

ABSTRACT

Rembulan, Olivia Putri., 2025. EFL Students' Reluctance to Speak Using English During Classroom Discussions. A Thesis. English Education Study Program. Faculty of Teacher Training and Education of Universitas Jambi in Academic Year 2024/2025. The first supervisor: Dr. Mukhlash Abrar, S.S., M.Hum. The second supervisor: Indri Anastasia, S.S., MA.

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Oral communication plays a crucial role in many teaching and learning activities, with classroom discussions commonly used in EFL settings to develop students' speaking skills. As a method, discussion promotes students' participation, critical thinking, and problem-solving abilities. However, EFL students in English Education programs often show reluctance to participate in discussions using English. Utilizing a qualitative case study, this study aims to identify the factors contributing to this reluctance and explore the strategies students apply to address these challenges. Eight students from the 2022 batch of an English Education program in a public university in Jambi Province were selected using purposive sampling. Data were collected through interview and analyzed using thematic analysis. The findings of the research revealed three main factors contributing to EFL students' reluctance to speak English during classroom discussions namely linguistic, psychological, and learning proponents. Furthermore, to address these challenges, students employed three main strategies: self-management, seeking other people's assistance, and technological support strategy. The findings indicate that addressing the linguistic and non-linguistic challenges faced by EFL students in speaking English during classroom discussions requires a more holistic approach, integrating targeted pedagogical strategies and support systems to promote a more inclusive and effective learning environment.