

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated the underlying factors that contribute to the reluctance of EFL students in the international class to speak English. Using a qualitative approach with semi-structured interviews and thematic analysis, the research collected in-depth data from eight participants enrolled in the English Language Education Study Program. The analysis of 864 coded responses led to the emergence of four overarching themes: psychological barriers, low linguistic competence, social and environmental influences, and motivation and personal initiatives.

The findings revealed that psychological barriers such as nervousness, anxiety, and fear of making mistakes significantly affect students' willingness to speak. Many students reported feeling insecure, afraid of negative judgment, or being laughed at by peers or lecturers. In addition, low linguistic competence emerged as a major challenge, with students struggling due to limited vocabulary, poor grammar, pronunciation difficulties, and an inability to structure sentences fluently. These language-related limitations made them feel unprepared or embarrassed when speaking in formal academic settings.

Moreover, the influence of the classroom environment and social dynamics also played a crucial role. Unsupportive classmates, intimidating audiences, or fear of speaking in front of native speakers led to increased self-doubt and silence. Despite these challenges, the findings also showed that

students' personal motivation, encouragement from lecturers and peers, and exposure to informal English learning (such as watching movies or engaging with English media) helped some students gradually improve their speaking confidence. The study concludes that students' reluctance to speak English is multifaceted, requiring both emotional support and linguistic development to create an empowering learning experience.

5.2 Suggestion

Based on the findings of this research, several suggestions are proposed to help address the reluctance of students in speaking English. First, students should be encouraged to actively participate in classroom discussions and seek regular practice to improve their fluency and confidence. By engaging in informal conversations, using English-language media, and leveraging digital learning tools, students can gradually reduce their fear and increase their familiarity with the language.

Furthermore, teachers and lecturers have an essential role in shaping a supportive classroom atmosphere. They are advised to provide constructive feedback with empathy, avoid creating fear through excessive correction, and use encouraging strategies such as collaborative speaking tasks or positive reinforcement. An emotionally safe learning environment is vital to helping students feel more confident and willing to speak up.

Lastly, institutions should develop and promote programs that foster speaking confidence, such as conversation clubs, public speaking workshops, and peer mentoring. These initiatives should be integrated with formal

instruction to provide students with both structured learning and real-life language practice. For future researchers, it is recommended to expand the scope of the study by involving more diverse participants or using longitudinal and mixed-method approaches to gain a deeper understanding of students' language development over time.

