



Factors Affecting Speaking Anxiety of Thai Students During Oral Presentation: Faculty of Education in TSAI

Muhamad Sofian Hadi¹⁾, Lidiyatul Izzah²⁾, Mareena Masae³⁾*

^{1),2)} English Education Study Program. Faculty of Education. Universitas Muhammadiyah Jakarta, South Tangerang, Banten, Indonesia

³⁾ Thailand Students Association in Indonesia. TSAI

* mrnms023@gmail.com

ABSTRACT

The objective of this research is to find out the effectiveness to use Foreign Language Classroom Anxiety Questionnaire as a tool that adapted in Speaking skills from first-year until a fourth-year grade of Thai students in TSAI. This study used a Quantitative Method with Survey research by implementing the design of an online questionnaire. In this study, the participants are all Thai students, the Faculty of Education in TSAI who have been studying in Jakarta and west Java with 46 Participants. The data were collected by giving Foreign Language Classroom Anxiety Questionnaire as the instruments. The result of significant scores of Thai students after examined the Foreign Language Classroom Anxiety Questionnaire is x 3 556 within the high-anxiety level, it can be said that there are major factors that affecting speaking anxiety during English oral presentation skills of Thai students, the Faculty of Education in TSAI.

Keywords: English language teaching, speaking anxiety, English educational students

Citation APA Style: Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai Students During Oral Presentation: Faculty of Education in TSAI. *English Language in Focus (ELIF)*, 3(1), 79-88. <https://doi.org/10.24853/elif.3.1.79-88>

INTRODUCTION

English is a common language that very important, it is a medium for dissemination, exchange of information, and knowledge in various fields. It is also an important tool for communication, occupation, creating an understanding of culture, and understanding of the vision of other nations. Therefore, for the development of the country to be progressive and comparable with international, it is necessary to develop the potential of the population, especially students to learn English as a foreign

language. Muhammad (2019) stated that in an English as a foreign language (EFL) context, among all other language skills; Listening, Speaking, Reading, and Writing (LSRW), speaking is considered to be not only important but also most immediately sought after by all sections of people. There could be numerous reasons for this, such as personal interests, changes in curriculum, new socio-economic plans, more future job opportunities, and revised national development on many occasions, it was mentioned that the English language plays a key role in

enhancing job opportunities and all efforts will be made to teach and improve English language skills of the students at all levels of education (Hadi & Izzah, 2019).

There is another article that has discussed the importance of English for EFL students. Wahyuni et al (2019) mentioned speaking as EFL is demanded to be learned by all of the learners. It is a particular way to express an idea to other people, speak without stuttering, and establish unbiased instruction during communication. Speaking is a pleasant activity not only due to the ease of using it in extending, sharing, and collaborating with others but also to the chance of individuals, particularly students, to communicate with English native or non-native speakers (Ahmad, 2019; Hadi & Emzir, 2016; Masbirran & Fauzi, 2018; Rizqiningsih & Hadi, 2019). Therefore, in everyday life, everyone has to be able to communicate in oral form to involve in the interaction among people around.

Moreover, it is an indirect form of obligation for any individuals to master speaking skills for their purpose to establish a social relationship among the society which is very essential in life (Mackey, 1962; Hadi, 2019). Mastering speaking skills is complex. It is not only about expressing the idea but also ensuring the interlocutors understand the point that has been delivered through the various signals given by the interlocutors during the speaking such as nodding, facial expression, and also eye movement.

In addition, speaking skill requires the listening ability at the same time to

support the process of transferring and receiving the message. Both skills should be mastered well by the speakers because speaking has a wide range of possible responses that could not be predicted hence the way to have effective communication is by listening and responding. Thomas (2019) also mentioned accuracy refers to "how to correct learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary", while fluency refers to "how well learners communicate meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary". Kelsen (2019) and Burns (2019) mentioned since the most recent national survey of the Basic Communication Course found that public speaking is the most commonly required communication skills course for general education.

In general, communication in English is a challenge for university students in Thailand. Combining this with the increase in international students who are also learning English in Thailand, indicates a need to examine the English speaking skills of students at the tertiary level Thailand's Quality Warning Foundation urged the Thai state to improve the English teaching standard of the country so that the competitiveness in preparation for the ASEAN community in 2015 could be initiated.

There are 3 main areas that Thai governments instigated to elevate the English proficiency for Thai education, namely; policies, institutions, and finance. The implication of each area is overly

Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai

complicated as well as the quality of English language teaching standard discourse. For example, it is displayed in terms of imbalance of a surfeit of curriculum content, inadequate teachers, the overload of teachers' responsibilities other than teaching, insufficient teaching materials, and equipment, poor budgets spent on teaching-learning to support the goals for English development in the country, inappropriate methods to assess the schools and students, large class sizes, rules, and regulations.

Thomas (2019) mentioned that the Ministry of Education introduced national foreign language standards and benchmarks in Thailand. This led to all students from Kindergarten through university having exposure to English. The pervading teaching style in most parts of Thailand is lecture-style or direct instruction that employs grammar-translation with a structural approach, despite efforts to encourage communicative language teaching. This is the teaching experience of many students in Thailand whether they are Thais or internationals studying in the country. Inphoo & Nomnian (2019) also mentioned regarding studies in community-based English language education in Thailand, values community based instructional innovations by integrating language learners' Thai sociocultural aspects into English language instruction that can transform learners to become autonomous and independent in using language to address regional identity, local community, and knowledge issues.

However, anxiety is still a major problem in speaking English for Thai students and we have to understand and learn to solve these problems. Anxiety, in particular, is the focus of this study because it causes negative impacts on language learners who are likely to withdraw themselves from classroom interactions. Many of us have been in situations as language learners when the teacher asked to come forward to perform or participate in English class we avoid to do feel uncomfortable to be chosen to speak next. At other times we avoid communicative opportunities altogether (Pörhölä et al., 2019).

As a matter of fact, anxiety is still not easy to define in a simple sentence. It is distress or uneasiness of mind caused by fear of danger or misfortune". The definition shows that anxiety is a feeling that is closely related to the psychological system of individuals who are experiencing feelings beyond what it would normally be (Kurdi & Archambault, 2018; Oteir & Al-Otaibi, 2019). It also mentioned the fact is in line with what states that speaking anxiety is one of the most important affective variables that influence foreign language learning, often has a detrimental effect on the student's oral performance of English (Barrett & Liu, 2019).

Of course, anxiety issues affecting English-speaking students in Thailand are huge, they are anxious to speak English both inside and outside the classroom. Inphoo & Nomnian (2019) mentioned studies regarding Thai students' communication in English language classrooms, however, have shown their

reticence to speak because they are too passive and shy to use the language to communicate in. Such difficulties are viewed as internal or effective challenges for English learners. The researcher suggests that teachers need to take Thai students' classroom behaviors, attitudes, expectations, values, and beliefs into consideration in order to identify appropriate pedagogical approaches to promote their confidence and engagement in the English language classroom.

Affective factors including attitudes, emotions, motivations, and anxiety have long been researched, well documented, and considered as essential and instrumental in second and foreign language acquisition. Most of the factors leading to English speaking anxiety and specified applying grammatical rules learned in speaking English as a possible cause of why students become anxious when discoursing with native speakers.

This study, therefore, wants to study the problems and factors that cause anxiety during English oral presentation skills in order to solve problems directly and encourage students to develop their English-speaking skills more efficiently. Gkonou & Miller (2019) stated inhibition refers to the students being anxious about the teacher's feedback and afraid to be laughed from their friends. As Saputra & Hadi (2019) also noted mentioned developing abilities to perform basic oral communication or speaking is strongly recommended. It is perceived that of all the four macro English skills; speaking

seems to be the most important skill required for communication.

In general, it seems that a foreign language is not easy to speak fluently, and there are more problems that prevent Thai students' speaking skills, such as vocabulary, pronunciation, and grammatical problems. Thus, there are some difficulties in Thai students' poor speaking skills. Although the students have been trained for twelve years at school term, then they have got a few semesters in university training but they are still poor speakers and poor confidence.

In Thailand English has long been viewed as pivotal to the development in terms of business, educations, and technological headway, all of which require proficiency in English (Akkakoson, 2019). In fact, English has been a compulsory element of the national education curriculum since 1980. In 2001, it was declared in the new national curriculum that English would be a compulsory foreign language subject starting from level 1 in primary education (from 6 years of age). English is also one of the eight compulsory components that Thai students have to take in the core and elective courses. Generally speaking, the study of English in Thai schools is divided into four levels: level 1 (preparatory level) and level 2 (beginning level) in primary education, level 3 (expanding level) in lower secondary education, and level 4 (expanding level) in upper-secondary education. Officially, English is a foreign language equivalent to French, German, Chinese, and Japanese. However,

Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai

English is clearly accorded the highest status and value.

Boonkit, et al as cited by Phothongsunan (2019) it have also been described as " the essences of being an educated and cultured Thai. In some urban and suburban areas where there is a high level of social and economic activity, English is seen more as of value for international relations and economic and academic purposes. English is inexorably present in all professions throughout Asia including Thailand. It is widely employed in the media and various forms of publication in English for both academic and non-academic purposes are largely available around the country. The language is extensively used in newspapers, broadcasting, and in the entertainment business. With the recent development of information, communication, and technology (ICT), English is also easily accessible through the internet. In other words, throughout the country, Thai EFL learners of different ages can access English through one means or another.

Base on this study, it can be gleaned that second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language especially for Thai students, and conducting this study, will not only examines the performance of English-speaking learners of Thai with different levels of study and examine the factors affect anxiety during English oral presentation but may also prove its relation to the lowering proficiency of English usage of Thai students in Indonesia.

RESEARCH METHODOLOGY

The method in this study, the writer focused on this experiment to prove the speaking anxiety after using the analysis of variance one-way ANOVA. Considering the purpose of the writer and the nature of the problem, this research used Quantitative research - A survey method that was applied to conduct and explore the level of anxiety of Thai students by taking the several level academic year/grade of Thai students The Faculty of Education in TSAI.

The data of this research was collected through implementing the instruments. The writer distributes the questionnaires of the factors affecting the speaking anxiety of Thai students in TSAI by using the Foreign Language Classroom Anxiety Questionnaire, The writer draft the questionnaire by determining the factors that affected speaking anxiety with 35 items/factors, and the Foreign Language Classroom Anxiety Questionnaire.

FINDING AND DISCUSSION

The data which were analyzed in this research was the result of the Foreign Language Classroom Anxiety Questionnaire. The data shown in this part were collected from Thai students from the Faculty of Education in TSAI. To obtain information in various variable base on the hypothesis by interpreting the meaning of the data analysis the result of the research is divided into 3 part including basic information of the sample (academic year/grade, age, and gender), the anxiety level of the sample if classified by academic year/grade, age, and gender,

and the factors that affected to speaking anxiety during English oral presentation skills of Thai students. The results of the analysis can be seen in the following sections.

Gender Classification

When considering all 46 participants of information collected from Thai students, the Faculty of Education in TSAI was found that most respondents are female 37 participants that accounted for 80.4 % and male 9 participants that accounted for 19.6 %.

Table 1. The percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by gender.

Gender	A Number of the Students	Percentage (%)
Male	9	19.6 %
Female	37	80.4 %
Total	46	100 %

1. Gender (เพศ)
46 tanggapan

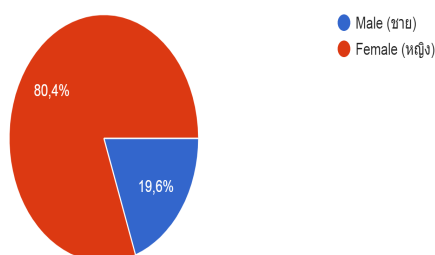


Figure 1 the percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by gender.

Age Classification

When considering all 46 participants of information collected from Thai students, the Faculty of Education in TSAI was found that the most age range's respondents are ≥ 23 years 23 participants that accounted 50%, 21-22 years 14 participants that accounted 30.4%, and 19-20 years 9 participants that accounted 19.6%.

Table 2. the percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by age.

Age	A Number of the Students	Percentage (%)
19-20 years	9	19.6 %
21-22 years	14	30.4 %
≥ 23 years	23	50 %
Total	46	100 %

2. Age (อายุ)
46 tanggapan

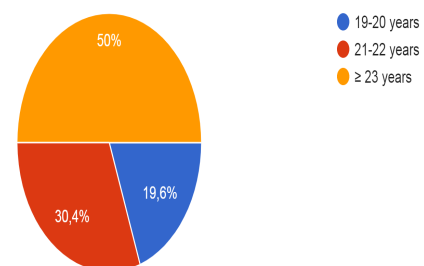


Figure 2. the percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by age.

Grade Classification

When considering all 46 participants of information collected from Thai students, the Faculty of Education in TSAI was found that the most grade's respondents are fourth-year 28

Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai

participants that accounted 60.9%, second-year 9 participants that accounted 19.6%, third-year 5 participants that accounted 10.9%, and first-year 4 participants that accounted 8.7%.

Table 3. the percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by academic year/grade.

Academic year	A Number of the Students	Percentage (%)
1 st year	4	8.7 %
2 nd year	9	19.6 %
3 rd year	5	10.9 %
4 th year	28	60.9 %
Total	46	100 %

3. Grade (ชั้นปีการศึกษา)
46 tanggapan

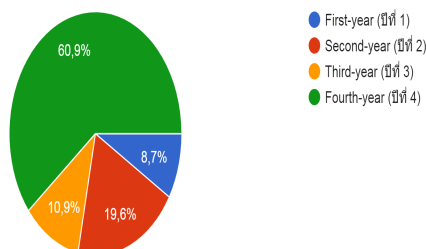


Figure 3. the percentage of the respondents of Thai students, the Faculty of Education in TSAI that classified by academic year/grade.

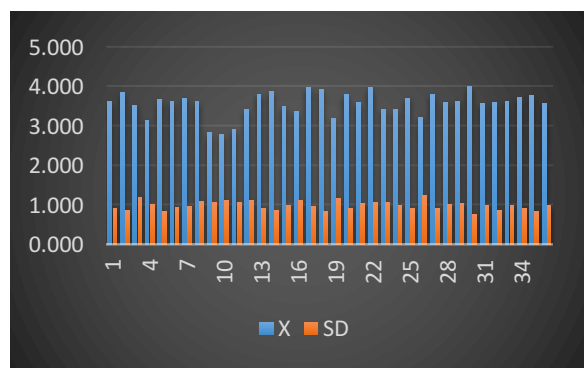


Figure 4. the results of Thai students' Foreign Language Classroom Anxiety Questionnaire scores

The average mean score = 3.556

The average S.D. score = 0.994

Although, the quantitative result above showed that these students have an average mean score is 3.556 with a high-anxiety level there still have the students who have personally score with the medium until low anxiety level which means they have good enough English speaking skills. These are their perspective and attitude toward their English class. Among these students, some of them reported that:

"I'm fun to speak English even I'm speaking the wrong grammar, the important thing is my partner understood what was I talking about."

"I have well prepared every time that I have to deliver my English oral class, I have nothing to regret later."

"It's fun to trial and learn English from my mistakes, I'm quite confident to speak up even it's good feedback or not."

The above excerpts indicated their utterance showed that they are optimistic about speaking English in class toward oral language learning situations, which impacts the students in a positive and motivates them to speak English and probably the outcomes of facilitating anxiety. From an early study on foreign language anxiety of Horwitz et., al as cited in Akkakoson (2006) to those in the present time, speaking anxiety seems to be fairly typical of learners of L2 or foreign language.

CONCLUSION

Based on the finding and discussion above, we could conclude that The level of speaking anxiety experienced by 46 Thai participants was revealed through a questionnaire, while attitude and perspective toward English oral class sources of anxiety were collected through an interview form.

This research can be concluded that the average mean score of Thai students is high – anxiety level and in descending order of top factors as follows:

1. *I'm worried If I don't pass the English course, this is due to a variety of reasons, such as fear of exams.* Following the theory of Krashen as cited in Salem (2019) explained that the learners will be able to learn English by receiving inputs that are meaningful and understandable and the learners must learn the language and ready to take the exam without compulsion.

2. *I can feel my heart pounding when I'm going to be called on in language class,* these factors related to how the participants react to responses made by people around when they are speaking English and how the participants react to the teacher's feedback toward their speaking performance in the class as Daud (2019) mentioned that another social-related factor inferred from participants' stories is that some of them feel uncomfortable to speak in front of many people, they feel under pressure.

3. *I always feel that the other students speak a foreign language better than I do, this factor related to the internal factor of being shy, lack of confidence from*

forward-looking, thinking that the others can do better which is consistent with Prasart as cited in Salem (2019) anxiety is the result of internal thoughts (Subjective danger), and fear is caused by anything outside (Objective Danger).

4. *I start to panic when I have to speak without preparation in the language class,* the participants dare not risk showing themselves to speak another foreign language in front of others. They are afraid of not understanding all the language input because for them to comprehend the target language means that they need to know every spoken word and they will be anxious if they have to speak a foreign language without preparation Horwitz as cited in Akkakoson (2006) mentioned anxious students fear to speak in the foreign language.

Although the writer already concluded the top factors that affecting speaking anxiety during oral presentation skills of Thai students, the Faculty of Education in TSAI, but there still have factors that should not be ignored such as being unable to produce oral utterance due to lack of vocabulary in the line with the research of Rithirat as cited in Inphoo & Nomnian (2019) mentioned the obstacle in English speaking of Thai students were found that they lack vocabularies and when they want to speak English they have to think in Thai first.

The result showed the significance of the factors affecting speaking anxiety during English oral presentation skills of Thai students, the Faculty of Education in

Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors Affecting Speaking Anxiety of Thai

TSAl. After used Foreign Language Classroom Anxiety Questionnaire to prove and examine the anxiety level and the factors that affected speaking anxiety. Moreover, we can know the obstacles in foreign language learning to learning how to cope with this problem of making our foreign language learning easier.

REFERENCES

- Akkakoson, S. (2019). Thai Language Learners' Sense of English Ownership. *PASAA*, 58, 235–263.
- Barrett, N. E., & Liu, G. Z. (2019). Factors That Influence the Development and Performance of Academic Oral Presentations Using a Blended Learning Environment. *Journal of Computer Assisted Learning*, 35(6), 708–720.
<https://doi.org/10.1111/jcal.12376>
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Daud, A., Ras, F., Novitri, N., & Audia, C. P. (2019). Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers. *Journal of Educational Sciences*, 3(3), 412–422.
<https://doi.org/10.31258/jes.3.3.p.412-422>
- Gkonou, C., & Miller, E. R. (2019). Caring and Emotional Labour: Language Teachers' Engagement With Anxious Learners in Private Language School Classrooms. *Language Teaching Research*, 23(3), 372–387.
<https://doi.org/10.1177/1362168817728739>
- Hadi, M. S. (2019). The Use of Song in Teaching English for Junior High School Student. *English Language in Focus (ELIF)*, 1(2), 7–112.
<https://doi.org/10.24853/elif.1.2.107-112>
- Hadi, M. S., & Emzir, E. (2016). Improving English Speaking Ability through Mobile Assisted Language Learning (Mall) Learning Model. *IJLECR - International Journal of Language Education and Culture Review*, 2(2), 71–74.
<https://doi.org/10.21009/IJLECR.022.19>
- Hadi, M. S., & Izzah, L. (2019). Problem Based Learning (PBL) in Teaching English for Students of Primary School Teacher Education Department. *English Language in Focus (ELIF)*, 1(1), 54–54.
<https://doi.org/10.24853/elif.1.1.45-54>
- Inphoo, P., & Nomnian, S. (2019). Dramatizing a northeastern Thai Folklore to Lessen High School Students' Communication Anxiety. *PASAA*, 57, 33–66.
- Kelsen, B. A. (2019). Exploring Public Speaking Anxiety and Personal Disposition in EFL Presentations. *Learning and Individual Differences*, 73, 92–101.
<https://doi.org/10.1016/j.lindif.2019.05.003>
- Kurdi, V., & Archambault, I. (2018). Student-Teacher Relationships and Student Anxiety: Moderating Effects of Sex and Academic Achievement. *Canadian Journal of School Psychology*, 33(3), 212–226.
<https://doi.org/10.1177/0829573517707906>

- Mackey, W. (1962). The description of bilingualism. In W. Li (Ed.), *The bilingualism reader* (pp. 25–26). Routledge.
- Masbirran, G., & Fauzi, A. (2018). Speaking Skill in Using Community Language Learning (CLL). *Indonesian Journal of Integrated English Language Teaching*, 3(2), 198–205. <https://doi.org/10.24014/ijelt.v3i2.4844>
- Muhammad, A. (2019). Specifying Criteria for the Assessment of Speaking Skill: A Library Based Review. *International Journal of Educational Sciences*, 24(1–3), 23–33. <https://doi.org/10.31901/2456632.2.2019/24.1-3.1075>
- Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, 10(3), 309–317. <https://doi.org/10.24093/awej/vol10no3.21>
- Phothongsunan, S. (2019). Revisiting English Learning in Thai Schools: Why Learners Matter. *NIDA Journal of Language and Communication*, 97(35), 97–104. <https://so04.tcithaijo.org/index.php/NJLC/article/view/202430>
- Pörhölä, M., Almonkari, M., & Kunttu, K. (2019). Bullying and Social Anxiety Experiences in University Learning Situations. *Social Psychology of Education*, 22(3), 723–742. <https://doi.org/10.1007/s11218-019-09496-4>
- Rizqiningsih, S., & Hadi, M. S. (2019). Multiple Intelligences (MI) on Developing Speaking Skills. *English Language in Focus (ELIF)*, 1(2), 127–136. <https://doi.org/10.24853/elif.1.2.127-136>
- Salem, A. A. M. S. (2019). A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings. *English Language Teaching*, 12(6), 146–160. <https://doi.org/10.5539/elt.v12n6p146>
- Saputra, H. N., & Hadi, M. S. (2019). Teaching Vocabulary through Fly Swatter Game. *English Language in Focus (ELIF)*, 2(1), 17–24. <https://doi.org/10.24853/elif.2.1.17-24>
- Thomas, D. (2019). Segmentation of tertiary Non-Native English Speaking Students' Language Learning Strategies. *ABAC Journal*, 39(1), 88–101.
- Wahyuni, S., Qamariah, H., Gani, S. A., Yusuf, Y. Q., & Syahputra, M. (2019). Critical Thinking Skills: British Parliamentary Debate System to Improve English as Foreign Language (EFL) Students' Critical Speaking. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 2(3), 429–433. <https://doi.org/10.33258/birci.v2i3.444>