

**THE EXPLORATION OF STUDENTS' LINGUISTICS  
AND NON-LINGUISTICS SPEAKING PROBLEM AT  
TENTH GRADERS OF SENIOR HIGH SCHOOL  
SANTIWIT SONGKHLA TECHNOLOGICAL  
COLLEGE THAILAND**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements for Undergraduate Degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program



Written by :

**BALQIS NAZILIA QUR'ANI**  
**SRN. 214101060044**

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
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**SRN. 214101060044**

**Has been approved by the advisor**



**Zahratul Maujudatul Mufidah, M.Pd.**  
**NIP.199201222019032009**

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to fulfil the requirement of Bachelor Degree  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program

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The Board of Examiners

Chairman



Dr. Mohammad Zaini, S.Pd.I, M.Pd.I  
NIP. 19800507202311018

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Nina Havuningtyas, M.Pd  
NIP. 198108142014112003

Members:

1. Prof. H. Moch. Imam Machfudi, Ph.D. (



2. Zahratul Maujudatul Mufidah, M.Pd. (



Approved by  
Dean of Tarbiyah and Teacher Training Faculty



Dr. Abdul Mu'is, S.Ag., M.Si  
NIP. 197304242000031005

## DEDICATION

*Alhamdulillahirobbil'alamin.* Endless praise and gratitude I express to Allah S.W.T and Rasullullah S.A.W for His presence and grace, which has allowed me to complete this thesis thoroughly. With full gratitude and humility, I dedicate this thesis to the people who have always been by my side.

To my beloved family, my mom Hani Endang Wati, and my father H. Moch. Salim, S.E and also my siblings Fitra Iskina Maulaya, S.T and Abdul Malik Ibrahim Ramadhani, who always support the author and one of the main reasons the author have reached this point. Thank you for every prayer and every sacrifice along the way. May all of you always be blessed with health, happiness, and the strength to continue accompany us until we achieve success. Aamiin.

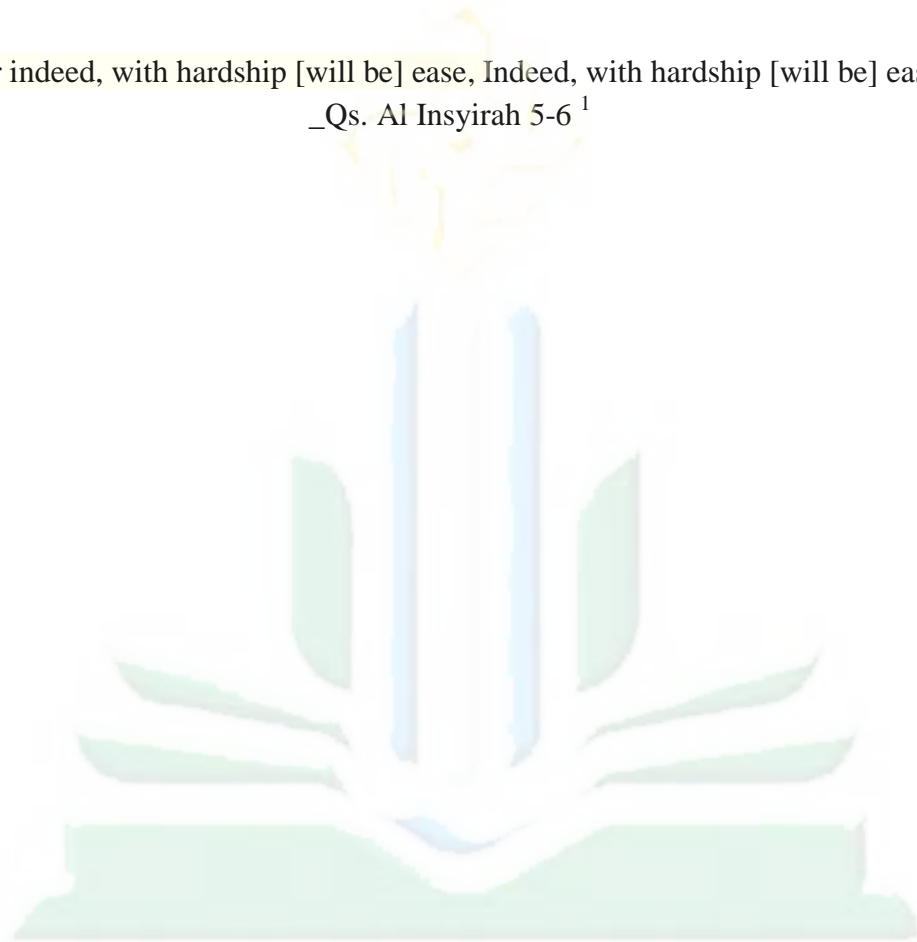


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JEMBER

## MOTTO

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

“For indeed, with hardship [will be] ease, Indeed, with hardship [will be] ease.”  
\_Qs. Al Insyirah 5-6<sup>1</sup>



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\* <https://quran.com/al-insyirah>

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Jember, May 2025

The Writer

Balqis Nazilia Qur'ani



## ABSTRACT

Balqis Nazilia Qur'ani, 2025: *The Exploration of Students' Linguistics and Non-Linguistics Speaking Problem at Tenth Graders of Senior High School Santiwit Songkhla Technological College Thailand.*

**Keywords:** Speaking Problems, Linguistic Problem, Non-Linguistic Problem

English speaking skill is one of the most essential components in mastering a foreign language, yet many EFL students still face significant challenges in developing this skill. At Santiwit Songkhla Technological College in Thailand, tenth-grade students are found to experience various difficulties in speaking, both linguistics and non-linguistics. These issues hinder their ability to communicate effectively in English despite its status as an important subject in the Thai education curriculum.

The research question of this research is 1) What are the students' linguistics and non-linguistics speaking problem experienced by tenth grade student at Santiwit Songkhla Technological College, Thailand?, 2) How is the student strategies to overcome the linguistics and non-linguistic speaking problem experienced by tenth grade student at Santiwit Songkhla Technological College, Thailand? This study aims to contribute to the improvement of English language teaching in EFL contexts by offering insights into students' actual experiences and needs. The main objective of this study is to identify the specific linguistic and non-linguistic speaking problems experienced by students and to explore the strategies they employ in overcoming such obstacles.

This research employed a qualitative descriptive method, with data collected through observation, interviews, and document review. The subjects of the study were four tenth-grade students, consist of two males and two females and one English teacher of Santiwit Songkhla Technological College Thailand based on the lowest of students' speaking, selected through purposive sampling. Data analysis was conducted through data condensation, data display, and conclusion drawing, followed by source triangulation and triangulation techniques to ensure validity.

The findings show that students experienced linguistic problems such as lack of vocabulary, poor in grammar, and poor in pronunciation, one of the dominant problem is they can not arrange the right word such "visit" they arranged into "ivits". Non-linguistic problems included fear of making mistakes, lack of confidence, and anxiety about being judged, which caused students to remain silent when teacher invited to come forward or prefer using Thai in class. To overcome these issues, students and teacher applied several strategies such as preparation, repetition, small group, and mandatory participation. The most effective strategy was small group discussion, which made students feel more comfortable and confidence.



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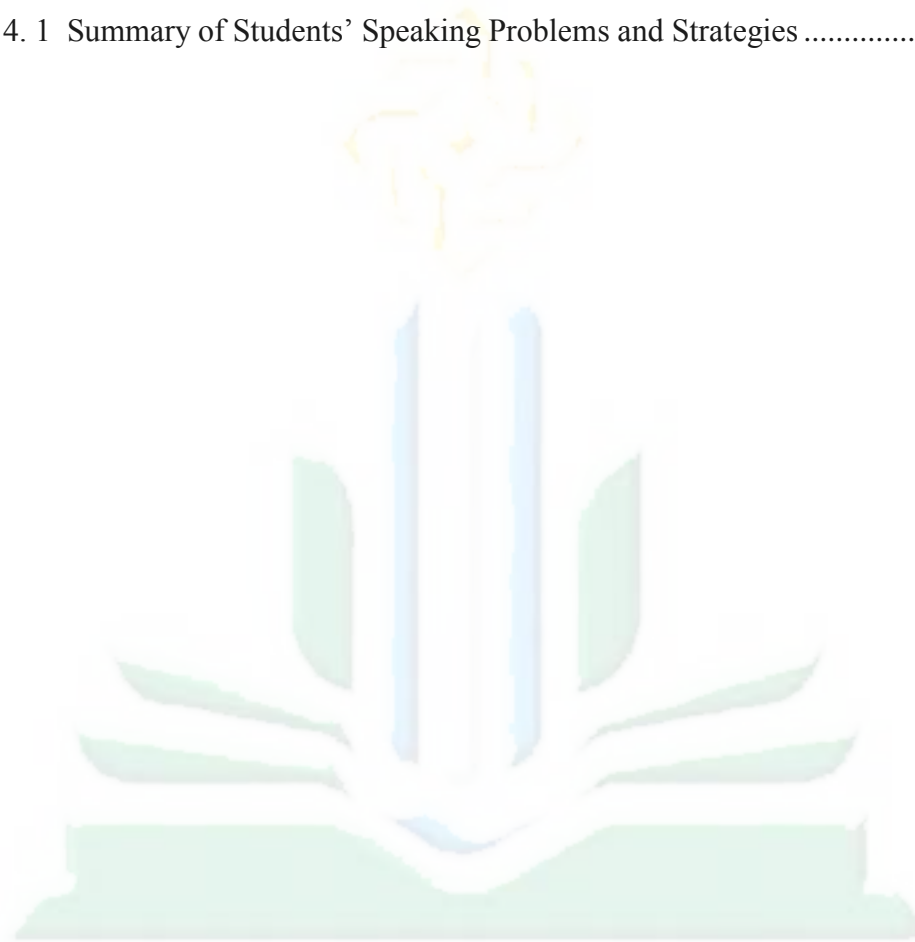
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# CHAPTER I

## INTRODUCTION

### A. Research Background

English language learning is learning that plays a very crucial role for students. This is because English is an international language used on a global scale. According to Nishanti in his research about the importance of learning English, English learning has a very important role in the world of education, especially in facing the era of globalization.<sup>2</sup> As an international language, English becomes the main tool in global communication that allows students to interact with various cultures and gain broader insights. Furthermore, according to Haryadi and Aminuddin in his research about the role of English to students, mastery of English not only helps students in understanding various international information sources, but also becomes an essential skill in the academic and professional world.<sup>3</sup>

In terms of the academic world, English is the key to accessing various scientific literature, international journals, and technology that continues to develop. Meanwhile, in the professional world, English language skills open up more job opportunities in multinational companies and various industry sectors connected to the global market. Therefore, learning English in

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<sup>2</sup> Rajathurai Nishanthi, "The Importance of Learning English in Today World," *International Journal of Trend in Scientific Research and Development* 3, no. 1 (December 31, 2018): 871–74, <https://doi.org/10.31142/ijtsrd19061>.

<sup>3</sup> Rofiq Noorman Haryadi and Muhammad Aminuddin, "The Role of English in Preparing Students to Face Global Challenges," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 11 (November 7, 2023): 9615–21, <https://doi.org/10.54371/jiip.v6i11.3167>.



Thailand has become one of the compulsory subjects from elementary school to university. This is also in accordance with the learning curriculum in Thailand which emphasizes that language learning must be taught starting from Prathom<sup>4</sup> 1 class. This is also influenced by the status of English as a foreign language in Thailand.

In Thailand, the urgency of mastering English is further emphasized by the increasing linkage between the local education system and international academic standards. The Thai government, through the Ministry of Education, is continuously revising the English curriculum to better suit the demands of globalization. These efforts include the implementation of the Communicative Language Teaching (CLT) approach, the integration of technology in learning, and increasing students' exposure to English language activities from an early age. However, students' speaking achievement still shows significant variation, necessitating an in-depth study of the actual obstacles faced by students in developing their speaking skills.

Communicating in a particular language is one of the indicators of someone who is proficient and masters the language being communicated.<sup>5</sup> This also applies to someone who is learning a foreign language, especially English which is an international language. Speaking skills are one of the important aspects to master in learning English. But on the other hand, of the

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<sup>4</sup> Primary school level in Thailand

<sup>5</sup> Sitti Rabiah, "Language as a Tool for Communication and Cultural Reality Discloser" (INA-Rxiv, November 19, 2018), <https://doi.org/10.31227/osf.io/nw94m>.

four aspects of English learning, speaking skills are the most difficult skills to master.<sup>6</sup>

On the other hand, learning english language is also not free from challenges, especially in the context of skill-based learning for EFL learners. Many students face difficulties in the speaking aspect which is an indicator for someone who is learning a foreign language. Some of the challenging factors include limited vocabulary, lack of a supportive environment for English language practice, and non-linguistic factors such as fear or lack of confidence when speaking in a foreign language.

The main goal in teaching speaking skills is to help students improve their ability to communicate effectively. With this skill, they can express their ideas, feelings and opinions clearly, while understanding and applying appropriate social and cultural norms in various communication contexts. In practice, students are provided with various guidelines and techniques designed to help them develop conversational skills more naturally and confidently. This is supported by the Qur'anic argument in surah Taha verses 25-28 which reads:<sup>7</sup>

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِن لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

<sup>6</sup> Pramustia Murti and Baso Jabu, "Students' English Speaking Difficulties and Teachers' Strategies in English Teaching: A Case Study at Sma Negeri 10 Gowa," *PERFORMANCE: Journal of English Education and Literature* 1, no. 1 (2022): 50–63.

<sup>7</sup> Kementrian Agama Republik Indonesia, "Al-Qur'an Kemenag Online," 2022.

“Meaning: He (Moses) said, O my Lord, expand my chest (25). And make my affairs easy for me (26). And remove the stiffness from my tongue (27). That they may understand my words (28).”

This verse shows that fluency of speech is essential in conveying the message correctly. Just as Prophet Moses prayed to be able to speak clearly, students also need support and guidance to overcome obstacles in speaking. With this understanding, exploring students' speaking problems can provide greater insight in improving their language skills, both linguistically and non-linguistic problem.

Despite the difficulty of mastering speaking skills for EFL learners, there are several aspects of speaking skills that EFL learners must master. These aspects include fluency, accuracy, pronunciation, and continuity and cohesiveness in speaking. Each aspect plays a role in creating effective communication, helping students speak with more confidence, as well as ensuring the message conveyed can be understood by the listener.<sup>8</sup> Fluency refers to a student's ability to express ideas without much pause or hindrance. Accuracy relates to the use of correct grammar and appropriate word choice so that the meaning conveyed is not ambiguous. Clear pronunciation allows the listener to understand the student's speech better and reduces the risk of misunderstanding. In addition, continuity and cohesiveness in speaking are needed so that ideas can be conveyed coherently and logically, so that communication becomes more effective and easy to understand.

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<sup>8</sup> Fadilah Marhana, “An Analysis of the Students’ Self-Confidence in Public Speaking at English Education Department of Sultan Syarif Kasim State Islamic University Riau” (Thesis, Riau, UIN Sultan Syarif Kasim, 2025).

In speaking practice, EFL students often face various challenges in mastering skills in English speaking contexts. These challenges can be categorized into two main types of problems, namely linguistic and non-linguistic problems. Linguistic problems include limited vocabulary, difficulty in pronunciation, and lack of understanding of grammatical structures. This is in line with the opinion of Christine Chuen at his book entitled “Teaching Speaking: A Holistic Approach” who said that the problems faced by EFL learners linguistically include difficulties in vocabulary, pronunciation, grammar, and sentence structure often hinder the fluency of communication.<sup>9</sup> This is supported by research conducted by Khasinah et al. revealed that students of the English Language Education study program face various problems in delivering oral presentations in English. These problems are divided into two main types, namely linguistic and non-linguistic problems. The dominant linguistic problems experienced by students include limited understanding, grammatical errors, and difficulties in pronunciation. Limited vocabulary makes it difficult for students to convey ideas completely and fluently, while errors in the use of grammar often cause ambiguity of meaning. On the other hand, incorrect pronunciation is also a major obstacle to the fluency of students' oral communication during presentations.<sup>10</sup>

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<sup>9</sup> Christine Chuen Meng Goh and Anne Burns, *Teaching Speaking: A Holistic Approach*, Cambridge Language Education (Cambridge New York Melbourne Madrid Cape Town Singapore Sao Paulo Delhi Mexico City: Cambridge University Press, 2012).

<sup>10</sup> Siti Khasinah et al., “Examining Students’ Linguistic and Non-Linguistic Speaking Issues and Coping Mechanisms in English Presentations,” *Studies in English Language and Education* 11, no. 3 (September 30, 2024): 1290–1315, <https://doi.org/10.24815/siele.v11i3.30709>.

Meanwhile, non-linguistic problems are related to psychological factors, such as fear of making mistakes, lack of confidence, and apprehension of being valued by others in daily conversation. This is supported with the research conducted by Aurellia Naela Khilqi, which examines in depth the problems faced by a student from Thailand in learning English during her studies at the English Language Education Study Program, UIN Prof. K.H. Saifuddin Zuhri. The results of the study showed that the student from Thailand faced various non-linguistic obstacles such as cultural, attitudinal, and environmental barriers. Cultural differences between Thailand and Indonesia cause difficulties in adjusting, including in social communication and understanding the learning context. Students feel less confident, experience anxiety, and have a passive attitude in class due to limitations in language. In addition, an environment that is not fully supportive, such as limited opportunities for language practice and the absence of special support, worsens the learning experience.

Senior High School Santiwit Songkhla Technological College is one of the high schools that has difficulty speaking a foreign language. Based on initial observations, researcher found that students were more enthusiastic when using Thai. This is because Thai has its own script called Thai script. They have their own way of speaking that is different from the Latin alphabet, namely A-Z. This is supported by research by Ridma and Maudy which states that the main difficulty in teaching foreign languages to Thai students is due to differences in alphabets between languages which cause students in Thailand

to tend to be blind to the Latin alphabet.<sup>11</sup> This indicates that teachers must also be able to assist students in solving problems related to linguistic and non-linguistic communication.

Although there have been many studies discussing the issues of speaking in English language learning, most previous studies have only focused on linguistic or non-linguistic aspects separately and were generally conducted in contexts such as Indonesia, Saudi Arabia, and Ukraine. Furthermore, this research fills that gap by highlighting the unique context of tenth-grade students at Santiwit Songkhla Technological College in Thailand, who come from different cultural and linguistic backgrounds and have not been extensively explored in EFL studies. This research not only examines linguistic and non-linguistic issues in an integrated manner but also explores students' strategies in overcoming these problems.

Based on the background explanation above, the researcher wants to examine the linguistic and non-linguistic speaking problems at tenth graders of senior high school Santiwit Songkhla Technological College Thailand. It is important to find out the differences in problems experienced by EFL Learners from abroad with different educational backgrounds and curriculum than in Indonesia.

## **B. Research Question**

Based on the background of research above, the researcher presents the research Focus as follows:

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<sup>11</sup> Ridma Meltareza and Maudy Rizkiana Poedjadi, "Hambatan Komunikasi Antar Budaya Dalam Projek Pengajaran Siswa Thailand Dan Pengajar Indonesia," *Jurnal Ilmu Komunikasi* 9, no. 2 (2024): 291–305, <https://doi.org/10.52423/jikuho.v9i2.126>.



1. What are the students' linguistics and non-linguistics speaking problem experienced by tenth grade student at Santiwit Songkhla Technological College, Thailand?
2. How is the student strategies to overcome the linguistics and non-linguistic speaking problem experienced by tenth grade student at Santiwit Songkhla Technological College, Thailand?

### **C. Research Objective**

1. To determine the linguistics and non-linguistic speaking problems encountered by tenth grade student at Santiwit Songkhla Technological College, Thailand.
2. To examine the linguistic and non-linguistic strategies employed by tenth grade student at Santiwit Songkhla Technological College, Thailand.

### **D. Research Significant**

The significances of the study divided into two, namely theoretical and practical. The significances of this study are explained as follows:

#### **1. Theoretical Significance**

This research contributes to the development of theories about speaking problems in terms of both linguistics and non-linguistics aspects in high school students, this study will help researcher and educators to better understand the linguistics and non-linguistics speaking problem that affect students' speaking ability, this research can be used as a foundation for comparative studies in various other cultural contexts and institutions,

thus broadening the horizons in the field of language teaching globally. So the results of this study can enrich the literature in the field of language learning, especially in the context of English language learning in Thailand.

## 2. Practical Significance

Practically, the data presentation of this research will be useful for:

### a. English Departement

This research can be an important reference for the English department to evaluate and develop more effective language learning programmes in teaching that focus on students' needs both in terms of linguistics and non-linguistics.

### b. English Teacher

Teachers can use the results of this study to improve teaching methods by understanding linguistics and non-linguistics speaking problem.

### c. Student

Students can directly benefit from this research by improving their speaking skills by understanding the linguistics and non-linguistics problems they face, finding practical strategies to improve their confidence, and motivating students to continue to improve their English language learning.

### d. Next Reseacher

This research can serve as a basis for future researchers to conduct further studies, researching more deeply into linguistics and non-

linguistics issues in other educational contexts, both in Thailand and other countries, this research can motivate the development of teaching methods or techniques based on the results of previous research.

#### **E. Definition of Key Terms**

Understanding key terms means understanding the important part that the researcher focuses on in her research title. The aim is to avoid misunderstandings when interpreting what the researcher means.

##### **1. Speaking Problem**

Speaking problems are difficulties or obstacles experienced by someone while speaking, especially in conveying ideas, opinions, or information clearly and fluently.

##### **2. Linguistic Problem**

All the difficulties found in the target language itself encountered by someone who is studying the language such as poor in pronunciation, poor in grammar, and lack of vocabulary.

##### **3. Non-linguistic**

The problems of non language faced by someone who is studying the language such as fear of making mistake, lack of confidence, apprehension of being evaluated by others.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Study**

Within this section, the researcher enumerates the findings of previous studies relevant to the forthcoming research. By doing so, the degree of novelty and intended research position can be ascertained. Below are some prior investigations related to the students' linguistic and non-linguistic:

1. The study conducted by Khairul Izza in 2022, in the form of a thesis aimed to identify the speaking problems faced by students during English presentations as well as the strategies they used to overcome them with descriptive qualitative method with data collected through semi-structured interviews with five students. The findings revealed that the linguistic problems included incorrect grammar usage, lack of vocabulary, and inappropriate pronunciation. Meanwhile, non-linguistic problems included fear of making mistakes, nervousness, shyness, lack of confidence, low motivation, and the tendency to use the mother tongue. The strategies students used to overcome these issues included preparing the material and mentally preparing themselves, practicing, creating small notes, and minimizing eye contact during presentations.<sup>12</sup>
2. The research conducted by S. Sokolovska in 2024 from Kyiv Metropolitan University highlights the importance of psychological aspects in foreign

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<sup>12</sup> Khairul Izza, "Investigating Students' Speaking Problems in English Presentation" (Thesis, Banda Aceh, UIN Ar-Raniry, 2022).

language learning, especially in the context of the ongoing war in Ukraine. This study used a qualitative approach. The results showed that interactive activities, collaborative tasks, and a tolerant approach to error correction significantly contributed to reducing psychological barriers and increasing students' motivation in speaking a foreign language.<sup>13</sup>

3. The study conducted by Mainar Fitri, Murny, and Nurzena in 2024, focused on describing non-linguistic problems experienced by students in speaking English at one of the Islamic Senior High Schools (MAN) in Pekanbaru. The method used was descriptive quantitative with a questionnaire as the main instrument. The results indicated that the dominant non-linguistic problems included inhibition (25.6%), nothing to say (25.2%), low participation (25.1%), and the use of the mother tongue (24.1%). These findings emphasize that affective barriers are the main factors contributing to students' low speaking performance.<sup>14</sup>
4. The research conducted by Dawood A. Mahdi in 2024, published in the *Journal of Pedagogical Research* aimed to identify the linguistic and non-linguistic barriers affecting the speaking abilities of EFL students in Saudi Arabia. This study used a quantitative method with a cross-sectional design and data collected through an online survey. The findings showed that the most dominant non-linguistic barriers were lack of self-

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<sup>13</sup> S. Sokolovska, "Psychological Aspects of the Organization of the Foreign Language Learning Process for Students of Non-Linguistic Specialities under Current Conditions," *Pedagogical Education: Theory and Practice. Psychology. Pedagogy* 2, no. 42 (2024): 36–40, <https://doi.org/10.28925/2311-2409.2024.425>.

<sup>14</sup> Mainar Fitri, "Investigating Non-Linguistic Problems Faced by the Students in Speaking English," *GURINDAM: Jurnal Bahasa Dan Sastra* 4, no. 2 (2024): 92–97.

confidence, anxiety, fear of making mistakes, and lack of interest. On the linguistic side, limited vocabulary was the primary barrier to speaking. Additionally, no significant differences were found between male and female students in facing these barriers.<sup>15</sup>

5. A study conducted by Sabilla and Kaniadewi (2025), aimed to identify the challenges faced by senior high school students in speaking English, with a primary focus on vocabulary and fluency. This research used a descriptive qualitative method and involved twelve 12th-grade students as participants. The data were collected through classroom observations, semi-structured interviews, and documentation of students' speaking tasks. The findings revealed that students struggled to construct sentences due to a limited vocabulary and also faced difficulties in grammar and pronunciation. Furthermore, a lack of self-confidence, often caused by the fear of making mistakes and insufficient vocabulary, was identified as a major barrier to their speaking performance. To overcome these challenges, students adopted several strategies such as engaging with fluent English speakers, watching English movies, listening to English songs, and using digital tools.

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<sup>15</sup> Dawood A. Mahdi, "Linguistic and Non-Linguistic Barriers to English Speaking Ability among Saudi EFL Learners," *Journal of Pedagogical Research*, April 10, 2024, 2, <https://doi.org/10.33902/JPR.202426853>.



**Tabel 2. 1**  
**Research Differences and Similarities**

<b>No</b>	<b>Title of the Study</b>	<b>Similarities</b>	<b>Differences</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	Investigating Students' Speaking Problems in English Presentation Khairul Izza (2022)	Both the previous study and the current research examine linguistic and non-linguistic aspects in the context of English speaking skills and apply a qualitative approach.	<ol style="list-style-type: none"> <li>1. The current study investigates 10th-grade vocational high school students, while the previous study focused on university students.</li> <li>2. The current study also uses more diverse data collection techniques (interviews, observation, and documentation), whereas the previous one used interview only.</li> </ol>
2.	Psychological Aspects of the Organization of the Foreign Language Learning Process for Students of Non-Linguistic Specialities Under Current Conditions S. Sokolovska (2024)	Both studies pay attention to non-linguistic barriers related to students' psychological conditions in foreign language learning.	<ol style="list-style-type: none"> <li>1. The current study emphasizes speaking problems and students' strategies to overcome them, while the previous study focused only on psychological aspects in general.</li> <li>2. The current study involves high school students, while the previous one involved non-linguistic major university students.</li> </ol>
3.	Investigating Non-Linguistic Problems Faced by the students in Speaking English	Both studies discuss non-linguistic barriers in speaking English among high school students.	<ol style="list-style-type: none"> <li>1. The current study includes both linguistic barriers and strategies to overcome them,</li> </ol>

No	Title of the Study	Similarities	Differences
1	2	3	4
	Mainar Fitri, Murny, and Nurzena (2024)		<p>while the previous study focused solely on non-linguistic barriers.</p> <p>2. The current research uses a qualitative method, whereas the previous one used a quantitative approach with questionnaires.</p>
4.	Linguistic and Non-Linguistic Barriers to English Speaking Ability among Saudi EFL Learners Dawood A. Mahdi (2024)	Both studies examine linguistic and non-linguistic barriers to English speaking ability.	<p>1. The current study uses a qualitative approach and involves high school students in Thailand, while the previous study used a quantitative approach with university students in Saudi Arabia.</p> <p>2. The current study also explores students' strategies to overcome the barriers, which the previous one did not.</p>
5.	"Investigating English-Speaking Problems of Senior High School Students in Indonesia", Sabilla and Kaniadewi (2025)	Both studies focus on English speaking problems among senior high school students, Investigate both linguistic problems (e.g., vocabulary, grammar, pronunciation) and non-linguistic problems, Explore student strategies to overcome speaking difficulties (e.g., practicing with peers, using media, watching English content).	<p>1. The current study located in Thailand, and Sabila's research located in Indonesia.</p> <p>2. The subject of current research is 10<sup>th</sup> Grades, but the Sabila's research is 12<sup>th</sup> grades</p>

Based on the previous research above, the researcher found the same problem of speaking problems of linguistic such as lack in pronunciation, limited vocabulary and lack in grammatical. And for the non-linguistic problem found by most of the previous research were similar with the current researcher focus of discussion covering the problems of fear of making mistake, lack of confidence, apprehension of being evaluated by others, Meanwhile, the current research tries to bring new circumstances of research subject and object where the current research is intended to be conducted at Santiwit Songkhla Technological College Thailand, with the samples of tenth graders students.

## **B. Theoretical Framework**

### **1. Teaching Speaking**

Speaking is an essential component of second language learning and teaching. Although it plays a significant role, it has long been undervalued, with many English teachers focusing primarily on repetition exercises and memorized dialogues. In contrast, the demands of the modern world highlight the importance of teaching speaking to develop students' communicative abilities. By doing so, students can express their thoughts and understand how to interact appropriately according to various social and cultural contexts.

To foster communicative competence in the classroom, speaking activities should be designed with a clear purpose, involve an information gap, and allow for various forms of expression. However, simply increasing the amount of speaking practice does not automatically lead to fluency. Teachers

need to balance structured output tasks that emphasize accuracy and provide room for error correction with communicative output activities that give students the freedom to use the language more spontaneously.

When students engage in well-prepared communicative activities such as role plays and discussions, they are encouraged to explore and take creative risks in using the language. Creating a supportive learning environment where mistakes are seen as part of the process helps reduce fear and embarrassment. This approach builds students' confidence as speakers and strengthens their motivation to continue learning.

Teaching speaking involves helping English language learners develop the ability to:

- a) Articulate English sounds and sound patterns accurately
- b) Apply correct stress, intonation, and rhythm in spoken English
- c) Choose suitable words and sentence structures based on the social context, audience, situation, and topic
- d) Arrange their ideas in a coherent and logical order when speaking
- e) Use language to express opinions, values, and judgments effectively
- f) Communicate fluently and confidently, with minimal hesitation or unnatural pauses.<sup>16</sup>

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<sup>16</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, 2. impression, Teacher Education & Development (Edinburgh: Pearson, 2000).

## 2. Definition of Speaking

According to Brown speaking is an interactive process of meaning-making that involves information production, reception, and processing. It is a process of interaction between a listener and a speaker. Speaking is referred to as a productive talent since it entails the speaker communicating thoughts or information to others. Speaking is what people do when they share information with others. It could involve discussing ideas or facts with others. Delivering the information or concept and generating many statements to be voiced.<sup>17</sup>

In addition, Mulyani said that speaking is oral skill. Experts have given a variety of definitions for speaking in language learning. Speaking is a productive aural/oral ability that involves making systematic verbal utterances to convey meaning. Speaking occurs in real time and cannot be altered or updated by the speaker, which is one of its fundamental characteristics.<sup>18</sup>

Riddle, maintained that fluency supports accuracy in speech and that correction will eventually be more significant. When expressing an opinion, a speaker should intentionally focus on fluency and the correction of linguistic components including syntax, vocabulary, pronunciation, and intonations. The listener will find it easier to understand the accuracy of the speech.

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<sup>17</sup> Risma Apriliya, "An Analysis On Students' Problem Toward Learning Speaking In Speaking Class Of Iain Kediri During Pandemic" (Thesis, Kediri, IAIN Kediri, n.d.).

<sup>18</sup> Tri Mulyaningsih, "An Analysis of Students' Linguistic and Non-Linguistic Problems in Speaking," *Elsa Journal* 2, no. 1 (2021): 1–10.

By those explanation above, it can be concluded that speaking is the process of sharing information, thoughts, or ideas through verbal communication between a speaker and a listener. Effective of speaking balances fluency and accuracy, focusing on aspects like vocabulary, pronunciation, and intonation to ensure clear communication and understanding.<sup>19</sup>

### 3. Aspect of Speaking

According to Brown there are some aspects of speaking that the student could consider in speaking, they are:

#### a. Pronunciation

Pronunciation refers to the problem of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality), and in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language.

#### b. Grammar

Grammar is one of the important language componen in learning language. Speaker and the writer can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar.

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<sup>19</sup> Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, "Students' \_ Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)," *Sosced* 5, no. 1 (2022): 95–109.



c. Fluency

Fluency is the area of language ability which related to the speed and ease with which a language learners performs in one of four core language skills of speaking, listening, reading, and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.

d. Vocabulary

Vocabulary is knowledge of words and word of meaning. However, vocabulary is more complex than this definition suggests. First, words come in two forms oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also come in two forms, receptive and productive. Receptive vocabulary includes word that we recognize when we hear or see them. Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even we don't know their full definitions and connotations or ever use them ourselves as we speak and write.

**4. Speaking Problem**

Speaking problem are problems that prevent pupils from speaking. Students encounter these issues, which hinder their ability to speak English fluently. Explains that speaking is a skill that involves choosing the right

words and sentences according on the situation, audience, social setting, and subject matter. As a result, in speaking exercises, one must become proficient in both linguistic and non-linguistic speaking skills.<sup>20</sup> Speaking problem are those that cause a person to be less proficient in speaking. Speaking challenges are described as not being simple, requiring expertise or effort, being troublesome, complicated, or challenging to perform or comprehend.<sup>21</sup>

Related with this problem of speaking Horwitz, et al stated “Language learning has some factors that contribute to students speaking problems; these factors are derived from linguistic and non-linguistic.”<sup>22</sup>

#### a. Linguistics Problems

Linguistic factor is often appearing on speaking problem than psychology perspective factor but actually psychology factors have big influence as well:

##### 1) Lack of Vocabullary

Lack of vocabulary becomes a problem for a person in composing good sentences for speaking. Khan, et al states that many students learning English as a foreign language have difficulty in using words and expressions to speak. They may understand the meaning of English words, but when it comes to using them in conversation, they feel

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<sup>20</sup> Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, “Students’ \_ Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong),” *Sosied* 5.

<sup>21</sup> Siti Khapsoh, “Student’s Psychological Speaking Problems at the Elevent Grade of Linguisitc Major of Senior High School 2 Purwokerto , Banyumas Regency English Education Departement Faculty Tarbiya and Teacher Training State Institute of Islamic Studies,” *In Skripsi. Institute of Islamic Studies Purwokerto*, 2020.

<sup>22</sup> Elaine K Horwitz, Michael B Horwitz, and Joann Cope, “Foreign Language Classroom Anxiety,” *Wiley on Behalf of the National Federation of Modern Language Teachers* 70, no. 2 (1986): 125–32.

hesitant or confused. This could be due to lack of practice, limitations in memorising new vocabulary, or lack of exposure to the use of English in everyday situations.<sup>23</sup> Doris and Jessica in Nur Fitria's Research also add that in real life, communication emphasises content and response rather than grammatical expression. Communication emphasises content and response rather than grammatically correct expression.<sup>24</sup> This means that effective communication prioritises understanding between two parties rather than perfect sentence structure. Students know what they should say in the source language, but when students have to transfer their own language to the target language, such as English, they are often confused to combine and use the right vocabulary.

## 2) Poor in Grammar

According to Murcia, grammar is a challenge for students learning English as a foreign language (EFL) because they do not learn grammatical structures systematically. In the learning process, students often progress in understanding a particular structure, but when they are introduced to a new grammatical form, they can regress or get confused.

This happens because in the process of language acquisition, their brains

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<sup>23</sup> Nazeer Ahmed, Zahid Hussain Pathan, and Faria Saeed Khan, "Exploring the Causes of English Language Speaking Anxiety among Postgraduate Students of University of Balochistan, Pakistan," *International Journal of English Linguistics* 7, no. 2 (2017): 99, <https://doi.org/10.5539/ijel.v7n2p99>.

<sup>24</sup> Nur Fitria Anggrisia and Asna Robah, "Exploring Challenges and Strategies in English Speaking among Indonesian University Students: A Case Study of AKM University," *Englisia: Journal of Language, Education, and Humanities* 11, no. 1 (2023): 55–74, <https://doi.org/10.22373/ej.v11i1.19156>.

are still adapting to new rules that sometimes contradict or overlap with those they have previously learn.

One example of a common error that often occurs is when students have mastered the rule regarding the addition of the -s ending to verbs for third-person singular subjects in the present tense, such as in the sentence “She eats breakfast every morning”. However, because this rule is ingrained in their minds, they tend to over-generalise it to other verb forms that don't require it, such as modal verbs (can, may, must, should). This can lead to errors such as “She cans speak English”, which is grammatically incorrect because modal verbs should not have the suffix -s added even though the subject is third person singular. This means that the grammar learning process is not always linear.

### 3) Poor in Pronunciation

Second language learners must master the unique features of the sounds in the language they are learning.<sup>25</sup> This mastery is very important because it will help them speak more naturally, closer to the way native speakers speak. Furthermore, student easily to pronun intonation, and rhythm of the target language, thus their communication will more effective and easily understood by the interlocutor. Intelligibility in pronunciation is very important for someone who speaks English.<sup>26</sup> This intelligibility means that the sound patterns produced by the speaker can

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<sup>25</sup> Eli Hinkel, ed., *Handbook of Research in Second Language Teaching and Learning* (New York: Routledge, 2013).

<sup>26</sup> Somia Ali Mohamed Idris Mohamed AbdAlla AbdAlgane Mohammed, “Challenges of Pronunciation to EFL Learners in Spoken English,” *Multicultural Education* 6, no. 5 (December 31, 2020): 193–203, <https://doi.org/10.5281/ZENODO.4408549>.

be recognised as English by the listener. Besides intelligibility, there are two other factors that are important in communication, namely comprehensibility and interpretability. Comprehensibility refers to the extent to which the listener can understand the content or meaning of what is said by the speaker. Meanwhile, interpretability relates to the ability of the listener to understand the intent or purpose of what is said by the speaker. This means that communication is not only limited to understanding the words literally, but also capturing the message or intention contained therein.

b. Non-linguistic Problem

Non-linguistic problems are the difficulties based on psychological factors including mind, mental, emotional and behavioural that hinder students for speaking; some of them are fear of mistake, lack of confidence, Apprehension of Being Evaluated by Others. Non-linguistic problems faced by students are as follows:

1) Fear of Making Mistakes

The fear of making mistakes is a personal emotional response characterized by feelings of panic, anxiety, and concern, often caused by nervous system activation. This fear can lead some people to avoid speaking altogether. In language learning settings, such fear can greatly impair students' speaking abilities.

## 2) Lack of Confidence

Self-confidence refers to an individual's trust in their own judgment, skills, and strengths, though it may occasionally be displayed excessively. However, a lack of confidence poses a significant barrier to students' speaking performance. When students doubt their ability to speak, it becomes more difficult for them to achieve fluency in English.

## 3) Apprehension of Being Evaluated by Others

Horwitz notes that anxiety about being judged by others can affect learners when using both their first (L1) and second language (L2).<sup>27</sup> This fear of judgment can lead students to feel anxious when speaking or presenting in front of an audience.

# 5. Students Strategy to Overcome the Speaking Problem

Harmer in his book entitled “The Practice of English Language Teaching” students are often reluctant to speak because they are shy and not used to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.<sup>28</sup> In such situations, there are many things that students can do to help themselves:<sup>29</sup>

## 1. Preparation

Harmer explains how students record presentations, transcribe what they say, make corrections, and then give it to the teacher for additional

<sup>27</sup> Horwitz, Horwitz, and Cope, “Foreign Language Classroom Anxiety.”

<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Always Learning (Harlow: Pearson Education, 2007).

<sup>29</sup> Santi Astuti, “An Analysis Of Students’ Difficulties In Speaking English At The Seventh Grade Of Junior High School 1 Sragen In The Academic Year Of 2022/2023,” 2023.

feedback before finally making the presentation.<sup>30</sup> Other times, students will participate in a discussion where they can add themselves to the discussion group so that they can express their opinions in an honest discussion.

## 2. Repetition

Repetition has many benefits as it helps students improve their memory by providing new associations with each word or phrase. They can also correct their mistakes with repetition. They may think of repeating something or feeling a sound. When students perform a speaking task once or twice, their first attempt is similar to the last practice. They become more confident after each practice because they are not trying to speak correctly on the next performance.

## 3. Big groups, small groups

One of the main reasons why some students are reluctant to participate in conversation activities is because they have to speak in front of a large group. In front of a large group. One way to address this is by ensuring they have the opportunity to speak and interact in small groups. These can be designed for dialogue or discussion.

## 4. Mandatory participation

Social liberties allow students to sit while they work and let others do the work. He calls someone to make sure that all students have participated equally in the work.

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<sup>30</sup> Harmer, *The Practice of English Language Teaching*.



### CHAPTER III

#### RESEARCH METHOD

In this research, the researcher takes a certain procedure covering seven components. They were: 1) research design, 2) setting of research, 3) subject of research, 4) technique of data collection, 5) analysis of data, 6) validity of data, 7) procedures of research.

##### A. Research Design

This investigation is qualitative, which means that it investigates the quality of relationships, actions, circumstances, or materials.<sup>31</sup> Qualitative research usually uses words or pictures rather than numbers because it focuses on the quality of a particular activity. Interview transcripts, archival records, photographs, official notes, textbook excerpts, personal comments, and other materials are examples. To achieve the research objectives, a descriptive approach was chosen as the research design. Descriptive research aims to provide facts, symptoms, or events about the characteristics of certain groups or locations systematically and accurately. Descriptive research aims to provide a systematic, factual, and accurate description of the facts and properties of the population.<sup>32</sup> Descriptive qualitative research only describes the state of an object or phenomenon without making conclusions that apply generally.<sup>33</sup> The researcher intended to describe the linguistic and non-

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<sup>31</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012).

<sup>32</sup> Riyanto Yatim, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), 23.

<sup>33</sup> Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: Raja Grafindo Persada, 2008).

linguistic problems encountered by senior high school tenth graders at Santiwit Songkhla Technological College Thailand.

## **B. Research Setting**

This study was conducted in class tenth of Powocho Santivit Technological College which is located in Banna, Chana Provinve, Thailand. The reason why this research was conducted in santivit Thailand, because the researcher had previously participated in a two-months teaching assistance program in Chana, Thailand. So, this research was carried out, because the researcher found several problems in speaking such as linguistics (poor in grammar, lack of vocabulary, poor in pronunciation) and non-linguistic (fear of making mistake, lack of confidence, apprehension of being evaluated by others) in learning english. Speaking is a common challenge faced by many students especially for tenth graders of santiwit student in non-native English or English as a foreign language (EFL).

Although English is taught early in schools, many students still find it difficult to express their ideas and feelings fluently and confidently when speaking the language. This is particularly relevant at Santivit Songkhla Technological College. Thus, the researcher felt that this school is worthy of researching how the learning process and providing the best strategy for them to master English.

## **C. Research Subject**

In selecting research subjects, researcher used purposive sampling to identify and recruit the people who were suitable for the study. Because the

location and potential participants who can be useful in comprehending the main occurrence at the field and the variables being in this study. The research subjects were 4 students and one English teacher of tenth grade at Santiwit Technological College Thailand. There are two classes on class 10th, one class for male and one class for female. In this study, the researcher chose two students in each class, two males and two females and also an English teacher to conduct interviews based on their lowest speaking ability. The researcher only conducted research in class 10th and this was intended so that the researcher could get constructive and cooperative informants.

#### **D. Data Collection Technique**

Data collection techniques discuss how researcher collect data. In this study, researchers used several techniques, namely:

##### **a. Observation**

Observation is a process of gathering information where the researcher observes activities, people, places, and situations being studied. In this case, the researcher uses participatory observation, where the researcher directly becomes part of the group or situation being studied. The researcher also actively participates in the activities of the environment being observed. The researcher conducts direct observations of students during speaking lessons in class and observes several issues such as lack of vocabulary, lack of pronunciation, lack of confidence, and fear of making mistakes while speaking.

## b. Interview

According to Kvale & Brinkmann an interview is a question and answer conversation, or ‘an exchange of views between two people who are discussing a theme of mutual interest’.<sup>34</sup> However, interviews differ from other conversations by having a certain structure and purpose. In qualitative research, there are three kinds, namely structured, semi-structured and unstructured interview.<sup>35</sup> In qualitative interviews, researcher was conducted through online media by video call with participants.

This research used semi-structured interviews (in-depth interviews) are interviews that are freer than structured interviews. The purpose of this interview is to find problems openly, where the interviewee is asked for his opinions and ideas.<sup>36</sup> Researcher chose this type of research because it is very flexible, although researcher have prepared questions, researcher can add other questions that are needed in the interview process.

## c. Document Review

Document review is a data collection method that uses types of documents or records relevant to the research topic as evidence. The term "documents" reviewed can include photos, videos, digital documents, written records such as journals or articles, and so on, containing

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<sup>34</sup> Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, Third edition (Hoboken, New Jersey: Wiley Blackwell, 2025).

<sup>35</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif*, 19th ed. (Bandung: Alfabeta, 2013).

<sup>36</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks: SAGE Publications, 2014), 181.

information related to the phenomenon being studied. These sources provide valuable information in helping researcher understand key phenomena in qualitative research to obtain data that support research analyses and findings.

### **E. Analysis of Data**

In this section, the data that has been collected will be analysed to answer the research questions that have been formulated. In this research, there were three steps of analysing the data, they were data condensation, data display and drawing and verification conclusion.<sup>37</sup>

#### **a. Data Condensation**

Data condensation is the process of filtering, organizing information, and data that has been collected to facilitate its management and analysis. This process ensures that relevant data can be centralized while unnecessary data can be eliminated.

In this research, the researcher focused on summarising the necessary data from observations and interviews. In this study, the researcher took data on students' linguistics and non-linguistics speaking problem that happened and how the strategies used by the student to overcome it.

#### **b. Data Display**

Data display refers to the presentation of data that will be used. Data display is a collection of detailed information that makes it possible to

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<sup>37</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Edition 3 (Los Angeles London New Delhi Singapore Washington DC: Sage, 2014).

draw conclusions. In this research, the data is presented in the form of words and narratives to get the right conclusion. The researcher presents data from students' linguistics and non-linguistics speaking problem.

c. Drawing and Verifying Conclusions

The final stage in analysing data is drawing and verifying conclusions. After the data was collected, the researcher summarised the data to draw conclusions to ensure the accuracy of the conclusions. Researchers collect and analyse data with valid, consistent, and sufficient data. In summary, the researcher provides the results of the analysis of student linguistics and non linguistics speaking problem based on the problem statement. Researchers draw conclusions after presenting data and analysing data.

**F. Validity of Data**

a. Source Triangulation

This technique is used to determine the validity of data by crosschecking the same information from different sources. The methods used to collect data include interviews, surveys, and observations to test the same phenomenon from different perspectives. This technique uses data collected from a specific time, place, or group.

b. Technique Triangulation

To determine the validity of the data, researcher crosschecked the same information using different methods. Researcher used observation, interview and document review to compare the results of previous

research. If the results of the various techniques are in line, then the research findings are considered stronger.

## **G. Procedures of Research**

This section explains the research plan carried out by the researcher, starting from preliminary research, design development, research implementation, to report writing. In this research there are three procedures, such as:

### **a. Pre-Field Stage**

This stage is contained activities that the researcher conducted before collecting or analyzing data:

1. Arranging the research plan used including the research title, questions, research objectives, and methods or strategies.
2. Select the location and subject of the research
3. Arrange for licences
4. Conducting an evaluation to assess the suitability of the research location
5. Prepare tools such as books, pens and laptops as well as participants.

### **b. Stage of Fieldwork**

This stage includes the activities carried out during the research. The researcher enters the object of research and collects data by observation, interview, and document review in order to get information about speaking problems.



c. Stage of Data Analysis

After obtaining the data, the next step was for researchers to analyse the data using data condensation, data display, and data verification to identify findings. After analysing, the researcher re-examined the data using triangulation of sources and techniques. After that, the researcher concluded the findings.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

##### **1. Students Linguistic Speaking Problem at Tenth Graders of Senior High School Santiwit Songkhla Technological College Thailand**

One of the most significant challenges that students encountered was related to linguistic aspects of speaking, including vocabulary, grammar, and pronunciation. Based on interviews, many students admitted that they lacked basic vocabulary, had difficulty forming grammatically correct sentences, and struggled with proper pronunciation.

##### **a. Lack of Vocabulary**

Based on the observation results, student A showed difficulty in speaking due to limited abilities. When asked to arrange random letters to form vocabulary from the word visit, student A could not arrange the letters properly and instead formed the word "ivits". When the teacher encouraged him to correct the arrangement of the letters, the student only nodded slowly and looked shy. This indicates that students expressed that they only knew very limited basic vocabulary, and this hindered them in conveying ideas or answering questions in English. Student Astated:

“Only a few of them are easy miss, that's why I don't have confidence to speak.”

"Ya hanya beberapa saja itupun yang mudah miss, sebab itulah saya tidak percaya diri untuk berbicara"

From this interview text, it shows how limited vocabulary has a direct impact on students' self-confidence. Another student B also added that they find it difficult when they have to understand or respond to teacher's speech that uses vocabulary beyond their understanding. Based on the observation, they tend to switch to use Thai when they don't find an equivalent word in English. This is supported by an interview B:

“Pernah saya ditunjuk untuk menjawab pertanyaan teacher, tapi karena saya tidak tahu artinya akhirnya saya pakai bahasa Thailand”

“I was once asked to answer the teacher's questions, but because I didn't know the meaning, I ended up using Thai.”

This is also supported by a statement from Student C:

“I'm not used to speak English, so I'm confused about where to start; I only know 'yes' and 'no', but when I'm asked to speak at length, I can't.”

“Saya tak terbiasa cakap inggris, jadi saya pun bingung mau mulai darimana, hanya tau yes and no tapi bila suruh cakap panjang tak bisa”

This situation indicates that the students' vocabulary acquisition process has not reached the productive stage, where students not only recognize words but are also able to use them in a communication context. This could be caused by minimal exposure to English outside the classroom and a lack of exercises that focus on expanding active vocabulary.

#### b. Poor in Grammar

In the sentence-making activity. Students are instructed to present the sentences they have made. Student C is asked to come forward and

understand the sentences that have been made. During the presentation, student C hesitantly said several sentences, namely "take me as I". This is not in accordance with the grammar rules that should use the correct auxiliary verb, namely "I am". This is reinforced by an interview with Student C:

"I speak English without using grammar correctly, the important is that I speak according to what I understand."

"Saya cakap inggris tak guna grammar dengan betul, yang terpenting saya cakap sesuai yang saya paham."

This statement shows that grammar has not been a priority in student communication. In fact, students realize that their sentence structure is often not understood by teachers or classmates. Teachers also observe that students speak more spontaneously without considering grammatical rules. Irregularities in grammar can cause misunderstandings and reduce the effectiveness of communication.

Likewise, student D, who during the presentation in front of the class felt confused about the order of words that he would say. Student D only said the core words of the sentence structure, for example "take a bath", "play football" and others without using a complete sentence structure such as subject, adverb, and others. This is supported by student D statement:

"I know if it's just one word, but when it comes to speak at length, I can't, I'm not used to it."

"Saya tau bila hanya satu kata tapi kalau untuk cakap panjang saya tak bisa, tak terbiasa"

From this student's statement, it can be indicated that the student has difficulty in arranging each word to make it a perfect sentence. This is also in line with the teacher's statement in an interview with the researcher:

“If that's already certain, especially since they do not use English as their daily communication, when they are asked to speak English, they find it difficult, especially structuring the grammar correctly. It's very rare for them to speak it; they only speak as they know it without being fixed on the language structure.”

“Kalau itu (kesulitan dalam berbicara satu kalimat utuh) sudah pasti ya, apalagi mereka kan tidak menggunakan bahasa inggris sebagai komunikasi untuk sehari hari, jadi ketika mereka disuruh ngomong bahasa inggris ya kesulitan, apalagi menyusun grammarnya supaya benar, wahh jarang sekali pasti mereka ngomong ya setahunya saja tidak terpaku sama tatanan bahasanya”

#### c. Poor in Pronunciation

English pronunciation that is not up to standard is also one of the main obstacles. Students expressed that their tongues felt stiff when they had to imitate English sounds, especially if they had never heard the word before. This is supported by the student's statement in the interview which reads:

“That's right, the pronunciation is a bit difficult for me because it has to be articulated clearly. If I have never heard that word before, I can't imitate it.”

“Betul sekali, pengucapannya itu sedikit menyulitkan saya karena itu kan harus cakap dengan jelas, nah kalau saya tak pernah dengar sebelumnya kata itu, saya tak bisa untuk menirukan”<sup>38</sup>

Based on the observation results in the speaking learning activity, it appears that Student C faces challenges in pronunciation, especially

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<sup>38</sup> Interview with a student, 12 May 2025.

when having to pronounce the consonant sound /dʒ/ which is commonly found in English. On that occasion, the student was asked to tell his daily routine orally in front of the class. While he was telling the story, several obstacles were seen, especially when pronouncing words containing the sound, such as "January" and "juice". One of the most prominent moments occurred when Student C tried to mention his birth month. Instead of saying "January" with the pronunciation /dʒæn.jʊ.ə.ri/, what was heard was "Canuary". This shows that he unconsciously replaced the sound /dʒ/ with the sound /k/. Similar errors also appeared when he explained his morning routine. When he wanted to say the sentence "I drink juice in the morning," what was heard was "I drink cus in the morning." These two examples indicate a substitution of the voiced affricative consonant /dʒ/ to the voiceless affricate /k/, or phonetically from /dʒu:s/ to /ku:s/. This is reinforced by the interview with student C:

"Because the Thai language is not pronounced the same way, like this, I am not good at saying 'j', we pronounce it like 'C' when someone says it"

"Sebab bahasa Thai tak samapun cara bacanya, macam ini, saya tak pandai cakap 'j' kita orang sebut dia macam miss cakap kata 'C'"

## **2. Students Non-Linguistic Speaking Problem at Tenth Graders of**

### **Senior High School Santiwit Songkhla Technological College Thailand**

In addition to structural-linguistic obstacles, students also face various non-linguistic obstacles that come from psychological and social aspects. These problems have no less influence on students' speaking ability. Here

are some of the students' speaking problems seen from a non-linguistic problem:

a. Fear of Making Mistake

Based on the results of classroom observations, it was found that the fear of making mistakes is one of the main obstacles for students in actively participating in English speaking activities. This fear covers various aspects, ranging from concerns about grammatical errors, incorrect pronunciation, to the use of vocabulary that is not in context. This fear not only affects students' ability to express ideas verbally, but also reduces their motivation to try and engage in communicative activities. This phenomenon is very clear in the behavior of Student B during the learning process. When the teacher gave instructions to students to convey sentences that had been arranged by students from the vocabulary "always", Student B showed signs of high anxiety. He looked restless, seen from the change in his facial expression which became tense, as well as restless body movements, such as playing with the tip of a pen or lowering his head to avoid eye contact with the teacher. When his name was called to answer or perform, he showed great hesitation. It took him quite a long time to stand up from his seat, and even after standing up, he seemed to have difficulty starting the first sentence. student B supported this by saying:

“Yes, that's right, my heart races when the teacher points for me to speak in front, I'm really shy and afraid of saying the wrong thing.”



“Ya benar benar, berdebar hati saya bila teacher tunjuk untuk berbicara didepan, malu lah takut salah ucap”



**Figures 4.1**

### **Student Anxiety**

The teacher also confirmed that students tend to be quiet when given instructions to speak. This condition shows that the learning environment does not fully support the creation of a safe and comfortable atmosphere for students to express themselves in English. Excessive shyness becomes an obstacle to oral communication, even when students actually understand the content of the material.<sup>39</sup>

This is also reinforced by documentation of students who feel afraid when going forward.

#### **b. Lack of Confident**

Based on the classroom observation results, some students showed signs of lack of self-confidence when asked to speak in English during the learning process. When given the opportunity to speak in front of the class, student D politely refused and chose to remain silent even though he had been encouraged by the teacher and his friends. When the teacher

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<sup>39</sup> Interview with teacher,

said, "Try to explain your daily activities," student D seemed shy and reluctant to speak and instead felt comfortable using Thai. This lack of self-assurance leads them to avoid taking risks in speaking English. As Student D stated:

“Because we understand when using our own language.”

"Sebab kami lebih paham bila guna bahasa kami sendiri."

This is also supported by a statement from a student B in an interview with researchers:

“I understand when using Thai language in class, it's difficult to speak directly in English.”

“Saya lebih paham bila gunakan bahasa thai dikelas, bila langsung cakap guna Bahasa inggris sulit”



**Figures 4.2**  
**English speaking Invitation**

In the same case, the teacher also confirmed that students tend to use Thai during the English learning process, which reflects their lack of confidence in using the target language. This reliance on their mother tongue indicates that students are hesitant to practice English due to fear of making mistakes or not being understood. As a result, they become

less motivated to engage actively in learning a foreign language like English. The teacher stated:

“They sometimes still use their language to answer or ask to me.”  
 “Mereka terkadang masih menggunakan bahasa mereka untuk menjawab atau bertanya kepada saya”

This dependency occurs because students find it easier and faster to express their thoughts using Thai. Teachers are aware of this and try to set limits by implementing rules such as memorizing vocabulary as a mild sanction. However, so far these efforts have not been fully effective because the habit of using the mother tongue has been formed for a long time.<sup>40</sup>

#### c. Apprehension of Other Evaluation



**Figures 4. 1**  
**Stage fright in student**

Based on the results of observations in the classroom, it was seen that some students experienced high anxiety when asked to speak English in public. The fear of being assessed or judged by others, both peers and teachers, was the main obstacle for them to dare to speak. This fear caused students to be reluctant to participate in open speaking activities.

<sup>40</sup> Interview with the teacher, 12 May 2025.

One of the students, namely student B, felt embarrassed to speak in front of the class to convey the sentences they had made because they were afraid of being laughed at by their friends. Student B said:

“I'm shy to speak in front, afraid my friends will laugh.”

"Malu saya untuk berbicara di depan, takut kawan tertawakan."

This is supported by the teacher's statement which confirms that students tend to be afraid when asked to come forward and speak in English. This fear stems from their anxiety about being judged or evaluated by others, especially when speaking in front of the class. The teacher explained during an interview with the researcher:

“When I have given instructions to point them out, wow, everyone goes silent, afraid to be pointed out in front.”

“Kalau saya sudah memberikan instruksi akan menunjuk mereka, wahh diam semua takut mereka untuk ditunjuk ke depan”

Based on the results of direct observation conducted by the researcher, it was found that all students tended to remain silent due to fear when they were asked to come forward and speak English. Even those who were already appointed often refused to speak in front of their classmates. This behavior reflects their apprehension about being evaluated by others, as they are afraid of making mistakes and being judged or embarrassed in front of their peers.

This fear causes students to hold back and miss out on opportunities to practice and improve their speaking skills. When mistakes are seen as embarrassing and not a natural part of the learning process, students tend

to avoid speaking altogether. In reality, making mistakes is a normal and important part of language learning, as it provides valuable opportunities for improvement and helps build greater competence.

### **3. Student Strategies to Overcome the Linguistics and Non-Linguistic Speaking Problem Experienced by Tenth Grade Student at Santiwit Songkhla Technological College, Thailand**

Although students face various obstacles both from linguistic and non-linguistic problems, they still show efforts and strategies to overcome these problems. Based on the interview results, there are several approaches taken by students and support provided by teachers to facilitate the improvement of students' speaking skills.

#### **a. Big Group, Small Group**



**Figures 4. 2**  
**Small Group Discussion Activity**

During the English language learning process, the teacher instructed the students to form small groups. In this activity, each group was asked to create sentences using the vocabulary 'visit' and 'always', and then present their discussion results together in front of the class. Throughout

the activity, the students appeared more enthusiastic and confident while discussing in their groups. They exchanged opinions and helped each other in constructing sentences. The atmosphere in the group appeared more relaxed and supportive, even the usually passive students began to dare to express ideas. After finishing the discussion, each group came forward to present their results. Every group member was given the opportunity to speak in turn. Although some students still seemed nervous, they continued to try to speak because they felt supported by their group mates. One student A stated that:

“I'm not ashamed to say that I have friends, so we are more confident.”

"Saya tak malu bila cakap ada kawan, jadi kita lebih percaya diri."

This was also experienced by student D who stated that by working in groups, the fear and shame of speaking in front of the class was reduced.

Here is the interview:

“That's right, because when we are together, we are not embarrassed, and not afraid anymore. So I prefer being in a group rather than being alone.”

“Benar, sebab kita ramai ramai jadi tak malu, tak takut pun. Jadi saya lebih suka berkelompok daripada saya seorang diri”

The teacher also uses this strategy in teaching. Se said that the formation of small groups or discussion groups in class aims to give students a greater opportunity to practice speaking. The teacher also appoints representatives from each group to present the results of the

discussion, so that each student has the responsibility to contribute and learn to speak. The following is the teacher's statement in an interview with the researcher:

“I also create a group system if they start getting bored with the lessons, so I arrange small groups for them to discuss using English, and after that each group has to come forward to explain.”

“Saya juga membuat system kelompok apabila mereka mulai bosan dengan pembelajaran jadi saya buatkan small group untuk mereka berdiskusi dengan menggunakan bahasa inggris, nanti setiap kelompok harus maju menejelaskan.”

From the teacher's statement, it can be seen that working in groups allows students to share understanding, ask friends if they have difficulties, and reduce the pressure of public speaking. In addition, the interactions that occur in groups are more informal, creating a supportive and enjoyable learning atmosphere.

#### b. Preparation



**Figures 4. 3**  
**Pre- task Activity**

In the English learning process, researchers observed the activity of depositing vocabulary routinely by students to the teacher. This activity began with the teacher providing a list of new vocabulary such as "since", "always", and "visit". The vocabulary given was selected from



words that were common and easy to use in the context of everyday conversation. The teacher first read and explained the correct pronunciation, then the students were asked to memorize and submit it orally. One student, namely student A, seemed accustomed to memorizing the vocabulary given, then submitting it directly to the teacher using the memorization method. One student A said:

“I memorize it and then I submit it by memorizing to the teacher.”

"Saya hafalkan kemudian saya setorkan berhafal kepada teacher."

Teachers also provide full support for this strategy with consistency in providing vocabulary and supervision when students are memorizing. In addition, teachers also provide corrections if there are pronunciation errors by students, so that students can learn correctly and confidently. This method emphasizes the importance of mastering active vocabulary that can be used in speaking contexts. Teachers support this strategy by consistently providing lists of new vocabulary and explaining how to pronounce it correctly. This is in accordance with the teacher's statement in an interview with the researcher:

“I consistently apply providing them with some easy vocabulary every day for them to memorize and report back to me. I first teach them how to read it correctly, so it will be easier for them to memorize.”

“Saya terapkan konsisten untuk memberikan beberapa kosa kata yang mudah setiap harinya untuk mereka hafalkan dan disetorkan kepada saya lagi. Saya ajarkan dulu bagaimana cara bacanya yang benar, jadi mereka bisa lebih mudah untuk menghafal”.



**Figures 4. 4**  
**Vocabulary Deposit Activity**

By preparation vocabulary every day, students gradually become accustomed to and more confident in speaking. This process also helps students to reduce their dependence on their mother tongue and start building sentences in English independently.

c. Repetition

In an English learning session in class, the teacher taught material about daily activities. To make it easier for students to understand and use new vocabulary in the context of speaking, the teacher applied a repetition strategy. In this activity, the teacher first introduced several simple sentences such as "I always wake up at six o'clock" or "I visit my grandmother every Sunday." The teacher said it slowly and asked the students to imitate the sentence together. The teacher then continued the activity by giving the students the opportunity to repeat the sentence alternately in small groups. Each student was asked to mention one of their daily activities using the sentence structure that had been learned. For example, the student said the sentence "I always play football after school" after listening to and imitating similar sentences several times.

One of the students, namely student D, showed a positive response to this strategy. He said that the more he listened and tried to say sentences in English, the more he began to feel used to it. This was reinforced by an interview with student D:

“English is easy if we often listen and speak a little bit, then we will get used to hearing it and will be able to speak.”

“bahasa inggris mudah bila kita sering mendengarkan cakap sedikit sedikit, nanti dah terbiasa dengar baru bisa cakap”



**Figures 4. 5**  
**Implementation of Repetation Strategy**

By getting repetition to speaking even a little, students become more familiar with English sentence structures and vocabulary. Teachers play an important role in keeping students motivated to keep practicing and giving them opportunities to use English in various learning contexts.

Based on the data presentation above, the researcher intends to present the data in the form of a table related to result of research to make it easier for readers to understand the data presentation that has been presented. Here is the table:

**Tabel 4. 1**  
**Summary of Students' Speaking Problems and Strategies**

No	Category	Subcategory	Key Info
1	Linguistic	Lack of Vocabulary	Siswa kurang kosakata, sulit menyampaikan ide. "Saya hanya tahu yes no..."
2	Linguistic	Poor Grammar	Siswa bicara tanpa grammar. "Saya cakap sesuai yang saya paham."
3	Linguistic	Poor Pronunciation	Kesulitan meniru bunyi. "Tak bisa cakap 'j', kami sebut macam 'c'."
4	Non-Linguistic	Shyness/Inhibition	Takut bicara di depan. "Berdebar hati saya bila teacher tunjuk..."
5	Non-Linguistic	Use of Mother Tongue	Lebih nyaman pakai bahasa Thai. "Lebih paham bila guna bahasa kami sendiri."
6	Non-Linguistic	Fear of Mistakes	Takut salah ucap. "Malu saya untuk berbicara..."
7	Strategy	Small Group	Siswa lebih percaya diri saat diskusi kelompok. "Saya tak malu bila cakap ada kawan."
8	Strategy	Preparation	Hafal kosa kata harian. "Saya hafalkan lalu setorkan ke teacher."
9	Strategy	Repetition	Konsisten mengulang latihan speaking. "Kalau tidak latihan, jadi asing dengan kalimat."

## B. Discussion

The results of the study show that the tenth-grade students at Santiwit Songkhla Technological College in Thailand face two main types of problems in speaking English: linguistic and non-linguistic problems.

In terms of linguistic problems, students were found to have limited vocabulary, grammatical errors, and inaccurate pronunciation. Some students admitted to only knowing basic words such as "yes" and "no", which made it difficult for them to construct complete sentences when asked to speak. Grammatical mistakes frequently occurred, for example, the use of incorrect sentence structures like "take me as I" instead of the correct form "take me as

I am”. Moreover, English words containing the /dʒ/ sound (such as “January” and “jump”) were often mispronounced as /c/ sounds due to the influence of the Thai language.

On the other hand, non-linguistic problems appeared in the form of fear of making mistakes, lack of self-confidence, and worry about being judged by others while speaking. For instance, students felt very nervous and reluctant to come to the front of the class because they were afraid of making mistakes and being laughed at. Even when they understood the material, they remained silent because they were not confident in their speaking ability. This indicates that psychological barriers have a significant impact on students’ speaking performance.

Nevertheless, both students and teachers have made efforts to overcome these obstacles. The most effective strategy was the formation of small groups, where students felt more comfortable and confident because they could share responsibility and support each other. Other strategies included repetition and vocabulary memorization. The teacher consistently provided daily vocabulary for students to memorize and pronounce, and encouraged them to repeatedly listen to and speak simple sentences to become more familiar with English sentence structures. The most dominant and effective strategy identified in this study was the use of small group discussions, as it made students feel safer and more supported, allowing them to share responsibility and learn collaboratively with their peers.

This study's findings are in line with research by Sabilla and Kaniadewi, which revealed that students experienced difficulties with limited vocabulary, weak grammar, and inaccurate pronunciation, which affected their willingness to speak in class. In that study, students also struggled to form complete sentences and were hesitant in pronunciation. These findings are highly relevant to the students at Santiwit Songkhla, who also had difficulty constructing full sentences and were unfamiliar with English pronunciation due to their mother tongue (Thai).

From the non-linguistic perspective, this study is supported by the findings of S. Sokolovska, who emphasized that psychological factors such as anxiety, shyness, and low self-confidence play a major role in hindering foreign language speaking ability. In the Thai context, students experience fear of being evaluated, feel embarrassed to speak in public, and are more comfortable using their mother tongue. This aligns with the concepts of language anxiety and fear of negative evaluation discussed by Sokolovska, where students tend to hold back because they are afraid of being rejected or criticized by their social environment.

In terms, the strategies used by teacher and students, it is stated that small group is the most dominant strategy and highly preferred by students in overcoming speaking problems because the small group strategy helps students to be more confident in speaking. This study is also relevant to the approach proposed by Sabilla and Kaniadewi, which explains that small

group discussions can make students more active and more willing to speak in English..





## **CHAPTER V CONCLUSIONS**

### **A. Conclusion**

1. Linguistic problems experienced include limited vocabulary, inappropriate use of grammar, and incorrect pronunciation, which are mostly caused by lack of exposure to English and the influence of the mother tongue (Thai). Meanwhile, non-linguistic obstacles appear in the form of anxiety, shyness, and lack of self-confidence, which hinder students' participation in speaking activities, even though they understand the learning material.
2. To overcome these problems, teachers and students have implemented various strategies, including small group discussions, repetition of materials, and memorization of vocabulary. Of the three strategies, small group discussions have proven to be the most dominant and effective strategy. This strategy is able to create a more comfortable and supportive learning environment, thereby increasing students' self-confidence and courage to speak.

### **B. Suggestions**

1. For English Teachers

Teachers are advised to continue to create a learning environment that supports and motivates students to speak. The use of group discussion methods, the provision of thematic vocabulary, and the habit of speaking

practice need to be improved so that students are accustomed to using English actively and confidently.

2. For Students

Students are expected to be more active and not afraid to make mistakes in speaking. Self-confidence can be built through group work, speaking gradually, and enriching vocabulary through reading and independent practice.

3. For Schools

Schools are expected to provide support in the form of teacher training, providing interactive learning media, and creating extracurricular English programs that can increase students' interest in speaking.

4. For Further Researchers

This study still has limitations in terms of the number of participants and the focus of the location. Further researchers can expand the scope of the study at different class levels, or compare public and private schools in southern Thailand.

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## APPENDICES 1

## RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHODOLOGY	RESEARCH QUESTION
The Exploration of Students' Linguistics and Non Linguistics Speaking Problem of Senior High School Tenth Graders at Santiwit Songkhla Technological College Thailand	Speaking Problem	1. Linguistic Problems	1. Poor in Pronunciation 2. Poor in Grammar 3. Lack of Vocabulary	1. Primary Data: The obtained data of interview collected from: a. Senior High School Tenth Graders at Santiwit Songkhla Technological College Thailand b. Speaking teachers	1. Approach and kinds of research: Descriptive Qualitative 2. Data Collection: <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Document Review</li> </ul>	1. What are the student linguistics and non linguistics speaking problem experienced by Senior High School 10 <sup>th</sup> Graders at Santiwit Songkhla Technological College Thailand? 2. How is the studet

		2. Non-Linguistic (Pshycological Problems)	1. Fear of making mistake 2. Lack of confidence 3. Apprehension of being Evaluated by others	of Senior High School Tenth Graders at Santiwit Songkhla Technological College Thailand  2. Secondary Data: a. Observation b. Related Documents	3. Data Analysis: Miles and Huberman Model: <ul style="list-style-type: none"> <li>• Data condensation</li> <li>• Data display</li> <li>• Data drawing/ verification</li> </ul> 4. Validation of data: Method triangulation and Data Source triangulation.	strategy to overcome speaking problem experienced by Senior High School Tenth Graders at Santiwit Songkhla Technological College Thailand?
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## APPENDICES 2

### Trancript of Students'Interview

**Q1:** What do you think are your difficulties when speaking English?

- Student A: For me, English is difficult, I don't know how to speak it correctly.
- Student B: It's really difficult to speak English, especially when the teacher speaks too fast, I don't understand what they're saying.
- Student C: I'm not used to speaking English, so I'm confused about where to start, I only know 'yes' and 'no', but when I'm asked to speak at length, I can't.
- Student D: When the teacher pointed at me to answer, I fell silent, embarrassed to admit that I couldn't speak English.

**Q2:** How confident are you in speaking English with your limited vocabulary? What vocabulary do you already know?

- Student A: Yes, only a few of them are easy to miss, that's why I don't have confidence to speak. (Q: So you rarely speak English with your friends in class? “Yes, I prefer to speak Thai.”)
- Student B: I feel shy when the teacher asks me to speak, I don't know the meaning, so I take a long time to think about the meaning of the words because I don't know the English.
- Student C: I was once appointed to answer the teacher's questions, but since I didn't know the meaning, I ended up using Thai. (Q: Does the teacher like to ask you to speak? Or maybe just to ask about vocabulary? “S3: Yes miss, sometimes the teacher likes to write down some easy vocabulary for us to memorize.”)
- Student D: It's hard for me to memorize English vocabulary. (Q: What makes it difficult, isn't it just memorizing? “S4: I like to forget hehe” )

**Q3:** How do you feel when you have to speak English based on the right grammatically?

- Student A: Yes, it's true, my English is very limited, especially when I have to speak at length; there will be many sentences that don't make sense to the point that even the teacher doesn't understand.
- Student B: I get nervous when I want to speak English, especially since I don't understand grammar either.
- Student C: I speak English without using grammar correctly, what's important is that I speak according to what I understand. (Q: So how if the teacher or your friend doesn't understand what you said? "S2: yes, using Thai language or I use body language like that")
- Student D: I know if it's just one word but if it's for long speech I can't, not used to it.

**Q4:** Do you think the pronunciation of English is difficult? And is that one of the reasons you find it hard to speak English?

- Student A: That's right, the pronunciation is a bit difficult for me because it requires speaking clearly, and if I have never heard that word before, I cannot imitate it.
- Student B: Yes, because the pronunciation is difficult, my tongue stiffens to speak quickly.
- Student C: Yes, because the Thai language is not the same in terms of pronunciation. (Q: How does it mean that it is not the same? "Like this, I'm not good at saying 'j', we call it like miss says the word. "c" )
- Student D: Just like my friend said, because English has different sounds than Thai, I rarely listen to English words and that makes it difficult for me.

**Q5:** How do you feel when the teacher asks you to speak in front, are you shy? Why??

- Student A: Yes, that's true, my heart races when the teacher points to me to speak in front, I'm embarrassed because I also don't know what to say.
- Student B: I'm embarrassed to speak in front, afraid of mispronouncing, miss.
- Student C: My heart is pounding miss, shocked because I can't speak hehe.
- Student D: I am most afraid when speaking in front of others, I lack confidence and suddenly get nervous which makes me unfocused.

**Q6:** Do you use Thai more often than English in class? why?

- Student A: Yes, because we understand better when using our own language.
- Student B: I understand better when using Thai language in class, it's difficult to speak directly in English.
- Student C: that's right, because we understand Thai better, we only understand a little bit of English
- Student D: Yes, because English is difficult so we use our own language.

**Q8:** Does creating a group help you to minimize your difficulties in speaking English?

- Student A: That's right, miss, I'm not ashamed to say I have friends, so we are more confident.
- Student B: Yes, that's very true, I can speak English even if I make mistakes as long as I'm with friends because we can share and ask questions and I don't feel embarrassed if other friends laugh.
- Student C: Yes, that's right, I am greatly helped when there is a group, so it's easier for me to prepare for what to say, no need to think by myself.
- Student D: That's right, because when we are together, the feelings of shame, fear, and mistakes we face are shared. Even if we don't know the meaning in English, we can ask. So I prefer to be in a group rather than being alone.

**Q9:** Does providing vocabulary with the teacher make it easier for you to speak English??

- Student A: That's right, it really helps me who only has a little English vocabulary. So I memorize it and then I submit the memorization to the teacher.
- Student B: yes, it makes it easier, because I add vocabulary.
- Student C: That's right, the teacher always provides vocabulary starting from the easy ones and that is very useful for us who have a limited vocabulary.
- Student D: Yes, because the teacher not only writes but also teaches how to read.

**Q10:** How do you get more interested in learning English, so you don't feel that speaking English is a problem for you?

- Student A: I like it when the teacher forms groups like we mentioned earlier, because the teacher knows that we are not very good at speaking English.
- Student B: In my opinion, I find it easier to speak English when I know the vocabulary first, so when I want to speak English, I make sure I understand the simple words first so that my conversation partner understands what I want to say.
- Student C: For me, the easy thing about speaking English is consistency, because if we do not always try to speak, then we will become unfamiliar with those words or sentences.
- Student D: In my opinion, I like it when learning to speak English like when we were with friends using groups, and the teacher will point to one of us to lead, so we no longer need to be afraid or embarrassed because we are in groups, allowing us to share in order to keep answering the teacher in English.

### Trascript of Teachers' Interview

**Q1:** In your opinion, what are the most common speaking problems faced by tenth-grade students in your class?

**Teacher:** The problems of students here are quite common, especially when they are asked to speak in English; they tend to be shy, scared, unfamiliar with the words, and so on. But what often happens is that shyness leads to a lack of confidence.

**Q2:** What makes speaking English a challenge for students??

**Teacher:** for some student maybe it is a challenge for them, especially since they do not use English as their everyday communication, so when they are asked to speak English they struggle, especially in constructing the grammar correctly, wow it's very rare that they speak, they only speak as they know without being fixed to the structure of the language.

**Q3:** What is the students' reaction when the teacher points to them to speak in front? Are they shy and scared?

**Teacher:** When I have given instructions to point them out, everyone goes silent, afraid they will be called to the front.

**Q4:** Do students often use Thai when you explain?

**Teacher:** If that's certain, they sometimes still use their language to answer or ask me, but I sometimes set rules so that they continue to use English. (**Q:** What kind of rules do teachers usually give to students to keep them speaking English?

**Teacher:** Sometimes I give punishment to memorize vocabulary so that they keep practicing speaking.

**Q5:** How does the teacher ensure that the 10th-grade students can easily speak English?

**Teacher:** If to ensure, I won't say 100% that this will succeed perfectly, but I consistently apply providing some easy vocabulary every day for them to memorize and report back to me. I first teach them how to read it correctly, so they can memorize it more easily. I also create group systems if they start to get bored with the learning, so I form small groups for them to discuss using English, and each group has to come forward to explain. From things like this, students will get used to starting to speak, so English will no longer be a problem for them.

**Q6:** Okay, thank you for your time, teacher. I hope this can help me in answering my thesis writing that I have prepared.

Anytime, I wish u luck



Nomor : B-7820/In.20/3.a/PP.009/07/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santiwit Songkhla Technological  
College 13/6 Tambon Bhana Chana Profinsi  
Songkhla, Thailand

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

NIM : 214101060044  
Nama : BALQIS NAZILIA QURANI  
Semester : Semester Enam  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai " The Exploration of  
Students' Linguistics and Non Linguistics Speaking Problems at Tenth Grades  
Santiwit Songkhla Technological College Thailand " selama 30 ( tiga  
puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsood  
Ma`teh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Juni 2024

an Dekan,

Wakil Dekan Bidang  
Akademik,

KHOTIBUL UMAM







วิทยาลัยเทคโนโลยีสันติวิทสงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005

Email. mangsod@hotmail.com

**SURAT KETERANGAN TELAH MELAKSANAKAN**  
**PENELITIAN**

NOMOR: STC031/06/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Mangsod Mateh

Jabatan : Direktur Santiwit Songkhla Technological College Thailand

Alamat : 13/6 Tambon Bana Chana Provinsi Songkhla, Thailand

Dengan ini menerangkan

Nama : Balqis Nazilia Qur'ani

NIM : 212101060044

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates,  
Kab. Jember Jawa Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 3 Juni 2024 yang bersangkutan telah melaksanakan penelitian di Santiwit Songkhla Technological College Thailand dengan judul " THE EXPLORATION OF STUDENTS' LINGUISTICS AND NON LINGUISTICS SPEAKING PROBLEM AT TENTH GRADERS SANTIWIT SONGKHLA TECHNOLOGICAL COLLEGE THAILAND" selama 32 hari mulai hari Senin, 3 Juni 2024 sampai dengan 04 Juli 2024

Thailand, 8 Juli 2024

Direktur Santiwit Songkhla Technological College Thailand



## APPENDICES 5

### AUTHENTICITY STATEMENT OF WRITING

The under signed below

Name: Balqis Nazilia Qur'ani

NIM: 214101060044

Study Program: English Education Department

Institution: State Islamic University of Kiai Haji Achmad Siddiq Jember

Place and date of birth: Jember, 21<sup>st</sup> of November 2002

Address: Krajan A, Bangsalsari, Jember

Here by declares that the Analysis of the Thesis entitled “The Exploration of Linguistics and Pshycology Perspectives Speaking Problem at Tenth Graders of Santiwit Songkhla Technological College Thailand” is the result of my Analysis, except in part of refered by theory, source, and data. I take references from expert.

Jember, 20<sup>th</sup> of May 2025



Balqis Nazilia Qur'ani

NIM 214101060044











## APPENDICES 6

## RESEARCH JOURNAL


**RESEARCH JURNAL**

The Exploration of Student Speaking Problem at Tenth Graders of Santiwit Songkhla  
Technological College Thailand

Name: Balqis Nalizilia Qur'ani



Date	Activity	Signature
Tuesday, 4 <sup>th</sup> of June 2024	The researcher asked permission to conduct an research	
Wednesday, 12 <sup>th</sup> of June 2024	The researcher observe the classroom activity at tenth graders of Santiwit Songkhla Technological College Thailand about Speaking English Learning {Telling and Explaining Picture}	
Wednesday, 19 <sup>th</sup> of June 2024	The researcher observe the classroom activity at tenth graders of Santiwit Songkhla Technological College Thailand about Speaking English Learning {pronunciation material tongue twister}	
Monday, 24 <sup>th</sup> of June 2024	The researcher observe the classroom activity about English Learning and asking to the English teacher what is the obstacle in teaching Speaking at tenth graders	
Wednesday, 26 <sup>th</sup> of June 2024	The researcher conducted small interview with 4 students of tenth graders Santiwith Songkhla Technological College Thailand	1.  2.  3.  4. 
Tuesday, 2 <sup>nd</sup> of July 2024	The researcher complete the research data and document reviw	
Wednesday, 3 <sup>rd</sup> of July 2024	The researcher ask a letter of research finishing	

Director of Santiwit Songkhla Technological College

  
Dr. Mangsod Mateh

## APPENDICES 7

## PLAGIARISM LETTER

 <p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>UNIVERSITAS ISLAM NEGERI</b>  <b>KIAI HAJI ACHMAD SIDDIQ JEMBER</b>          Jl. Malaram No. 1 Mangli, Jember Kode Pos 68136          Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id          Website: www.uinkhas.ac.id</p>										
<b>SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI</b>										
Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh Nama : Balqis Nazilia Qur'ani NIM : 214101020044 Program Studi : Tadris Bahasa Inggris Judul Karya Ilmiah : The Exploration of Student Linguistics and Non Linguistics Speaking Problem at Tenth Graders of Santiwit Songkhla Technological College Thailand										
Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 11,4%										
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BAB V	= 0%									
<div style="text-align: right;">           Jember, 16 April 2025            Penanggung Jawab Cek Plagiasi            FTIK UIN KHAS Jember    <u>(Ulfa Dina Novienda, S. Sos. I., M. Pd.)</u>            NIP. 198308112023212019         </div>										

## APPENDICES 8

### SCHOOL PROFILE

#### **a. The History of Santivit Songkhla Technological School and Orphanage Thailand**

Songkhla Technological College (Songkhla Technological College) is a private vocational education institution under the Administrative Office of the Private Education Commission. This school was founded in 1981 in accordance with the intentions of Mr. Sa-nguan Suksawee, who was the founder of the school with the name "Songkhla Vocational School" with the abbreviation "Sor Sor" and was permitted to open teaching on June 6, 1981, with the strong intention of producing human resources to serve society effectively. Then, in 1989, the name was changed to "Songkhla Technology School" with the abbreviation "Sor Khor Tor," and in 2012, the name was changed according to an announcement by the Ministry of Education. The announcement allows private vocational education schools to use the prefix educational institution as college. Therefore, the school changed its name to "Songkhla Technological College" with the following majors: a.. In 1981, the Automotive Mechanics Department was opened at the vocational school level. b. In 1983, an electricity department was opened at the vocational school level. c. In 1986, the Electronics Technician Department was opened at the vocational school level. d. In 1987, the automotive mechanics major expanded at the vocational level. e. In 1992, we opened the Commercial Department at the Vocational Accounting and Sales Level and extended the electrical department course to the Diploma level. f. In 1995, sales of business administration courses at the accounting and marketing vocational level expanded, expanding courses in the electronics department at the vocational

level. g. In 1996, the Architectural Technician Department was opened with a vocational certificate, adding vocational certificate courses. department of business administration in the field of accounting and marketing by accepting students who have graduated at the end of general education with studies at the vocational certificate level, studying 4 semesters and 2 summer semesters (2 years). h. In 2009, it was requested to add a vocational certificate program for the Department of Commerce, Retail Business, in collaboration with C.P. All Public Company Limited in organizing the teaching and learning process. i. In 2012, the school changed its name to "Songkhla College of Technology" and became a boarding school for elementary and high school students.

**b. The Profile of Santivit Songkhla Technological School and Orphanage  
Thailand**

**a. School and Orphanage Identity**

- 1) School Name: Santivit School
- 2) School Code: 1190100146
- 3) Village: 13/6 Village No. 6
- 4) Sub District: Ban Na
- 5) District: Chana
- 6) Province: Songkhla
- 7) Post Code: 90130
- 8) Country: Thailand
- 9) Affiliaton: Office of Private Education, Songkhla Province
- 10) Telephone: 074-802150
- 11) E-mail: santiwit@hotmail.com



## b. Vision and Mission

### 1) Vision

“Learners learn through teaching and learning activities. which inserts Islamic content and procedures and towards Santiwit School. Santiwit School is committed to creating students who are virtuous and ethical in all aspects, in line with the school policy which is the school's identity in the true Islamic way of life. Santiwit School also has the main objective of organizing education to meet the criteria of the national standard of education.”

### 2) Mission

- a) Students live their daily lives in an Islamic way and manner.
- b) Students possess virtues. Desirable ethics and character that society and the nation need.
- c) There is a good quality teaching and learning administration and management system.
- d) Cooperate with the community in preserving good traditions and culture.
- e) Developing teaching and learning activities so that students have higher achievements. By focusing on students as the center.
- f) All personnel have the quality and potential according to professional standards. Able to manage student-focused teaching and learning.
- g) The school has a management system for coordinating all parties.
- h) Managing learning with the full potential of students



## APPENDICES 9

## DOCUMENTATION



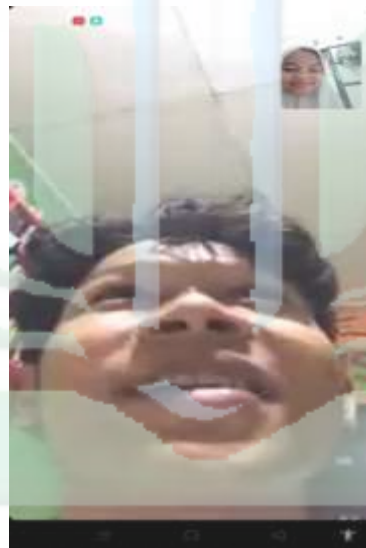
**Figures 4. 6**  
**Picture of The School**



**Figures 4. 7**  
**interview online with student**



**Figures 4. 8**  
**interview online with student**



**Figures 4. 9**  
**Interview with student**

## APPENDICES 10

## CURRICULUM VITAE

**Personal Information**

**Full Name** : Balqis Nazilia Qur'ani

**NIM** : 214101060044

**Gender** : Female

**Place, date of birth** : Jember, 21 November 2002

**Address** : Krajan A Bangsalsari Jember

**Religion** : Islam

**Department/ Major Course** : FTIK/ English Department Program

**Department Email Address** : naziliabalqis19@gmail.com

**Educational Backgrounds** : 2008-2009 RA PERWANIDA II

2009-2015 SDN Bangsalsari 02

2015-2018 SMP Nahdlatuth Talabah

2018-2021 MAN 1 Probolinggo

2021-2025 S1 UIN KHAS Jember