

**UNDERSTANDING THE RELUCTANCE OF EFL STUDENTS
IN AN INTERNATIONAL CLASS TO SPEAK ENGLISH**



A THESIS

Submitted to the English Language Education Study Program as a
partial fulfilment of the requirements for the S. Pd. Degree

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HALAMAN MOTTO

*“Walking slowly doesn’t mean you won’t arrive. As my father used to say, ‘**Lakon teka ker**i’ those who strive will eventually get there.”*

(Syahrul Agung Prayogi)



DEDICATION

I sincerely dedicate this thesis to myself, in recognition of the effort, determination, and commitment I have shown throughout this academic journey. This achievement represents a meaningful milestone in completing my bachelor's degree in English Education and reflects my growth as a lifelong learner.



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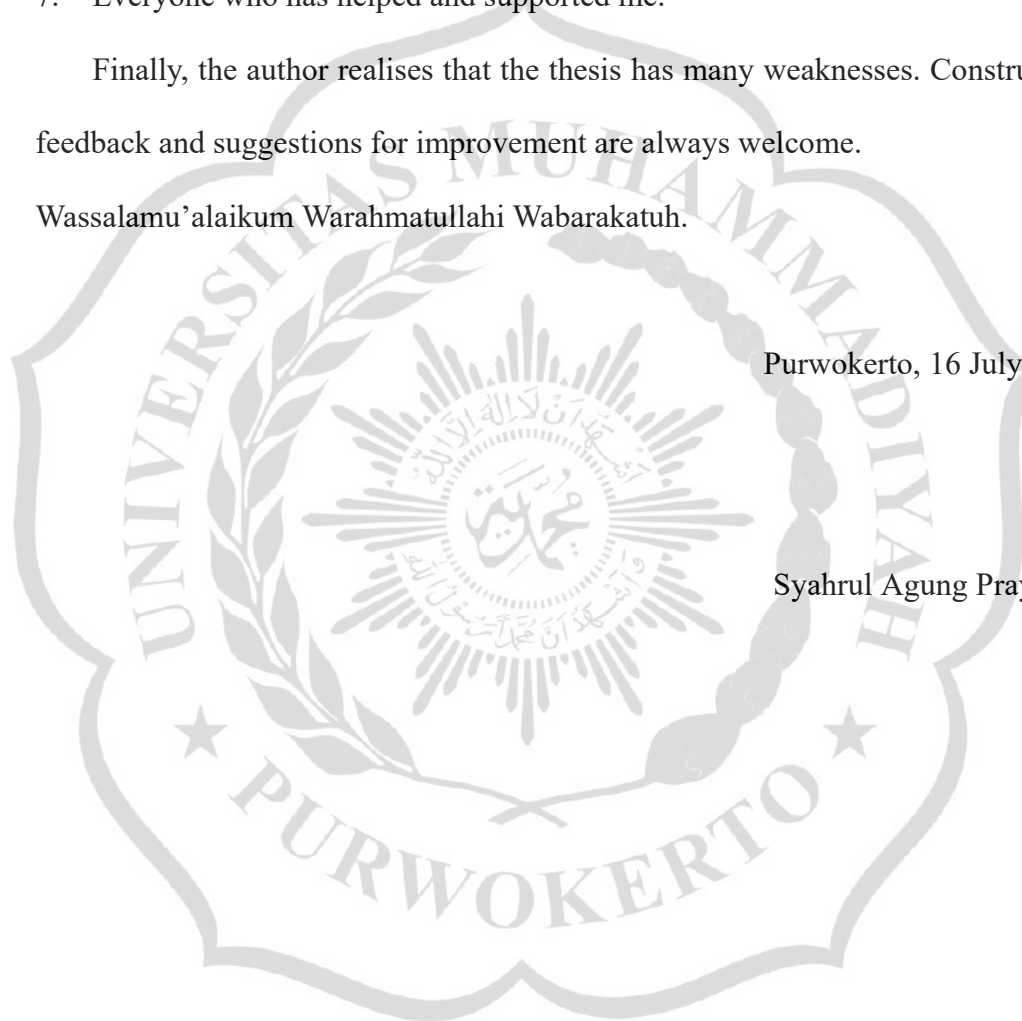
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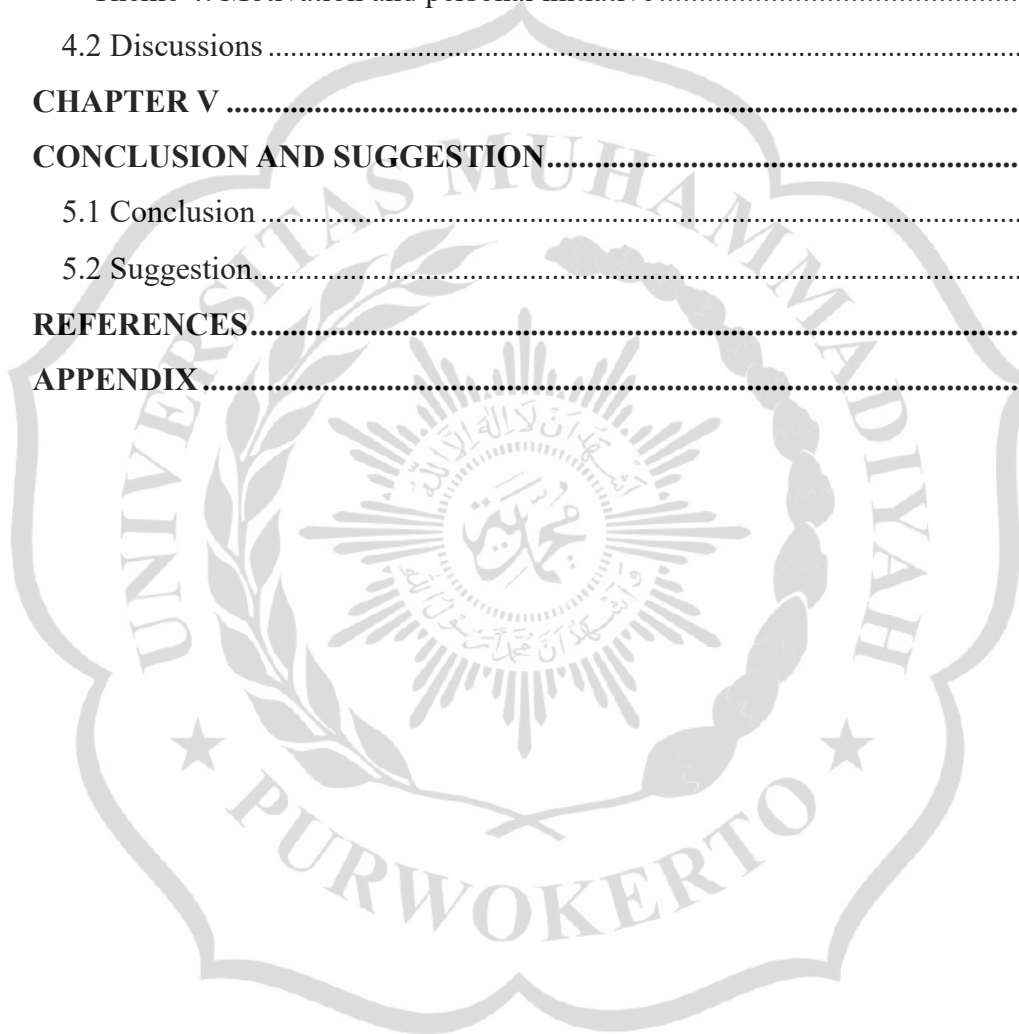
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ABSTRACT

This study aims to explore the underlying factors contributing to the reluctance of international class students in the English Language Education Study Program to speak English. Speaking is a crucial skill in English as a Foreign Language (EFL) learning, and hesitation to speak poses a serious challenge to language development. Employing a qualitative approach, the researcher conducted semi-structured interviews with eight purposively selected participants. The data were analysed using thematic analysis to identify repeated ideas and meanings in the participants' narratives. The findings reveal four major themes contributing to students' reluctance to speak English: (1) psychological barriers, including nervousness, anxiety, fear of making mistakes, and fear of being judged; (2) limited linguistic competence, such as insufficient vocabulary, grammatical weaknesses, and incorrect pronunciation; (3) social and environmental influences, such as peer pressure, unsupportive classroom environments, and cultural differences; and (4) motivation and personal initiative, including lack of internal motivation and overreliance on teachers' direction. These findings suggest that the reluctance to speak English is a complex, multidimensional issue influenced not only by language ability but also by emotional and social factors. Therefore, it is essential for educators to adopt a holistic approach in designing classroom strategies that promote psychological safety, build confidence, and provide meaningful speaking opportunities. The study highlights the need for supportive learning environments, encouraging feedback, and activities that engage students in real communicative practices to foster speaking development in international EFL contexts.

Keywords: Speaking Reluctance, EFL Students, International Class, Psychological Barriers, Thematic Analysis.