

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Speaking**

In the Big Indonesian Dictionary, speaking is defined as expressing thoughts, ideas, or opinions through spoken language to convey meaning to others. It involves verbal communication, negotiation, or the act of articulating one's intentions.

Speaking has been defined in a variety of ways by experts in language acquisition. (Kaharuddin & Rahmadana, 2020, p. 247) Speaking, by definition, describes a situation where the focus is on what is said or done. The messages and their social interactions with one another are the major focus. Speaking, according to another definition, is the act of using words to convey meaning to other people.

Speaking is a vital part of learning a language, especially in EFL classes and second language acquisition (SLA), the nervousness that comes with speaking is a

major factor. Speaking is the part of learning that students find most stressful, according to Becker et al. (2015, p. 37). This anxiety significantly impacts students' proficiency in spoken English, highlighting its importance as a key emotional factor in foreign language learning (Anwari, 2019, p. 10). It negatively affects students' capacity to adapt to and succeed in their learning environments (Becker et al., 2015, p. 37). It's possible that a lot of students get nervous while speaking in a foreign tongue. (Becker et al., 2015, p. 38) The four categories of testing and teaching approaches, learner beliefs, classroom instructor behavior, and personal incentives were used to separate the causes for communicating fear. Speaking anxiety needs to be addressed if language acquisition is to be successful.

Zyoud (2016, p. 2) offers an extended perspective on speaking abilities, emphasizing the collaborative nature of communication. According to his definition, the ability to cooperate in determining the sequence of

speakers is integral to effective verbal communication. Additionally, he underscores the real-time nature of spoken interaction, highlighting the need for swift conceptualization, articulation, formulation, and self-monitoring during the speaking process. Zyoud posits that speaking abilities encompass three key stages: conceptualization, articulation, and self-monitoring. This multi-faceted understanding of speaking abilities reinforces the idea that effective verbal communication involves more than just linguistic proficiency. It encompasses the interpersonal dynamics of turn-taking and collaborative decision-making, acknowledging the real-time demands placed on speakers. The three identified stages shed light on the cognitive and metacognitive processes involved in speaking, highlighting the intricate interplay between conceptualizing thoughts, articulating them coherently, and self-monitoring for accuracy and appropriateness. Furthermore, Zyoud's insights underscore the importance

of regular practice in honing speaking abilities, specifically in the context of English language proficiency. By engaging in consistent practice, individuals can enhance their capacity for effective verbal communication. This recognition of speaking abilities as a dynamic and multifaceted skill set aligns with contemporary perspectives in language acquisition and underscores the significance of comprehensive language practice in improving spoken language proficiency.

### **B. Aspect of Speaking**

Learning to talk can be difficult for some people, particularly if they don't know where to concentrate their efforts. A language user must comprehend the components of speaking abilities and how to acquire them. It will assist him/her in conveying the intended message and improving their language skills. Experts in language training typically emphasize correctness and fluency when speaking.

According to (Lickley, 2015, p. 445) fluency is the ability to convey ideas without pausing to consider what is being said; put another way, it means that our communication is fluid, quick, and instantaneous. Linking pauses with speech fluency in the following ways: In general, there are lengthy trains of syllables and words between pauses, and they are filled and occur at important transition moments.

Accurate speaking is described as the ability to speak without grammatical or vocabulary errors. Evaluating fluency in speaking often involves measuring the speed of expression and the frequency of hesitations, while accuracy is assessed by examining the number of errors.

To effectively communicate with native speakers, it's crucial for non-native speakers to adhere to the language norms, ensuring that concepts are easily understood. However, an excessive focus on precision may lead to unintended consequences. Being overly concerned about avoiding errors during language practice can hinder

fluency development and make language users hesitant to speak English. This is a common reason why individuals may be literate in English but lack fluency in practical communication.

In addition to problems with accuracy and fluency, vocabulary and pronunciation seem to be troublesome. The preceding problems are connected to these two. The quantity of working memory that a second language learner has in that language depends on how well-versed they are in its grammar and pronunciation patterns. It illustrates how important grammatical understanding and pronunciation are for language users. A second language learner's ability to grasp the target language is aided by mastering grammar and pronunciation. Pay attention to distinctive sound articulation and sound distinguishing traits like voicing and aspiration, voice-setting attributes, stress, and conversation to help him or her pronounce words more accurately. Lastly, as was previously said, a language user has to be proficient in all four speaking skill

areas. On the other side, an excessive focus on one element may hinder the user's ability to communicate effectively.

### **C. The Function of speaking**

Speaking is a tool for sharing information about social interactions and expressing opinions and feelings, thus it's crucial and useful for everyone. Speaking correctly and with fluency requires more course practice. Actually, from the moment of birth, a typical child have the ability to talk, as evidenced by their first sounds. Since speaking is the most fundamental form of human communication, speaking ability differs from listening, reading, and writing ability in that it requires more effort to become proficient. Celce and Murcia (2001) propose that for most people, the ability to speak a language is equivalent to having knowledge of that language, as speech represents the fundamental mode of human communication. According to Bahrani and Soltani (2012, 28) the purpose of real communication is to accomplish a

task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding. Additionally, Baker and Westrup (2003) argue that students who are adept at spoken English are likely to encounter enhanced prospects for higher education, employment, and career progression. Moreover, proficiency in spoken English provides access to current information in diverse fields such as politics, economics, social matters, entertainment, and education.

Besides that, Ur (2000) believes also that :

Speaking seems to be the most crucial of the four skills listening, reading, writing, and speaking since persons who are literate in a language are



called "speakers" of that language, as if speaking encompassed all other forms of knowledge.

Speaking ability also serves the purpose of verbally expressing ideas, feelings, and thoughts that arise naturally. Speaking is a linguistic art form that involves interacting with others through conversation. Speaking and listening skills go hand in hand. When performing a speaking act, students must listen carefully before speaking. This is because speaking involves more than just recalling and internalizing written phrases; it also involves speaking spontaneously to express ideas. "Speaking involves constructing and conveying meaning using both verbal and nonverbal symbols across diverse contexts," states Chaney (1998, p. 13). Speaking is an essential component of teaching and learning a second language. This implies that in order to obtain knowledge, share information, and/or express feelings, students should be able to interact with one another.

## **D. Activities in Learning Speaking**

Certain exercises are employed in the classroom to encourage the development of speaking abilities in our learners in order to assist them create effective speaking communication. The talks that follow center on the main categories of speaking exercises that teachers might use in the classroom.

### **a. Discussion**

Celce-Murcia (2001) asserts that discussions are likely one of the most frequently employed activities in the speaking skills classroom. It is widely acknowledged that discussions serve as a valuable tool for teachers to engage and stimulate students during classroom instruction. Typically, students are presented with a topic through reading, listening passages, or video tapes and are subsequently organized into pairs or groups to deliberate on

a related subject, aiming to formulate solutions, responses, or similar outcomes.

Celce-Murcia (2001) further explains that a discussion involves a verbal exploration of a object, topic, concept, or experience.

b. Speeches

Celce-Murcia (2001) mentions that another frequently used activity in the oral skills class is the prepared speech. The choice of speech topics may vary based on the students' proficiency level and the class's emphasis. In any situation, students should be provided with guidance on determining the content of their speeches.

c. Role play

To put it another way, role play is a speaking exercise in which you pretend to be someone else. The role play seems to be the perfect activity for students to use their English

creatively, according to Hattings (1993, p. 165). It is designed to simulate conversational scenarios that students may encounter, providing them with an opportunity to practice and enhance their speaking abilities. The teacher believes that roleplaying is a strategy that helps to improve communication and create a realistic environment in scenarios by using fantasy or imagination to temporarily put ourselves in the shoes of someone else or ourselves.

Based on Jakob and Juvrianto (2018), role play is a method that make the students feel as another person in a particular situation by improvising and contriving real world in another situation in speaking practice. It helps the students to be easier to speak or interact with others in the classroom by using target

language and let the students participate actively in teaching and learning process.

According to Harmer (1984), although most students find role playing to be entertaining, those with lower skill levels or poor self-esteem may first find it daunting.

d. Conversations

The recent advancements in oral skills training place a strong emphasis on having students analyze and assess the language they produce or that of others (Richard, 2002). Put otherwise, having kids create a lot of language is insufficient. For them to become proficient English speakers and interlocutors, they need to have a greater metalinguistic awareness of the language's various aspects. Conversation, which is the most basic type of oral communication, is one speaking activity that is

especially well-suited to this kind of examination (Celce Murcia, 2001).

According to Hakulinen (2009) conversation is “the predominant kind of talk in which two or more participants freely alternate in speaking, which generally occurs outside specific institutional settings”. On the basis of more recent research, one can view types of conversation as forming a continuum with mundane talk at one end and carefully pre-planned interviewing or some other strictly role and status dependent form of institutional interaction at the other end.

All of the aforementioned activities can aid pupils in developing their speaking skills. For instance, during discussion exercises, they talk about various topics using the English language, which naturally helps to increase vocabulary and speaking fluency. In addition

to participating in discussion activities, students are expected to use the English language when speaking with their peers about the subject the instructor has assigned. In order to assist students develop their skills in vocabulary, fluency, and grammar, a variety of exercises are offered.

#### **E. Problem in Learning Speaking**

Developing speaking skills can be a challenge, especially for those learning English as a second language. Some English educators face difficulties in imparting effective speaking skills to their students and often resort to engaging activities like role-playing, conversations, and storytelling. Here are some problems in learning speaking a foreign language :

##### **a. Linguistic difficulties**

These include a lack of vocabulary, grammatical errors, and poor pronunciation.

##### **b. Psychological factors**

These include fear of making mistakes, shyness, anxiety, and lack of self confidence.

**c. External factors**

These include limited authentic materials, a limited supportive environment, and limited oral assessments.

**d. Internal factors**

These include concentration problems, embarrassment to express, and low motivation to learn.

**e. Mother tongue use**

This is especially common in less disciplined or less motivated classes.

**f. Learning environment**

This is include the judgement from people around, internet connection, and problem with equipment.

Zhiqin's (2013) research reveals that several factors influence students' speaking proficiency, including emotional, linguistic, and cognitive components.



Cognitive aspects, such as articulation, formulation, and conceptualization, play a primary role in how well students absorb information and interpret the speaker's message. Linguistic elements, encompassing vocabulary, pronunciation, and grammar, constitute the second component. Students often struggle to express their thoughts due to limited vocabulary, leading to grammatical and pronunciation errors when attempting to understand others.

According to Tahalele and Nussy (2023) psychological problems when speaking English, including the fear of making mistakes, lack of confidence, lack of motivation, and anxiety. These problems hinder their ability to improve their English speaking skills in the classroom.

Faezah (2013) argues that elements of speaking effectiveness contribute to speaking difficulties, with grammar and discourse being integral to this aspect. Grammar serves as the structural framework of the

English language, aiding in the interpretation of both written and spoken language, along with conveying the timing of events. While grammar is primarily emphasized in writing, students should also be mindful of its application in spoken language. The second facet of speaking effectiveness, discourse, revolves around understanding the content of sentences. Students, especially those grappling with grammar, often find it challenging to grasp the meaning of phrases.

According to Andas and Neti (2020) Those problems in learning speaking were inhibition, nothing to say, low or uneven participation, and mother tongue use. Inhibition was a psychological factor that commonly inhibited students in speaking activity, it included; Worry about making mistake, Worry about getting criticism, Shyness. Nothing to say was when students did not have something to say because of lack of idea, lack of vocabulary, and the absence of grammar knowledge. Low or uneven participation was when one or two students

dominate the discussion while others had unequal participation in the classroom. Mother tongue use was when students prefer to use their mother tongue than English in speaking activity. The Problems were affected by Internal and External factor. Internal factor was a factor from the students itself, likes some of the students low motivation in learning English because they taught English was difficult. Meanwhile, external factor was outside influence such as a classroom condition that make them lost opportunity to speak in English.

In conclusion, various interconnected factors significantly affect students' speaking proficiency in English. Cognitive elements, including articulation and conceptualization, are essential for understanding and communicating effectively, while linguistic aspects such as vocabulary and grammar shape the clarity of expression. Psychological barriers, including fear of making mistakes, anxiety, and lack of confidence, further impede progress, highlighting the need for supportive

learning environments. Challenges such as inhibition, low participation, and a preference for using one's mother tongue reveal deeper issues within both internal motivations and external classroom dynamics. Addressing these factors holistically is crucial for enhancing students' speaking skills and fostering a more confident and engaged learner.

## **F. Basic Concept of Anxiety**

### **1. Definition of Anxiety**

One of the psychological phenomena that has received the most research is anxiety. In general, anxiety manifests in the body as a reaction to a certain scenario. Anxiety is frequently characterized as a sense of threat, dread, tension, or worry. The researcher has discovered a number of definitions for anxiousness. Horwitz (2011:112)

claims that anxiety is a feeling of dread or impending doom that is accompanied by certain physiological responses such as a quickened heartbeat, sweaty hands, and tightness in the stomach. Additionally, when someone

exhibits signs of anxiousness, they generally act out, forget the content more easily, lose courage, and other behaviors that are not normal for them.

In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened apprehension, tension, or worry. There are several definitions of anxiety which are found by the researcher. Basically when someone has got anxiety sign they do not something normally as usual, they will get over action, easier forget the material, loss of courage and etc. It can be inferred from the various theories above that the writer describes the concept of anxiety, which is the expression that someone can do anything under normal circumstances, they are more likely to lose their minds, act irrationally, experience panic, and still many more.

According to the cognitive model of anxiety, one's experience is influenced by one's expectations and interpretations of events rather than by the events

themselves. The brain doesn't function by itself. It works in concert with other primordial systems, such as the affective, behavioral, and physiological systems. The likelihood of becoming stranded in an elevator, for instance, is considerably overestimated by someone who fears them. Changes in autonomic arousal (fight or flight), inhibition of ongoing behavior, and selective scanning of the environment for potential danger sources are some of these reactions. The initial fear is supported by the autonomic arousal, which also makes the heart beat faster. The anxious person reacts inadvertently to novel events and is still primed for defensive action long after the situation has passed.

The two layers of cognitive theory are self- schemas and unfavorable automatic thoughts. Self- schemas are the fundamental assumptions or attitudes that people have about the world and about themselves. People often interpret things in an unsuitable manner because of dysfunctional preconceptions. As a result of this scheme,

students have increased their anxiety about all social contacts. There is a possibility of decreased comfort and competence in social situations as well. Negative automatic thoughts function in the same way but refer to certain thoughts and images that arise in certain situations. For example, a child who is concerned with social evaluation may, during a pause in conversation, have negative automatic thoughts about him or herself.

In conclusion, anxiety is a well-researched psychological phenomenon characterized by feelings of threat, dread, and tension, often accompanied by physiological symptoms like a racing heartbeat and sweaty palms. It can lead to irrational behavior, memory lapses, and loss of courage, indicating a deviation from normal functioning. The cognitive model of anxiety suggests that individuals' interpretations and expectations shape their experiences more than the actual events themselves. Anxiety can provoke a heightened state of alertness, leading to overestimations of danger and

reactions that persist even after the triggering situation has passed. Additionally, self-schemas and negative automatic thoughts play significant roles in exacerbating anxiety, particularly in social contexts. Understanding these cognitive processes is crucial for addressing anxiety and helping individuals navigate social interactions more effectively.

## **2. Types of Anxiety**

Several kinds of anxiety have been described. Two of the most well-known is state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety Horwitz (2011:31).

### **a. State Anxiety**

The majority of people had state anxiety, sometimes called typical anxiety. Anxiety is a transient state of anxiety brought on by a dangerous it is a state of anxiety or tension at a specific time in reaction to an outside stimuli. This kind of anxiety is temporary because it only occurs



during stressful situations or events. In other words, it is a situational anxious feeling that disappears when threatening situation goes away. With this anxiety will make a person more likely to be afraid of something that causes the anxiety. This is an innate response to the threat or absence of a person or object that indicates safety can cause cognitive (worried) and somatic (heart palpitation, sweating, shaking, chills) symptoms.

**b. Trait Anxiety**

However, anxiety can sometimes be more severe and persist longer. Trait anxiety is the name given to this type of anxiety. Horwitz (2011:41) defines trait anxiety as a tendency to react anxiously in situations that are not dangerous. Such worry is ingrained in a person's personality. People with trait anxiety often worry more than the average person and perceive many aspects of their environment as inappropriately threatening.

In other words, trait anxiety refers to a person's propensity to feel worried or anxious regardless of the circumstances. When this anxiety comes from within a person, it will be difficult to bring it to a good situation because it is in the person's character. The way to reduce anxiety itself is to prepare your self fully when taking a speaking test or speaking in front of the class.

**c. Specific-situation Anxiety**

Specific-situation anxiety describes some anxieties' enduring and complex nature. It is triggered by a certain kind of circumstance or event, such public speaking, tests, or class involvement. An individual's propensity to feel nervous at a given time and place is referred to as situational anxiety. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language

anxiety can be included in situation specific anxiety.

Anxiety can be categorized into two categories according to its degree, duration, and circumstance: State anxiety includes feelings of fear and trepidation in response to particular circumstances, as well as an anxious disposition and additional, severe anxiety that is dependent on the individual regardless of the circumstance. Researchers will use this theory for the Types of anxiety experienced by English education study program in learning speaking of UIN Fatmawati Sukarno Bengkulu Academic year 2023-2024.

### **G. Speaking Anxiety**

Oral performance poses a difficulty for numerous language learners, with speaking in front of the class triggering anxiety and fear among many students. According to Sutarsiyah (2017), speaking English emerged as the most significant challenge faced by

students. Despite their ability to comprehend spoken English, they encountered significant difficulty responding or speaking in the language. The primary cause of speaking anxiety in children is their low self-esteem, leading to feelings of shame, fear, and nervousness when showcasing their speaking abilities. Consequently, students often opt to remain silent in class.

Elkhafaifi, as cited in Sadiq (2017), notes that anxious students tend to avoid active participation in class discussions, giving voluntary responses, and engaging in oral activities. Sadiq (2017) further observes that students who feel nervous about speaking in front of the class often exhibit passive behavior, refraining from extensive communication or interaction with peers during class, thereby going unnoticed by teachers, as they blend in with more engaged students. This avoidance of class activities and reluctance to showcase skills are common symptoms among anxious students, driven by the fear of making

mistakes, facing ridicule from peers or instructors, and receiving unfavorable feedback.

Speaking fluently and exhibiting confidence are essential prerequisites for language acquisition. Evaluating and enhancing students' proficiency in the English language is crucial; however, many students tend to avoid speaking-related activities due to apprehension. Melough, as cited by Guslah (2015), emphasizes the significant role of speaking anxiety in language acquisition. The anxiety experienced by students is often associated with their oral performance (Tercan & Kenan, 2015). Several studies have consistently shown that speaking anxiety hampers the language acquisition and learning processes for students. For instance, Fitri's (2017) study, titled "The Correlation between Anxiety and Students' Speaking Performance in the EFL Classroom," illustrates the impact of anxiety on students' speaking performance.

## H. Previous Study

The other, penned by Mandela (2021) . The study is titled "An Examination of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu," and the researcher draws conclusions from it. The topic of this study was speaking anxiety in English classes. In this study, eleventh grade students at SMAN 04 Kota Bengkulu were asked to rate their degree of anxiety and identify the factors that contributed to it. This study employed a quantitative descriptive approach. Students from Bengkulu City's IPS SMAN 04 class XI served as the study's samples. The researcher came to the following conclusions on speaking anxiety among the students at SMAN 04 Kota Bengkulu: somewhat nervous (48%), anxious (39%), and highly anxious (13%). These findings were based on the study's findings. In summary, all students at SMAN 04 Bengkulu City suffer from anxiety, which has to be treated since leaving them untreated would interfere with their ability to study in the

classroom. Thus, exam anxiety, speaking anxiety among students, and dread of receiving a poor grade are the root causes of this condition.

The second research is from Sari (2017:177) with the research title speaking anxiety as a factor in studying EFL. This research was focused on the investigation of anxiety phenomena when speaking or having to speak English in the classroom that are suffered by many students, and which make them reluctant to speak English in front of others because of the anxiety they experience while doing so. There are four anxiety factors in speaking which cause students to be reluctant and anxious to speak English in the classroom, namely communication apprehension factor, test anxiety factor, fear of negative evaluation factor, and finally the anxiety about English classes factor. Based on the results using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, second grade students at SMA Negeri 5 Banda Aceh experienced the highest anxiety from the

communication apprehension factor. Data from the questionnaire showed that 71% of the students experienced anxiety in communication apprehension followed by fear of negative evaluation 53%, test anxiety 48% and anxiety about English classes 39%.

The third research is from Tien (2018:21) with the research title English speaking anxiety in EFL University classrooms in Taiwan. Taiwanese learners face significant challenges in learning English due to the differences in writing and pronunciation compared to Mandarin Chinese. Speaking in English, especially in classroom settings, is a major source of anxiety for these students. Despite teachers using a communicative approach that emphasizes fluency, students remain hesitant, often worrying about grammar, vocabulary, pronunciation, and comprehension. To address this, it is recommended that teachers implement methods that improve both linguistic competence and performance. The study also finds that female students tend to experience more anxiety than



male students, which may reflect cultural factors in Taiwanese society. However, westernization has made female students more expressive over time. Additionally, years of English language learning correlate with reduced anxiety, suggesting a positive impact on language acquisition. Research shows that supportive scaffolding from instructors can significantly help learners manage anxiety. Moreover, Taiwanese students often need more "wait-time" to respond in English due to face-saving concerns. To foster a more encouraging environment, EFL teachers should provide more speaking activities to increase language exposure and create a student-centered learning atmosphere, as practice is essential for language learning.

The forth is research from Mulyono and friends (2019:13) with the research title is Factors Contributing to EFL Students' Speaking Anxiety. This small-scale qualitative study aimed to examine factors that contributed to English as a foreign language (EFL)

students' speaking anxiety. Seven international students studying at three universities in Indonesia were interviewed and the collected data were transcribed and analysed using thematic analysis. The results revealed that the student participants experienced both facilitative and debilitating speaking anxiety when interacting with their peers during classroom learning. Language barriers, negative attitudes, and intercultural communication apprehension were identified to provoke foreign language speaking anxiety among the students. More importantly, these three factors also contributed to students' feeling of anxiety when communicating with people on a daily basis.

The fifth research is from Kasap and Kelly (2019:23) with the research title is Anxiety in the EFL Speaking Classrooms. There are times in which we can all experience feelings of anxiety when we are verbally communicating with others. However, anxiousness when speaking aloud is commonly found within the EFL

speaking classroom. This study aims to determine in what forms this anxiety has been observed by teachers of EFL and experienced by students of EFL, how it appears to influence and impede the successful production of language, how the students' participation is affected and how the classroom and lesson at large appear to be affected, in English speaking classes in Turkey. In order to determine this, qualitative semi-structured interviews were used. Five teachers of EFL, who either focused purely on speaking or who regularly incorporated speaking into their lessons, were interviewed to learn in what ways they had observed anxiety in students when speaking English and any further impact this had upon other students and the lesson itself. Furthermore, five students of EFL with high levels of anxiety when speaking English were interviewed to learn the effects of anxiety upon them when speaking and how they felt it affected their ability to communicate. The results of the study showed that teachers observed such symptoms as

visible discomfort and difficulty speaking in students. Students reported feelings of unease, feelings affecting their self-esteem and bodily sensations associated with anxiety. Communication was shown to be severely stunted by these feelings and their effects by reports from both groups. Participation in lessons was found to be strongly affected by speaking anxiety by both groups, and the speaking anxiety of anxious students was found to strongly affect other students and the atmosphere of the classroom.

### **I. Theoretical Framework**

Speaking ability in this study refers to the students' capacity for interpersonal communication and concept expression with proper pronunciation, correctness, and fluency. While speaking is the vocal use of language for interpersonal communication, as stated by Halliday and Biber as stated in Rahmawati.

Moreover, mastery of speaking is one of the essential components among the four language skills, encompassing both language proficiency and the capability to effectively utilize the language across diverse contexts. For these reasons, students encountered certain challenges when learning a foreign language, particularly in speaking. According to Ur, teachers may run across a few speaking issues while trying to urge their pupils to speak in class. These included inhibition, a lack of topical knowledge, low or inconsistent engagement, a lack of confidence in one's ability to speak English, and the usage of one's mother language, which affected the students' speech. Because of this, pupils' inability to communicate is caused by both a lack of language norms and psychological issues like low self-esteem, which

interfered with speaking and should be considered by teachers as a key component of teaching English.

