

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings are organized in accordance with the research questions of this study. The first research question explores students' behavioural, emotional, cognitive, and social engagement during English speaking practice. The second research question investigates the factors influencing students' participation in speaking exercises. Five participants from various degree programmes who had previously taken part in speaking events at UPB were interviewed using a semi structured interview by the researcher to answer these research questions.

The interview data were analyzed using the interactive model of Miles, et. al (2020), consisting of data reduction, data display, and conclusion drawing. Through this process, several themes were identified and are presented in the following sections.

1. Students Experience Behaviour, Emotional, Cognitive, and Social Engagement During English Speaking Practice at UPB

Based on the interview data, the researchers identified four main themes relating to students' participation in speaking activities. These themes encompass behavioural, emotional, cognitive and social factors influencing engagement.

1. Behavioral Engagement

Behavioural engagement refers to students' active participation in learning activities. It is reflected in students' willingness to participate in discussions, deliver presentations, answer questions, and complete speaking tasks during classroom learning.

a. Participations in Speaking Activities

According to the interview findings, all participants took part in the speaking activities, albeit in different ways. Whilst some participants preferred to answer questions or offer suggestions during the group activities, others participated actively in the discussions and presentations.

As stated by Participant 1:

"I quite often take part in speaking activities such as self-introductions, conversations and group discussions. These activities help me get more used to speaking English, although I still make mistakes quite often."

P1 Response indicates that behavioural engagement was demonstrated through active participation in classroom speaking activities. Despite experiencing difficulties, the participant remained willing to participate consistently, reflecting a strong commitment to improving speaking proficiency.

When there are spoken activities, they help broaden one's understanding of the correct pronunciation of an English word. From the statement above, it can be seen that P2 regards speaking as a means of learning English more effectively. This experience ensures that P2 remains

engaged in the activities provided throughout the ongoing learning process

As stated by Participant 2:

My experience was quite enjoyable; I tried to get across the points I had prepared. Although I felt a little nervous at first, once I started speaking, that nervousness disappeared because I was focused on the topic at hand “

Based on the participants³ experience, preparing in advance can help them perform better every time they speak in class. Although they may feel nervous at first, they still try to convey the ideas they have prepared beforehand. As stated by Participant 3:

“When taking part in speaking activities in class, I often take part in group discussions, give short presentations and answer questions
As stated by Participant 4:

“from the lecturer. However, I still lack confidence when speaking English.”

This finding indicates that although Participant 4 lacks self-confidence, they remain willing to participate actively in speaking activities. I regularly take part in various public speaking exercises organized as part of the learning process.

As stated by Participant 5:

“So, speak with confidence, because you need to be proactive; things you didn’t know before will become clear.”

For Participant 5, taking part in speaking exercises helps to boost their self-confidence whilst gaining new knowledge during the learning process. It is clear that students demonstrate active engagement through their participation in various speaking activities organized in class. Although the level of engagement varies from one student to another, they all emphasize the importance of participating in the learning process.

b. Efforts to Engage in Speaking Activities

As well as taking part in speaking practice sessions, the students are also involved in various activities to keep up with the ongoing learning process. According to the interview findings, each student has different strategies for increasing their participation in speaking activities. Although there are many obstacles, they continue to strive to take part in the activities organized by the lecturers. As stated by Participant 1:

“I usually try to participate actively by answering the lecturer’s questions, discussing things with my classmates and sharing my views.”

Based on this statement, Participant 1 demonstrated active engagement throughout the speaking activity. P1 did not merely listen, but also sought to express opinions and participate in class discussions. This indicates a willingness to continue practicing their English speaking skills. As stated by Participant 2:

“Usually appointed by the organizer, or by volunteering”.

From Participant 2’s response, it is clear that their involvement in speaking activities occurred both when asked to do so by the lecturer and of their own accord. Although their answer was brief, this indicates that Participant 2 was still willing to take part when given the opportunity to speak

As stated by Participant 3:

“I usually take part by jotting down the key points first before speaking. In group discussions”

This statement suggests that P3 prepared before speaking. By jotting down the key points beforehand, P3 felt better prepared to express their views during the discussion. This approach helped them feel more confident when speaking in front of others.

As stated by Participant 4:

“I usually participate by sharing my views during group discussions and answering questions that I understand.”

Based on P4’s experience, engagement in speaking activities is demonstrated through the courage to express opinions and answer questions that one understands. Although P4 still lacks confidence, they continue to make an effort to participate in class activities.

As stated by Participant 5:

“I think about it a little if there’s a session.”

P5’s response indicates that they endeavor to understand and reflect on the material being discussed before offering a response. Although they do not always speak at length, P5 still demonstrates engagement in the learning process.

Based on the results of these interviews, it is clear that students have various ways of remaining engaged in speaking activities. Some speak actively, give their opinions, answer questions, or prepare themselves in advance before speaking. These findings indicate that each student

demonstrates different forms of engagement according to their learning preferences and personal experiences.

c. Courage to Speak in Classroom

One of the most important aspects of student participation in speaking activities is the confidence to speak. According to the interview findings, the majority of participants took part in speaking activities to practice their speaking skills, although they were still reluctant to practice pronunciation or language structure.

As stated by Participant 1:

“Yes, I try to be brave enough to speak because I want to improve my English. However, sometimes I still hesitate because I’m afraid of making mistakes with my pronunciation or grammar.”

Based on this experience, it is clear that the desire to improve their English is the main reason driving P1 to keep speaking. Although they still feel anxious, P1 continues to try to take part in speaking activities.

As stated by Participant 2:

“I’m quite confident because I already have a bit of a foundation in English.”

This statement shows that P2’s basic knowledge makes them feel more confident about speaking. This confidence helps them to be more confident in using English during classroom activities.

As stated by Participant 3:

“Yes I’m quite brave. Because for me, the classroom is a place for learning, so there’s no need to be afraid of making mistakes.”

P3's answer reflects a positive outlook on the learning process. For P3, mistakes are a natural part of learning and therefore do not constitute a reason to avoid speaking activities. As stated by Participant 4:

"I'm quite confident speaking or answering questions in class, although I'm still a bit hesitant at times because I'm afraid of making mistakes with my pronunciation or grammar. I keep trying anyway because I want to improve my speaking skills."

P4 realized that this fear is still there, but the desire to improve keeps them trying to speak. This demonstrates a commitment to continuing to learn despite facing various obstacles.

As stated by Participant 5:

"Yes, because I'm usually active during the topics covered in UPB. From this statement, it can be understood that the habit of participating in classroom activities has made P5 more confident in speaking up than before."

Overall, the interview results show that the confidence to speak does not appear out of the blue, but develops through ongoing learning experiences. Although there is still a sense of fear and hesitation, the participants continue to try to speak because they realize that speaking skills can only improve through continuous practice.

2. Emotional Engagement

Relates to the feelings experienced by students whilst taking part in speaking activities. This research may have an impact on the way students engage in their learning process. When students feel comfortable, happy and confident, they are generally more inclined to speak. On the other hand,

when they feel nervous or afraid of making mistakes, they tend to be more cautious when speaking.

Based on the interview results, participants experienced a range of emotions whilst taking part in speaking activities at UPB. Participants were pleased as this allowed them to assess their English proficiency directly. However, some participants also experienced nervousness, shyness or a slight lack of self-confidence when having to speak in front of their classmates and lecturers. Nevertheless, these feelings did not prevent them from engaging in the speaking activities. They continued to strive to participate and made these experiences an integral part of the learning process.

a. During Speaking Activity

As stated by Participant1 :

“feel a bit nervous, but I’m also pleased to be able to practise my speaking skills in person.”

For P1, speaking activities provide an opportunity to develop their English language skills. Although they still feel nervous, particularly when speaking in front of others, they continue to enjoy the learning process because it allows them to gain experience speaking in person.

As stated by Participant2 :

“Nothing special.”

P2’s response suggests that they do not have particularly strong feelings about their participation in speaking activities. They view these activities as part of the learning process that must be undertaken, just like

any other part of their studies. Consequently, P2 appears more relaxed when faced with speaking activities compared to some of the other participants.

As stated by Participant3 :

“ feel quite challenged and enthusiastic, even though my grammar and vocabulary aren’t perfect yet. ”

P3’s experience shows that speaking activities are seen as an engaging challenge. Although he is still aware of his shortcomings in English, he remains enthusiastic about taking part in the activities. His desire to keep learning keeps him motivated throughout the learning process.

As stated by Participant4:

“When speaking English in class, I feel a little nervous but also happy because I get to practise my English.”

P4’s experience shows that feelings of nervousness and happiness can arise at the same time. The nervousness stems from having to use English in front of the class, whilst the happiness comes from the fact that they feel they have the opportunity to continue learning and improving their speaking skills.

Stated by Participant5:

“ i’m very proud that, by learning bit by bit, I’ve finally managed do it; the process during the UPB programme was excellent and the teaching was very good.”

Unlike the other participants, P5 placed greater emphasis on the progress made whilst taking part in the speaking activities. The progress they had made made them feel proud and more appreciative of the learning process they had undergone whilst participating in the UPB programme.

Overall, the interview results indicate that speaking activities provide students with a variety of emotional experiences. Although perceptions vary, the majority of students view speaking activities as a useful means of helping them improve their English language proficiency. Although these activities can sometimes still cause nervousness and a slight lack of self-confidence, feelings of joy, pride and enthusiasm act as motivators that keep them engaged in the learning process.

3. Cognitive Engagement

Based on the interview findings, participants exhibited various types of cognitive difficulties whilst taking part in speaking activities at UPB. The majority of participants stated that, in order to participate more frequently in discussions, presentations and other activities, they prepared themselves in advance. They also made a concerted effort to find new words, understand the topics to be discussed, and overcome problems they had encountered previously.

a. Before Speaking

Stated by Participant1:

“ usually read through the material first, make key notes, and practise saying the sentences I’m going to deliver.”

For P1, preparation before speaking is important. He feels more prepared once he has understood the material to be discussed. By reading through the material first and making brief notes, he can more easily recall the points he wishes to convey during the speaking activity.

As stated by Participant 2:

“Think first.”

Although his answer was brief, P2 showed that he still made preparations before speaking. He chose to think through what he was going to say beforehand so that he wouldn't get flustered when he had to speak in front of the class.

As stated by Participant3:

“Before speaking, I usually read through the material repeatedly to grasp the main points.”

P3 appears to focus more on understanding the material. Before speaking, they try to understand the content first so that they can explain it or express their views more effectively during the activity.

As stated by Participant 4:

“Before speaking, I usually read through the material first, look up the meanings of any necessary words, and practice saying the sentences I'm going to deliver.”

Unlike some of the other participants, P4 carries out several steps at once before speaking. He not only reads through the material, but also looks up the meanings of new words and practices his pronunciation so that he is better prepared when speaking.

As stated by Participant 5:

“I think about it first.”

P5's answer shows that he also makes preparations, albeit in a simple way. Before speaking, he tries to think about what he wants to say so that it is easier for him to explain things to the class.

Generally, the interview results indicate that all participants prepared themselves before speaking, although they used different strategies. They made every effort to understand the material in various ways, tailored to their individual needs. When taking part in speaking activities, these preparations helped them to feel more relaxed and enthusiastic.

b. Vocabulary Preparation

As well as preparing their material, the participants also endeavored to expand their vocabulary before taking part in the speaking activities. Vocabulary is considered important as it helps them to express their ideas and opinions more easily. According to the interview findings, the majority of participants said they looked up the meanings of new words, noted down important vocabulary, or memorized a few words related to the topics to be discussed.

As stated by Participant 1:

“I look for vocabulary related to the topic to be discussed, then make a note of it and try to use it in simple sentences.”

In P1’s experience, the learning process is not simply memorized, but is also practiced in sentences. This approach helps them to better understand how to use the words when speaking.

As stated by Participant 2:

“I try to recall them first.”

P2’s response indicates that they try to recall vocabulary they have learnt previously. For them, recalling words they already know is the first step before speaking.

As stated by Participant3:

“I gather ideas by looking up references in books or on the internet that are relevant to the topic.”

P3 not only looks for new vocabulary but also broadens their understanding of the topic to be discussed. Through this process, they acquire a variety of vocabulary and expressions that can be used when speaking.

As stated by Participant4:

“Taking on board the feedback from my lecturer and classmates, I am also trying to correct these mistakes so that they are not repeated next time.”

For P4, feedback from lecturers and classmates plays an important role in the learning process. He endeavors to accept criticism and advice as a way of improving his speaking skills.

As stated by Participant5

“I won’t do it again.”

P5’s simple response indicates that they are trying to avoid repeating past mistakes. This experience has served as a lesson, helping them to be more careful when speaking.

Based on the interview results, it is clear that the participants do not view mistakes as something to be feared. On the contrary, they try to treat mistakes as learning experiences that can help improve their speaking skills.

c. Learning From Mistakes

Further findings indicate that students endeavor to learn from the mistakes they have made. Errors in pronunciation, grammar and the expression of ideas are regarded as part of the learning process.

Consequently, the participants attempt to learn from these experiences so that they can perform better on the next occasion.

As stated by Participant1:

“ I take note of the lecturer’s corrections, then try to improve on them next time.”

P1 considers feedback from the lecturer to be useful. The corrections provided serve as a basis for self-evaluation to ensure that the same mistakes are not repeated.

As stated by Participant2:

“I just evaluate it.”

Although brief, P2’s answer shows that they continue to evaluate their own performance after taking part in speaking activities. This evaluation helps them identify which areas still need improvement.

As stated by Participant3:

“I usually evaluate what I did wrong; for example, if yesterday I spoke too quickly or forgot to mention an important point, I’ll make a note of it.”

P3 appears to be quite reflective about their experience. They try to recall the parts that could have been better and use them as lessons for the next activity.

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Based on the interview results, it is clear that the participants do not view mistakes as something to be feared. On the contrary, they try to treat mistakes as learning experiences that can help improve their speaking skills.

d. Reflection on Speaking Performance

As well as learning from their mistakes, students also reflect on their speaking skills. This reflection involves reassessing their performance after taking part in speaking activities, reviewing the progress they have made, and identifying areas that still need improvement.

As stated by Participant 1:

“I take note of the lecturer’s feedback, then try to improve on it the next time.”

P1’s experience shows that reflection is carried out through the feedback received during the learning process. He tries to identify any remaining shortcomings and improve them gradually.

As stated by Participant3:

“I usually assess what went wrong; for example, if yesterday I spoke too quickly or forgot to mention an important point.”

P3 consciously reflects on their own performance after speaking. They try to identify any remaining weaknesses so that they can improve the quality of their performance next time.

As stated by Participant4:

“I try to correct those mistakes so they don’t happen again next time.”

For P4, reflection is an important part of the learning process. By looking back on previous experiences, he can identify areas that need improvement.

Overall, the findings of this study indicate that students not only participate in language based activities, but also make a genuine effort to understand the learning process they are undergoing. They self-assess before speaking, expand their vocabulary, learn from their mistakes, and evaluate their own abilities. These activities demonstrate cognitive engagement, which helps students improve their ability to communicate clearly.

4. Social Engagement

Participants stated that friends and lecturers played an important role in supporting them whilst taking part in the speaking activities. This support took the form of collaboration, joint practice sessions, feedback and encouragement, all of which helped students to develop their speaking skills.

a. Working With Classmates

One form of social engagement identified in this study is collaboration with classmates during speaking activities. Through such collaboration, students can help one another, share ideas and offer support when facing difficulties.

As stated by Participant 1:

“I have practised dialogues and presentations with friends. We help each other improve our pronunciation and offer feedback to make our performances better.”

P1’s experience shows that collaborating with friends is beneficial in the process of learning to speak. By practising together, students can identify their remaining weaknesses and receive advice on how to improve them before presenting in front of the class

It is clear that working with peers provides a positive experience for students. Through such collaboration, students can learn together, exchange ideas and build their confidence in speaking English.

b. Peer Support

In addition to collaboration, support from friends is also a key factor in student engagement during speaking activities. This support can take the form of encouragement, help when facing difficulties, or an atmosphere that makes students feel at ease whilst speaking.

As stated by Participant 1

“They help by practising conversations with me, demonstrating correct pronunciation, and offering encouragement when I’m feeling a bit lacking in confidence.”

For P1, friends are not only study partners but also a source of support that helps boost self-confidence. When facing difficulties, having friends around makes the learning process feel less daunting.

As stated by Participant 2:

“By briefing each other to avoid mistakes.”

P2's answer shows that friends play a role in helping to prepare for speaking activities. Through communication and joint preparation, they can reduce the likelihood of mistakes occurring during their performance.

As stated by Participant 3:

"My friends help by being good listeners when I try to express my opinions, and by pointing out when I use the wrong word."

P3's experience shows that support from friends does not always take the form of praise, but can also consist of constructive feedback that helps improve speaking skills. With friends who are willing to listen and offer advice, the learning process becomes more effective.

As stated by Participant 4:

"My friends help me by practising conversations with me, giving feedback on my pronunciation, and helping when I forget certain words."

P4's response shows that friends play a significant role in the process of learning to speak. The support they provide makes it easier for them to overcome the difficulties that arise when speaking.

As stated by Participant 5:

"They are very helpful and make me feel confident."

P5's statement indicates that friends' support has a positive influence on their self-confidence. The presence of supportive friends makes them more confident to speak in class.

From the interview results, it can be seen that friends' support is one of the factors that helps students remain active in speaking activities. A mutually supportive environment makes students feel more comfortable learning and trying to use English.

C. Receiving Feedback

Feedback helps students identify areas where they still need to improve and provides an insight into the progress they are making.

As stated by Participant 1:

“ I’m pleased because that feedback has helped me identify my weaknesses and improve my speaking skills.”

P1 sees feedback as something useful because it helps them to develop and learn from their past mistakes.

As stated by Participant 5:

“I’m very happy.”

P5 showed a positive response to the feedback received. This indicates that feedback from others can serve as motivation to continue learning.

It can be concluded that students’ social engagement is evident through collaboration with peers, peer support, interaction with lecturers, and their receptiveness to the feedback provided. Good relationships within the learning environment help students feel more at ease and more active whilst participating in speaking activities.

2. Factors Influence Students Engagement in Practicing Speaking English Skills at UPB

There are several factors that influence students’ participation in speaking activities. These factors include self-confidence, vocabulary proficiency, the classroom atmosphere, support from peers, and understanding of the material being studied.

2.1. Self Confidence

Self-confidence was one of the factors most frequently mentioned by participants. Students who are self-confident tend to be more willing to speak up and express their opinions in class.

As stated by Participant1:

“Yes, it has a significant impact. When I feel confident, I’m more willing to express my opinions and speak fluently.”

From P1’s response, it is clear that self-confidence helps them to speak more calmly. When they feel confident in their abilities, they are more willing to take part in speaking activities.

As stated by Participant2:

“Yes, because by believing in my own abilities and the little knowledge I have, I feel brave enough to speak English, even if only a little.”

P2 feels that their abilities, although not yet perfect, are sufficient to give them the courage to speak. This shows that self-confidence can increase student participation.

As stated by Participant 3:

“When I feel confident, my mind becomes calmer, so the vocabulary I’ve learnt comes out more fluently.”

According to P3, self confidence makes it easier to recall the vocabulary they have learnt. As a result, speaking becomes more fluent.

As stated by Participant 4:

“When I’m confident, I’m more daring in expressing my opinions and speaking fluently.”

P4’s response indicates that self-confidence is linked to the courage to speak in front of others.

As stated by Participant 4:

“Yes, that’s right.”

Although brief, P5’s response shows that they also recognise the importance of self-confidence in speaking activities.

Overall, the interview results show that self-confidence has a significant influence on students’ engagement in speaking activities.

2.2. Classroom Atmosphere

The classroom atmosphere also influences students’ willingness to speak in English. A comfortable classroom environment makes students more confident in expressing their opinions.

As stated by Participant 1 :

“If the classroom atmosphere is comfortable and supportive, I feel more motivated to speak.”

According to P1, a positive atmosphere makes them more enthusiastic about taking part in speaking activities.

As stated by Participant 2:

“Not really.”

P2 feels that the classroom atmosphere does not particularly influence their willingness to speak.

As stated by Participant 3:

“If the classroom atmosphere feels relaxed, fun, and non-judgemental when someone makes a mistake, I become much more confident.”

P3’s response indicates that an environment where students are not afraid of making mistakes can boost their confidence to speak.

As stated by Participant 4:

“A comfortable and relaxed classroom atmosphere makes me more confident in using English.”

For P4, a supportive classroom atmosphere makes the learning process more comfortable.

“I really like it and find it exciting; they need to stay united.”

P5 feels that a close-knit and enjoyable classroom atmosphere makes speaking activities more interesting.

From the interview results, it can be understood that a comfortable classroom atmosphere helps students to be more active in speaking activities.

2.3. Peer Support

Support from friends is also a factor that influences students’ engagement during speaking activities.

As stated by Participant 1:

“When my friends are active and support one another, their support makes me feel more confident.”

P1 feels that support from friends encourages them to take part in speaking activities.

As stated by Participant 2:

“ Not really.”

P2 feels that their level of participation is not greatly influenced by their classmates.

As stated by Participant 3:

“ When my friends pay attention and don’t laugh at my mistakes, I feel valued.”

According to P3, their friends’ positive attitude makes them feel more comfortable speaking in class.

As stated by Participant 4:

“When my friends are active and support one another, I feel more motivated to join in the conversation.”

P4’s response suggests that a supportive peer environment can boost student participation.

As stated by Participant 5:

“No, they don’t help.”

P5 felt that their classmates provided support during the speaking activities.

Based on the interview results, peer support is one of the factors that helps students feel more comfortable and confident when speaking.

B. Discussion

1. Behavioral Engagement

Based on the results of the interviews conducted, the researchers concluded that students demonstrated engagement through various forms of participation in speaking activities at UPB. Most participants explained that they endeavoured to take part in every activity set by the lecturers, such as

group discussions, presentations, pair work, answering questions, and expressing their opinions in front of the class. Although the level of participation varied from student to student, they all endeavoured to participate in the learning process to the best of their respective abilities. This indicates that students were not only physically present in the classroom but also actively engaged in learning activities.

The interview findings also showed that students' participation in speaking activities did not always go smoothly. When speaking in English, some participants have experienced feelings of shyness, nervousness or fear. However, these feelings do not always prevent them from participating. Consequently, they are reluctant to take part in the activities on offer because they believe that speaking skills can only be developed through diligent practice. This situation highlights the importance of students engaging in active learning, even though they face various challenges during the learning process.

This study is consistent with the theory put forward by Fredricks et al, (2004). who explain that behavioral engagement relates to students' active participation, attention to learning, and willingness to follow instructions. This finding is also supported by Hiver et al. (2021), who argue that behavioral engagement is reflected in students' active participation, persistence, effort, and involvement in classroom learning activities. Students who actively participate in discussions, presentations, and

classroom interaction tend to demonstrate higher engagement and achieve better language learning outcomes.

The findings indicate that students were aware of the importance of active participation in improving their speaking skills. Although some students experienced challenges such as nervousness and lack of confidence, they continued to participate in classroom activities. This suggests that students viewed speaking activities as opportunities to develop their English proficiency through practice, which explains that behavioral engagement relates to students' participation in various academic activities, such as active participation, attention to learning, and willingness to follow instructions. In this study, behavioral engagement was demonstrated through the students' ability to participate in speaking exercises, tasks and interactions throughout the learning process.

This participation demonstrates the students' commitment to the learning activities in which they are engaged. Furthermore, the findings of this study indicate that students' who are more engaged in speaking activities tend to gain more learning experiences than those who are less engaged. They have more opportunities to use English in a relaxed setting, which enables them to develop their language skills more effectively. In other words, as students' behavioural engagement increases, so does their desire to improve their speaking skills. Therefore, behavioural engagement is one of the most important factors influencing students' success in speaking.

2. Emotional Engagements

The findings of this study indicate that students demonstrated a high level of emotional intelligence whilst taking part in speaking activities. The participants stated that when they took part in speaking activities, they felt motivated, engaged and happy. They made the most of these opportunities to speak clearly and concisely in English in order to communicate effectively. These positive perceptions made them even more enthusiastic about taking part in the various speaking exercises set by their lecturers.

In other contexts, some students also highlighted negative perceptions during speaking activities. Nervousness, fear of making mistakes, a lack of self-confidence, and anxiety when speaking in front of the class are experiences frequently encountered by participants. These feelings arise particularly when students are asked to work in large groups or when their English language proficiency is still limited. Consequently, some students choose to be more cautious before speaking or even convince themselves not to participate fully in discussions. This is consistent with the theory put forward by Fredricks, et, al. (2004), However, the interview findings suggest This finding also supports Dewaele and Li (2021), who argue that positive emotions encourage students to participate more actively in speaking activities, which explains that emotional engagement is related to students' perceptions, feelings and reactions to learning activities.

In the context of this study, it was found that students' emotions influence the extent to which they are able to participate in speaking

activities. Whilst students who tend to experience anxiety adopt a more passive attitude in the learning process, those with positive emotions tend to be more active and confident. However, the interview findings suggest that the learning environment can help students overcome various emotional challenges, the findings of this study also show how students' emotions can change as they learn. Initially, a number of participants reported feeling anxious, shy and afraid of making mistakes when speaking English. However, as they took part in speaking practice more regularly, they gradually became more relaxed and gained confidence.

The students' anxiety also decreased, and they were encouraged to participate more actively thanks to the support of their teachers and classmates. These findings suggest that supportive learning experiences and environments can foster emotional engagement. When lecturers offer encouragement and fellow students provide positive feedback, students become more motivated to engage. They do not always recognise potential problems, as they regard them as part of the learning process. Therefore, students' emotional engagement in the classroom is of the utmost importance.

Overall, the findings of this study indicate that emotional learning has a significant impact on speaking instruction. Speaking ability is influenced not only by students' language proficiency but also by their emotional state throughout the learning process. As students' perceptions of

speaking activities improve, their ability to participate actively in learning also increases.

3. Cognitive Engagement

Based on the interview findings, the researchers concluded that the students used a variety of strategies to improve their speaking skills. Before giving a presentation or taking part in a discussion, a student must present up-to-date information, seek out relevant information on the topic to be discussed, and engage in self-reflection. Some students also stated that they often watched English-language videos or used social media as a means of improving their communication skills.

As well as preparing themselves before speaking, the students also take part in activities to assess their own performance after speaking. A number of parties have stated that they are endeavouring to address issues that have arisen in the past and are currently working to improve them in the following areas. Some students wish to learn from lecturers or peers in order to identify aspects that still need improvement. This demonstrates that students are not only taking part in speaking activities, but are also striving to understand and enhance the learning process they are undergoing.

This is in line with the theory put forward by Fredricks, et al. (2004) The findings of this study also show. Similarly, Hiver et al. (2021) state that students who prepare, reflect, and use learning strategies demonstrate stronger cognitive engagement in language learning. which explains that cognitive engagement is related to students' efforts to use learning strategies

and their ability to understand the material in greater depth. In this study, cognitive engagement was demonstrated through various activities undertaken by students to improve their speaking skills, such as preparation, practice, or reflection on material previously studied. The findings of this study also indicate that students who prepare more frequently have higher levels of self-confidence.

The findings of this study also show that students who prepare more frequently have higher levels of self-confidence. They have a clearer understanding of what they are going to say, which enables them to communicate more effectively. Conversely, students who only prepare occasionally find it difficult to express their ideas or feel overwhelmed when they have to speak spontaneously, therefore, cognitive engagement plays a vital role in supporting students' success in learning to speak.

4. Social Engagement

Based on the interview findings, the researchers concluded that social interaction is one of the most important aspects of student engagement during speaking activities. Many participants explained that they frequently interacted with their classmates during the learning process. Such interactions occurred when students took part in group activities, worked in pairs, exchanged views, offered help to classmates, or asked for help when they encountered difficulties speaking English. Through these interactions, students felt they had more opportunities to speak and use English in situations that required it. The interview results show that the

presence of classmates in the classroom has a significant impact on students' self-confidence, some participants stated that they were more likely to speak when in small groups than when having to speak alone in class. Support from classmates gave them greater motivation to try using English without having to constantly face difficulties.

This is in line with the theory put forward by Philp and Duchesne (2016), The participants explained that lecturers Bond et al. (2020) also emphasize that interaction with teachers and peers plays an important role in strengthening students' social engagement during learning. which explains that social engagement is linked to interaction, teamwork and social bonds that occur during the learning process. In language learning, social interaction is crucial because language is used to communicate with others, consequently, the more students interact in English, the more opportunities they have to develop their speaking skills. In addition to relationships with fellow students, the findings of this study also indicate that the relationship between students and lecturers influences students' levels of engagement.

The participants explained that lecturers who are friendly, open and provide a conducive learning environment make them more enthusiastic about learning. On the other hand, a relaxed learning atmosphere can help students become slightly more confident. This suggests that lecturers play an important role in creating a learning environment that supports student engagement.

The research findings also show that classmates play an important role in encouraging student participation. A number of participants described how their classmates helped them improve their pronunciation, practise speaking and build confidence when speaking English. The students had the opportunity to exchange ideas and learn from one another through group discussions and collaborative activities. Thanks to the encouragement and support from their peers, the students felt more at ease when taking part in speaking exercises.

Based on the findings of this study, students who actively interact with their lecturers and their surroundings tend to be better able to develop their speaking skills. Consequently, social support not only helps students learn more effectively but also contributes to the development of their English language proficiency, overall, the findings of this study indicate that social engagement is one of the factors influencing ' success in speaking activities. A positive learning environment, good relationships with teachers and classmates, and opportunities to engage in active learning can boost students self-confidence and encourage their participation in speaking lessons.

5. Factors Influencing Students` Engagement

Based on the interview findings, the researchers concluded that various factors influence students' ability to participate in speaking activities. These factors stem not only from the students themselves, but also from the learning environment they experience during their studies. As each

student has different experiences, the factors influencing their participation may also vary.

One factor that frequently emerged in the interview findings was self-confidence. Most participants explained that their level of self-confidence significantly hindered their ability to communicate in English. Students who are self-confident tend to participate more actively in class discussions and are more enthusiastic about sharing their findings. On the other hand, students with low self-confidence are often reluctant to speak because they may fear negative reactions or receiving negative feedback from others.

In addition to self-confidence, motivation is a factor that influences students' ability to participate in speaking activities. Some of them stated that they have a strong desire to improve their English language skills because they understand how important these skills are for their future. This motivation encourages them to participate more actively in speaking exercises, to speak honestly, and to work hard to overcome the various challenges they face during the learning process.

Another factor mentioned in this study is Vocabulary, because some of participants stated that speaking English with a limited vocabulary made them feel less confident. As they were able to express their ideas more easily, students with a broad vocabulary tended to participate more actively. It turns out that student engagement is also influenced by the classroom environment.

The participants explained that when the classroom atmosphere was supportive and their peers did not mock the mistakes they made, they felt more comfortable speaking. Student participation in speaking activities was also influenced by peer support and a positive classroom environment, which encouraged them to speak with greater confidence. The participants reported that their confidence and motivation to speak English increased thanks to the support, encouragement and positive comments from their peers.

Preparation before speaking is another key element, many participants read the material, took notes, learnt vocabulary and practised their pronunciation as part of their preparation. Thanks to this preparation, they felt more confident and were less afraid of making mistakes during speaking practice. Some students admitted to feeling nervous when having to speak in English, particularly when speaking in front of a large audience. they make mistakes in pronunciation, grammar, or even word choice.

Consequently, the anxiety mentioned above makes them less active in speaking activities. However, as students, we realise that this anxiety diminishes as we gain more experience and opportunities to practise. Students' proficiency in English is also a factor that influences their ability to learn to speak.

On the other hand, students who are proficient in English often find it difficult to convey concepts and ideas. This situation can affect their level

of participation in the educational process they are undergoing. Support from peers is also a significant factor.

Based on the interview findings, students become more motivated when they receive support and encouragement from their teachers. Positive relationships with peers can help create a comfortable learning environment so that students do not feel under pressure when learning English. Such social relationships help improve students' proficiency in various speaking activities.

The findings of this study are consistent with those of Rahimi, Zainalipour and Kumar (2023), Overall, the findings of this study indicate. This finding is also supported by Redmond et al. (2023), who explain that both internal factors, such as motivation and self-confidence, and external factors, including classroom environment and teacher support, influence students' engagement who state that various factors, including individual characteristics, the learning environment, social interaction and learning experiences, influence students' ability to learn. In this study, the factors mentioned above were clearly explained through the information provided by the participants during the interviews, each factor is interrelated and collectively influences students' proficiency levels in speaking.

Overall, the findings of this study indicate that students' engagement in speaking activities is the result of a combination of various factors that often pose challenges. Self-confidence, motivation, anxiety, English language proficiency, peer support, lecturers' teaching strategies, and a

positive learning environment are the key factors that determine how students participate in the learning process. It is therefore vital for students to develop learning strategies that encourage them to be more motivated, confident and comfortable when speaking in English.

Based on the research findings and analysis, it can be concluded that various internal and external factors influence students' ability to practise their English language skills at UPB. Internal factors include self-confidence, motivation, vocabulary mastery and understanding of the material. Conversely, external factors include lecturers, classmates and the classroom atmosphere.

These factors are crucial in encouraging students to participate more actively in speaking activities. Furthermore, nervousness, fear of making mistakes, a lack of self-confidence, and limited vocabulary can make it difficult for students to participate actively, consequently, students' involvement in speaking activities is influenced not only by individual ability but also by a learning environment that is supportive and provides a sense of comfort throughout the learning process.