

BAB V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion section, which summarizes the main findings regarding the various challenges and opportunities experienced by Thai students in developing English speaking skills in a multilingual academic environment based on the research findings. Furthermore, the suggestion section presents several recommendations addressed to students, lecturers, and future researchers as implications of this study's findings.

A. Conclusion

This study explores the experiences of Thai students at UIN Syekh Wasil Kediri in developing their English speaking skills in a multilingual academic setting. The findings show that the participants face both linguistic and psychological challenges during the process of improving their speaking skills. The linguistic challenges include difficulties with pronunciation, grammar and sentence construction, and maintaining speaking fluency because of pauses, hesitation, self-repair, and limited academic vocabulary during spontaneous speaking. The participants also experience psychological challenges, such as speaking anxiety, fear of making mistakes, fear of negative evaluation, nervousness during presentations, and low self-confidence when using English in formal academic situations. These findings show that speaking development depends not only on linguistic competence but also on psychological factors and communication experiences.

On the other hand, the findings show that the multilingual academic environment also provides different opportunities that support the participants' speaking development. Support from lecturers and peers, a comfortable classroom environment, and repeated communication experiences help the participants become more confident and willing to speak English. In addition, translanguaging through the flexible use of Thai, Indonesian, Javanese, and English, together with digital learning resources such as online dictionaries, translation applications, social media, audiovisual platforms, and artificial intelligence (AI), supports the

participants in understanding learning materials, organizing ideas, maintaining communication, and preparing for speaking tasks.

Overall, the findings show that the English speaking development of Thai students in a multilingual academic setting is a dynamic and multidimensional process influenced by linguistic, psychological, social, cognitive, and technological factors. In this context, multilingualism creates not only challenges but also valuable resources that support communication and language learning through social interaction, translanguaging practices, and digital technology. Therefore, this study highlights the importance of creating a supportive, flexible, inclusive, and communicative learning environment to help multilingual students develop their English speaking skills with greater confidence and effectiveness.

B. Suggestion

Based on the findings of this study, several recommendations are proposed. For lecturers and educational institutions, it is important to create a supportive and less pressuring speaking environment to reduce anxiety and improve students' confidence in using English. Lecturers are also encouraged to provide authentic speaking practice, collaborative activities, constructive feedback, and opportunities to use translanguaging and digital resources to support multilingual learners.

For students, increasing speaking exposure and actively practicing English in both formal and informal contexts are recommended. Digital media and multilingual resources can also be utilized as independent learning tools to support speaking development, while developing confidence and viewing mistakes as a natural part of the learning process can help them communicate more effectively.

For future researchers, this study is limited to three Thai students from one university, so the findings cannot be generalized to all multilingual learners. Future studies are encouraged to involve more participants from different educational contexts and further explore multilingual identity, translanguaging, classroom interaction, and the role of digital technology in English speaking development.