

## CHAPTER V

### CONCLUSION, IMPLICATION, SUGGESTION

#### 5.1 Conclusion

This study reveals that students participating in the *Pertukaran Mahasiswa Merdeka Program* (PMM) face various challenges in their English speaking skills. Based on the interview results, students in the *Pertukaran Mahasiswa Merdeka Program* (PMM) face challenges in their English speaking skills that can be categorized into linguistic, psychological, and environmental challenges. Linguistic challenges include limited vocabulary, difficulties with grammar, and pronunciation. On the other hand, psychological challenges such as nervousness, anxiety, and lack of self-confidence exacerbate communication skills, especially in a new academic environment that requires interaction in a multicultural classroom. Environmental challenges also arise, including limited practice time, differences in accents among students, and a lack of facilities that support speaking activities.

To overcome these challenges, students rely on a combination of various language learning strategies. The study identified five strategies used, memory strategies were used to overcome lack of vocabulary, such as memorizing words through novels, songs, subtitled videos, and memorizing new words every morning. Cognitive strategies were applied to improve fluency and pronunciation, including independent speaking practice through dialogues, monologues, mirror speaking, and imitation of pronunciation from English video. Compensation strategies were employed when participants struggled to recall appropriate vocabulary or to adjust to peers' regional accents. These included using synonyms, paraphrasing, code-switching to Indonesian, utilizing Google Translate, and focusing on key words

when listening to unfamiliar accents. Affective strategies helped students manage anxiety and build confidence by calming themselves before speaking, avoiding direct eye contact, accepting feedback with an open mind, and motivating themselves through self-love and self-acceptance. Meanwhile, social strategies involved efforts to build relationships with classmates, understand their cultural backgrounds and communication styles, and participate in additional courses to learn directly from more proficient speakers.

## **5.2 Implication**

The findings of this study carry significant implications for education, particularly in the teaching of English speaking skill within multicultural university environments that involve interregional student. The experiences of students in the Merdeka Student Exchange Program (PMM) reflect real-world conditions that may also be encountered in other student exchange programs or similar activities that place students in new and culturally diverse learning environments.

The findings regarding linguistic, psychological, and environmental challenges reveal that developing speaking proficiency cannot focus solely on technical language mastery, but must also address students' emotional and social readiness. The strategies employed by students demonstrate that active learners require flexible approaches to develop their speaking abilities.

Therefore, English language teaching needs to adopt a comprehensive and contextual approach. The use of authentic media, group work, project-based learning, and learning strategy training can help students build speaking skills that are not only fluent but also confident and relevant to real-life communication contexts. In addition, it is also important to integrate cross-cultural learning into the

curriculum as part of preparing students for communication situations in an exchange program environment.

### **5.3 Suggestion**

Based on the research findings and implications, it is recommended that students participating in exchange programs develop learning strategies tailored to their specific needs and challenges. Students need to equip themselves with an awareness of learning strategies and be prepared to adapt to a new learning environment. Speaking skill can be improved not only through language practice, but also through the courage to try, self-reflection, and the willingness to build interactions with friends from diverse cultural backgrounds.

English teachers or lecturers are also expected to design lessons that provide a safe and inclusive space for students to practice speaking. By creating a classroom atmosphere that encourages active participation and reduces psychological pressure, students will be more motivated to speak and develop their communication skills. Teachers should also explicitly introduce various language learning strategies to students so that they have a choice of approaches that suit their learning styles and personal needs.

For further research, it is recommended that studies be conducted with a broader range of participants, both in terms of number and diversity of the students. In-depth research using qualitative, quantitative, or combined approaches would be very useful for further understanding how language learning strategies play a role in the development of students' speaking skill.