CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Although it is difficult to research the involvement of socio-cultural background factors in English speaking ability, especially in Thai students, the researcher finds it attractive. The researcher analyzed the socio-cultural background factors towards Thai students' speaking skills. The data was collected by conducting a questionnaire and an interview and observing the speaking scores document. The finding results were quite surprising to the researcher that there were not many differences between the socio-cultural background factors of each Thai student. Researcher found that the overall socio-economic factors of the four Thai students were almost the same. They came from familieswith middle to lower-class social classes. In addition, all Thai studentshave been involved the influence of the internet on their Englishspeaking skills.

However, significant differences were found in the involvement of home environment factors and self-efficacy of the respondents, not many involving these factors in their ability to speak English. Even the home environment and self-efficacy are the most critical factors in each individual's ability to speak English. According to Awan & Maria (2019), a student's academic performance is also influenced by the home environment. It means that the involvement of the home environment in students' English speaking skills will give good results. In addition, students who may have the low ability but with high self-efficacy engage in the task will achieve higher scores than high-ability students with low self-efficacy (Raoofi et al., 2012). From this

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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 thingis that he can say what he wants, and others can understand what he means. In contrast, student D has low self-efficacy because he feels hisEnglish is not good enough, so he 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.

5.2 Suggestion

After conducting this research, the researcher would like to give some suggestions for further research :

1. Based on this study, the researcher only used a sample of Thai students as subjects which made the data not diverse. It only focuses on Thai students who study at UM Surabaya. It would be better to do research for students from various campuses or regions.

2. Researcher conducted research by taking data from several Thai students from various countries' backgrounds and places to find out the sociocultural background factors in the ability to speak English. If research can be carried out on students with differentnationalities, such as Indonesia and Thailand, both non-English speaking countries, a fantastic discovery might be made.

3. Researcher only focus on sociocultural background factors in the ability to speak English. In future research, it would be better to do all abilities in English.