

EXPLORING EFL STUDENTS' EMOTIONS DURING SPEAKING PRACTICE THROUGH INTERACTION IN COLLABORATIVE LEARNING

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN BANTUAN KECERDASAN ARTIFISIAL

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Assalamu 'alaikum Wr. Wb.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Pembimbing



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MOTTO AND ACKNOWLEDGMENT

MOTTO

“Emotion turns thoughts into action, and action into achievement.”

– Larry Bird –

ACKNOWLEDGMENT

All praise and gratitude to Allah SWT for His grace and guidance in completing this thesis. This thesis was written through hard work, patience, and determination. Therefore, with sincere gratitude and respect, the researcher dedicates this thesis to the following:

1. To Allah SWT, for countless graces, blessings, guidance, strength, and gifts at every step of this journey. Without all of them, this thesis would never have been completed.
2. To my beloved mother, who has given me full support and faith in myself. She has always offered sincere prayers, sacrifices, patience, and unwavering support throughout my life and academic journey. Thank you for always believing in me, encouraging me during difficult times, and reminding me to never give up. I dedicate this achievement to her.
3. To my family, who are always attentive and support to me.
4. To my dearest friends, especially the *Talkshow Public Speaking* group, who have always provided support and encouragement to help me complete this thesis. They have brought kindness, laughter, and endless memories throughout this academic journey. Without their emotional support, I would not have been able to complete this thesis.

5. To me, thank you for your hard work in persevering and continuing to complete this thesis. Despite the many challenges and failures that have been experienced, you persisted and were patient until you finally achieved this.



ABSTRAK

Baiti, Zuhrotul. 2026. *“Exploring EFL Students’ Emotions During Speaking Practice Through Interaction In Collaborative Learning”* Undergraduate Thesis. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, UIN K. H. Abdurrahman Wahid Pekalongan. Advisor: Dr. Dewi Puspitasari, M.Pd.

Keywords: *Emosi Mahasiswa EFL, Praktik Berbicara, Pembelajaran Kolaboratif*

Penelitian ini mengeksplorasi emosi mahasiswa EFL selama praktik berbicara melalui interaksi dalam pembelajaran kolaboratif. Praktik berbicara mengharuskan mahasiswa untuk menampilkan naskah yang telah disiapkan dengan menyampaikan bagian berbicara yang ditugaskan dan berinteraksi dengan teman sebaya mereka selama pembelajaran kolaboratif. Terlepas dari lingkungan yang mendukung yang disediakan oleh pembelajaran kolaboratif, mahasiswa terus mengalami emosi. Meskipun penelitian sebelumnya telah mengeksplorasi emosi mahasiswa EFL, sebagian besar berfokus pada emosi negatif dan memberikan perhatian terbatas pada emosi positif. Penelitian ini menggunakan pendekatan kualitatif dengan metode penyelidikan naratif. Melibatkan mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris yang telah menyelesaikan mata kuliah berbicara intensif di sebuah universitas di Pekalongan. Data dikumpulkan menggunakan observasi video praktik berbicara kolaboratif dan wawancara semi-terstruktur. Metode triangulasi digunakan untuk membandingkan ekspresi emosi dari observasi video dengan tanggapan wawancara. Data dianalisis menggunakan analisis tematik oleh Braun dan Clarke (2006) dan emosi mahasiswa diinterpretasikan berdasarkan teori Pekrun (2014). Temuan mengungkapkan empat emosi yang dialami mahasiswa selama praktik berbicara kolaboratif. Tiga emosi positif yang teridentifikasi, yaitu kenikmatan, kebanggaan, dan kelegaan, sedangkan kecemasan adalah satu-satunya emosi negatif yang teridentifikasi. Kenikmatan berkembang dari minat pribadi mahasiswa dalam berbicara bahasa Inggris, aktivitas pembelajaran yang disukai, dan interaksi teman sebaya yang suportif. Kebanggaan muncul setelah mahasiswa berhasil menyelesaikan tugas berbicara, sedangkan kelegaan muncul setelah mereka mengatasi tantangan dan tekanan dari aktivitas tersebut. Kecemasan terjadi saat mahasiswa melakukan tugas berbicara mereka karena kekhawatiran tentang kesalahan pengucapan, kosakata yang terbatas, mengingat naskah yang telah disiapkan, dan tampil baik dalam tugas berbicara yang berisiko tinggi. Temuan ini menunjukkan bahwa emosi mahasiswa berubah-ubah selama aktivitas, dan pembelajaran kolaboratif memberikan dukungan bagi mahasiswa untuk terus berpartisipasi.

ABSTRACT

Baiti, Zuhrotul. 2026. *“Exploring EFL Students’ Emotions During Speaking Practice Through Interaction In Collaborative Learning”* Undergraduate Thesis. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, UIN K. H. Abdurrahman Wahid Pekalongan. Advisor: Dr. Dewi Puspitasari, M.Pd.

Keywords: *EFL Students’ Emotions, Speaking Practice, Collaborative Learning*

This study explores EFL students' emotions during speaking practice through interaction in collaborative learning. Speaking practice required EFL students to perform prepared scripts by delivering their assigned speaking parts and interacting with their peers during collaborative learning. Despite the supportive environment provided by collaborative learning, students continue to experience emotions. Although previous studies have explored EFL students' emotions, most of them focused on negative emotions and gave limited attention to positive emotions. This study employed a qualitative approach with a narrative inquiry method. It involved fourth-semester English Education Department students who had completed an intensive speaking course at a university in Pekalongan. Data were collected using video observations of collaborative speaking practice and semi-structured interviews. To ensure the data, the findings used a triangulation method to compare emotional expressions from the video observations with interview responses. Data were analyzed using thematic analysis by Braun and Clarke (2006). Students' emotions were interpreted based on Pekrun's (2014) theory. The findings revealed four emotions experienced by students during collaborative speaking practice. Three positive emotions were identified, namely enjoyment, pride, and relief, while anxiety was the only negative emotion identified. Enjoyment developed from students' personal interest in speaking English, preferred learning activities, and supportive peer interaction. Pride emerged after students successfully completed the speaking task, whereas relief appeared after they overcame the challenges and pressure of the activity. Anxiety occurred while students performed their speaking tasks due to concerns about mispronunciation, limited vocabulary, remembering prepared scripts, and performing well in a high-stakes speaking task. These findings show that students' emotions fluctuated during activities, and collaborative learning provided support for students to continue to participate.

PREFACE

All praise to Allah SWT for mercy, blessings, and guidance, which have enabled the writer to complete this thesis entitled "*Exploring EFL Students' Emotions During Speaking Practice Through Interaction in Collaborative Learning*." This thesis is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in English Education at the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.

The purpose of this study is to explore the positive and negative EFL students' emotions in collaborative speaking practice. This research is expected to contribute to the development of English language teaching, particularly in speaking instruction, and to provide useful insights for students, lecturers, and future researchers interested in discourse analysis and academic speaking.

On this occasion, the writer would like to express sincere gratitude and appreciation to the following individuals for their support and guidance during the completion of this thesis:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., Dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., Head of the English Education Study Program, and Ms. Eros Meilina Sofa, M.Pd., Secretary of the English Education Study Program.

4. Mrs. Dr. Dewi Puspitasari, M.Pd., the writer's thesis advisor, for her valuable guidance, constructive feedback, support, and encouragement throughout the completion of this thesis.
5. All lecturers of the English Education Study Program, for their valuable knowledge, guidance, support, and inspiration throughout the writer's academic journey

The researcher hoped that this thesis will provide valuable insights and contribute to the development of English Language Education. The result of this study is also expected to benefit students, lecturers, and future researchers in related fields.

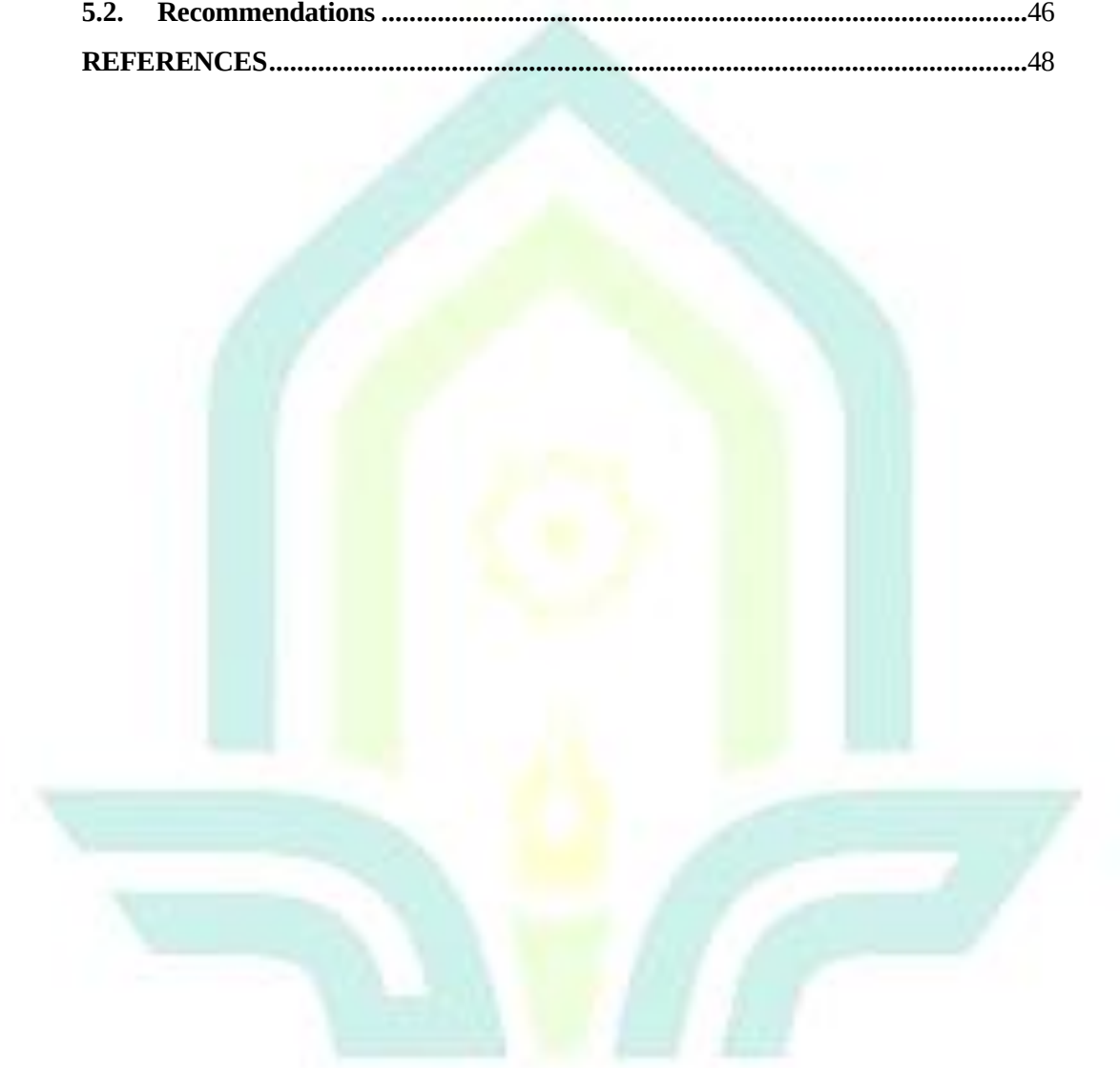
Pekalongan, 6 Juli 2026

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CHAPTER I

INTRODUCTION

1.1. Background of Study

Speaking skills are among the most essential aspects that students learning English as a Foreign Language (EFL) must master. Many EFL students prioritize speaking as a crucial skill to be developed (Zhen & Hashim, 2022). This skill is viewed as a crucial indicator of overall language competence, enabling students to convey information clearly and effectively. Kayi (2006) emphasizes that speaking involves constructing and sharing meaning through the exchange of ideas in verbal communication. Students must clearly express their thoughts, opinions, and feelings to facilitate meaningful communication. A lack of adequate speaking skills may prevent students from participating in discussions, asking questions, or engaging in everyday English communication (Naam & Rahman, 2023). It is crucial for the development of EFL students' speaking skills. Mastery of these also contributes to their academic success in both linguistic and social communication interactions.

To achieve fluency in speaking, EFL students need continuous practice and frequent interaction with others in English. The development of speaking skills remains a particular challenge for EFL students, especially in non-native English-speaking countries (Syamsudin, 2017; Salim et al., 2022). Speaking practice often requires students to perform a prepared script to convey their ideas orally. They perform predetermined speaking passages fluently and

interact naturally with peers. While these scripts provide linguistic support, students still need confidence and speaking competence to perform effectively. As a result, many EFL students experience difficulties such as hesitation, fear of making mistakes, and embarrassment in speaking English. Research by Jaya et al. (2025) involving students at Muhammadiyah University of Yogyakarta revealed that students still face challenges in speaking English. These challenges indicate they struggle to express themselves orally. Students also often hesitate to speak confidently due to fear of judgment for making errors (Sultana & Jamin, 2021). The development of English language skills is still relatively limited, leaving students less accustomed to using English in everyday communication. These concerns cause students to rely on their mother tongue as a comfort zone, further hindering their motivation to develop their speaking skills.

Teachers often use a collaborative learning approach in speaking practice to address this issue. Collaborative learning has been known as a practical approach to developing speaking skills among EFL students (Sembiring & Dewi, 2023). Students are trained to practice speaking English in groups to create a comfortable and encouraging learning environment. These learning group environments enable students to actively participate in communication with learning contexts relevant to real life (Tampubolon, 2018; Nhan, 2024). Students can support each other during speaking practice by giving and receiving feedback to improve their speaking. Gillies (2016) found that collaborative learning helps students build self-confidence and reduce their

anxiety. It also fosters problem-solving skills by encouraging positive social interactions. Study groups formed during these activities can make speaking practice more enjoyable and less stressful.

Despite this, EFL students still experience a range of emotions during speaking practice. Research by Sun (2024) found that students' emotions shifted from mixed feelings of anxiety to boredom and satisfaction during the activity. Rosyada (2024) revealed that regular speaking practice did not completely reduce students' anxiety and nervousness in speaking. Similarly, Liu et al. (2024) found that this anxiety stems from the fear of making mistakes and being judged by other students. As a result, students struggle to express their ideas verbally despite regular speaking practice.

Furthermore, Nurmasadah et al. (2022) revealed that these students' emotional responses stem from low self-confidence, discomfort with being the center of attention, comparison with peers, pressure to achieve good grades, and limited grammatical competence. Speaking practice conducted through collaborative learning also causes emotional tension. According to research by Tan and Jung (2024), this occurs when students work with specific group members or interact with unfamiliar peers. These studies highlight that emotional experiences persist during speaking practice, even in collaborative learning environments.

Based on the above research, most of the EFL students' emotions studied during speaking practice focused on negative emotions, such as anxiety, nervousness, and stress, while positive emotions received less attention. The

context of speaking practice is also general and still limited to collaborative learning. Moreover, preliminary observations by the researcher showed that students experienced difficulties during collaborative speaking practice, including remembering their lines, selecting appropriate vocabulary, and pronouncing words correctly. These challenges appeared to elicit various emotional experiences during the activities.

This research filled this gap by exploring the positive and negative emotions of EFL students during speaking practice through interaction in collaborative learning. The aim is to gain a deeper understanding of EFL students' emotions. It is essential for their engagement, confidence, and willingness to speak in English. By understanding these emotions, teachers gain valuable insights into designing more supportive and emotionally responsive speaking activities. This research is expected to contribute to EFL research by placing students' emotional experiences as a central aspect of speaking practice through interaction in collaborative learning.

1.2. Identification of the Problem

Based on the research background, many EFL students struggle during speaking practice when performing prepared scripts. They often experience difficulties in remembering their lines, selecting appropriate vocabulary, and pronouncing words correctly. This challenge leads to negative emotions, including anxiety, nervousness, fear of making mistakes, and fear of being judged by others. One approach used during speaking practice to create a comfortable learning environment is collaborative learning. Despite this

implementation, students still experience emotional challenges. Building on this, it needed to explore EFL students' emotional experiences during speaking practice through interaction in collaborative learning.

1.3. Limitation of the Problem

This research is limited to exploring the emotions experienced by EFL students during speaking practice in collaborative learning interactions. Focuses on identifying positive and negative emotions that arise during speaking practice.

1.4. Formulation of the Problem

Based on the outline above, this research explored EFL students' emotions during speaking practice through collaborative learning interactions. It focuses on answering the question of 'What positive and negative emotions do EFL students experience during speaking practice through interactions in collaborative learning?'

1.5. Aim of the Study

This research aims to identify the emotions experienced by EFL students by exploring their positive and negative emotions during speaking practice through interactions in collaborative learning.

1.6. Research Benefits

1. Theoretically

This research contributes to the field of English as a Foreign Language (EFL) education by extending the application of Pekrun's (2014)

Control-Value Theory (CVT) to the context of collaborative speaking practice.

2. Empirically

This research provides information for future researchers regarding EFL students' positive and negative emotions during speaking practice in collaborative learning.

3. Practically

This research serves as a reflection to assist students in their learning experiences and identify factors that support or hinder their participation in speaking activities. This research also provides insights for teachers in creating a supportive learning environment and designing speaking practice that accommodates students' emotional needs.



CHAPTER V

CONCLUSION

5.1. Summary

Based on the findings and discussion in the previous chapter, this study shows that EFL students experience both positive and negative emotions during collaborative speaking practice. Among the emotions proposed by Pekrun (2014), three positive emotions were identified in this study, namely enjoyment, pride, and relief. Meanwhile, only anxiety was identified as a negative emotion in this study.

The enjoyment stems from students' perceptions of collaborative speaking practice as a meaningful and engaging activity. This is driven by their personal interest in speaking English and role-play learning. Beyond individual factors, the collaborative environment also creates a sense of comfort that encourages student participation during discussions. Pride emerged after students completed the collaborative speaking practice. As a result of students' evaluation of their own performance and achievements in completing speaking tasks using English. Students also experienced relief after successfully overcoming challenging aspects of speaking practice. This included limited vocabulary or the pressure of completing a speaking task. The emotion arises in response to the reduced pressure after completing the task and is reinforced by support from group members during the collaborative process.

Anxiety emerged when students expressed their opinions and responded to group members during discussions. This was caused by concerns about mispronunciation and difficulty finding the right vocabulary. It could also be a

desire to avoid mistakes, or the pressure of speaking practice being part of a final exam. Anxiety stemmed not only from students' language skills but also from the challenges and responsibilities they faced during speaking practice. This collaborative activity helped students reduce stress through the support of group members.

Overall, these findings showed that students' emotions during collaborative speaking practice fluctuated and developed across the stages of the activity, from interactions and task completion to reflection on achievements and challenges.

5.2. Recommendations

Based on the findings, the researcher recognizes that this research has limitations. This research focused only on identifying the positive and negative emotions experienced by EFL students during collaborative speaking practice. The findings describe students' emotional experiences only within this particular learning context and may differ from those experienced in other speaking activities. Therefore, the following recommendations are addressed to students, lecturers, and future researchers.

1. For students

Students should be encouraged to actively participate in collaborative speaking activities and take every opportunity to communicate in English with their peers. Regular participation in role-playing discussions can help students become accustomed to speaking situations and build greater confidence in expressing their ideas. Students should prepare vocabulary and

organize their ideas before speaking to help them feel more confident when participating in speaking practice.

2. For lecturer

The lecturers are encouraged to provide collaborative speaking activities that allow students to actively interact with their peers in a supportive learning environment. Activities including role-playing, group discussions, and problem-solving tasks can provide students with opportunities to express their ideas while receiving support from group members. The lecturers are also encouraged to provide sufficient preparation time before speaking practice to help students organize their ideas and reduce unnecessary anxiety during speaking practice.

3. For future researchers

Future researchers are encouraged to explore students' academic emotions in different speaking contexts, educational levels, or collaborative learning activities to obtain broader insights into students' emotional experiences. Future studies could investigate emotions that were not elicited in this study, such as hope, anger, shame, boredom, and hopelessness, to understand the learning conditions that may contribute to their emergence. Additionally, involve more participants and conduct observations over a longer period of time to provide a richer understanding of how students' emotions develop during speaking practice.

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