

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the research presents the research findings and discusses the data collected from Thai students in the English Department at the Muhammadiyah University of Surabaya. In this study, the researcher analyzed the Thai students' perspectives about the socio-cultural background factors towards their speaking skills. The data was collected by conducting a questionnaire and an interview and observing the speaking scores document. The result of the research analysis consists of the socio-cultural background factors towards Thailand students' speaking skills and how the socio-cultural background is implicated in Thai students' speaking skills. The data analyzed is based on the theory that has been written down in chapter two of this proposal.

4.1 The Thai Students' Perspectives about the Sociocultural Background Factors towards Their Speaking Skills

To find out the socio-cultural background factors towards the Thai students' speaking skills, the researcher surveyed through a questionnaire which provided several statements regarding the involvement of socio-cultural background towards developing their English speaking skills. Researcher found that the overall socio-economic factors of the four Thai students were almost the same. They came from families with middle to lower-class social classes. In detail can be explained in terms of socio-economic aspects according to Akram & Ghani (2013), through a combined measure that considers the income, education level, and occupation of the students' parents can determine the socio-economic background factors. Therefore, we know

that the last education of Thai students' parents is, on average, below a bachelor's degree, the parents' income is moderate, and they have many siblings who still need education.

Furthermore, on the home environment factors, the researcher found that the support and role of the people around them were still lacking. Developing the ability to speak English takes help from the surrounding environment, especially the home environment that participates in the process. However, in reality, the people in the home environment of Thai students are not a means to help or motivate them always to practice speaking English. The main problem was that there was no partner to talk to English because many of their parents, siblings, neighbors, and friends could not speak English, and because of that, they only used it in class.

Then on the internet influence factors, Thai students stated that most of the knowledge which supports the development of their speaking skills was obtained from the internet. They use several social media to learn to speak English, such as watching Youtube videos, TikTok, and reels on Instagram. In addition, using digital dictionaries such as google translate also plays a significant role in developing their English speaking skills. However, in this modern era that allows people all over the world to be connected online, they are not using the internet to solve their problems before, looking for partners to practice speaking English. Many platforms provide services to talk to people from abroad to hone their English skills.

In the fourth socio-cultural background factor, private speech, the researcher found that some respondents chose to develop their

speaking skills by talking to themselves. Some Thai students talk to themselves in front of a mirror to practice pronunciation, memorize vocabulary or prepare for public presentations. According to Vygotsky (1981) in Ozfidan, Machtmes & Demir (2014), private speech is a type of speech that is addressed to oneself (self-directed) though it is occasionally spoken loudly, as opposed to external speech, which provides a social function and is intended to address other people . It can be a solution for the absence of a partner to practice speaking English. However, it cannot eliminate the importance of two-way communication with a speaking partner to get feedback. Self-Efficacy is the last socio-cultural factor, which of these factors is the essential factor in developing English speaking skills. The results obtained from a questionnaire conducted by the researcher stated that 50% of respondents felt that their English speaking skills were good enough, and another 50% thought their English speaking skills were not good enough. To find out more about the questionnaire results on each individual, the researcher presents the data in the percentage table as follows.

Tabel 4.1 The Sociocultural Background Factors of Student A

The sociocultural background factors	Question	Percentage response of sociocultural background factors			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Socioeconomic	Q ₁ - Q ₇	0	57%	43%	0
Home Environment	Q ₈ - Q ₁₄	14%	14%	58%	14%
Internet's Influence	Q ₁₄ - Q ₁₉	20%	20%	40%	20%
Private Speech	Q ₂₀ - Q ₂₄	0	0	80%	20%
Self Efficacy	Q ₂₅ - Q ₂₇	0	0	100%	0

Table 4.1 above indicates the sociocultural background factors of student A. The student selected the option of 'disagree' 57% as the highest and 43% for the 'agree' option in socioeconomic factors. In comparison, for the home environment factors, the student chose 'agree' 58% for the highest and 14% for each option 'strongly disagree', 'disagree', and 'strongly agree'. On the other hand, for the internet's influence factors, the student preferred 40% for 'agree' and 20% for the 'strongly disagree', 'disagree', and 'strongly agree' options. The highest options student chose 80% for the 'agree' option and 20% for 'strongly agree' options in private speech factors. Finally, students chose 100% on the 'agree' option for the self-efficacy factor.

Based on the description above, we know that for student A the socioeconomic factors do not involve developing his English speaking skills. From more detailed data obtained by the researcher which got from the semi-structured interview, his parents can support him to develop his English speaking skills by taking a course or going abroad because his parents' income and the amount of siblings that he has belonged to an affluent family, but the problem is he does not want it. Meanwhile, he chose 57% 'agree' and 14% 'strongly agree' for home environment factors that exist in developing his English speaking skills. According to the respondent, although he does not have a partner to speak English at home because his parents and siblings can not speak English, he has some friends who can be his partner in speaking English. As we know, Bangkok is The capital of Thailand, so it is not as hard as in other cities to find people who can speak English. On the other hand, the respondent shows that 40% 'agree' is the highest option, which means the internet's influence involves developing his English speaking skills by providing the knowledge he needs. Student A uses

the internet very well and innovatively to develop his speaking skills. Not only to watch youtube videos, but he also uses the internet to play online games with foreign people. He has even used the omeTV app to make video calls with random people from different countries. On the other hand, the private speech factors and self-efficacy play a part in developing his English speaking skills. Student A sometimes likes to practice speaking English by himself, making him feel confident. He believes that his speaking ability is quite enough.

Table 4.2 The Sociocultural Background Factors of Student B

The sociocultural background factors	Question	Percentage response of sociocultural background factors			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Socioeconomic	Q ₁ - Q ₇	0	43%	57%	0
Home Environment	Q ₈ - Q ₁₄	0	0	86%	14%
Internet's Influence	Q ₁₄ - Q ₁₉	20%	0	80%	0
Private Speech	Q ₂₀ - Q ₂₄	0	0	100%	0
Self Efficacy	Q ₂₅ - Q ₂₇	0	0	100%	0

Table 4.2 above indicates the sociocultural background factors of student B. The student selected the option of 'agree' 57% as the highest and 43% for the 'disagree' option in socioeconomic factors, while for the home environment factors the student chose 'agree' 86% for the highest and 14% for 'strongly agree'. On the other hand, for internet's influence factors the student preferred 80% for 'agree' and 20% for the 'strongly disagree' options, while the student chose 100% 'agree' for private speech factors. Finally, for the self-efficacy factor students chose 100% on the 'agree' option.

Based on the explanation above, with the amount 57% agree, it could be stated that on student B's perspective socio-economic factor play a role in developing her English speaking skills. More detailed data were obtained from semi-structured interviews. The researcher found different facts from the response to the questionnaire that in developing student B's English speaking skills, financial support could not be provided by the parents of student B. During the interview, student B said that for the last two years his mother was sick and couldn't work, so she couldn't get financial support like before. On the other hand, the respondent responded on the questionnaire that home environment factors involved developing speaking skills by choosing 86% for the 'agree' option. However, she gave different answers when the semi-structured interview was conducted. She stated that her home environment did not support the development of her English speaking skills. It is not the same as in Bangkok, where the respondent is difficult to find people who speak English. Then, the internet's influence involves developing her English speaking skills by providing sources for practicing her speaking, but the respondent does not use it properly. Moreover, private speech plays a role in student B's English speaking skill development. She stated that from all those factors, she feels comfortable developing her skills by practicing speaking English by herself. The last sociocultural factor, self-efficacy, also plays a role in developing student B's English speaking skills, as she stated that her skills were satisfactory enough.

Table 4.3 The Sociocultural Background Factors of Student C

The sociocultural background factors	Question	Percentage response of sociocultural background factors			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Socioeconomic	Q ₁ - Q ₇	0	43%	43%	14%
Home Environment	Q ₈ - Q ₁₄	43%	28.5%	28.5%	0
Internet's Influence	Q ₁₄ - Q ₁₉	20%	0	60%	20%
Private Speech	Q ₂₀ - Q ₂₄	0	60%	40%	0
Self Efficacy	Q ₂₅ - Q ₂₇	0	67%	33%	0

Table 4.3 above indicates the sociocultural background factors of student C. The student selected the option of 'disagree' 43% as equal as 'agree' option and 14% 'strongly agree' in socioeconomic factors, while for the home environment factors the student chose 'strongly disagree' 43% for the highest and 28.5% for each 'disagree' and 'agree'. On the other hand, for internet's influence factors the student preferred 60% for 'agree' and each 20% for the 'strongly disagree' and 'strongly agree' options. The highest options student chose is 60% for the 'disagree' option, and then 40% for 'agree' options in private speech factors. Finally, for the self-efficacy factor students chose 67% 'disagree' for the highest and 33% 'agree' option.

Based on description above, student C stated that the socioeconomic factor played a small role in developing her English speaking skills. From the data obtained through interviews, the social class of student C's family is classified as middle to lower class, and she has many siblings who still need education. However, this did not become a barrier for her to develop her skills because she had a partner to practice speak English at home. Even with basic conversations,

student C's sisters help her. It was revealed by student C through interviews, although the responses to the questionnaire stated that her home environment was not involved in developing her English speaking skills. In addition, student C makes excellent use of the internet by relaxing while studying, namely by watching Thai movies on Netflix using English subtitles or Western movies without subtitles. It means that the influence of the internet plays an essential role in developing their English speaking skills. Meanwhile, student C's response to the questionnaire stated that the private speech factor was not involved in developing her speaking skills. On the contrary, she said in the interview that she sometimes likes to speak alone to practice her English speaking skills. In addition, student C did not feel confident in her abilities, so the self-efficacy factor was not involved in developing her English speaking skills.

Table 4.4 The Sociocultural Background Factors of Student D

The sociocultural background factors	Question	Percentage response of sociocultural background factors			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Socioeconomic	Q ₁ - Q ₇	0	14%	57%	29%
Home Environment	Q ₈ - Q ₁₄	14%	57%	29%	0
Internet's Influence	Q ₁₄ - Q ₁₉	0	40%	40%	20%
Private Speech	Q ₂₀ - Q ₂₄	0	80%	20%	0
Self Efficacy	Q ₂₅ - Q ₂₇	0	100%	0	0

Table 4.4 above indicates the sociocultural background factors of student D. The student selected the option of 'agree' 57% as the highest, 29% for the 'strongly agree' and 14% for 'disagree' option in socioeconomic factors, while for the home environment factors the

student chose 'disagree' 57% for the highest, 29% for 'agree' and 14% for 'strongly disagree' option. On the other hand, for internet's influence factors the student preferred 20% for 'strongly agree' as the lowest, 40% for both 'agree' and 'disagree' options. The highest options student chose is 80% for the 'disagree' option, and then 20% for 'agree' options in private speech factors. Finally, for the self- efficacy factor students chose 100% on the 'disagree' option.

Based on the explanation above, we can determine what factors are involved in developing the ability to speak English in D students. According to her responses to the questionnaire, the first factor, socioeconomic, exist in developing her English speaking skills. In the interview, she explained that her parents, especially her father, supported her in developing her English skills. However, this was hindered by financial problems where her family's income only came from her father, and she still had four siblings who needed education. This statement is in stark contrast to the results of the questionnaire. Meanwhile, the respondent 57% disagree that the home environment factor exists in developing his English speaking skills. Although the environment around student D did not fully support her in practicing speaking English, her father, a master's degree graduate in Medina, helped her with some basic words and provided references to develop her English skills. Furthermore, student D stated that the internet's influence contributed to the development of her English speaking skills, where she often used the help of google translate. On the other hand, the private speech factor was not involved in developing student D's speaking skills because she did not like to talk to herself. In addition, student D does not feel confident in her abilities, so the self-efficacy factor also does not exist in developing her English speaking skills.

4.2 How the Thai Students' Perspectives about the Impact of Sociocultural Background Factors towards Their Speaking Skills

Based on the previous explanation, there are five socio-cultural background factors; socioeconomic, home environment, internet's influence, private speech, and self-efficacy. After knowing what socio-cultural background factors are involved in Thai students' English speaking skills, the researcher analyze how these socio-cultural background factors implicated in Thai students' English speaking skills. The researcher collected data through semi-structured interviews with each Thai student to find out this. There are some differences in the results found between one respondent and another. Therefore the researcher describes the results of his findings as follows.

On the socioeconomic factor, the researcher found that from four respondents, only one student had financial support to develop their English speaking skills. Whereas, the other three students have the desire to acquire these abilities. Still, they are hindered by the family's economic situation, which is identical to each person's problems. According to Duke (2000), the low socioeconomic status level of parents has a negative relationship with students' academic achievements because the students with low socioeconomic status have limited access to resources and sources of learning. So, we know that socioeconomic factors are involved in developing English speaking skills by providing the necessary facilities. Furthermore, the economic condition of the majority of respondents cannot support this, thus affecting their English speaking skills.

Turning to the second socio-cultural background factor, the home environment. On this factor, most Thai students disagree that

their home environment was involved in developing their English speaking skills because their responses in the interview showed that their home environment could not support them to practice speaking English. Only one in four students are living in Bangkok, where English is used to communicate by some people there. While in other areas, it is difficult to find people who speak English because English is only used for educational purposes in schools. Student A stated that even though he lived in Bangkok, at home, he did not have a partner to speak English because his parents and siblings could not speak English. Nevertheless, he has friends who can be his partner to speak English when they meet. While for students C and D, although it is difficult to find people who speak English in their home environment, they sometimes speak some essential words in English with their family members. So it was found that the home environment plays a role as a forum that supports developing English speaking skills, such as the presence of people who use English to motivate students to practice speaking skills in everyday life.

As revealed by the Thai students in the interview, the internet's influence plays an essential role in developing their English speaking skills. All respondents use the internet to find sources of learning materials to develop English speaking skills, such as watching videos from YouTube, TikTok, and Instagram. One student, namely student C, even uses Netflix as a media to learn English, namely by watching Thai films using English subtitles or watching western films without subtitles. On the other hand, student A uses games as a media for him to practice speaking English with foreign people. He has also used omeTV for the same reason. Using applications to learn English can also be used to develop speaking skills, and this is done by student D,

who uses an application called Cake. However, for student B, who, according to her, does not always use the internet and only develops her skills by watching youtube videos and using a digital dictionary, she uses no unique method. It can be concluded that the influence of the internet is involved in developing the English speaking skills of Thai students by becoming a provider of learning resources and media for practicing.

Furthermore, on the private speech factor, it was found that Thai students still did not understand this. Most of them stated that in practicing speaking English, they needed a partner to talk to in English to get feedback. This statement is not entirely wrong, but it should be noted that private speech also plays a role in developing English speaking skills if there is no partner to practice. As stated by Ozfidan (2014), private speech is another central concept of the socio-cultural theory that affects language learning processes. However, some Thai students unknowingly do a private speech by speaking in front of a mirror to practice making a public presentation or saying a few new words, as did students A and C. Whereas student B talks to herself in front of the mirror while practicing the words she got from watching the video. So after listening to a word, she will practice her pronunciation according to the video.

Last but not least, the self-efficacy factor also has an important role in developing English speaking skills. Students who may have the low ability but with high self-efficacy engage in doing the task will achieve higher scores than high-ability students with low self-efficacy (Raofi et al., 2012). From this statement, we know that self-efficacy is very influential in developing our abilities by becoming a motivation

and encouragement in the learning process. In other words, having confidence is very necessary to practice speaking English. Student A stated that he is confident in his speaking ability even though he does not know whether the grammar is right or wrong. According to him, the most important thing is that he can say what he wants, and other people can understand what he means. In contrast, student D has low self-efficacy because she feels his English is not good enough, so she does not dare to talk to other people. Thus, it can be concluded that self-efficacy is involved in developing Thai students' English speaking skills by encouraging them to dare to try to speak without fear of making mistakes.

To sum up the finding of how the sociocultural background factors are implicated in Thai students' speaking skills, the researcher identified the responses of the participant to the questions about the impact of the sociocultural background factors on their speaking skills. When the researcher asked the respondents if the number of siblings they have becomes a nuisance or an encouragement for them to develop their speaking skills, most of them said that it becomes an encouragement for them to develop their speaking skills which can help their siblings to learn English. It means that most of their perception think socioeconomic impact their speaking skills by motivating them to develop their skills. In addition, according to the Thai students' statement in the interview, the home environment also impacts their speaking skills. All Thai students agree that the presence of people who can speak English around them motivates them to develop their speaking skills further. Besides that, the researcher asked if getting used to speaking English made them more enthusiastic about improving their speaking skills, and the Thai students' responses agreed with that

statement. They try to get used to speaking English by using online applications and talking to themselves, which is called private speech. Lastly, according to the Thai students' perception, they lack confidence because they doubt whether others can understand their speaking skills or not. So, because of that, self-efficacy impacts them not daring to talk to others in English.

4.3 The Result of Thai Students' Speaking Skills

In this study, researcher conducted two types of questionnaires. The first questionnaire aims to determine the involvement of socio-cultural background factors in Thai speaking skills. At the same time, the second type of questionnaire desires to define the perspective of Thai students regarding their speaking skills through self-assessment. The questionnaire results found that overall Thai students had almost the same speaking ability. The researcher did not find any significant difference, and nearly all Thai students felt that they had good skills in the elements of pronunciation and comprehension. The results of the self-assessment of the English speaking ability questionnaire are described in each individual below to comprehend more details.

Table 4.5 The Result of Student A's Speaking Skills Self - Assesment

The elements of speaking skill	Question	Percentage response of speaking skill questionnaire			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Vocabulary	Q ₁ – Q ₆	17%	83%	0	0
Pronunciation	Q ₇ - Q ₁₀	0	25%	50%	25%
Grammar	Q ₁₁ - Q ₁₅	0	60%	20%	20%
Fluency	Q ₁₆ - Q ₁₉	50%	25%	25%	0
Comprehension	Q ₂₀ - Q ₂₃	0	50%	50%	0

Table 4.5 above indicates the speaking skills of student A. The student selected the ‘disagree’ option 83% as the highest and 17% for the ‘strongly disagree’ option in vocabulary. In comparison, for the pronunciation, the student chose ‘agree’ 50% for the highest and 25% for each ‘strongly agree’ and ‘disagree’ options. On the other hand, the student preferred 60% for ‘disagree’, and 20% for each ‘strongly agree’ and ‘agree’ options for grammar. The highest options that student A chose were 50% for the ‘strongly disagree’ option and 25% for each ‘disagree’ and ‘agree’ option in fluency. Finally, students decided 50% on each ‘agree’ and ‘disagree’ option for comprehension.

Based on the explanation above, it can be seen that student A’s speaking ability in vocabulary elements is still lacking because they still rely on digital dictionaries. While on the pronunciation element, he feels his ability is quite good and can make other people understand what he is saying. In addition, according to student A, his speaking ability is not fluent, and his grammar is not well organized. So that he cannot speak quickly and without thinking about grammar. Finally, student A felt that his ability to comprehend the words was 50% good and 50% not good for the comprehension element. Furthermore, from the results of the interview, overall, student A felt that his speaking ability was quite good even though he did not use the correct grammar in his speech.

Table 4.6 The Result of Student B’s Speaking Skills Self - Assesment

The Speaking skill	Question	Percentage response of speaking skill questionnaire			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Vocabulary	Q1 – Q6	0	83%	17%	0%
Pronunciation	Q7- Q10	0	25%	75%	0

Grammar	Q ₁₁ - Q ₁₅	0	100%	0	0
Fluency	Q ₁₆ - Q ₁₉	0	75%	25%	0
Comprehension	Q ₂₀ - Q ₂₃	0	25%	75%	0

Table 4.6 above indicates the speaking skills of student B. The student selected the 'disagree' option 83% as the highest and 17% for the 'agree' option in vocabulary. In comparison, for the pronunciation, the student chose 'agree' 75% for the highest and 25% for 'agree' option. On the other hand, the student preferred 100% for 'disagree' option for grammar. The highest options that student B chose were 75% for the 'disagree' option and 25% 'agree' option in fluency. Finally, students decided 75% for 'disagree' on and 25% 'disagree' option for comprehension.

Based on the description above, in speaking, student B is still constrained by limited vocabulary elements and still relies on digital dictionaries. As for the pronunciation element, according to her, according to her, her ability is already good enough to make other people understand. However, in speaking, student B does not use grammar and only speaks. Then, speaking fluency is still lacking, and she needs time to think about what to says. Finally, student B feels that his speaking ability in comprehension is quite good, which is 75% chose the 'agree' option. In addition, according to student B's statement in the interview, she feels that her speaking ability still needs to be continuously developed.

Table 4.7 The Result of Student C's Speaking Skills Self - Assesment

The Speaking skill	Question	Percentage response of speaking skill questionnaire			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Vocabulary	Q1 – Q6	17%	50%	33%	0
Pronunciation	Q7- Q10	0	0	100%	0
Grammar	Q11 - Q15	60%	20%	0	20%
Fluency	Q16 - Q19	75%	0	25%	0
Comprehension	Q20 - Q23	0	75%	0	25%

Table 4.7 above indicates the speaking skills of student C. The student chose the 'disagree' option 50% as the highest, 17% for the 'strongly disagree' and for the 'agree' option 33% in vocabulary. Moreover, for the pronunciation, the student selected 100% 'agree' as the highest option. On the other hand, the student preferred 60% for 'strongly disagree' whereas 20% for each 'disagree' and strongly agree' option for grammar. The highest options that student B chose were 75% for the 'strongly disagree' option and 25% 'agree' option in fluency. Finally, students decided 75% to 'disagree' and 25% for the 'strongly agree' option for comprehension.

In contrast to students A and B, who have the ability in the elements of pronunciation and understanding, as shown in the table above, the speaking ability of student C is only sound in the elements of pronunciation. She is sure of this by choosing 100% on the option 'agree'. Thus, student C does not understand other elements of speaking skills. She also stated this statement in the interview. She said her speaking ability could be understood, but she was unsure if the person she was talking to would understand what she was saying.

Table 4.8 The Result of Student D's Speaking Skills Self - Assesment

The Speaking skill	Question	Percentage response of speaking skill questionnaire			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Vocabulary	Q ₁ – Q ₆	0	83%	0	17%
Pronunciation	Q ₇ - Q ₁₀	0	25%	75%	0
Grammar	Q ₁₁ - Q ₁₅	0	60%	40%	0
Fluency	Q ₁₆ - Q ₁₉	0	75%	0	25%
Comprehension	Q ₂₀ - Q ₂₃	0	50%	50%	0

Table 4.8 above shows the speaking skill of student D. Students chose 83% for the ‘disagree’ option as the highest, and 17% for the ‘strongly agree’ option in vocabulary. Meanwhile, for pronunciation, students chose 75% ‘agree’ as the highest option and 25% on the ‘disagree’ option. On the other hand, students preferred 60% for the ‘disagree’ option while 40% for each ‘disagree’ option and the ‘agree’ option for grammar. The highest choice chosen by student B was 75% for the choice of ‘disagree’ and 25% for the choice of ‘strongly agree’ in fluency. Finally, like student A, student D felt that her ability to comprehend the words was 50% good and 50% not good.

Based on the explanation above, it is known that student D also feels that she has almost the same speaking ability as student A. She only feels she has good speaking skills in pronunciation and comprehension elements. Besides that, in her perspective, the lowest aspect of her speaking skills is that she has fluency and vocabulary. It worries her to speak English with others because she thinks people would not understand what she says. She is confused about speaking English with her limited vocabulary. In addition, she does not know how to apply grammar when speaking English. So, this makes her unconfident in practicing her speaking skills.

4.4 Discussion

The background of this research is the 8th-semester Thai students in English Education Department at the Muhammadiyah University of Surabaya. Based on the theory of Lori & Al-Ansari (2001), students' language competence and learning are affected by socio-cultural factors. This study found differences in the ability to speak English in each individual. As Lori and Al-Ansari have said, this cannot be separated from the involvement of socio-cultural background factors in which everyone has different conditions. To validate the data obtained from a participant about the implication of socio-cultural background factors on the speaking skills of Thai students in English, the researcher used data of their speaking class scores at the university, which were obtained from the lecturers of these subjects.

Student A and three other students who live in different areas have different ability of speaking skills elements. Not all of the five socio-cultural background factors are involved in the development of the English speaking skills of Thai students. As in student A, almost all socio-cultural background factors are involved in developing English speaking skills, such as home environment, internet influence, private speech, and self-efficacy. However, the researcher found that student B's response to the questionnaire and interview differed. In the questionnaire, she answered 'agree' with the statement that both her parents have the same college degree and can support her financially to develop her speaking skills. Student B said that her parents' last education was junior high school, and they can not help her take courses or study abroad because her mother has been sick since two years ago. It also occurs in several other socio-cultural background factors. In this

study, communicating with student B was one of the difficulties encountered by the researcher. Three of four Thai students can be invited to speak in English or Indonesian, but not with student B, who can only communicate in Thai. Even though she had used the help of google translate, the communication did not run smoothly and needed a third party as an intermediary. Therefore, student A, a Thai student most able to speak Indonesian, helps researcher interpret the meaning of student B's words and vice versa.

In addition, by conducting a self-assessment to test the speaking skills of Thai students, it was found that there were many similarities in their abilities. This result is very unexpected because, overall, it means that Thai students still have low self-efficacy. They think their speaking ability is only suitable for 1 or 2 elements of speaking ability. Whereas in the speaking class data of score obtained by researcher to validate, student A and C scores are pretty good. It means they have relatively good speaking skills in some elements, although they still have a lot to develop. Meanwhile, for student D, the self-assessment of speaking ability is still low according to the score obtained in the speaking class. It can be related by looking at the five factors; only the influence of the internet plays a significant role in developing their English speaking skills. From the analysis results, the researcher can state that the more socio-cultural background factors involved in the ability to speak English, the better the results obtained. Such as the differences in the factors involved and the results obtained by students A and D.