

CHAPTER II

LITERATURE REVIEW

This chapter provides previous empirical research on investigating the positive environment in speaking class of EFL learners. This study consists of a theoretical framework and relevant studies.

2.1 Theoretical Framework

2.1.1 Positive Environment in EFL English Language Classroom

The classroom environment includes evaluating the psychological, social, emotional, and organizational elements within the classroom (Babad, 2009). It encompasses the interactions, activities, and relationships of the classroom community (Li, 2014; Giaconi et al., 2021), forming an ecosystem where both teachers and students coexist and engage in their learning experiences. Improving the classroom environment has been a key goal in educational reforms globally, observed in countries like Canada, China, England, and the United States (Wang et al., 2020). The significance of the classroom environment is underscored by its strong associations with students' academic performance, behavior, and socioemotional development (Guo et al., 2017; Guo, 2018; Guo et al., 2022; Hattie, 2009; Lim & Richardson, 2021; Reyes et al., 2012; Trigwell et al., 2013; Wang et al., 2020). Research has particularly demonstrated that tertiary students' perceptions of the classroom environment positively and significantly predict their learning outcomes (Guo et al., 2017; Guo, 2018; Lim & Richardson, 2021; Mguwata, 2020; Trigwell et al., 2013).

In the realm of English as a Foreign Language (EFL), Zhang (2009) highlights that enhancing students' speaking skills stands out as a primary challenge for teachers. De Smet et al. (2018) emphasize the significance of comprehending students' learning emotions in establishing a positive environment crucial for the educational setting of every EFL learner. Raoofi, Tan, and Chen's (2012) research supported the idea that there is a significant link between self-efficacy and performance of Foreign Language learners (EFL). This suggests that individuals with higher levels of self-efficacy tend to excel in various aspects of language learning (Raoofi, Tan, & Chen 2012), this correlation is understandable given that self-efficacy directly affects one's motivation, persistence, and approach to learning a new language.

Additionally, the study by Daemi, Tahriri, and Zafarghandi (2017) aligns with the understanding that a quality classroom environment has a profound impact on students' perceptions of themselves, their confidence levels, the learning process, and their overall attitudes toward the subjects being studied. A positive and supportive classroom atmosphere is crucial in nurturing students' self-image and fostering a sense of confidence in their abilities, especially in the context of language learning (Daemi, Tahriri, & Zafarghandi, 2017). Yi's (2006) assertion is quite significant in the realm of education. Motivation plays a pivotal role in shaping students' engagement, participation, and ultimately, their academic achievement. Providing a stimulating and supportive learning environment, offering challenging yet achievable tasks, giving constructive feedback, and acknowledging students' efforts all contribute to fostering and sustaining motivation in students (Yi 2006).

Research by Little et al. Devlin & Samarawickrema (2010), Gunn & Fisk (2014), and Khanahmadi & Sajadirad (2019) are critical of moving beyond traditional teaching methods and embracing innovative approaches that empower students and meet their individual needs, thereby increasing their involvement and success in higher education. Guo, Yang and Shi (2017) found that the caliber of interactions between students and faculty, as well as among peers, is indicative of the ways students approach learning—either through comprehensive understanding or superficial memorization. Additionally, these interactions significantly impact students' satisfaction with their learning experience and their overall skill enhancement (Guo, Yang & Shi, 2017).

The significance of teachers' and peers' perceived emotional support, encompassing qualities such as attentive care and warmth, as highlighted by Johnson & Johnson (2009) and Johnson et al. (2008), is crucial in mitigating anxiety within foreign language classrooms (FL). Moreover, it's vital to examine the effects of two factors, perception, and positive orientation, on anxiety levels within the classroom environment.

The literature reviewed encompasses seminal works in the field of EFL education, collectively addressing pivotal facets of the learning environment and its impact on language acquisition. Babad's (2009) lays foundational groundwork by exploring the intricate dynamics within educational settings, offering a broader understanding of social psychology's role in shaping EFL classrooms. Asakereh and Dehghannezhad's (2015) delves into the correlation between speaking self-efficacy, student satisfaction in speaking classes, and their actual speaking skill attainment, highlighting motivational and cognitive dimensions crucial for

language learning. Complementarily, Daemi, Tahriri, and Zafarghandi's study (2017) in the "International Journal of Education and Literacy Studies" elucidates the interconnection between the classroom environment and EFL learners' academic self-efficacy, emphasizing the pivotal influence of the learning environment on students' beliefs in their academic capabilities. Collectively, these studies unveil the intricate web of social psychological factors and environmental influences on EFL learning outcomes, presenting a comprehensive foundation for educators and policymakers seeking to optimize language learning environments for enhanced efficacy and student achievement.

Hanifa's (2018) research into anxiety triggers during EFL speaking skill acquisition highlights the nuanced psychological and situational factors contributing to learner anxiety, offering a significant pathway for educators to address and mitigate speaking-related anxieties. In contrast, Hardman and Smith's (1999) broader investigation on promoting positive interactions within classrooms, albeit not EFL-specific, potentially yields adaptable strategies to foster supportive environments, indirectly aiding in alleviating speaking difficulties encountered by EFL learners. Hosni (2014) examination of speaking challenges faced by young EFL learners provides a focused lens into the specific hurdles impeding speaking proficiency, crucial for tailoring interventions and pedagogical strategies aimed at enhancing speaking abilities. The synthesis of these findings presents a comprehensive perspective, advocating for a multifaceted approach that integrates anxiety mitigation, positive interaction promotion, and targeted strategies addressing specific speaking difficulties encountered by young EFL learners. This amalgamation of insights offers a robust

foundation for educators and researchers to tailor interventions fostering a supportive and conducive environment for enhanced EFL speaking skill acquisition.

Speaking is the practice of interaction, which creates and receives information to convey an idea (Brown, 1994). In addition, speaking is one of the four main skills for EFL students and is important for communication. For this reason, the teacher tries to create an interactive environment to encourage students to speak. According to Brand et al. (2003) and Koth et al. (2008) assert that a favorable classroom atmosphere is a crucial element in achieving success in a class and is frequently the objective of various class endeavors. The educator's responsibility lies in cultivating a positive learning setting as it significantly influences and can cultivate the classroom conditions conducive to encouraging the desired behavior during class (Hardman & Smith, 1999). Consequently, classroom management and the establishment of a positive learning atmosphere are integral to shaping the educational goals sought by the teacher, as suggested by Banks (2014).

Hence, instructors are required to establish a distinct classroom atmosphere tailored to address the requirements of EFL learners, aiming to captivate and engage them during the sessions, (Kalyar et al. 2018). Additionally, Mahbub-ul-Alam et al. (2014) contend that acquiring linguistic and sociolinguistic competencies is imperative in the acquisition of a language, be it a first or second language. Consequently, as students enhance their vocabulary, fluency, and accuracy, they concurrently refine their speaking abilities. In addition, Vygotsky (1978) also said that group work in the classroom could change student behavior

because social interaction is needed in the classroom to gain speaking and knowledge skills. Classrooms are the main place for students to have conversations and practice speaking because, as suggested by Sim and Pop (2016), in everyday life, the language produced by speaking is more than that can be produced by writing.

Based on research by Wu, Tennyson, and Hsia (2010) define the classroom environment as the physical and social aspects of a class made and facilitated by the teacher. Many factors underlie the classroom environment to influence students to learn about behavior and performance. The positive teacher-student relationship positively affects students, including making students feel confident and accepted (Stancato, 2003). Smith and Sandhu (2004) say that students who feel confident and accepted will feel happier and more focused on learning and creating good communication. Haberman (1994) believes fostering positive teacher relationships reduces the possibility of packaging speaking in class. Therefore, Brownlie and King (2000) suggest building a caring atmosphere in the class that encourages students to become more confident.

Pietarinen, Soini, and Pyhalto (2014) found that where students learn is the main determinant in shaping student behavior. Therefore student-to-student or teacher-to-student relationships are needed to create a positive environment (Pietarinen et al., 2014). Motivating students is the positive support given by the teacher in the classroom to make students feel comfortable and confident to learn (Gilman, Huebner & Furlong, 2014). O'Brien and Blue (2018) say the most effective pedagogical practices for encouraging student behavior in the classroom are learning materials or communication between teacher and students. Teachers

can also explain diversity and teach students about culture and experience because everyone is different (Choi & Hannaffin, 1995). Positive interactions with friendly peers, support and encouragement from the teacher, and a positive classroom environment where learning activities are exciting and quite challenging act as mediators (Dewaele & MacIntyre, 2014; Pavelescu & Petric, 2018).

According to Korb's research (2012) that the classroom environment provided by the teacher has a significant influence on student motivation. Hence, teachers need to create a positive learning environment that fosters three psychological needs: success, relationships, and choices. When educators create a positive learning environment, students will be more likely to have positive motivation, leading to more positive learning outcomes (Korb 2012). This statement is supported by research by Martella et al. (2003) that well-organized classrooms will create more positive interactions between teachers and students and reduce challenging behaviour. Therefore, the teacher must provide an enthusiastic response that builds high interaction, supportive feedback and clear learning objectives (Young, 2005).

Grubaugh and Houston's (1990) research emphasizes strategies nurturing interaction and improved behavior, likely offering pedagogical insights fostering collaborative engagement and behavior management conducive to a thriving speaking class. In contrast, Hagenauer, Hascher, and Volet (2015) delve into the intricate correlation between teacher emotions and classroom dynamics, underscoring the impact of educators' emotional states on student engagement, discipline, and the teacher-student relationship. This study highlights the pivotal role of teacher emotions in shaping a supportive atmosphere, critical for fostering

effective communication in speaking classes. Furthermore, Hosni (2014) examination of speaking challenges among young EFL learners sheds light on specific hurdles faced by this demographic, potentially guiding tailored interventions and strategies to address these difficulties. Collectively, these studies provide a comprehensive understanding of the elements crucial for cultivating a positive environment in speaking classes, encompassing pedagogical strategies, teacher emotions, and targeted approaches to address challenges faced by young learners in developing speaking proficiency. Such insights are fundamental for educators seeking to optimize classroom atmospheres to facilitate effective language learning and communication skills.

Brown (2001) investigation into community-building in distance learning classes, although not directly centered on speaking classes, elucidates the dynamics that facilitate interaction and engagement among learners in virtual settings. The findings from this study hold promise in informing strategies that leverage technology and promote engagement for effective communication within speaking classes. Conversely, Brand Felner, Shim, Seitsinger, and Dumas (2003) study, while not explicitly focused on speaking classes, delves into the assessment of school climate, cultural pluralism, and safety, providing a framework for evaluating and cultivating inclusive and supportive environments. Insights from both papers collectively emphasize the significance of fostering engagement, inclusivity, and a supportive atmosphere within speaking classes, laying the groundwork for creating environments conducive to effective communication and learning among students. Integrating these insights could offer a comprehensive

approach to designing speaking classes that prioritize interaction, inclusivity, and engagement, thereby optimizing the learning experience for all participants.

Sim and Pop's (2016) work likely presented practical methodologies for cultivating effective communication skills, essential for a positive speaking environment. Vygotsky's (1978) theoretical framework emphasizes social and linguistic interactions in cognitive development, offering a theoretical basis for creating an environment that values social interaction and the use of language in speaking classes. Furthermore, Mahbub-ul-Alam and Khan's (2014) understanding of socio-cultural factors influencing speaking in a second language provides context-specific challenges that educators can overcome, build supportive environments for language learning. Pietarinen, Soini, and Pyhlt' (2014) research underlines the link between emotional and cognitive involvement to academic success, advocating a class atmosphere that prioritizes students' well-being to improve speaking ability, and encourages them to be able to speak. It culminates in a comprehensive approach to fostering positive speaking environments conducive to effective language learning.

2.1.2 Creating a Positive Environment in the Classroom

Fostering a positive classroom culture has the potential to inspire student motivation for learning, and introducing learning strategies within such an environment is beneficial due to the consistent application of educational methods (Morton, 2022). Causton and Macleod's (2020) study reinforces this idea, indicating that a positive classroom setting establishes a safe and nurturing atmosphere wherein students can comfortably learn and grow. Teacher employ diverse learning approaches and adjust their teaching methodologies according to

students' requirements (Causton & MacLeod, 2020). Moreover, teachers can implement positive classroom management techniques, such as establishing explicit and uniform guidelines (Gaspar et al., 2022).

Furthermore, the teacher encourage diverse learning methods and tailor their teaching to accommodate student requirements. Nevertheless, certain teachers may not employ effective learning strategies in the classroom, leading to potential harm to the classroom environment in those specific classes (Westling, 2010). Yi (2006) suggests that suitable teaching materials should align with students' interests and requirements, be easily comprehensible, and remain current. This approach assists in fostering a sense of connection between students and the subject matter, thereby augmenting their motivation to engage in learning (Yi, 2006).

Interaction between teachers and students can yield a beneficial effect. Employing interactive methods enhances student engagement within the classroom and cultivates a more favorable learning environment (Banks, 2014). According to the study of Smith and Misra (1992), teachers may not always directly intervene in student learning. For instance, in group work tasks, teachers maintain control over students without direct interference, ensuring a smooth classroom environment during the learning process. Teacher must acquire the ability to identify behavioral issues among students, enabling them to effectively address these challenges and foster positive relationships within the classroom (Banks, 2014). In a favorable classroom atmosphere, students are encouraged to engage in collaborative activities (Diez, 2007). Pair work proves more effective compared to group discussions or whole-class activities as it allows each student

to participate actively, especially benefiting introverted students who may be hesitant to speak in front of the entire class or teacher (Achmad & Yusuf, 2014).

Therefore, minimizing the use of native language during interactions can be achieved by emphasizing to students the significance of English practice for their future accomplishments and by highlighting its role in enhancing their language intuition (Brown, 2001). Barton, Ledford and Lane (2010) said that the significance of tailoring directed teaching and learning methods while establishing effective communication with students based on their behavioral patterns across different grade levels. Similarly, Banks (2014) recommends that fostering relationships with students requires employing appropriate strategies, including adept communication, delivering feedback, and comprehending the impact of culture and language, as these elements significantly influence students' interactions with adults. Communicative needs encompass an individual's necessity to engage in various forms of communication with others, comprising speaking, listening, reading, and writing (Yi, 2006).

Furthermore, fostering a positive classroom ambiance involves enhancing student engagement, emphasizing collaborative participation during discussions, question-and-answer sessions, and other learning-related activities (Pickett & Fraser, 2012). Additionally, the teacher's direct support throughout the learning process is crucial (Pickett & Fraser, 2010). Wiseman and Hunt (2008) suggest that the most effective approach for a teacher is to establish learning conditions that are highly engaging and stimulating, while also adapting learning tasks to match students' abilities and interests. They propose that once these conditions are set, students are inherently motivated. It's possible that the conditions themselves

generate motivation rather than the teacher being the sole source of motivation (Wiseman & Hunt, 2008).

Morton's (2022) research delves into trauma-informed practices, providing strategies to establish a supportive atmosphere especially for students who have experienced trauma, contributing to a compassionate classroom culture. Causton and MacLeod's (2020) insights emphasize the shift from behavior management to inclusive strategies, fostering a sense of belonging among all students and creating a welcoming and supportive environment. Gaspar (2022) study highlights the efficacy of teacher classroom management programs in enhancing teaching practices and supporting teachers' psychological well-being, crucial aspects contributing to a positive classroom culture. The integration of trauma-informed practices, inclusive support strategies, and effective classroom management techniques advocated by these studies presents a holistic approach to create an inclusive, supportive, and conducive learning environment that prioritizes the well-being and growth of every student.

Westling's (2010) investigation likely sheds light on teachers' perceptions and strategies when addressing challenging behaviors, providing insights into managing these behaviors effectively. Banks' (2014) exploration emphasizes proactive strategies to foster a positive classroom atmosphere, outlining antecedent strategies for behavior management. These insights are instrumental in creating supportive environments and preventing disruptions. Additionally, while not directly addressing positive environments, Diez's (2007) study touches on the complexities within teacher dispositions, which indirectly affects classroom dynamics. Understanding these underlying tensions and complexities can provide

valuable insights into aligning teacher beliefs and practices towards creating conducive and supportive classroom environments. Integrating findings from these studies underscores the significance of understanding teacher perspectives, proactive strategies, and underlying tensions in shaping a positive classroom culture that supports both student learning and behavior.

Daniels' (2005) work likely delves into cooperative learning strategies tailored for EFL classrooms, potentially offering effective structures to enhance student engagement and collaboration. Evertson and Weinstein's (2006) exploration emphasizes the pivotal role of classroom management in creating conducive learning environments, highlighting the significance of effective management strategies for a positive classroom atmosphere. Fraser's (2007) insights offer a broader perspective on classroom environments, particularly within science education, elucidating factors influencing positive learning environments across various domains. Additionally, Fraser and Fisher's (1986) study underscores the importance of aligning students' preferred and actual classroom environments, advocating for a tailored approach to classroom settings that accommodate student preferences. Integrating these diverse findings underscores the significance of pedagogical strategies, management approaches, environmental influences, and aligning classroom settings with student preferences in creating a positive and supportive learning environment. Such insights offer a holistic framework for educators aiming to cultivate engaging and conducive classroom atmospheres for effective teaching and learning. The amalgamation of these seminal works underscores the intricate facets constituting positive classroom environments. Pickett and Fraser's (2010) exhaustive analysis

illuminates the pivotal interplay between teacher-student relationships, physical classroom settings, and pedagogical approaches. Their findings emphasize the profound impact of empathetic, communicative interactions between educators and students, fostering an atmosphere conducive to enhanced motivation and academic performance. Aligning with this, Sieberer-Nagler's (2016) exploration underscores the symbiotic relationship between effective classroom management and positive teaching strategies. Clear expectations, consistent disciplinary measures, and proactive, preventive approaches emerged as crucial elements in nurturing a conducive learning climate. This notion resonates profoundly with Shoaib and Ullah's (2021) study, specifically focusing on girl students' academic development. Their research delineates the pivotal role of supportive, inclusive classroom environments and gender-sensitive pedagogical practices in empowering female students' learning skills. Collectively, these studies advocate for a holistic approach, accentuating the significance of teacher-student dynamics, effective classroom management, and inclusive pedagogies in fostering a positive, enriching educational milieu that not only enhances academic performance but also nurtures holistic student well-being.

2.1.3 The Benefits of a Positive Environment in Classroom

A favorable classroom setting holds significance as it correlates with student behavior in the classroom, as noted by Hannah (2013). This assertion finds support in the study by MacSuga-Gage, Simonsen, and Briere (2012), emphasizing the necessity for regular teacher-student communication to cultivate a comfortable class environment and alleviate any anxiety that might hinder the learning process. Moreover, according to Hannah (2013), initiating lessons with

motivational elements can aid in establishing a positive rapport between teachers and students. Similarly, Balkar (2015) suggests that considering the unavoidable global shifts, teachers should display greater creativity and innovation in their teaching approaches, enabling the creation of a conducive and comfortable learning environment. Yurt and Aktas (2016) demonstrate that having peer tutors engaging in English conversation within the classroom has a beneficial impact on students' speaking proficiency and greatly enhances their satisfaction. Additionally, Johnson & Johnson (1989) and Slavin (1990) highlight that fostering a collaborative environment where everyone supports each other enhances participation, fosters inclusivity in highly interactive settings, and cultivates a sense of capability among individuals within the class.

In the study by Milkie and Warner (2011), the learning environment varies greatly from class to class or from context to context and the learning environment has four types, namely: (1) a student-centered learning environment; (2) knowledge-centered; (3) assessment-centered; and (4) community centered. Moreover, Espinel and Canaria (2010) discovered that engagement in cooperative learning among students leads to mutual influence and fosters social interaction in speaking. Among these influences, the primary category is the classroom atmosphere, encompassing the collective mood, emotions, or overall climate perceived and shared by the class group. Additionally, teacher-related factors such as teaching styles, methods, and procedures are noted to play a significant role in shaping the classroom environment (Peng, 2012).

Ghonosooly, Hoesseini and Khajavy (2016) said that communication beliefs, motivation, attitudes toward learning English, and English achievement

are interconnected with the classroom environment. Additionally, Dagarin (2004) contends that classroom interaction represents a mutual exchange between participants involved in the language process; the teacher impacts the students, and conversely, the students influence the teacher. Classroom interaction is classified as pedagogic interaction, encompassing interactions occurring within the teaching and learning process, as defined by Sarosdy (2006). Additionally, the manner in which students provide support and assistance to one another in the classroom significantly influences their interactions (Wen & Clement, 2003). Teaching methodologies and the level of teacher-student rapport not only impact student engagement within the classroom but also exert influence on assignments, the classroom environment, student motivation, subject matter, and collaborative activities such as pair/group work, (Cao, 2013; Wen & Clement, 2003).

Studies have indicated that collaboration among students diminishes anxiety (Price, 1991) and contributes to a more comfortable and enjoyable classroom atmosphere (Olsen & Kagan, 1992). Teachers possess the ability to alleviate language learners' anxiety by establishing a supportive and relaxed learning environment, setting moderately challenging goals, and implementing techniques aimed at reducing anxiety, as suggested by Dornyei (1994).

Qutob (2018) the content utilized within the classroom environment and the role of the teacher as a facilitator significantly impact the satisfaction of EFL students with the speaking skills they develop. Hence, Kurum (2016) recommends that teachers take into account the age and proficiency level of students while devising speaking activities, as these factors can notably influence student motivation and contentment. Research investigating speaking classes and student

dynamics found that assigning suitable tasks to instructors is crucial for fostering effective communication among students in class, thereby generating an interactive atmosphere (Moradi & Talebi, 2014). To promote student interaction within the classroom, teachers should incorporate diverse activities, particularly group work (Qutob, 2018). Yurt and Aktas (2016) said, the positive impact of peer tutors in English-speaking classes on students' speaking proficiency, leading to heightened satisfaction among students. Furthermore, Espinel and Canaria (2010) discovered that engagement in cooperative learning fosters mutual influence among students, contributing to the development of social interaction in speaking. The findings revealed a noteworthy positive correlation among elements constituting the classroom environment—specifically, teacher support, student cohesion, and task orientation (Peng & Woodrow, 2010). Consequently, Shoaib and Ullah (2021) suggest that teachers must engage in continuous learning and stay updated with current trends to effectively serve as facilitators for their students' educational requirements.

Guo Yang, and Shi's (2017) study highlight the association between a positive learning environment and students' learning approaches, emphasizing the influence of supportive environments on enhanced academic performance. Graham and Gisi (2000) study unveils the correlation between instructional climate and college outcomes, emphasizing the importance of positive learning environments beyond classrooms for overall student satisfaction and success. Khatimah's (2021) research emphasizes the substantial influence of classroom setup and interactions on student engagement and achievement, highlighting the critical role of a positive classroom environment in facilitating effective learning

experiences. Furthermore, Lim and Richardson's (2021) investigation accentuates the predictive effects of social, cognitive, and teaching presence on affective learning outcomes, indicating the pivotal role of a positive environment in fostering social interaction, cognitive engagement, and effective teaching for improved learning outcomes. The synthesis of these studies underscores the pivotal significance of a positive classroom environment in shaping students' learning approaches, college outcomes, overall learning experiences, and affective learning outcomes across diverse educational settings, underscoring its fundamental importance for effective teaching and learning practices.

Moradi and Talebi's (2014) study underscores the efficacy of strategic planning instruction in enhancing awareness, fluency, and lexical resources in speaking among Iranian EFL students, emphasizing its role in fostering a positive speaking environment and augmenting language proficiency. Nelson and DeBacker's (2008) findings illuminate the significant impact of peer climate and friendships on adolescents' achievement motivation, revealing the influential role of social dynamics in creating a positive motivational atmosphere conducive to academic success. Furthermore, Qutob's (2018) research underscores the pivotal link between EFL learners' satisfaction within the classroom environment and their speaking proficiency, emphasizing the crucial role of a satisfying classroom setting in bolstering speaking skills. The amalgamation of these insights emphasizes the multifaceted benefits of a positive classroom environment, ranging from enhanced language proficiency through strategic planning, motivational climates fostered by social dynamics, to the pivotal role of satisfaction in refining speaking abilities among language learners.

2.2 Relevant Study

This study focuses on the type of positive environment for EFL students in the context of speaking classes. A positive educational setting involves emphasizing several key factors, including student motivation toward learning, the establishment of strong teacher-student relationships, and the willingness of students to actively participate in class discussions (Lee, 2020). Certain students continue to experience speaking anxiety in class attributed to an unsupportive atmosphere, including inadequate teacher-student relationships, a tense classroom environment, and difficulty comprehending certain topics (Hanifa, 2018).

In connection with a positive classroom atmosphere, various studies have delved into its significance. According to Khatimah (2021), a positive classroom environment plays a crucial role in enhancing the learning motivation of EFL students during class. Then conducive learning conditions can only be achieved if social interaction goes well. This is supported by the research of Bashori, Hout, Strik, and Cucchiarini (2021) stated to involve students in learning, teachers must create active classes so that all students are involved in learning. The findings of this study suggest that a large part of creating a positive environment is the motivation given by the teacher to students to encourage students to be active during learning.

Somro and Farooq (2018) conducted a study focusing on various factors influencing speaking skills within speaking classes, encompassing aspects related to teachers, students, and the learning environment. This research involved 184 EFL students, both male and female, at Taif University. The study by Soomro and Farooq (2018) revealed that the absence of proactive measures from both students

and teachers can significantly influence the overall classroom environment during the learning process. In addition, the research highlighted a deficiency in speaking skills within the classroom. Furthermore, the study indicated that the implementation of strategies during the learning process could generate student interest. Employing engaging materials as learning strategies, coupled with resources that actively engage students, received support within the findings (Soomro & Farooq, 2018).

Numerous prior studies have addressed the preference of EFL teachers for employing discussion techniques within speaking classes to enhance students' speaking proficiency (Warchauer, 1995). Additionally, EFL students frequently engage in discussion techniques with peers with whom they feel at ease communicating. Aragon (2003) suggests that individuals at ease within a group often share common ground in terms of familiarity and social values. . In a study conducted by Yoon (2003), it was noted that while having a positive relationship with group members is beneficial, further improvement in the speaking skills of EFL students in speaking classes is observed when interactions occur with individuals beyond their immediate group. This enhancement is supported by engaging in numerous discussions encompassing a variety of topics, leading to a shift from formal to informal communication over time. Additionally, the success of students is reliant on how teachers conduct activities within the classroom (Sugita & Takeuchi (2010).

Lee (2020) conducted research involving 647 participants, indicating that through the establishment of a positive classroom environment, EFL teachers have the potential to enhance students' willingness to communicate in their second

language (L2), consequently leading to possible improvements in their English communicative abilities. Additionally, according to Pickett and Fraser (2010), fostering a positive environment contributes to fostering a sense of comfort in the learning atmosphere between teachers and students. Supported by the research of Bima and Adi (2021) said, the classroom environment is the main factor in driving student learning processes in the classroom. A positive environment will have a good impact on students and teachers because it can create a comfortable relationship in the classroom to keep students motivated during learning, and then motivation in the classroom can be used by students to get rid of their anxiety about speaking. Khatimah (2021) states that a positive classroom environment influences student learning outcomes. A good classroom learning environment makes students feel comfortable and motivated when carrying out learning activities (Stepanko et al., 2022).

In conclusion, this research and previous research have similarities in discussing positive environments. However, previous research focused more on classroom learning strategies (Shen & Chiu, 2019), whereas this study focuses on positive environments for EFL students in speaking classes. In Nisa's research (2014), it is said that it is highly recommended that teachers implement a good environmental system in the classroom, which is given directly by the teacher to their students, which creates good communication during learning. Meanwhile, in this study, the researcher focused more on the type of positive environment in the speaking class.