

**THE CORRELATION BETWEEN THE INFLUENCE OF  
CLASSROOM ATMOSPHERE AND THAI STUDENTS'  
SPEAKING ANXIETY IN ENGLISH LESSONS**

**THESIS**

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember  
Fulfillment of the requirements of Bachelor Degree (S.Pd.,)  
Faculty of Tarbiyah and Teacher Training  
English Education program



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KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM**

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UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

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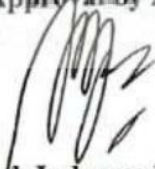
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JEMBER**

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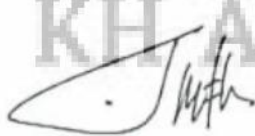
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## MOTTO

قَالَ لَا تَخَافُ إِنِّي مَعَكُمَا أَسْمَعُ وَأَرَى ﴿٤٦﴾

“Do not be afraid, for I am with you both. I hear and see you.” (Qs. Athaha:46)<sup>1</sup>



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<sup>1</sup>kemenag RI, *Alqur'an dan terjemahannya edisi penyempurnaan*, lajnah penthashihan mushaf al Qur'an 2019

## DEDICATION

I proudly dedicated this thesis for :

1. My beloved parents, my father Su'udi and my mother Lilik muzayanah who always offered prayers, support, and unending affection. Thank you for all your sacrifices and encouragement, which enabled me to finally complete this work.
2. To my older brother Mas Ulil, who always strives to do his best for me, sets a good example, and is the most comfortable person for me to share stories with, and to my younger siblings Sandy & Arka who have been a source of encouragement throughout this long journey. Thank you for always believing in me, even when I doubted myself.
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This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Jember. The Undergraduate thesis entitled “The Correlation Between The Influence Of Classroom Atmosphere And Thai Students’ Speaking Anxiety In English Lessons”. I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer expresses her respect and gratitude to:

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Jember 22<sup>th</sup> November 2025  
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## ABSTRACT

**Fatma Wulandari, 2025:** *The Correlation Between The Influence Of Classroom Atmosphere And Thai Students' Speaking Anxiety In English Lessons*

**Keywords:** classroom atmosphere, speaking anxiety, English language learning

The ability to speak English is often a challenge for many students, mainly due to anxiety, fear of making mistakes, and lack of confidence. Anxiety about speaking can make it difficult for students to speak in front of the class. This often occurs in students who are learning English as a foreign language, including in Thailand, where the classroom atmosphere can affect students' courage to speak. Therefore, a positive and supportive classroom atmosphere is very important to help students feel comfortable and brave enough to speak.

Based on this, this study was conducted to determine the relationship between classroom atmosphere and students' anxiety in speaking English. This study focused on answering two main questions, namely: (1) Is there a significant relationship between classroom atmosphere and Thai students' anxiety in English speaking activities? and (2) What aspects of classroom atmosphere are most dominant according to students' perceptions in English speaking activities in class?

Based on these research questions, the objectives of this study are to: (1) analyze whether or not there is significant correlation between classroom atmosphere and Thai students' anxiety in English speaking activities. and (2) to identify the dominant aspects of the classroom atmosphere as perceived by students in relation to English speaking activities in the classroom.

This study uses a quantitative approach with a correlational design. The study population consists of all junior high school students at Bankuwa Padee School, Thailand, with a sample size of 58 respondents selected using total sampling technique. Data were collected through a Likert scale-based questionnaire covering two main variables, namely classroom atmosphere (variable X) and speaking anxiety (variable Y). Data were analysed using descriptive statistical analysis and Pearson Product Moment correlation test through the SPSS version 27 program.

The results showed that there was a significant but weak correlation between classroom atmosphere and students' speaking anxiety ( $r = 0.309$ ; Sig.  $0.018 < 0.05$ ). This indicates that the more positive and conducive the classroom atmosphere perceived by students, the lower their level of speaking anxiety tends to be. In addition, descriptive analysis results show that teacher support is the most dominant aspect in shaping a positive classroom atmosphere with the highest average score (mean = 4.05), while emotional warmth has the lowest average score (mean = 3.6).

Thus, it can be concluded that a positive classroom atmosphere, especially good teacher support, plays an important role in reducing students' anxiety levels and increasing their participation in English speaking activities in class. The results of this study are expected to provide input for English teachers to create a warmer, more supportive and interactive learning environment so that students are more confident in communicating in English.



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## CHAPTER I

### INTRODUCTION

This chapter presents an introduction to the research. In outline, this research consists of nine sections: background of the problem, formulation of the problem, research objectives, benefits of the research, scope of the research, operational definitions, research assumptions, hypotheses, and systematic discussion.

#### **A. Research of background**

Being able to speak English is currently one of the most important skills, especially in the world of education. In language learning, there are four main skills, namely listening, speaking, reading, and writing. Of these four skills, speaking has a central position because it is the main medium for conveying ideas directly. In line with this, in the era of globalisation, communication has become a primary need, making communication skills extremely important. Without speaking skills, communication goals cannot be optimally achieved. English has even functioned as a universal language that enables people around the world to interact and communicate with one another.<sup>2</sup>

However, many Thai students still find it difficult to actively participate in speaking activities in English class. They often feel anxious, lack confidence, afraid of making mistakes, afraid of being laughed at by their friends, and afraid of being scolded by their teachers when they make mistakes in speaking English. This leads

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<sup>2</sup> Akhter Shamim. *Exploring the Significance of Speaking Skill for EFL Learners*. *Sir Syed Journal of Education & Social Research* 4, no. 3 (July–September 2021): hlm 01.

to a lack of interactivity in English language learning. In fact, speaking interaction in the classroom is key to improving language skills. This condition shows that speaking anxiety is still one of the biggest obstacles in the English learning process. This anxiety not only prevents students from expressing their ideas, but also has an impact on the low quality of classroom interaction. Khofidho's research revealed that EFL students often experience nervousness, trembling, and embarrassment when speaking, which makes them reluctant to participate actively<sup>3</sup>. In line with these findings, Diana and her colleagues identified five main factors that cause speaking anxiety, namely lack of preparation, fear of making mistakes, limited English skills, excessive concern about academic achievement, and fear of other people's reactions. The study also highlighted four effective strategies for overcoming speaking anxiety, namely changing one's mindset, practising relaxation techniques, building self-confidence, and improving speaking skills.<sup>4</sup>

These difficulties are influenced not only by internal factors within the students themselves, but also by external factors originating from the learning environment. One external factor that plays a significant role is the classroom atmosphere. A comfortable, safe, enjoyable and supportive classroom atmosphere can encourage students to participate more actively in speaking, whereas if the classroom atmosphere is uncomfortable, tense, boring and unsupportive, students

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<sup>3</sup> Khafidhoh, Rifky Dora Wijayati, and Sarah Hizza Risa. "Investigating Anxiety in Speaking among EFL Students: A Qualitative Study." *Ahmad Dahlan Journal of English Studies (ADJES)* 10, no. 1 (2023): 12–28. <https://doi.org/10.26555/adjes.v10i1.21212>

<sup>4</sup> Diana, Meutia, Willy Ardian Renandya, and Syarifah Dahliana. "Researching Factors and Coping Strategies of EFL Students' Speaking Anxiety." *Englisia Journal* 12, no. 1 (2024): 1–17. <https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/22733>

will become passive in their speaking. This is in line with research findings that show there are three types of student participation in the classroom, namely willing participation, silent participation, and forced participation. This participation is influenced by contextual factors such as classroom atmosphere, teacher support, peer participation, assignments, topics, and interaction patterns, as well as individual factors such as self-confidence, personality, and students' communicative competence.<sup>5</sup>

In addition, the classroom environment is one of the significant external factors in increasing student engagement. A conducive classroom environment plays a role in maintaining and increasing student engagement so that they are more motivated to use the target language in communication. In line with this, other studies have also revealed that certain strategies, such as building students' confidence, giving stimulating tasks, creating a supportive environment, correcting mistakes positively, and encouraging group work, have been proven to increase student participation in speaking class.<sup>6</sup> Thus, creating a positive classroom atmosphere is not merely a classroom management strategy, but also an important pedagogical effort to increase student participation in speaking.

Furthermore, recent studies confirm that students' perceptions of the classroom atmosphere have a significant influence on their engagement in learning. A positive classroom atmosphere warm, supportive, respectful, and organized can

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<sup>5</sup> Wei Wei and Yiqian (Katherine) Cao, "Willing, Silent or Forced Participation? Insights from English for Academic Purposes Classrooms," *RELC Journal* vol 55, no. 1 (April 2024): 63, <https://doi.org/10.1177/00336882211066619>

<sup>6</sup> Achekzai Pohanwal Zarghona, "Exploring Strategies to Facilitate Student Participation in Speaking Classes," *Integrated Journal for Research in Arts and Humanities* 4, no. 4 (July 2024): 184–189, <https://doi.org/10.55544/ijrah.4.4.29>

increase student motivation and interaction, while a negative atmosphere can hinder participation. In this regard, teachers play a crucial role in creating a friendly, safe, and cooperative classroom atmosphere. EFL teachers not only need to master teaching methodologies, but also understand the psychological, interpersonal, and affective aspects of language learning so that students' needs, such as competence, autonomy, and a sense of belonging, can be met.<sup>7</sup>

So far, various studies have examined internal factors such as speaking anxiety, self-confidence, and individual motivation as determinants of student participation in English language learning. However, not many researchers have examined the influence of external factors, particularly the classroom atmosphere. In fact, a conducive, interactive, and comfortable classroom atmosphere plays a very important role in encouraging students to actively participate in speaking. In addition, most previous studies have focused on general contexts or specific regions, so studies on the role of classroom atmosphere on Thai students' speaking participation are still rare. Thus, there is a research gap that needs to be addressed through this study, namely exploring how classroom atmosphere affects student speaking participation in English language learning in Thailand.

In the context of English language learning in Thailand, most students are known to be shy, anxious, and accustomed to teacher-centred learning methods. This makes student participation in speaking activities limited. Therefore, a conducive, interactive, and supportive classroom environment is needed to motivate

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<sup>7</sup> Xiaolan Ye, "A Review of Classroom Environment on Student Engagement in English as a Foreign Language Learning," *Frontiers in Education* 9 (July 19, 2024): 1–7, <https://doi.org/10.3389/feduc.2024.1415829>



students to participate actively in speaking. A positive classroom atmosphere is expected to help Thai students overcome their fears, increase their confidence, and be more courageous in expressing their ideas verbally.

This research is important because a positive classroom atmosphere can help students feel more confident and dare to speak in English. For teachers, the results of this study can be practical input for creating a conducive, interactive learning environment that supports student participation. In addition, this study also contributes to the development of theory by adding to the literature on the relationship between classroom atmosphere and speaking participation, especially in the context of Thai students, which has been rarely studied.

### **B. Research Questions**

Based on the background described above, the problems in this study can be formulated as follows:

- 1) Is there any significant correlation between classroom atmosphere and Thai students' anxiety in English speaking activities?
- 2) What are the dominant aspects of the classroom atmosphere perceived by students in relation to speaking English in class?

### **C. Research Objectives**

The objectives of this study are to:

- 1) Analyze whether or not there is significant correlation between classroom atmosphere and Thai students' anxiety in English speaking activities
- 2) To identify the dominant aspects of the classroom atmosphere as perceived by students in relation to English speaking activities in the classroom.

#### **D. Significance of the Research**

This study is expected to provide both theoretical and practical benefits, including:

##### **1) Theoretical Perspective**

This study contributes to the development of theory regarding the relationship between classroom atmosphere and students' speaking anxiety in English language learning. Furthermore, this study adds to the literature on external factors in language learning, particularly classroom atmosphere, which has been rarely studied, especially in the context of Thai students. Moreover, the results of this study are expected to serve as a reference for further research focusing on efforts to reduce English speaking anxiety through the creation of a conducive learning environment.

##### **2) Practical Perspective**

This study is expected to increase insight and understanding of the importance of classroom atmosphere in supporting students' speaking skills and training their ability to analyse external factors that influence English language learning. The results of this study also provide practical input in creating an interactive and comfortable classroom atmosphere that can reduce student anxiety, while also serving as a reference in the development of more effective English language learning strategies that take into account the psychological and social aspects of students. Furthermore, this research can help students become more confident, courageous, and active in speaking English through the creation of a positive classroom atmosphere. More broadly, this research contributes to the

improvement of English communication skills that are useful in both education and the workplace in the global era.

### **E. Scope Of Research**

#### **a) Research Variables**

This study has two main variables, namely independent variables and dependent variables. The independent variable or variable X in this study is Classroom Atmosphere, which is the learning environment conditions perceived by students during the learning process. Meanwhile, the dependent variable or variable Y is Students' Speaking Anxiety, which is the feelings of anxiety, nervousness, or discomfort experienced by students when speaking English in class. This study aims to determine the extent to which the classroom atmosphere can affect students' anxiety levels when speaking English in a learning environment.

#### **b) Variable Indicators**

The Classroom Atmosphere variable is measured through several indicators that reflect physical, social, and emotional aspects in the classroom. Physical comfort relates to factors such as room temperature, lighting, and ventilation that support teaching and learning activities. Comfortable physical conditions will help students feel more focused and relaxed during the learning process. In addition, social interaction is also an important indicator that describes the relationship between teachers and students as well as among students. Good social relationships can create a harmonious atmosphere and foster students' confidence to participate in speaking activities.

Teacher support is another aspect that greatly influences the classroom atmosphere. Teachers who provide positive feedback, opportunities to speak, and attentive guidance can create a safe and supportive learning environment for students. Classroom order is also an important part of a good atmosphere. Organised, orderly, and controlled classroom management will help create a conducive learning environment. In addition, emotional warmth in interactions between teachers and students and among students also contributes to a positive classroom atmosphere. An atmosphere of attentiveness, empathy, and mutual respect can increase students' motivation and comfort in the process of learning to speak.

The variable of Speaking Anxiety is measured through several indicators that describe the forms of anxiety experienced by students when speaking in English. One indicator is communication apprehension, which is characterised by feelings of nervousness or fear when speaking in front of others. In addition, there is fear of negative evaluation, which is the fear of negative judgement from teachers and peers. Students who experience this type of anxiety are usually worried about making mistakes and afraid of being considered incompetent. The next indicator is speaking performance anxiety, which is anxiety that arises when students have to speak in front of the class, for example during presentations or oral exams. This type of anxiety is often accompanied by physical symptoms such as a pounding heart, trembling voice, or sweaty hands.

Thus, a positive and supportive classroom atmosphere is expected to reduce students' anxiety levels when speaking. The better the classroom atmosphere feels

to students, the more likely they are to feel confident, comfortable, and motivated to speak English in the learning environment.

## **F. Operational Definitions**

Operational definitions are used to provide clarity regarding the variables being studied so that they can be measured empirically. In this study, there are two main variables, namely Classroom Atmosphere as the independent variable (X) and Speaking Anxiety as the dependent variable (Y). In addition, operational definitions are also descriptions of how a variable can be measured in real terms based on predetermined empirical indicators, so that they can be used as a basis for objective measurement of research variables with formulations adjusted to the indicators that represent those variables.<sup>8</sup>

### **a) Classroom Atmosphere**

Classroom atmosphere is defined as the atmosphere or conditions in the classroom as perceived by students during the English language learning process, in terms of physical, social and emotional aspects. The indicators used to measure this variable include physical comfort (such as lighting, temperature, and ventilation), social interaction (between teachers and students and among students), teacher support (support and opportunities provided by teachers), classroom order (regularity and classroom management), and emotional warmth (a warm and supportive emotional atmosphere). Classroom Atmosphere is measured using a

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<sup>8</sup> Tim penyusun UIN KIAI HAJI ACHMAD SIDDIQ JEMBER, *Pedoman Penulisan Karya Tulis Ilmiah*, 2022

questionnaire with a five-point Likert scale ranging from ‘strongly disagree’ to ‘strongly agree.’

#### b) Speaking anxiety

Speaking anxiety is defined as feelings of anxiety, nervousness, or fear experienced by students when they have to speak English in class. The indicators used to measure this variable consist of communication apprehension, fear of negative evaluation from teachers and peers, and speaking performance anxiety (anxiety that arises when having to speak in front of the class or in oral tests). Similar to the previous variable, speaking anxiety is measured using a five-point Likert scale questionnaire in accordance with these indicators.

#### G. Hypothesis

A hypothesis is formal statement that describes the expected relationship between independent and dependent variables, and a tentative assumption about a research problem that has been previously formulated in the form of a question. It is called tentative because the answer proposed is still based on relevant theory and has not been proven with empirical data obtained through the data collection process.<sup>9</sup> The hypotheses in this study include:

Based on the first research question, to determine the significant correlation between classroom atmosphere and Thai students' anxiety levels in English speaking activities, the research hypothesis is formulated as follows:

1. Alternative Hypothesis (Ha): There is a significant correlation between classroom atmosphere and Thai students' speaking anxiety in English language learning.

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<sup>9</sup> Creswell Jhon W, *Research Design Qualitative , Quantitative and Mixed Methods Approaches*, SAGE Publications, 2014.

2. Null Hypothesis (Ho): There is no significant correlation between classroom atmosphere and Thai students' speaking anxiety English language learning.

Based on the second research question, which aims to identify the aspects of classroom atmosphere that most influence students' courage and engagement in speaking English, the research hypothesis is formulated as follows:

1. Exploratory Hypothesis: Among the various aspects of classroom atmosphere, teacher support and social interaction are expected to have the strongest influence on students' courage and engagement in English speaking activities.

## **H. Systematic Discussion**

To make the discussion easier to understand, this research is organised systematically according to the order of chapters in scientific works. This quantitative research consists of five main chapters with the following structure:

Chapter I: contains an introduction that covers the background of the problem, problem formulation, research objectives, research benefits, research scope explaining the variables and indicators studied, operational definitions, research assumptions, hypotheses, and writing structure.

Chapter II contains a literature review divided into two parts. The first part discusses previous relevant studies and their relevance to this study, while the second part describes the theories used as the basis and perspective of the study.

Chapter III explains the research methods, including the approach and type of research, population and sample, data collection techniques, research instruments, and data analysis techniques.

Chapter IV is the core of the research, presenting the research results and analysis.

This chapter provides an overview of the research object, data presentation, data analysis, hypothesis testing, and further discussion.

Chapter V is the conclusion, which contains the conclusions of the research based on the findings obtained, as well as suggestions that can be used as considerations for further research and practice. This chapter is supplemented with a bibliography and appendices to support the research.





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a literature review related to this study. It includes previous studies and theoretical frameworks.

#### **A. Previous Studies**

Many studies on classroom atmosphere and speaking anxiety have been conducted in various educational contexts, including in English as a foreign language (EFL) learning. Some previous studies relevant to this topic include the following:

The first study was conducted by Muengnakin and Narathakoon, entitled 'Investigating Communication Apprehension in English Among Thai High School Students: A Two-Pronged Study on Speaking Anxiety and Attitudes.' The study aimed to explore the relationship between the level of speaking anxiety and students' attitudes towards learning to speak English in EFL classes. This study involved ninety-one 11<sup>th</sup> grade students in Thailand and used a mixed method approach consisting of questionnaires, classroom observations, and semi-structured interviews. The results showed that students' levels of speaking anxiety and attitudes towards English were in the moderate category. Through Pearson's correlation analysis, a significant negative relationship was found between speaking anxiety and attitudes towards speaking English meaning that the lower the students' anxiety levels, the more positive their attitudes towards speaking English in class. In addition, individual characteristics and classroom atmosphere were identified as two factors the main causes that affect students' level of anxiety when speaking. To

overcome this anxiety, students use six main strategies, namely practising independently, maintaining concentration, building self-confidence, managing emotions, thinking positively, and seeking support from peers, with independent practice being the most frequently used strategy.<sup>10</sup>

The second study was conducted by Tiang-uan and Oulis, entitled 'Causal Factors in Thai EFL Public High School Students' Anxiety over English Speaking Literacy for Communication'. This study aimed to investigate the factors contributing to anxiety about speaking English among third-year high school students at a public school in Bangkok, Thailand. Using a quantitative approach with a questionnaire as an instrument, this study highlighted three main aspects that cause anxiety, namely educational, individual, and environmental factors. The results showed that students' anxiety levels were quite high in all three dimensions. Educational factors, such as grammatical errors and lack of confidence in language skills, were the main causes. In addition, individual factors such as fear of being called upon to speak in class and physical symptoms during English lessons also increase student anxiety. Environmental factors, including concerns about the reactions of teachers and peers, fear of being ridiculed, and unexpected questions, also exacerbate anxiety levels. This study recommends the importance of creating

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<sup>10</sup> Kamonchanok Muengnakin and Arthitaya Narathakoon, "Investigating Communication Apprehension in English Among Thai High School Students: A Two-Pronged Study on Speaking Anxiety and Attitudes," LEARN Journal: Language Education and Acquisition Research Network 18, no. 1 (January–June 2025) <https://doi.org/10.70730/NSCM3699>.

a supportive learning environment, improving English teaching strategies, and paying attention to the social dynamics that contribute to student anxiety.<sup>11</sup>

The third study was conducted by Songwut Bhattachaiyakorna and Sitthiphon Phettakua, entitled 'English Speaking Anxiety Among Northeastern Thai University Students'. This study aimed to investigate the level of anxiety that affects the English speaking ability of students at a state university in northeastern Thailand, as well as to identify the factors that contribute to this anxiety. The researchers used a quantitative approach with purposive sampling techniques, involving 102 first-year students majoring in English and Communication. The research instrument was a Likert scale questionnaire to measure the level of speaking anxiety. The results showed that students had a high level of anxiety with an average score of 3.50. The main components contributing to speaking anxiety were students' beliefs about language learning, followed by anxiety about exams. In addition, the most significant factors affecting speaking anxiety were grammar (72.55%), followed by limited vocabulary (53.94%) and oral speaking ability in English (53.92%).<sup>12</sup>

The fourth study was conducted by Jebamani Anthoney and Jeffrey Dawala Wilang, entitled 'The Complexity of Speaking Anxiety among Students in an International University in Thailand.' This study aimed to investigate the level of

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<sup>11</sup> Arnantawut Tiang-uan and Saisunee Oulis, "Causal Factors in Thai EFL Public High School Students' Anxiety over English Speaking Literacy for Communication," *International Journal of Education & Literacy Studies* 12, no. 2 (April 2024): 45, <https://www.ijels.aiac.org.au>.

<sup>12</sup> Bhattachaiyakorna songwut & phettakua Sitthiphon, *English Speaking Anxiety Among Northeastern Thai University Students*, *LEARN Journal: Language Education and Acquisition Research Network*, Volume: 16, No: 1, January – June 2023, <https://files.eric.ed.gov/fulltext/EJ1380924.pdf>

speaking anxiety experienced by international students at a university in Thailand, where English is used as the main language of instruction and communication, both inside and outside the classroom. The researchers used a mixed-method approach with three stages, namely distributing a survey questionnaire to measure the level of speaking anxiety and differences based on nationality and geographical background, sorting activities to observe changes in anxiety levels, and individual interviews to gain a deeper understanding. The results of the descriptive analysis showed that students from the 13 countries surveyed experienced varying levels of anxiety, with students from Vietnam, Cambodia, Thailand, and Myanmar showing the highest levels of anxiety. In addition, students from rural areas had higher levels of speaking anxiety than those from urban areas. The interview findings also revealed that factors such as familiarity, predictability, competence, and social support influenced students' levels of speaking anxiety. This study recommends several pedagogical strategies such as repeated practice, scaffolding, familiarisation with language activities, building positive relationships, and emotional regulation and self-reflection to reduce students' speaking anxiety in an international environment.<sup>13</sup>

The fifth study was conducted by Mohamad Yahya Abdullah, Supyan Hussin, and Kemboja Ismail, entitled 'Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance?' This study aimed to determine the effect of implementing the Flipped Classroom Model (FCM) on the

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<sup>13</sup> Anthoney Jebamani & wilang Jeffrey Dawala, *The complexity of speaking anxiety among students in an international university in Thailand*, English Language Teaching Educational Journal Vol. 6, No. 1, April 2023,

anxiety levels of EFL (English as a Foreign Language) students in English speaking skills. The research subjects were 27 English major students at Buraimi University College, Oman. The researchers used a mixed-method approach with data collection through the Anxiety in English Speaking Performance Questionnaire (AESPQ) administered at three stages (pre, mid, and post-FCM implementation), as well as group interviews and student reflective journals to obtain qualitative data. The results of the study showed that after 12 weeks of implementing FCM, there was a significant decrease in the level of student speaking anxiety. Statistical analysis using ANOVA and MANOVA proved that there was a significant difference in anxiety levels before and after the implementation of FCM. In addition, all students stated that this model suited their needs and learning styles, as it encouraged independence and increased their confidence in speaking. This study makes an important contribution to the development of more innovative and interactive English language learning designs, and encourages English teachers to apply the FCM learning model more widely.<sup>14</sup>

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<sup>14</sup> Abdullah Mohamad Yahya, Hussin Supyan, Ismail Kemboja, *Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance?*, international journal of emerging technologies in learning, 2021

Table 2.1

## The Similarities and Differences between Previous and Current Research

NO	Author and Title	Similarities	Differences
	Kamonchanok Muengnakin and Arthitaya Narathakoon, (2025) <i>“Investigating Communication Apprehension in English Among Thai High School Students: A Two-Pronged Study on Speaking Anxiety and Attitudes,” LEARN Journal: Language Education and Acquisition Research Network</i>	<ul style="list-style-type: none"> <li>- Both studies examined speaking anxiety.</li> <li>- Both were conducted in the context of learning English as a foreign language (EFL).</li> <li>- Both used questionnaires as research instruments.</li> <li>- Both aimed to understand the factors that influence students' speaking anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>- Muengnakin &amp; Narathakoon's research focused on the relationship between speaking anxiety and attitude toward English speaking, whereas this study focused on the influence of classroom atmosphere on speaking anxiety.</li> <li>- Muengnakin &amp; Narathakoon's research used a mixed-method approach, whereas this study used a correlational quantitative approach.</li> <li>- Muengnakin &amp; Narathakoon's research also used observation and interviews, while this study only used a Likert scale questionnaire.</li> <li>- Muengnakin &amp; Narathakoon's research focused on students' strategies for overcoming speaking anxiety, while this study focused on the influence of classroom atmosphere on speaking anxiety.</li> </ul>
	Arnantawut Tiang-uan and Saisunee Oulis, (2024) <i>“Causal Factors in Thai EFL Public High School Students' Anxiety over English</i>	<ul style="list-style-type: none"> <li>- Both studied speaking anxiety among Thai students.</li> <li>- Both were conducted in the context of learning</li> </ul>	<ul style="list-style-type: none"> <li>- The study by Tiang-uan &amp; Oulis highlights three factors that cause speaking anxiety (education, individual, and environment), whereas this study only focuses on the influence</li> </ul>

	<p><i>Speaking Literacy for Communication,” International Journal of Education &amp; Literacy Studies</i></p>	<p>English as a foreign language (EFL).</p> <ul style="list-style-type: none"> <li>- Both used a quantitative approach with questionnaires as the main instrument.</li> <li>- Both had the general objective of understanding the factors that influence students' speaking anxiety.</li> </ul>	<p>of classroom atmosphere on speaking anxiety.</p> <ul style="list-style-type: none"> <li>- The study by Tiang-uan &amp; Oulis was conducted on high school students, whereas this study was conducted on junior high school students.</li> <li>- The study by Tiang-uan &amp; Oulis aimed to provide recommendations for teaching strategies and the creation of a supportive learning environment, while this study focused on correlational analysis to examine the influence of classroom atmosphere on speaking anxiety.</li> <li>- The scope of the study by Tiang-uan &amp; Oulis was broader (covering several factors), while this study was more specific (only classroom atmosphere).</li> </ul>
	<p>Songwut Bhattarachaiyakorna &amp; sitthipon phettakua, (2023), <i>English Speaking Anxiety Among Northeastern Thai University Students</i>, LEARN Journal: Language Education and Acquisition Research Network</p>	<ul style="list-style-type: none"> <li>- Both studied speaking anxiety in the context of learning English as a foreign language (EFL) in Thailand.</li> <li>- Both used a quantitative approach with questionnaires as the main data collection tool.</li> <li>- Both had the general objective of understanding the factors that influence the level of speaking</li> </ul>	<ul style="list-style-type: none"> <li>- The research by Songwut Bhattarachaiyakorna &amp; Sitthiphon Phettakua was conducted on university students, whereas this research was conducted on secondary school students in Thailand.</li> <li>- The research by Songwut Bhattarachaiyakorna &amp; Sitthiphon Phettakua focused on factors causing anxiety such as grammar, vocabulary, and language learning beliefs. This research</li> </ul>

		anxiety in English language learning.	focused on the influence of classroom atmosphere on speaking anxiety.
	Jebamani anthoney & Jeffrey Dawala wilang,(2023). <i>The complexity of speaking anxiety among students in an international university in Thailand</i> , English Language Teaching Educational Journal	<ul style="list-style-type: none"> <li>- Both studies discuss the topic of speaking anxiety in Thailand.</li> <li>- Both also highlight the role of the learning environment in influencing levels of speaking anxiety and share the common goal of understanding the factors that cause students to feel anxious when speaking English in class.</li> <li>- Both studies provide pedagogical implications that emphasise the importance of creating a positive, supportive, and interactive learning environment to help students or learners overcome their anxiety when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Anthoney &amp; Wilang's research was conducted on international students at a Thai university, whereas this research was conducted on junior high school students in Thailand.</li> <li>- Anthoney &amp; Wilang's research used a mixed-method approach with surveys, sorting, and interviews, whereas this research used a correlational quantitative approach with a Likert scale questionnaire.</li> <li>- The focus of Anthoney &amp; Wilang's research emphasised social, psychological, and cultural factors, while this study focused on the influence of classroom atmosphere on speaking anxiety.</li> <li>- The learning context of Anthoney &amp; Wilang's research was an international university with English as the main language of instruction, while this study was conducted in a regular EFL class in a Thai secondary school.</li> </ul>
	Mohamad Yahya abdullah, Supyan hussin, kamboja Ismail, (2021) <i>Does Flipped Classroom</i>	<ul style="list-style-type: none"> <li>- Both discuss speaking anxiety in the context of learning English as a</li> </ul>	<ul style="list-style-type: none"> <li>- The research by Abdullah, Hussin, &amp; Ismail focused on the effectiveness of the Flipped Classroom</li> </ul>



	<p><i>Model Affect EFL Learners' Anxiety in English Speaking Performance?</i>, international journal of emerging technologies in learning,</p>	<p>foreign language (EFL).</p> <ul style="list-style-type: none"> <li>- Both use questionnaires as the main instrument for data collection.</li> <li>- Both use quantitative statistical analysis to identify relationships or differences in levels of speaking anxiety.</li> </ul>	<p>Model (FCM) in reducing speaking anxiety, whereas this study focused on the relationship between classroom atmosphere and students' speaking anxiety levels in Thailand.</p> <ul style="list-style-type: none"> <li>- The study by Abdullah, Hussin, &amp; Ismail used a mixed-method approach with questionnaires, group interviews, and reflective journals, while this study used a correlational quantitative approach with a Likert scale questionnaire.</li> <li>- The study by Abdullah, Hussin, &amp; Ismail used ANOVA and MANOVA, while this study used Pearson Product-Moment Correlation. And Descriptive Statistics</li> <li>- The study by Abdullah, Hussin, &amp; Ismail was conducted on 27 English major students at Buraimi University College, Oman, while this study was conducted on secondary school students (junior high school) in Thailand.</li> </ul>
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Based on Table 2.1, it can be seen that there are several similarities and differences between this study and previous studies. This study focuses on the relationship between classroom atmosphere and speaking anxiety among junior high school students in Thailand in English language learning. Meanwhile, most previous studies have examined speaking anxiety among senior high school

students or university students, as well as reviewing other factors such as attitudes towards English, psychological aspects, or the application of specific learning models such as the flipped classroom. The majority of previous studies used a quantitative approach with questionnaires as the main instrument, similar to this study. However, some studies also combined mixed methods by adding interviews or observations. In contrast, this study uses a correlational quantitative approach that focuses specifically on the influence of classroom atmosphere on students' speaking anxiety. Thus, this study aims to fill the gap in previous research by providing a more specific analysis of how classroom atmosphere can affect the level of speaking anxiety among junior high school students in Thailand.

## **B. Theoretical Framework**

### **1. Classroom Atmosphere**

#### **a. Definition of Classroom Atmosphere**

Classroom atmosphere is the mood or environment created in the classroom during the learning process. This atmosphere encompasses various aspects such as classroom layout, the relationship between teachers and students, interactions among students, and the feelings and attitudes that arise in the learning environment. If the classroom atmosphere is comfortable, warm, and supportive, students are usually more enthusiastic about learning, find it easier to socialise, and can achieve better learning outcomes. Conversely, a tense or unpleasant classroom atmosphere can make students feel anxious and less confident in their learning.<sup>15</sup>

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<sup>15</sup> Xining (Ning) Wang, Gareth Young, dan Conor Mc Guckin, "Leveraging Extended Reality for Quality Education and Classroom Atmosphere in Rural Regions of China," Australian and International Journal of Rural Education 35, no. 2 (2025): <https://doi.org/10.47381/aijre.v35i2.771>

Similarly, Owen Minxuan Tseng argues that classroom atmosphere is a crucial component in the learning process of students in today's educational environment. Classrooms with a positive, interactive, and stimulating atmosphere can support the transfer of knowledge and deepen students' understanding of learning. However, it is important not to overlook a problem that is often hidden but has a significant impact, namely the emergence of an unproductive classroom atmosphere. Various factors such as teaching strategies, the relationship between teachers and students, and pressure from the education system can contribute to this condition.<sup>16</sup>

#### **b. Factors Affecting Classroom Atmosphere**

According to W. Theo Dalton, several factors play an essential role in shaping and maintaining a positive classroom atmosphere. Dalton emphasises that the classroom environment is not formed solely by physical conditions, but also by the quality of social interaction, the teacher's attitude, and the emotional climate within the learning process. The following are the key factors identified by Dalton that influence the classroom atmosphere:

##### **1) Teacher attitude and personality**

Teachers play a key role in shaping the classroom atmosphere. Teachers who are relaxed, friendly, enthusiastic, and confident can create a comfortable and enjoyable learning environment. Teachers also serve as role models in maintaining

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<sup>16</sup> Owen Minxuan Tseng, "Inactive Classroom Atmosphere in China: Predicament and Constructivist Solutions," *Journal of Education, Humanities and Social Sciences* 30 (2024): 52, <https://drpress.org/ojs/index.php/EHSS/article/view/20389>

good relationships and managing the classroom atmosphere to ensure it remains positive and productive.

2) Social relationships between teachers and students

A good relationship between teachers and students is characterised by mutual respect, trust, and harmonious cooperation.

3) Meaningful learning activities

Interesting learning activities with clear objectives can increase student engagement. For example, group discussions, problem solving, or collaborative projects will foster a sense of responsibility and cooperation among students. Activities such as these make students feel that the learning process is enjoyable and relevant to their lives.

4) Physical conditions of the classroom

The physical environment, such as lighting, ventilation, room temperature, table layout, and classroom cleanliness, also affects the learning atmosphere. A bright, clean, and tidy classroom helps students focus and feel comfortable.

5) Students' sense of security and confidence

A sense of security, both physically and emotionally, is the foundation of a positive classroom atmosphere. When students are not afraid of being criticised or ridiculed, they will be more courageous in speaking up, asking questions, and trying new things. Teachers need to create a supportive atmosphere where every student feels accepted and valued without pressure.<sup>17</sup>

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<sup>17</sup> W.Theo Dalton, *Classroom atmosphere Reflect Quality of learning*, 1951

In addition, according to Mathew Thomas, there are several important factors that play a role in creating and maintaining a positive classroom atmosphere. Thomas emphasises that a good classroom environment is not only the result of physical arrangements or the enforcement of rules, but also the result of effective teaching strategies, emotional support, and meaningful learning experiences that actively involve teachers and students. The following are several factors that, according to Mathew Thomas, can help create a healthy and productive learning atmosphere in the classroom.

1) Shifting focus from memorisation to understanding

Teachers need to encourage students to learn by understanding, not just memorising. Classroom activities should help students reflect on their abilities and potential so that they can contribute to the learning process.

2) Presenting information in an interesting way that is appropriate for the students' level

Lesson material must be presented in an interesting and easy-to-understand manner that is appropriate for the students' level so that they can relate new knowledge to what they already know.

3) Emotional support and warm relationships

Teachers must create a supportive and caring environment where students feel accepted, safe, and comfortable to learn, interact, and respond to learning.

4) Cooperation and empathy among students

Students must be guided to care for and help friends who are experiencing difficulties. This fosters a sense of social responsibility and strengthens mutual trust within the class.

5) Challenging and meaningful classroom activities

Learning activities should stimulate curiosity, train problem solving, and encourage cooperation. Challenging activities can encourage students to think critically and creatively.

6) Student discipline and self-awareness

Discipline needs to be enforced so that students are aware of their behaviour and efforts to improve themselves. A disciplined but positive learning environment will foster an ideal atmosphere for learning.

7) Constructive feedback and evaluation

Teachers should provide feedback on student progress. When students feel that their progress is being noticed and appreciated, they become more motivated to learn.

8) Opportunities to share and collaborate

Students need to be given the opportunity to share knowledge and experiences with each other. This kind of interaction fosters intrinsic motivation and enthusiasm for deeper learning.<sup>18</sup>

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<sup>18</sup> Thomas Mathew, *effective Teaching*, S,cand & company PVT.LTD 2008

### **c. The Importance of a Constructive and Encouraging Classroom**

#### **Atmosphere**

The classroom atmosphere can influence learning, so creating a safe, friendly, and supportive classroom environment is essential for students to learn well and develop independently. When students feel valued and responsible for their learning, they will be more motivated, active, and dare to think critically. A constructive and encouraging classroom atmosphere helps students to dare to face challenges, think creatively, solve problems, and develop self-directed learning skills. Teachers play an important role in creating this atmosphere by encouraging students to not only receive knowledge, but also to use it actively and reflectively. In addition, a positive classroom atmosphere fosters students' confidence and motivation to continue learning and interacting with teachers and classmates. A learning environment that is full of enthusiasm, happiness, and a sense of security will increase student engagement, while an atmosphere that causes fear or boredom will actually decrease motivation to learn.<sup>19</sup>

#### **d. Type of Classroom Atmosphere**

The classroom atmosphere can vary depending on how teachers manage learning interactions, respond to students' needs, and create opportunities for participation. The type of atmosphere that develops in a classroom significantly affects students' motivation, confidence, and engagement in the learning process.

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<sup>19</sup> Havenga Marietjie, Olivier joko, bunt Byron, *Problem based learning and podagogies of play Active approaches towards Self-Directed Learning*, NWU Self-Directed Learning Series, AOSIS Publishing, 2023

Generally, classroom atmosphere can be categorised into two types: open classroom atmosphere and closed classroom atmosphere. Each type presents distinct characteristics that influence how students experience and respond to the learning environment.

### 1) Open Classroom Atmosphere

An open classroom atmosphere is very important for maximising students' learning potential and improving mediated learning. In an open classroom atmosphere, students feel accepted, safe, and challenged, making it easier for them to develop their abilities and have a more meaningful learning experience.

### 2) Closed Classroom Atmosphere

A closed classroom atmosphere/co-opting is a closed classroom atmosphere that can deprive students of learning opportunities. This occurs when students respond incorrectly to the teacher's questions and the teacher does not provide the necessary opportunities or assistance to solve the problem. The main focus of this class is on results or correct answers, not on the learning process. In this atmosphere, teachers usually provide less opportunity and feedback on students' answers, making the learning experience less meaningful and less conducive to the development of critical thinking and independence.<sup>20</sup>

## 2. Speaking Anxiety

### a. Definition Speaking Anxiety

Speaking anxiety is a specific form of anxiety related to speaking skills, which is part of foreign language anxiety (FLA). This anxiety arises because

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<sup>20</sup> Katherine H Greenberg, cognitive Enrichment advantage, KCD Harris & Assocites press 2005



speaking is a skill that requires the most public evaluation and is the main source of communication in language classes.<sup>21</sup> Meanwhile According to Hamandia, quoted in Jonathan and Dewita's journal entitled 'The Relationship between Self-Esteem and Public Speaking Anxiety in High School Students in Salatiga City', speaking anxiety is an uncomfortable state experienced by individuals, which includes feelings of fear, worry, negative feelings, and feelings of being threatened, both before and during speaking in front of a crowd, even when only imagining the situation. Meanwhile, according to McCroskey, also quoted in the same journal, speaking anxiety is defined as the fear or anxiety experienced by a person related to communication interactions, either directly or indirectly, between individuals.<sup>22</sup>

#### **b. Factors that Affect Speaking Anxiety**

In the process of learning a foreign language, speaking is one of the most important yet challenging skills for learners. Many students experience feelings of anxiety, nervousness, or fear when they have to speak in a foreign language in front of others. This anxiety can be caused by various psychological and situational factors that affect students' confidence and ability to express themselves verbally. Some of these factors are:

##### **1. Communication Apprehension**

Speaking is an important part of learning a foreign language, because one cannot master a language only by writing and learning theory. However, this

<sup>21</sup> Gkonou cristina,daubney ,dewaele, *New Insights Into Language Anxiety: Theory, Research and Educational Implications*.Britania Raya: Channel View Publications.(2017)

<sup>22</sup> Jonathan Kent Setyanto dan Dewita Karema Sarajar, "Hubungan Self-Esteem dengan Public Speaking Anxiety pada Siswa Sekolah Menengah Atas (SMA) di Kota Salatiga," G-COUNS: Jurnal Bimbingan dan Konseling 9, no. 1 (Desember 2024): 14, <https://doi.org/10.31316/gcouns.v9i1.615>

communication activity often becomes a source of anxiety called communication apprehension. This term describes the fear of speaking, but is not limited to the act of speaking itself. When someone has difficulty understanding what others are saying or cannot make others understand what they are saying, this also constitutes a form of communication anxiety. As a result, many learners feel nervous when they cannot follow the conversation in class. Speaking in front of the class is stressful enough, and if it has to be done in a foreign language, the level of anxiety becomes even higher.

## 2. Fear of Negative Evaluation

To understand anxiety in foreign language learning, it is necessary to understand that emotional factors play a major role in influencing a person's ability to learn and perform in class. Anxiety can create a kind of mental barrier that makes it difficult for learners to concentrate and perform to the best of their ability. One of the most common forms of anxiety is the fear of negative evaluation from others. Students often worry that their abilities will be considered inadequate, or that they will be ridiculed if they make mistakes when speaking in a foreign language. As a result, they tend to avoid situations that involve direct evaluation, such as answering questions in class or speaking in public. This makes them more prone to feeling embarrassed, nervous, and unconfident when participating in language learning activities.

## 3. Test Anxiety

According to theory, test anxiety can be explained through several approaches, such as trait-state anxiety theory and cognitive-emotional theory.

Typically, students who experience high levels of test anxiety exhibit the following characteristics:

- a) They view test situations as difficult and frightening.
- b) Feeling unable to complete the task well.
- c) Focusing too much on the possibility of failure or negative consequences.
- d) Often putting themselves down, making it difficult to concentrate on the questions.
- 1) Thinking that they will fail and lose the respect of others.<sup>23</sup>

### **C. Types of Speaking Anxiety**

Anxiety about speaking can manifest in various forms, depending on an individual's personality, learning experiences, and the situation they face. Not all anxiety is the same some is temporary and only arises in certain conditions, while some is part of a person's personality and affects various aspects of their life. Understanding the different types of speaking anxiety is very important so that teachers and researchers can determine the right strategies to help students manage their anxiety when speaking in a foreign language. In general, speaking anxiety can be divided into three types, namely state anxiety, trait anxiety, and specific situation anxiety.

#### **1) State Anxiety**

State anxiety is a temporary type of anxiety that usually arises due to unexpected events or stressful situations. This anxiety does not last long and will

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<sup>23</sup> Saidah Ismail et al., "Foreign Language Classroom Anxiety Scale (FLCAS) Working Title: What Causes Foreign Language Anxiety?" International Journal of Academic Research in Business and Social Sciences 12, no. 8 (August 2022), <https://doi.org/10.6007/IJARBS/v12-i8/14534>

disappear when the triggering situation ends. For example, a student may suddenly feel nervous when asked by the teacher to speak in English without preparation, or when spontaneously called upon to answer a question in front of the class. Although temporary, state anxiety can affect a student's ability to think clearly and perform at their best if not managed properly.

## 2) Trait Anxiety

Trait anxiety is a more persistent type of anxiety that forms part of a person's personality. Individuals with high levels of trait anxiety tend to feel anxious in various situations, not just when facing exams or speaking in public. In the context of language learning, students with trait anxiety often feel overly concerned about their own ability to speak English. They fear making mistakes, find it difficult to express their ideas, or even avoid speaking situations altogether. Due to its deep-rooted nature, this type of anxiety usually requires a long-term approach through emotional and psychological support in order to be properly addressed.

## 3) Specific Situation Anxiety

Specific situation anxiety is a type of anxiety that only arises in certain situations or conditions. This anxiety does not appear in everyday life, but arises when individuals face specific events that are considered stressful, such as giving a presentation, taking an English speaking test, or performing in public. For example, a student may feel confident when chatting casually with friends in English, but become very nervous when having to speak in front of the class. This type of anxiety is generally triggered by fear of being judged, performance pressure, or lack of experience in dealing with formal situations. By recognising these triggering

situations, teachers can help students gradually increase their confidence when speaking in public.<sup>24</sup>



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<sup>24</sup> Badriyah Indah Lailatul and Novia Dian, *Students' Anxiety in English Speaking Class at A Private Junior High School in East Java, Indonesia*, International Social Sciences and Humanities, Vol. 2 No 1: 84-93 (2023)

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the type of research, research design, population and sample of research, instruments and data collection techniques, and data analysis.

##### **A. Kind of Research**

This study uses a quantitative approach. Quantitative research is a type of research that is structured in a planned and systematic manner, where the data collected is expressed in the form of numbers or numerical values. The data is then analysed statistically to determine the relationship, differences, or effects between the variables being studied. The main objective of this research is to obtain objective, measurable results that can be generalised to a wider population. With this approach, researchers can draw conclusions based on empirical evidence that can be tested and scientifically justified.<sup>25</sup>

In addition, Sugiono explained that quantitative methods are also known as traditional methods because they have been used for a long time and have become a common approach in research. These methods are positivistic in nature, as they are based on the philosophical view of positivism, which emphasises that knowledge must be based on observable and measurable facts. They are called scientific methods because they fulfil the principles of being empirical, measurable, logical, and systematic. Furthermore, this method is also known as the discovery method because it can generate new knowledge. It is called quantitative because the

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<sup>25</sup> Muin abdul, *Buku Ajar Metode Penelitian Kuantitatif*, CV. Literasi Nusantara Abadi, 2023

data used is in the form of numbers and is analysed using statistics to test hypotheses or answer research questions.<sup>26</sup>

Therefore, this quantitative approach is considered relevant because it helps researchers measure and analyse the relationship between classroom atmosphere and students' level of speaking anxiety objectively through numerical data. This approach allows research results to be obtained based on measurable statistical calculations, so that the conclusions produced are not only subjective, but can also be tested and scientifically accounted for. By using this method, researchers can obtain a more accurate picture of how much influence the classroom atmosphere has on students' anxiety levels when speaking English, as well as providing a strong basis for improving learning strategies in EFL classrooms.

### **B. Research Design**

This study utilised correlation research, an approach chosen to determine the relationship between classroom atmosphere as an independent variable and student speaking anxiety as a dependent variable in English language learning in Thai schools. correlation can be defined as a form of relationship or connection between two quantitative variables. In a statistical context, correlation is used to measure the extent to which changes in one variable are related to changes in another variable. This relationship can indicate a parallel direction (positive correlation) or an opposite direction (negative correlation), depending on the pattern of change in the two variables. Thus, correlation does not always indicate a cause-

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<sup>26</sup> Creswell Jhon W, *Research Design Qualitative , Quantitative and Mixed Methods Approaches*, SAGE Publications, 2014.

and-effect relationship, but describes the extent to which the two variables have a consistent relationship in a particular pattern.<sup>27</sup>

### C. Research Population and Sample

The population in this study was all junior high school students at Bankuwa Padee School in Thailand who were learning English. This population was selected because all of these students had a background as English as a foreign language (EFL) learners and experienced the process of learning to speak in a varied classroom environment. Thus, this population is considered relevant for measuring the relationship between classroom atmosphere and the level of anxiety in speaking English. The sampling technique used was total sampling, in which all members of the population were made respondents in the study because the number was relatively limited and it was still possible to study the whole population. Thus, the research sample consisted of a total of 63 students who took English lessons at the school. However, of that number, only 58 students actively participated and completed the questionnaire. Therefore, the data used in this study's analysis came from 58 respondents.

**Table 3. 1 The Classification of Sample Classes**

Class	The Number of Students
7	20 Students
8	20 Students
9	18 Students

<sup>27</sup> Sudaryana bambang and Agusiady ricky , *Metodologi, Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data Dengan SPSS*. : Deepublish, 2020.



#### **D. Instruments and Data Collection Technique**

In this study, the researcher used a questionnaire as the main technique for data collection. The questionnaire was compiled based on indicators from two research variables, namely classroom atmosphere as the independent variable and speaking anxiety as the dependent variable. This instrument consisted of a number of statements measured using a 1–5 Likert scale with answer options ranging from (1) strongly disagree, (2) disagree (3) neutral (4) agree (5) strongly agree. where respondents were asked to give their level of agreement with each statement according to their experience in the English language learning process.

Before being distributed to the main respondents, the questionnaire underwent validity and reliability testing to ensure that each statement item was suitable for use as a measuring tool. The validity test results for the classroom atmosphere questionnaire show that each statement item has a fairly high correlation with the total score. The validity test was conducted using the Pearson Product Moment correlation technique through the SPSS version 27 program. The basis for decision-making was based on the calculated  $r$  value being greater than the table  $r$  (calculated  $r \geq 0.361$ ,  $N = 30$ ), so the statement items were declared valid. Based on the calculations, it was found that all items in the classroom atmosphere variable had a calculated  $r$  value greater than the table  $r$ . Thus, all statement items were declared valid and could be used in this study.

**Table 3.2 validation test results for the classroom atmosphere variable**

Statement	R-count	R -table	Description
P1	495	0,361	valid
P2	499	0,361	valid
P3	437	0,361	valid
P4	647	0,361	valid
P5	874	0,361	valid
P6	586	0,361	valid
P7	660	0,361	valid
P8	545	0,361	valid
P9	842	0,361	valid
P10	406	0,361	valid
P11	629	0,361	valid
P12	657	0,361	valid
P13	525	0,361	valid
P14	600	0,361	valid
P15	556	0,361	valid

Validity testing was also conducted on the speaking anxiety variable instrument to ensure that each statement item was truly capable of measuring students' level of speaking anxiety in English language learning. As with the classroom atmosphere variable, validity testing was conducted using the Pearson Product Moment correlation technique through the SPSS version 27 program, and

the basis for decision-making was also taken from the classroom atmosphere variable.

Based on the calculation results, it was found that all items in the classroom atmosphere variable had a calculated  $r$  value greater than the table  $r$ . Thus, all statement items were declared valid and could be used in this study.

**Table 3.3 Validation test results for the speaking anxiety variable**

Statement	R-count	R -table	Description
P1	862	0,361	valid
P2	689	0,361	valid
P3	741	0,361	valid
P4	746	0,361	valid
P5	681	0,361	valid
P6	847	0,361	valid
P7	739	0,361	valid
P8	862	0,361	valid
P9	644	0,361	valid
P10	837	0,361	valid

After the instrument has been declared valid, the next step is to conduct a reliability test to determine the extent to which the instrument is consistent in measuring the same variable under different conditions. The reliability test was conducted using Cronbach's Alpha coefficient with the help of SPSS version 27. An instrument is considered reliable if the Cronbach's Alpha value is  $> 0.60$ . The

higher the alpha value, the higher the level of internal consistency between the items in the instrument.

Based on the data processing results for the classroom atmosphere instrument, a Cronbach's Alpha value of 0.867 was obtained, which is greater than 0.60. This indicates that all items in the classroom atmosphere instrument have a high level of reliability and are consistent in measuring the classroom atmosphere.

**Table 3.4 Reliability test results for the classroom atmosphere variable**

Reliability Statistics	
Cronbach's Alpha	N of Items
.867	15

Furthermore, the reliability test results for the speaking anxiety instrument showed that Cronbach's Alpha value was 0.920, which was also greater than 0.60. Thus, the speaking anxiety instrument was declared reliable and could be used consistently to measure students' anxiety levels when speaking English.

**Table 3.5 Reliability test results for the Speaking Anxiety variable**

Reliability Statistics	
Cronbach's Alpha	N of Items
.920	10

After the instrument was declared valid and reliable, the questionnaire was distributed using total sampling technique, whereby all members of the population were made respondents of the study because the number of students was relatively limited and it was still possible to study them as a whole. Of the total 63 students at Bankuwa PadeeThailand Junior High School who took English lessons at the school

where the research was conducted, 58 students actively participated and completed the questionnaire. Before distributing the questionnaire, the researcher first requested permission from the school and English teachers. During the completion process, the researcher explained the purpose of the study and how to answer the questionnaire so that the students could understand each item properly. All the collected data were then analysed using descriptive statistics to describe the students' responses and Pearson Product-Moment correlation tests to determine the relationship between the classroom atmosphere and the students' level of anxiety in speaking English.

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

In this study, data was obtained by distributing questionnaires to all students at Bankuwa Padee School who were studying English. As the population size was not very large, the researcher used total sampling, so that all students became respondents. After the data was collected, the next step was to analyse the data using SPSS version 27 to determine the relationship between classroom atmosphere and students' speaking anxiety in English language learning.

The first step was to check the completeness and consistency of the respondents' answers. Questionnaires that were not completed or did not meet the data validity criteria were eliminated from the analysis process. Once the data was declared valid, all data was entered into SPSS version 27 for analysis. Each statement in the questionnaire was scored on a 1–5 Likert scale, where 1 indicated 'strongly disagree' and 5 indicated 'strongly agree.'

The first stage of analysis was conducted to answer the first research question, namely, *'Is there any significant correlation between classroom atmosphere and Thai students' anxiety in English speaking activities?'* This analysis used the Pearson Product-Moment correlation technique with the help of SPSS version 27. The aim was to determine whether there was a significant relationship between the variables of classroom atmosphere (X) and speaking anxiety (Y). The SPSS analysis results displayed the correlation coefficient (r) and significance level (p-value). The correlation coefficient value indicated the direction (positive or negative) and strength of the relationship between the two variables, while the significance value was used to determine whether the relationship was statistically significant. This analysis provided an initial understanding of the extent to which classroom atmosphere affected students' anxiety levels when speaking English.

The basis for decision-making refers to the following provisions:

1. If the Sig. (2-tailed) value  $< 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted, meaning that there is a significant relationship.
2. If the Sig. value (2-tailed)  $\geq 0.05$ , then  $H_0$  is accepted, meaning that there is no significant relationship.<sup>28</sup>
3. The strength of the relationship is determined by the correlation coefficient (r) value, with the following criteria:

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<sup>28</sup> Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, 2013

**Table 3.6 Interpretation of correlation coefficients<sup>29</sup>**

Coefficient Interval	Levels of Relationship
0,000 – 0,199	Very weak
0,200 – 0,399	Weak
0,400 – 0,599	Moderate
0,600 – 0,799	Strong
0,800 – 1,000	Very Strong

The next stage was conducted to answer the second research question, namely, '*What are the dominant aspects of the classroom atmosphere perceived by students in relation to speaking English in class?*' At this stage, descriptive statistical analysis was used to describe the general conditions of each indicator in the classroom atmosphere variable in relation to English speaking activities in class. Descriptive analysis is presented in the form of mean values, standard deviations, and frequency distributions for each indicator. Through this analysis, researchers can identify the most dominant aspects of the classroom atmosphere according to students' perceptions in supporting English speaking activities in class.

Thus, the combination of correlation analysis and descriptive analysis provides a comprehensive picture of the relationship between classroom atmosphere and students' anxiety about speaking, while also revealing the aspects of classroom atmosphere that play the most significant role in creating a learning environment conducive to students' courage and participation in speaking English.

<sup>29</sup> Hikmah Sofia Nurul et al., *Korelasi Motivasi Belajar dan Pemahaman Matematis terhadap Hasil Belajar Matematika*, Jurnal Pendidikan Matematika, vol 5 (1), 2023

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter the research give information about, data presentation, analysis and hypothesis testing, and discussion.

#### A. Finding

##### 1. Data Presentation

Data presentation in this study includes the results of data collection from two main variables, namely Classroom Atmosphere (X) and Students' Speaking Anxiety (Y). Data were obtained by distributing questionnaires to 58 respondents from Bankuwa Padee School junior high school students. This study aims to determine the relationship between classroom atmosphere and students' speaking anxiety in English language learning. The instruments used in this study consisted of two types of Likert scale-based questionnaires. The first questionnaire contained 15 statements measuring the level of classroom atmosphere, while the second questionnaire consisted of 10 statements measuring the level of students' anxiety in speaking English (Speaking Anxiety). Each respondent provided answers based on their perceptions and experiences, and all answers were scored according to pre-established assessment guidelines. The following results were obtained from the questionnaires:

**Table 4.1 Questionnaire scores for variables X and Y**

Respondent Code	Variabel X (Classroom Atmosphere)	Variabel Y (Speaking Anxiety)
AE	58	23
NY	57	23
AD	56	25



ARD	56	21
FH	57	24
MB	57	23
YD	57	22
NM	56	26
NA	56	23
NAS	56	22
AH	57	25
HM	56	22
KM	56	23
NN	56	22
RE	57	22
NB	56	22
FD	56	22
IF	58	24
FC	57	20
AW	56	24
FS	56	22
AM	56	22
AS	57	23
P	56	20
ND	56	21
RD	56	21
FB	57	23
NM	57	22
IM	56	21
NY	56	23
PD	56	23
HW	57	20
WK	56	24
SS	56	22
SAS	54	21
SBM	57	23
SSA	55	21
HK	56	23
NN	57	23
HM	56	22
SH	56	23
FB	57	27
TM	56	23
NSA	57	25
SM	56	25

AHA	56	25
KS	57	23
HW	56	21
AS	56	23
IM	57	25
MI	57	24
ST	58	23
KM	58	24
IY	58	24
AM	57	24
EH	57	23
LM	57	23
UB	58	23
Total	3278	1326

## 2. Analysis and Hypothesis Testing

After the data from each variable, namely classroom atmosphere and students' speaking anxiety, are presented, the next step is to conduct analysis and hypothesis testing. This stage aims to answer two research questions, namely: first, to determine whether there is a significant relationship between the two variables, and second, to identify the dominant aspects of the classroom atmosphere perceived by students in relation to English speaking activities in the classroom. The following presents the results of data analysis obtained from the research data processing.

### a. Relationship Between Classroom Correlation And Thai Students' Anxiety In English Speaking Activities

To answer the first research question, namely to determine whether there is a significant relationship between classroom atmosphere and Thai students' anxiety in English speaking activities, Pearson's Product Moment correlation

analysis was used. This analysis aims to measure the strength and direction of the relationship between the two variables — classroom atmosphere as the independent variable and speaking anxiety as the dependent variable. The calculations were performed using IBM SPSS Statistics 27, and the results of the analysis are presented as follows:

Based on the results of the correlation test using SPSS version 27, the correlation coefficient ( $r$ ) between classroom atmosphere and speaking anxiety was 0.309 with a significance value (Sig. 2-tailed) of 0.018, and the number of respondents was 58 students. This value indicates a positive relationship between the two variables. The results are presented in Table 4.2 below:

**Table 4.2 Results of Pearson Product Moment Correlation Test between Classroom Atmosphere and Speaking Anxiety**

Correlations			
		Classroom Atmosphere	Speaking Anxiety
Classroom Atmosphere	Pearson Correlation	1	.309*
	Sig. (2-tailed)		.018
	N	58	58
Speaking Anxiety	Pearson Correlation	.309*	1
	Sig. (2-tailed)	.018	
	N	58	58
*. Correlation is significant at the 0.05 level (2-tailed).			

The correlation analysis results show that the correlation coefficient ( $r$ ) value of 0.309 is in the range of 0.20–0.399, which is classified as a weak yet significant relationship according to the basis for decision making. The positive direction of the relationship indicates that the more conducive the classroom

atmosphere perceived by students, the more their anxiety levels tend to decrease. A significance value of 0.018, which is less than 0.05, indicates that the relationship is significant, so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. This means that there is a relationship between classroom atmosphere and speaking anxiety among Thai students at Bankuwa Padee School. Thus, a supportive, warm, and positive classroom atmosphere plays a role in helping students reduce their anxiety when speaking English, even though the effect is relatively weak.

**b. The Dominant Aspects Of The Classroom Atmosphere Perceived By Students In Relation To Speaking English In Class Are Identified.**

To answer the second research question, namely to identify the dominant aspects of classroom atmosphere as perceived by students in relation to English speaking activities in class, descriptive statistical analysis was used. This analysis aimed to determine the mean value of each indicator that forms the classroom atmosphere variable, including physical comfort, social interaction, teacher support, classroom order, and emotional warmth. Based on the results of the analysis using IBM SPSS Statistics 27, the following data was obtained:

**Table 4.3 Descriptive Statistics Results for Classroom Atmosphere Indicators**

Descriptive Statistics		
	N	Mean
Physical Comfort	58	3,7
Social Interaction	58	3,8
Teacher Support	58	4,05
Classroom Order	58	3,8
Emotional Warmth	58	3,6
Valid N (listwise)	58	

Based on the descriptive analysis in Table 4.3, it can be seen that the aspect of Teacher Support has the highest mean value of 4.05, while the lowest mean value is found in the aspect of Emotional Warmth with a value of 3.6. This shows that teacher support is the most dominant aspect in creating a positive classroom atmosphere according to students' perceptions. Teacher support includes the attention, encouragement, appreciation, and assistance provided by teachers to students during English speaking activities in class.

Conversely, the aspect of Emotional Warmth had the lowest average score of 3.6. This shows that the emotional atmosphere in the classroom still needs to be improved so that students can feel more secure, accepted, and appreciated. The low perception of emotional warmth can be interpreted as meaning that some students still feel awkward, lack confidence, or do not yet have a strong emotional connection with their learning environment. This condition has the potential to affect students' comfort in interacting using English.

Thus, the results of this descriptive analysis answer the second research question in this study, namely that the dominant aspect of the classroom atmosphere perceived by students in relation to English speaking activities in class is Teacher Support, as it has the highest average score compared to other aspects. This finding also emphasizes the importance of the teacher's role in creating a classroom atmosphere that supports active student participation in English language learning, particularly in the context of speaking skills.

## B. DISCUSSION

### a. A Significant Relationship Between Classroom Correlation And Thai Students' Anxiety In English Speaking Activities

The correlation analysis results show that the correlation coefficient ( $r$ ) value of 0.309 is in the range of 0.20–0.399, which is classified as a weak but significant relationship. The significance value of 0.018, which is less than 0.05, indicates that the relationship is significant, so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. These findings show that the more conducive the classroom atmosphere perceived by students, the lower their level of anxiety in speaking English tends to be. In other words, the classroom atmosphere contributes to a decrease in students' anxiety in speaking, although the effect is relatively weak.

This is in line with research conducted by Meilasari, which shows that a supportive and cooperative classroom atmosphere can help reduce students' anxiety about speaking in English lessons. Through the application of cooperative learning, students feel safer, more comfortable, and supported by their group mates, so they are more confident in speaking in a foreign language. Thus, the more positive the classroom atmosphere created by the teacher, the lower the level of anxiety experienced by students when speaking.<sup>30</sup>

In addition, Jamil Akib also argues that the classroom environment has a significant influence on the results of learning English as a foreign language. A warm classroom atmosphere, positive teacher-student interactions, and high

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<sup>30</sup> Meilasari Tania Aryani et al., *Integrating Cooperative Learning in EFL Classroom to Alleviate Students' Speaking (Fluency) Anxiety*, international Journal of Language Education and Cultural Review, volume 9 Number 2, December 2023, Page: 1

emotional support have been shown to increase students' motivation, confidence, and active participation in using English. Conversely, a rigid, oppressive, and overly teacher-centred classroom atmosphere creates tension and reduces student engagement. Thus, a positive and emotionally safe classroom atmosphere is an important factor in reducing speaking anxiety and encouraging students to communicate in English.<sup>31</sup>

However, this significant but weak correlation can be interpreted to mean that classroom atmosphere is not the only factor influencing students' level of anxiety when speaking. There are other factors that play a role, according to Ramli Kozi, factors that influence students' level of speaking anxiety. These include linguistic issues, such as lack of vocabulary, low grammatical competence, and poor pronunciation, as well as non-linguistic factors such as low self-confidence. Thus, students' linguistic abilities and psychological conditions have a significant influence on their participation in speaking activities in class.<sup>32</sup>

In addition, according to Azwar, students' active participation in speaking is also influenced by several contextual factors, including the students' familiarity with the topic, their interest in the topic being discussed, their level of preparation, their comfort with the topic, and the level of challenge posed by the topic. Other factors such as the size of the learning group, familiarity with the task, seating arrangements, and the characteristics of the conversation partner, including gender,

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<sup>31</sup> Jamil Akib, *A Thematic Review of the Influences of Classroom Environment on Students' Learning Outcomes in the EFL Context*, Jurnal Pendidikan, Pengajaran, dan Pembelajaran. 10 (3), 2025 page 331

<sup>32</sup> Ramli Kozi et al., *Factors of Students' Willingness and Unwillingness to Speak English in the Classroom*, Journal of English Education and Teaching (JEET), Volume 5 number 1, 2021 page 1

age, and level of familiarity, also influence the extent to which students dare and are able to participate in classroom conversations.<sup>33</sup> Thus, it can be concluded that although the classroom atmosphere plays an important role in reducing students' anxiety about speaking, personal, linguistic, and situational factors remain the main aspects that shape students' active participation in English speaking activities in the classroom.

Based on the results of the study, it can be concluded that a positive and supportive classroom atmosphere plays an important role in helping students reduce their anxiety when speaking English. A comfortable classroom makes students more courageous to speak and participate actively in learning activities. However, the classroom atmosphere is not the only factor that affects speaking anxiety. Other factors such as language ability, self-confidence, learning experience, and teaching methods also have an influence. Therefore, teachers need to create a pleasant learning atmosphere and provide emotional support so that students are more confident and motivated to speak in English.

**b. The Dominant Aspects Of The Classroom Atmosphere Perceived By Students In Relation To Speaking English In Class Are Identified.**

Based on the descriptive analysis presented in Table 4.3, it was found that the Teacher Support aspect had the highest average score of 4.05, while the Emotional Warmth aspect had the lowest score of 3.6. These findings indicate that, according to students' perceptions, teacher support is the most dominant aspect in

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<sup>33</sup> Azwar Taufiq Akbar, et al., *Factors Influencing Indonesian EFL Learners' Willingness to Speak English in Classrooms*, Journal of English Teaching 7(2), 2021 page 216



creating a positive classroom atmosphere for English speaking activities in class. Teacher support here includes the attention, encouragement, appreciation, and assistance provided by teachers to students during English speaking activities. On the other hand, the low score for Emotional Warmth indicates that emotional warmth in the classroom still needs to be improved so that students feel more secure, accepted, and appreciated, which in turn can support their comfort in interacting using English.

This is in line with the results of research conducted by Huang Lan, which shows that students who receive support from teachers demonstrate greater improvement in English language skills, academic resilience, and enjoyment of learning compared to students who do not receive such support.<sup>34</sup>

In addition, research conducted by Sulistiana Ulpa shows that teacher support through active and collaborative learning strategies, as well as praise and positive feedback, can increase students' confidence in speaking English. Teachers report that these strategies increase student participation, improve fluency, and encourage them to take risks in communication. Furthermore, emotional support provided through praise and peer cooperation helps reduce anxiety and creates a sense of psychological security in the classroom.<sup>35</sup>

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<sup>34</sup> Huang lan et al., *Teacher support in language learning: a picture of the effects on language progress, academic immunity, and academic enjoyment*, BMC Psychology, (2024) page 1

<sup>35</sup> Sulistiana ulpa et al. *Teachers' Perceptions of Speaking Confidence Strategies: A Case Study at Cambridge English School*, Journal on Interdisciplinary Studies in Humanities Volume 8 Issue 2, 2025 page 370

These findings are also reinforced by research conducted by Wang Yingna, which highlights the importance of balancing positive and negative emotions in the context of language learning. The results of this study show that students' positive emotions can overcome negative emotions and influence their involvement in classroom interactions. This means that when students experience positive emotions such as happiness, comfort, and confidence, these emotions can suppress and reduce the influence of negative emotions such as fear, awkwardness, or anxiety, so that students become more active in participating in speaking activities in class.<sup>36</sup>

The findings of this study indicate that low average scores in the Emotional Warmth aspect may be an indication that some students do not yet fully experience a positive emotional atmosphere in the classroom. A lack of emotional warmth can make students hesitant to speak because they do not yet feel completely safe and accepted in the learning environment. Conversely, if students receive positive emotional support, it will encourage their involvement in speaking English. Thus, increasing Emotional Warmth will not only improve the psychological atmosphere in the classroom, but also directly contribute to increasing students' confidence and verbal participation in English language learning.

These results confirm that the emotional atmosphere in the classroom plays a role that is no less important than other pedagogical aspects. Low levels of emotional warmth need to be addressed by English teachers in order to create a

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<sup>36</sup> Wang Yingna and marecki Mateusz, *Positive Psychology 2.0 in a Foreign Language Classroom: Students' Emotional Experience in English Classroom Interaction in China*. Frontiers in psychology.vol 12, 2021 page 1

learning environment that is warmer, more inclusive, and supportive of students' speaking skills development. By increasing positive interactions, empathy, and acceptance in the classroom, it is hoped that students will be more confident and courageous in actively using English.



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## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the results of data analysis and discussion in the previous chapter, several conclusions can be drawn as follows:

- 1) There is a significant relationship between classroom atmosphere and speaking anxiety among Thai students in English language learning. The Pearson Product Moment correlation test showed a correlation coefficient ( $r$ ) of 0.309 with a significance value (Sig. 2-tailed) of 0.018, which is less than 0.05. This means that there is a significant but weak relationship between the two variables. The positive direction of the relationship indicates that the more positive and conducive the classroom atmosphere perceived by students, the lower their level of anxiety in speaking English tends to be. Thus, a comfortable, warm, and supportive classroom atmosphere plays a role in helping students reduce their anxiety when speaking in class.
- 2) The most dominant aspect of classroom atmosphere based on student perception is teacher support. The results of descriptive statistical analysis show that the Teacher Support aspect has the highest average score (4.05), while the Emotional Warmth aspect has the lowest average score (3.6). These findings indicate that, according to students' perceptions, teacher support is the most dominant factor in creating a positive classroom atmosphere that supports English speaking activities. Conversely, the low score on the Emotional Warmth aspect indicates that emotional

connections and a sense of security among students still need to be improved so that they are more confident and comfortable communicating in English.

- 3) A positive classroom atmosphere can reduce anxiety about speaking and increase student engagement in English language learning. A well-managed classroom, accompanied by supportive interactions, can help students overcome their fear of making mistakes and encourage them to speak more actively. Therefore, teachers need to pay attention not only to academic aspects, but also to emotional and social aspects in creating a pleasant learning environment and fostering student confidence.

### **B. Recommendations**

Based on the above conclusions, several recommendations can be made as follows:

#### **1) For Teachers**

Teachers are expected to create a more positive classroom atmosphere through support, motivation, and constructive feedback. Teachers also need to foster emotional warmth, empathy, and mutual respect among students so that they feel safe and confident to speak English in class.

#### **2) For Students**

Students are expected to participate more actively in speaking activities and not be afraid of making mistakes. By building confidence, working with peers, and treating mistakes as part of the learning process, students will find it easier to reduce anxiety and improve their speaking skills.

### 3) For Schools and Educational Institutions:

Schools are expected to provide support to teachers in developing learning strategies that focus on a conducive and interactive classroom environment. Teacher training activities on affective learning approaches and emotional support- based classroom management can be important steps in creating a more positive learning environment.

### 4) For Future Researchers:

Future researchers are advised to investigate other factors that may influence speaking anxiety, both internal factors such as self-confidence and motivation, and external factors such as teaching methods or students' cultural backgrounds. In addition, research can be conducted with a larger sample size and in different school contexts to obtain broader and more in-depth results.

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### Appendix 1: Matrix of Research

Title	Variable	Indicator	Source Of Data	Research Method	Research Question
The Correlation between the Influence of Classroom Atmosphere and Thai Students' Speaking Anxiety in English Lessons	<b>X(Independent Variable):</b> Classroom Atmosphere  <b>Y(Dependent Variable):</b> Students' Speaking Anxiety	<b>Classroom Atmosphere Indicators:</b> <ul style="list-style-type: none"> <li>• Physical comfort (temperature, lighting, ventilation)</li> <li>• Social interaction (student-teacher &amp; student-student relationships)</li> <li>• Teacher support (feedback &amp; speaking opportunities)</li> <li>• Classroom order</li> <li>• Emotional warmth</li> </ul> <b>Speaking Anxiety Indicators:</b> <ul style="list-style-type: none"> <li>• Communication Apprehension</li> <li>• Fear of negative evaluation</li> <li>• Test Anxiety / Speaking Performance Anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Thai students learning English at a school in Thailand</li> <li>• Questionnaire responses</li> </ul>	<b>Correlation research:</b> <ul style="list-style-type: none"> <li>• Instrument: 1–5 Likert-scale questionnaire</li> <li>• Total sampling</li> </ul> <b>Data analysis:</b> <ul style="list-style-type: none"> <li>• Pearson Product-Moment Correlation</li> <li>• Descriptive statistics</li> </ul>	1. Is there any significant relationship between classroom correlation and Thai students' anxiety in English speaking activities?  2. What are the dominant aspects of the classroom atmosphere perceived by students in relation to speaking English in class?

## Appendix 2: Questionnaire of Research

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Please tick the box for the answer you think is most appropriate.

1: Strongly disagree 2: Disagree 3: Neutral/Neutral 4: Agree 5: Strongly agree

No	PERTANYAAN	1 STS	2 TT	3 N/C	4 S	5 SS
<b>A. CLASS ROOM ATMOSPHERE</b>						
<b>Physical Comfort</b>						
1.	My class feels comfortable for learning, so I have become active in speaking English.					
2.	The lighting in the classroom encourages me to actively speak English.					
3.	The comfortable temperature and ventilation encourage me to actively speak English.					
<b>Social Interaction</b>						
1.	I feel comfortable interacting with my classmates when speaking English.					
2.	I feel appreciated by my friends when I speak English.					
<b>Teacher Support</b>						
1.	My teacher give me the opportunity to speak English.					
2.	My teacher give me helpful feedback after I spoke.					
3.	I felt supported by my teacher when I tried to speak in class.					
4.	My teacher gives me appreciation when I speak English					
<b>Classroom Order</b>						
1.	If the class runs in an orderly and organized manner, it will encourage me to speak English.					

2.	If the classroom atmosphere is calm then I can focus on speaking English.					
3.	The teacher's excellent time management and speaking activities motivated me to learn.					
<b>Emotional Warmth</b>						
1.	I feel safe speaking English in class.					
2.	I am not afraid of making mistakes when speaking in class.					
3.	The classroom atmosphere makes me feel confident in speaking English.					
<b>B. SPEAKING ANXIETY</b>						
<b>Communication Apprehension</b>						
1.	I feel calm when I have to speak English in front of the class.					
2.	I continue to speak in English without fear of making mistakes.					
3.	I feel confident when speaking English in group discussions.					
<b>Fear of negative evaluation</b>						
1.	I am sure my friends will not laugh at me and will support me even if I make mistakes when speaking.					
2.	I believe my teacher will give constructive feedback when I speak..					
3.	I am confident that my English skills are good enough to speak in class and get good grades.					
<b>Test Anxiety / Speaking Performance Anxiety</b>						
1.	I feel calm before the speaking test in English class.					
2.	After studying, I feel ready and confident to take the English test.					
3.	I am more confident in speaking exams than written exams.					
4.	I was able to express everything I wanted to say during the English speaking test.					

### Appendix 3: Questionnaire Validity Responses

Nama : Ahlada daon  
 Kelas : M2

Berilah Tanda Centang Untuk Jawaban Yang Menurut Anda Paling Sesuai

No	PERTANYAAN	1 STS	2 TT	3 N/C	4 S	5 SS
<b>A. CLASS ROOM ATMOSPHERE</b>						
<b>Kenyamanan Fisik</b>						
1.	Kelas saya terasa nyaman untuk belajar, sehingga saya menjadi aktif dalam berbicara bahasa Inggris.				✓	
2.	Pencapaian di kelas mendukung saya untuk aktif berbicara bahasa Inggris.			✓		
3.	Suhu dan ventilasi udara yang nyaman membuat saya aktif berbicara bahasa Inggris.				✓	
<b>Interaksi Sosial</b>						
1.	Saya merasa nyaman berinteraksi dengan teman sekelas dalam berbicara bahasa Inggris.				✓	
2.	Saya merasa dihargai oleh teman-teman saya ketika berbicara bahasa Inggris.			✓		
<b>Dukungan Guru</b>						
1.	Guru saya memberikan saya kesempatan untuk berbicara bahasa Inggris.				✓	
2.	Guru saya memberikan umpan balik yang membantu setelah saya berbicara.				✓	
3.	Saya merasa didukung oleh guru ketika saya mencoba berbicara di kelas.				✓	
4.	Guru saya memberikan apresiasi ketika saya berbicara bahasa Inggris.				✓	
<b>Ketertiban Kelas</b>						
1.	Kelas yang tertib dan terorganisir mendorong saya untuk berbicara bahasa Inggris.					✓
2.	Suasana kelas yang tenang membantu saya fokus			✓		



	dalam berbicara bahasa Inggris.					
3.	Pengelolaan waktu dan aktivitas berbicara yang baik oleh guru membuat saya semangat belajar.				✓	
<b>Keamanan Emosional</b>						
1.	Saya merasa aman untuk berbicara bahasa Inggris di kelas.			✓		
2.	Saya percaya diri untuk berbicara meskipun melakukan kesalahan.			✓		
3.	Suasana kelas membuat saya merasa yakin dan percaya diri berbicara bahasa Inggris.				✓	
<b>B. SPEAKING ANXIETY</b>						
<b>Kecemasan dalam Berkomunikasi</b>						
1.	Saya merasa tenang ketika harus berbicara dalam bahasa Inggris di depan kelas.			✓		
2.	Saya tetap berbicara dalam bahasa Inggris tanpa takut melakukan kesalahan.			✓		
3.	Saya merasa percaya diri saat berbicara bahasa Inggris dalam diskusi kelompok.			✓		
<b>Takut Dinilai Negatif</b>						
1.	Saya yakin teman-teman saya tidak akan menertawakan saya dan akan mendukung saya meskipun saya melakukan kesalahan saat berbicara.		✓			
2.	Saya percaya guru saya akan memberikan masukan yang membangun ketika saya berbicara.			✓		
3.	Saya yakin kemampuan bahasa Inggris saya cukup baik untuk berbicara di kelas dan mendapatkan penilaian yang baik.		✓			
<b>Kecemasan Saat Ujian</b>						
1.	Saya merasa tenang sebelum tes berbicara dalam pelajaran bahasa Inggris.		✓			
2.	Setelah saya belajar, Saya merasa siap dan percaya diri untuk mengikuti tes bahasa Inggris			✓		
3.	Saya lebih percaya diri dalam ujian berbicara		✓			

	dibandingkan ujian tulis.					
4.	Saya mampu mengungkapkan semua apa yang ingin saya sampaikan saat tes berbicara bahasa inggris		✓			

Note :

STS 1 : Sangat tidak Setuju

TS 2 : Tidak Setuju

N/C 3 : Netral /cukup

S 4: Setuju

SS 5: Sangat Setuju



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Appendix 4: Validity Questionnaire Results Table

Classroom Atmosphere																
Responden	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	Total
R1	4	4	4	2	1	4	3	3	1	4	2	4	4	3	4	47
R2	3	3	3	2	1	3	3	3	1	3	2	3	3	3	3	39
R3	3	3	3	3	1	3	3	3	1	3	3	3	3	3	3	41
R4	2	3	3	2	1	2	2	3	1	3	2	3	2	3	2	34
R5	3	3	4	3	1	2	3	3	1	4	3	3	2	3	2	40
R6	3	4	2	2	1	3	3	3	1	2	2	3	3	3	3	38
R7	2	4	4	2	2	2	4	5	2	4	2	4	2	5	2	46
R8	5	4	4	1	1	4	4	4	1	4	1	4	4	4	4	49
R9	3	3	5	1	1	3	3	3	1	5	1	3	3	3	3	41
R10	4	4	4	3	1	4	3	3	1	4	2	4	4	3	4	48
R11	4	4	3	4	5	4	4	5	5	3	4	4	4	5	4	62
R12	2	4	4	5	4	2	4	5	4	4	5	4	2	5	2	56
R13	5	4	5	3	5	5	4	3	5	5	3	4	5	3	5	64
R14	4	4	5	5	5	3	4	4	5	5	5	4	3	4	3	63
R15	5	4	4	5	5	5	4	4	5	4	5	4	5	4	5	68
R16	1	3	5	4	4	1	5	5	4	3	4	3	1	5	1	49
R17	1	4	4	5	4	1	4	5	4	4	5	4	1	5	1	52
R18	2	4	4	5	4	2	5	5	4	4	5	4	2	5	2	57
R19	3	4	4	4	5	5	5	5	5	4	4	4	3	5	3	63
R20	2	4	4	4	3	2	4	4	3	3	4	4	2	4	2	49
R21	5	4	4	5	5	5	5	5	5	4	5	4	5	5	5	71
R22	2	4	5	5	3	2	3	4	3	5	5	4	2	4	2	53
R23	3	4	4	4	3	3	4	3	3	4	4	4	3	3	3	52
R24	3	5	5	5	3	4	5	3	3	5	4	5	3	4	5	62
R25	1	4	4	4	3	1	4	3	3	4	4	4	1	3	1	44
R26	2	5	4	5	2	2	2	3	2	4	5	4	2	3	2	47
R27	4	4	5	5	5	4	4	5	5	4	5	4	4	5	4	67
R28	3	4	2	3	2	3	3	3	5	5	3	4	3	3	3	49
R29	4	4	4	3	3	4	3	4	4	4	3	4	4	5	4	57
R30	1	4	4	4	3	2	3	4	3	4	4	4	1	4	1	46



SPEAKING ANXIETY											
RESPONDEN	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
R1	4	2	4	3	3	3	2	4	1	3	29
R2	3	2	3	2	2	3	2	3	2	3	25
R3	3	4	3	2	4	3	2	3	4	4	32
R4	3	3	3	2	3	4	2	3	2	3	28
R5	3	3	5	2	3	3	2	3	3	3	30
R6	2	1	2	1	3	2	1	2	1	2	17
R7	2	3	2	2	3	2	2	2	3	3	24
R8	1	2	3	1	2	1	1	1	2	1	15
R9	2	3	2	2	3	2	2	2	3	2	23
R10	3	3	3	2	3	3	2	3	3	4	29
R11	5	4	4	4	4	5	4	5	4	5	44
R12	2	4	3	2	4	2	2	2	4	2	27
R13	4	3	5	3	4	4	3	4	3	4	37
R14	2	4	3	2	4	2	2	2	4	2	27
R15	4	4	4	4	4	4	4	4	4	4	40
R16	3	2	2	3	2	3	2	3	2	3	25
R17	3	3	3	3	3	3	3	3	3	3	30
R18	4	5	5	3	5	4	3	4	5	4	42
R19	3	5	4	4	5	3	3	3	5	3	38
R20	2	3	3	3	3	2	3	2	3	2	26
R21	3	3	4	4	3	3	4	3	3	3	33
R22	2	2	3	3	2	3	3	2	2	2	24
R23	2	2	3	3	2	2	3	2	2	2	23
R24	3	3	5	4	3	3	4	3	3	3	34
R25	4	4	4	4	4	4	4	4	4	4	40
R26	2	4	3	3	4	2	3	2	4	2	29
R27	1	4	3	1	4	2	1	1	4	1	22
R28	2	2	2	3	2	2	3	2	2	2	22
R29	3	3	4	3	3	3	3	3	3	3	31
R30	2	3	2	2	3	2	2	2	3	2	23

## Appendix 5: Lecturer Validity Results

### QUESTIONNAIRE VALIDATION FORM The Correlation Between The Influence Of Classroom Atmosphere And Thai Students' Speaking Anxiety In English Lessons

Name : Fatma Wulandari  
Nim : 222101060015  
Validator Name : Dr. Ninuk Indrayani,M.Pd

#### A. Request For Validation Of Instrument

I hereby request your willingness to validate the research instrument in the form of a questionnaire that will be used in my research. The purpose of this validation is to obtain input and assessment of the suitability of the content, language, and construction of the instrument so that it is suitable for use in collecting research data. I am very grateful for your willingness and assistance.

#### B. Instructions For Completing The Instrument Validation

Please read each statement carefully. Then, tick (✓) the score column that corresponds to your assessment of the aspect being evaluated. Use the following assessment criteria:

1 = Not suitable	2 = Less suitable	3 = Suitable	4 = Very suitable
------------------	-------------------	--------------	-------------------

Then, Provide suggestions or comments if necessary as material for improving the instrument.

#### C. Instrument Validation Table

No	Aspects Assessed	1	2	3	4	Comment
1.	Statements in accordance with research variable indicators				✓	
2.	Each item represents an aspect of the variable being measured.				✓	
3.	The language used is clear and easy to understand.				✓	

**QUESTIONNAIRE VALIDATION FORM**  
**The Correlation Between The Influence Of Classroom Atmosphere And Thai**  
**Students' Speaking Anxiety In English Lessons**


4.	The sentence does not have multiple meanings or ambiguities.			✓		
5.	The arrangement of items is in accordance with the indicators and variable theory.				✓	
6.	The rating scale corresponds to the measurement objective.			✓		

**D. General Assessment**

Give a mark tick (✓) on the appropriate assessment :

☐ Excellent    ☒ Good    ☐ Fair    ☐ Poor

**E. Suggestions And Comments**



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Jember, 10 Mei 2025

Validator



**Dr. Ninuk Indravani, M.Pd**  
**Nip.197802102009122002**

## Appendix 6: Research Questionnaire Responses

Nama : Nisrina Ma - Usang  
 Kelas : M3

Berilah Tanda Centang Untuk Jawaban Yang Menurut Anda Paling Sesuai

No	PERTANYAAN	1 STS	2 TT	3 N/C	4 S	5 SS
<b>A. CLASS ROOM ATMOSPHERE</b>						
<b>Kenyamanan Fisik</b>						
1.	Kelas saya terasa nyaman untuk belajar, sehingga saya menjadi aktif dalam berbicara bahasa Inggris.				✓	
2.	Pencapaian di kelas mendukung saya untuk aktif berbicara bahasa Inggris.			✓		
3.	Suhu dan ventilasi udara yang nyaman membuat saya aktif berbicara bahasa Inggris.				✓	
<b>Interaksi Sosial</b>						
1.	Saya merasa nyaman berinteraksi dengan teman sekelas dalam berbicara bahasa Inggris.			✓		
2.	Saya merasa dihargai oleh teman-teman saya ketika berbicara bahasa Inggris.			✓		
<b>Dukungan Guru</b>						
1.	Guru saya memberikan saya kesempatan untuk berbicara bahasa Inggris.			✓		
2.	Guru saya memberikan umpan balik yang membantu setelah saya berbicara.				✓	
3.	Saya merasa didukung oleh guru ketika saya mencoba berbicara di kelas.				✓	
4.	Guru saya memberikan apresiasi ketika saya berbicara bahasa Inggris.					✓
<b>Ketertiban Kelas</b>						
1.	Kelas yang tertib dan terorganisir mendorong saya untuk berbicara bahasa Inggris.				✓	
2.	Suasana kelas yang tenang membantu saya fokus			✓		



	dalam berbicara bahasa Inggris.					
3.	Pengelolaan waktu dan aktivitas berbicara yang baik oleh guru membuat saya semangat belajar.				✓	
<b>Keamanan Emosional</b>						
1.	Saya merasa aman untuk berbicara bahasa Inggris di kelas.					✓
2.	Saya percaya diri untuk berbicara meskipun melakukan kesalahan.				✓	
3.	Suasana kelas membuat saya merasa yakin dan percaya diri berbicara bahasa Inggris.			✓		
<b>B. SPEAKING ANXIETY</b>						
<b>Kecemasan dalam Berkomunikasi</b>						
1.	Saya merasa tenang ketika harus berbicara dalam bahasa Inggris di depan kelas.				✓	
2.	Saya tetap berbicara dalam bahasa Inggris tanpa takut melakukan kesalahan.				✓	
3.	Saya merasa percaya diri saat berbicara bahasa Inggris dalam diskusi kelompok.			✓		
<b>Takut Dinilai Negatif</b>						
1.	Saya yakin teman-teman saya tidak akan menertawakan saya dan akan mendukung saya meskipun saya melakukan kesalahan saat berbicara.				✓	
2.	Saya percaya guru saya akan memberikan masukan yang membangun ketika saya berbicara.			✓		
3.	Saya yakin kemampuan bahasa Inggris saya cukup baik untuk berbicara di kelas dan mendapatkan penilaian yang baik.	✓				
<b>Kecemasan Saat Ujian</b>						
1.	Saya merasa tenang sebelum tes berbicara dalam pelajaran bahasa Inggris.				✓	
2.	Setelah saya belajar, Saya merasa siap dan percaya diri untuk mengikuti tes bahasa Inggris				✓	
3.	Saya lebih percaya diri dalam ujian berbicara				✓	

	dibandingkan ujian tulis.					
4.	Saya mampu mengungkapkan semua apa yang ingin saya sampaikan saat tes berbicara bahasa inggris			✓		

Note :

STS 1 : Sangat tidak Setuju

TS 2 : Tidak Setuju

N/C 3 : Netral /cukup

S 4: Setuju

SS 5: Sangat Setuju



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Appendix 7: Research Questionnaire Results Table

CLASSROOM ATMOSPHERE																TOTAL
NAMA	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	CA
R1	4	4	4	4	3	4	4	5	5	4	3	4	3	3	4	58
R2	4	4	4	5	5	4	4	3	4	3	3	4	3	3	4	57
R3	4	3	4	4	3	4	4	4	4	5	3	4	3	3	4	56
R4	3	3	5	4	3	4	4	5	4	3	3	4	4	4	3	56
R5	4	4	4	5	5	4	5	4	4	3	3	3	3	3	3	57
R6	4	3	3	3	4	5	4	5	4	4	3	4	4	3	4	57
R7	4	4	3	5	5	4	4	4	4	4	3	4	3	3	3	57
R8	4	3	4	3	3	3	4	4	5	4	3	4	5	4	3	56
R9	5	4	3	3	3	4	4	4	5	5	3	4	3	3	3	56
R10	4	3	4	4	3	3	5	4	5	3	3	4	3	4	4	56
R11	4	4	3	3	5	4	3	4	5	5	3	4	3	3	4	57
R12	5	3	4	3	4	4	4	4	5	3	4	3	3	3	4	56
R13	3	3	4	4	4	5	5	5	5	3	3	3	3	3	3	56
R14	4	3	4	3	4	4	5	5	4	4	3	4	3	3	3	56
R15	3	4	4	5	3	4	5	5	4	3	5	3	3	3	3	57
R16	3	3	3	3	3	5	5	5	4	4	3	4	3	4	4	56
R17	3	4	3	4	3	5	4	4	5	4	4	3	4	3	3	56
R18	5	3	3	4	3	5	4	4	4	3	4	4	4	4	4	58
R19	5	4	3	3	3	5	4	4	4	4	4	3	3	4	4	57
R20	5	3	3	3	3	5	4	4	4	3	4	4	3	4	4	56
R21	4	4	4	3	4	4	4	5	4	5	3	3	3	3	3	56
R22	5	4	3	4	3	4	4	4	5	4	4	3	3	3	3	56
R23	5	4	4	3	3	4	4	4	4	4	5	3	4	3	3	57
R24	3	3	3	4	4	4	4	5	5	4	4	4	3	3	3	56
R25	5	3	3	3	3	5	4	4	4	4	3	3	3	4	5	56
R26	3	3	4	5	4	5	3	4	4	3	3	3	3	4	5	56
R27	4	4	4	4	5	5	4	3	5	3	3	3	3	3	4	57
R28	5	3	3	3	4	5	5	4	4	4	3	4	3	3	4	57
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R37	4	3	3	5	4	4	4	3	4	4	3	4	3	3	4	55

R38	4	3	3	4	5	3	4	5	4	3	3	4	4	4	3	56	
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R53	5	5	4	3	3	4	5	4	4	3	3	3	4	5	3	58	
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R57	4	5	3	3	4	4	5	4	5	4	3	3	3	3	4	57	
R58	3	4	3	3	5	4	5	4	4	4	5	3	3	4	4	58	
	SPEAKING ANXIETY											TOTAL					
Respondents	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	SE						
R1	2	2	3	2	3	3	2	2	2	2	23						
R2	2	3	3	1	2	2	2	2	3	3	23						
R3	3	3	3	2	3	2	2	3	2	2	25						
R4	3	1	2	2	2	3	2	3	2	1	21						
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R7	3	2	2	2	2	2	2	2	2	3	22						
R8	3	3	2	3	2	1	3	3	3	3	26						
R9	2	3	2	3	2	2	2	2	3	2	23						
R10	2	2	2	2	2	2	3	2	3	2	22						
R11	3	3	3	4	2	1	2	2	2	3	25						
R12	3	3	2	2	2	3	1	2	2	2	22						
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R14	2	2	2	1	3	2	3	3	2	2	22						
R15	3	2	2	2	4	2	2	2	2	1	22						
R16	3	2	2	2	3	2	1	2	2	3	22						
R17	1	2	2	2	3	2	2	2	3	3	22						
R18	3	2	3	2	2	2	2	2	3	3	24						

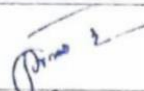
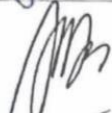
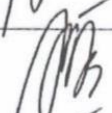
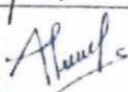
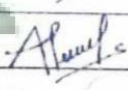

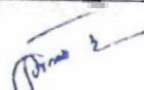


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R21	3	3	3	1	2	2	2	3	2	1	22
R22	3	2	3	2	2	1	2	1	3	3	22
R23	2	2	2	3	3	3	2	2	2	2	23
R24	2	2	2	1	3	1	3	2	2	2	20
R25	2	3	2	1	2	2	2	2	2	3	21
R26	2	2	2	2	2	3	2	3	1	2	21
R27	3	2	2	3	2	2	2	2	3	2	23
R28	2	3	2	2	2	2	2	3	2	2	22
R29	2	2	2	3	2	2	2	2	2	2	21
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R31	3	2	3	2	2	2	2	2	2	3	23
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R33	3	3	3	2	2	3	2	2	2	2	24
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R39	2	2	2	3	3	2	2	2	2	3	23
R40	2	2	3	1	3	2	2	2	2	3	22
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R44	2	2	3	3	3	2	3	3	2	2	25
R45	2	2	3	1	3	3	2	3	3	3	25
R46	3	3	3	3	3	2	2	2	2	2	25
R47	1	3	2	1	2	3	3	3	3	2	23
R48	4	3	1	2	2	1	2	3	1	2	21
R49	3	3	2	3	2	2	2	2	2	2	23
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R58	3	2	3	2	2	2	2	2	2	3	23

## Appendix 8: Journal of Research

### RESEARCH JOURNAL

#### The Correlation between the Influence of Classroom Atmosphere and Thai Students' Speaking Anxiety in English Lessons

No	Date Of Research	Activity	Notes	Signature
1.	21 May 2025	The researcher requested permission from the school to conduct the study	Mr. Isamaae Pokyo	
2.	23 May 2025	Researchers submit questionnaires to validators (expert lecturers) to obtain assessments and suggestions for improvement.	Dr. Ninuk Indrayani, M.Pd.	
3.	27 May 2025	Researchers revised the questionnaire items based on input from validators.	Dr. Ninuk Indrayani, M.Pd.	
4.	30 May 2025	The researcher requested permission to test the questionnaire on 30 students.	Mr. Abubakar	
5.	02 June 2025	researchers collected questionnaire test data	Mr. Abubakar	
6.	30 June 2025	Researchers distributed questionnaires to all students junior high school at Bankuwa Padee School (total sampling).	Mr. Lookman Sama	
7.	09 July 2025	researchers request a letter of completion after conducting research	Mr. Isamaae Pokyo	

Director of Bankuwa Padee School



Mr. Isamaae Pokyo

## Appendix 9: Bankuwa School Profile



### โรงเรียนบ้านควา Ban Kuwa School

130/1 M.5 T.riko A. Sungaipadi Ch. Narathiwat 96140

Telp 080-062-3090 , 099-958-2392

#### A. School Identity

- a) School name: Bankuwa (padee) School
- b) Education level: Kindergarten, elementary school, and junior high school
- c) School status: Public/Government
- d) School address: Hamlet 5, Guwa Village, Riko Subdistrict, Su-ngai Padi District, Narathiwat Province, Thailand
- e) Area size: 3 rai 10 tarangwa (approximately 5,040 square meters)
- f) School contact information: (phone, email, website, social media)

#### B. School Vision, Mission

- a) Vision: To develop students into individuals of high quality in accordance with basic education standards, in a conducive learning environment, with professional teaching staff, and involving parents, the community, and partners in the transparent and responsible management of the school.
- b) Mission: As an educational institution under the auspices of the Narathiwat Region 2 Basic Education Office, Bankuwa School is responsible for providing basic education to the communities of Hamlets 4 and 5, Subdistrict 1, District 2, Riko Subdistrict, Sungai Padi District. Narathiwat Province.

## Appendix 10: Declaration of Authenticity

### Declaration of Authenticity

The Undersigned Below:

Name : Fatma Wulandari  
Student's Id Number : 222101060015  
Study Program : English Department  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN Kiai Haji Achmad Siddiq Jember

Declare truthfully that this research does not contain any elements of plagiarism from research or scientific works previously conducted or produced by others, except those cited in writing in this manuscript and mentioned in the sources cited and bibliography. If, at a later date, it is proven that this research contains elements of plagiarism and there are claims from other parties, I am willing to be processed in accordance with applicable laws and regulations.

I hereby declare that this statement is made truthfully without coercion or pressure from any party.

KH ACHMAD SIDDIQ  
JEMBER

Jember, 18 October 2025  
Who make statements



**Fatma Wulandari**  
Nim.222101060015

## Appendix 11: Research Permission Letter



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

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

Nomor : B-12946/In.20/3.a/PP.009/07/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala BAN KUWA SCHOOL

130/1 M.5 T.riko A. Sungaipadi Ch.Narathiwat thailand

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

NIM : 222101060015  
Nama : FATMA WULANDARI  
Semester : Semester tujuh  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Influence of Classroom Atmosphere on Thai Students' Speaking Participation in English Lessons" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Mr. Isamaae Pokyo

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Juli 2025

Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
HOTIBUL UMAM



## Appendix 12: Research Finishing Letter



**โรงเรียนบ้านควา Ban Kuwa School**

130/1 M.5 T.riko A. Sungaipadi Ch. Narathiwat 96140

Telp 080-062-3090 , 099-958-2392

### SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR:BKS16/2568

Yang bertanda tangan di bawa ini:

Nama : Mr. Isamaae pokyo  
Jabatan : Direktur Ban kuwa school  
Alamat : 130/1M.5T.riko.A.Sungaipadee.ch.Narathiwat

Dengan ini Menerangkan:

Nama : Fatma Wulandari  
Nim : 222101060015  
Jurusan : Tadris Bahasa Inggris  
Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember  
Alamat : Jl. Mataram No 01 Karang Mluwo, Mangli Kec.Kaliwates,Kab.Jember, Prov. Jawa Timur 68136

Berdasarkan Surat Dari Fakultas Tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 29 Mei 2025. Yang bersangkutan Telah Melaksanakan Penelitian Di Bankuwa School Thailand dengan judul “ **The Correlation between the Influence of Classroom Atmosphere and Thai Students’ Speaking Anxiety in English Lessons**” Selama 30 hari mulai dari observasi, hari Kamis 29 Mei 2025, sampai Jum’at 27 Juni 2025. Pengambilan data Senin 30 Juni 2025, sampai Rabu 09 juli 2025.

Thailand, 09 Juli 2025

Direktur Ban Kuwa School Thailand

Mr. Isamaae Pokyo

### Appendix 13: Turnitin check letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram 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

#### SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Fatma Wulandari

NIM : 222101060015

Program Studi : Tadris bahasa Inggris

Judul Karya Ilmiah : The Correlation between the Influence of Classroom Atmosphere  
 and Thai Students' Speaking Anxiety in English Lessons

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (12,8)%

BAB I : 11%

BAB II : 13%

BAB III : 21%

BAB IV : 12%

BAB V : 7%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 12 November 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(Laily Yunita Susanti, M.Si)

Nip. 198906092019032007

- NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

## Appendix 14: curriculum vitae

### ABOUT THE RESEARCHER



#### 1. PERSONAL INFORMATION

Name : Fatma Wulandari  
 Nim : 222101060015  
 Gender : Female  
 Place of birth : Gresik  
 Date of birth : 14<sup>th</sup>, September 2004  
 Address : Karangrejo, Ujungpangkah, Gresik  
 Email : [Fatmawulandari022@gmail.com](mailto:Fatmawulandari022@gmail.com)

#### 2. EDUCATIONAL BACKGROUND

2010-2016 : MI Tarbiyatul Islam  
 2016-2019 : MTS Kanjeng Sepuh  
 2019-2022 : MA Kanjeng Sepuh

#### 3. ORGANIZATION EXPERIENCE

1. Secretary of HMPS English Education
2. Member of PMII Rayon FTIK UIN Khas Jember