

# Factors Influencing Errors in Spoken Discourse and Effective Strategies for Management

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## Abstract

In spoken conversation, errors pose significant communication problems in various settings, including the workplace, the classroom, and everyday encounters. This study aimed to analyze the complex variables that lead to these types of mistakes and explore practical approaches to addressing them. The research employed a qualitative research design because it investigated factors influencing errors in spoken discourse and effective strategies for their management. The participants of this study were selected from Grade 9 students. They were chosen through purposive sampling. An audio-recorded interview focusing on participants' experiences with managing errors in spoken discourse, the effective strategies they employ, the challenges they face, and the contextual factors influencing their communication was the instrument used in the study. The study revealed that students lacked confidence in speaking due to the learning environment and psychological factors. They handled it through consistent practice, knowledge acquisition, and a positive mindset. Therefore, teachers and school administrators should foster a positive and supportive learning environment that encourages students to engage actively in the process of understanding and correcting errors. Lastly, teachers may implement activities that promote self-confidence, resilience, and a growth mindset in language learning.

*Keywords:* spoken discourses, effective strategies, factors influencing errors in spoken language.

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## 1. Introduction

In spoken language, effective communication is crucial in various dimensions of human interaction, ranging from casual conversations to formal settings. Errors in spoken conversation, however, are unavoidable and can affect the overall efficacy, comprehension, and clarity of communication (Ahmadi & Leong, 2017). Therefore, communication researchers must understand the causes of these errors and develop effective management strategies.

Proficiency in oral communication is essential for human interaction, including interpersonal connections, academic achievements, and career advancement (Scrivener, 2018). On the other hand, mistakes made when speaking can make communication less successful by causing miscommunication, misunderstandings, and even breakdowns. It is essential to understand the factors that contribute to these mistakes and develop effective management techniques to enhance communication proficiency and promote more seamless interactions (Drozdenko, 2018).

The purpose of this study is to investigate the various factors that affect the occurrence of errors in spoken speech and to examine the complex nature of these errors as well as the specific strategies that students employ in dealing with these factors. Through an examination of these elements—language proficiency, thought processes, contextual circumstances, and interpersonal dynamics—the study aims to provide a comprehensive understanding of the reasons behind spoken communication failures.

In addition, the study focuses on identifying and evaluating the methods people use to prevent mistakes during in-person interactions. These tactics include asking for clarification, self-correction, paraphrasing, and utilizing a range of other communication skills to mitigate the impact of errors and maintain the conversation's flow.

Through the integration of knowledge from theoretical frameworks and empirical findings, this study aims to further develop useful guidelines for enhancing communication proficiency. Ultimately, it offers valuable guidance on how

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individuals can navigate the complexities of spoken conversation, leading to more effective and understandable communication in various settings.

The findings of this research are expected to have practical implications for various stakeholders, including educators, language learners, communication trainers, and professionals in fields where effective communication is paramount. By enhancing our understanding of the factors influencing errors in spoken discourse and providing evidence-based strategies for their management, this study ultimately aims to contribute to the development of communication skills and promote clearer, more effective communication in diverse contexts.

## 2. Literature Review

One of the most crucial abilities to hone in order to communicate effectively is speaking. One of the most challenging aspects of learning a language is speaking. For many language learners, it can be challenging to communicate in spoken words. Generally speaking, they have trouble using the foreign language to articulate their ideas clearly. (Ahmadi & Leong, 2017).

In speaking classes, many lesson stages emphasize both fluency and accuracy, rather than one over the other. The most important thing is that teachers should be clear about whether they aim to focus on fluency-based work or accuracy-based work to promote learners' speaking (Scrivener, 2018).

Numerous studies have been conducted on the elements affecting students' speaking proficiency in language studies in Vietnam and around the world; however, there is a lack of research on the contributing components that impact students' ability to speak fluently in oral lessons. Zhang et al. (2019) investigated the variables that affect the English oral fluency of Chinese college students. The findings indicated that the key elements impacting the oral fluency of Chinese pupils are opportunities to communicate in English and their surroundings, as well as hearing and comprehension. The secondary factors are those of the target culture. Yurong and Nan (2018) looked into the methods of the impact of emotional elements on college English learners on fluency in spoken English. The study's findings identified four variables that affected the act of speaking English orally.

While some studies have identified only the obstacles to increasing spoken English competency, others have taken a step further and suggested sophisticated remedies. Interviewing eleven instructors from five universities in Bangladesh, Islam and Stapa (2021) found that task-based learning improved the oral communication skills of ESL/EFL students. According to some academics, new approaches should be developed to encourage EFL students to utilize English both within and outside of the classroom (Namaziandost et al., 2019). Additionally, they suggested that the instructor-centred learning paradigm be replaced with a student-centred one, as it provides students with more opportunities for communication (Namaziandost et al., 2019). Furthermore, Gan (2012) emphasized the need to include a sufficiently rigorous language enhancement component in the curricula of teacher training programs.

Previous studies only focused on the factors that affect learners' oral fluency. However, limited studies have been conducted on the factors influencing errors in spoken discourse and effective strategies for addressing them. Thus, this study aims to address the gap in the literature.

## 3. Research Methods

The research employed a qualitative research design because it investigated factors influencing errors in spoken discourse and effective strategies for their management. The participants of this study were selected from Grade 9 students. They were chosen through purposive sampling. An audio-recorded interview focusing on participants' experiences with managing errors in spoken discourse, the effective strategies they employ, the challenges they face, and the contextual factors influencing their communication was the instrument used in the study.

In conducting the study, the researcher obtained permission from the Graduate School Dean to conduct the study, aiming to collect data on the factors that influence errors in spoken discourse and the strategies students employ to manage those errors. Furthermore, after approval, the researcher requested authorization from the principal of the Basic Education Department to conduct a recorded interview with the chosen participants. Following approval, the researcher wrote an assent letter for the participants' parents and guardians as well as a consent form for the participants. After that, audio-recorded interviews focused on participants' experiences with managing errors in spoken discourse, the effective strategies they employ, the challenges they faced, and the contextual factors influencing their communication, which took place in an inclusive setting.

## 4. Results and Discussion

### 4.1. Self-Confidence and Social Dynamics

Self-confidence and Social dynamics play crucial roles in spoken discourse activities, influencing how individuals communicate and interact with others. Self-confidence is a fundamental factor in effective communication. Individuals who believe in themselves are more likely to express their thoughts and ideas clearly and assertively. Confident individuals are more likely to actively engage in spoken discourse activities. They participate in discussions, share their opinions, and make meaningful contributions to conversations. It can also enhance persuasive communication. When individuals present their ideas with conviction, they are more likely to influence others and gain support for their viewpoints (Rosmayanti, 2023). Social dynamics, on the other hand, are crucial for building and maintaining relationships. Practical spoken discourse involves understanding social cues, adapting communication styles, and establishing rapport with others to facilitate effective communication. It also plays a key role in group discussion. Individuals who are aware of social norms and dynamics contribute to a positive group atmosphere, thereby fostering cooperation and cohesion (Maad & Saadi, 2020).

In the study conducted by Dasalinda et. Al (2020) found that the self-confidence of students has a positive correlation with social interaction, meaning that the higher the level of confidence, the higher the level of social interaction among students. With that, it is recommended that school counsellors provide services to students.

With this, language teachers need to foster a supportive and encouraging classroom environment that can boost students' self-confidence by providing constructive and positive feedback. It is also a good idea to build trusting relationships between teachers and students to enhance confidence and encourage open communication.

**Peer Influence on Language Choice.** Peer influence plays a significant role in language choice and the occurrence of errors in spoken discourse. This influence is particularly pronounced in social settings where individuals interact with their peers, such as in school, at work, or during informal social gatherings. Peers often share everyday slang, colloquialisms, or informal language (Nguyen, 2020). In an attempt to fit in or to be part of the group, individuals may adopt these linguistic elements, which might deviate from formal or standard language norms. Peer influence can lead to the adoption of incorrect grammar or syntax. If a group commonly uses non-standard language structures or expressions, an individual may unconsciously incorporate these errors into their speech. Not only that, peers can also influence vocabulary choices, introducing new words or phrases that may not be grammatically correct or appropriate in specific contexts. Individuals may adopt these choices without considering their accuracy or suitability. However, the participants of this study also claimed that Peer can influence their language choice, and that is one reason why they commit errors in a spoken discourse activity. The following responses from the participants support this claim:

*P1: "For me, the reason why I commit errors in grammar is that I'm not fond of reading books... And aside from that, I was also influenced by my friends because they prefer to talk in Bisaya."*

*P15: "I commit errors because I'm afraid if my classmates will judge me every time my grammar is wrong, and aside from that, I also lack self-confidence."*

*P5: "Based on my own experience, me being so lazy in reading books and studying are the very reasons why I also commit errors in using the English language."*

Peer influence can significantly impact students' language choices and contribute to errors in spoken discourse activities. Students often want to fit in and be accepted by their peer groups. To achieve this sense of belonging, they may adopt the language choices and communication styles of their peers, even if these choices result in grammatical or linguistic errors (Kim, 2019). Students may unconsciously imitate the speech patterns, vocabulary, and pronunciation of their peers. If these patterns include errors or non-standard language use, students might replicate these mistakes without being aware of them. Peer interactions are often informal, and students might become accustomed to using colloquialisms, slang, or shortcuts that are acceptable within their social circles. When transferring these habits to more formal spoken discourse activities, errors can occur. In multilingual settings, students might engage in code-switching based on the language spoken by their peers. This can lead to mistakes if the students are not proficient in all the languages they are using or if they mix elements from different languages appropriately. Participant 1 claimed that his friends influenced him because they prefer to talk in Bisaya rather than the English language. Participant 15 also affirmed that she committed errors in a spoken discourse activity because she was afraid that her friends would judge her every time she committed mistakes in her grammar.

Chen et al. (2020) conducted a study and found the importance of considering individual differences in peer social interactions. They also demonstrated the unique association between peer language resources and children's language growth, after accounting for the average language ability of the classroom. Particularly, their findings offer practical suggestions that teachers can use to promote language development, especially for children with disabilities, by enriching their peer language resources and facilitating social interactions with peers who have higher language abilities.

A study conducted by Dang (2019) found that peers play a significant role in facilitating the completion of learning tasks and assignments, thereby benefiting learners' cognitive, emotional, and social growth. Considering this, teachers should effectively utilize the multiple structures of peer relationships in their design and management of the teaching and learning process, with a view to enhancing learners' short-term language learning efficiency and long-term whole-person development.

Peer interaction offers students opportunities to practice and refine their social communication skills in various languages. By embracing and leveraging linguistic diversity within peer groups, educators can create a prosperous and inclusive educational environment that supports the varied language needs of students.

**Fear of Classmates' Judgment.** The fear of classmates' judgment is a significant psychological factor that can contribute to students committing errors in spoken discourse activities. Fear of negative evaluation (FNE), defined as a sense of dread associated with being negatively judged in a social situation, has been identified as the primary factor underlying undergraduate anxiety in active learning science courses (Busch, 2023). This fear can create anxiety and self-consciousness, impacting the way students communicate. Students may fear being perceived as different or deviating from the norms of their peer group. This pressure to conform to social expectations can lead to the adoption of language choices and communication styles that are more in line with their classmates, even if these choices include errors. The fear of judgment can stem from concerns about one's linguistic competence. Students may worry that their classmates will view them as less competent or knowledgeable if they deviate from established language patterns, leading them to avoid taking linguistic risks (Shirvan & Taherian, 2018). In this study, the participants reported that they were often afraid of their classmates' judgment whenever they made errors in their spoken discourse. The following responses from the participants support this finding:

*P6: "For me, being shy, being conscious, and being afraid that my classmates would laugh at me if I commit mistakes are the reasons why I was having difficulty in doing spoken discourse activity inside the classroom."*

*P11: "For me, I think the reason why I commit errors in a spoken discourse activity is that I felt shy and conscious. What if my grammar is wrong and then my classmates will make fun of me."*

*P8: "I always commit errors in speaking in front because I'm conscious if my classmates will laugh at me if my grammar is wrong."*

The fear of classmates' judgment can have a profound impact on a student's performance in spoken discourse activities, leading to errors. Participants 6, 11, and 8 admitted that they became anxious and afraid that their classmates would laugh at them every time they made mistakes in speaking, which is why they were having difficulty with the spoken discourse activity inside the classroom. Fear of judgment can trigger performance anxiety, particularly in public speaking situations. The heightened stress and nervousness can affect cognitive processes, leading to difficulties in language retrieval, formulation, and expression, which can result in errors. Students may become overly self-conscious about their language choices and speech patterns when they fear judgment from their peers. This heightened self-awareness can interfere with natural communication, causing students to second-guess and make errors. Similar research was conducted in the Philippines by Arcala (2020), who found that one of the biggest challenges Filipino students faced was the fear of making mistakes and being negatively evaluated by their classmates.

A study conducted by Busch (2023) found that presenting in front of the whole class and being randomly called on to speak without the opportunity to discuss the question with others elicited the highest levels of FNE among undergraduates. Students were most concerned that they would be judged if they made too many comments in class, asked too many questions, or answered too many questions.

#### 4.2. Language Competence and Learning Environment

Language competence and the learning environments are key factors that can influence the occurrence of errors in spoken discourse. Individuals with limited proficiency in language may struggle to express themselves accurately and fluently. Errors can arise from gaps in vocabulary, grammar, and pronunciation, reflecting a speaker's current level of language proficiency (Ali et al., 2020). On the other hand, a learning environment that lacks constructive and supportive feedback can hinder language development. Without guidance on correcting errors, learners may continue to reinforce mistakes in their spoken discourse. An environment that induces fear of evaluation or harsh judgment can create anxiety, affecting learners' confidence and willingness to communicate. The fear of making mistakes may lead individuals to play it safe, avoiding linguistic risks and potential errors ( Hurajová & Chmelíková, 2020)

**Non-Native English Speaker Challenges.** Non-native English speakers face several challenges that can contribute to errors in spoken discourse. These challenges arise from differences in linguistic backgrounds, cultural influences, and the complexities of acquiring a second language. Non-native speakers may inadvertently bring grammatical structures and syntax patterns from their first language into English, resulting in errors in sentence construction and word order. They may also choose words based on their native language's vocabulary, leading to instances where they use inappropriate terms or expressions in English. Cultural differences can also impact language use, and non-native speakers may struggle to understand or express cultural nuances. This can result in errors, particularly in situations where cultural sensitivity is essential. This is seen in the following responses of the participants:

*P2: "English language is not my 1st language, that's why I'm not confident enough..."*

*P7: "For me mam, lack of self-confidence is the very first reason why I commit mistakes in a spoken discourse activity. And aside from that, I'm afraid if my classmates will judge me because of my wrong grammar."*

*P14: "Lack of self-confidence and being shy speaking in front are the reasons why I always commit errors in a spoken discourse activity."*

Native language interference is a common challenge. Non-native speakers may inadvertently transfer grammatical structures, syntax, and pronunciation patterns from their native language to English, leading to errors (Budiharto, 2019). Participant 2 stated that English is not his first language, which is why he is not confident enough to use the language. Fear of making mistakes is also a significant barrier. Non-native speakers are hesitant to express themselves, fearing judgment or criticism, which can hinder their ability to communicate effectively. Participant 7 also stated that a lack of self-confidence is the main reason why she commits errors in a spoken discourse activity, and she is afraid that her classmates will judge her every time she makes mistakes. Non-native speakers may also struggle with the complexity of academic discourse or specialized language use. Engaging in scholarly discussions, presentations, or professional settings can amplify challenges and lead to errors. Participant 14 stated that being shy about speaking in front of the audience is one of the reasons why she made errors, as she is a non-native English speaker.

A study conducted by Alshehri (2018) also found that the most significant challenges common to all five participants, who were non-native English speakers, were a lack of self-confidence in using the English language, avoidance of communication, the speed of discourse, and difficulty in laboratory courses.

**Impact of Classroom Distractions.** Classroom distractions can significantly impact the performance of individuals during spoken discourse activities, leading to errors in communication. Distractions, such as noise, movement, or unrelated conversations, can divert individuals' attention away from the spoken discourse activity. A loss of focus may lead to lapses in concentration, causing errors in speech. When distractions surround individuals, their cognitive resources are divided between processing the spoken discourses and filtering out irrelevant stimuli. Distractions can overload individuals' working memory, making it challenging to retain and organize information effectively (Drozdenko, 2018). This cognitive overload can lead to memory lapses, hesitations, and errors in recalling and expressing ideas. Classroom distractions can contribute to heightened anxiety levels and can interfere with the smooth flow of communication. Anxious individuals may be more prone to errors, including hesitations, self-corrections, mispronunciations, misinterpretations, and misunderstandings, which can occur when individuals are unable to fully attend to the spoken discourse due to external disturbances. This was expressed in the following statements:

*P2: "Besides, my classmates are so noisy, that's why I'm distracted every time I have my talk in front of the class."*

*P10: "I felt shy speaking in front of the class because in my mind, my classmates will bully me because I have a wrong grammar."*

*P17: "I'm not confident enough that's why I always commit errors while being involved in a spoken discourse activity especially inside the classroom."*

Classroom distractions can have a significant impact on spoken discourse activities, influencing the quality of communication and contributing to errors in various ways. Distractions can divert individuals' attention away from the spoken discourse activity. Reduced focus may result in individuals missing essential details, leading to errors in comprehension and response. Participant 2 stated that he is distracted every time he speaks in front of the class because of the noisy classmates, which leads him to commit errors. Classroom distractions can also discourage active participation in spoken discourse activity. Individuals may choose to disengage, contributing to a lack of contribution, reduced collaboration, and potential errors in group discussions. Participant 10 claimed that he felt shy speaking in front of the class because, in his mind, his classmates would bully him when he committed mistakes. Distractions can also create a stressful environment, particularly for individuals who are sensitive to noise or disruptions. Heightened anxiety may result in nervousness, hesitations, and errors in spoken expressions. Not only that, but background noise can also affect pronunciation. Individuals may alter their speech patterns, raise their voices, mispronounce words, or even struggle to organize their thoughts and convey ideas coherently, leading to errors in articulation, grammar, vocabulary choice, and overall sentence structure (Ishikawa et al., 2017).

Soyemi (2020) also conducted a study and found that smartphone usage (100%) is the factor that most distracts both male and female students during classes. 'Lack of interest in the course of study' was the least cause of distraction (2.0%). One of the factors affecting concentration in the class is 'lecturers receiving calls' (21.2%) during the classes. For effective teaching and learning to be accomplished, the teacher must be able to maintain a level of control in the classroom and explore methods that capture the attention of students throughout the class. Finally, schools need to implement policies that enhance teaching and learning and minimize distractions to a negligible level.

#### *4.3. Psychological Factors and Emotional Well-Being*

Psychological factors and Emotional Well-Being play a crucial role in spoken discourse, influencing the way individuals communicate and their propensity to make errors. These factors may include anxiety and nervousness, a lack of confidence, fear of judgment, self-consciousness, and a lack of motivation and engagement (Gärling & Gamble, 2017). Anxiety and nervousness can significantly impact spoken discourse. Fear of public speaking or the pressure to perform well can lead to increased stress levels. Elevated anxiety may result in cognitive disruptions, including hesitations, stammering, and difficulties in word retrieval, leading to errors in spoken expressions. Confidence is closely tied to effective communication. A lack of confidence can undermine one's ability to articulate thoughts clearly and concisely. Individuals with low confidence may second-guess their language choices, leading to errors in grammar, vocabulary selection, and overall coherence.

On the other hand, feeling self-conscious or being overly aware of one's speech can affect natural communication. Individuals may become preoccupied with how they are perceived, leading to errors such as overthinking language choices, stumbling over words, or self-corrections. Also, the fear of being judged by others can be a decisive psychological factor during spoken discourse. Individuals may avoid taking linguistic risks, refrain from expressing unique ideas, or modify language choices to conform, leading to errors in authenticity and clarity. Lastly, motivation and engagement also contribute to the level of effort individuals invest in spoken discourse. Low motivation or disengagement may lead to careless mistakes, lack of attention to detail, and reduced overall commitment to effective communication.

A study conducted by Rodriguez et al. (2020) also concluded that psychological well-being is associated with various psychological and educational constructs, both intrapersonal and interpersonal. Firstly, students who prefer a cooperative learning methodology tend to exhibit greater self-acceptance. This implies their recognition of their worth and improved psychological well-being.

**Impact of Bullying on Self-Confidence.** Bullying can have a profound effect on an individual's self-confidence, and this diminished self-confidence can contribute to errors in spoken discourse. Bullying can often result in emotional distress, including feelings of shame, embarrassment, and anxiety (Darney et al., 2017). Bullying is on the rise, and the incidence of school violence has brought the problem to public awareness (Simmons, 2020). There is evidence that these children were bullied and made to feel inferior by their classmates (Egan, 2018). Individuals who have experienced bullying may carry emotional baggage into spoken discourse activities, leading to heightened anxiety,

nervousness, and potential errors in speech. Bullying can also create a persistent fear of judgment by others and can significantly lower self-esteem. Individuals who have been bullied may fear negative evaluation during spoken discourse activities, leading to self-doubt, hesitations, and errors in communication as they try to navigate this fear. Individuals with low self-esteem may doubt their abilities and hesitate to express themselves confidently. This was described in the following statements:

*P13: "Based on my experience, there was a time that I became a victim of bullying because my grammar is wrong. And because of that, I lost my self-confidence..."*

*P9: "I think po mam, lack of self-confidence is the reason why I always commit mistakes in speaking in front of the class."*

*P16: "Being lost or experiencing this what we called 'mental block' are some of the reasons why I commit errors in a spoken discourse activity."*

Bullying can result in psychological trauma, leaving lasting scars on an individual's mental well-being. Individuals who have experienced trauma may struggle with heightened anxiety, stress, and difficulties in maintaining focus during spoken discourse activities, potentially leading to errors (Caribeña et al., 2023). Participant 13 stated that he was a victim of bullying because of having incorrect grammar in his spoken discourse, and that led to losing his self-confidence in speaking in front. It can also contribute to a negative self-image and a diminished sense of self-worth. Individuals with a negative self-image may lack the confidence to express themselves assertively, leading to errors in spoken discourses as they navigate self-doubt. The claims of Participant 9 also supported this, saying that, according to her, lack of self-confidence is the reason why she always commits mistakes when speaking in front of the class. Not only that, but persistent bullying can also impair the development of practical communication skills. Individuals may struggle with articulating thoughts clearly, choosing an appropriate language, and maintaining coherent speech, resulting in errors during spoken discourse as Participant 16 said that being lost or experiencing this what we called "mental block" are some reasons why she commits errors in a spoken discourse activity.

The same results were found in a study conducted by Aranki (2017), which concluded that bullying exists in almost every school, whether governmental or private, but at varying levels. The search found that school bullying affects academic achievement either for the victims who suffer from these phenomena or, at the same time, it affects the bullies themselves.

Bullying can have a profound effect on students, particularly on their self-confidence and well-being. In an educational context, schools should implement and enforce clear, zero-tolerance anti-bullying policies to create a safe space for students.

**Anxiety and Mental Block.** Anxiety and mental blocks contribute to errors in spoken discourse. These psychological factors can impact cognitive processes, create communication challenges, and hinder the ability to express oneself effectively (Rahmah & Azhimiah, 2022). Anxiety can impair mental functions, including information processing. Individuals experiencing anxiety may struggle to organize and retrieve information coherently during spoken discourse, leading to errors in content and delivery. It can also lead to cognitive overload, overwhelming the individual with excessive mental stress and involves a fear of negative evaluation by others. This fear can cause individuals to become overly self-conscious, leading to hesitations, self-corrections, and errors in spoken discourse as they navigate the perceived scrutiny of their audience. Anxiety often manifests physically, including symptoms like trembling, sweating, and increased heart rate, and these can interfere with speech production, causing disruptions, hesitations, and errors in pronunciation and articulations. This was expressed in the following statements:

*P18: "For me, having anxiety and experiencing a mental breakdown I think are the factors why I usually commit mistakes being involved in a spoken discourse activity."*

*P12: "For me mam, being nervous and lacking of self-confidence are the reasons why I commit errors especially during spoken discourse activity inside the classroom."*

*P3: "The very 1st reason why I commit errors is that I felt shy asking my teacher questions in times that I'm confused on what words I'm going to use, especially in talking inside the classroom using the English language."*

*P16: "Being lost or experiencing this what we called 'mental block' are some of the reasons why I commit errors in a spoken discourse activity."*

Anxiety can impair cognitive functions, including memory, attention, and information processing. Mental blocks may occur as individuals struggle to access and organize information, leading to errors in recalling facts, forming coherent sentences, and expressing ideas. Participant 18 also claimed that having anxiety and experiencing mental breakdowns are the common factors why she usually commits errors whenever she is involved in a spoken discourse activity. It can also erode confidence over time. Mental blocks may occur as individuals experience diminished self-confidence, contributing to hesitations, self-corrections, and errors in language use during spoken discourse. Participant 12 claimed that being nervous and lacking self-confidence are the reasons why he committed errors, especially during the spoken discourse activity inside the classroom. Not only that, anxiety may also lead to avoidance of certain situations or topics. Mental blocks can arise when individuals actively avoid engaging with the specific content or aspects of spoken discourse, limiting their ability to communicate effectively. This is supported by the claim of Participant 3, who states that the primary reason he committed errors was that he felt shy about asking his teachers questions at times and was confused about the words he would use, especially when speaking inside the classroom in English.

This supports the study by Rajitha and Alamelu (2019), indicating that the language factor is a significant factor in the emergence of anxiety. Their communication apprehension is directly affected by their attitudes when speaking English, such as shyness, confusion, lack of concentration, and difficulty in expressing themselves. Hence, students are not comfortable speaking English in front of other people. This is similar to the study by Riffat-un-Nisa Awan et al. (2018), who stated that the most common sources of worry are public speaking, followed by concerns about grammar errors, pronunciation, and difficulty communicating naturally. Moreover, the participants in this study also felt anxious because they were too afraid of committing mistakes and worried their classmates would judge them. The fear of negative evaluation is another factor that hinders students from speaking orally in class. Students worry about how others view them and fear their classmates might think less of them due to their poor performance. Further, they fear being teased or humiliated in front of the class. As a result, students frequently withdraw from the oral activities.

#### 4.4. Doing Practice and Immersion

Engaging in regular practice and immersive experiences are highly effective strategies for overcoming errors in spoken discourse. These approaches help individuals build confidence, refine language skills, and enhance overall communication proficiency. Regular practice allows individuals to refine their language skills, including pronunciation, vocabulary, grammar, and overall fluency. As individuals engage in deliberate practice, they become more adept at expressing themselves clearly and accurately during spoken discourse, reducing the likelihood of errors. Practice builds confidence by providing individuals with the opportunity to hone their speaking abilities in a controlled and supported environment. Increased confidence helps mitigate anxiety, hesitations, and self-doubt during spoken discourse, contributing to more fluent and error-free communication. Immersion in language-rich environments exposes individuals to various patterns, idioms, and colloquialisms (Howard & Elliot, 2017). Exposure to diverse language users enhances an individual's ability to navigate different communication styles, reducing errors in interpretation and expression. Regular practice allows individuals to address pronunciation challenges and develop more precise articulation. It also contributes to better intelligibility, reducing errors related to miscommunication or difficulty understanding spoken discourse. Lastly, the practice encourages individuals to develop effective speaking strategies. Having a repertoire of techniques for organizing thoughts, handling difficult questions, and navigating communication challenges reduces errors and enhances overall spoken discourse competence.

**Engage in Regular Practice.** Engaging in regular practice is a highly effective strategy for overcoming and addressing errors in spoken discourse. Practice not only helps individuals refine their language skills but also builds confidence and familiarity with various aspects of communication. Regular practice enhances fluency by promoting smoother and more coherent verbal expression. Improved fluency reduces the likelihood of hesitations, pauses, and errors in sentence structure during spoken discourse. It also contributes to increased comfort and familiarity with expressing ideas verbally. As individuals become more comfortable with spoken communication through regular practice, they are likely to experience fewer errors related to anxiety or nervousness. This was expressed in the following statements:

*P1: "For me to be better in speaking, I think I need to practice and practice more."*

*P5: "Study, learn about the English language, and most especially try to memorize your lines in a spoken discourse activity."*

As individuals practice regularly, they become more comfortable and confident in expressing themselves verbally. Increased comfort and confidence contribute to a reduced likelihood of errors, as individuals feel more at ease navigating various communication scenarios. Participant 1 claimed that, for him to be better at speaking, he needs to practice more. Regular practice also enables individuals to apply grammar rules in real time, contributing to more accurate spoken discourse. Applied grammar knowledge reduces errors related to grammatical inaccuracies and syntax. This is also supported by the claim of Participant 5, who states that we need to study and learn the English language in order to be knowledgeable enough and avoid errors.

**Socialize and Listen Actively.** Socializing and actively listening are invaluable practices for overcoming errors in spoken discourse. These activities not only provide opportunities for language practice but also enhance communication skills and promote a deeper understanding of language nuances. Socializing exposes individuals to natural and authentic language use in real-life situations. Exposure to diverse language contexts helps individuals develop a deeper knowledge of colloquial expressions, idioms, and everyday language, thereby reducing errors in both formal and informal spoken discourse. Actively engaging in social conversations encourages the use and expansion of vocabulary. A richer vocabulary enhances communication, reducing errors associated with limited word choices and improving overall expression. This was expressed in the following statements:

*P1: "Socialize also for you to learn and try to listen attentively to the teacher."*

*P7: "Share and ask your friends every time you encounter difficulty. Motivate yourself always and pray to God."*

*P11: "Join your peers. Socialize for you to gain more self-confidence."*

As claimed by Participant 1, one strategy that will address or overcome errors of spoken discourse is to socialize so that you can learn and listen attentively to the teacher. Actively listening during social interactions enhances comprehension skills and improves listening comprehension, reducing errors related to misunderstanding or misinterpreting information during spoken discourse. Participant 7 also stated that sharing and asking your friends every time you encounter an encounter is also a strategy for you to lessen errors in spoken discourses. Socializing with others allows individuals to cultivate effective conversational strategies. Developing effective communication strategies helps individuals navigate conversations more smoothly, minimizing errors in interaction.

#### *4.5. Having Knowledge Acquisition and Self-Confidence*

Knowledge acquisition and self-confidence are potent tools for overcoming errors in spoken discourses. The combination of linguistic knowledge and confidence in using that knowledge creates a solid foundation for effective communication. Knowledge acquisition involves developing linguistic competence, including vocabulary, grammar, and pronunciation. A strong linguistic foundation reduces errors related to language use, ensuring more accurate and coherent spoken discourse. It also builds confidence by instilling competence in language use. Confidence derived from linguistic competence reduces anxiety and self-doubt, leading to more assured and error-free spoken communication.

A study conducted by Listyani (2022) revealed that students with exemplary achievements do not always have high self-esteem. Many factors affected their self-esteem. Their characters, learning environment, and past experiences were among the other factors. In contrast, students considered low achievers could have high self-confidence and self-esteem. Abdumalikova (2020) also found that both teachers and learners strongly support the importance of self-esteem as a key factor in improving oral production performance.

**Studying English Language.** Studying the English language is a proactive and practical approach to overcoming errors in spoken discourse. A structured and focused study plan can help individuals address specific language challenges, enhance overall proficiency, and build confidence in verbal communication. Studying English involves a focus on grammar and syntax rules, as well as expanding vocabulary through the learning of new words and expressions. Mastery of grammar and syntax reduces errors in sentence structure and enhances the overall coherence of spoken discourse. A richer vocabulary minimizes errors related to limited word choices and enables more precise and varied expressions. The following statements support these claims:

*P2: "Study more the English language, do not be afraid of asking the teacher if you don't understand or encounter an unfamiliar word."*

*P10: "Listen to the teacher. Study if you have time. Listen to what is right and wrong and respect elders."*

Participant 2 stated that one effective strategy to address errors in a spoken discourse is to study the English language more and not be afraid to ask your teacher if you encounter unfamiliar words. By actively studying the English language, individuals can systematically identify and correct errors, enhance their language skills, and gain the confidence necessary for practical spoken discourse. A comprehensive study plan, coupled with consistent practice and willingness to learn, forms the foundation for continuous improvement in verbal communication. Participant 10 also stated that listening to the teacher and studying if you have time would be a great help in addressing errors in spoken discourse.

**Building Self-Confidence.** Building self-confidence is a crucial aspect of overcoming errors in spoken discourse. Confidence empowers individuals to navigate communication challenges, learn from mistakes, and engage in practical verbal expression. Building self-confidence fosters a positive mindset. A positive mindset re-frames errors as opportunities for learning and improvement rather than as failures, creating a conducive environment for addressing and overcoming mistakes in spoken discourse. Confidence also diminishes anxiety and nervousness during spoken interactions. This was expressed in the following statements:

*P3: "Gain more self-confidence. Be participative inside the classroom and don't be shy in asking questions."*

*P6: "Practice using the English language for you to gain more self-confidence."*

*P9: "Be confident enough, gain more self-confidence, and always put in your mind that your audience has the same struggles as you for you not to be afraid of speaking in front of them."*

Participant 3 claimed that gaining more self-confidence and being participative inside the classroom is one great way to address errors in spoken discourse. Confident individuals engage in self-reflection with a growth-oriented mindset. Instead of dwelling on mistakes, individuals view them as opportunities for growth, leading to continuous improvement in spoken discourses. Participant 6 also supports this claim by stating that practicing the English language would be a great help in gaining self-confidence and that it would lead to addressing errors in spoken discourse. Confident individuals are more resilient in the face of criticism.

As cited by Participant 9, being confident enough, gaining more self-confidence, and always keeping in mind that your audience has the same struggles as you, so you are not afraid to speak in front of them, would also be a great help in addressing errors in spoken discourse. Constructive feedback from the audience is welcomed as a means of improvement rather than a personal attack, enabling individuals to address their mistakes more effectively.

#### *4.6. Setting a Positive Mindset and Focus*

Setting a positive mindset and maintaining focus are key elements in overcoming and addressing errors in spoken discourse. A positive mental outlook combined with concentration enhances one's ability to learn from mistakes, adapt to challenges, and communicate more effectively. A growth mindset sees challenges as opportunities for growth. Individuals with a growth mindset view errors as part of the learning journey, fostering a proactive approach to addressing and overcoming challenges in spoken discourses.

**Positive Thinking and Motivation.** Positive thinking and motivation play a crucial role in overcoming and addressing errors in spoken discourses. Cultivating a positive mindset and staying motivated contribute to resilience, continuous improvement, and increased confidence in verbal communication. Positive thinking encourages a continuous learning mindset. A mindset that embraces learning motivates individuals to seek improvement, even in the face of errors, contributing to ongoing growth in spoken discourse skills. The following claims supported this:

*P16: "Always think positively. Join and socialize with other people."*

*P13: "For you to gain confidence in speaking, just put in your mind that every after speaking activity, you will be relieved."*

*P18: "Be confident, be positive, and practice speaking more using the English language."*

Participant 16 claimed that thinking positively and joining and socializing with other people is a great help in addressing errors in spoken discourse. Positive thinking encourages a continuous learning mindset. A motivated

individual is more likely to view mistakes as challenges to overcome, leading to increased effort and dedication to address and learn from them. Participants 13 and Participant 16 also claimed that, for individuals to gain confidence in speaking, they have to put in their mind that after speaking activity, they will be relieved. Positive thinking involves celebrating progress, no matter how small. Celebrating incremental achievements fosters motivation and reinforces a positive mindset, making the journey of addressing errors more rewarding.

**Focus and Determination.** Focus and determination are essential qualities for overcoming and addressing errors in spoken discourses. These attributes empower individuals to navigate challenges, stay committed to improvement, and achieve greater proficiency in verbal communication. Focus involves directing attention toward specific goals. A single-minded focus on improvement in spoken discourse allows individuals to channel their energy into addressing errors and refining their communication skills.

On the other hand, focus and determination foster resilience. Resilience enables individuals to bounce back from errors, viewing them as temporary setbacks rather than insurmountable obstacles in their language-learning journey. This was expressed in the following statements:

*P17: "Try to stay focused in times that you are involved in a spoken activity. Try to calm yourself down in times that you are tense. And fill your life with determination."*

*P15: "Face in the mirror and try to speak using the English language. Study hard for you to be knowledgeable enough."*

Participant 17 claimed that trying to stay focused when you are involved in a spoken activity, calm yourself down when you are tense, and fill your life with determination would be a great help in addressing errors in spoken discourse. Setting achievable milestones and meeting them provides a sense of accomplishment, fueling determination and reinforcing the belief that mistakes can be overcome with consistent effort. Participant 15 noted that facing the mirror while trying to speak the English language and studying to become knowledgeable enough would also be a great help in addressing errors in spoken discourse. Actively seeking feedback, whether from language partners, teachers, or peers, allows individuals to address their mistakes more effectively by incorporating external insights into their learning process.

## 5. Conclusion

The study's findings have led to several important conclusions. Firstly, the students lacked the confidence to speak due to the learning environment and psychological factors. Secondly, consistent practice, knowledge acquisition, and a positive mindset are essential in creating a successful spoken discourse. Finally, teachers and school administrators should foster a positive and supportive learning environment that encourages students to engage actively in the process of understanding and correcting errors. Teachers may also implement activities that promote self-confidence, resilience, and a growth mindset in language learning.

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