

Factors Influencing Students' Fears In The English Conversation Class

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Abstract

Speaking skill is one of the most important skills in learning a language. This skill requires language learners to produce utterances through speech media. However, sometimes there are still many students who feel fear when practicing English conversation in front of class. Therefore, this study aims to analyze the factors that influence students' fear in practicing English conversation in front of the class. The method used in this research is qualitative by using a descriptive approach. The sample in this study was 36 students who were learning English. Data was obtained through observation and interviews to find out in-depth perceptions and opinions about the factors that make students feel afraid when carrying out conversational practice in front of the class. After the data is collected, the data is analyzed through three stages, namely data reduction, data display and conclusion. The results showed that there were two factors that influenced students' fear in English conversation class, namely; internal factors and external factors. Internal factors include not feeling confident, insecure, not daring, afraid of being wrong, embarrassed, and not fluent in conveying a speech. Then, external factors include an unsupportive classroom environment, including distractions from friends, not understanding enough words or vocabulary in English, having negative responses, being laughed , and not having a partner to practice English conversation with.

Keywords: Factors; influences; fears, practice; English conversation.

INTRODUCTION

Nowadays, learning is considered more complex, where there is an emphasis on mastering the 4C abilities, namely critical thinking, creativity, collaboration and communication. In communication skills students are required to have good communication skills including polite language speech, mastery of the national language and understanding of foreign languages (English). This is intended so that students in Indonesia have good international communication skills so that they are able to compete and establish connections globally in order to make it easier for them to establish a relationship (Prayudha & Malik, 2021). This shows that it is very important to equip our students with a good and correct understanding and mastery of English so that they can become individuals who are ready for today's dynamic mobility. Therefore, teachers can train students to improve and develop their English communication skills through activities and activities that can provoke and encourage students' interest in developing their English skills in various ways. In addition, speaking ability is one of the most important language skills that can usually be used as a benchmark in showing quality in mastering a language. Prihamdani (2020) stated that the ability to communicate is very important to support a good interaction. The ability to speak is one of the productive skills where an individual will produce a word or sentence directly through his mouth organs. Someone will say or give an opinion related to what is discussed through his thoughts and speech tools, namely the mouth. Bohari (2020) added that speaking ability is the most important language skill to support an interaction. The ability to speak is one of the skills that is most often assessed when studying or visiting a

place, because basically people will see how good and fluent the mastery of a language is from their speaking ability. Thus, it is very important for an English teacher to be able to improve and encourage students in speaking English skills.

However, in implementing English learning, especially in speaking practice, students often encounter various obstacles. One of the obstacles experienced by students in training and improving their speaking skills is the fear of appearing when practicing conversations in English, especially appearing in front of the class witnessed by all of their classmates. Bogodad et al. (2021) said that the fear of showing ability when practicing speaking is one of the reasons students find it difficult to improve their speaking skills in English. Students tend to choose to listen to the teacher explaining something compared to students explaining something in front of the class, especially when doing speaking practice most students choose to come last rather than go forward to be the first to convey their ideas and opinions in English. Besides that, the cause of fear in speaking is the high anxiety about English performance in front of the class which causes them to be insecure (Musdalifah & Indriani, 2021). Anxiety causes many students' abilities and performance to become more hampered even though they have good potential in speaking so it is very necessary for the teacher to be able to help eliminate this anxiety. According to Hermaniar & Azkiya (2021) excessive anxiety makes it difficult for students to get better, they need motivational encouragement so they don't get stuck in excessive anxiety. Seeing a situation like this will definitely have an adverse effect on English language skills and competence. This will make students tend to be less confident when carrying out or expressing opinions using English and reduce their ability to speak English. Therefore, it is very necessary for an English teacher to be able to assist students in overcoming the problems students face in carrying out conversational practice using English. Teachers must be able to see the conditions and characteristics of students by observing and analyzing both the abilities, learning styles and learning interests of students so that through these observations the teacher can determine how the implementation of teaching English should be carried out properly (Prayudha & Pradana, 2023). The teacher as the main role in the classroom can prepare the lesson plan as well as possible through predetermined steps in managing the implementation of learning so that when faced with a situation that hinders students from improving their abilities the teacher can provide encouragement and motivation so that students can change and be able to improve themselves in learning English. However, before the teacher gives treatment in solving the problems faced by students, the teacher needs to find out in advance the background that causes the fear that is experienced by students when carrying out conversations in English. The teacher must be able to see the learning environment as well as the psychology of students' readiness in learning to avoid things that are not desirable during learning (Aouatef, 2015). Teachers need to do a lot of consideration before deciding how to provide teaching according to the conditions of students. It is very important to understand the reasons or factors that influence the occurrence of these obstacles so that teachers can determine the correct methods and strategies in dealing with these problems. Knowing the causes or factors that influence the occurrence of problems experienced by students will provide insight into how the solution should be done so that when carrying out learning activities can run well. Tahe (2021) said that teachers need to recognize the causes

of students' speaking problems. In this study, the problems faced by students when practicing speaking skills tended to be a feeling of not being brave in expressing their opinions when conveying their ideas and opinions in front of the class. The teacher must understand the background of the occurrence of this problem so that the teacher can know how the class should be carried out in maximizing the improvement of his speaking skills and can be sure that students can follow English learning well, especially in practicing speaking English in front of the class.

Therefore, this study seeks to analyze the factors that hinder students from improving their English speaking skills in front of the class, especially when having English conversations in front of the class. The importance of this research is carried out as an effort to find out the factors that influence students' fear when carrying out conversation classes so that they can provide information to readers about these factors so that they are able to find solutions and solve problems faced by students while carrying out conversation classes. Then also in order to be able to find good steps towards the problem of learning speaking both from the obstacles experienced by students and the difficulties encountered in carrying out these activities. Thus, by obtaining information about these inhibiting factors the teacher can care more about and know the situations and conditions experienced by students so that they can be more empathetic with what students face and feel when learning English through speaking practice in front of the class, and can determine and planning better learning and finding solutions to these problems.

METHODOLOGY

In carrying out this research the method used is a qualitative type. Qualitative was chosen because it is to obtain information about opinions, perceptions and descriptions or conditions that occur in real terms without the intervention of the researcher from the research object that has been carried out. Cresswell (2013) states that qualitative research is focused on how the subject explains an opinion, perception or perspective about what is being studied where the results of these opinions can be used as an outline of data in research. So it can be concluded that this type of qualitative research can be used to find out a condition from research studies both based on opinions, perceptions, perspectives and so on to obtain data and research results. Then, in carrying out this research also used a descriptive approach. According to Sugiyono (2014) Descriptive approach is a study to determine facts by providing in-depth interpretation by describing phenomena accurately according to what happened. So it can be concluded that through a descriptive approach the data obtained will be described in detail based on the experiences that occurred in the research either in essays or explanations about what happened during the research.

The research was conducted at SMAN 02 Bengkulu City. The sample in this study was 36 students who studied English conversation class. The research was carried out for almost four months by going through the stages of field observation to see the ongoing learning conditions. Data was collected through observing the implementation of learning and interviewing several students to obtain in-depth information about their perceptions and

opinions related to the factors that influence students to feel afraid when carrying out English conversation practice in front of the class. After the data is collected, the data is analyzed through three stages proposed by Miles, Huberman & Saldana (2013), they are data reduction, data display and data conclusion.

FINDINGS AND DISCUSSION

Implementation of learning English by improving speaking skills through conversational practice in front of the class is sometimes one of the things that makes students feel afraid to do it. There are many causes that make students feel afraid when expressing their opinions or just carrying out conversational practices in front of the class using English, even though when someone learns a foreign language inevitably mastering speaking skills is one of the abilities that must be highlighted for good communication or interaction to occur. users of that language. Speaking skills are also sometimes used as a benchmark for most people when assessing someone's language skills, where many people think that when someone has public speaking and fluency in speaking, he is considered good at using that foreign language. It cannot be denied because this kind of thing is a benchmark for most people where the ability to speak is one of the supporting abilities in carrying out a communication. In the implementation of learning English speaking skill is one of the skills that must be mastered by all students. This skill requires that each student is able to produce utterances in English. Teachers always teach by giving explanations in English, but sometimes students do not or rarely respond to what the teacher says in English. Andas (2020) said that there are still many students who experience problems when improving English speaking skills. Many students tend to be less able to carry out speaking activities such as conversations in English, especially in front of the class which is witnessed by all their friends. This will definitely put pressure on itself for some students when giving statements or just expressing their opinions using English. an English teacher really needs to be able to analyze the causes of students' feelings of discouragement when carrying out conversations in front of the class. Teachers need to make in-depth observations of their students and find out what is behind the students not being able to be better at carrying out English conversations. In this study, learning English especially to improve students' speaking skills through conversations in front of the class has been carried out for four months where students are asked to present themselves in front of the class by giving arguments, opinions and questions and answers using English. learning is carried out with peers because to encourage each student to be able to give his opinion in English.

The results of observing the implementation of learning show that most students lack the courage to appear in front of the class when carrying out speaking or conversational practices in English. This happens due to various factors that make them feel less confident when carrying it out. There are various factors behind the occurrence of this problem, namely internal factors and external factors. Internal factors are circumstances or conditions that come from within the individual (student) which causes students to be hampered in carrying out English conversation practice in front of the class. This factor occurs due to the

natural conditions possessed by the students themselves which cause them to be difficult or hampered in improving their speaking skills in front of the class. The internal factors include excessive fear, lack of confidence, fear of being wrong, embarrassment to say something, and not fluent in expressing an opinion. This internal factor just happens naturally for most students and sometimes arises when English conversation practice is carried out when appearing in front of the class. Most of these internal factors occur in students, especially if they directly deal with the teacher in practicing conversation. Students tend to be less fluent and seem less enthusiastic about expressing opinions in English. Many students only take part in learning without serious learning motivation (Ersan et al., 2022). With conditions like this, students are very hampered in improving their English speaking skills due to problems within themselves which are sometimes very difficult to overcome. Internal factors are one of the very complicated reasons that arise because a person unconsciously comes from within, so it is actually very difficult to overcome this problem because it has become one of the most frequent parts of their life. However, even though it occurs naturally in one's condition it does not mean that a solution cannot be provided, it is necessary to look for alternative learning habits that support students to be able to develop their ability to communicate in English. Teachers need to put more effort into determining how to solve students' internal problems when they are faced with self-problems that allow them to not be able to develop their language skills. The teacher has a very big role in helping students to determine learning that suits their characteristics and conditions so that they can improve students' English speaking skills. Teachers need to develop activities or habituation activities for students in order to avoid internal problems experienced by students when speaking English. In research conducted by Prayudha & Pradana (2023) mentioned that to overcome a lack of confidence or shyness when speaking English teachers can provide various kinds of strategies or various learning media, one of which is through voice recording media to train students' speaking abilities. By providing learning through appropriate strategies and media, it can encourage students to practice their English speaking skills.

Many studies have been conducted by various researchers that when students experience problems or problems in learning, the teacher really needs to be able to find learning solutions so that students continue to gain knowledge in learning properly. From the explanation above when connected with the internal factors faced by students when carrying out English presentations in front of the class, the teacher actually has a very important role in shaping learning that is more in line with the problems faced by these students. The role of the teacher is very important in carrying out the implementation of learning in language classes (Amrullah, 2019). English teachers can look for the right learning media or strategies that can accustom students to continuing to practice saying words and sentences in English so that they get used to saying and giving their opinions and ideas in English. Then, what needs to be known is that internal factors which include fear, lack of confidence, fear of being wrong, embarrassed, and not speaking fluently or stammering when speaking English are factors that come from within the students themselves so that the solution should be What can be done by an English teacher is to provide a good practice of habituation in training them to speak English through activities that are interesting and according to their characteristics so that students can take part in learning activities well and can develop their

potential in speaking English. Thus the teacher needs to consider the preparation and planning of lessons properly so that the efforts made in improving English speaking skills can produce positive results.

Furthermore, there are also external factors that affect the inhibition of students' speaking ability when using English when practicing conversation in front of the class. External factors are conditions that come from outside the students themselves which cause students to be hampered in carrying out the practice of speaking in front of the class. This factor occurs because of interference or influence from the surrounding environment which causes students to not be good and fluent in improving their communication skills in English when carrying out conversational practice in front of the class. An English teacher needs to understand the conditions like this in order to minimize the occurrence of fear causes conversation class. Teachers need to use a variety of learning strategies to overcome the problems faced by students (Al Jawad & Abosnan, 2020). Teachers need to determine and know the causes of external factors so that they can avoid students from being trapped in certain situations. The external factors that occur when students practice English conversation in front of the class based on the results of observations that have been made include interference from friends, unsupportive class conditions, lack of understanding of vocabulary which causes students to be limited in conveying an opinion or utterance, negative responses or jokes from other students, and the most important thing is that there is no habit of practicing English conversation outside the classroom or at home which causes students not to get used to honing their speaking skills in English. This really needs to be studied in depth, especially when the implementation of learning is carried out in the classroom to manage class conditions as well as possible, ensure that speaking practices are natural and give advice to students not to disturb other students when one is moving forward carrying out speaking practice. The teacher must be able to manage the class as well as possible through seating arrangements, distracting students from being distracted by the gestures or actions of other students so they can focus on speaking well. The classroom environment has a big role in encouraging students to improve their English speaking skills, as best as possible the teacher can make the class comfortable and support student understanding by providing various nuances of good learning. The teacher can simply instruct students to make notes or sticky notes regarding English vocabulary that can be posted on the classroom wall so that students can practice and memorize their English vocabulary understanding skills and that can certainly equip students with fluency in speaking English.

The teacher needs to manage the learning conditions as well as possible through various ways that are easy for students to do so that students are motivated to be able to improve their speaking skills. In addition, one of the external factors that most influences students' speaking ability in English is the absence of a partner to practice English outside of school which causes students to rarely even practice using English at all so that there is no improvement in their English proficiency. cause their understanding is low in English mastery. The partner problem in practicing speaking English is indeed one of the most common problems in Indonesia, where in everyday life outside of school it is very rare for students to practice speaking English with friends and family, this causes Indonesian

students' English mastery to tend to be a little low. more difficult to develop because they do not have the opportunity to practice improving their English skills other than at school. Even though learning a new language needs to be used and practiced in everyday life so that language skills can develop and become fluent. This problem becomes a bit very difficult if we look at the condition of the use of English in the family environment in Indonesia. English as a foreign language makes its use in the family environment very rare which causes the majority of Indonesian students to rarely implement it in everyday life. To overcome this problem, what an English teacher can do is to create an English learning community or study group for students where students can hone their English skills by practicing speaking with their peers. The role of peers in practicing speaking English is very important in order to provide training to students to practice communicating in English (Al Hakim & Syam, 2019). Through group learning activities students will get used to carrying out English learning with their peers and can provide insight that is the same as their abilities and competencies, where students will tend to feel more comfortable when studying with colleagues who are the same age as their age. Thus, the implementation of learning English, especially in improving speaking skills, must be carried out as well as possible by providing good teaching and in accordance with the conditions and characteristics of students so that they can still be motivated to improve their abilities by looking at the factors that influence the process of implementing their learning. Through observation and knowing the inhibiting factors in learning can provide insight to teachers so they can minimize the causes of inhibition in increasing the mastery of English skills.

Furthermore, to obtain information about students' perceptions of fear when carrying out English conversation practice, interviews were carried out with 10 students representing the sample. The results of the interviews have been broadly interpreted as follows:

“Mona stated that speaking in front of the class is one of the most challenging activities, especially for carrying out English conversations, so it requires careful preparation to be able to express opinions and ideas in conducting conversations. It was also found that more than half of the students gave the same opinion on their anxiety to show and carry out conversations in English. In fact, many students tend to choose to be silent when having an English conversation. This of course makes student performance not good and develop. Lisa also added that sometimes she is very afraid of being wrong in expressing sentences in English, confused, embarrassed and not confident. The same thing was experienced by some of their students who stated that they were not ready to start an English conversation and this also made them weak in mastering English. In addition, some students tend to be tense and make them feel a little anxious in conveying something. There are also distractions that occur due to the learning environment, for example friends who laugh, friends who mock, and class conditions that do not support me learning to improve my English skills. This can happen because some students don't have a good understanding and mastery of English vocabulary and don't practice much talking with friends so the English skills aren't good enough.

Seeing the conditions that hinder students in improving their speaking skills, it is very necessary for the teacher to find the right solution in teaching students. Researchers

have asked students' opinions about how learning should be done so that students are able to carry out English conversations well. According to Putri, learning to speak must be done by implementing several stages, such as the first stage of practicing speaking first through voice recordings or video recordings, both conversations or conveying something in English. Furthermore, we can hold discussions or chat with friends via social media. We can use zoom or video calls, where we are given practical exercises first (routine learning) before having direct conversations in front of the class. done in front of the class, so I think we need to practice more deeply to prepare ourselves before doing the conversation practice in front of the class. The same thing was conveyed by Dimas where students should be given tasks or activities to memorize more vocabulary so that they have many words to arrange to form a good sentence.”

Thus, the implementation of English conversation practice in front of the class sometimes puts its own pressure on some students so it is very necessary to consider and redesign learning through strategies and methods that are in accordance with the conditions, characteristics and needs of students so that the implementation of learning can run well. Teachers need to pay attention to how learning procedures are appropriate to the ability level of students so that when carrying out speaking exercises students can position themselves through good preparation before appearing in front of the class. The teacher needs to provide good instructions on how the procedure for learning activities is carried out so that students are not stuck or silent when delivering a lecture or statement in English (J. Prayudha S., 2021). Students must also be very well prepared through practice and preparation before they appear so that when the implementation takes place they can produce good and quality speaking products.

CONCLUSION

Conversation class sometimes puts its own pressure and difficulties on students to be able to speak and express words and ideas in English. This happens because there are factors that cause these obstacles such as internal and external factors. these factors make students unenthusiastic and unmotivated when carrying out a conversation in English causing no increase in English mastery. Therefore, it is very necessary for teachers to be able to see and know the situations and conditions of students in order to be able to provide and form good teaching in order to encourage students to become more confident in carrying out a conversation class. Then, it is necessary to seek and innovate from the problems faced by students so that teachers can determine and use appropriate media and methods in teaching. researchers who have an interest in the same field can carry out related research in order to be able to make appropriate solutions to problems faced by students when they are afraid to carry out conversation classes. Thus, the factors that affect students' fear in carrying out English conversations must be immediately addressed by providing various special

treatments using strategies, media and learning techniques that are appropriate to the characteristics of students so that students are able to improve their speaking skills well.

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