

Research Article

DEVELOPING GUIDELINES FOR IMPROVING THE ENGLISH STUDY COURSES FOR MATHAYOM 1 SECONDARY STUDENTS AT RAJAVINIT MATHAYOM SCHOOL, BANGKOK

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Received: 2024-06-14

Revised: 2024-07-21

Accepted: 2024-07-26

ABSTRACT

The objectives of this research were 1. to study the problems and obstacles in learning English courses. 2. to study the satisfaction level in learning English courses. 3. to propose guidelines for improving English classes. This research was mixed-method research. Qualitative research collected data through interviews, open-ended questionnaires, and focus groups to study problems in the use of English and to propose guidelines for improving English courses. In addition, the researcher used quantitative research to collect data by using questionnaires to study satisfaction with learning English collected from students at Rajavinit Mathayom School in Bangkok Province a total of 200 people.

The results of the study showed that regarding the problems in learning English for courses. The school provides the native teacher to teach the students and there is not a Thai assistant teacher to help or explain the students to understand clearly. 2. The level of opinions of students regarding their satisfaction in learning English courses, was at a high level. Considering each aspect, activities in the classroom were at the highest average followed by teaching materials, contents, learning evaluations, and teaching methods respectively 3. According to the guidelines, it was found that there were 5 guidelines proposed in terms of learning English namely: 1. Providing Thai assistant teachers, following

up on the students more, the native teachers speak more slowly and clearly, and providing daily life English speaking. Lastly, providing vocabulary activities.

Keywords: English Teaching Guidelines, Rajavinit Mathayom School, Bangkok

INTRODUCTION

English is a subject that is required in schools in Thailand. This implies that English must be studied by all pupils as an obligatory subject. Primary schools are usually where English is first taught, while secondary schools are where students finish their language studies. Recognizing English's significance as a global language, its ability to provide Thai students with possibilities in the global job market, and its overall advantages for the Thai economy, the Thai government places a high priority on teaching English to its citizens. Many schools in Thailand provide extracurricular English language programs, like language exchanges and camps, in addition to regular classroom instruction. These courses allow students more chances to practice and advance their English language proficiency. In general, English has been more frequently spoken in Thailand as a result of the necessity that students study the language.

The Ministry of Education unveiled its most recent reforms to English instruction at the basic education level in 2014.

Regarding the policy, academics and language instructors generally concur that the adoption of the Common European Framework of Reference for Languages (CEFR) is an essential first step toward defining language objectives and raising English language proficiency among Thai adolescents shortly. The policy turns into a resolute commitment and a good effort to raise Thais' English proficiency to better prepare them for life in the ASEAN region. (Pornpimon, 2019)

English communication is one of the key competencies that must be prioritized to improve the degree of English proficiency among Thai secondary school students, as the majority of them appear to have difficulty with it. The research has addressed several factors that contribute to Thai students' weak English communication abilities. First of all, it's hard to learn English orally because most Thai learners don't have many opportunities to speak it in daily life. For the development of L2 fluency, speaking practice in and out of the classroom is essential. Second,

the majority of Thai people do not regularly consume English-language media. Because of this, it could be challenging for students to practice listening and get used to spoken English. Undoubtedly, the ability to comprehend what is being heard is crucial for English communication. Finally, because most students are still more interested in rote learning, grammar translation, reading, and writing than in acceptable English engagement, the majority of English classrooms in Thailand still lack a supportive environment for speaking practice (Yusica, 2014).

The researcher thinks that English skills are beneficial to Mathayom 1 students who study in secondary school because they are fit for the new era's needs and proficiency; the reason is that the researcher has evaluated what kind of English skills the Mathayom 1 students who study in secondary school need to improve and what level of English skills competence they have. This research can be used to provide a guideline for future English skills courses for Mathayom 1 students who study in secondary school. If we have English courses that are fit for the target officials, it will be more advantageous for the students, and

the government investment in the department will be more worthwhile.

PURPOSES OF THE STUDY

1. To study the problems and obstacles in learning English courses of Mathayom 1 students at Rajavinit Mathayom School including listening, speaking, reading, and writing skills
2. To study the satisfaction level in learning English courses of Mathayom 1 students at Rajavinit Mathayom School when learning English.
3. To propose guidelines for improving English classes for Mathayom 1 students at Rajavinit Mathayom School.

BENEFITS OF THE STUDY

1. The English teachers recognize English skills problems of first-years in the secondary school of Rajavinit Mathayom School.
2. The English teachers recognize the level of satisfaction with planning the English course for Mathayom 1 with appropriateness.
3. The results of the research benefit English language teachers because the feedback is based on the needs of students.

SCOPE OF THE STUDY

Scope of the area

The researcher studied at Rajavinit Mathayom School, Bangkok

Scope of the population

The research population of this study is the Mathayom 1 students who study in secondary school at Rajavinit Mathayom School. However, there are 381 Mathayom 1 students at Rajavinit Mathayom School. The researcher selected 10 students to interview to explore the problems and obstacles of students who study in Mathayom 1 secondary school at Rajavinit Mathayom School and the researcher used the Krejcie & Morgan formula to calculate the sampling in this research to study the satisfaction level of students who study in Mathayom 1 secondary school at Rajavinit Mathayom School when learning English. All the present subjects are Mathayom 1 students who study in secondary school at Rajavinit Mathayom School. The total is 200 students.

Scope of the content

The researcher studied information from the document, academic articles, and websites, including related research as well as reviewing literature both within the country and abroad. The researcher has adapted the concepts

of knowledge in various areas, problems in language learning, and satisfaction in learning English courses which includes Teaching Methods, Activities, Contents, Teaching Materials, and Evaluations

Scope of Time

The researcher has studied this data analysis for 4 months (January – April 2024)

LITERATURE REVIEW

1. English problems of Thai students

1.1 Meaning of English problems

Natcha & Chuanpit (2020) discovered that preservice instructors brought up issues with textbooks, curricula, evaluation, and other elements that contribute to successful teaching. Additionally, they stated that their lack of confidence in their ability to communicate in English was a result of their lack of persistence in practicing or looking for more opportunities to utilize the language. They were aware of ongoing professional development opportunities and the availability of programs for professional development that are pertinent to all aspects of their career success, including their proficiency in English and the pedagogical techniques used to teach and evaluate productive skills like writing and listening-speaking abilities.

1.2 The importance of English Language in Thailand

Kok & Ekkapon (2018) state that Thai students are required to take English as a foreign language at all levels of formal education. The Thai education system aspires for its students to possess a sufficient level of English proficiency, particularly in communicative ability, so they may remain competitive in the English-speaking world, fulfill employment requirements, and experience social mobility and improved quality of life. With the establishment of the ASEAN Community 2015—of which Thailand is an active member—it is anticipated that the emphasis on English will grow over time (ASEAN Secretariat, 2015). The 10 ASEAN nations communicate with one another in English.

Taradi & Sanjaya (2018) stated that the four language abilities of reading, writing, speaking, and listening are the main focus of communicative English skills. Furthermore, educators view students as collaborators in their work as well as the pupils. The communicative approach, in theory, combines oral and written exercises to teach language as a whole, encompassing speaking, listening, reading, and writing abilities.

Because the four language skills are viewed as a manifestation of the interpretation and production of spoken and written language based on the basic competencies, this approach highlights the significance of these skills. According to this concept, intercultural competency is thus defined as the culmination of different activities about the four language skills, with a focus on relevant content. Students in this method are not objects. but rather cooperative partners. The capacity to use language to accurately understand language when interacting with social situations, such as when using language by accepted social norms, is known as communicative competence.

1.3 Learning English guidelines

Nutcha & Chuanpit (2020) declared that getting the right training to help pre-service teachers collaborate effectively with English language learners is crucial. They ought to be given a suitable education plan that will better prepare them through activities and instructional strategies. To resolve the issues and fulfill the pre-service English to meet teachers' requirements and offer them appropriate programs, a thorough investigation should be carried out to gather crucial data. For Thai pre-service English teachers,

the study's findings can be utilized to create and enhance English curricula and training, which will help the language learn and teach effectively in a classroom setting. The study will help to clarify the issues pre-service English teachers are dealing with in ELT. It can serve as a guide for legislators and curriculum developers when creating suitable English courses and curricula that will eventually produce successful pre-service English teachers.

2. Concepts and theories of the language teaching process

2.1 Teaching English steps

Srisuwan (2013) For novice educators, encouraging pupils to collaborate is crucial to their happiness and enjoyment of teaching, hence classroom management is their priority. Students' decisions to apply to study may be influenced by their prior understanding of classroom management; therefore, teachers should possess the credentials necessary to persuade students of their competence and enable them to modify their approach to meet the needs of each student. The most important aspects influencing a teacher's quality are their behavior, personal attitudes, and instructional approaches. Furthermore, a variety of characteristics,

including the teacher's age, sex, teaching style, level of contact, resources utilized, and classroom environment, influence how satisfied students are with their teachers. The teaching methods that students find most satisfying include making learning tasks enjoyable, using novelty, employing strategies for memorization or shortcuts, using activities like singing, using body language, voice modulations, and eye contact, as well as the capacity to spark curiosity and offer incentives and rewards when necessary. Additionally, 10 characteristics of teachers that children anticipate seeing were described by Girard's study 1. Teachers should make the lesson interesting. 2. Teachers should have good pronunciation. 3. Teachers should have clear explanations. 4. Teachers should speak fluently. 5. Teachers should have no bias and treat students equally. 6. Teachers should encourage all students to participate. 7. Teachers should be patient. 8. Teachers should focus on spoken language. 9. Teachers should motivate students to work. 10. Teachers should use an audio-lingual approach in teaching.

As students' results and academic accomplishments depend on their teachers' abilities, concurs that a good language teacher should possess

academic knowledge and be able to modify teaching materials to meet students' requirements and motivate them to learn

3. Satisfaction Theory of English improving

3.1 Meaning of satisfaction in learning English

From reviewing concepts and theories, the researcher found that there are academics different meanings of satisfaction have been given as follows:

Jedo (2017) the meaning of satisfaction as a person's feeling or attitude towards something. or related factors, feelings of satisfaction occur when a person's needs are met or their goals are achieved to a certain extent. Such feelings are diminished and do not arise if the need or purpose is not met. Therefore, when teaching English as a foreign language, it is necessary to study the level of student satisfaction. To enable teachers to design effective teaching and learning activities.

P r a i m a h a n i y o m , Kamutthapichai, & Panklam (2023) have said that satisfaction refers to the feeling that arises. When achieving success as intended or is it the final feeling of having achieved the objective? In addition, it was found that student

satisfaction with learning will help those involved to take steps to involve students in determining the format. Learning activities and methods for measuring and evaluating students' competencies holistically are always appropriate.

Iambunyarit, Phuripanik & Rakbamrung (2020) said that satisfaction Refers to a person's positive attitude, feelings, or attitude towards what they practice together or have been assigned to perform duties in return received Including various surrounding environments that are factors that cause satisfaction or dissatisfaction from the meaning of this satisfaction can be summarized as satisfaction as an attitude. That is abstract, it is a feeling. Personally, both positive and negative, depending on the response is what determines behavior. In the expression of a person that affects the choice to do something.

3.2 The theory of tools stimulates individuals to create satisfaction.

Padlian & Jongkonklang (2020) have summarized that the incentives used as tools to stimulate people to achieve satisfaction are as follows: 1. Material incentives include money or things. 2. Desired physical condition. It is the environment in which various activities are carried out, which is one of the important things.

which causes physical happiness. 3. Ideological benefits refer to things that satisfy a person's needs. 4. Social benefits. It is a friendly relationship with activity participants that will create bonding, satisfaction, and a condition of living together which is the satisfaction of individuals in terms of society or stability in society. This will make you feel secure and stable in your activities. Satisfaction is a good feeling that one likes. A person's satisfaction or impression of something obtained by that thing can satisfy both physical and mental needs. Every person has many needs and has many levels of needs, which if received, therefore, studying student satisfaction is a response that will create satisfaction. Any form

of learning management that will provide students with satisfaction. Learning must meet the needs of the learner. The theory about needs that affect satisfaction is important.

From the literature review, the researcher concluded that satisfaction with English language teaching was It is a matter of how students feel about teaching by teachers. which is satisfied Each person's satisfaction has different factors. Including satisfaction can change at any time. It can be seen that student satisfaction is important in organizing teaching and learning. This will help teachers know the guidelines for teaching and learning. It also helps to create a good atmosphere. And it also increases the efficiency of teaching.

CONCEPTUAL FRAMEWORK

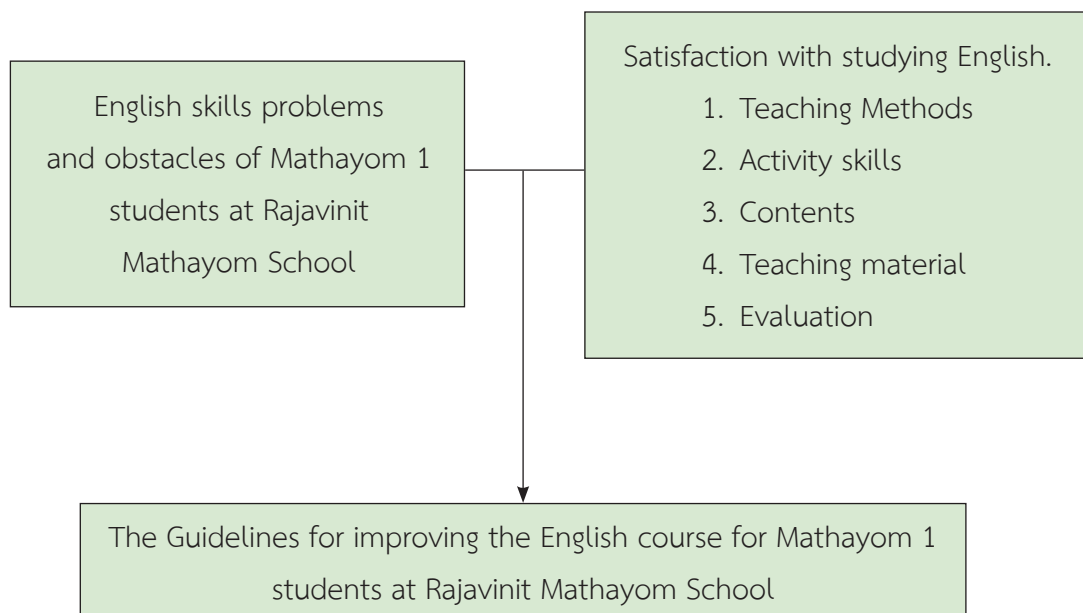


Figure 1 Conceptual Framework

METHODOLOGY

This research was mixed-method research. There were Qualitative Research and Quantitative Research.

QUANTITATIVE RESEARCH.

Qualitative Instrument

The researcher selected a total of 35 key informants (McMillan and Schumacher, 1997) using a purposive sampling method to obtain true information from representative

opinions of students from Rajavinit Mathayom School to represent.

1. The researcher studied information from the document, academic articles, and websites including related research as well as reviewing literature both within the country and abroad.

2. Open-ended questionnaires

3. Structure in-depth interviews to study problems in the use of English and to propose guidelines for improving English courses.

Scope of population

The research population of this study is the Mathayom 1 students who study in secondary school at Rajavinit Mathayom School. However, there are 381 Mathayom 1 students at Rajavinit Mathayom School. The researcher selected 10 students to interview to explore the problems and obstacles of students who study in Mathayom 1 secondary school at Rajavinit Mathayom School and the researcher used the Krejcie & Morgan formula to calculate the sampling in this research to study the satisfaction level of students who study in Mathayom 1 secondary school at Rajavinit Mathayom School when learning English. All the present subjects are Mathayom 1 students who study in secondary school at Rajavinit Mathayom School. The total is 200 students.

Quantitative Research Instrument

The researcher created a questionnaire. To obtain information that completely covers the content of the research study. The method for creating tools used to collect data is to ask questions. The questionnaire is divided into 3 parts:

Part 1: General information questionnaire of respondents regarding demographic characteristics. The nature of the question is a closed-ended question

with a choice of answers.

Part 2: Questionnaire about Satisfaction in learning English in class which includes:

1. Teaching Methods
2. Activities in the classroom
3. Contents
4. Teaching Materials
5. Evaluations

Part 3: There was a closed-ended problem suggestion for guidelines for improving English courses after the researcher got all the information, the researcher used basic statistics including mean (\bar{X}) and standard deviation. (S.D.)

Qualitative Tool Creation Steps

1) The researcher took the questionnaire to experts to check the consistency between the questions and the research objectives to analyze to find the index of consistency between the questions. The researcher determined the IOC (Item Objective Congruence) and selected the items that are in the questionnaire. Applicable objective reliability criteria using an IOC value of .50 or higher.

2) The researcher tested 30 people who did not use the target group and used the test results to analyze the reliability of each questionnaire (Reliability) and item

by item from data analysis using a ready-made calculation program. The researcher selected questionnaires with a value of 0.75 and kept 30 questions, covering the content and the objectives set. Then it was tested to find the confidence value of the entire questionnaire. The alpha coefficient of the reliability value of the questionnaire was 0.89.

Quantitative Data Analysis

Basic statistics including percentage, mean (\bar{X}), and standard deviation (S.D.).

Statistics are used to check a test of validity with the index of congruence (IOC) between the questions and the research objectives. Determination of Reliability test of the instrument using Alpha-coefficient according to Cronbach

SUGGESTIONS

Suggestions for this study

1. According to research on classroom English learning issues, there are four aspects of classroom English learning: the teachers are foreign teachers. The teachers don't follow up with the students enough. The native teacher speaks very fast and the students are afraid of using incorrect English. The management should arrange for Thai teacher assistants to assist students

when studying with foreign teachers. Teachers should understand the basic knowledge of students and find suitable methods for them.

2. According to research on satisfaction with English learning, teachers should choose learning materials that are suitable for students, including creating interesting textbooks. Keep up with student activities, including creating classroom activities that encourage students to effectively use language and aspects, including evaluating teaching based on the content organized by the teacher in the classroom. Including using appropriate time for evaluating the topic.

Suggestions for next research

1. In a study on the use of English, researchers found that both internal and external factors are issues in English learning. Therefore, researchers believe that the next topic should be to study English learning issues that affect English learning efficiency.

2. From the study of satisfaction with learning English. It was found that the teaching methods, activities in the classroom, content, teaching materials, and the evaluation of teaching and learning were at a high level. Therefore, the researcher saw that the next topic of research should

be to study producing teaching media that promotes the development of English language skills creating activities in the classroom outside the classroom and guidelines for evaluating the teaching and learning of English.

RESEARCH RESULTS

The research results from objective number 1 regarding problems in using English found that

1. Mathayom 1 students were taught by native teachers without Thai assistant teachers to help them.

The results from the interview found that In the English language study of first-year secondary school students, they are taught by foreign teachers, and in the classroom, there were no Thai teacher assistants to help with translating and explaining into Thai. So, the students could not understand the lesson. This causes misunderstandings in learning English in the classroom.

2. Follow up with the students after class

The results from the interviews revealed that the thing that is most problematic for monitoring and evaluating students is that students do not understand

learning English. and there is no follow-up from teachers after teaching

3. The native teachers speak very fast

The research results found that the problem with learning English is that foreign teachers speak quickly. It causes students to not be able to listen and misunderstand. The students are afraid of asking foreign teachers to explain the content again or asking foreign teachers to speak more slowly.

4. Anxiety in using language to speak English

The results of the interview revealed that the thing that is the most problematic for speaking English officially in class is vocabulary to convey meaning because each student has a different background. Therefore, giving a topic that is too broad may cause speaking problems including students being concerned about using grammatic incorrectly such as using tense to compose sentences. To speak English with the teachers in class, students feel uncertain, embarrassed, worried, and restless.

The level of opinions of students regarding their satisfaction in learning English courses was at a high level.

Table 1 Showing mean (\bar{X}) and standard deviation (S.D.) of opinions of students regarding their satisfaction in learning English courses.

Satisfaction in learning English courses.	\bar{X}	S.D.	Result	No.
1. Teaching Methods	4.38	0.78	High	5
2. Activities in the classroom	4.62	0.66	High	1
3. Contents	4.54	0.65	High	3
4. Teaching Materials	4.57	0.72	High	2
5. Evaluations	4.39	0.72	High	4
Overall	4.50	0.71	High	

Table 1 shows the adjective number 2 the satisfaction in learning English courses. From the research, it was found that the level of opinions of students regarding their satisfaction with learning English was at a high level. ($\bar{X} = 4.50$) (S.D. = 0.71) And when considering each aspect classified according to the variables that have been studied. It was found that satisfaction with learning English, the activity in the classroom has the highest average. ($\bar{X} = 4.62$) (S.D. = 0.66) followed by teaching materials ($\bar{X} = 4.57$) (S.D. = 0.72) contents ($\bar{X} = 4.54$) (S.D. = 0.65) Evaluations ($\bar{X} = 4.39$) (S.D. = 0.72) and teaching methods ($\bar{X} = 4.38$) (S.D. = 0.78) respectively.

After providing focus groups with English teachers at Rajavinit Mathayom

School. The research proposed 5 English learning guidelines.

1. Providing Thai assistant teacher

Results from interviews and open-ended questionnaires on ways to promote English language learning revealed that Mathayom 1 students study English with foreign teachers. This causes many students with different language backgrounds, such as vocabulary, grammar, etc., to have a misunderstanding of what the teacher teaches or explains. Therefore, schools should arrange for assistant teachers who are Thai to translate or explain to students. Gain a better understanding of learning English.

2. Following up with the students more

The results of the analysis found that teachers should follow up on students' English learning results more. It will make the teachers understand more about the problems of understanding English learning and also solve problems in students' English learning directly.

3. The native teachers speak more slowly and clearly

The research results found that foreign teachers should speak more slowly and clearly. It makes the students listen with more comprehension. While teachers speak quickly, not only will students not be able to listen, but they will also be afraid of asking the teacher to explain again and they are afraid that they would speak incorrectly according to grammar rules.

4. Providing daily life English speaking

The results of the research found that the school should provide the students with the opportunity to practice using English in daily speaking, such as greeting and asking for permission. Talking about your daily routine in short sentences makes the students accustomed

to speaking those sentences and daring to use English more.

5. Providing vocabulary activities

Results from interviews and questionnaires found that Mathayom 1 students do not have enough basic knowledge of English vocabulary. This causes misunderstandings when studying English with foreign teachers. Therefore, providing activities about English vocabulary will help students understand and improve their English better.

Discussion and conclusion

1. According to research on classroom English learning issues, there are four aspects of classroom English learning: the teachers are foreign teachers. The teachers don't follow up with the students enough. The native teacher speaks very fast and the students are afraid of using incorrect English. Natcha & Chuapit (2020) discovered that preservice instructors brought up issues with textbooks, curricula, evaluation, and other elements that contribute to successful teaching. Additionally, they stated that their lack of confidence in their ability to communicate in English was a result of their lack of persistence

in practicing or looking for more opportunities to utilize the language.

2. The results of the satisfaction in learning English courses. From the research, it was found that the level of opinions of students regarding their satisfaction with learning English was at a high level. Considering each aspect, activities in the classroom were at the highest average, followed by teaching materials, contents, evaluations, and teaching methods. According to Jedo (2017), the meaning of satisfaction is a person's feeling or attitude towards something. or related factors, feelings of satisfaction occur when a person's needs are met or their goals are achieved to a certain extent. Such feelings are diminished and do not arise if the need or purpose is not met. Therefore, when teaching English as a foreign language, it is necessary to study the level of student satisfaction. To enable teachers to design effective teaching and learning activities.

3. The results of the research found that there were 5 guidelines proposed in terms of learning English namely: 1. Providing Thai assistant teachers 2. Following up with the students more. 3. The native teachers speak more slowly and clearly. 4. Providing daily life English

speaking. And 5. Providing vocabulary activities. According to Srisuwan (2013), for novice educators, encouraging pupils to collaborate is crucial to their happiness and enjoyment of teaching, hence classroom management is their priority. Students' decisions to apply to study may be influenced by their prior understanding of classroom management; therefore, teachers should possess the credentials necessary to persuade students of their competence and enable them to modify their approach to meet the needs of each student. The most important aspects influencing a teacher's quality are their behavior, personal attitudes, and instructional approaches. The teaching methods that students find most satisfying include making learning tasks enjoyable, using novelty, employing strategies for memorization or shortcuts, and using activities.

According to Tanuya, Chonticha, & Sarinrat (2024), there is consistency in the matter of developing English language learning that studied students' satisfaction but there were differences in the level of education of the students. The researcher chose to study and develop students at the secondary level. The referrer chose to study students at the university level.

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