

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings derived from the process of data collection and analysis based on interviews with the participants. In addition, this chapter also includes a discussion of the findings, aiming to explore more deeply the reasons why students in the international class still experience reluctance to speak in English. The data were collected through interviews and analysed thematically to capture the participants' experiences and perceptions regarding the practice of speaking English.

The researcher conducted semi-structured interviews with eight participants from the international class. The interview data were then transcribed and analysed thoroughly. The coding process resulted in a total of 864 code entries, each representing the students' experiences, emotions, and perceptions in the context of speaking English. These codes were grouped based on similarity of meaning and categorized into several subthemes, which were later organized into four major themes: **Psychological Barriers to Speaking English, Lack of Linguistic Resources, Social and Environmental Influences, and Motivation and Personal Initiatives.**

Tabel 4.1 Thematic Structure

THEMES	SUB-THEMES	CODE	Descriptions
Psychological Barriers to Speaking English	Fear of Making Mistakes	Afraid of making Mistakes, Fear of being mistakes, nervous, Anxious, Anxiety, hesitant, feel judged, mocked, laughed.	The fear of making mistakes or being judged by others (friends, lecturers, native speakers) makes students reluctant to speak in English. Feelings of shame, past traumas, and excessive worry about the

THEMES	SUB-THEMES	CODE	Descriptions
			audience's response often suppress their confidence.
	Anxiety and Nervousness	Nervous, anxious, anxiety, panic, overthinking, worry, blank, freeze, tense, stress, hesitant, unsure, self-doubt	Feelings of anxiety, nervousness, and intense mental pressure make it difficult for students to express their ideas fluently. Several respondents mentioned experiencing a "blank mind," trembling, or losing focus when asked to speak.
	Low Confidence and Emotional Insecurity	Insecure, lack confidence, not confident, less confident, low self-esteem, unworthy, feel inferior, self-conscious, ashamed, embarrassed, discouraged, unpleasant experience, discomfort, afraid	Low self-confidence and feelings of unworthiness or not being smart enough lead to reluctance in speaking. These internal factors often stem from past negative experiences, social background, or a poor self-perception of one's own abilities.
Low linguistic competence	Limited Vocabulary	Limited vocabulary, forgot vocabulary, unknown words, basic vocabulary, vocabulary expansion	Students struggle to speak due to limited vocabulary. They often forget words or do not know the appropriate terms when speaking.
	Grammar and Sentence Construction	Grammar, grammatical mistakes, sentence construction, grammar structure, grammatical errors	Grammatical errors and difficulties in constructing sentences hinder students from conveying their ideas accurately and clearly.

THEMES	SUB-THEMES	CODE	Descriptions
	Difficulty Structuring Ideas	Struggle to structure, disorganized, constructing sentences, proper structures, confusion while speaking	Many students struggle to put their ideas together in a clear and logical way when speaking, especially during formal situations like presentations or class discussions.
Social and Environmental Influences	Peer Support and Judgment	Classmates, judged, mocked, comparison, feel supported, feel insecure around peers	The influence of peers can be either positive or negative, depending on whether students feel supported or judged.
	Teacher and Classroom Atmosphere	Lecturers, classroom, supportive lecturer, encouragement, friendly environment	The attitude of lecturers and the classroom atmosphere greatly affect students' comfort when speaking, especially in formal contexts.
	Cultural and Social Backgrounds	Cultural backgrounds, international class, different accents, language norms, misunderstandings	Differences in cultural backgrounds and communication styles among students can sometimes create barriers to understanding and delivering messages.
Motivation and Personal Initiatives	Self-Motivation	Motivation, encouraged, want to improve, study harder, aspirations, language goals	Students are driven by their own internal motivation to improve, without having to rely on external encouragement.
	Personal Learning Efforts	Practice English, watching films, listening to music, use of AI, Duolingo, self-taught	Many students seek alternative learning methods outside the classroom as a form of initiative to enhance their speaking skills.

THEMES	SUB-THEMES	CODE	Descriptions
	Taking Opportunities	Joining competitions, volunteering, initiating conversations, participating in class discussions	Students who take the initiative to speak in various situations demonstrate the courage to step out of their comfort zones and actively practice the language.

4.1 Findings

This chapter presents the findings derived from in-depth interviews conducted with eight participants enrolled in the international class of the English Language Education Study Program. The data were analysed using a thematic analysis approach, enabling the researcher to identify recurring patterns of meaning within the participants' narratives.

Through a systematic process of coding, categorization, and theme development, a total of 864 codes were generated. These codes were then organized into several major themes and subthemes, each of which captures key factors contributing to students' reluctance to speak English in classroom contexts. The identified themes span psychological, linguistic, social, and cultural dimensions.

Each theme is presented in a clear and structured manner through thematic tables, supported by narrative explanations and direct quotations from the participants to strengthen interpretation and provide contextual depth. This chapter serves as the empirical basis for the discussion in Chapter V, where the findings will be critically examined in relation to existing theories and prior research.

Theme 1: Psychological barriers

The findings reveal that psychological factors play a central role in students' reluctance to speak English, especially in academic settings. Many participants expressed anxiety, nervousness, and a persistent fear of making mistakes. These emotions often created mental blocks and led to silence during classroom interactions. For instance, participant 4 shared.

When I want to speak, sometimes I forget what I want to say. I feel nervous and overthink everything. What if I make mistakes? What if people laugh? (Participant 4)

Another psychological barrier reported by participants was the fear of negative judgment. Several students admitted to past experiences of being laughed at or mocked, which damaged their self-confidence. Participant 5 recalled.

One time I made a mistake, and my classmates laughed. Since then, I speak less. (Participant 5)

Similarly, Participant six expressed his fear for being judged when he speaks English, especially when he makes grammatical mistakes. These moments left a lasting emotional impact and discouraged students from trying again in future speaking opportunities.

Furthermore, many students indicated a sense of insecurity and low self-worth when comparing their abilities to others. Participant 8 always felt more inferior than his classmates.

They speak more fluently, and that makes me afraid to even try. (Participant 8)

These internal struggles highlight the importance of creating a safe and encouraging environment that supports not only language development but also students' emotional well-being in speaking English.

Theme 2: Low linguistic competence

The findings of this study highlight that limited mastery of linguistic aspects such as vocabulary, grammar, and pronunciation plays a significant role in students' reluctance to speak English. Many participants admitted struggling to find the right words when speaking or doubting whether their sentence structure was correct. Participant 4 commented that she often forgot the words, so when she spoke, she stopped because she did not know the right terms. These limitations cause students to speak hesitantly, with pauses, or avoid speaking altogether.

In addition to vocabulary, the construction of correct sentences was another major concern. Some students shared that they were unsure if their grammar was accurate, leading to hesitation. As participant 1 stated,

Sometimes I want to speak spontaneously, but I think too much about whether the structure is right or not. In the end, I just hesitate.
(Participant 1)

Pronunciation issues also contributed to their anxiety, with some students fearing they would not be understood. This linguistic insecurity often disrupted the fluency of their speech. This lack of linguistic competence affected not only their academic speaking performance but also their confidence in casual interactions. Participant 5 shared,

I know what I want to say, but I don't know how to arrange it in English. I'm also afraid of making grammar mistakes.

Such difficulties limited their willingness to participate in class discussions, especially in front of lecturers or peers who appeared more fluent. Consequently, low linguistic competence emerged as a critical barrier that reinforced students' reluctance to speak in English.

Theme 3: Social and Environmental Influences

The data reveal that social dynamics and the learning environment significantly influence students' willingness to speak English. Many participants mentioned that the presence of more fluent peers or native speakers made them feel intimidated and less confident. Some students felt that their language abilities were constantly being compared, leading to a sense of inferiority. This social pressure discouraged many from speaking up in classroom discussions. As participant eight expressed,

★ I feel awkward when others speak fluently. I start comparing myself and become insecure.

The classroom atmosphere also played a crucial role. A supportive and non-judgmental environment was often linked to greater student participation. Several students shared that they were more likely to speak English when surrounded by encouraging friends and understanding lecturers. Participant 7 noted,

When I feel comfortable and supported by my classmates and lecturers, I'm not afraid to speak.

On the other hand, negative experiences such as being mocked or laughed at had a lasting impact on students' emotional readiness. Participant 5 explained,

Once I was laughed at after making a mistake, and since then I rarely speak in class.

Outside the classroom, cultural background and previous social experiences also shaped students' speaking behaviour. Participants from cultures that emphasize politeness and silence in public settings often felt hesitant to speak, especially in group discussions. Additionally, some students were cautious about unintentionally offending others due to differences in cultural norms or communication styles. As participant 2 reflected,

Sometimes I worry my words might offend someone or be misunderstood, especially when talking to people from different countries.

These social and environmental factors formed an interconnected barrier that influenced how students perceived their ability and right to use English in academic settings.

Theme 4: Motivation and personal initiative

The interview data indicate that students' intrinsic motivation and personal initiative play a significant role in overcoming their reluctance to speak English. Several participants expressed that their personal desire to become proficient in English pushed them to practice despite feelings of fear or insecurity. As participant 2 stated,

I want to be fluent, so I study by myself at home, even though sometimes I feel shy or afraid of making mistakes.

This motivation was often driven by long-term academic goals or career aspirations that required English proficiency. In addition, some students actively sought out extra practice opportunities outside of formal class settings. They joined programs like English Day, used language learning apps like Duolingo, or engaged in casual conversation with international peers. Participant 8 shared.

I took the initiative to speak during English Day so I can get used to it. (Participant 8)

These independent efforts helped students gradually build their confidence. For many, the decision to practice did not stem from external encouragement but rather from an internal drive to improve. However, not all students demonstrated the same level of self-motivation. Some participants admitted that they lacked clear guidance or did not feel strongly encouraged by their academic environment. Nevertheless, those who showed significant progress in their speaking skills tended to be those with strong personal initiative and a proactive approach to learning. Participant 7 explained.

I was motivated to get better, so I found my own way, watching movies without subtitles and practicing by myself at home.

This underscores the importance of internal motivation and self-directed learning in helping students break through psychological and linguistic barriers to speaking English confidently.

4.2 Discussions

This chapter discusses the findings of the study in relation to the research questions. The study aims to explore the factors contributing to students' reluctance to speak English in an international classroom setting. Through a thematic analysis of interview data from eight participants, four major themes emerged: Psychological Barriers, Low Linguistic Competence, Social and Environmental Influences, and Motivation and Personal Initiatives. These themes are discussed in light of existing literature and theories to provide a broader understanding of how and why students hold back from speaking English despite being enrolled in an English-mediated learning environment.

Psychological Barriers to Speaking English

One of the most dominant themes that emerged from the data was psychological barriers, particularly anxiety, nervousness, and fear of negative evaluation. Many students expressed that they often felt nervous, anxious, or afraid of making mistakes, especially in formal settings like presentations or classroom discussions. These emotions significantly hindered their willingness to speak. This aligns with Horwitz, Horwitz, and Cope's (1986) concept of foreign language anxiety, which explains how fear of negative evaluation and communication apprehension can interfere with second language acquisition. Some participants recalled being mocked, laughed at, or harshly corrected, which amplified their fear and caused long-term hesitation in speaking situations. The Affective Filter Hypothesis by Krashen also supports this finding, suggesting that high emotional barriers can block language input from being effectively acquired, particularly in speaking contexts.

Low Linguistic Competence

Another major theme was the students' perceived lack of linguistic resources, especially regarding vocabulary, grammar, and pronunciation. Participants often described forgetting words mid-sentence, struggling to form grammatically correct sentences, or fearing mispronunciation. This linguistic insecurity contributed to their reluctance to speak. As one student noted, *"I often forget the right words and then get stuck... I just stop talking."* This reflects the view of Nation (2001), who emphasized that inadequate vocabulary limits learners' ability to participate in meaningful communication. Grammar and pronunciation issues were not only technical concerns but also closely tied to the students' self-confidence. Many feared that grammatical errors would lead to public embarrassment, reinforcing their silence. These findings confirm previous research that identifies linguistic competence as a core predictor of oral participation in EFL settings.

Social and Environmental Influences

In addition to internal factors, external social and classroom environments played a significant role in shaping students' speaking behaviours. Several participants shared that they felt intimidated by more fluent peers or international students, leading to a sense of inferiority and self-consciousness. Moreover, some students expressed discomfort speaking English in front of classmates or lecturers, especially when the classroom atmosphere felt judgmental or competitive. These social dynamics often discouraged spontaneous speaking. According to Vygotsky's Sociocultural Theory language development is strongly influenced by interaction and social context

(Vygotsky's, 1978). According to this view, a supportive and inclusive environment can facilitate language growth, while a critical or isolating setting can inhibit it. Similarly, Lantolf and Thorne (2006) emphasize that learning emerges through socially mediated activity, where learners internalize knowledge shared within a community of practice.

In this study, participants who reported supportive lecturers or positive peer collaboration appeared more willing to take speaking risks. This finding reinforces the idea that the classroom culture including feedback styles and peer dynamics can either foster or inhibit students' oral participation.

Motivation and Personal Initiatives

Despite the challenges, the study also found that some students showed high levels of motivation and personal initiative in improving their speaking skills. These students often took self-directed steps to practice English outside the classroom, such as joining English Day programs, using language learning apps like Duolingo, or watching English media without subtitles. Their internal motivation was often driven by academic goals or future aspirations. One participant stated, "I want to be fluent, so I learn by myself at home." This reflects the principles of Self-Determination Theory by Ryan and Deci (2000), which emphasizes the importance of intrinsic motivation in sustained learning. Students who were proactive in their learning tended to show gradual improvement in confidence and speaking ability, even in the absence of formal support. This finding highlights the importance of fostering not only language instruction but also learner autonomy.