

ABSTRACT

Maharrani, Maria Elsa. 2025. **Factors Influencing Students' Reluctance to Speak English: A Study of Tenth-Grade Students at a Senior High School in Kota Jambi.** Thesis, Faculty of Teacher Training and Education, Jambi University. First Supervisor: Bunga Ayu Wulandari, S.Pd, M.EIL, Ph.D, and second supervisor: Dr. Nely Arif, S.Pd, M.Pd.

Key words: Factors, Reluctance to Speak English

This research investigated the factors that most influence the tenth-grade students of SMAN 12 Kota Jambi's reluctance to speak English. This research utilized a quantitative method with a survey approach. The respondents of this research were 224 of the tenth-grade students at SMAN 12 Kota Jambi. The data of this research were collected by using a questionnaire. The questionnaire was adapted from Indrawati (2019) and Maya et al. (2025) research. The results showed that internal factors (fear of mistakes, anxiety, shyness, and lack of confidence) had a mean score of 33.99, while external factors (low motivation, mother tongue use, lack of parents' attention, and learning media use) had a mean score of 27.28. Based on these data, it can be informed that internal factors had the highest mean score, which means that internal factors caused higher reluctance than external factors. Among internal factors such as fear of mistakes, anxiety, shyness, and lack of confidence, the fear of mistakes is the most influence the tenth-grade students of SMAN 12 Kota Jambi's reluctance to speak English because it had the highest mean score, 3.34. Therefore, support from the students' environment is needed, for example, motivation from their parents and positive support from their classmates. The teachers should advise the use of appropriate learning techniques. Additionally, students should be given an understanding that making mistakes is normal in the learning process, so they do not need to be afraid.