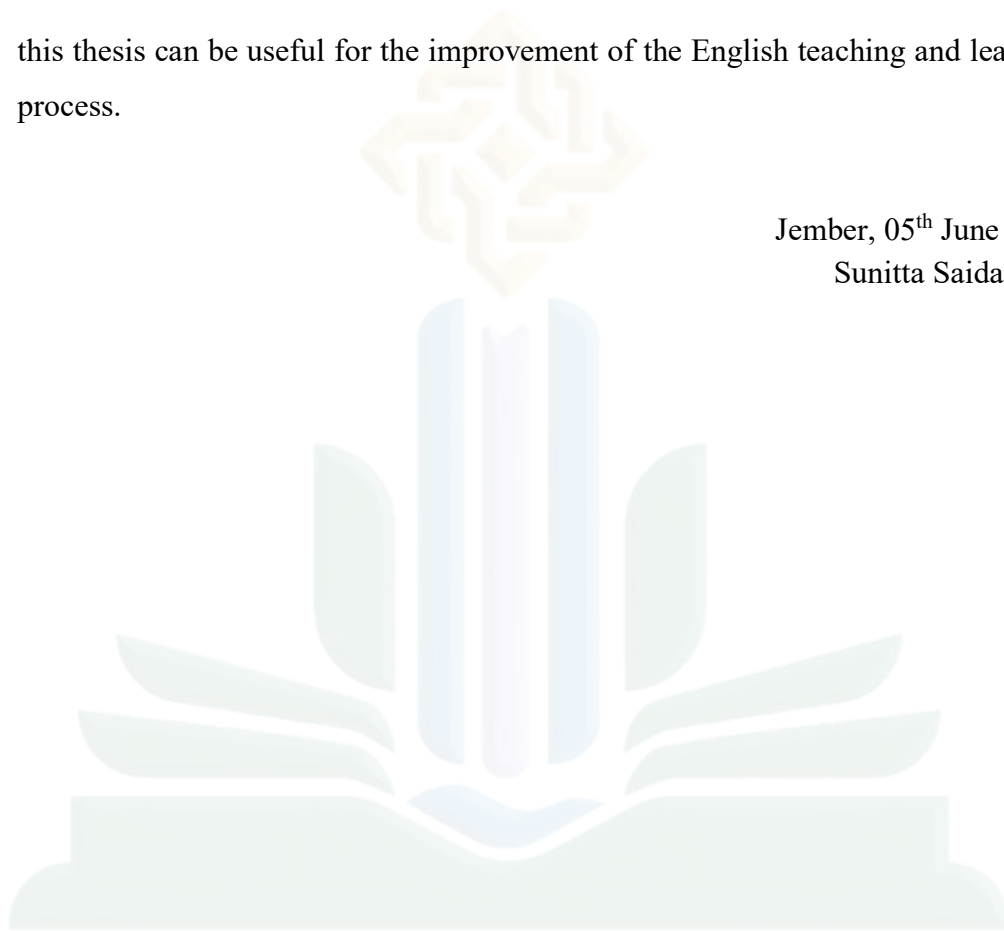
The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank :

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni'ah M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.
4. As'ari, M.Pd.I. ME. as the Coordinator program study of the English Education Department and also as my thesis Advisor, who has given his patience, guidance, and suggestions.
5. All of the Lecturers of the English Education Department, thank you so much for everything you have given to the writer.
6. All of the staff in the main library of State Islamic University of KH Ahmad Siddiq of Jember, thank you for helping the researcher in finding several references.

The writer realized that this is still far from being perfect. Hence he accepts every suggestion, criticism and comment from the readers. I Hope that

this thesis can be useful for the improvement of the English teaching and learning process.

Jember, 05th June 2023
Sunitta Saidam



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

ABSTRACT

Sunitta Saidam , 2023 : “ An analysis of the students’ speaking difficulties faced by Thai students at the seventh of Ekkapap Sasanawich Islamic school Thailand 2021-2022 ”

Keywords: *Linguistic, Speaking Difficulties, Thai students*

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else, Education as an effort to foster and develop the human person, spiritual and physical aspects, must also take place in stages. Linguistics is the study of language how it is put together and it functions. The research involved the students' ability to speak English. It is important to be aware of the difficulties that are typically preventing them from speaking or improving their English. Knowing how hard this is making teachers Students can solve problems directly and improve their spoken English

The Research Objective of the study was: 1) To find out the Micro linguistic problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School. 2) to find out the Macro linguistics problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School. .3) To find out the solution of Micro linguistics problems and Macro linguistics problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School.

The method in this research used qualitative method, Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research

The research results were: 1) Micro Linguistic difficulty are, Lack of vocabulary in which to properly speak, Distorted and incorrect and not knowing the correct use of grammar in a sentence, 2). Macro linguistic difficulties are, Lack of confidence in speaking and Psycholinguistics unstable 3). Correction the problems that arise with difficulties in speaking English include: Students set an additional time for themselves to memorize additional vocabulary., Learn pronunciation from watching repeating videos, Students try being open mind and motivated to practice speaking English with teachers and to custom assertiveness in speaking in front of the class. The conclusion of the study is: Take note of the words. , Create opportunities to speak and Adjust teaching methods.

TABLE OF CONTENTS

APPROVAL SHEET	ii
APPROVAL OF EXAMINE.....	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	x
LIST OF APPENDIXES.....	xi
CHAPTER I INTRODUCTION.....	1
A. The Background of Research	1
B. The Question of Research	7
C. The Objective of Research	7
D. The Significance of Research.....	8
E. The Scope of Research.....	8
F. Definition of Key Terms	8
G. Systematic Discussion.....	10
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Previous Study	11
B. Theoretical Framework	17
C. Theory of The Speaking.....	33
CHAPTER III THE RESEARCH METHOD.....	35
A. Approach and Type of Research.....	35
B. Research Location.....	36
C. Research Subject.....	36
D. Source of Data.....	37
E. Data Collection Technique	38
F. Data Analysis	39

G. Validity of Data.....	40
H. Research Steps	41
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	43
A. Research Finding.....	43
1. Profile of The School	43
2. Speaking Difficulties.....	45
3. Micro Linguistic problems.....	51
4. Macro Linguistic problems	53
5. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTION	67
A. Conclusion.....	67
B. Suggestion.....	68
REFERENCES.....	69

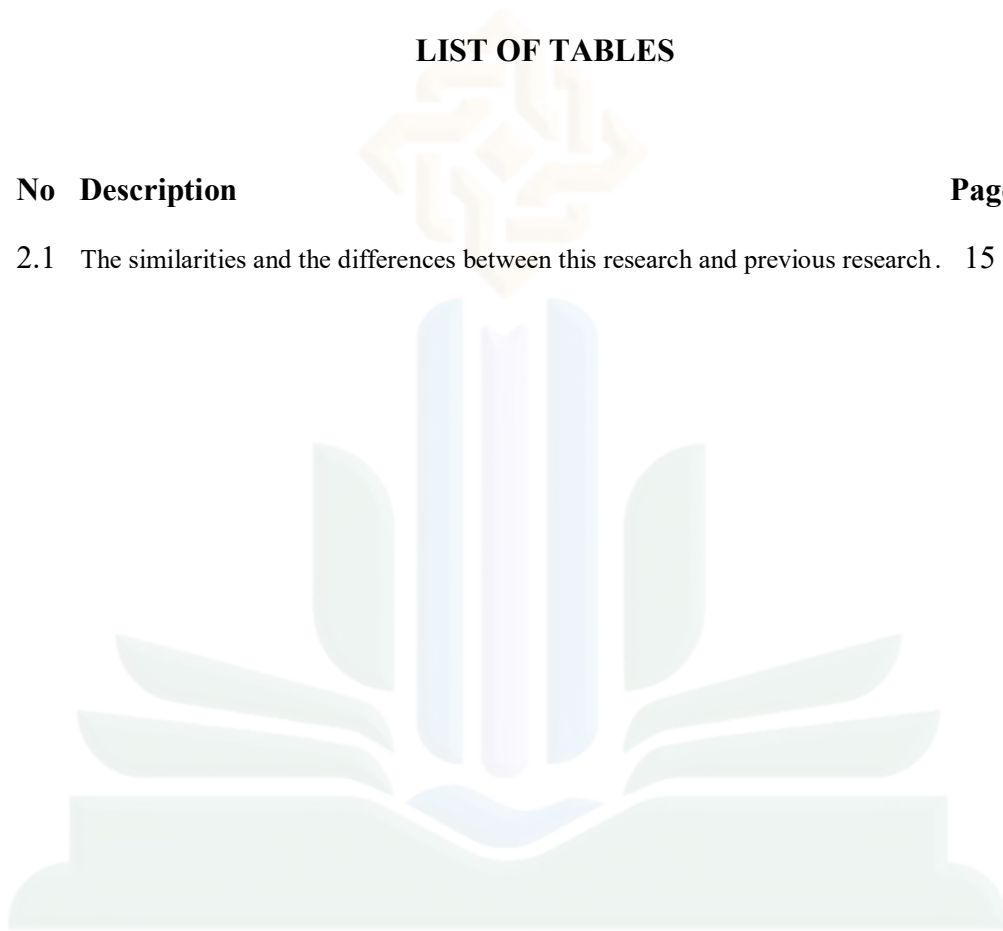
UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

LIST OF TABLES

No	Description	Page
2.1	The similarities and the differences between this research and previous research.	15



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

LIST OF APPENDIXES

- Appendix 1 :** Matrix of the Research
- Appendix 2 :** Research Instrument
- Appendix 3 :** Research Journal
- Appendix 4 :** Research Permission Letter
- Appendix 5 :** Research Completion Letter
- Appendix 6 :** Declaration of Authenticity
- Appendix 7 :** Basic English Learning Plan Grade Seventh
- Appendix 8 :** Document Review
- Appendix 9 :** Curriculum Vitae

UIN

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ
JEMBER**

CHAPTER I

INTRODUCTION

The study's background, research problem, objective, scope and limitations, significance, and key terms were all discussed in this chapter.

A. Background of the Research

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.²

Education as an effort to foster and develop the human person, spiritual and physical aspects, must also take place in stages. Therefore, a maturity that ends in optimizing development/growth can only be achieved if it goes through process after process towards the ultimate goal of development or growth. However, a process that is desired in educational endeavors is a directed and purposeful process, namely directing students (humans) to the optimal point of their abilities. While the goal to be achieved is the formation of a rounded and whole personality as an individual and social human being as well as a servant of God who devotes himself to Him.³

Education in Thailand is currently managed according to the context of education management in accordance with the national education plan, namely human development, teacher development, and social development in various forms that emphasize the participation of public and private organizations more vocational education. Focusing on providing basic education and

² collins english dictionary - complete & unabridged 2012 digital edition 2023 dictionary.com, llc

³ Muhaimin, Paradigma Pendidikan Islam (Bandung: Remaja Rosdakarya, 2002), 37

bachelor's degrees to emphasize employment by relying on many external factors in the main organization such as Factors in technology, economy, bureaucracy, politics, governance, morality and ethics, which resulted in a new management system for the Ministry of Education By integrating the main organizations of the 5 main ministries, with the Permanent Secretary of Education as the highest authority.⁴

The future of Thai education Educations is a tool to improve the quality of life of Thai people, increasing social costs for the country, participation of all sectors of society in education management By emphasizing on making children to be good, smart, happy, and moral, relying on a variety of teaching to suit the potential of the learners. various together as interdisciplinary so that education is in line with the way of life student needs And the most local communities and to streamline management. Therefore, there must be a full decentralization of education management to local areas in the future. In addition, in the future, teaching methods will be modified to be consistent with life⁵

Learning English must learn with understanding to promote the development of memory and the use of English in real life. English proficiency it is a skill that is in high demand in today's workplace. Including studying abroad Studying at an international institution in Thailand medical education Therefore, laying the foundation for learning and teaching English

⁴ Dr.Prayad PimPa, *Office of Education Region 10 Udon Thani Office of the Permanent Secretary Ministry of Education* <http://pittiporn-ja-o.blogspot.com/2010/05/ek.html>,2

⁵ Pittiphon Singkarat. *Thai Education in Modern Times*.(online). <http://blog.eduzones.com>.

successfully is the heart of the development of Thai children's English potential.⁶

Of course, communication is two-way street (speaker and listener). The person on the other side of those barriers will also try to send message back to you. Your ability to understand them clearly could be left to depend on their ability to use communication skills. However, it leaves the success of the communication to chance. Instead, you can also use your own communication skills to ensure that you receive a message clearly as well. Such as utterance :

“Then they (learners) have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that others can understand. They have to be able to vocalize this using pronunciation and intonation in a way that is clear enough for others to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent.”⁷

Linguistics is the study of language how it is put together and its functions. Various building blocks of different types and sizes are combined to make up a language. Sounds are brought together and sometimes when this happens, they change their form and do interesting things. Words are arranged in a certain order, and sometimes the beginnings and endings of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the

⁶ Dr. Wattana Putthichat. *Guidelines for learning English*, <https://mgroonline.com>.

⁷ Jill Hadfield and Charles Hadfield, *Introduction To Teaching English* (New York: Oxford University Press, 2008), 105.

hearer will understand.⁸It can be divided into two categories: Micro linguistics and macro-linguistics.

Micro linguistics is a branch of linguistics that concerns itself with the study of language systems in the abstract, without regard to the meaning or national content of linguistic expressions. In micro-linguistics, language is reduced to the abstract mental elements of syntax and phonology. It contrasts with macro-linguistics, which includes meanings, and especially with sociolinguistics, which studies how language and meaning function within human social systems.⁹

Macro linguistics is the study of language in terms of its structure and function within a society. Macro linguistics, is concerned with society and how it influences language, whereas micro - linguistics examines all aspects of language. Linguistics is a large field of study that can be divided into two categories. Macro linguistics is a broad term that encompasses linguistic phenomena that are outside the scope of academic linguistics.¹⁰

It is widely accepted that improving the ability to speak English to be able to communicate effectively to be ready to cope with the changes that will occur Communication strategies are one of the methods used to teach English as a second language by creating a model for practicing English communication skills that uses basic techniques and problem-solving

⁸ Brian O'Herin, Ph.D. *International Linguistics Coordinator*. <https://www.sil.org/linguistics>.

⁹ Matthews, P.H. (2002), *The Concise Oxford Dictionary of Linguistics*, Oxford: Oxford UP.

¹⁰ Adrian Akmajian; *Linguistics Program - Linguistics Program* | University of South Carolina. www.linguisticsociety.org.

strategies to achieve goals. This process can lead to improving the English speaking skills of learners.¹¹

Nowadays, the majority of English users can be found in countries where the language is employed as a foreign or second language. Effective use of English as second language or foreign language in oral communication is, without a doubt, not only one of the most commons, but also highly complex activities people need to learn for their interpersonal communication.

It has likewise turned into a "most widely used language" among speakers of dialects that are not understandable together.¹² As a result, English learning has become increasingly popular in this era, attracting the attention and interest of most people, particularly students. There are four abilities of the English language, they are talking, tuning, recorded as a hard copy and perusing. One of the four essential skills that students should be good at is speaking because speakers use it as a medium to convey information.

Students are embarrassed to speak English, which is the issue. Because they will speak Thai without using grammar, they are concerned about it. So don't stress over linguistic tenses and word request. Additionally, their lack of vocabulary was a factor in their decision not to speak English. It cannot be used by children on a daily basis. They are unable to speak English correctly and fluently due to these issues.

¹¹ Dhirawit Pinyonattagarn. *Globalization of English in ASEAN with Special Emphasis on Thailand*. International Conference on Globalization and the Teaching of English Oct.

¹² Coury.(2001)*Teaching Speaking Activities to Promote Speaking in Second Language*.

Even though they speak English, many students still think in Thai. They think in Thai language and mean English when they communicate in light of the fact that Thai language has no sentence structure, they are mistaken when looked for syntax use in English. Additionally, there is an issue with the wording that may result in incorrect communication. It would be preferable if they altered their mindset; When they speak English, they think English rather than Thai. Otherwise, they ought to learn like a baby who speaks easily and naturally as a model. I believe they must alter their thinking if they want to speak English well. Obviously it is extremely challenging work.

Ekkaphap Sasanawich Islamic School is a school that has students from all over Krabi and the surrounding areas, like Trang and Phang Nga, among other places. students when they begin a new and higher level of education. As a result, every field has a knowledge base. In terms of content, the English subject itself is also significant. Students' experiences with implementation and comprehension, in addition to factors like insecurity surrounding the difficulty of speaking English. resist commenting. Due to a lack of vocabulary, they are unable to speak in sentences. Students continue to use incorrect English and are afraid to speak because of this, which presents a significant issue that is not being properly addressed. As a result, it does not directly address the issue and is undeveloped.

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or

generate new ideas for research. Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis.¹³

B. Research Questions

Based on the background of this research, subject describe the problems of research as follows:

1. What are The Micro linguistic problems faced by the Students at the seventh at the Ekkaphap Sasanawich Islamic School.?
2. What are the Macro linguistics problems faced by the Students at the seventh at the Ekkaphap Sasanawich Islamic School.?
3. How does the teacher solve the problems faced by the Students at the seventh at the Ekkaphap Sasanawich Islamic School.?

C. Research Objectives

Based on the problem of research above, the purpose of this research is focused on answering the research problems, They :

1. To find out the Micro linguistic problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School.
2. To find out the Macro linguistics problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School.
3. To find out the solution of Micro linguistics problems and Macro linguistics problems faced by the Students at the seventh grade at the Ekkaphap Sasanawich Islamic School.

¹³ Bhandari, P. (2023, January 30). *What Is Qualitative Research? | Methods & Examples*. Scribbr. Retrieved June 8, 2022, from <https://www.scribbr.com/methodology/qualitative-research>.

D. Significance of the research

1. Theoretical Significance

Theoretically, the objectives of this study are expected to promote and reinforce the theory of problems encountered in the English speaking skills of students and researchers to describe problems and solutions related to the direct results.

2. Practical Significance

Practically, the research aims to properly understand the English speaking problems students face in the classroom. This research is expected to help researchers, and teachers understand the causes and resolve the problems encountered for the benefit of further development and correction.

E. Scope and Limitation of the study

This study focuses on analyzing the English speaking problems of 30 students junior high school students at the seventh grade of Ekkapap Sasanawich Islamic School, Thailand for this research.

F. Definition of Key terms

The following definition provides the understanding and definition of this study:

1. Speaking

Speaking are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.¹⁴

¹⁴ Edi Elisa *kategori English Education*<https://www.twinkl.co.in/teaching>.

The participant's English speaking was important in this study to determine whether the participant's speech difficulties were severe or in need of improvement.

2. Speaking Difficulties

Learners have difficulties to use words and expressions when they speak. This problem occurs because the students do not know how to combine their vocabularies to be a meaningful utterances¹⁵

Students use words that do not correspond to what they want to communicate because they do not have enough vocabulary either. Participants had difficulty speaking English because English was the second language they had to study, although they were accustomed to learning in the classroom, but it was however difficult for them to understand and apply can actually be used in daily life.

3. Ekkapha Sasanawit Islamic School

Ekkapha Sasanawit Islamic School is an open-minded school that encourages students to learn effectively both inside and outside the classroom.¹⁶ It provides foreign language teachers and welcomes students from Indonesia to exchange languages and cultures. This typically allows students to begin to develop their English speaking from the classroom to real practice and can actually solve present problems when having a conversation.

¹⁵ Richard, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge Press University.

¹⁶ Documentation, www.EKPSchoolKrabi.co.th.

4. Method

The scientific method is It involves careful observation, applying rigorous sceptical about what is observed, given that cognitive assumptions can distort how one interprets the observation.¹⁷

Teachers have been method for the right way to teach students English speaking skills and taking into account each student's abilities. Efforts by teachers to use unbiased teaching methods and identical interests of students within the classroom. A teaching method that starts from the basics and progresses to improve the students' speaking skills.

G. Systematic Discussion

The importance of systematic discussion helps to make research results and student tests more convincing and effective.

Discussion is a versatile space for the exchange of ideas between teachers, students and researchers for the purpose of furthering students' thinking, learning and solving students' difficulties in speaking English and to provide effective conversation and understand the value of actively listening to others. Tolerant of opposing opinions and open-minded in the problem of speaking difficulties in English that arises.

¹⁷ scientific method, Oxford Dictionaries: British and World English, 2016,

CHAPTER II

REVIEW OF RELATED LITERATURE

The definition of speaking, difficulties in speaking, linguistic and non-linguistic difficulties, and some potential solutions to difficulties in speaking and English as a foreign language in Thailand are all covered in this chapter's previous research and theoretical framework.

A. Previous Study

1. A Study on Students' Problems in Learning Speaking at SMP Negeri 6 Malang the researcher would like to find out the problems by using Skeffington theory, then to describe the efforts of the students in overcoming the problems by using Littlewood theory and also to describe the teacher's strategies to help students in overcoming the problem by Ur theory. This research used a descriptive qualitative research design. The subjects of this study were 32 students in class.

In this research, the data were collected by using the following instruments: observation checklist, questionnaire and interview guide. From the results of observation, questionnaire and interview, the researcher found that there were students in class having problems in learning speaking, where the result was 18 students having problems in lack of support, 8 students having problems in peer pressure and 6 students having problems in lack of motivation.

To overcome the problems in learning speaking, the students were employed some communication strategies. The researcher found that among all communication strategies, seeking help frequently happened in

the class, there were 7 students, there were 6 students using adjust the message and use approximation strategy there were 4 students using paraphrase strategy and then, switch to native language and use non-linguistic resources strategy had same ratio, there were 3 students and the last strategy, there were 2 students using avoid communication and there were 1 students using create new words.¹⁸

2. The study's goals were to learn about the students' speaking skills, their issues with speaking, and the factors that contributed to those issues. The members were the college understudies of English schooling program in South Sumatera. To gather the information, talking execution test, poll, and unassuming inquiries were utilized. According to the results, 58% of participants did not perform well on the speaking test, while 42% of participants scored well. Problems with speaking were broken down into three categories: linguistically related problems (fluency, grammar, vocabulary, and pronunciation), affected-related problems (self-confidence and anxiety), and socially related problems (difficulties finding opportunities to learn English and comprehension in speaking class).

Lack of general knowledge, lack of speaking practice, fear of making mistakes, lack of word usage and grammar practice, low motivation, low participation, reading laziness, shyness, less use of the dictionary,

¹⁸ Safitri, DessyAmelia (2015) *A Study on Students' Problems in Learning Speaking at SMP Negeri 6 Malang*. Sarjana thesis, Universitas Brawijaya.

nervousness, fear of criticism, and unfamiliar word pronunciation are the causes of speaking difficulties.¹⁹

3. The study focuses on: 1) to concentrate on the Issues of English Speaking Abilities of the principal year understudies, studying English (Bilingual Program 2). to propose ways of working on English talking abilities for the primary year understudies in the scholastic year 2016 and the review was both subjective and quantitative techniques.

Questionnaires were used as the data collection tool. There were 63 first-year students in the samplings. Six MCU lecturers were the subjects of an in-depth interview. The measurements utilized for breaking down information were Recurrence, Mean, Standard Deviation (S.D.), and Rate (%). The research of the examination were as per the following 1. First-year students between the ages of 18 and 20 (27 percent) because they practiced, and students between the ages of 30 and 40 (19 percent) because they practiced a little bit in English. were at 3.34 percent, a moderately high level. The primary year understudies, matured 21-30 years can utilize talking abilities better than different ages, with 54% being at an elevated degree of (3.50%) Mean.²⁰

4. The Psycholinguistic Analysis of the Students Problem in Speaking English at Third Semester of Fkip Muhammadiyah Makassar University in the Academic Year Of 2020/2021. In this research, the researcher used the Qualitative research method. The researcher used Purposive Sampling

¹⁹ Hariswan Putera Jaya .(2022) *speaking performance and problems faced by English major students at a university in south Sumatera*. <https://doi.org>.

²⁰ bundith panthito. 2018, *A study of the problems of english speaking skills of the first year students at mahachulalongkornrajavidyalaya university*. Department of Psychology Faculty of Humanities Mahachulalongkornrajavidyalaya University.

technique to determine the sample. The researcher chose the third semester as sample that consisted of 30 students. In collecting data, the researcher used observation and interview. Based on the result of the research, the researcher found that the psychological problems of the students were fear of making mistakes, lack of confidence, nervous of facing new guy(anxiety), and factors caused the problems were bad pronunciation, low vocabulary, worry of people think, fear of judging. Those result were proved the previous related studies which Fitriani et al (2005), Xinghua (2007) claimed that students' psychological problems were fear of making, lack of confidence and anxiety, which caused factors were bad pronounce, low in grammar and vocabulary, but they didn't claimed as same as the researcher found that fear of judging and worry of people think were caused the students' feeling anxiety and feeling not confidence when they speaking in English.²¹

5. This study focuses on students' problems in speaking English and the purpose of this study is to find the most dominant problem in speaking English faced by third semester students of the English Study Program FKIP Tanjungpura University Pontianak in speech performance. The research method used in this research is descriptive research method. The author uses questionnaires and video recordings as data collection tools. From the findings of this study, psychological problems are the most dominant problems faced by third semester students of the English Language Study Program, Tanjungpura University, Pontianak, with an average percentage of 20.70%; where lack of confidence 20.11% and anxiety 21.27%. While linguistic problems get an average percentage of 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problems are the most dominant

²¹ Fitriani, D.A *Study on Students' English Speaking Problems in Speaking Performance*. English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, 2021 Pontianak.<https://jurnal.untan.ac.id/index>.

problems faced by the third semester students of the English Language Study Program, FKIP, Tanjungpura University, Pontianak.²²

TABLE 2.1

The similarities and the differences between this research and previous research

Title	Similarities	Differences
1	2	3
1. A Study on Students' Problems in Learning Speaking at SMP Negeri 6 Malang , Dessy Amalia Safitri, 2015.	-Study students problems in learning spokeb English and collect data using the same research tools.	-The study involved all students in the class and skeffington theory was used to find problems.
2. Speaking performance and problems faced by English major students at University in south Sumatera, Hariswan Putra, 2022.	-Study research problems, speech abilities and factors related to the problem.	-It has conducted in depth research on all factors involved in student speaking, thus discovering a wide range of factors.
3. A study of the problems of English speaking skills of the year students at Machulongkornraj Avidyalaya University, Bundith panthito, 2018.	-This research addresses the problems that arise in the students speaking skills and seeks solutions to improve the students speaking skills.	-This study used both qualitative and quantitative methods and questionnaires were used to collect data and interviews with professors were used to collect data.

²² Aries Fitriani, Rahayu Apriliaswat. Teaching and Education, Tanjungpura University, Pontianak, West Kalimantan, Indonesia. <https://jurnal.untan.ac.id>.

<p>4.A Study on Students' English Speaking Problems in Speaking Performance. English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Fitriani, D.A. Apriliawati, R. Wardah. 2015</p>	<p>-Use qualitative research and collect data through observation and interviews.</p> <p>-The results of the study were that the students had poor pronunciation problems. Lack of confidence and psychological problems.</p>	<p>-Research on psychology only but micro linguistics.</p> <p>-A purposive random sampling was conducted to determine the participants.</p>
<p>5.A Study On Student's English Speaking Problems In Speaking Performance Aries Fitriani, Rahayu Apriliawati.</p>	<p>-The research method used in this research is descriptive research method. The author uses questionnaires and video recordings as data collection tools.</p>	<p>-The conclusion of this study was that the students had the most pronounced psychological problems.</p>

The table above illustrates the differences and similarities of other relevant studies. The similarities of the research mentioned is that we want to know the problems faced by learners in English Speaking Skills in both factors and to find ways to improve English speaking skills.

The differences in the studies discussed are largely insignificant as all studies aim at the same speech skill problem, the only difference being the research process and outcome work that has been done to the top or develop in other direction.

B. Theoretical Framework

2.1 English Teaching Learning

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follow:

- 1) As a means of international communication
- 2) As an aid to develop the Indonesian language into modern one
- 3) As an instrument in utilizing modern science and technology for development

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Language learning means acquiring the ability to ask and answer questions, to make

statements and to produce the normal authentic, forms used by native English speakers.²³

Based on the statement above, it is clear that the aim of learning language are to be able to use the language, to response any situation, to understand more, and to be able to read and write. The main characteristics of foreign language learning are in amount and type of exposure to the language. The children will have very little experience of the language outside the classroom, and encounters with the language will be through several hours of learning in a school. In foreign language teaching, there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. There are three backgrounds to learning English as follow :

2.1.1 Learning English as a First Language

One of the implication for teachers of foreign language learning is in earliest stages they bring different ways to develop skill and learning abilities in their language. By the age of five, individual differences in language domains will be established. For example some children will find it easier to learn vocabulary than others, or children with more developed conversational skill may transfer these to the new language more easily than others. From the some language lessons, it is likely that different children will learn different things, depending partly on what they find easier to learn. Teacher interchanges the terms second and foreign in referring to

²³ Wolfgang Klein, *Second Language Acquisition*, Melbourne: Cambridge University Press, 1990), p., 4-6.

English language teaching. Some of them warranted, particularly in relation to a curriculum or a lesson, because the difference between the two is significant, and this dichotomy has been over generalized in recent years.²⁴

2.1.2 Learning English as a Second Language Children

Learn second language better than adults and this is often used to support the early introduction of foreign language teaching. Children can learn a second language effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. The older learners will learn differently after these stages language. They may need to be helped to notice and pay attention to the silent cues of the new language.²⁵

English language learning held for example in English Department in many universities in Indonesia. All of the materials study about English. They have responsibility to speak English well because it is their program. So, English becomes second language for them.

2.1.3 Learning English as a Foreign Language

Every students carry out different language, it can be important conclusion that children became sensitive to the cues in their first language from early infancy at babies. They learn to pay attention to particular cues which carry out information for meaning. Later,

²⁴ Wolfgang Klein, *Second Language Acquisition*, (Melbourne: Cambridge University Press, 1990). p, 4-6

²⁵ Kasihani K. E. Suyanto, *English for Young learners*, (Jakarta: Bumi Aksara, 2007)., p.16.

when they try to understand a second language, they will transfer the first language strategies to understand second language. The combination of the children capabilities both first and second language can influence student's achievement in foreign language. Teaching learning English foreign language had done in common place. Because, teaching learning English in English Department is not the example of teaching learning English as a foreign language but it is called teaching learning English as second language.

2.2 English as A Foreign language in Thailand

English is now a crucial language to learn, especially for Thais who want to advance in education, business, and personal growth. The advancement of the English language that is being shown in Thailand has not exactly improved, so to that end the students need to learn and grasp English well and furthermore establish the English climate so the understudies use or communicate in English as their subsequent language.

Thailand, like many other Asian nations, underwent education reform in response to technological advancements that transformed the country's society from agricultural to semi-industrial and service-based. The economic crisis in mid-1997, which reflected the country's social and educational shortcomings, was the primary factor in the education reform. Many people's lives have been altered by advances in information technology, particularly in rural areas. The way of life of country individuals' way of life has become more urbanized because of high velocity media communications. Schooling change in Thailand began in 1996

determined to understand the capability of Thai individuals to foster themselves for a superior personal satisfaction and to foster the country for quiet concurrence on the planet local area. The change has been done in 4 regions: Curriculum reform, teacher reform, administrative reform, and school reform. Primary and secondary education policy and planning are the responsibility of the Ministry of Education's Office of the National Education Commission (ONEC).

The National Education Act of 1999 made English not a required subject, a change from the 1977 curriculum. However, foreign languages must still be taught at the secondary level, and the majority of students choose English as a foreign language because it is a subject that is required for the National University Entrance Examination. Learning foreign languages is important for a nation's economic competitiveness in this era of globalization because it makes communication, education, and business easier. In order to broaden our perspective, we must acquire knowledge about other nations and cultures. In addition, it is anticipated that students will be able to comprehend their own language and adhere to the core curriculum of basic education, which is intended for the next generation of Thai youth. capable of using English as a tool and as a second language for extensive professional pursuits and conversation. gaining knowledge of culture and the Global Community Vision.²⁶

²⁶ Minister of Education. (2008). *Basic Education Core Curriculum B.E 2544* (A.D.2008). Bangkok, Thailand: Kurusapa Ladprao Publishing.

3.1 Linguistics

3.1.1 Definition of Linguistic

“Linguistic includes a brand range of topics it is plural noun the exception takes singular verbs.”²⁷

The complex worked of language is the subject of linguistics.

Linguistics is such a growing field and impossible to separated it is from other fields, that are culture, literature, social sience, politics, law, phychology, and others.

3.1.2 Linguistics Aspect

3.2 Micro Linguistic

a. Phonology

The term phonology is often associated with study of this higher level organization of speech. This makes phonology often said to be related to the organization of speech in particular language, or to the sound systems and patterns that occur in a particular language.

“Phonology is a science that deals with the knowledge of the second system in language, a branch of linguistics that studies the way of the speech sounds, form systems and language pattern. Connecting the physical fact of speech to other linguistic knowledge that speakers possess, knowledge of vocabulary and grammar.”²⁸

From the theory above has been described that phonology deals with the design or arrangement of speech sounds in a particular language, it is also studies the function of its

²⁷ Hamzah Fanshuri (2019), op.cit. p. 13.

²⁸ Brumfit. (1997). *Young Learners Characatheristics* (TEYL/TML). Onlilne Accessed on January 10, 2023.

language. In other words, it's about how that one sound related to each other to produced meaningful words.²⁹

“Phonology: study of the second system of language: how the particular sounds used in each language form an integrated system for encoding information and how such systems differ from one language to other.”

Phonology is divided into two branches, segmental phonology and suprasegmental that analyses speech into discrete segments such as vowels and consonants into various distinctive speech sounds presented by phonetics regard function and possible combinations of sounds. Suprasegmental phonology, also known as prosody, is a non-segmental feature phonology such as stress, pitch, etc.

b. Morphology

Morphology is a branch of linguistics that studies how each word is arranged and put together from its smaller parts. Morphology is the study of shape.

“Morphology in linguistics refers to the mental system involved in word formation or the branch of linguistics related to the word, its internal structure, and the way it is formed”³⁰

²⁹ Jack C. Richards, 2002. *Dictionary of Language Teaching and Applied Linguistics*. London.

³⁰ Mark Aronoff, K Fudemen, *What is Morphology ?* (New Jersey : Wiley Blackwell, 2011)

This means that morphology is a branch of science that studies words concerning word forms and internal structures. According to Lieber,

“Morphology is about word formation with the way new words are found in the world’s languages, and the way word forms very depending on how they are used in sentences”³¹

The theory defines morphology as word formation. Word formation can naturally occur because of the affixation process and terms have innovations depending on how they are used in a possible sentence.

Morphology also refers to the grammatical knowledge that links language words and used most of the linguistic knowledge that persons are not aware of. The necessary majority of people use dictionaries to communicate in other languages. Without words, people will find it difficult to communicate with each other. From all the definitions of morphology above, it means morphology is the study of words.

³¹ U, Yastanti, S. Susilawati, “*Imagery in Song Lyrics of Taylor Swift*”. LINGUA : Jurnal Bahasa, Sastra, dan Pengajarannya, 17022020 : <https://doi.org/10.30957/lingua.v17i2.642>

c. Syntax

“Sentence structure redirects here For sentence structure in traditional grammar, In linguistics, Syntax is the study of how words and morphemes combine to form larger units such as phrases and sentences.”³²

Central concerns of syntax include word order, grammatical relations, hierarchical sentence structure (constituency) the nature of Crosslinguistic variation, and the relationship between form and meaning (semantics). There are numerous approaches to syntax that differ in their central assumptions and goals.³³

When it comes to language, syntax is an advanced topic, Syntax covers topics like word order and grammar rules, such as subject-verb agreement or the correct placement of direct and indirect objects. Syntax is essential to understanding constituency, the term for multiple words acting as a single unit.

In long and complex sentences, constituency is necessary to determine the hierarchy within the sentence, particularly with sentence diagramming.³⁴

Changing the placement of a word often changes the meaning of the sentence. Sometimes the change is minor, useful for

³² "syntax". *Lexico UK English Dictionary*. Oxford University Press. Archived from [the original](#)

³³ Luuk, Erkki (2015). "Syntax–Semantics Interface". In Wright, James D. (ed.). *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed.). Amsterdam: Elsevier.

³⁴ Matt Ellis, *GRAMMAR* © Grammarly Inc. Updated on April 29, 2022.

writers who like nuance and subtext, but sometimes the change is more significant, giving the entire sentence a whole new interpretation.

If you want to get technical with the English language, there are dozens of rules about syntax you can study. However, these can get confusing, and some require an expert understanding of English, so below we list only the five basic rules of syntax in English, which are enough for constructing simple sentences correctly :

1. All sentences require a subject and a verb. However, imperative sentences (commands) do not need to include their subject because it's assumed to be the person the sentence is directed at.

2. A single sentence should include one main idea. If a sentence includes two or more ideas, it's best to break it up into multiple sentences.

3. The subject comes first, and the verb comes second. If the sentence has objects, they come third, after the verb.

4. Subordinate clauses (dependent clauses) also require a subject and verb. Below we explain more about how to use subordinate clauses in sentence structure.

5. Adjectives and adverbs go in front of the words they describe. If there are multiple adjectives describing the same noun, use the proper adjective order, known as the “Royal Order.”

Learning these fundamentals is the first step in understanding syntax. After that, you’ll be able to tackle more advanced topics.³⁵

d. Semantics

Semantics – Seman – to signify, to meaning linguistics semantic is generally considered to be the study of meaning (and related nations) in language while in logic semantic is generally considered to be study of reference and (relate nations) in language.

According to Andrian Akmajian in their book an introduction to language and communication on³⁶ say that : semantic is genelarry considered to be study of meaning (and related nations) in languages, while in logic semantic is generally considered to be study of linguistic reference and truth condition in language. Semantic descriptions of natural language must record both facts of meaning and facts of reference.

³⁵ Matt Ellis *GRAMMAR* © Grammarly Inc. Updated on April 29, 2022.

³⁶ Nababan. 1984, *Sociolinguistik* : Suatu Pengantar, Jakarta. P. 228.

According to John Lyons in this book introduction to theoretical linguistics. Says that : Semantics may be defined, initially and provisionally, as the study meaning.

According to the theories and explanation above She has opinion that semantic is branch of linguistic, which study of meaning. Semantics has many branches in meaning they are social, structural, descriptive, lexical philosophical, expressive, contextual referential, denotative and connotative.

3.3 Makro Linguistic

Macro-linguistics takes a broad view of linguistic phenomena, studying language in different context and its development over time. Macro-linguistics includes study of other disciplines that are connected with language study in any perspective e.g. the study of relation between society and linguistics is sociolinguistics.³⁷

Macro-linguistics is further divided into Intra disciplinary branches of linguistics is :

a. Sociolinguistic

Sociolinguistics is the descriptive study of the effect of any or all aspects of society, including cultural norms, expectations, and context, on the way language is used, and

³⁷ Sana,1 thought on “*Branches of Linguistics | Micro vs Macro Linguistics*”Literary English 2022.

society's effect on language. It can overlap with the sociology of language, which focuses on the effect of language on society. Sociolinguistics overlaps considerably with pragmatics and is closely related to linguistic anthropology. Sociolinguistics' historical interrelation with anthropology can be observed in studies of how language varieties differ between groups separated by social variables (e.g., ethnicity, religion, level of education, age, etc.) and/or geographical barriers (a mountain range, a desert, a river, etc.)³⁸

Sociolinguistics can be studied in various ways such as interviews with speakers of a language, matched-guise tests, and other observations or studies related to dialects and speaking.

The sociolinguistic interview is the foundational method of collecting data for sociolinguistic studies, allowing the researcher to collect large amounts of speech from speakers of the language or dialect being studied. The interview takes the form of a long, loosely-structured conversation between the researcher and the interview subject; the researcher's

³⁸ Gumperz, John J.; Cook-Gumperz, Jenny (2008). *"Studying language, culture, and society: Sociolinguistics or linguistic anthropology?"*. Journal of Sociolinguistics.

primary goal is to elicit the vernacular style of speech—i.e., the register associated with every day, casual conversation.³⁹

b. Psycholinguistics

Psycholinguistics or psychology of language is the study of the interrelation between linguistic factors and psychological aspects.⁴⁰The discipline is mainly concerned with the mechanisms by which language is processed and represented in the mind and brain; that is, the psychological and neurobiological factors that enable humans to acquire, use, comprehend, and produce language.⁴¹

Psycholinguistics is concerned with the cognitive faculties and processes that are necessary to produce the grammatical constructions of language. It is also concerned with the perception of these constructions by a listener.

Psycholinguistics further divide their studies according to the different components that make up human language.

Linguistics-related areas include :

³⁹ Deckert, Sharon K. and Caroline H. Vikers. (2011). *An Introduction to Sociolinguistics: Society and Identity*. Page 59.

⁴⁰ Jodai H (June 2011). "*An introduction to psycholinguistics*" www.linguisticsociety.org

⁴¹ Nordquist R. "*Psycholinguistics definition and examples*" www.departments.bucknell.edu.

- Phonetics and phonology are the study of speech sounds. Within psycholinguistics, research focuses on how the brain processes and understands these sounds.
- Morphology is the study of word structures, especially between related words (such as dog and dogs) and the formation of words based on rules (such as plural formation).
- Syntax is the study of how words are combined to form sentences.
- Semantics deals with the meaning of words and sentences. Where syntax is concerned with the formal structure of sentences, semantics deals with the actual meaning of sentences.
- Pragmatics is concerned with the role of context in the interpretation of meaning.⁴²

c. **Ethnolinguistics**

Anthropology can also be called Ethnolinguistic. The science of language examines language not only from its structure but also from its function and usage in sociocultural situations. Ethnolinguistic studies or linguistic anthropology, among other things, examines family structures and their relationships through kinship and how community members communicate with each

⁴² Pronko, N. H. (May 1946). "*Language and psycholinguistics: a review*". *Psychological Bulletin*. 43 (3): 189–239. www.linguisticsociety.org.

other.⁴³ is an area of anthropological linguistics that studies the relationship between a language and the non-linguistic cultural behavior of the people who speak that language.

Ethnosemantics studies the way people label and classify the cultural, social, and environmental phenomena in their world and analyze the semantic categories these classifications create in order to understand the cultural meanings behind the way people describe things in their world.⁴⁴ Ethnosemantics as a method relies on Franz Boas' theory of cultural relativity, as well as the theory of linguistic relativity. The use of cultural relativity in ethnosemantic analysis serves to focus analyses on individual cultures and their own language terms, rather than using ethnosemantics to create overarching theories of culture and how language affects culture.

Ethnolinguistics applied as a method of teaching foreign languages The ethnolinguistic approach of Bert Peteers can be defined as pedagogical for his interest in teaching development for advanced foreign language courses. The field of ethnolinguistics is to analyze cultural values through the study of communicative norms,

⁴³ Lauder, Multamiab RMT. 2005. *The Enchantment of Indonesian, First Steps to Understanding Linguistics*. Jakarta: Gramedia Pustaka Utama

⁴⁴ Ottenheimer, Harriet Joseph (2009). *The Anthropology of Language: An Introduction to Linguistic Anthropology* (Second ed.). Wadsworth. pp. 22–23.

idiomatic expressions, linguistic routines, culturally relevant words, keywords, productive syntactic structures. These are the starting points to enter the world of intercultural or ethnolinguistic.⁴⁵

C. Theory of the Speaking

The definitions of speaking are many variations, one of them is speaking is the delivery of language through the mouth. To Speak, we create sounds using many of our bodies, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is the second of the four, which are: listening, speaking, reading, writing skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Speaking can be formal or informal :

- 1) Informal speaking is typically used with family and friends, or people you know well.
- 2) Formal speaking occurs in business or academic situations, or when meeting peoples for the first time. Speaking is probably the

⁴⁵ Goddard, C. (ed.). 2006. *Ethnopragmatics: understanding discourse incultural context*. Berlin: Mouton de Gruyter.

language skill that most language learners wish to perfect as soon as possible.⁴⁶

Most people think that speaking a second or foreign language is the most important of the four skills. However, most people consider saying something to be an essential skill. We are able to speak fluently and accurately because we are capable to communicate with others in a way that is understandable, which is often necessary in real time.

The most crucial skill that students should acquire is speaking. In the mean time, communicating in English is vital on the grounds that on a fundamental level, the student might communicate their plans to the communicator well to accomplish the correspondence objective. When they need to concentrate on how the language works, the students may have trouble speaking⁴⁷

Linguistics problem includes all difficulties found in the target language its self encountered by the student who is studying the language. There are three linguistic problems of speaking, they are lack of morphology, poor in syntax and poor in phonology.⁴⁸

⁴⁶ Ahmed Maher Mahmoud Al Nakhalah, *“Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University”*, 99

⁴⁷ Brown (2001) *The Use of Colloquial Words in Improving Students' Speaking Through Teacher's Daily Assessment*, J.W.

⁴⁸ Richards 2008 in Dea Aries Fitriani, et al, *A Study on Student's English Speaking Problems in Speaking Performance*, <http://jurnal.untan.ac.id/index.php/jpdpb/article/view>.

CHAPTER III

RESEARCH METHOD

This section presents the techniques that will be utilized in this review.

A. Approach and Type of Research

The research approach is essentially a scientific method for obtaining data, achieving objectives, and utilizing specific applications. In view of logical way, logical information, reason, and use.⁴⁹

This research has a research approach by choosing a qualitative research in which the researcher will be experienced to explain the students' English speaking difficulties in detail and make this research clear and complete in studying the problem. And for this study to proceed with the right principles and reasons, theories about micro linguistics have the phonology, morphology, syntax and semantics are used as subtopics and about macro linguistics in a specific natural setting. Have the sociolinguistics, psycholinguistics and neurolinguistics using a variety of natural techniques Researchers also broaden the interpretation of the data by moving from a specific topic to an overview that can expand a wider range of data.

While the kind of the examination that will be utilized is elucidating research. Illustrative exploration is research coordinated to give side effects, realities, or occasions methodically and precisely, in regards to the qualities It is related of the research and the conclusions in this research.

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabet, 2016), p. 2

B. Research Location

The research is conducted at Ekkapap Sasanawich Islamic School, 74/11 Village No. 2, Sai Khao Subdistrict, Klong Thom District, Krabi Province, Thailand.

Ekkapap Sasanawich Islammic School has students from many areas. Have are students diverse with different dwelling, food, speech, and a wide range of skills thus making the ability to learn different, the difficulty of speaking English is different. Therefore, it is a challenge for the researcher to study student problems. Such factors are therefore classified in Sociolinguistics.

C. Research Subject

Informants who participated as data sources to report data sources related to the research's focus are called "research subjects." Purposive sampling, which is based on consideration and a specific goal, is used in this study. The subject of the study is as follows:

1. Students at the seventh grade of Ekkapap Sasanawich School, Thailand

The researcher chose 15 out of 30 students as the key informants who would give information on their difficulties in speaking English Because the subjects were students, it was necessary to find as many data from students as possible, and the researchers thought that it was enough to select half of all students. It was difficult to collect all the student data in the room because the data collection was inaccurate or incomplete, so the researcher selected 15 students and the researcher looked for various difficult problems for the benefit of solving the problems.

2. English Teacher at the seventh grade of Ekkapap Sasanawich School

Researcher chose an English Teacher at the seventh of Ekkapap Sasanawich School. Who teaches from the beginning of the semester. Teachers know the difficulty in speaking English for each student. Therefore, additional information that the researcher receives directly from the students can be provided in order to ensure that students encounter real difficulties in learning and share ideas or suggestions.

D. Source of Data

The data is the subject or object being researched in a study, the source of the data for the study were taken of interviews, observations, and documentations.

1. Primary Data

The primary data sources of this research are students at the seventh grade and English Teachers of Ekkapap Sasanawich School.

2. Secondary data

The Gathered information which is acquired from different sources rather from the specialist is called auxiliary information. The auxiliary information of this reseacher are curriculum, English lesson plans in the classroom with the content of speaking English skills. and Methods for teaching English at the elementary level The instructor therefore focuses on activities that students must practice according to the model or according to the sentence structure that is mostly spoken in teaching English of Ekkapap Sasanawich School.

E. Data Collection Technique

A data collection technique is a method that researchers use to collect data from sources for their research. Because it has served as the foundation for the creation of research instruments, methods for gathering data are essential. The researcher used the following methods:

1. Observation

Observation is a careful and methodical way of looking at what is happening to analyze or find the relationship of what happened to other things⁵⁰

Observation In this study, the researcher observed the teaching methods used by teachers in the classroom to teach students speaking skills and the reactions of students in the room. Students can react and learn from what the teacher is teaching or have difficulty understanding the content of the speech. Observation students to find out the difficulties students find in speaking English from difficult content or from teachers teaching methods, as well as possibly from students themselves, can be identified in the overview of this research.

2. Interview

This research used semi-structure interview. Semi structure interview (in-depth interview) is the interview which is more freely than structured

⁵⁰ Suphan Chantawanich. *Type of observation*, <https://home.kku.ac.th>. (2006) 45

interview. The purpose of this interview is to find the problems openly, which is the interview asked for their opinions and ideas.⁵¹

The researcher interview the students about the content that the teachers taught the students to practice speaking English whether it was difficulties or easy for their thinking and whether their difficulties in speaking English were there or caused by what problem. The questions used in the student interviews were not formulated by the researcher so that the students could explain the problems openly and in detail, thus allowing to truly understand those difficult problems.

3. Document review

Record survey is an approach to gathering information through reports or documents. Notes, books, papers, journals, and other data documents related to research problems can be reviewed, as can lesson plans, teacher notes about students, profiles, and other data documents. The following document reviews may be utilized in this study:

F. Data Analysis

Data analysis is all the data that needs to be organized, then sorted the data so it can be managed, after that search and find patterns, next find the important area and what is being learned, and finally decide what can be told to others.⁵² analysis uses three steps, those are :

⁵¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 320

⁵² Geylanoğlu, Savaş and Dikilitaş, Kenan. 2012. *Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method* the Journal of Language Teaching and Learning.

1. Data Condensation

The researcher extracted and converted the data with all parts of the written field recordings Interview transcripts, documents and empirical materials Then the researcher selected the same data and goes in the same direction leading to the data presentation process.

2. Presentation of Data

Once the researcher extracted the data used in the study and then presents all the data obtained by discussing the content of the data in Chapter 4, the findings and discussion, of the data presented are difficulties in speaking English. student

3. Conclusions

The researcher collected the data and presents it in Chapter 4. After that, he gives advice to those who want to study these problems in the future so that the research can be developed and learn more in depth.

G. Validity of Data

When determining data are reliable, triangulation can be used. Re-examination is the method of data triangulation. The following is a list of the data's validity in this study:

1. Data source analysis, The information received is reliable and received directly from the research participants, is 1) Being a student by receiving information from both the interview and observation is consistent. 2) from the teachers who interviewed the problems encountered in the classroom, with the information consistent with the problems the students interviewed, making the information received reliable and with very few

errors or omissions because it was received directly from the participants join.

2. Taking advantage of the different disclosure processes used in timely research on data sources, i.e checking data points against the same data source by various means, the researcher has verified the consistency of the collected data and the review papers. It is directly relevant to the student, either in a lesson plan that encourages students to speak English or the teacher's teaching methods that are appropriate to the student's content and abilities. These causes are considered reliable because the researcher analyzes and compares the data obtained in the same direction and identifies the problem thoroughly.

H. Research Steps

Starting with the preliminary research, design development, actual research, and report writing, the researcher's research implementation plan is outlined in this section. The following are the stages of the research:

1. Develop research designs

The researcher investigated the problem and paid attention, after which the title was assigned. Clearly define the problem at the beginning and make a hypothesis in the research.

2. Choosing research

The researcher chooses the research area prior to beginning the study. Students in the seventh grade at the Ekkaphap Sasanawich Islamic School are the focus of the selected research area.

3. Permit processing

A cover letter from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember must accompany the researcher research permit application to Ekkaphap Sasanawich Islamic School before the researcher can begin their study.

4. Asses the state of the field

The researcher began exploring and evaluating the field after receiving permission to learn more about the background of the research object and all of the circumstances to be studied.

5. Prepare research equipment

The researcher readies the gear required in the concentrate prior to diving into the field, including setting up the rundown of inquiries for interviews, mentioning objective fact sheets, journals, papers, etc.

6. Actual research

The researcher prepared the equipment and then participated in the English language classroom to observe and observe the responses of the participants to their interactions with the teacher in English and taking notes. After that, they talked and asked about the students' difficulties in speaking and taking notes.

7. After research

After the researcher recorded the required information. Therefore, it has been gathered and carefully read the information obtained. Separate difficult problems into clauses to make them easier to present and summarize in the document.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, researcher presents the research findings, after collecting the data , the researcher analyzed what their speaking difficulties were. In discussion section, the researcher discussed the findings of the study with the supporting concepts having been presented previously.

A. Research finding

1. Profile of the school⁵³

a. School identity

Name : Ekkapap Sasanawich Islamic School

Complete Address : 74/11 Saikhao Khlongthom district, Krabi
Province Code 81170

Area size : The school has a total area of 40 rai 79 square wa. There are 4 school buildings, 18 classrooms, and 5 assembly rooms.

Uniqueness of school : " Islamic way of life school "

b. Organization Structure

- Licensees and Managers : Mr. takeem Kunder

- School director : Mr. Kamen Luklem

- Head of Budget Management :Mrs.Sassmiya Supanimitwarakun

⁵³ Documentation, 06 June 2022.

- Head of Academic Administration : Mr. Huanrethai Mahseasateng
- General department : Mr. Rengchai Pungen
- Head of Personnel Management : Ms. Raweeya Suksom
- Head of Student Affairs : Mr. Karanee Deanghra

c. Vision and Mission of Ekkapap Sasanawich Islamic School

1.) Vision : Able to develop the quality of education in the Department of Islamic Religion along with general education standards by using technology and language for communication to the ASEAN community. Able to adapt and maintain oneself in order to live in society effectively maintain the Thainess.

2.) Mission :

- Develop atmosphere and school environment.
- Promote innovation and technology, materials, equipment and local wisdom used to manage teaching.
- Develop learners to be knowledgeable, eager to learn, have initiative, creativity and self-development.
- Promote and cultivate morality, ethics and good values according to the sufficiency economy principle.
- Develop quality learners to pass the standard criteria to support the ASEAN community.
- Develop education management to have quality and Efficiency meets academic standards.
- Develop teachers and educational personnel to become professional teachers.

- Develop management system to have quality as a management The whole system emphasizes participation.
- Promote relationships and Cooperation between parents, communities, various organizations and alumni in educational development.

1. Speaking difficulties

The researcher will present the data obtained during the research. The information obtained is therefore used in the presentation of this chapter. The details of the data can be obtained from the techniques used in the research either observational or interview data.

In this discussion The researcher will describe the actual situation of the difficulty in speaking English at the seventh of Ekkapap Sasanawich islamic school, Thailand 2021-2022. The data obtained by the researchers resulted in the following :

a. Problems of students' difficulties

In speaking English as Teacher Suhaini Waji, an English teachera At Ekkapap Sasanawich Islamic School, said that:

"Students in the class have different problems for each person. But most of them are because the students are embarrassed when speaking English in the classroom because the students do not know the vocabulary in speaking English in a sentence, so they are not confident and do not want to speak English. Teachers engage with students aloud, and students follow along so students feel they are being helped. But there are some students who still have problems remembering the principles, so it can't be compiled into a wrong sentence, only some vocabulary and with a classroom that may not have teaching media about English at all. Causing students to overlook the importance of language."⁵⁴

⁵⁴ Ms suhainee as a teacher, Interview, 09 June 2022.

Supported by Ms. Nureesa mahsea, she said :

“Yaahhh, each students will have different problem in difficulties such as less vocab, and then they do not understand about grammar, lack of social assertiveness, and any others. Because one in them, they students usually feel difficulties in speaking English”⁵⁵

Then Mrs. Kewalin Jongjai said :

“Problems of students' difficulties in speaking English were first lack of vocabulary, second not understand grammar, third less of socialities, forth can't remember grammar or don't understand about grammar, classroom environment. Actually so many ya, introvert can be caused too.”⁵⁶

The teacher's interviews matched with the speech problem theory, which stated that students had all the problems encountered in the goals they were learning.

To support what the teachers said. The researcher also interview the students to support what teacher opinion. The reasearcher Piyathida as a student :

“Hmm.. speaking is very difficulties in my opinion than writing, because I still not well speak English because I don't understand what I want to say. I still not remember so many of vocabulary. And then if I speak, I'am afraid to do wrong speak, because I don't understand grammar ms”⁵⁷

Supported by Humaida :

“I don't like English because it's difficult and I have to remember vocabulary I've studied using English for many years. I can speak a little but that sentence might have the grammar I'm using wrong.”⁵⁸

Supawadee gave an interview to the researcher that :

“I really like learning English and understand the lessons, but I adore to forget the previous lessons. Because at the end of the English class Friends come back to speak Thai as before, and in my classroom, there is no language learning

⁵⁵ Ms Nureesa as a teacher, Interview, 13 June 2022.

⁵⁶ Mrs. Kewalin Jongjai as a teacher, Interview, 13 June 2022.

⁵⁷ Piiyathida as a student, Interview, 16 June 2022.

⁵⁸ Humaida. Interview, 16 June 2022.

media so my friends and I recited vocabulary or other things about English.”⁵⁹

Aechah gave an interview to the researcher that said :

“ I don't have the confidence to speak in front of my classmates. Because I'm afraid to say the wrong words and my pronunciation is not good. Even if the teacher suggests the correct accent, I'm afraid that my friends will laugh when I'm serious. But when speaking to the teacher during the test, the teacher often praises that the sentences are arranged correctly in speech but to adjust the pronunciation. I was shy when I was with friends and when I was in the classroom, I didn't dare to speak English in class. I understand what the teacher teaches, but just doesn't want to answer the teacher's question because he's afraid it's not right and his friends will laugh”⁶⁰

Supported by Jantima :

“I think English is very important for students, but I'm still unfluent in English. Maybe it's because I didn't review each lesson since I had so many subjects and hence much homework.”⁶¹

Supported by Nussara :

“I like learning English and I enjoy it when my teacher speaks English. It sounds cool and I want to speak like a teacher but I still have problems with pronunciation and new words that I need to learn”⁶²

Husna gave an Interview to the researcher that :

“I think syntax is very difficult because when I want to say an English sentence in front of teacher then I forget to put the grammar in the sentence until the her has to remind me. So I have a problem with grammar not knowing how to use grammar correctly.”⁶³

Supported by Daihana :

“I think my English is okay, so I can speak with my friends. Don't be ashamed when you say the wrong thing and make your friends laugh because the teacher will help and correct me Sometimes I just forget the words to say and I have to think for a long time. I had the idea of having a part-time tutor with me to improve my English, but I had to ask the teacher first about free time.”⁶⁴

Supported by Pavita :

⁵⁹ Supawadee. Interview, 16 June 2022.

⁶⁰ Aechah as a student, Interview, 16 June 2022.

⁶¹ Jantima as a student, Interview, 16 June 2022.

⁶² Nussara as a student, Interview, 16 June 2022.

⁶³ Husna as a student, Interview, 16 June 2022.

⁶⁴ Daihana as a student, Interview, 16 June 2022.

“I think English is close to me, so I try to practice speaking English as much as my teachers and dear friends as much as I don't like Gramma that must be put in the sentence correctly and I still have to improve the pronunciation. Mine may be a bit distorted because it's a difficult word to pronounce.”⁶⁵

Linlana gave an Interview to the researcher that :

“I don't like speaking English because I'm not good at studying. It makes me look bad in the eyes of friends embarrassed and didn't dare to speak in front of my class. I remembered vocabulary less when I had to say English, so I used the same words I had learned. I think there should be some English teaching materials in the classroom to support friends speak and read.”⁶⁶

Supported by Bussaba :

“I tend to be warned by teachers in the matter of pronunciation of English correctly because the more complex words. The pronunciation of the word is also more difficult, so I'm worried about pronunciation every time when I talk English sometimes, I'm not confident to I speak English and I still don't use the correct syntax when speaking. Sometimes I forget to use the grammar or at times I use the wrong grammar.”⁶⁷

From interview students in the classroom about difficulty in speaking English. The above results can be summarized most of the students in the classroom had many similar difficulties in speaking English. Both caused by the students themselves, the environment, the teachers and the content of the English subject. These are all problems that they face and can make their English speaking inefficient or improving.

Based on observation data, the researcher found that the difficulties At Ekkapap Sasanawich islamic school were so many

⁶⁵ Payita as a student, Interview, 16 June 2022.

⁶⁶ Linlana as a student, Interview, 16 June 2022.

⁶⁷ Bussaba as a student, Interview, 16 June 2022.

student less of vocabulary When students encounter new words, they are still unable to memorize words in a short time but must review them regularly, still don't understand or don't remember about grammar Many students are also confused by sentences that speak of past events or sentences that speak of the future, making it impossible to choose the right grammar, less of socialities Students are not assertive due to lack of self-confidence and lack of skill in presenting their work in front of the class, which is a troubling issue for many students when teachers ask them to speak in front of the class and the last is classroom environment doesn't support.⁶⁸

The interview and observation data that can be supported by documentation. The documentation is about the score of speaking of English lesson at At Ekkapap Sasanawich islamic school was:

Picture 4.1

Speaking Score⁶⁹

รายชื่อนักเรียนชั้นมัธยมศึกษาปีที่ 1/1 โรงเรียนเอกภาพศาสนวิทย์ จังหวัดกระบี่

ลำดับ	ชื่อ นามสกุล	คะแนน				หมายเหตุ
1	เด็กหญิง กมลชนก แก้วพิทย	80	85			
2	เด็กหญิง กัญญาวิหะ เพชรซ้อน	75	75			
3	เด็กหญิง กัญชิตา เขตพันธ์	75	70			
4	เด็กหญิง สหิมา คำดี	65	70			
5	เด็กหญิง ไชยนิล กิจจาภิรักษ์	60	70			
6	เด็กหญิง ปิยธิดา ห้าหาบ	65	70			
7	เด็กหญิง โฉยธามา ไชยสุ	85	75			
8	เด็กหญิง บุชชวรา แสงมณเฑาะ	85	75			
9	เด็กหญิง ศุภนิลา บุญภ	75	80			
10	เด็กหญิง ชุมนภา บุณยภิรม	80	70			
11	เด็กหญิง สลลนา บรรณรัตน์	65	75			
12	เด็กหญิง ชนันดา มานา	65	80			
13	เด็กหญิง อภิสราไมล์ เด็กกุล	65	70			
14	เด็กหญิง สุภาวดี เวลาคดี	90	70			
15	เด็กหญิง กนกนิตล ฉำนิล	60	70			
16	เด็กหญิง กัญจนพร พลเยี่ยม	60	80			
17	เด็กหญิง จันจิรา ฉ่ำน้อย	65	85			

⁶⁸ Observation, 13 June 2022.

⁶⁹ Documentation, 09 June 2022.

Based on the interview and observation above, It can be concluded that. The students had difficulties as follows: 1) Lack of social assertiveness, embarrassment, not daring to speak English. 2) Less vocabulary makes speaking using the same words. 3) Can't remember grammar. 4) The classroom environment does not promote language. 5) Pronunciation that is distorted from correctness.

b. The observation process of English teachers and students at the seventh of Ekkapap sasanawich Islamic school are as follows :

Based on observation teachers' teaching in the classroom and student responses to what teachers communicate. It was observed that the teachers spoke Thai and English in teaching and had to translate after every sentence. The teacher pronounces English sentences clearly. At the beginning of the class, the students in the class pay attention to the teacher's teaching and few students talk to their peers. When the teacher assigns tasks to students, there are students who are interested and engaged, and they are in the back of the class who are not interested in the work. There must be encouragement from the teacher and at the end of the subject, when the teacher asked the students to come out and speak in front of the class, there were students who dared to speak, even though they made a mistake and were corrected by the teacher, there were students whose name was called by the teacher but did not dare to go to the front of the class because they were afraid of being wrong, afraid of friends Laugh and

there are students who are not interested in doing classroom activities with their friends as well.⁷⁰

Overall, in the classroom, the students did not pay attention to the correct English speaking practice. All of this is an observation of teaching within the classroom, having seen the problems and difficulties that arise with them and teachers who will make students not understand the subject matter and are unable to improve their English.⁷¹

2. Micro Linguistic problems

The study of the language, including all of a person's difficulties with the target language, is the linguistic problem. Some sort of classification: A linguistic issue lies in their pronunciation, grammar, and vocabulary. The researcher spoke with teachers and students at Ekkapap Sasanawich to learn about the issues. That was said by Ms. Suhainee:

“There are three problem in linguistic. There were pronunciation, grammar and vocabulary. Sill so many students doesn't know how to pronounciate some word. It is because there are differences between the local language and English. And then The problem of lack of vocabulary causes students' English speaking to be incomplete. They may choose the wrong words or fail to understand the disappearance of the vocabulary, causing the listeners to get the sentences spoken and not comprehend the sentences correctly. Among the students that the researcher interviewed, there was only one student who encountered this problem. Students who had a problem with not knowing the words to be used in the sentence. Has little vocabulary and doesn't know difficult words and from the

⁷⁰ Observation, English Class, 09 June 2022.

⁷¹ Observation, English Class, 09 June 2022

interview of her to the students in the room, the students will lack the vocabulary in creating sentences.”⁷²

Ms. Kewalin said that :

“Pronunciation, vocab and grammar still lack. the students had a problem with grammar that students couldn't remember, so they didn't dare to speak because they were afraid to use it in the wrong situation, especially in the form of the tense that they didn't quite understand, so she could talk English Slow and unable to answer teacher's questions in time for other friends. So it can be influential by the speaking skill.”⁷³

Ms. Nureesa said that :

"The Thai language has numerous vowel sounds and it should be composed between the word and significance on the grounds that the utilization of vowel sound and consonants are relying upon the importance of a word. When Thai students attempt to pronounce English consonantal sounds, it identifies difficulty areas. Thai students often have a difficult time uttering English sounds that do not appear in Thai phonology." ⁷⁴

The researcher concluded, based on the observation, that this is due to differences between English and the local language. Due to the fact that the meaning of a word is determined by the use of vowel sounds and consonants, the Thai language requires coordination between the word and its meaning. When Thai students attempt to pronounce English consonantal sounds, it identifies difficulty areas. Thai students often have a difficult time uttering English sounds that do not appear in Thai phonology.⁷⁵

So it can be conclude that in Micro linguistic have four problems there were Phonology, Morphology, semantics and Syntax.

The phonology so many students doesn't know how to pronounce

⁷² Ms Suhainee as a teacher, interview, 13 June 2022.

⁷³ Ms Kewalin as a teacher, interview, 13 June 2022.

⁷⁴ Ms Nureesa as a teacher, interview, 13 June 2022.

⁷⁵ Observation, 13 June 2022.

some word. It is on the grounds that there are contrasts between the nearby language and English. Due to the fact that the meaning of a word is determined by the use of vowel sounds and consonants, the Thai language requires coordination between the word and its meaning. It decides areas of hardships when Thai understudies attempt to articulate English consonantal sounds. The problem of lack of vocabulary causes students' English speaking to be incomplete. They may choose the wrong words or fail to understand the disappearance of the vocabulary, causing the listeners to get the sentences spoken and not comprehend the sentences correctly. Among the students that the researcher interviewed, there was three student who encountered this problem. Students who had a problem with not knowing the words to be used in the sentence. Has little vocabulary and doesn't know difficult words and from the interview of her to the students in the room, the students will lack the vocabulary in creating sentences and the students had a problem with Syntax is that Students couldn't remember, so they didn't dare to speak because they were afraid to use it in the wrong situation, especially in the form of the tense that they didn't quite understand, so she could talk English Slow and unable to answer teacher's questions in time for other friends so it can be influential by the speaking skill.

3. Macro Inguistic problems

Based on Macro linguistic problems in at Ekkapap Sasanawich there were two factor in Macro linguistic problems. There were students and teacher. The researcher interview with the teachers ms Suhainee Waji :

“In my opinion students be Macro linguistic problem because most of the students had difficulties in speaking English due to Sociolinguistics, Psycholinguistics and Ethnolinguistics. This is a problem that they face. The students dislike of English made her concentration in the classroom less than that of other peers and she was not eager to answer the teacher's questions or contribute to her opinions. An also teacher that teach must be innovative to teach the students.”⁷⁶

Then ms Nureesa said that :

“Teacher must has method to teach the students. Because method that they used can influence the success of the lesson and make the students enjoy, funny, and motivated to learn english. Teacher teachers were the main factors that encourage them to be enthusiastic about speaking English.”⁷⁷

Based on the observation it was found that most of the students had difficulties in speaking English due to lack of confidence to express themselves and fear of expressing fear of saying the wrong words and embarrassing their friends. This is a problem that they face. The students dislike of English made her concentration in the classroom less than that of other peers and she was not eager to answer the teacher's questions or contribute to her opinions. And teachers were the main factors that encourage them to be enthusiastic about speaking English. Analyze what the instructor teaches and the answers they receive may be right or wrong, but what they get is the students are interested in the teacher's teaching.⁷⁸

It can be conclude that in non linguistic problems students taken a high effect. So if the students feel enxiety for so long, the problem may not to be solve. So the teacher must be work hard to motivate their

⁷⁶ Ms Suhainee Waji as a teacher, interview, 13 June 2022.

⁷⁷ Ms Nureesa as a teacher, interview, 13 June 2022.

⁷⁸ Observation, 09 June 2022.

students well. And teachers are the main factors that encourage them to be enthusiastic about speaking English. So English teacher must be clever to make strategy or media to teach English. Especially in speaking.

So from the interview above, the researcher can conclude that each of the teacher has different way to motivate and solve the students problem. To motivate the students teacher must do any way to solve with find out how students can speak english, make a note of the way to learn, create opportunities to speak.

From interviewing students about the difficulties that they faced with speaking English, the researchers asked them how they thought they could solve or try to make them less difficult were :

a. Find out how you can speak English better.

Students Find out more and try other ways to make them speak English more accurately and try other methods outside of the classroom to improve their English speaking.

One of the students interviewed said:

“When I'm at home, at times I may open YouTube and search for the correct pronunciation of English like a native speaker and learn to follow, or sometimes I watch movies and have Thai translations but listen to English sounds.⁷⁹”

⁷⁹ Aechah, as a student, interview, 23 June 2022.

b. Make a note of the way to learn.

In the interview, students who have difficulty in speaking English, resulting from not being good at grammar and have a few words to say, are not daring to speak English. Another good way is to make a schedule to memorize a few words a day or review correct sentence construction.

“After school I try to go back and organize my schedule and find five to ten new words that I can memorize a day to develop with In English, I was able to guess what the teacher said, and I occasionally reviewed the grammar with a friend.”⁸⁰

“I will try to ask the teacher's permission to create an English learning material in the classroom so that me and my classmates can review it after the teacher's teaching ”⁸¹

c. Create opportunities to speak.

Students must motivate and inspire themselves to speak English and improve their English according to the academic standards of each grade level and be able to communicate with native speakers or teachers in the classroom.

“I try to speak English with my friends outside of class to instantly relax and not put pressure on myself during class so I can get used to it and maybe dare to speak in class.”⁸²

“I thought I'd try writing some short conversational sentences at my desk to see and read often to familiarize myself with and practice.”⁸³

“In my spare time, I find more knowledge about English, discover fun English conversations on youtube for me to

⁸⁰ Humaida as a teacher, interview. 23 June 2022.

⁸¹ Bussaba as a student, Interview. 23 June 2022.

⁸² Piyathida as a student. Interview, 23 June 2022.

⁸³ Supawadee as a student. Interview, 23 June 2022.

enjoy and feel like speaking too. I want to make myself motivated to study and speak English seriously.”⁸⁴

“I may have to change my mind about English and pay more attention to learning English to understand what teachers teach and speak English with friends and foreigners in the future.”⁸⁵

So it can be conclude that to solve the difficulties of speaking English the teacher.

4. Discussion

1.1 Micro Linguistic problems for The Students

a. Morphology

The study of the language, including all of a person's difficulties with the target language, is the linguistic problem. Some sort of classification: A linguistic issue lies in their phonology, Morphology and Syntax. According to them, a person's vocabulary is the total number of words they know or use, as well as the total number of words in a particular language.⁸⁶

A person's Morphology or vocabulary is a collection of words for a particular language that they typically use to communicate verbally.⁸⁷

According to the issues that were observed by students during interviews, inadequate vocabulary mastery was the most common issue. When the students want to understand a text, they need vocabulary. Many times the communication is impaired

⁸⁴ Waranya as a student. Interview, 23 June 2022.

⁸⁵ Humaida as a student. Interview, 23 June 2022.

⁸⁶ Gilakjani, A. P. 2016. English Pronunciation Instruction: *A Literature Review International Journal of Research in English Education (IJREE)*, 1(1).

⁸⁷ Graddol. (2006). English next. London: British Council: *The English Company*.

because some students may not know or do not understand the vocabulary or may choose the vocabulary that does not match the meaning to be conveyed. The student thought she could understand the native speaker's speech, but she couldn't because she kept thinking she didn't have enough vocabulary to understand the sentence. It typically occurs when instructors explain homework. They know what to say but they don't know how to say it. Students have difficulties translating Thai into English because they do not know the English words for it.

Based on the research most of the students have the same speaking difficulty, which is a lack of vocabulary and do not know the English words to use. Some only basic words are not included in the current syllabus.

That can be conclude The problem of lack of vocabulary causes students' English speaking to be incomplete. They may choose the wrong words or fail to understand the disappearance of the vocabulary, causing the listeners to get the sentences spoken and not comprehend the sentences correctly. Among the students that the researcher interviewed, there was only one student who encountered this problem. Students who had a problem with not knowing the words to be used in the sentence. Has little vocabulary and doesn't know difficult words and from the question, the students will lack the vocabulary in creating sentences.

b. Phonology

During English conversation in the English learning process or even among English teachers in the school, some cases may often be found where two or some English words have similar or even the same way of pronouncing.

Phonological accuracy was seen as a component of linguistic competence and was mainly viewed as the accurate production or reception of segmental features (individual sounds) and words.

Elocution is the manner in which understudies produce the language when they impart. The parts of language structure incorporated the components and the standards. It is a resolved variety of the understudy and example in a language that arrangements with the phonological cycle. There are two styles of speaking: phonemes and segments above them. Gerard claims that⁸⁸, the speaker who misspeaks words or sentences like phonemes and suprasegmental in conveying, can make it challenging for the audience members to figure out the language.

In any case, the issue that Thai understudies need to confront is the student couldn't create English elocution framework words accurately. When they produce English words, they get confused. This is due to differences between English and the local language.

The Thai language has numerous vowel sounds and it should be facilitated between the word and importance in light of the fact

⁸⁸ Gilakjani, A. P. 2016. English Pronunciation Instruction: *A Literature Review International Journal of Research in English Education (IJREE)*, Through Teacher's Daily Assessment.

that the utilization of vowel sound and consonants are relying upon the significance of a word. When Thai students attempt to pronounce English consonantal sounds, it identifies difficulty areas. Thai students often have a difficult time uttering English sounds that do not appear in Thai phonology. Those sounds incorporate /g/, /v/, //, /ð/, and /z/.

The problem of phonology difficulties in English that students encounter is an accent that is not the same as that of foreigners, which understands that it is difficult and requires continuous practice to be able to master and improve, and the main factor is in life. On a daily basis, students use Thai to communicate, so they do not practice the correct pronunciation of the language unless learned in the classroom.

From the research, the researcher found that the problem is not confident in speaking English because her pronunciation is not the same as the original, but she tries to learn and try to speak. She dares to allow the teacher to teach and does as the teacher tells. But I will not dare when in front of friends.

So it can be conclude that this problem was found as well. Most of the students pronounced incorrectly because of the difference in vowels and sounds of Thai and English. Having to think of the right words to use when speaking English confuses and less attention is paid to correct pronunciation.

c. Syntax

The process by which words in a language change form and are combined to form sentences is known as Syntax.⁸⁹ When speaking English, grammar is necessary to arrange a sentence correctly so that the language is understood.

Sentence structure redirects here For sentence structure in traditional grammar, In linguistics, Syntax is the study of how words and morphemes combine to form larger units such as phrases and sentences⁹⁰

One important factor in increasing speaking fluency is proper grammar. If the student had learned grammar, they would be easier to understand because they would know how to use and express what they want to say in the right way. In this way, they will actually want to talk, read, and compose the English language fluidly when they know and comprehend punctuation well.

Based on students' problems, they frequently have a lot of misuses of English grammatical rules that cause incorrect sentences. Because in a sentence in Thai sometimes we leave the subject but communication is still effective. But on the other hand, in English we cannot omit the subject in a Thai sentence, for example, sometimes they want to say that they are currently eating. If in English we need to add Ing after the verb to indicate the action is taking place. But some students will say, I eat, I sleep without

⁸⁹ Harmer, J. (1991). The Use of Colloquial Words in Improving Students' *Speaking*

⁹⁰ "syntax". *Lexico UK English Dictionary*. [Oxford University Press](#). Archived from [the original](#).

adding Ing or adding verbs to be (is, am, are and etc.) in the sentence, Therefore, there may be sentences that are unable to convey the authors' intended meaning. The learners' written sentences are less effective because of the errors in each sentence.

From the research found that in the classroom and the responses of the students in speaking English with teachers was still less, grammar was a problem that students encountered. Most students in the classroom do not use grammar when speaking because they do not know what sentences to use. The past, present or future are inaccurate in their memory and the teacher must encourage them to think and provide examples so that students can compare.

So it can be conclude that the students had a problem with grammar that Students couldn't remember, so they didn't dare to speak because they were afraid to use it in the wrong situation, especially in the form of the tense that they didn't quite understand, so she could talk English Slow and unable to answer teacher's questions in time for other friends. So it can be influential by the speaking skill.

1.2 Macro linguistic problems for the Students

a. Sociolinguistics

The Importance of sociolinguistics in foreign language education
This researcher is intended to provide a brief review of sociolinguistics and its importance in learning foreign languages. The findings in this

study see that the research of Yasemin Bayyurt discusses and develops the definition of linguistic language and the relationship between sociolinguistics and foreign language education which will be explored in depth in 4 focuses. In it also mentioned the existence of several basic problems discussed in the sociolinguistic field, one example of which is variation and change language.⁹¹

Participants in this study faced problems with speaking difficulties in English that were primarily caused by English as a second language and a language that participants chiefly learned from school teachers, even in a sociolinguistic manner. Krabi Province is regarded as a tourist city that foreigners are interested in and come to visit. But the participators are considered learning and speaking English that still have to practice real events that have to talk English a lot, making the students' English speaking are not familiar and is a matter that may be Reluctant many students who have to face various problems.

b. Psycholinguistics

Psycholinguistics is concerned with the cognitive faculties and processes that are necessary to produce the grammatical constructions of language. It is also concerned with the perception of these constructions by a listener.

In this study, it was found that the participants had psychological problems and self-confidence. They did not have the courage to break down the wall in front of them to reach success. Students feel

⁹¹ Bayyurt, Y. (2006). Non-native English language teachers' perspective on culture in English as a Foreign Language classrooms. *Teacher Development*, 10(2), 233-247.

embarrassed and afraid of causing mistakes when they speak English incorrectly. Many times teachers raise questions but students do not dare to raise their hands to answer questions because they are afraid of making mistakes but are unconfident in their own answers. They often blame themselves for being un good at English despite not doing their best and constantly evaluating the changes.

Researchers and teachers understand those difficulties and provide solutions and make them more confident and assertive so that students can experience and practice speaking English fluently and accurately Keep going.

c. Ethnolinguistics

In order to perform ethnosemantic analysis, all of the words in a language that are used for a particular subject are gathered by the researcher and are used to create a model of how those words relate to one another. Anthropologists who utilize ethnosemantics to create these models believe that they are a representation of how speakers of a particular language think about the topic being described.

This research had students as participants and searched for information on the students' English speaking difficulties by using both observations Interview and document review The examination of these real data has ethnosemantic So that student information is natural and problems can be found correctly.

1.3 Students Speaking problem

Strategy is the approach to showing utilized in the study hall or outside the room. The theories that teachers use to teach are the foundation of their methods. The types of activities and the roles of teachers and students can be used to determine the method. In view of issues strategies can be resolved in light of the sort of exercises, and jobs of educators and students, considering the student as an essential concern.

There may be fundamentally superior teaching methods. However, that technique may not be reasonable for the student. This is on the grounds that a few strategies are excessively confounded and excessively hard for certain students. A teacher, for instance, employs strategies to improve children's speaking abilities. by having each student in the class learn the English lyrics and sing it to their friends in front of the class. Teachers may benefit from this in order to enhance their students' speaking abilities. However, due to a variety of learning difficulties, not all students benefit from this approach. It's possible that not everyone is good at memorizing. Alternately, some people may struggle with pronunciation.⁹² Because each student has a unique level of intelligence and cognitive ability, it is unreasonable to expect foreign language learners to communicate fluently in all languages. As a result, students need learning methods that are compatible

⁹² Finocchiaro Mary and Sydney Sako. (1983). *Foreign Language Testing: a Practical Approach*. New York: Regent.

with their capabilities or potential. Students' success in language learning depends heavily on their use of learning strategies or techniques.

From the researcher's observations of teaching in the classroom and the responses of the students, the teachers used both English and Thai speaking methods in teaching. When the teacher says English sentences, if they understand and retaliate, the teacher will not translate that sentence, but if the teacher speaks English sentences, then the students are still or acting that they do not understand the teacher will speak Thai as well. So that students can understand and be able to move on to other content.

Teachers use mix speaking method English – Thai in the classrooms to allow students to understand the content and speak English as easily as possible and not cause students to stress or put too much pressure on themselves for those who do not like or are un good at English.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the students' speaking difficulties faced by Thai students at the seventh of Ekkapap Sasanawich Islamic School Thailand. The following discussion provides to the conclusion and suggestion of the study:

A. Conclusion

Based on the result of data and analysis in the previous chapter, it is found that the students had difficulties in speaking. There are two kinds of difficulties, they are linguistic problems and non-linguistic problems.

1. The Micro linguistic problems of lack of vocabulary causes students' English speaking to be incomplete. They have little vocabulary. Most of the students pronounced incorrectly because of the difference in vowels and sounds of Thai and English. Students couldn't remember grammar.
2. There were students in Macro linguistic problems Students taken a high effect. So if the students feel anxiety for so long, the problem may not to be solve. So the teacher must be work hard to motivate their students well. Teachers are the main factors that encourage them to be enthusiastic about speaking English.
3. To solve the problem the teacher has three ways there were find out how students can speak English, make a note of the way to learn, create opportunities to speak to motivate the students. Teachers use mix speaking method English – Thai in the classrooms to allow students to understand

the content and speak English as easily as possible and not cause students to stress or put too much pressure on themselves for those who do not like or are un good at English.

B. Suggestion

After concluding the research at at the seventh grade of Ekkapap Sasanawich Islamic School Thailand, here some suggestions that could be used for subsequent research :

1. For Teacher

Find new teaching methods or tricks to practice speaking English that go beyond the lessons and encourage students to be more interested and one more important thing, teachers should be an example to build confidence that students want to speak English with teachers inside and outside the classroom every day.

2. For the Next Researchers

For the next researcher, we would like to make the research more comprehensive and delve into other difficult problems for students to speak English and may add new research groups. The authors hope that the results of this study can be used as a reference for future studies on other key topics.

REFERENCES

- Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", 99.
- Aleeya Tahe N. I. (2020). English Language Education Department, Faculty of Teacher Training and Education, Universitas Islam Lamongan.
- Ali Mabyou, S. M. 2017. Investigating Pronunciation Problems among 8th Level Basic Schools International Journal of Humanities Social Sciences and Education (IJHSSE), 4(10) <http://dx.doi.org/10.20431/2349-0381.0410010>
- Approaches Third Edition (Los Angeles: SAGE Publication, Inc, 2009).
- Ary, D., Lucy, C. J., & Christine, K. S. (2010). Introduction to Research in Education (8th ed). Belmont: Wadsworth Cengage Learning.
- Berry, J.W. (2001). Immigration, Acculturation, and Adaptation. Applied Psychology: An International Students Entering Australia Universities. http://fyhe.com.au/past_papers10/content/pdf/12E.pdf.
- Bhandari, P. (2023, January 30). *What Is Qualitative Research? | Methods & Examples* from <https://www.scribbr.com/methodology/qualitative-research>.
- Brian O'Herin, Ph.D. *International Linguistics*. <https://www.sil.org/linguistics>.
- Chaney.1998. Teaching Speaking Activities to Promote Speaking in Second Language.
- Collins english dictionary - complete & unabridged 2012 digital edition 2023 dictionary.com, llc
- Dea Aries Fitriani, et al, A Study on Student's English Speaking Problems in Speaking Performance, <http://jurnal.untan.ac.id/index.php/jpdpb/article>.

Dhirawit Pinyonattagarn. *Globalization of English in ASEAN with Special Emphasis on Thailand*. International Conference on Globalization and the Teaching of English Oct.

Dr. Wattana Putthichat. *Guidelines for learning English*, <https://mgonline.com>.

Dr. Prayad PimPa, Office of Education Udon Thani Office of the Permanent Secretary Ministry of Education <http://pittiporn-ja-o.blogspot.com>.

Ellis, R. (2003) *Tasked-based Language Learning and Teaching*.

Gilakjani, A. P. 2016. English Pronunciation Instruction: A Literature Review *International Journal of Research in English Education (IJREE)*, 1.

Haerazi. (2018) *Landasan Filosofis Pembelajaran Bahasa Inggris Di Indonesia*. <http://ejournal.mandalanursa.org/index.php>.

Harmer, J. (1991). *The Practice of English Language Teaching*. UK: Longman.

<https://www.alquranenglish.com.inarabic-and-english-translation>.

<https://www.passiton.com/inspirational-quotes/6517-the-purpose-of-education-is-to-replace-an-empty>.

Jill Hadfield and Charles Hadfield, *Introduction To Teaching English* (New York: Oxford University Press, 2008), 105.

John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods*

Mely Arya Susilawati, et al, *Student' Speaking Problems in English Presentation*,

<https://media.neliti.com/media/publications>.

Minister of Education. (2008). *Basic Education Core Curriculum B.E 2544*

(A.D.2008). Bangkok, Thailand: Kurusapa Ladprao Publishing.

Mohammed Hamza Bin Mohammed Haji Bin Mohammed Ghouse. *Surah Alam*

Nashrah With English Transliteration & Translation, QuranEnglishTranslate.Com.

Muhaimin, *Paradigma Pendidikan Islam* (Bandung: Remaja Rosdakarya, 2002),

37

Nannapat Yooprayong N. I. (2021). The Development of English Communicative Skills from Movies and Fiction of English Major Students in English for Mass Media Subject Faculty of Humanities and Social Sciences Ubon Ratchathani Rajabhat University nannapat.y@ubru.ac.th.

Oxford University Press. (2008). *Learner's Pocket Dictionary*. Fourth Edition: Oxford University Press.

Penny Ur, *A Course in Language Teaching Practice and Theory*, 121-122.

Sadtono, E. (1995). *Perspektif Pengajaran Bahasa Inggris di Indonesia*. Malang: Seksi Kajian Bahasa dan Seni EPBS IKIP Malang.

Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 320

W. Best, John. 2014. *Research in Education*, Tenth Edition. Edinbergh Gate.

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

*Appendix 1***DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Sunitta Saidam
NIM : T20176101
Major : Tadris Bahasa Inggris
Faculty : Taebiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

States that thesis entitled “ An Analysis of the Students’ speaking difficulties Faced by Thai students At the Seventh of Ekkapap Sasanawich Islamic School, Thailand ” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Krabi Thailand, 24 June 2022

Author



Sunitta Saidam

NIM: T20176101

Appendix 2

Matrix of The Research

Title	variable	Indicator	Sources of Data	Research Methods	Research problems
An Analysis of the Students' speaking difficulties Faced by Thai students At the Seventh of Ekkapap sasanawich Islamic School, Thailand.	1. English of speaking Difficulty	a. linguistic problems b. non-linguistic problems	1. Observation: a. Teachers b. Students 2. Interview: a. Teachers b. Students	1. Approach of research : Qualitative research 2. Type of research : Descriptive 3. Data Collection : a. Observation b. Interview c. Document Review 4. Validity of data : a. Source triangulation b. Technical triangulation	1. What are The Linguistic problem faced by the Students at the seventh of Ekkaphap Sasanawich Islamic School? 2. What are the non-linguistics problem faced by the Students at the seventh of Ekkaphap Sasanawich Islamic School? 3. How does the Teacher solve the problem faced by the Students at the seventh of Ekkaphap Sasanawich Islamic School.?

Appendix 3

RESEARCH INSTRUMENT

A. Observation Instruments

1. Geographical location of Ekkapap Sasanawich Islamic School
2. Objectives conditions of Ekkapap Sasanawich Islamic School
3. Student at the seventh at the Ekkaphap Sasanawich Islamic School

B. Interview Instruments

1. What difficulties do students encounter in speaking English?
2. What methods or strategies do you have to solve the problem of speaking difficulties in English?
3. How does the teacher solve the problem faced by the Students at the seventh of Ekkaphap Sasanawich Islamic School.?

C. Document Review

1. The structure of Ekkaphap Sasanawich Islamic School
2. Vision and mission of Ekkaphap Sasanawich Islamic School
3. Basic English Learning plan grade Seventh

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Appendix 4



RESEARCH JOURNAL

An analysis of the Students' Speaking Difficulties
faced by Thai Students

At the seventh of Ekkapap Sasanawich Islamic School, Thailand

2021-2022

No	Day/Date	Activity	Signature
1.	Monday, 06 June 2022	Contact teachers of the need for permission to conduct research in the school.	
2.	Thursday, 09 June 2022	Observation the teaching and interaction of students in speaking English in the classroom.	
3.	Monday, 13 June 2022	Interview teachers about the students' English speaking problems they encounter.	
4.	Tuesday, 14 June 2022	Contact the administrative staff to request documents about the school.	
5.	Thursday, 16 June 2022	Interview students about the difficulties they encounter in speaking English.	
6.	Monday, 20 June 2022	Keep a documented of additional school information.	
7.	Thursday, 23 June 2022	Interview students about solving basic problems encountered in speaking English.	
8.	Thursday, 23 June 2022	Interview teachers to provide support and good advice to students in solving problems that arise.	

Peneliti,

Sunitta Saidam

Krabi, Thailand, 24 June 2022

Kepala sekolah

Takeem Kundee

Appendix 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-1691/ln.20/3.a/PP.009/04/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Ekkapap Sasanawich Islamic School
74/11 Saikhao Khlongthom district, Krabi Province Code 81170

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176101
Nama : SUNITTA SAIDAM
Semester : Semester dua belas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "AN ANALYSIS OF THE STUDENTS SPEAKING DIFFICULTIES FACED BY THAI STUDENTS AT THE SEVENTH OF EKKAPAP SASANAWICH ISLAMIC SCHOOL, THAILAND 2021-2022

" selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Mr. Takeem kundee

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 April 2023



an Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

KE

Appendix 6



SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Takeem Kundee
Jabatan : Kepala sekolah
Alamat : 74/11 Saikhae Khlongthom district, Krabi Province

Dengan ini menyatakan bawa mahasiswa :

Nama : SUNITTA SAIDAM
Nim : T20176101
Fakultas/ Jurusan Prodi : TARBIYAH / Tadris Bahasa Inggris
Universitas : Universitas Kiai Haji Achmad Siddiq Jember.

Telah menyelesaikan penelitian dalam rangka penyusunan Skripsi dengan judul **“AN ANALYSIS OF THE STUDENTS’ SPEAKING DIFFICULTIES FACED BY THAI STUDENTS AT THE SEVENTH OF EKKAPAP SASANAWICH ISLAMIC SCHOOL, THAILAND 2021-2022 ”**

Demikian surat keterangan ini di buat dan untuk digunakan sebagaimana mestinya.

Krabi Thailand, 24 June 2022

Kepala sekolah

Takeem Kundee

KE

Appendix 7



แผนการจัดการเรียนรู้ หน่วยการเรียนรู้ที่ 1 School days

รายวิชา ภาษาอังกฤษพื้นฐาน
กลุ่มสาระการเรียนรู้ ภาษาดังประเทศ (ภาษาอังกฤษ)

ชั้น มัธยมศึกษาปีที่ 1
เวลาเรียน 10 ชั่วโมง

1. มาตรฐานการเรียนรู้ / ตัวชี้วัดชั้นปี

มาตรฐาน ต 1.1	เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ และแสดงความคิดเห็นอย่างมีเหตุผล
ตัวชี้วัด	1. ปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ และคำชี้แจงง่ายๆ ที่ฟังและอ่าน 2. อ่านออกเสียงข้อความ นิทาน และบทร้อยกรอง (poem) สั้นๆ ถูกต้องตามหลักการอ่าน 4. ระบุหัวข้อเรื่อง (topic) ใจความสำคัญ (main idea) และตอบคำถามจากการฟังและอ่านบทสนทนา นิทาน และเรื่องสั้น
มาตรฐาน ต 1.2	มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ
ตัวชี้วัด	1. สนทนา แลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง กิจกรรม และสถานการณ์ต่างๆ ในชีวิตประจำวัน 4. พูดและเขียนเพื่อขอและให้ข้อมูล และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่านอย่างเหมาะสม 5. พูดและเขียนแสดงความรู้สึกและความคิดเห็นของตนเองเกี่ยวกับเรื่องต่างๆ ใกล้เคียงกิจกรรมต่างๆ พร้อมทั้งให้เหตุผลสั้นๆ ประกอบอย่างเหมาะสม
มาตรฐาน ต 1.3	นำเสนอข้อมูลข่าวสาร ความคิดรวบยอด และความคิดเห็นในเรื่องต่างๆ โดยการพูดและการเขียน
ตัวชี้วัด	1. พูดและเขียนบรรยายเกี่ยวกับตนเอง กิจกรรมประจำวัน ประสบการณ์ และสิ่งแวดล้อมใกล้ตัว
มาตรฐาน ต 2.1	เข้าใจความสัมพันธ์ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษา และนำไปใช้ได้เหมาะสมกับกาลเทศะ
ตัวชี้วัด	1. ใช้ภาษา น้ำเสียง และกิริยาท่าทางสุภาพ เหมาะสมตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา 3. เข้าร่วม/จัดกิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ
มาตรฐาน ต 2.2	เข้าใจความเหมือนและความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษา กับภาษาและวัฒนธรรมไทย และนำมาใช้อย่างถูกต้องและเหมาะสม
ตัวชี้วัด	1. บอกความเหมือนและความแตกต่างระหว่างการออกเสียงประโยคชนิดต่างๆ

	การใช้เครื่องหมายวรรคตอน และการลำดับคำตามโครงสร้างประโยคของภาษาต่างประเทศและภาษาไทย
	2. เปรียบเทียบความเหมือนและความแตกต่างระหว่างเทศกาล งานฉลอง วันสำคัญ และชีวิตความเป็นอยู่ของเจ้าของภาษากับของไทย
มาตรฐาน ต 4.1	ใช้ภาษาต่างประเทศในสถานการณ์ต่างๆ ทั้งในสถานศึกษา ชุมชน และสังคม
ตัวชี้วัด	1. ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียนและสถานศึกษา

2. สาระสำคัญ / ความคิดรวบยอด

การสนทนา การเขียนจดหมาย การแสดงบทบาทสมมติ ข้อมูลเกี่ยวกับตนเอง กิจกรรมประจำวัน กิจกรรม ประสพการณ์ สิ่งแวดล้อมใกล้ตัว และสถานการณ์ต่างๆ ในชีวิตประจำวัน การเขียนบรรยาย เปรียบเทียบระบบการศึกษา การทักทาย และการแสดงความคิดเห็นเกี่ยวกับการทำงานรูปแบบต่างๆ

3. สาระการเรียนรู้

3.1 สาระการเรียนรู้แกนกลาง

- คำแนะนำในการทำงานร่วมกัน
- การออกเสียงเน้นหนัก- เบา ในคำและกลุ่มคำ การออกเสียงตามระดับเสียงสูง-ต่ำ ในประโยค การแบ่งวรรคตอนในการอ่าน
- การจับใจความสำคัญ เช่น หัวข้อเรื่องใจความสำคัญ รายละเอียดสนับสนุน คำถามเกี่ยวกับใจความสำคัญ เช่น Yes/No Questions, Wh-Questions
- ภาษาที่ใช้ในการสื่อสารระหว่างบุคคล เช่น การทักทาย การแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง บุคคล กิจกรรม สิ่งต่างๆ ใกล้ตัว และสถานการณ์ในชีวิตประจำวัน
- คำศัพท์ ประโยค และข้อความที่ใช้ในการแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่าน
- ภาษาที่ใช้ในการแสดงความรู้สึก ความคิดเห็น และให้เหตุผลประกอบ เช่น ชอบ ไม่ชอบ ดี ไม่ดี เช่น I like... because..., I think..., I agree/disagree...
- ประโยคและข้อความที่ใช้ในการบรรยายเกี่ยวกับตนเอง กิจกรรมประจำวัน และสิ่งแวดล้อมใกล้ตัว เช่น การเรียน การฟังเพลง
- การใช้ภาษา น้ำเสียง และกิริยาท่าทางในการสนทนา ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา เช่น การแสดงสีหน้าท่าทางประกอบการพูดแนะนำตนเอง การสัมผัสมือ การโบกมือ การแสดงความรู้สึกชอบ/ไม่ชอบ
- กิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ เช่น การร้องเพลง การเล่นเกม
- ความเหมือน/ความแตกต่างระหว่างการลำดับคำตามโครงสร้างประโยคของภาษาต่างประเทศและภาษาไทย
- ความเหมือน/ความแตกต่างระหว่างชีวิตความเป็นอยู่ของเจ้าของภาษากับของไทย
- การใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน

3.2 สารการเรียนรู้ท้องถิ่น

4. สมรรถนะสำคัญของผู้เรียน

- 4.1 ความสามารถในการสื่อสาร
- 4.2 ความสามารถในการคิด
 - การคิดวิเคราะห์
 - การคิดสังเคราะห์
 - การคิดอย่างสร้างสรรค์
- 4.3 ความสามารถในการใช้ทักษะชีวิต
- 4.4 ความสามารถในการใช้เทคโนโลยี

5. คุณลักษณะอันพึงประสงค์

- มีวินัย
- ใฝ่เรียนรู้
- มุ่งมั่นในการทำงาน
- มีจิตสาธารณะ

6. ชิ้นงาน / ภาระงาน

- 6.1 การเขียนตารางเรียน (Timetable) ของนักเรียน
- 6.2 การพูดสนทนา แลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง กิจกรรม และสถานการณ์ต่างๆ ในชีวิตประจำวัน
- 6.3 การเขียน email เพื่อบอกข้อมูลเกี่ยวกับตนเอง ตอบเพื่อนทางจดหมาย (pen pal)
- 6.4 การเขียนบรรยายเปรียบเทียบเกี่ยวกับระบบการศึกษาของประเทศอังกฤษกับของไทย พร้อมให้เหตุผลสั้นๆ ประกอบ
- 6.5 การแสดงบทบาทสมมติพูดสนทนาให้ข้อมูลเกี่ยวกับตนเอง และสถานการณ์ต่างๆ ในชีวิตประจำวัน ในโรงเรียน
- 6.6 การพูดแสดงความคิดเห็นเกี่ยวกับคำแนะนำในการทำงาน พร้อมให้เหตุผลสั้นๆ ประกอบ

7. การวัดและการประเมินผล

- 7.1 ประเมินการทำแบบทดสอบก่อนเรียน
- 7.2 ประเมินการทำแบบฝึกหัด
- 7.3 สังเกตพฤติกรรมการเรียนรู้ในช่วงการทำกิจกรรม
- 7.4 ประเมินการทำแบบทดสอบหลังเรียน

7.5 ประเมินคุณลักษณะอันพึงประสงค์

7.6 ประเมินชิ้นงาน / ภาระงาน

8. กิจกรรมการเรียนรู้

- กิจกรรมนำสู่การเรียนรู้
 - กิจกรรมพัฒนาการเรียนรู้
 - กิจกรรมรวบยอด
- } **ดึงแนบมาพร้อมนี้**

9. สื่อ / แหล่งการเรียนรู้

1. หนังสือเรียน Access ม. 1
2. แบบฝึกหัด Access ม. 1
3. Access Class Audio CDs ม. 1 (ประกอบหนังสือเรียน Access ม. 1)
4. Access Workbook Audio CD ม. 1 (ประกอบแบบฝึกหัด Access ม. 1 และ Teacher's Resource Pack)
5. CD หนังสือ Teacher's Resource Pack & Tests ม. 1-2-3

KE

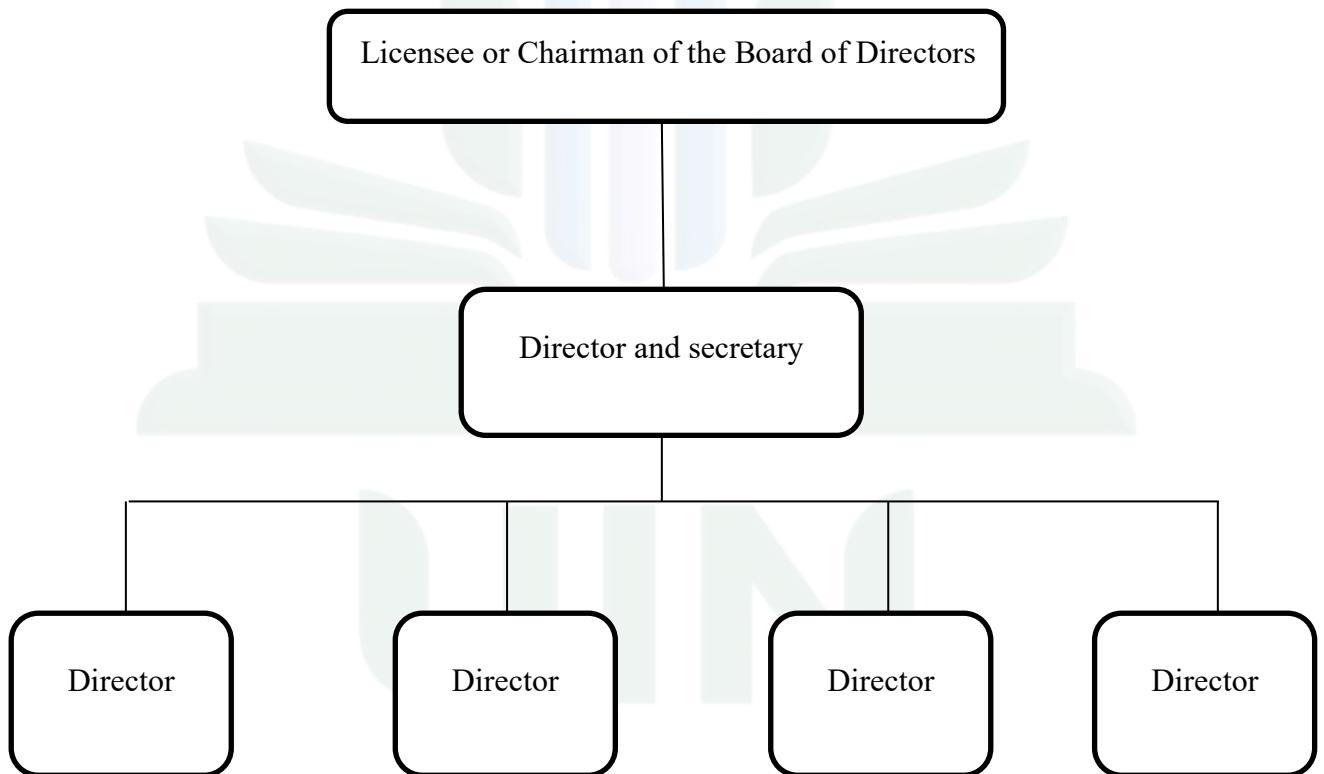
Q

Appendix 8

DOCUMENT REVIEW

EDUCATION MANAGEMENT COMMITTEES

คณะกรรมการบริหารโรงเรียน



UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

PERSONNEL DIRECTORY OF EKAPAP SASANAWICH ISLAMIC SCHOOL

ทำเนียบบุคลากรโรงเรียนเอกภาพศาสนวิชญ์



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

รายชื่อนักเรียนชั้นมัธยมศึกษาปีที่ 1/1 โรงเรียนเอกภาพศาสนวิทย์ จังหวัดกระบี่

ลำดับ	ชื่อ นามสกุล	คะแนน				หมายเหตุ
1	เด็กหญิง กมลชนก แก้วพิชัย	80	85			
2	เด็กหญิง กัญญาภัทร เพชรเรือน	75	75			
3	เด็กหญิง กัญญาสิตา เขตพันธ์	75	70			
4	เด็กหญิง สาริษา ต้าดี	65	70			
5	เด็กหญิง ไชยนิบ กิจจาร์ภษ	60	70			
6	เด็กหญิง ปิยธิดา ห้าหาบ	65	70			
7	เด็กหญิง ไดอานา ไต่สุ	85	75			
8	เด็กหญิง นุชวรา แผลมเหาะ	85	75			
9	เด็กหญิง ชุมนิศา ชุมแก	75	80			
10	เด็กหญิง รุ่งนภา บุตรโอบ	80	70			
11	เด็กหญิง ลลนา บวดตัน	65	75			
12	เด็กหญิง อนันดา มารยา	65	80			
13	เด็กหญิง อรุณนันท์ เสีกกุล	65	70			
14	เด็กหญิง สุภาวดี เวลาดิ	90	70			
15	เด็กหญิง กฤติกุล ต้าณิล	60	70			
16	เด็กหญิง กัญจนพร หลี่หม	60	80			
17	เด็กหญิง ฉันทิรา นะนุ้ย	65	85			
18	เด็กหญิง ณัฐริกา ดาราโชติ	65	70			
19	เด็กหญิง อาธิษะ ชูบาล	85	85			
20	เด็กหญิง นันชนิน ปิยะ	70	70			
21	เด็กหญิง นัสริยา ละอาหสิ	60	70			
22	เด็กหญิง นุสรา พ้วยสิก	65	70			
23	เด็กหญิง นุชบา ชัยกุล	85	90			
24	เด็กหญิง วรัญญา ปาหาน	90	90			
25	เด็กหญิง ภาวิตา เชื่องยาง	65	65			
26	เด็กหญิง พรกนก โตะหมิน	70	85			
27	เด็กหญิง ศรัญญา อีสลาม	90	90			
28	เด็กหญิง สโรชา จงรักษ์	75	65			
29	เด็กหญิง อูสนา หลานน้อย	65	75			
30	เด็กหญิง พาดิษะ ชิดเชื้อ	85	90			

List of students and score given by English teachers



Around the building and field of Ekkpap Sasanawich Islamic School



Observation teaching in the classroom



Interview with the English Teacher



Interview with a Student of seventh class

Appendix 9

CURRICULUM VITAE



Name : Sunitta Saidam
NIM : T20176101
Place, date of birth : Krabi Thailand, 25 March 1998
Gender : Female
Address : 51/2 M.1 T.Aoanang A.Muang, Krabi, Thailand 81180
Faculty : Education and Teacher Training
Major : English Education Departement
Email : sunitta.s25032541@gmail.com

Educational Background

MI/SD : Ban Aoanang 2004-2011
SMP : Ban Chong Phli 2011-2014
SMA/SMK : Pondok Bantan 2014-2017
College : UIN KHAS Jember 2017-2023