

**NAVIGATING CHALLENGES AND OPPORTUNITIES:
ENGLISH SPEAKING EXPERIENCES OF THAI STUDENTS IN A
MULTILINGUAL ACADEMIC CONTEXT AT UIN SYEKH WASIL
KEDIRI**

THESIS



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KEDIRI
2026**

TITLE PAGE

**NAVIGATING CHALLENGES AND OPPORTUNITIES: ENGLISH
SPEAKING EXPERIENCES OF THAI STUDENTS IN A MULTILINGUAL
ACADEMIC CONTEXT AT UIN SYEKH WASIL KEDIRI**

THESIS

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I hereby declare that the thesis entitled "Navigating Challenges and Opportunities: English Learning Experiences of Thai Students at UIN Syekh Wasil Kediri" is my own original work. The ideas, findings, and discussions presented in this thesis are based on my own research. Any information, quotations, or ideas taken from other sources have been properly acknowledged and cited. I also declare that this thesis has never been submitted to obtain any academic degree at any other institution. I understand the importance of academic honesty and take full responsibility for the content and originality of this thesis.

This thesis is submitted to fulfill one of the requirements for obtaining the Sarjana (S1) degree in the English Education Study Program, Faculty of Tarbiyah, State Islamic University of Syekh Wasil Kediri.

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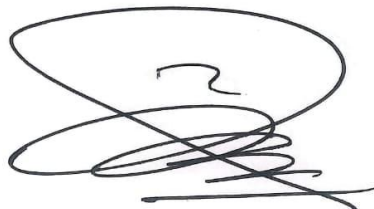
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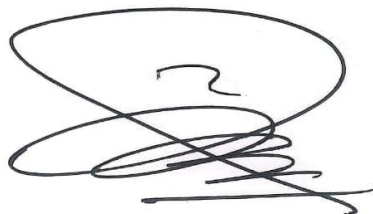
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MOTTO

“The only way to achieve your dreams is to keep thinking about them and working toward them, even when it's hard. Pain and failure are not the opposite of success; they are part of it.”

-Kim Namjoon-

DEDICATION

With sincere gratitude for the completion of this thesis, the writer dedicates this work to those who continuously provide support, prayers, encouragement, guidance, and valuable contributions throughout the process of completing this research. Their presence, both directly and indirectly, plays an important role in the writer's academic journey until reaching this stage.

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The writer realizes that this thesis is not yet perfect and still requires further improvement. Therefore, suggestions and constructive feedback from readers and other parties are sincerely expected for the improvement of this research.

Kediri, 29th Juni 2026
The Writer

Falya Neha Auraly

ABSTRACT

Auraly, Falya Neha. (2026). *Navigating Challenges and Opportunities: English Speaking Experiences of Thai Students in a Multilingual Academic Context at UIN Syekh Wasil Kediri*. Thesis, Department of English Language Education, Faculty of Tarbiyah, Islamic University (UIN) Syekh Wasil Kediri. Advisor (I) Dr. Agus Edi Winarto, M.Pd, M.H and (II) Ria Fakhurriana, S.Pd.I, M.Pd.

Keywords: *Multilingual Academic, Thai students, Speaking Challenges, Speaking Opportunities*

Multilingual academic environments create both challenges and opportunities for international students in developing English speaking skills. In this context, Thai students at UIN Syekh Wasil Kediri are required to adapt to an academic environment involving Thai, Indonesian, Javanese, and English. These conditions may influence students' speaking development through linguistic and psychological challenges as well as opportunities provided by multilingual interactions and learning resources. Therefore, this study aims to explore the challenges and opportunities experienced by Thai students in developing English speaking skills within a multilingual academic context.

This research employed a descriptive qualitative design. The participants were three Thai students from the English Education Study Program at UIN Syekh Wasil Kediri, selected purposively based on their multilingual learning experiences. Data were collected through in-depth semi-structured interviews and supporting documentation in the form of participants' most recent English speaking assignment videos. The data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis. To ensure trustworthiness, this study applied source, methodological, and theoretical triangulation.

The findings show that Thai students experience both linguistic and psychological challenges in developing English speaking skills. Linguistic challenges include difficulties in pronunciation, grammar or sentence construction, and maintaining speaking fluency. Psychological challenges involve speaking anxiety, fear of negative evaluation, and low self-confidence, particularly during academic presentations and classroom discussions. Despite these challenges, the multilingual academic environment also provides opportunities through supportive social interaction, translanguaging practices, and digital learning resources such as online dictionaries, translation tools, and artificial intelligence. In conclusion, Thai students experienced both linguistic and psychological challenges in developing English speaking skills, while the multilingual academic environment also provided opportunities through supportive social interaction, translanguaging practices, and digital learning resources.

TABLE OF CONTENTS

TITLE PAGE.....	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	iii
NOTA KONSULTAN	iv
NOTA PEMBIMBING.....	v
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGMENTS	ix
ABSTRACT	x
LIST OF TABLES.....	xiii
LIST OF APPENDICES	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Problems of the Study	4
C. Objectives of the Study	4
D. Significance of the Study	4
E. Scope and Limitation	5
F. Definition of Key Terms	6
CHAPTER II.....	7
REVIEW OF RELATED LITERATURE.....	7
A. Theoretical Framework.....	7
1. Multilingual Academic Context	7
2. English Speaking Skills	8
3. Challenges in Speaking.....	10
4. Opportunities in Multilingual Academic Context.....	13
B. Previous Study	18
CHAPTER III	20
RESEARCH METHODOLOGY	20
A. Research Design.....	20

B. Research Subject	21
C. Research Instrument.....	22
D. Data Collection.....	23
E. Data Analysis Method	25
F. Triangulation	27
BAB IV	28
RESEARCH FINDINGS AND DISCUSSION	28
A. Findings.....	28
B. Discussions.....	57
BAB V.....	77
CONCLUSION AND SUGGESTION.....	77
A. Conclusion	77
B. Suggestion.....	78
REFERENCES.....	79
APPENDICES	83

LIST OF TABLES

Table 4. 1 Participants' Background Information	28
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LIST OF APPENDICES

APPENDIX 1	Research Instrument	84
APPENDIX 2	Interview Transcript Excerpts and Observation Data.....	87
APPENDIX 3	Thematic Coding Results	118
APPENDIX 4	Research Dokumentation Photos.....	129