

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the background factors of Thai students' speaking achievement. The conclusion is the research result of this study in answering the problem of study. Those are about 1.the background factors of Thai students' speaking achievement, 2. The different background factors between students' high and low scores of speaking achievement, 3. How their different background factors between students' high and low scores of speaking achievement.

#### **5.1 Conclusion**

Based on the research finding and discussion in the previous chapter, from the 11 factors of the background factors by Thai students' speaking achievement have the same and different factors by each of them to encourage their speaking achievement. Student A has a higher of self-esteem, risk-taking, empathy, extroversion, motivation, attitude, language exposure and social situation but she has a lower of inhibition, anxiety and introversion factors. While, student B possesses high inhibition, anxiety, empathy, introversion, motivation and language exposure but he possesses low self-esteem, risk-taking, extroversion, attitude and social situation factors. For student C, she attains a higher level of inhibition, anxiety, empathy, introversion, motivation, attitude, language exposure, and social situation, however, she also has low self-esteem, risk-taking, and extroversion factors. Besides that, student D gets high self-esteem, risk-taking, empathy, motivation, attitude, and social situation factors yet she gets a lower of inhibition and anxiety. She has balance extroversion and introversion characteristics. Other student is student E, she has high self-esteem, risk-taking, empathy, extroversion, motivation, attitude, language exposure, and social situation factors but she possesses low inhibition and introversion. She has a balanced anxiety character as well.

There are students who get the highest and lowest scores to know their different background factors in speaking achievement. Student E is a student who

has highest score, while student B is a student who has lowest scores among five students. Both of student E and B have the different background factors to give impact on their achievement in speaking. The overall of different background factors of student's high and low scores in speaking achievement are self-esteem, inhibition, risk-taking, anxiety, extroversion, introversion, attitude, and social situation factors.

The different background factors between student E and student B in speaking achievement obviously indicate that to be a successful student in speaking has to encourage by many factors to get the goal. Conversely, the failure in speaking English is natural learning process but the factors can contribute the student to be able to have a force to attain speaking proficiency. Hence, the speaking achievements of both students are different in many aspects in fact all of achievement is depended on student's effort as well to achieve the goal to make them getting the different achievement.

## **5.2 Suggestion**

In this case, the researcher would like to give some suggestions that the researcher hopes that this suggestion can be useful information.

1. Based on this study, the researcher only uses the sample of Thai students, as the subjects that it makes the data are not diversity. It is just focused only Thai community who study in Indonesia at UM Surabaya. The next researcher may conduct the research by taking the data from various students who are from different background and places to know their background factors of their achievement especially in speaking if they are from different country for example Indonesian and Thai people.

2. This study used the theories of personality, motivation, attitude, language exposure, and social situation factors to conduct this study. Hence, it should have the study concern more in the variety of other factor theories to find more specific and deeper of each student characteristic how their background factors to help them achieve speaking skill.

3. This study only emphasizes on the speaking skills of the students' achievement. It makes this study less of information in other skills of student such as listening, reading, and writing. Thus, the next researcher may conduct the research to find out the students' background factors of their achievement on other skills.